

Burnaby School District – School Plan

Our Story

Who we are? *(With considerations for ELL, Inclusive Ed, CYOC, Indigenous students)*

We are **École Inman Elementary**, a vibrant, inclusive, and compassionate learning community committed to ensuring that every student—especially in grades K–3—achieves their full potential in literacy. Our story is one of **collaboration, equity, and growth**, where we strive to meet the diverse needs of our learners through intentional, data-informed practices and strong community partnerships.

We are:

- **Champions of Literacy:** Our school-wide goal focuses on enhancing literacy acquisition for all students. Through comprehensive assessments, targeted interventions, and continuous progress monitoring, we ensure that every child receives the support they need to thrive.
- **Supportive of the Whole Child:** We recognize that learning readiness includes physical and emotional well-being. Initiatives like our breakfast club, lunch subsidies, and wraparound supports help create a nurturing environment where students can focus on learning.
- **Partners with Families:** We are deeply committed to building strong, respectful relationships with the families of all our students, especially those with Individual Education Plans (IEPs). We work alongside them to co-create meaningful, individualized support plans that reflect each child's strengths and needs.
- **Builders of Reconciliation:** We are actively working to build authentic relationships with Indigenous families, grounded in trust, respect, and cultural understanding. This is part of our broader commitment to reconciliation and creating a school culture that honours Indigenous voices and perspectives.
- **Invested in Professional Growth:** Through collaboration with literacy experts like Sarah Wong, and a focus on Universal Design for Learning (UDL), we are equipping our educators with the tools and strategies they need to support all learners effectively.
- **Inclusive and Diverse:** We embrace the diversity of our school community, including our English Language Learners and students in both English and French Immersion programs. Our staff are trained in inclusive practices like SIOP and are supported by a strong ELL team.

Our story is one of **shared purpose and continuous learning**. We are a school that believes in the power of relationships, the importance of equity, and the transformative impact of literacy.

What are we doing well?

At École Inman Elementary, we are excelling in creating a comprehensive, inclusive, and responsive literacy support system for our K–3 learners. Our strength lies in our multi-tiered approach to literacy instruction, which includes evidence-based programs such as Haggarty, UFLI, Guided Reading Groups, and Reading Recovery. We are proactive in assessing and monitoring student progress through tools like EPRA, Running Records, and phonemic awareness assessments, allowing us to intervene early and effectively. Our collaboration with Sarah Wong, the district Literacy Enhancement Teacher, has significantly enhanced instructional practices, particularly through personalized coaching, professional development, and the integration of the SD41 Literacy Framework. We are also doing well in supporting diverse learners, including English Language Learners and students in both English and French Immersion, through targeted strategies like SIOP and UDL. Our commitment to student well-being is evident in initiatives like the breakfast club and lunch subsidies, ensuring students are physically and mentally ready to learn. Furthermore, we are leveraging data to identify students needing additional support and working closely with the LSS team to develop individualized plans. These efforts reflect a school culture that values equity, collaboration, and continuous improvement in literacy for all students.

How do we know?

At École Inman Elementary, our literacy initiatives are grounded in a robust framework of evidence-based assessments and data analysis. We utilize a comprehensive suite of tools to evaluate students' literacy development, including oral and expressive language observations, phonics assessments (Parts A, B, and C), high-frequency word assessments, phonemic awareness evaluations, writing samples, and progress monitoring through Benchmark, EPRA, and Running Records. These assessments are conducted at multiple points throughout the school year, allowing us to track growth, identify plateaus, and tailor interventions accordingly. The data collected provides insight into key literacy components such as decoding, fluency, comprehension, and writing. Additionally, we analyze proficiency scores from Term 2 English Language Arts to identify students who are "No Mark," Emerging, or Developing, and collaborate with the Learning Support Services (LSS) team to create individualized support plans. Our partnership with Sarah Wong, the district Literacy Enhancement Teacher, has further strengthened our evidence-based approach by guiding staff in administering and interpreting assessments aligned with the SD41 Literacy Framework. This systematic use of data ensures that our instructional strategies are responsive, targeted, and effective in meeting the diverse literacy needs of our students.

Our focus:

The central focus at École Inman Elementary is to ensure that every student in grades K–3 achieves their full potential in literacy through a comprehensive, inclusive, and responsive approach. This focus is not only academic but also deeply rooted in equity, well-being, and community collaboration. At the heart of this initiative is a commitment to early identification and intervention. By using a wide range of assessments—such as phonics evaluations, oral language observations, and running records—educators are able to pinpoint students’ literacy levels and respond with timely, targeted support. The school’s multi-tiered system of support (Tiers One through Three) ensures that all learners, including English Language Learners, students with IEPs, and those in French Immersion, receive instruction tailored to their needs. The focus also extends to building teacher capacity through professional development and mentorship, particularly in collaboration with the district Literacy Enhancement Teacher. Additionally, the school prioritizes student readiness by addressing physical and emotional needs through programs like the breakfast club and lunch subsidies. Importantly, École Inman is also focused on strengthening relationships with Indigenous families and working closely with families of students with IEPs to provide wraparound support. This holistic, data-informed, and relationship-centered approach defines the school’s focus: fostering a learning environment where every child is seen, supported, and empowered to succeed in literacy and beyond.

STRATEGIES: (to support Focus)

To support its core focus on enhancing literacy acquisition for all K–3 students, École Inman Elementary has implemented a comprehensive set of strategies that are both evidence-based and inclusive. Central to this approach is a multi-tiered system of support. Tier One strategies include foundational classroom practices such as Haggarty phonemic awareness lessons, UFLI phonics instruction, Guided Reading Groups, Daily 5 literacy stations, and Read Alouds. These universal strategies ensure that all students receive high-quality, consistent literacy instruction. For students requiring additional support, Tier Two interventions include SIOP strategies for English Language Learners, Leveled Literacy Intervention (LLI), push-in Learning Support Services (LSS), and Lexia, a personalized digital literacy program. Tier Three provides the most intensive support, including LSS pull-out sessions and Reading Recovery for the most vulnerable Grade 1 students.

Professional development is another key strategy. The school collaborates with Sarah Wong, a district Literacy Enhancement Teacher, who provides coaching, models best practices, and supports the implementation of the SD41 Literacy Framework. Teachers are also engaged in book clubs and after-school learning sessions to deepen their instructional knowledge. Additionally, the school uses data from a variety of assessments—phonics, running records, writing samples, and proficiency scores—to inform instruction and intervention planning.

Beyond academics, École Inman supports student readiness through initiatives like a breakfast club and lunch subsidies, ensuring students are physically and emotionally prepared to learn. The school also emphasizes relationship-building with Indigenous families and works closely with families of students with IEPs to provide wraparound support. These strategies reflect a holistic, collaborative, and responsive approach to literacy development, ensuring that every student is supported in reaching their full potential.