

Burnaby School District – Taylor Park School Plan 2026-2027

Our Story

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

Taylor Park is a large, vibrant community of more than 650 students who bring a varied and rich cultural diversity to our school. Approximately half of our students are English Language Learners and as such, Taylor Park has a robust ELL support program and staffing. We also proudly support a diverse and complex student population through Inclusive Education Planning, a large Inclusive Education (learning support) team and more than 20 Educational Assistants, who all work together to nurture and develop the academic, social-emotional, physical health, and mental health of our students. We currently have 7 students of Indigenous heritage and we support them and the greater community through embedded classroom learning and the explicit teaching and support of our Indigenous Learning Inquiry Teacher (ILIT), who brings to our community a deep focus in Indigenous learning, knowledge and principles.

What are we doing well?

At Taylor Park, students, staff, and families work together to foster a safe, supportive, and engaging learning environment. Each year, we set school-wide goals that guide our continuous improvement and help strengthen the connection between home and school. Our focus on student well-being is rooted in the belief that learning supports not only the individual but also the broader community, land, and heritage. Through initiatives like our “Safe and Friendly” language, “Stop, Walk, and Talk” conflict resolution strategy, and HOWL-outs for positive behavior, students are empowered to build strong relationships and feel safe at school. We emphasize both academic and social-emotional growth, with students showing enthusiasm for reading by making meaningful connections and inferences, and developing emotional awareness through SEL activities, including school-wide read-alouds and reflective problem-solving. At Taylor Park, we are proud of our commitment to equity, accessibility, and community-building, making our school a truly fantastic place to learn and grow.

How do we know?

Interpreting data can help us build our knowledge and understanding of student learning and growth and it can inform our next steps. To ensure that we are identifying students who are struggling as well as those requiring greater enhancement of learning, we utilize a wide variety of data from different sources and this guides us in the creation of school goals as well as individual student ones. In developing our student and school community goals for Taylor Park, staff have collected and analyzed data from a variety of sources including but not limited to:

- Student voice -listening to the students and engaging in meaningful discussion with them about their learning
- Anecdotal and concrete data, such as: regular formative as well as summative assessments, learning updates, ongoing projects and practices in classes and groups
- Class review meetings twice yearly: teachers have an opportunity to share with the larger team the strengths and stretches noticed in their individual classes, and plans are developed to support learning as needed
- School-based team weekly meetings: families are invited to these to discuss individual students and specific goals and planning
- Weekly Inclusive Education team meetings to discuss data, assessments, school-based team info, goal-setting and follow-up
- UBC's self-reporting questionnaires including: Early Development Instrument (EDI,) Middle Years Development Instrument (MDI,) and Youth Development Instrument (YDI) as well as the Childhood Experiences Questionnaire (CHEQ)
- Foundation Skills Assessment (FSA) data
- Acadience literacy data: currently for Kindergarten and moving to include K-3 in the 2026-27 school year.
- Heart Mind Index: gathering information on our individual students as well as grade groups that we can track over time and use the information to better target our supports

The data tells us that our students feel connected to our school and community and are moving forward with their learning in literacy and numeracy in positive ways. We are seeing reading as an area to further explore and focus on, and in the area of social and emotional learning; emotional growth and regulation and kindness have been highlighted as areas for deeper emphasis.

Our focus:

Social and Emotional Learning Goal

To cultivate a school-wide culture rooted in **emotional growth and regulation, kindness**, and social awareness, guided by Indigenous ways of knowing and being, and a commitment to equity, inclusion, and diversity. Students will learn to balance personal well-being with collective well-being, recognizing the interconnectedness of individuals, communities, and the land. Through fostering respect, reciprocity, and relational accountability, they will deepen their understanding of the impact of their actions and build meaningful, inclusive connections within their diverse community and environment.

Reading Goal

Cultivating a literacy-rich environment, guided by the Indigenous Principle of Learning which recognizes that *learning and mastery requires patience and time*, we will nurture students' growth through meaningful, scaffolded reading experiences that promote perseverance, self-reflection, and engagement, in order to:

Grades K-4:

... strengthen students' **word recognition and decoding skills** by providing structured phonics instruction, oral language development, and culturally responsive reading strategies, to build fluency, comprehension, and reading confidence.

Grades 4-7:

... enhance students' **comprehension and retention skills**, prioritizing deep understanding, critical thinking, and meaningful engagement with texts which supports students in developing **confidence** in summarization, inference, and the ability to analyze texts effectively.

Strategies: (to support Focus)

At Taylor Park we utilize a variety of strategies to focus on, engage, and support our learners, staff, and greater community. The strategies include, but are not limited to:

- Following the District Literacy Framework – instruction, assessment, and resources to support best practice for teachers and best learning for students
- “Lunch and Learns”: staff were invited and engaged in a variety of topics such as RULER, MindUp, SOGI-focused learning, in order to learn from others and one another
- District Literacy Enhancement Teacher: Taylor Park has a District teacher assigned to work with our primary staff with a deep focus on reading and writing K-3.
- Acadience Reading Assessments have also been conducted in all K-3 classes. An Intermediate-wide reading assessment has also been conducted this year with the goal of introducing Acadience to the upper divisions in the near future.
- Literacy committee: deepening our focus in areas for growth with reading and writing
- Creation of the Equity-Diversity-Inclusion (EDI,) and Sexual Orientation and Gender Identity (SOGI) committees: to ensure all students feel seen, heard, represented, and accepted
- Assemblies – explicit teaching and learning focus through literature that is followed up in classes
- Staff meetings and Educational Assistant meetings: to further deepen and review the resources, supports and learning monthly
- EA Foundations pilot support and programming in our school in the 2025-26 year to move learning forward for staff
- Pro-d days: opportunities for staff to work together as a whole and in grade/student groups
- Parent Advisory Council (PAC) meetings and newsletters for families