

SCHOOL PLAN

Montecito Elementary School

Our Story

Who are we as a learning community, and in what ways are we currently demonstrating our strengths?

Montecito Elementary is a diverse and inclusive learning community of approximately 270 students. Our student population includes 7 Indigenous learners, 74 English Language Learners representing 19 different languages, and 26 students with Ministry designations—16 of whom are identified as low-incidence. This diversity enriches our school, fostering a culture of respect, belonging, and global awareness.

A defining strength of our community lies in the strong, supportive relationships between home and school. Families are deeply engaged in school life, and their involvement is visible through meaningful events and initiatives such as our *Parents as Partners* conferences, our school-wide pumpkin patch, and our annual Pancake Breakfast. These shared experiences strengthen connections and contribute to a welcoming and inclusive environment for all.

Our Parent Advisory Council (PAC) is an essential partner in our success, actively organizing events and opportunities that enhance student learning and build community spirit. Their ongoing commitment helps ensure that Montecito remains a vibrant and connected place for students and families alike.



Our staff further exemplifies our strengths through a deep commitment to professional learning and growth. Teachers engage in district-led professional development to stay current with best practices. Many staff members have completed or are pursuing graduate studies, demonstrating a strong dedication to lifelong learning. Additionally, we prioritize

collaborative learning through monthly staff meetings and professional development days, where educators work together to reflect, share strategies, and improve student outcomes.

Together, these elements—our diversity, strong relationships, active parent involvement, and commitment to professional growth—define who we are as a learning community and highlight the many ways we demonstrate our strengths.



Our *Focus*

Goal 1: *Literacy*

By June 2027, we will improve student literacy achievement across Kindergarten to Grade 7 through the use of evidence-based instructional practices, collaborative professional learning, and data-informed decision-making to strengthen foundational skills, comprehension, and communication.

Objective 1 (K–3: Early Literacy & Acadience)

By June 2027, K–3 teachers will consistently use Acadience Literacy Screeners to assess phonemic awareness, phonics, and fluency, and will analyze this data collaboratively to inform instruction and identify students at risk, resulting in increased numbers of students meeting or exceeding benchmark expectations.

Objective 2 (Grades 4–7: Instructional Practice & Deeper Literacy)

By June 2027, Grades 4–7 teachers will strengthen literacy instruction through collaborative professional learning (e.g., Communities of Practice and self-regulated learning), implementing targeted strategies in word study, vocabulary development, and explicit grammar instruction to improve students' comprehension, communication, and overall literacy achievement.

Goal 2: *Self Regulation*

We will foster students' ability to understand themselves as learners and as human beings by developing their self-regulation skills—empowering them to recognize emotions, understand how their brains respond, and apply strategies to return to a calm, ready-to-learn state.

Objective 1: Build Emotional and Brain Awareness

Students will develop awareness of their emotions and how their brains and bodies respond to them.

Students will:

- Recognize and name their emotions
- Identify physical signals of dysregulation
- Understand the difference between “upstairs brain” (thinking) and “downstairs brain” (emotional/survival responses)
- Use common language to describe their experiences
- Understand that all emotions are valid, while behaviours can be guided

Objective 2: Strengthen Self-Regulation Strategies

Students will learn and apply a range of strategies to regulate their emotions and return to a state of readiness for learning.

Students will:

- Build a personal toolbox of regulation strategies (e.g., breathing, grounding, movement, self-talk)
- Practice using strategies proactively and during moments of dysregulation
- Reflect on which strategies are most effective for them

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 growth.
- Continue to expand the variety of books available in classrooms to foster diverse reading experiences.
- Utilize “Everyday Speech” to develop social, emotional, and communication skills.
- Continue to refer to our staff, school, and classroom charters to guide the daily work we do.

