

2024/2025 School Plan



MISSION

The staff, parents, and community of Montecito Elementary School are committed to providing all students with opportunities to realize their unique potential. Students, parents and staff work together to create a safe, respectful, and supportive environment, which promotes the joy of life-long learning and encourages students to develop as responsible, contributing citizens of our changing society.

I love the teachers. Everyone is pretty nice. I like science, gym and art. We also get drawing books. We have good field trips too!
-quote from student

I love Montecito because outside I can play everything from basketball to soccer to exploring the forest all in one day. And also my teachers are kind.
-quote from student

Montecito is an amazing school because, as a parent, I feel safe sending my kids to such a welcoming, universal school environment with such caring staff!
-quote from parent

Our School

277

Students enrolled

24

Languages spoken

37

Staff

FEEDBACK?

We welcome your thoughts on our school plan. Please email your feedback to Tanis.Anderson@burnabyschools.ca.

ABOUT OUR SCHOOL

Our community is made up of 277 students, which includes 6 Indigenous Learners, 25 who hold a ministry designation (14 of which are low incidence designations). We have 76 English Language Learners.

We are very proud of the relationship that exists between the home and the school at Montecito. Our parent involvement at the school is extensive. From our Parents as Partners conferences, to our Pancake breakfast, the staff and students benefit from the community feel at Montecito. We have a very involved PAC, who ensures many school events are planned, that help to deepen the feeling of connection everyone feels here at Montecito.



Parent volunteers with Ms. Mann at our Welcome Back Barbeque



Parent volunteers set up our school wide pumpkin patch!

OUR GOALS AND OBJECTIVES

Reading Goal

To increase reading comprehension for all students.

Objective #1:

Students will improve their reading accuracy, fluency and stamina.

Objective #2

Students will use developmentally appropriate reading strategies and decoding skills to make meaning while reading.



Faye Brownlie led our professional development day, Fall 2024.

In support of our reading goal, we assessed students in September 2024. We used the Early Primary Reading Assessment for our Grades One and Two students. We used the DART to assess the Grades Three to Seven Students. These assessments are performance based assessments. Students read grade level, non fiction texts independently, and responded to comprehension questions both in written form and orally. Teachers administered running records, to score reading accuracy.

Classroom teachers, learning support, ELL teachers and administration met to debrief these reading assessments, and to make plans for targeted and intentional instruction, to support all our learners.

Our assessments informed us that the majority of our students were able to decode the grade level texts with accuracy, but some students struggled with comprehension.

Our assessments also informed us that when students came across an unknown word, some didn't have the word attack skills to decode the word.

In November 2024 we assessed our Kindergarten and Grade One students using Burnaby School District's new assessment tools. We assessed students' letters, sounds, and phonemic awareness skills.

At our first professional development day of the school year, Faye Brownlie, consultant, educator, and author worked with Montecito staff on various teaching strategies that will support our learners at Montecito.

Kindergarten teachers are using a program called Heggerty, which teaches early phonemic awareness skills. Teachers teaching Grades One to Grade three use a combination of levelled books, guided reading, phonics programs, and word study programs. Intermediate teachers are engaged in building literacy skills through independent reading, novel studies and literature circles. They explicitly teach each area such as Social Studies and Science. All students are writing every single day.

Teachers use PM Benchmarks throughout the year, and Kindergarten and Grade One teachers will also explore the school district's new early literacy assessments to inform their instruction.

We will continue to monitor students' progress through ongoing assessment, both formal and informal. Teachers will work collaboratively during staff meetings and professional development days to reflect and plan based on our data and our observations.

Many teachers are engaged in professional learning opportunities the district offers. This year, our teachers enrolled in:

- Self Regulated Learning
- UDL – Universal Design for Learning
- Learning in the Primary Years

We also have many teachers who have completed graduate work, or are currently completing graduate work.

Numeracy Goal

Objective #1:

To build number sense and flexibility

Objective #2:

To develop mathematical vocabulary

We want our students to develop a deeper number sense, take more risks with mathematics and be able to persevere through problem solving activities that require more than one step. Although we understand that some math concepts need to be directly taught, we want to move towards more explorative models with multiple entry points, exit points, and a variety of materials with which to explore math. We recognize and value experiences that are hands on, when children are engaged and active and experience math in 'real life.' We are working on building numeracy sense and flexibility of numbers and developing mathematical vocabulary.

Our Math committee created a Math assessment, which assessed:

- flexibility with numbers
- decomposing and representing
- understanding the concept of quantity

We spend time as a staff discussing assessment results, as well as sharing our observations through daily assignments, lessons and tests.

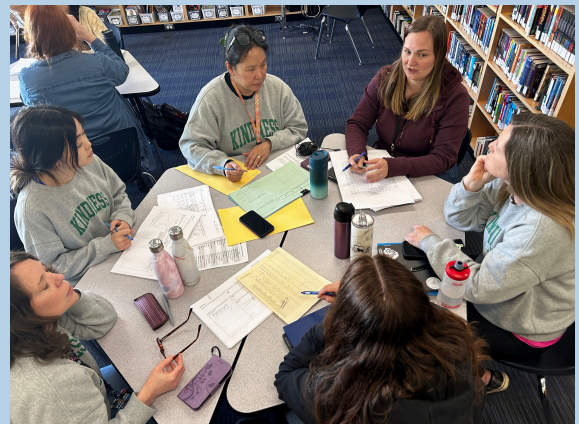
Last April, our Math Consultant, Mike Wong, presented a Math workshop to our staff, adding ideas to increase Mathematical fluency and vocabulary.

We also focus on ways to teach students how to develop resilience, rigor, and a growth mindset when attempting math tasks.

Thanks to our generous PAC, we are purchasing Math bins for each classroom. These bins will contain manipulatives that will help teachers teach in a more hands on way. We are also purchasing Math games, which will help students learn basic math facts, critical thinking, and problem solving skills.



Our interactive Math board invites students to attempt Math problems!



Montecito teachers looking at Math assessments and planning for instruction.

