

Lochdale Community School School Growth Plan 2025 - 2026

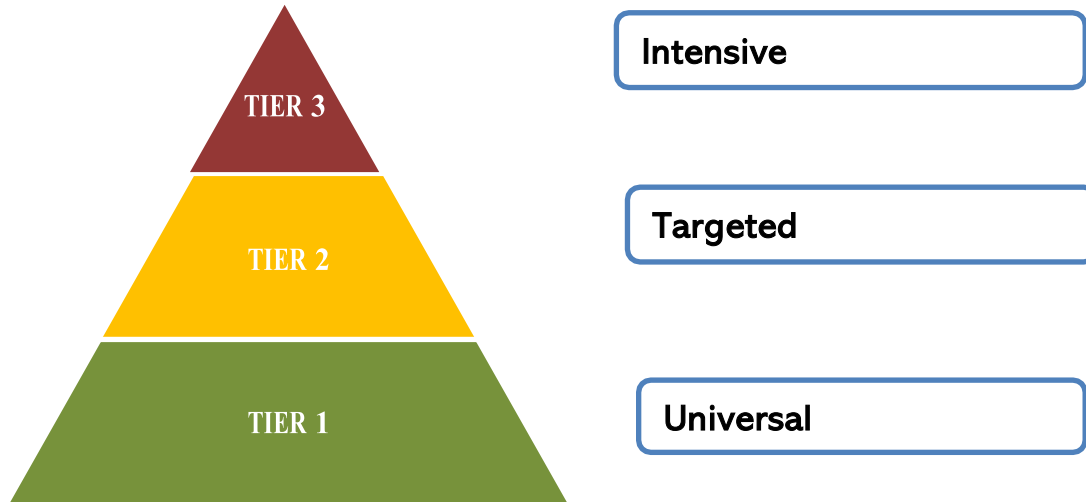


Lochdale Community School

School Growth Plan

2025-2026

Response to Intervention



HIGHLIGHTS:

What distinguishes your school? What are you proud of?

Lochdale Community School, located in Burnaby, is a vibrant and inclusive school with a diverse student population. We are proud to have 311 students across 14 divisions, representing a rich tapestry of cultures and languages. Our school is committed to fostering cultural inclusivity, with approximately 43% of students speaking languages other than English, spanning across 28 different languages.

To ensure the safety and educational growth of our students, Lochdale Community School is supported by a dedicated team of 48 adults. This includes administrative staff, teachers, education assistants (EAs), a community coordinator, a counsellor, an Indigenous Resource teacher, a Speech Language Pathologist (SLP) and other invaluable support staff such as custodians, crossing guards, an office assistant, and lunchtime supervisors. Additionally, we are fortunate to have two District Settlement Workers based at our school, providing essential assistance to families in need.

At Lochdale, we believe in offering comprehensive support to our community. We take pride in our Strong Start program, which provides early learning opportunities for young children. Additionally, we offer before and after-school care through the Burnaby Neighbourhood House, year round afterschool programs and summer camps.

Situated in a prime location in Burnaby, our school enjoys easy access to various community amenities. Students can take advantage of nearby attractions such as a lake, an outdoor swimming pool, forested trails, vibrant parks, a skating rink, fire halls, and convenient city transit services.

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Our dedicated staff, parents, and community members work together to provide an all-encompassing program at Lochdale Community School. We strive to address the emotional, social, academic, physical, and artistic development of our students. Our educators foster a collegial, collaborative, and innovative environment, creating an inclusive community for all students.

We are committed to inclusivity and ensuring that students with diverse emotional, learning, or physical needs are fully integrated into every aspect of school life. Our school offers an accessible landscape, and we provide a range of clubs and activities to help students find a sense of belonging.

In the classroom, our staff purposefully employs strategies and structures to build connections and create a safe space for emotional and physical growth. We believe that nurturing environments are essential for students and families to thrive as learners.

Lochdale Community School provides various opportunities to support our students, promote connectedness, and challenge them to extend their skills and interests within the school. Examples of these opportunities include leadership roles and clubs for students in grades 2-7, assisting with morning announcements, acting as lunchtime monitors, helping at the office and in the library, presenting at assemblies, primary intramurals and organizing school spirit activities to name a few. We also offer specialized clubs like the Green Team, Math Buddies, Breakfast Club, Sports Teams, Board Games Club, Dance Team and Diversity Club. Through these initiatives, we aim to provide a well-rounded educational experience that prepares our students for success in school and lifelong learning.

As a Community School, we strongly believe that building successful students and healthy communities requires the involvement of the entire community, staff, parents and community partners. Lochdale Community School is fortunate to have a dedicated Community School Coordinator and the Lochdale Community School Association (LCSA), who are fully committed to ensuring that Lochdale is an excellent place to learn and play. Throughout the years, our staff has worked closely with parents to create numerous opportunities for the community to come together. These include exciting field trips, school-wide activities like the Pumpkin Patch, Pancake Breakfast, 'Family' Night and, engaging activities like Coffee and Conversation, Iron Chef, Zumba, Hip Hop, Grade 7 activities (eg. Dragon Boating, Timberline Ranch, Cultus Lake) and even harvesting vegetables. In addition, the LCSA planted trees in our grounds as well as donated picnic benches, garden boxes as well as an outdoor classroom. We also offer space for a variety of after-school programs such as Parks and Recreation programs, Clay lessons, and Physical Literacy, to name a few. Our aim is to provide a diverse range of activities that cater to different interests.

