

2025/2026 School Plan Supporting Document



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.

Data

How is your school using data to identify students who are struggling?

How is your school explicitly identifying these students in your school plan and goals?

How are teachers able to identify struggling students who may not show in the data?

We use a variety of data sources to inform and guide our instructional practices. Using the district-created primary screeners, we identify students who may be at risk for literacy challenges and tailor instruction to address their specific needs. In addition, we conduct school-wide assessments in both literacy and numeracy.

Following these assessments, staff come together to review the results and collaboratively plan next steps for instruction.

Classroom teachers, learning support staff, our counsellor and administrator work together to analyze data and make informed decisions about the supports students require.

Our support model is tiered:

Tier 1: Universal classroom instruction, differentiated based on student data.

Tier 2: Small group instruction for students demonstrating early signs of difficulty.

Tier 3: Intensive, individualized interventions for students with ongoing challenges.

To ensure students' needs are met in a timely and effective manner, school-based team meetings take place regularly. Class reviews are held twice a year. These meetings help us monitor progress and determine appropriate next steps for instruction and intervention.

How are interventions identified and prioritized?

At Montecito, staff use a combination of formal and informal assessments, such as regular check-ins, classroom based assessments, and primary screeners to identify strength and stretches of our learners.

These assessments are conducted throughout the year, allowing teachers to evaluate progress both within grade groups and across the school. Based on this data, students requiring Tier 2 and Tier 3 supports are identified and prioritized to ensure timely and targeted interventions.

What is your school doing to adapt and/or adjust interventions to support student success?

Interventions are continuously reviewed and adjusted throughout the year in response to student progress and achievement data. Teachers provide small-group support tailored to student needs and collaborate regularly with Learning Support and ELL teachers. We also draw on the expertise of our Speech and Language Pathologist and school counsellor to support individual students. This team-based, flexible approach allows us to adapt interventions and ensure they remain responsive and effective.

How is your school providing opportunities for staff to participate in collaborative conversations, share promising practices, and learn from one another?

The staff at Montecito are deeply committed to ongoing professional learning. Most teachers actively participate in professional development opportunities offered by the district and attend educational conferences to stay informed about current best practices. Many have completed or are pursuing graduate studies. Collaboration is embedded in our school culture through regular team meetings, monthly staff meetings, and designated professional development days, where staff come together to share strategies, reflect on student learning, and grow collectively as educators.

How does your school plan address educational outcomes for indigenous students, students with disabilities or diverse abilities, and children in youth and care?

Culturally Responsive Teaching: We integrate indigenous perspectives across the curriculum guided by the First people's principles of learning.

Annual Indigenous School Plan: We continue to follow our school plan to guide us.

Inclusive Classrooms: We ensure all students can access and engage with the curriculum.

Individualized Support Plans: We collaborate with learning support teachers, our counselor and speech and language pathologist to support all learners, including those learners with ministry designations who have IEPs, and English Language Learners.

Trauma Informed Practices: We use trauma informed practices to respond to the effects of trauma with compassion and consistency.

Safe and Caring Environment: We prioritize relationship building, ensuring that all students feel a sense of belonging at Montecito.

Academic Monitoring: We track progress closely and provide timely interventions to support learning.

What does the data tell us?

See data in school plan.

What data are we using?

- Third term report card data in numeracy and English Language Arts
- District literacy screener data on letter recognition, phonemic awareness and phonics skills
- School wide created numeracy assessments
- Quantitative data – observations from teachers

How do we know?

School staff review plans annually, examining goals and actions plans to determine if adjustments are required.