

School District 41 Burnaby
ACHIEVEMENT CONTRACT

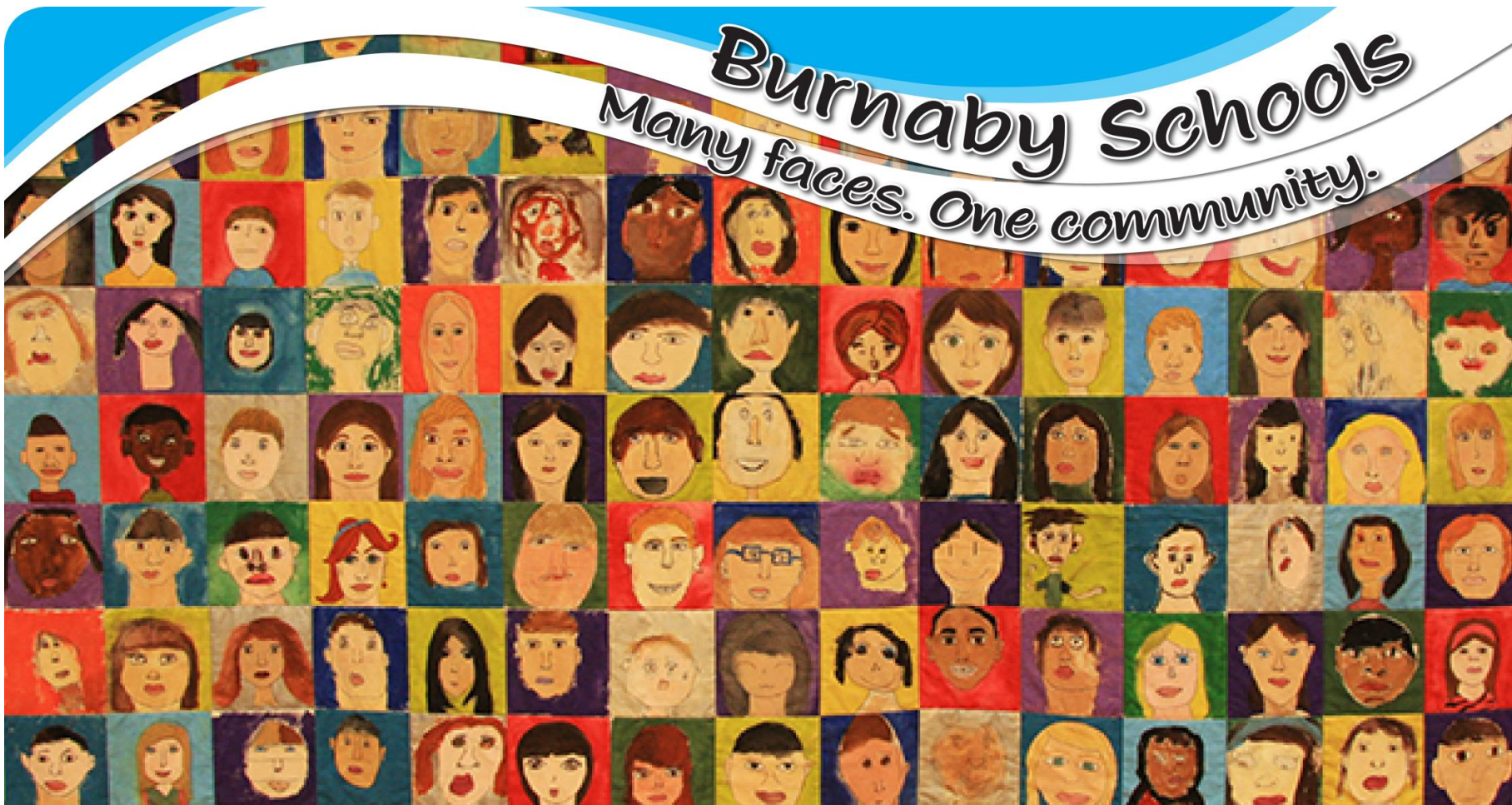
2014-15

Burnaby Board of Education Mission Statement

To prepare and support an inclusive, caring community of learners for the challenges of a changing tomorrow.

Burnaby Schools

Many faces. One community.



People learn best when they feel safe and welcome.

Burnaby Schools take extra care to make sure all students feel welcome in our schools regardless of their language, culture, national origin, religion or sexual orientation. Whether we act at the Board level through policy, or at the community level through our neighbourhood schools, we promote respect, understanding and acceptance.

We are many faces in one community. Let's learn together.

Celebrating diversity is a work of art.