Overall, Lochdale Community School takes pride in its inclusive environment, dedicated staff, and the active involvement of the entire community in supporting student success and building healthy communities.

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SCHOOL GOALS:

Goal #1: Social Emotional Goal

Students will develop the skills and strategies to face academic and social challenges.

Why was this goal chosen?

We understand that for children to effectively learn, it is essential for them to **feel secure, safe and connected** to their peers, school staff and the community. By engaging in various forms of communication, such as observations, discussions with staff, students, school counsellor and parents, SBT meetings, and office referrals, as well as staff interviews and Class Reviews, we have recognized the importance of explicitly teaching students the necessary skills and strategies to engage in their educational journey fully and confidently. Additionally, as a collective staff, we have acknowledged the need to collaboratively establish a core set of values that align with our vision, shape our culture, and embody the beliefs of our school. These values go beyond mere words displayed within our school; they actively guide and influence us, reflecting the kind of school we aspire to build, lead, and participate in as a unified community. By utilizing a 'common' language throughout the school, our aim is to foster healthy communication and interactions among our school community (staff, students, and parents), enabling everyone to thrive in their learning experiences.

We gathered as a committee and as an entire staff to deliberate thoughtfully to select key common phrases representing our core values. These words and phrases serve as our guiding beliefs to influence our actions, fostering a culture of safety, security, and connectedness among us.



Goal #2: Academic Goal - Reading

Students will develop skills and strategies to improve their overall reading performance **(with a targeted focus on students who are not reading at grade level).**

- Student's levels will be measured using the Scholastic 3 – Minute Reading Assessment (Grades 1 – 7) and PM Benchmark Pre-Level Literacy Assessment (Grades K - 1) to gather data for assessment **for** and assessment **of** learning and to determine if students require further assessment. Students who are flagged as 'Emerging' will perform an additional reading assessment using the PM Benchmark or a differentiated assessment.

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Why was this goal chosen?

Reading is an important life skill - an invaluable ability to acquire knowledge and an essential skill necessary for being a life-long learner. Through observations, conversations with staff and parents, SBT meetings, counsellor discussions, Class Reviews as well as report card and FSA Data, we have noticed that a significant number of primary students are still in the early stages of reading. Additionally, we are concerned about a higher percentage of intermediate students who are reading below their expected grade level. To address these concerns, our dedicated staff has identified the need to conduct a school wide reading assessment. The primary objective of this assessment is to determine the reading levels of all students and to identify specific areas that require targeted instruction. By doing so, we aim to develop the necessary skills and strategies that will significantly improve the reading achievements of all our students.

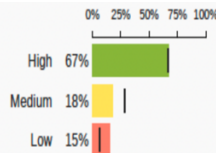
What data/evidence supports your selection of this goal(s)?

Goal #1 (Social Emotional Goal)

- The MDI results indicate that our students' social and emotional development (Grade 7: self-awareness & responsible decision making and Grade 4: absence of sadness) are **well above** district average in the '**low**' range.

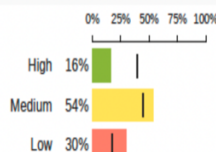
RESPONSIBLE DECISION-MAKING

Responsible decision-making is about understanding the consequences of one's actions and making good choices about personal behaviour. e.g., "When I make a decision, I think about what might happen afterward."



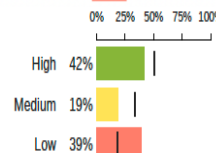
SELF-AWARENESS

Self-awareness is the ability to recognize one's emotions and thoughts while understanding their influence on behaviour. e.g., "When I'm upset, I notice how I am feeling before I take action."



ABSENCE OF SADNESS

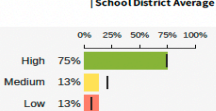
Sadness measures the beginning symptoms of depression. e.g., "I feel unhappy a lot of the time."



- The MDI **Grade 7** results in school experiences (school climate, school belonging & academic self-concept) indicate that we are **above** district average in the 'low' range.

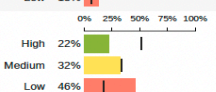
ACADEMIC SELF CONCEPT

Children's beliefs about their academic ability, including their perceptions of themselves as students and how interested and confident they feel in school. e.g., "I am certain I can learn the skills taught in school this year."



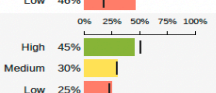
SCHOOL CLIMATE

The overall tone of the school environment, including the way teachers and students interact and how students treat each other. e.g., "People care about each other in this school."



SCHOOL BELONGING

School belonging is the degree to which children feel connected and valued at their school. e.g., "I feel like I am important to this school."



Goal #2 (Academic Goal - Reading)

- Report Card Assessment Summary: 'Emerging' Students

- FSA 2024/25 Data results indicates 19% of our Grade 4 & 7 students are 'Emerging' an 8% increase from the FSA 2021/2022 Data results.

