

2025/2026 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

275

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 MONTECITO

Our community is made up of 275 students, which includes 5 Indigenous Learners, 25 learners hold a ministry designation (13 of which are low incidence designations). We have 76 English Language Learners.

We are proud of the strong and supportive relationship that exists between home and school at Montecito. Parent involvement is a vital part of our school community and is evident in a variety of ways—from our Parents as Partners conferences to our annual Pancake Breakfast. These events foster a true sense of connection among students, staff, and families. Our dedicated Parent Advisory Council (PAC) plays a key role in organizing many school-wide activities that enrich the student experience and strengthen our vibrant community.



*Parent volunteers with Ms. Mann
at our Welcome Back Barbeque*

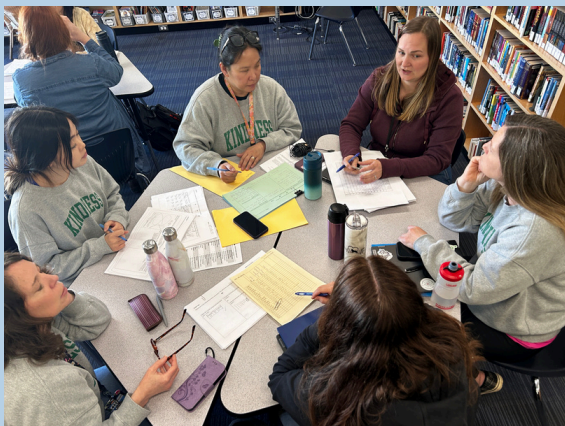


Parent volunteers set up our school wide pumpkin patch!

The staff at Montecito are deeply committed to continuous professional growth. Most teachers regularly participate in professional learning opportunities offered by district staff and attend educational conferences to stay current with best practices. Many have completed, or are currently pursuing, graduate studies. In addition, our team engages in ongoing collaborative learning during monthly staff meetings and designated professional development days.



Faye Brownlie led our professional development day.



Montecito teachers looking at Math assessments and planning for instruction.



OUR GOALS AND OBJECTIVES

Reading Goal

Students will become more fluent, accurate, and confident readers who apply appropriate strategies to decode text and make meaning as they read.

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.



Literacy Assessment and Instructional Planning at Montecito

In support of our school-wide reading goal, we conducted comprehensive reading assessments in September 2024. For students in Grades 1 and 2, we used the Early Primary Reading Assessment (EPRA), while students in Grades 3 to 7 were assessed using the District Assessment of Reading Team (DART). These performance-based assessments required students to independently read grade-level, non-fiction texts and respond to comprehension questions both orally and in writing. Teachers also administered running records to evaluate reading accuracy.

Following the assessments, classroom teachers, Learning Support staff, ELL specialists, and administration collaborated to analyze the data and develop targeted, intentional instructional plans to support all learners.

The data indicated that while most students could accurately decode grade-level texts, some experienced difficulty with comprehension. In addition, a number of students lacked the word-solving strategies necessary to decode unfamiliar words independently.

In November 2024, Kindergarten and Grade 1 students were assessed using the Burnaby School District's newly developed literacy screeners, focusing on letter recognition, letter sounds, and phonemic awareness. These students, along with those in Grade 2, were reassessed in late spring using the same tools to track progress in phonological awareness and foundational literacy skills. We also reassessed students in Grades K to 7 using the EPRA and DART in the spring. Once again, decoding skills remained strong overall, but comprehension continued to be an area requiring further attention. Writing also emerged as a key focus, with data indicating the need to strengthen students' ability to express their ideas clearly and meaningfully in writing. As such, we plan to place greater emphasis on writing instruction alongside reading in the upcoming school year.

What Are We Doing?

Kindergarten teachers have implemented the Heggerty program, which supports the development of early phonemic awareness. Teachers in Grades 1 to 3 use both decodable and levelled books, guided reading, phonics, and word study programs. Intermediate teachers are fostering literacy through independent reading, novel studies, and literature circles, while also integrating literacy instruction into content areas such as Social Studies and Science. Across all grades, students are engaged in daily writing.

Teachers regularly use PM Benchmarks to monitor progress, and Kindergarten and Grade 1 teachers will continue to explore the district's new early literacy assessment tools to guide their instruction. Ongoing assessment—both formal and informal—will remain a cornerstone of our approach. Staff will continue to work collaboratively during staff meetings and professional development days to reflect on student progress, analyze assessment data, and adjust instruction to meet the evolving needs of our learners.

Numeracy Goal

Students will develop strong number sense and flexible thinking, and will be able to communicate their mathematical understanding using accurate and appropriate vocabulary.

Objective #1:

To build number sense and flexibility

Objective #2:

To develop mathematical vocabulary

We are committed to fostering deeper number sense in our students, encouraging them to take risks in mathematics, and supporting their ability to persevere through multi-step problem-solving tasks. While we recognize the importance of direct instruction for some mathematical concepts, our goal is to shift towards more exploratory learning models. These models offer multiple entry and exit points and provide a variety of materials to engage learners in meaningful mathematical exploration.

We value hands-on, experiential learning— opportunities where students are actively engaged and see the relevance of math in real-life contexts. Our current focus includes developing number flexibility, strengthening numeracy skills, and expanding students' mathematical vocabulary.

