

# 2026/2027 School Plan Supporting Document



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## 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

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*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

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## OUR SCHOOL

270

Students enrolled

19

Languages spoken

37

Staff

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## **Data - Literacy**

**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.

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.

## **Data - Self Regulation**

**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?**

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

We use a variety of data sources to identify students who may be experiencing challenges with self-regulation, similar to our approach in literacy.

For self-regulation, we gather student voice data through school-wide surveys (K-7), along with classroom observations and staff insights. The survey data provides information about:

- Students' ability to identify trusted adults
- Awareness of body signals when upset
- Knowledge and use of calming strategies
- Emotional vocabulary

Across grades, the data shows that:

- Most students feel safe and can identify trusted adults
- Many students are still developing awareness of body signals and emotional vocabulary
- A number of students rely on adults or have a limited range of independent strategies

In the intermediate survey, we also see variability, with some students indicating:

- “Not yet” when asked if they know how to calm themselves
- Difficulty identifying body signals (“I don’t know”)
- Continued reliance on peers/adults

Students who require additional support in self-regulation are explicitly identified through:

- Survey data indicators (e.g., students who report “not yet,” limited strategies, or difficulty identifying emotions/body cues)
- Teacher and staff observations
- School-based team discussions and class reviews

Our goals explicitly focus on:

- Increasing independent use of self-regulation strategies
- Expanding emotional vocabulary
- Strengthening body awareness (interoception)

### **Teachers identify these students through:**

- Daily classroom observations (e.g., difficulty during transitions, peer interactions, or unstructured times)
- Patterns of behaviour (e.g., avoidance, withdrawal, escalation, or reliance on adults)
- Student conversations and relationship-based check-ins
- Work habits and learning behaviours (e.g., inability to persist, frustration tolerance)
- Collaboration with support staff and families

Through regular school-based team meetings and class reviews, staff bring forward these observations to ensure that all students, whether identified through formal data or professional judgment, are supported appropriately.

### **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 in literacy.

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. 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 data are we using?**

- Report card data
- District literacy screeners and diagnostic assessments
- Student Voice Data from self regulation surveys
- Quantitative data – observations from teachers

## **How do we know?**

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