School Growth Plan Data

FSA DATA: 2024/2025 School Year

Grade	Total # of Students	% of students who participated	PLU (Performance Level Unknown: students did not participate)	Literacy			Numeracy		
				Emerging	On Track	Extending	Emerging	On Track	Extending
4	28	42%	11	8	9	1	2	13	3
7	54	69%	16	13	24	0	10	20	7

FSA DATA: 2023/2024 School Year

Grade	Total # of Students	% of students who participated	PLU (Performance Level Unknown: students did not participate)	Literacy			Numeracy		
				Emerging	On Track	Extending	Emerging	On Track	Extending
4	43	65%	15	5	13	10	0	23	5
7	56	52%	27	7	19	5	7	19	4

FSA DATA: 2022/2023 School Year

Grade	Total # of Students	% of students who participated	PLU (Performance Level Unknown: students did not participate)	Literacy			Numeracy		
				Emerging	On Track	Extending	Emerging	On Track	Extending
4	40	58%	17	1	20	2	6	16	1
7	49	53%	23	5	21	0	6	15	5

FSA DATA: 2021/2022 School Year

Grade	Total # of Students	% of students who participated	PLU (Performance Level Unknown: students did not participate)	Literacy			Numeracy		
				Emerging	On Track	Extending	Emerging	On Track	Extending
4	43	54%	19	3	16	5	4	17	3
7	29	45%	16	1	11	1	1	6	6

- School Wide Reading Assessments (Fall 2024/April 2025)
 - Scholastic 3-Minute Reading Assessments (Gr. 1-7)
 - Pre-Level PM Benchmark Assessment (Gr. K-1)
 - PM Benchmarks for further information on students not performing at grade level
- SBT referrals & Class Reviews

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- The MDI **Grade 4** results for over well-being indicates only **14%** of our students are thriving - **well below** district average.

WELL-BEING INDEX

The Well-being Index combines MDI measures relating to children's physical health and social and emotional development that are of critical importance during the middle years. These are: Optimism, Happiness, Self-Esteem, Absence of Sadness and General Health.

Scores from these five measures are combined and reported by three categories of well-being, providing a holistic summary of children's mental and physical health.

MEASURES

Optimism
Happiness
Self-Esteem
Absence of Sadness
General Health



High Well-being (Thriving)

Children who score in the high range on at least 4 of the 5 measures of well-being and have no low-range scores.



Medium Well-being

Children who score in the high range on fewer than 4 of the 5 measures of well-being, and have no low-range scores.



Low Well-being

Children who score in the low range on at least 1 of the 5 measures of well-being.

- The MDI results indicated that **only 27% of Grade 7 students** and **36% of Grade 4 students** will seek an adult at school.
- Analysis of data obtained from Student 'ROARS' survey and Teacher 'ROARS' assessment (**see attached survey results**)
- Staff interviews conducted by school principal
- Number of student behaviour referrals at the office
- High number of counselling referrals (.45 FTE):

2021/2022	41 students
2022/2023	42 students
2023/2024	29 students
2024/2025	23 students (regularly)

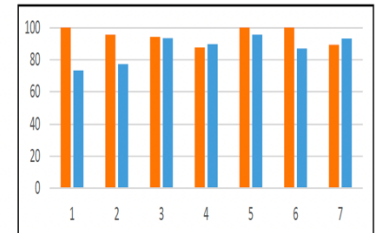
- Tracking daily attendance of students on our V-list

- 2023/2024 Language Arts Report Card Results

English Report Cards - Percentage of Students Developing, Proficient and Extending

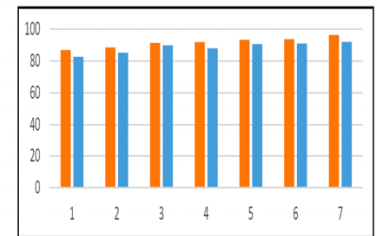
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	Grade						
	1	2	3	4	5	6	7
Female	100	95	94	88	100	100	89
Male	73	77	93	90	95	87	93



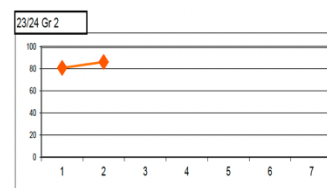
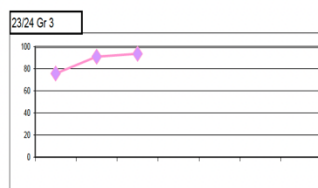
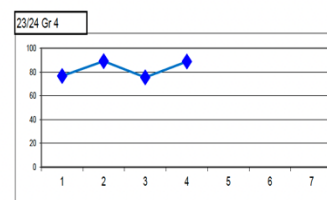
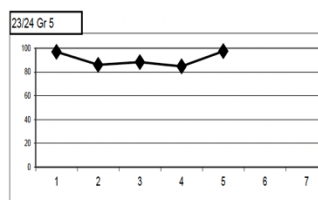
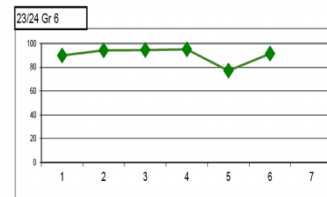
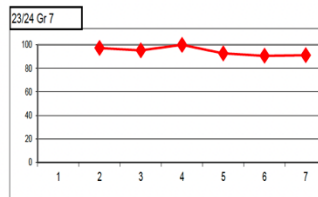
Burnaby

	Grade						
	1	2	3	4	5	6	7
Female	87	89	91	92	93	94	96
Male	83	85	90	88	91	91	92



Lochdale Community Cohort Tracking - Percentage of Students Developing, Proficient and Extending

