

SCHOOL PLAN

SECOND STREET COMMUNITY SCHOOL

Our Story

Who Are We?

Our Roots

Second Street is a school deeply embedded in community. Its roots in the neighbourhood are deep and strong starting as it did as a single room schoolhouse in 1913 with 38 students. Now with just under 400 students, we are a vibrant reflection of the globalized and integrated world that we inhabit.

A Diverse and Connected Community

Our students and families represent the incredible diversity of our east Burnaby neighbourhood. Students at our school trace their roots to more than 50 countries, with more than 40 unique languages spoken regularly in our students' homes. Our school grows strong through the diverse identities that shape us, and we honour the many ways of knowing, learning, and becoming, that each person brings.

Supported By Families, and Supporting Families

We are sustained and nurtured by our community of families, and by our strong and vibrant CPAC who works in tandem with the school to support school goals through financial and material support of school initiatives and programs. Second Street Community is also a trusted partner to families, relied upon in moments of need through our Community Office and through our many community partners.

Looking to the Future

Rooted in long-standing traditions and sustained by the strengths of our diverse community, Second Street Community is a school that looks to the future with purpose; nurturing a renewed sense of connection to nature, to the land, to ourselves, and to one another, and building the skills needed to grow together in a time shaped by rapid change and digital life. We look to Indigenous knowledge, both ancestral and living, to guide our understanding of the lands we learn on, and to deepen our understanding of ourselves within them. We come from all walks of life, and from all corners of the Earth, and together we live, learn, play, and grow.

What Are We Doing Well?

Seeing Every Learner

Second Street is a school that aims to address the needs of every learner and to meet students wherever they are in their learning journeys. We are a school that employs a trauma informed lens, and a school that strives to structure classroom practices and curriculum delivery from a UDL (Universal Design for Learning) perspective. Some examples of these practices include:

- Digital learning supports and multi-modal delivery (audio, video, hands-on)
- Collaborative classroom learning models
- Embedded outdoor and experiential learning opportunities
- Zones of Regulation and Mood Meter to teach and support self-awareness, and self-regulation
- Mind-Up
- Restorative circles
- Differentiated instruction
- Restitution-based approaches to conflict resolution that emphasize accountability, empathy, and repairing relationships

Strong Community Connections

Second Street works closely with community partners to deliver programming and to act as a hub in supporting families. A few examples of these partnerships include:

- Burnaby Parks and Rec
- East Side Opportunities
- Kid's Link
- The Long-Table Society
- Quest Food Exchange
- BASES Thrift Store
- ACTS (Homework Clubs)
- Friends of Simon

Academic Foundations

Second Street's team approach to supporting students through a variety of strategies, such as:

- Data informed instruction
- Targeted literacy supports and early intervention
- Small group and in-class support for learners with diverse needs
- Access to specialized tools and resources to close academic gaps (Lexia, Everyday Speech, IXL, Heggerty, UFLI)

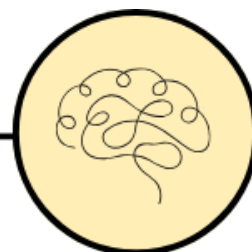
Building from these strengths, our current school growth work is focused on two connected priorities: strengthening reading development and deepening students' self-regulation skills.

Our *Focus*



Literacy: Reading

To strengthen students' reading fluency and comprehension so they can read with increasing confidence, accuracy, understanding, and independence across learning contexts.



SEL: Self Regulation

To support students in developing the skills, strategies, and habits needed to understand and manage their emotions, make positive choices, and engage successfully in learning and relationships.

Goal 1: Reading

Over the past several years, our school growth work has focused on strengthening student writing. As we reviewed our current learning evidence, however, it became clear that reading is a foundational area requiring more intentional school-wide attention. Our assessment data shows a clear need for a targeted and intentional focus on reading instruction.

Data collected across a range of indicators shows that while students are building important foundations in literacy proficiency, continued growth is needed in the areas of reading confidence, fluency, comprehension, academic language, and the ability to interpret, explain, and think deeply about increasingly complex texts. *This deeper meaning-making work is at the heart of strong reading comprehension.*

This shift has been supported by significant investments in both resources and professional learning. Over the past two years, we have targeted substantial funding toward building out our primary reading program. Through community donations, grant applications, district matching funds, and CPAC support, we have invested more than \$15,000 in new learning resources and library upgrades.

