

# SCHOOL PLAN

## Clinton Elementary

### *Our Story*

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#### Who we are?

Clinton Elementary School is a vibrant and inclusive community school located in Burnaby, British Columbia. We serve students from Kindergarten to Grade 7 and offer both a mainstream program and an elementary alternate program to support diverse learning needs.

At present, we have approximately 409 students enrolled in 17 divisions, representing over 24 distinct languages. Our English Language Learner (ELL) program supports students in developing language proficiency, while our Inclusive Education program supports 39 students with Ministry of Education special needs designations.

Clinton is supported by dedicated staff, engaged volunteers, and an active PAC who work collaboratively to foster strong connections between school and home. As Clinton Thunderbirds, we strive to be Clinton **STARs** by **Staying Safe, Taking Responsibility, Acting Respectfully, and Remembering to be Inclusive**.

Students are provided with opportunities to explore their interests through ADST and the arts, with a focus on music and performance. A yearly school-wide performance is an important part of our school culture, alternating between a winter concert and a talent show. These events provide students with opportunities to showcase their talents and build confidence in front of an audience. Extracurricular activities include Chess Club and Dungeons & Dragons Club, as well as team sports such as cross country, volleyball, basketball, track and field, and ultimate frisbee. Parks and Recreation programs further support physical and creative experiences while strengthening community connection.

Leadership and community-building are central to our school culture. Through events such as Sports Day, Celebrations of Learning assemblies, and student leadership opportunities, students develop responsibility and a strong sense of belonging. Students in Grades 4-7 take on roles such as the recycling team, patrol team, lunch monitors, and announcements, while Grade 6

and 7 students further demonstrate leadership by organizing Spirit Days and leading activities for younger students, including:

- In-school services such as a PAC-run hot lunch program and a healthy snack initiative
- A variety of extracurricular athletic programs designed to build teamwork, school spirit, and physical literacy, including volleyball, ultimate Frisbee, basketball, cross-country, and track and field
- Multiple clubs, committees, and leadership opportunities such as student leadership teams, classroom monitors, school patrol, technology support teams, morning announcements, and assembly MCs

### **School Community Highlights**

- 24 home languages are represented in our student population, including English, Cantonese/Mandarin, Tagalog, and Hindi
- 45 students have Ministry of Education Special Needs Designations, supported by 15 full-time Education Assistants, including the district Alternative Programs team integrated into our school
- 9 Indigenous students are enrolled across all grade levels

## **What are we doing well?**

Acknowledging and responding to the individual needs of every student for effective learning. Our teachers work to foster a warm, supportive, and inclusive atmosphere that benefits all learners. This collaborative effort involves students, staff and families coming together to assist learners in their current situations.

- Strong staff collaboration and shared commitment to improving writing outcomes K-7
- Regular SBT (School-based Team) meetings where we communicate information and suggest supports and strategies for specific students.
- Use of common writing language and moderation within grade teams
- Increasing use of inclusive practices and accessibility tools
- Ongoing collaboration with Indigenous Education, ELL, and Learning Support teams
- Intentional focus on student well-being and belonging to support risk-taking in learning
- Our school continues to grow academically while strengthening positive relationships among students
- School-wide community-building activities (assemblies, outdoor learning activities) that bring the entire school together and foster connection and belonging
- Establish a UFLI collaborative group with primary teachers with the support of ELL and LSS staff and Teacher-Librarian, working alongside our DLIT team to support foundational literacy development.
- Host Lunch and Learns and dedicated collaboration sessions to foster shared learning and build instructional capacity in writing (and general literacy).

# Our *Focus*

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District ESLR data identifies literacy as an area requiring ongoing attention, with achievement gaps for specific student groups, particularly in Grades 4 and 7. At Clinton, while overall achievement remains high, staff observations align with this broader context and indicate a continued need to strengthen writing across Kindergarten to Grade 7, with an emphasis on idea development, elaboration, and sentence fluency.

## Goal 1: *Literacy*

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Over two years, Clinton will improve student writing achievement by focusing on developing and elaborating ideas, strengthening sentence fluency, and improving writing conventions. Teachers will use inclusive teaching practices and grade-specific writing goals to support student growth.

Grades	Literacy Goal
<i>Kindergarten</i>	Students will independently write 1-2 sentences using inventive spelling, appropriate use of capitals/lowercase, and simple punctuation by June each year.
<i>Grade 1</i>	Students will add supporting details to sentences and increase conventional spelling, demonstrated in three moderated writing samples per term.
<i>Grade 2</i>	Students will use clear sentence structure, apply correct punctuation, and add relevant details to enhance clarity and meaning in at least two genres (personal narrative and informational).
<i>Grade 3</i>	Students will produce on-topic pieces that communicate a clear purpose/message with relevant details, feelings, and examples connected to a main idea across three genres.
<i>Grade 4</i>	Students will write clear, complete sentences; identify/correct run-ons; and edit for accuracy, achieving class-agreed success criteria in 4/5 samples.
<i>Grade 5</i>	Students will develop ideas by adding clear, relevant, and interesting details that extend thinking; they will elaborate and ensure all details connect to the main idea in paragraph and multi-paragraph forms.
<i>Grade 6/7</i>	Students will include multiple, on-topic, detailed examples and explicit connections to their thesis/main idea in a five-paragraph essay or equivalent extended composition, meeting proficiency on a common rubric.