	1	2	3	4	5	6	7
23/24 Gr 7	97	95	100	93	91	81	
23/24 Gr 6	90	94	95	95	77	92	
23/24 Gr 5	97	86	88	85	98		
23/24 Gr 4	77	89	76	89			
23/24 Gr 3	76	91	94				
23/24 Gr 2	81	86					



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Intensive

Targeted

Universal

Goal #1 (Social Emotional Goal)	Goal #2 (Academic Goal - Reading)
What is in place to support all students?	
<ul style="list-style-type: none"> Class meetings/community circles Class Programs/Teachings/Strategies: <ul style="list-style-type: none"> Zones of Regulation Mind Up strategies/Core breathing RULER Problem Solving Discussions about identifying feelings and the size-of-the-problem and strategies to manage situations. Growth Mindset Self-Regulation (e.g. Brain Breaks, sensory/calm down spaces in classrooms, Room 2) Everyday Speech (video modelling lessons) Social Stories Classroom Visuals Heart Mind Index: Reading List & 'Speed Check' strategy Extra-Curricular Sports/Clubs 'ROARS' core values School Wide Problem Solving: STOP, WALK & TALK Restorative problem-solving processes at the office & with counsellors 	Primary Classes <ul style="list-style-type: none"> Reading Strategies (including Reading Power, Guided Reading, Reading 44, Guided Reading, Daily 5 etc. facilitated by teachers) In-Class reading programs/resources <ul style="list-style-type: none"> Heggerty UFLI Levelled Literacy Intervention (LLI) Links to Literacy Levelled readers RAZ Kids Word Their Way Learning A-Z PM Benchmarks/Scholastic 3-Minute Reading assessments to inform instruction. Targeted reading instruction and strategies at student's grade and/or reading level Collaborating with Learning District Leads Staff Who attended: Changing Possibilities for Indigenous Readers Differentiated Resources (e.g. Adaptations such as visual/oral programs - Mystery Science, etc.) Family Reading Weekly Library visits Literacy Lessons for Indigenous

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<ul style="list-style-type: none"> ▪ Breakfast Program/ Supply Lunch/Snacks to students ▪ Pridentity Project: a cross curricular approach to inclusive education ▪ Noon hour supervisors who help problem-solving ▪ School Liaison Officer: in class presentations ▪ Children of the Streets: Safer Schools Program (Grades 5 – 7) ▪ Class-Wide counselling lessons <ul style="list-style-type: none"> ○ EASE, TAPS, Strong Bodies Safe Kids, Kids in the Know, iMinds (substance abuse prevention) ▪ Resources: <ul style="list-style-type: none"> ○ Lunch & Learns: EFT for staff with Jen Ingham ○ District Learning Support Teachers ○ Miriam Miller ○ District Learning Leads ○ EASE (Everyday Anxiety Strategies for Educators) ▪ Extra-Curricular Opportunities (before/lunchtime/afterschool) (e.g. Sports, Games Club, Minecraft Club, Student Leadership, Diversity Club, Dance Club, Craft Club, etc.) (see attached list) ▪ Burnaby North Leadership students connecting with our students ▪ Working with Safe Schools Specialists: Sean McCarron & Paul Sandhu ▪ Lunch Play Areas & Play Plans (divided areas to play) & equipment ▪ Saleema Noon – School wide presentations ▪ Go Girls' Program (Grades 4 – 7) 	<p>Learners – small groups</p> <p>Intermediate Classes</p> <ul style="list-style-type: none"> ▪ Reading Strategies (including Reading Power, Guided Reading, Reading 44. Literature Circles, Daily 5, Guided Reading etc. facilitated by teachers) ▪ Scholastic 3-Minute Reading Assessments to provide information for targeted intervention ▪ Targeted reading instruction and strategies at student's grade and/or reading level ▪ Read alouds ▪ Novel Studies ▪ Words Their Way ▪ Battle of the Books ▪ RAZ Kids ▪ Collaborating with Learning District Leads ▪ Differentiated Resources (eg. Adaptations such as graphic novels, visual/oral programs such as Mystery Science, etc.) ▪ Staff Who attended: Changing Possibilities for Indigenous Readers ▪ Weekly Library visits ▪ 'Lexia' Program ▪ Flex Space for additional support (Resource Room 20)
<p>How are you monitoring progress for all students? How frequently?</p>	
<ul style="list-style-type: none"> ▪ On-going monitoring through discussions with teachers; observations on the playground, in the hallways; conversations with parents and support staff ▪ Counsellor referrals ▪ Teacher 'ROARS' Assessment: Two times a year (October & May) 	<ul style="list-style-type: none"> ▪ Daily assessment for learning ▪ Reading conferences ▪ Regular school wide formal assessments: (twice a year) (Initial assessment March 2024) <ul style="list-style-type: none"> • Scholastic 3-Minute Reading Assessment (Grades 1-7)/ Pre-Level PM Benchmark Assessment