Alongside these resource investments, staff have engaged in ongoing professional development with our District Literacy Enhancement Teacher. We have also participated as a pilot school in the Grade 1 Acadience Screener launch, helping us build a clearer and more consistent understanding of student reading development. In addition, a cohort of teachers has participated in the Literacy Community of Practice, further supporting our school-wide capacity for responsive, evidence-informed reading instruction.

Our shift to a reading focus is not a move away from writing, but a recognition that reading and writing are deeply connected. By strengthening students' reading skills, we are also supporting their growth as writers, thinkers, and communicators.

At its heart, this shift is about equity and access. A strong school-wide reading focus helps ensure that all students, especially those who may need additional support, are better able to participate fully in classroom learning and experience themselves as capable, growing readers.

Data That Informs

- Acadience Screener Data

Acadience screener data is helping us identify students who may benefit from earlier and more targeted support, prompting us to shift our delivery model for the coming year.

- FSA and Report Card Data

FSA results have contributed to our understanding of school-wide literacy trends and reinforced the need for continued attention to reading comprehension, vocabulary development, and students' ability to access increasingly complex texts.

- DLIT Data

During the first half of the year, our District Literacy Intervention Teacher worked with a small group of Grade 2 and 3 students identified as needing targeted reading support. Her intervention data showed strong student growth and reinforced the value of focused, responsive, and small-group intervention where possible.

- Learning Support Benchmarking

Our Learning Support Team has supported this shift by sharing benchmarking data with classroom teachers, helping to build a clearer picture of student reading development and inform responsive instructional planning.

- Teacher anecdotal reporting

Teachers were invited to provide feedback regarding the proposed shift from a writing focus to a reading focus. Their responses indicated broad support and enthusiasm for the direction, while also identifying specific ways they could support the work, and supports that would help them to move students along.

- Parent Feedback

Parent feedback gathered through CPAC general meeting discussions has also helped inform this shift. Families shared perspectives that reinforced the importance of strong reading foundations, access to engaging books, and clear school-wide support for literacy development.

- School Team Meetings

This shift has also been informed by ongoing School Team conversations, where classroom teachers, Learning Support staff, and administrators have identified recurring patterns in student need.

- Library Circulation Data

Library circulation data can help us understand patterns in student reading engagement, including shifts in the types and complexity of texts students are choosing.

Data Sample:

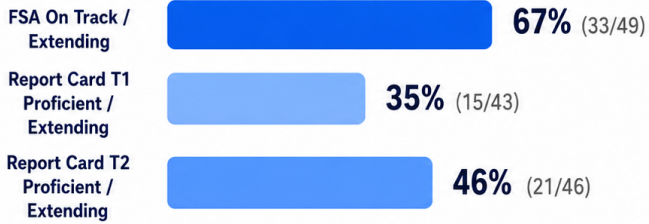
The following shows data from 2025 FSA results alongside Term 1 and 2 English Language Arts Report Card proficiency data.

Literacy Snapshot

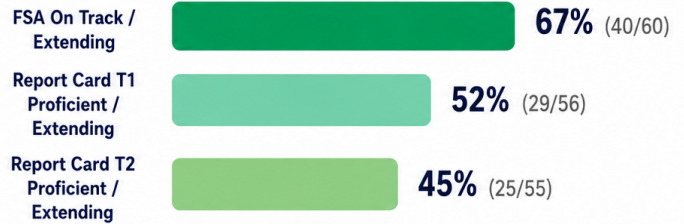
FSA and Report Card data for Grades 4 and 7

Higher percentages indicate more students meeting expectations

Grade 4



Grade 7



★ KEY TAKEAWAYS

- 1 Grade 4 shows positive movement, with Proficient / Extending increasing from 35% in Term 1 to 46% in Term 2.
- 2 Grade 7 FSA results remain strong, but classroom Proficient / Extending declined from 52% in Term 1 to 45% in Term 2.
- 3 In both grades, report card proficiency is lower than FSA results, reinforcing the need to keep building reading comprehension and consistent classroom application.

What Is Currently In Place?

- Acadience Screeners K and Grade 1 (Grades K-3 starting in the Fall)
- Community of Practice Cohort
- Growing Teacher Practice through ongoing Pro-D and support from DLIT and DLET
- Small group instruction and intervention through our Learning Support Team with reflection and revision after each term
- Family Literacy Opportunities
- Influencer Program
- Revised Primary Delivery Model - 2026/27

Measures of Success: What Does Success Look Like Going Forward?

