

STRIDE AVENUE COMMUNITY SCHOOL

Growth Plan 2023

MISSION STATEMENT: At Stride Avenue Community School we are dedicated to providing our community with a supportive and inclusive environment that recognizes individual strengths, fosters respect for self and others, encourages social responsibility, and promotes life-long learning.

School Context

Stride Avenue Community School is located in the Edmonds area of Burnaby. It takes its name from the street which had been named after Eber Stride, Burnaby Councilor from 1894-1913. The school opened in 1929 as a two-classroom building although additions were made in 1949, 1953, 1957, 1964, 1969, and 1973.

We are one of Burnaby's 7 Community Schools. The Burnaby Community School model was established in 1976 as a result of a partnership between the school district and the City of Burnaby. We believe that it takes a whole community to raise a healthy child, and that healthy children and healthy families in turn build healthy communities. Through multi-ministry funding and non-profit partnerships, we strive to create a community hub where families can come together. In addition to providing an inclusive and responsive education for our students, we strive to address the needs of all age groups, with programs for preschoolers, after-school care, and recreation, in addition to supporting families with basic needs, such as food security.

Our overarching long-term goals at Stride are to **maximize every child's full potential in the areas of reading fluency and comprehension, through self-regulated learning.**

For this year in particular, **ensuring everyone's social and emotional well-being is a priority.** Pandemic recovery, along with global and local stresses (the conflict between Russia and Ukraine, the rising cost of living, staff shortages in every

industry, etc.) are all having an impact on students, families, and staff. Doing frequent check-ins to ensure that everyone is coping with the added complexities and anxieties are essential and non-negotiable. Awareness, self-regulation, movement breaks, brain breaks, and practicing gratitude, kindness, and patience are some of the deliberate steps we will be taking. Stephanie Lundrigan (Head Teacher) and I will also be monitoring and fostering staff well-being, along with a Staff Wellness Committee that has been formed in partnership with Fraser Health.

Reading

Our reading data is reflective of the diversity of the Stride community. Generally speaking, in the pre-COVID world, a significant number of our students were meeting or exceeding expectations in Reading. Of those who are not, a large majority are learners who are still learning English (more than 55% of our students speak another language at home), and just need more time and support in acquiring the language before they can demonstrate their reading proficiency. Our **target group are the students who are not yet meeting expectations.**

We conduct informal (**DART/EPRA, followed by PM Benchmark/Phonological Awareness Test for anyone not demonstrating proficiency**) assessments twice a year to track student progress and to guide instruction.

What data/evidence supports your selection of this goal(s)?

- Reading assessments – fall and Spring
- FSA Scores (limited data)
- Performance Standards Results (what is this?)
- Report Card
- Kindergarten Screening
- Teacher Observations and Informal Assessments
- PM Benchmarks
- Class reviews – two times a year
- SBT referrals

How is class-wide data informing your next steps?

It helps inform movement within groups and helps with lesson planning and where additional support is required

- It allows for revision of certain skills and determines when to move on to other strategies to better support learning

- It helps focus lessons better suited to student need/ability

What interventions are you implementing to support these students?

- In-class and one-on-one support by ELL
- Pull-out (although rarely) support by ELL (Tier 3) and LSS and always aligned with classroom activities
- We use pullout for literacy and numeracy at Tiers 2 and 3
- Counselling support
- EA support
- Team Meetings
- Adapting/modifying materials as necessary to meet student needs
- Body Breaks
- We pride ourselves for not religiously sticking with a specific SEL or Self Regulation program – we strive to be authentic in our practice and stay away from delivering programs that have little relation to who our students actually are
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How are you monitoring the progress for these students? How frequently?

- Weekly check-in with LSS and ELL teachers
- Consultation with classroom teachers and LSS staff
- Yearly Assessments, Weekly/monthly informal assessments – writing samples, oral reading, and oral/written responses, listening - phonemic awareness
- IEP reviews
- School Based Team discussions about students who are not making the expected progress with the interventions that are being provided

How are you adjusting instruction/programming in response to student needs?

- We are working with the Staff Development Team (Liz in particular) to examine our early literacy practices, and to explore new resources that are more responsive to student needs
- LSS staff in collaboration with the classroom teacher
- Keeping students in close proximity to the teacher as need be
- More frequent review and/or re-teaching
- Circulating/teacher check-in
- Partnering/small group instruction
- Peer tutoring

- Formal and informal assessments
- Team and parallel teaching – ELL teacher supports the targeted group by scaffolding language (SIOP)

How is the data informing the next steps?

The data will determine the refinement of the goal and help set further direction and specifics.

SELF-REGULATED LEARNING - Focus on Self-awareness, self-management, relationship skills, and responsible decision-making, which will result in better academic performance, improved attitudes and behaviours, and reduced emotional stress for all members of the Stride Community.

- One of our teachers has started using **Ross Green’s work** to support one of our reluctant learners in experiencing greater success

The model focuses on identifying the skills a person is lacking and the expectations they’re having difficulty meeting. (In the CPS model, those unmet expectations are referred to as unsolved problems.) Then the goal is to help them solve those problems, rather than trying to modify their behavior through the application of rewards and punishments.

- Spend time on Pro-D days and at staff meetings modeling SEL practices and strategies, and spend time sharing our stories and our histories, as per Indigenous practices.
- We will **incorporate welcoming activities, rituals, and routines** into our daily practice to foster inclusion and connectedness. These practices will provide avenues to **foster a respectful, welcoming, inclusive, and anti-racist environment**
- Brain breaks and interactive and reflective experiences that will allow students to practice SEL strategies.
- We are using our staffing creatively to **release classroom teachers to work with individual “at-risk” students in their classrooms**. This time will allow teachers to deepen their bond with the students who are of most concern and allow for some one on one skill development (This has not been as effective as hoped, due to frequent TTOC and EA shortages that have prevented consistency.)
- Focus on gratitude, Growth Mindset

- Finding creative ways to make staff feel connected, cared for, and appreciated, especially given the high anxiety around post-COVID work and global and local circumstances
- Celebrate our community and our diversity, and enhance self-esteem through community events such as our Welcome Back Barbecue and our Multicultural Celebration
- Enhance our incorporation of Indigenous practices
- Indigenous outdoor learning space after new school has been constructed (we believe that being outdoors can foster self-regulation)
- Indigenous mural or other commemorative artwork in the lobby of the new building
- Indigenous Canada flag for the gym, and possibly for the main flagpole outdoors.

Next Steps, Steps to Continue, and “promising practices”

Our Head Teacher, Ms. Lundrigan, has been doing SEL lessons in class to foster school-wide language and consistent messages when staffing levels allow for this. Our Primary team is working with Liz Merkel, one of the District’s Literacy Enhancement Teachers, to update our Literacy resources, and to enhance our Early Literacy program.

Parent Workshops