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<ul style="list-style-type: none"> ▪ Student 'ROARS' Survey: Two times a year (November & May) ▪ EDI/MDI ▪ Weekly Meetings with SBT members 	<p>(Grades K – 1), PM Benchmarks (Primary) for further assessment</p> <ul style="list-style-type: none"> • Differentiated assessments (conferencing, observations, interviews, etc.) <ul style="list-style-type: none"> ▪ Report Cards ▪ FSA data ▪ Weekly Meetings with SBT members to review needs & assess student progress
<p>How are you adjusting instruction/programming in response to student needs?</p>	
<ul style="list-style-type: none"> ▪ School Wide Core Values: 'ROARS'; classroom teachers are providing teachings around the core values ▪ School Wide Visuals across multiple settings on 'ROARS' expectations to normalize & to build capacity for peers as models ▪ School Wide Play Area Map; constantly adjusting in response to students needs ▪ Guest Speakers: Alan Pelletier ▪ Counsellor collaborates with teachers and goes into classrooms to teach lessons around SEL (EASE, TAPS, Strong Bodies Safe Kids, Kids in the Know, iMinds (substance abuse prevention)) ▪ In-class instruction around self-regulation ▪ School Wide Problem-Solving Strategy: STOP, WALK & TALK ▪ Teachers are teaching students to recognize, acknowledge & name their feelings. In classes where teachers are observing a lack of self-regulation, they are spending more time on explicitly teaching these skills and providing choice for students to go to calm-down spaces or use sensory tools to help them regulate. Pro-actively & responsively teaching students how to build positive peer 	<ul style="list-style-type: none"> ▪ Regular school wide assessments (Scholastic 3-Minute Reading Assessments/Pre-Level PM Benchmark) to identify student's needs & plan for targeted intervention (Fall/Spring)–Initial assessment March 2024 ▪ 'PM Benchmark' Assessment for students flagging as 'emerging' ▪ For identified students who are struggling provide KTEA assessment to determine other factors impacting learning & consult with district psychologist ▪ Targeted LSS in-class support/pull out groups based on needs ▪ UDL; adjusting programs (based on stretches) – more time, level of material matches reading level, read-a-loud, peer to peer support ▪ ELL in class or pull-out support or SIOP co-teaching ▪ Class wide programs: Heggerty, Jolly Phonics, UFLI, Home Reading program, Daily Five activities, Buddy Reading ▪ Professional Development initiatives & Working with District Literacy Leads ▪ Additional resources (ex. Learning A-Z, LLI, RAZ Kids, 'What in the World?', 'The Canadian

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<p>relationships happens continuously through observation & professional judgement.</p> <ul style="list-style-type: none"> ▪ Referrals to SBT ▪ Student concerns addressed at the office ▪ Classroom Visuals, Picture books, & Literature to enhance understanding. ▪ Student Leadership; providing opportunities to empower students and more opportunities to build connections ▪ Washington Kids Foundation – Student Athlete supporting students in classes ▪ Professional Development Days: <ul style="list-style-type: none"> • SOGI Workshop • Trauma Informed Practice • Learning Around Reconciliation & Indigenous Practices 	<p>Reader', Mystery Science</p> <ul style="list-style-type: none"> ▪ On-going conversations/communication with parents regarding student progress <p>Support from our library – research skills, purchasing resources that students are interested in, highlighting new Indigenous content</p>
<p>How are you adjusting instruction/programming in response to student needs?</p>	
<ul style="list-style-type: none"> ▪ School Wide Core Values: 'ROARS'; classroom teachers are providing teachings around the core values ▪ School Wide Visuals across multiple settings on 'ROARS' expectations to normalize & to build capacity for peers as models ▪ School Wide Play Area Map; constantly adjusting in response to students needs ▪ Guest Speakers: Alan Pelletier ▪ Counsellor collaborates with teachers and goes into classrooms to teach lessons around SEL (EASE, TAPS, Strong Bodies Safe Kids, Kids in the Know, iMinds (substance abuse prevention)) ▪ In-class instruction around self-regulation ▪ School Wide Problem-Solving Strategy: STOP, WALK & TALK 	<ul style="list-style-type: none"> ▪ Regular school wide assessments (Scholastic 3-Minute Reading Assessments/Pre-Level PM Benchmark) to identify student's needs & plan for targeted intervention (Fall/Spring) ▪ 'PM Benchmark' Assessment for students flagging as 'emerging' ▪ For identified students who are struggling provide KTEA assessment to determine other factors impacting learning & consult with district psychologist ▪ Targeted LSS in-class support/pull out groups based on needs ▪ UDL; adjusting programs (based on stretches) – more time, level of material matches reading level, read-a-loud, peer to peer support ▪ ELL in class or pull-out support or SIOP co-teaching