## Literacy - Strategies

If we co-construct clear success criteria for idea development and sentence fluency, teach and model elaboration strategies across genres, and provide tiered, culturally responsive interventions, then more students will demonstrate proficient writing that communicates a clear purpose with adequate support and fluency.

**Universal (Tier 1 – For All Students)**

- Common K–7 Writing Rubric aligned to BC Curricular Competencies with calibrated descriptors for Ideas (elaboration) and Sentence Fluency; three school-wide writes per year with moderation.
- Quickwrites and sentence-combining routines (10 minutes) to build fluency and syntax awareness.
- Explicit mini-lessons on elaboration (PEEL: Point (state your point), Explain, Example, Link (it back to the main ideas), using strong examples of writing to model expectations, and revision cycles with feedback protocols.
- Co-constructed success criteria/anchors; student self-assessment and goal-setting conferences each term.
- UDL planning (multiple means of representation/action/expression); access to dictation, word prediction, and graphic organizers; plain-language exemplars.
- Embed Indigenous perspectives and local knowledge (place-based prompts, authentic audiences) in collaboration with Indigenous Education.

## Targeted (Tier 2 – Some Students)

- Small-group strategy lessons 2–3x/week on sentence structure, transitions, and paragraphing using high-impact practices.
- ELL language routines for academic vocabulary and syntax frames (because/but/so; claim-evidence-explanation).
- Use of accessibility tools taught explicitly (speech-to-text, text-to-speech, Co:Writer-style tools); visuals and sentence starters.
- Progress monitoring every 6–8 weeks with quick probes (ideas & fluency).

## Intensive (Tier 3 – Few Students)

- Individualized plans integrating IEP goals, SLP consultation for language complexity, and direct instruction on syntax.
- Increased the number of writes: 4–5x/week short, structured writing tutoring focused on elaboration and sentence combining.
- DLIT (District Literacy Intervention Teacher) support for Grades 2/3 students requiring additional intervention.
- Wrap-around supports coordinated with caregivers; culturally safe approaches; connection to community programs.

# Literacy - Implementation Timeline (Key Milestones)

## Implementation Timeline

<b>Timeline</b>	<b>Milestones</b>	<b>Data</b>
<i>Sept-Oct. 2025</i>	Baseline school-wide write; rubric calibration; finalize class goals and student targets.	Baseline % on rubric domains; subgroup baselines
<i>November- December 2025</i>	In Grade 10 & 12, data is reviewed as part of literacy progress monitoring.	Progress probes; teacher moderation notes
<i>January- February 2026</i>	Mid-year school-wide write and calibration; adjust Tier 2/3 supports	Mid-year % change; subgroup gap checks
<i>March-April 2026</i>	Cycle 2 professional learning; family engagement in writing; student-led conferences	Student reflections; family feedback
<i>May-June 2026</i>	Year-end school-wide write aligned with ELL assessment. FSA monitoring; planning for 2026-27	Year-end % change; updated goals
<i>2026-27</i>	Repeat cycles; deepen practices; sustain and scale	Two-year impact report

### Assessment, Evidence & Monitoring

- School-wide writes (three times per year), scored on a common rubric (Ideas & Sentence Fluency).
- Report card Language Arts indicators (K-7) used to monitor overall student progress in writing.
- FSA Literacy (Grades 4 and 7): tracking On-Track and Extending performance and triangulating with classroom-based evidence.
- Student voice: quick surveys and conference reflections on confidence and belonging in writing.

### Success Indicators

- Increase in the percentage of students meeting or exceeding expectations, as measured by comparing individual student results across school-wide writes (Write 1, Write 2, and Write 3) by June 2027.
- Improved K-7 report card results in Language Arts (Developing, Proficient, Extending), reflecting overall growth in student achievement.
- Grade 4 and 7 FSA Literacy results (On-Track and Extending) show overall improvement while maintaining or increasing school performance.

## How do we know?

District ESLR trends show declining or fluctuating proportions of students meeting expectations in literacy across Grades 4 and 7, with identified gaps for specific student groups, including Indigenous students, students with disabilities or diverse abilities, and Children and Youth in Care (CYIC).

At the school level, fall writing samples and teacher observations at Clinton indicate a need to strengthen writing across Kindergarten to Grade 7, particularly in the areas of elaboration, conventions, and sentence fluency. These findings are consistent with grade-team writing goals identified in November 2025.

FSA results and report card data further indicate variability in student achievement in writing, reinforcing the need for a focused, school-wide approach to improving idea development, elaboration, and sentence fluency.

### FSA Literacy Data (School & District Comparison)

Year	Group	Grade 4 (% On-Track/Extending)	Grade 7 (% On-Track/Extending)
2024/2025	Clinton Elementary	70%	84%
2025/2026	Clinton Elementary	74%	85.4%
2024/2025	Burnaby District	71%	75%

**Summary:** Clinton Elementary demonstrates strong and improving literacy results over time, with Grade 7 performance exceeding district averages and Grade 4 showing steady growth.