Quantitatively:

- Increased percentage of students at Proficient/Extending in Language Arts from Term 1 to Term 3.
- Increased percentage of students identified as On Track/Extending on FSA Literacy, especially in comprehension-related areas.
- Growth in Acadience/benchmarking data, with fewer students requiring intensive reading support over time.
- Improved student performance on deeper comprehension tasks: inference, explaining thinking, using text evidence, and making connections across texts.
- Increased circulation of novels and more complex texts, especially among intermediate students.

Qualitatively:

- Students will see themselves as readers.
- Students will talk about books they are reading, recommend books to friends, and show greater confidence choosing texts that interest and challenge them.
- Reading will feel less like “getting through the words” and more like making meaning.
- Students will increasingly pause, wonder, infer, connect ideas, and explain what they think a text means rather than simply retelling what happened.
- Classroom conversations will become richer.
- Students will be able to say things like, “I think this because...” or “The evidence in the text shows...” with more confidence and independence.
- The school will feel more literacy-rich.
- Books, reading conversations, shared vocabulary, library use, and visible student thinking will become more noticeable across classrooms and common spaces.

Goal 2: Self-Regulation

Over the past year, our work around self-regulation has focused on building a more consistent, school-wide approach to supporting how students understand themselves, relate to others, practise positive behaviour, solve problems, and experience belonging.

Through the introduction of our shared STING language (**Safe, Trustworthy, Inclusive, Nimble, and Growth Minded**) we have worked to create common expectations that are clear, strengths-based, and connected to the kind of community we are trying to build together. Alongside this, our WINGS framework (**Words, Ignore Small Things, New Space, Get Help, and Seek Solutions**) has given students practical language and strategies for navigating conflict, managing social challenges, and repairing harm when things go wrong.

Data collected from across the sources listed below points to the importance of continued explicit, consistent support for students as they build the self-regulation skills, emotional awareness, and positive habits that allow them to engage more independently and successfully in learning, relationships, and the broader life of the school.

These initiatives have helped us move toward a more proactive and unified approach, where students are not only reminded of expectations, but explicitly taught the skills, language, and reflective habits needed to regulate themselves, respond to others, and contribute positively to the school community. This work reflects our belief that self-regulation is not simply about compliance or behaviour management; it is about helping students develop the emotional, social, and cognitive flexibility they need to feel safe, connected, capable, and ready to learn.

- SEL Self Reflection Survey

This data helps us better understand how students experience safety, connection, and self-regulation across the school, both through their own self-assessments and through the spaces and adults they identify as supportive. By looking for patterns and outliers, we can make more intentional decisions about where to focus our efforts, strengthen common language like STING and WINGS, and ensure that all students have access to predictable, caring, and regulating environments.

- Office Referrals

Office referral data helps us identify patterns in student behaviour, including where and when students may be experiencing difficulty with self-regulation. While this data must be interpreted alongside other sources, it provides useful insight into areas where students may benefit from more explicit teaching, proactive support, and consistent use of our STING and WINGS language.

- MDI Data

School-based MDI data can help inform our Self-Regulation Goal by giving us a broader picture of how students experience belonging, adult connection, peer relationships, emotional well-being, and safety at school. These areas are closely connected to a student's ability to manage stress, solve problems, recover from conflict, and engage positively in learning.

- Teacher anecdotal reporting

Teacher anecdotal reporting provides important insight into the day-to-day patterns of student self-regulation, cognitive stamina, and problem-solving that may not appear in formal data alone. Staff feedback has already identified the need for consistent, clear, school-wide language and expectations, helping inform our work with STING and WINGS. Ongoing teacher observations will help us identify broader trends across classrooms and grade levels, strengthen consistency, and target areas where students need more explicit support.