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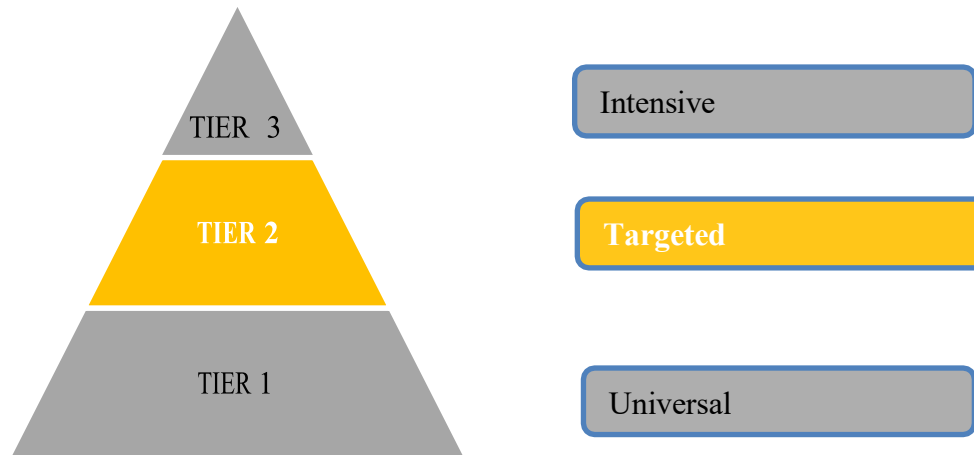
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<ul style="list-style-type: none"> ▪ Teachers are teaching students to recognize, acknowledge & name their feelings. In classes where teachers are observing a lack of self-regulation, they are spending more time on explicitly teaching these skills and providing choice for students to go to calm-down spaces or use sensory tools to help them regulate. Pro-actively & responsively teaching students how to build positive peer relationships happens continuously through observation & professional judgement. ▪ Referrals to SBT ▪ Student concerns addressed at the office ▪ Classroom Visuals, Picture books, & Literature to enhance understanding. ▪ Student Leadership; providing opportunities to empower students and more opportunities to build connections ▪ Washington Kids Foundation – Student Athlete supporting students in classes ▪ Professional Development Days: <ul style="list-style-type: none"> • SOGI Workshop • Trauma Informed Practice • Learning Around Reconciliation & Indigenous Practices 	<ul style="list-style-type: none"> ▪ Class wide programs: Heggerty, Jolly Phonics, UFLI, Home Reading program, Daily Five activities, Buddy Reading ▪ Professional Development initiatives & Working with District Literacy Leads ▪ Additional resources (ex. Learning A-Z, LLI, RAZ Kids, 'What in the World?', 'The Canadian Reader', Mystery Science ▪ On-going conversations/communication with parents regarding student progress <p>Support from our library – research skills, purchasing resources that students are interested in, highlighting new Indigenous content</p> <ul style="list-style-type: none"> ▪ Professional Development Days: Literacy Intervention Strategies for the classroom
<p>How is class-wide data informing your next steps?</p>	
<ul style="list-style-type: none"> • Class wide data informs the teacher on how to respond to the SEL needs in their classroom; whether to seek out counselling support/advice, professional development, access to resources, connecting with parents, or support from SBT. 	<p>Class wide data informs the teacher in what kind of support/targeted interventions is required for the individual student; whether to provided individualized support, small group intervention, peer support, extra help from home, SBT referral, psych-ed assessment, etc.</p>

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Goal #1 (Social Emotional Goal)	Goal #2 (Academic Goal - Reading) NEW
Based on class-wide assessment data, which students require more targeted interventions?	
<ul style="list-style-type: none"> Staff to identify students who: <ul style="list-style-type: none"> find it challenging to self-regulate (behaviours are impulsive, disruptive, agitated, anxious, defiant) are not connecting with their peers (isolated) or connecting in negative ways attendance is sporadic or absent 	<ul style="list-style-type: none"> ELL students Students reading below grade level or struggling to read grade level text Students with an identified learning disability in reading &/or writing
What interventions are you implementing to support these students?	
<ul style="list-style-type: none"> 'Special' time with key adults in the building Small Friendship groups with the counsellors Give access to and encourage time in sensory/calm down/self-regulation areas Create and teach personalized Zones of Regulation charts for them to identify feelings Problem Solving Strategy: STOP, WALK & TALK Introduce them to compatible peers/help to foster those relationships (especially before break times) Buddy older students up with a younger buddy (gives older student the caring, responsible role & the younger student receives care and attention) 	<p>ELL Teachers who support language learners with:</p> <ul style="list-style-type: none"> Reading A-Z program RAZ kids SIOP Assist in administering the school wide reading assessment <p>LSS Teachers support students below grade level:</p> <ul style="list-style-type: none"> UDL; working with classroom teachers to provide opportunities for multiple entry points for students A differentiated literacy program designed to meet each student's individual needs: <ul style="list-style-type: none"> In-class or small group support; targeted instruction 'Levelled Literacy' interventions (LLI) Instructional strategies including

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<ul style="list-style-type: none"> ▪ Providing opportunities to participate in clubs or extra-curricular activities/programs to develop relationships. ▪ Everyday Speech – Social Lessons ▪ Feelings Words Curriculum ▪ Connecting with Families; Monthly Coffee & Conversations in Community room with Community Coordinator, Settlement Workers and other school staff ▪ Community Coordinator connects with families with daily/weekly check-ins ▪ Supporting with referrals/applications to: CYMH, Cameray, Variety, St. Leonard's, Spirit of the Children ▪ Indigenous Resource Teacher connecting with students and families 	<p>phonics/phonemic awareness-based strategies</p> <ul style="list-style-type: none"> ○ UFLI/Heggerty ▪ Targeted literacy support for Indigenous readers ▪ Support the 'Lexia' Program to target emerging readers
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How are you monitoring progress for these students? How frequently?

<ul style="list-style-type: none"> ▪ Student 'ROARS' Surveys (October & May) ▪ Teacher 'ROARS' Assessment (October & May) ▪ Anecdotal conversations with staff (teachers, EAs, counsellor, settlement workers, community coordinator and noon hour supervisors) ▪ Weekly SBT meetings & LSS meetings ▪ Parent/teacher conferences ▪ Observations 	<ul style="list-style-type: none"> ▪ Daily & differentiated assessments ▪ Benchmark Reading assessments administered by classroom teacher/ LST (September/ February/December) ▪ School wide assessments: 3-Minute Reading Assessment (Grades 1-7), Pre-Level PM Benchmark Assessment (Grade K – 1) (Twice a year) – if student shows gaps are further assessment will be conducted (PM Benchmark) ▪ Assessments of learning ▪ UDL; using different ways for students to represent their learning (i.e. oral presentation, ppt, visual representation) ▪ Weekly SBT meetings & LSS meetings
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How are you adjusting instruction/programming in response to student needs?