To support this, our Math Committee developed an assessment tool that focuses on three key areas:

- Flexibility with numbers
- Decomposing and representing numbers
- Understanding the concept of quantity

As a staff, we regularly analyze assessment data and share observations from daily lessons, assignments, and tests. This collaborative dialogue helps inform our instructional practices.

Throughout the year, we welcomed our district Math Consultants, Mike Wong and Livia Chan, who facilitated workshops for our staff. These sessions offered practical strategies to enhance mathematical fluency and vocabulary development.

We are also emphasizing the importance of resilience, rigor, and a growth mindset in math. Helping students build confidence and perseverance is a central part of our instructional approach.

Thanks to the generous support of our PAC, each classroom received a Math bin stocked with manipulatives to promote hands-on learning. Additionally, we continue to purchase a range of math games designed to reinforce foundational skills, foster critical thinking, and support problem-solving development.

Our interactive Math board invites students to attempt Math problems!

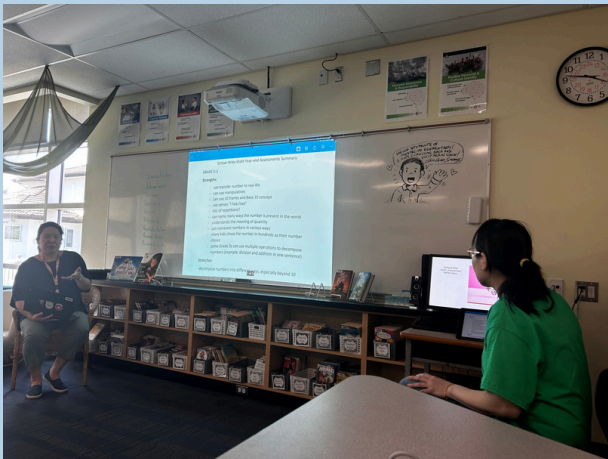


Learning – How and Where Can we Learn More?

- Professional Development Days
- Collaboration at Staff Meetings
- Professional books
- District Learning Leads
- District Literacy Framework
- District workshops
- Time to collaborate with colleagues

Taking Action:

- Explicitly teach foundational skills.
- Provide targeted learning support tailored to student needs.
- Use both qualitative and quantitative data to assess literacy and numeracy growth.
- Implement executive functioning strategies learned from our District Speech and Language Pathologist, Winnie Yip.
- Increase the use of math manipulatives and games to support student engagement and understanding.
- Expand the variety of books available in classrooms to foster diverse reading experiences.
- Ensure all intermediate classes use the “Math Up” program.
- Utilize “Everyday Speech” to develop social, emotional, and communication skills.

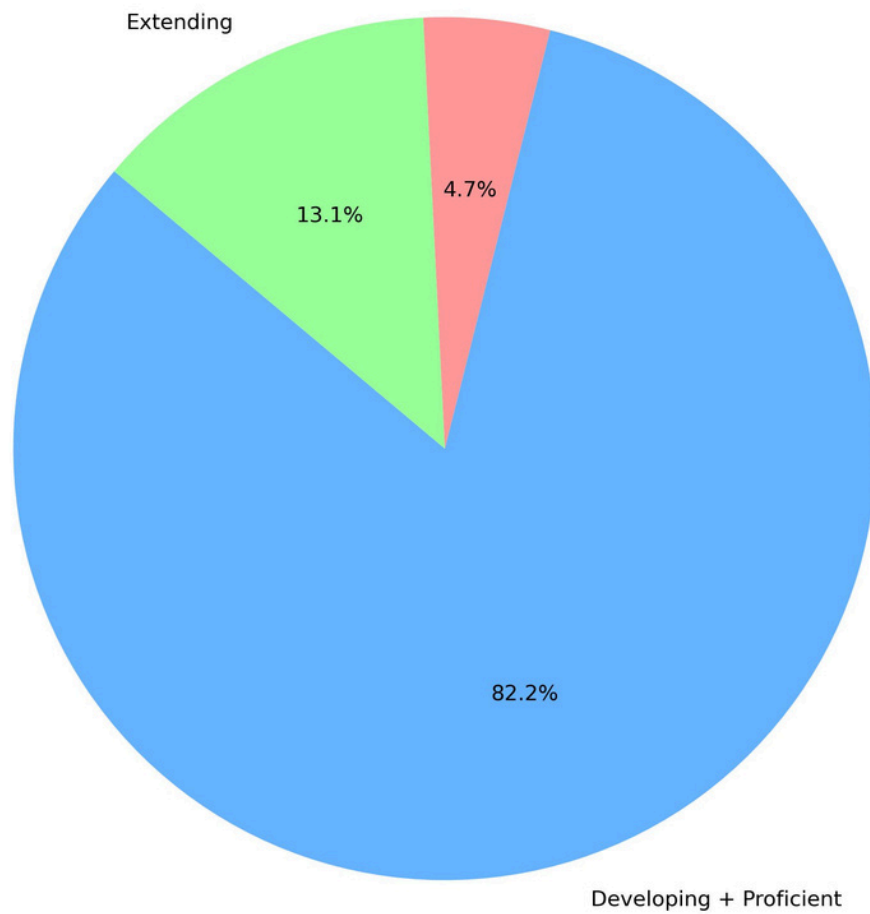


Ms. Mann and Ms. Kumar share our numeracy assessment with staff



Ms. Hill and Ms. Chin look at Kindergarten numeracy assessments

Literacy Levels - Term 3 Report Card 2025



Numeracy Distribution - Term 3