- Common Language Internalization

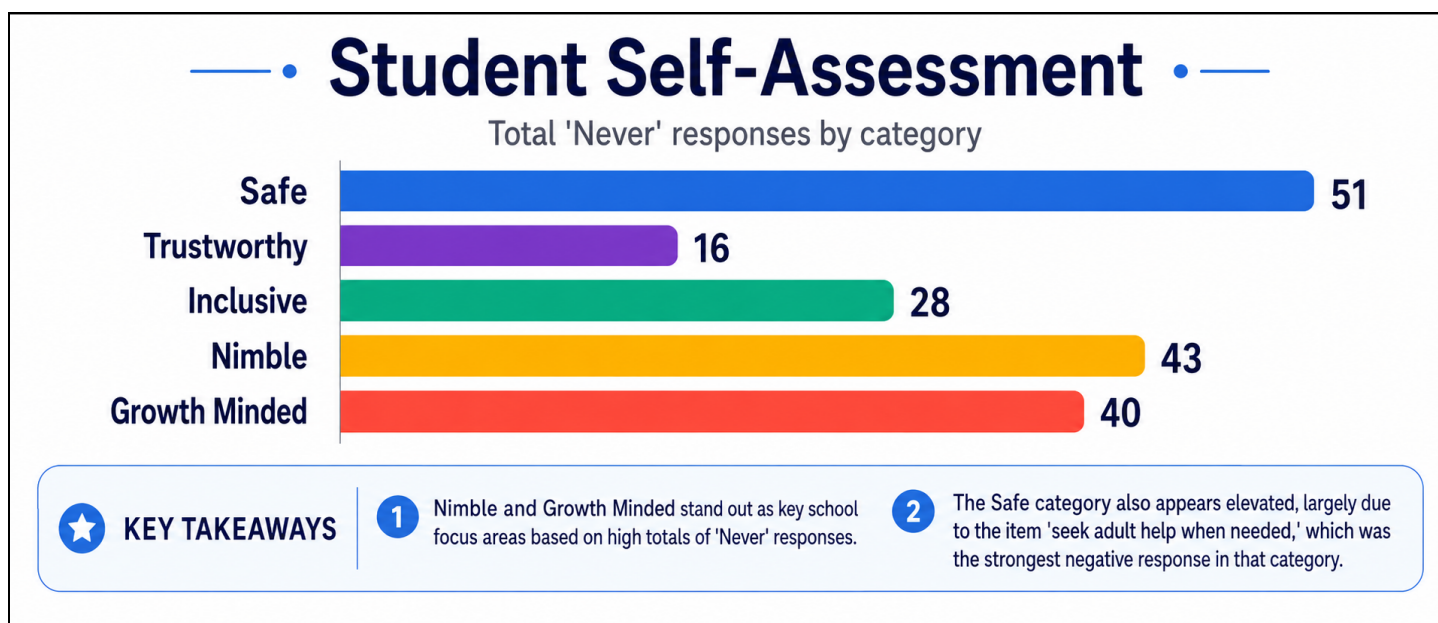
Measuring students' understanding and recall of our school-wide STING and WINGS language helps us assess whether these common frameworks are becoming familiar, meaningful, and repeatable for students. While recall alone does not fully measure self-regulation, it provides an important indicator of whether students have the shared language needed to recognize expectations, talk through challenges, and begin applying strategies more independently.

- School Team Meetings

This shift has also been informed by ongoing School Team conversations, where classroom teachers, Learning Support staff, and administrators have identified recurring patterns in student need.

Data Sample:

The following summarize results from students surveys regarding self regulation skills related to the STING traits that are a school focus. Questions probed student habits related to the self-regulation in categories of Safety, Trustworthiness, Inclusivity, Nimbleness (Cognitive Flexibility) and Growth Mindedness. The bars represent the frequency of "never" responses to the sub-questions asked.



What Is Currently In Place?

- W.I.N.G.S. and S.T.I.N.G. Initiative
- Curated Board Game Kits
- Parent Handbook
- BUZZ Board

- Self Regulation/Sensory Space
- Sensory Hallways
- Zones of Regulation
- Soccer Structures
- Influencer Club
- CORE Program
- Peer Mediators
- Mentorship Program
- Intergenerational Connections
- Environment as a Third Teacher
- Family Food Supports
- The Long Table Society

Measures Of Success: What Does Success Look Like Going Forward?

Quantitatively:

- Improved student self-assessment results connected to STING values, safe places, and connected adults.
- Increased student ability to recall and explain STING and WINGS language independently.
- Reduction in repeated office referrals connected to peer conflict, unsafe choices, or difficulty recovering after conflict.
- Teacher anecdotal reporting shows improved cognitive stamina, problem-solving, and use of shared language across classrooms.
- More students identify at least two trusted adults and multiple safe/regulating spaces in the school.

Qualitatively:

- Students will be better able to say, “I need space,” “I’m not ready yet,” “I need help solving this,” or “I’m feeling frustrated,” before problems escalate.
- Conflict will feel more repairable.
- Students will increasingly understand that mistakes, arguments, and peer conflict are things we can work through using shared steps, not moments that define them.
- Common spaces will feel calmer and safer.
- Hallways, washrooms, playgrounds, and lunch areas will feel more predictable because students understand expectations and adults are using consistent language.
- Students will feel known by adults.
- STING and WINGS language will become part of everyday school life, helping students understand what is expected, what to try next, and how to rejoin the community after difficulty.