<ul style="list-style-type: none"> ▪ Allowing for choice (standing at carpet time; fidget tools; time at sensory/calm down spaces; preferred seating) ▪ Scaffolding peer interactions: giving opportunities to practice social & problem solving skills ▪ More time with teacher in small groups or 	<ul style="list-style-type: none"> ▪ Collaboration with LST to provide strategies to support learner where they are at ▪ Targeted reading groups ▪ EA support if available, peer/buddy support, adult volunteer readers ▪ UDL: creating opportunities for all entry points
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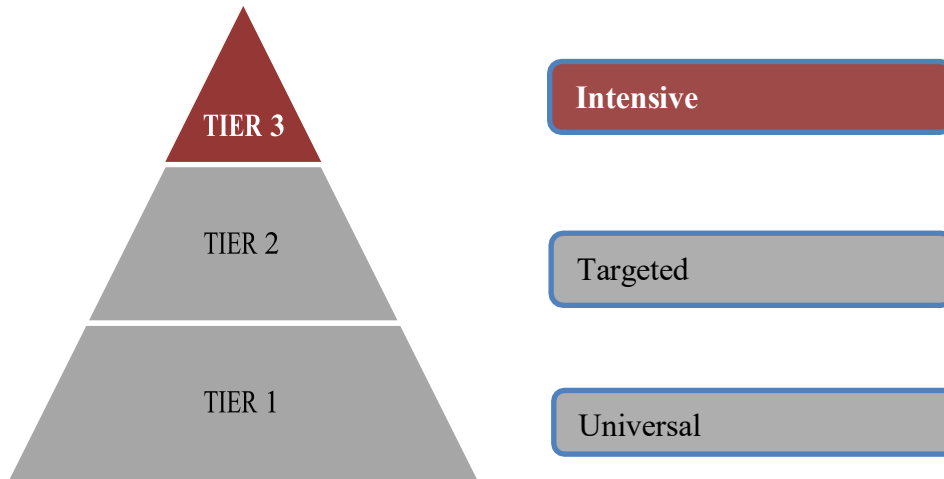


<p>one-on-one</p> <ul style="list-style-type: none"> • Offering opportunities to take on leadership roles in the school • Counselling referrals • Opportunities to build connections through extra-curricular activities, clubs, volunteer opportunities, intramurals, etc. (see attached list) • Individualized student success 'play' plans • Teaching self-regulations strategies 	<p>(low floor/ high ceiling)</p> <ul style="list-style-type: none"> • Adapting work • Present information & content in different ways (e.g. using a variety of different levelled books, use visual & digital materials) • Scaffolding instruction • Multiple ways to express what they know (e.g. PowerPoint, scribing, visual, oral) <ul style="list-style-type: none"> ▪ Professional Development initiatives ▪ Additional resources (Reading A-Z, RAZ kids, Lexia, LLI)
<p>How is data informing your next steps?</p>	
<ul style="list-style-type: none"> ▪ On-going collaboration between the classroom teachers, EAs, community coordinator, LSS & ELL team, school counsellor and will inform us on the progress and the support needed for each student. 	<ul style="list-style-type: none"> ▪ On-going collaboration between the classroom teachers, community coordinator, LSS & ELL team, school counsellor and parents will inform us on the progress and the support needed for each student. • The improvement in reading levels from Tier 2 student assessments guide the transition from the individualized program back into Tier 1 reading program in the classroom. We monitor these students (informal and formal progress reports as well as reading assessments (DART, Benchmarks, etc.) for three years and closely monitor their success.

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Goal #1 (Social Emotional Goal)

Goal #2 (Academic Goal - Reading) NEW

Based on class-wide assessment data, which students require more targeted interventions?

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| <ul style="list-style-type: none"> Students who are repeatedly having challenges during instructional and outside unstructured times; students who don't appear to have positive connections with peers or adults | <ul style="list-style-type: none"> Students struggling in all areas of the curriculum. These students need significant adaptations to their program; support from an EA or LST Support from LSS &/or ELL has been on-going as well as adaptations for programming in the classroom. Students who have an IEP with a focus on Reading. Working two years or below grade level. ELL learners that are going into year 5 or 6 of ELL and remain at beginning or developing levels |
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What interventions are you implementing to support these students?

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| <ul style="list-style-type: none"> Special time with key adults in the building; check-ins with these adults Special jobs at the office or in classrooms Conversations with parents (suggestions such as after-school programming, counselling, etc.) Break cards for students who need a break—with administrators or former teachers Creating 'play' plans to increase engagement during recess and lunch Direct teaching of self-regulation skills (with EA, school counsellor, administrator, non-enrolling teachers, classroom teachers) | <ul style="list-style-type: none"> LSS & ELL Teachers in collaboration with classroom teacher and if an EA, to develop and support programming to meet the goals of the student's IEP. Referral to outside agencies Support application processes to provide additional services or assessments (Variety, CKNW Kids, CSRT) |
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How are you monitoring progress for these students? How frequently?

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| <ul style="list-style-type: none"> On-going conversations with classroom teachers, EAs, non-enrolling staff, community coordinator, school counsellor, noon hour supervisors, settlement workers SBT meetings (referrals) Office referrals Counselling referrals/services | <ul style="list-style-type: none"> Students are being assessed often by LSS teacher; usually at the end of each level in reading program. Ongoing assessments (formative & summative) to monitor progress and adjust programming Differentiated assessments |
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How are you adjusting instruction/programming in response to student needs?

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| <ul style="list-style-type: none"> Small group friendship/social groups with peers Everyday Speech – direct lessons 'ROARS' teaching 'Problem Solving at Lochdale' teaching – using adaptations Student connection with administrator & non-enrolling staff Allowing for choice (standing at carpet time; fidget tools; time at sensory/calm down spaces; preferred seating) Scaffolding peer interactions: giving opportunities to practice social & problem-solving skills More time with teacher in small groups or one-on-one Offering opportunities to take on leadership roles in the school Counselling referrals Opportunities to build connections through extra-curricular activities, clubs, volunteer opportunities, intramurals, etc. (see attached list) Individualized student success 'play' plans Teaching self-regulations strategies | <ul style="list-style-type: none"> Working through IEP goals in collaboration with support team: classroom teacher, EA, LST, SLP SLP support: Social Thinking Curriculum Heavily adapted programming with the support of an EA EA professional development Adapted forms of communication: AAC Touch Chat Devices, visuals, choice board, Super Talker, switches Beginning Literacy Program |
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How is the data informing next steps?

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| <ul style="list-style-type: none"> Teacher referrals and concerns influence our response to support our students social-emotional needs and behaviours, leading to successful and effective interventions. Staffing is often adjusted (based on staff expertise) to support students. | <ul style="list-style-type: none"> We continue to monitor student progress and closely observe student performance. Classroom teachers, EAs, SLP, LST have adapted instruction & strategies to ensure progress. |
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At Lochdale, we are a school that **ROARS** with:

Respect

Ownership

Acceptance

Resilience

Safety

Student Opportunities:

Academics:

- ADST Challenge
- Abel, Mirzakhani & Gauss math contests
- District public speaking contest
- Math Buddies
- Homework Club
- Arcade Fair

Fine Arts:

- Music specialist teachers: Orff instruments, recorder, guitar, ukulele, explorations
- Primary Days of Music
- Gr. 7 Band
- Festival of Bands
- Primary/intermediate choir
- Dance program with resident dance instructor
- Winter/Spring Concert
- Celebration of Learning Assemblies
- Talent Show/Art Display
- Young Peoples' Concerts
- Young Actors Project
- Burnaby Art Gallery
- Young Rembrandts after school program?
- Clay Class

Student Leadership:

- Student leadership program (Gr. 2-7)
- Classroom monitors
- Office monitors
- Library monitors
- Sports Day leaders
- Buddies
- Monthly assemblies
- Daily announcements and morning messages
- 'Random Acts of Kindness' Initiatives in the community
- Rainbow Lions

Social Responsibility:

Environmentally Sustainable Clubs & Practices

- Green Team
- paper, glass, plastic, juice box, milk carton recycling
- food-scrap collection
- outdoor garden
- DFO Salmonid program
- Raising butterflies
- Spuds in Tubs

Community:

- Food Bank/Toy drives – 'Giving Tuesday'
- Sock it to poverty
- Community clean-up
- Coats for Kids

Fundraising efforts:

- Cancer Society (Terry Fox Foundation)
- Heart & Stroke Foundation
- Leadership initiative
- SPCA
- Ryan's Rainbow

Athletics:

School teams:

- cross-country
- volleyball
- basketball
- track

Intramurals

Open Gym

School programs:

- Dance
- Ultimate Frisbee
- Jump Rope for Heart
- Grade 7 Day camp
- Sports Day

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Family Connections:

- Student-led conferences – sharing of learning through portfolios
- Open House/Parents as Partners
- ADST Challenge – window displays
- Literacy day home activities
- Fine arts performances
- Noisy reading
- Sports Day
- School Picnic
- Volunteer Tea
- Kindergarten orientation – blog welcome and sharing of info
- Welcome to Our School for new Kindergarten families
- Hot Lunch
- Coffee & Conversations
- Iron Chef
- Family Nights
- Treat Days

Student Connections:

- Buddies
- Science fair
- Young Entrepreneur Program
- Peer presentations – shared in cohort groups/sign-ups
- Grade group activities (swimming, skating, bowling, etc.)
- Spirit days
- Student Led Assemblies
- Student Led Intramurals (Intermediates leading Primaries)
- Poetry Café
- Burnaby North Leadership Conferences & Activities
- Open Mic (Presentations showcasing talents and skills)
- Math Arcade

- Swimming Lessons & Loonie Swims
- HUB Cycling
- Golf intro – grade 5
- Drama (Shadbolt)
- Escape Rooms
- Coding/Robotics
- Musical Theatre

Healthy Living:

- Active Schools
- Fruit & Vegetable Program
- Breakfast Program

Community Connections:

- City of Burnaby
- Burnaby Parks and Recreation
- Burnaby Neighbourhood House before & afterschool childcare
- Norburn/NEburn (MLA/MP/City of BBY/PCN)
- Burnaby Family Life/ISS
- PLEA
- Cameray/St. Leonards
- Burnaby Firefighters
- YMCA
- Youth Hubs
- Food Hubs (ex. Quest)
- Variety

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