"The quilt project taught our community that amazing things can happen when we bring our unique talents together as one. Each square represents an individual but our diversity quilt represents us all, a vibrant and diverse community."

~ Vicky Mallo, Lochdale Community School Coordinator

www.sd41.bc.ca



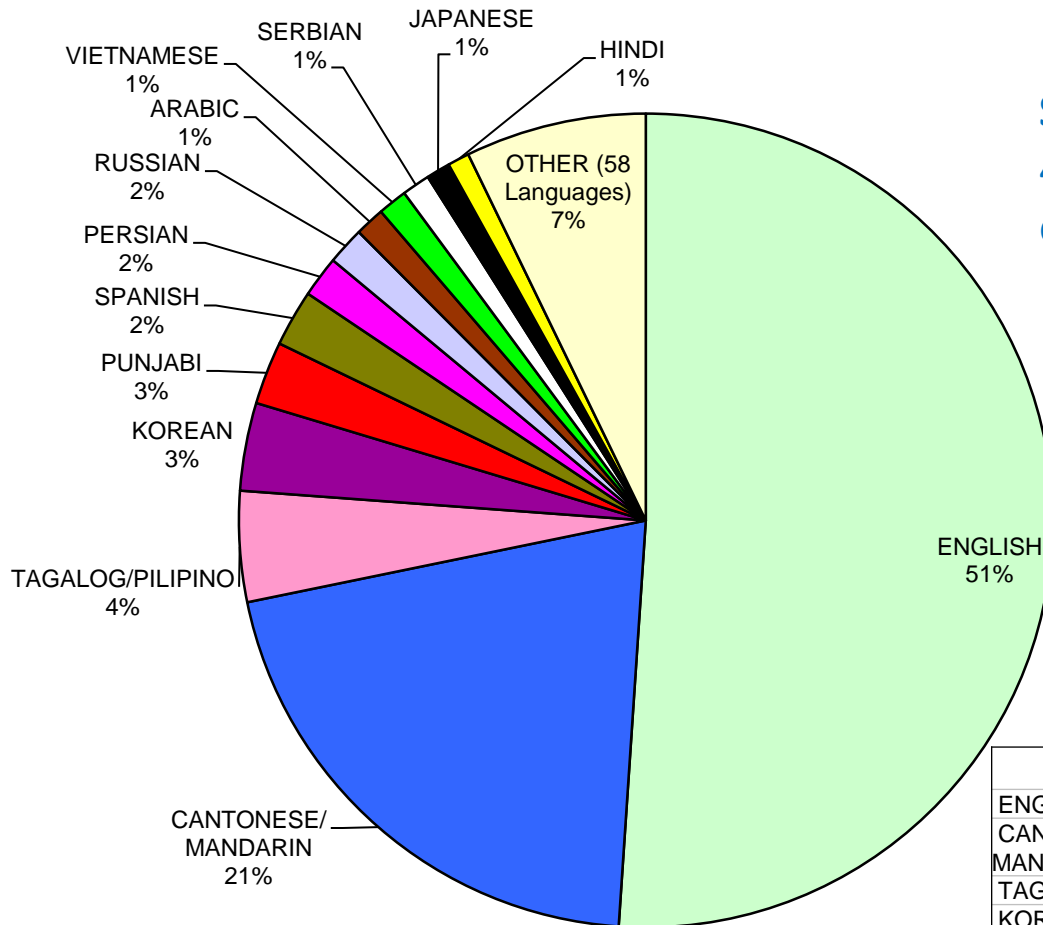
Context

The Burnaby School District is a diverse community of learners. Our schools work to ensure that all learners feel welcome in our schools and communities so that each learner can strive to meet his or her full potential.

Primary Language Spoken in the Home

September 2013

49% of students speak a language other than English in their homes



Languages spoken by 200 or more students:

| | | | |
|------------------------|-------|----------------------|------|
| ENGLISH | 12135 | RUSSIAN | 356 |
| CANTONESE/ MANDARIN | 4923 | ARABIC | 280 |
| TAGALOG/PILIPINO | 1044 | VIETNAMESE | 277 |
| KOREAN | 830 | SERBIAN | 265 |
| PUNJABI | 594 | JAPANESE | 226 |
| SPANISH | 534 | HINDI | 205 |
| PERSIAN | 388 | OTHER (58 Languages) | 1708 |

Burnaby Public Schools preparing for tomorrow, today



With one of the largest AP programs in Canada, Burnaby students are poised to succeed. The rates of completion and transfer to post-secondary are well above the provincial average. Annually, more than \$6 million in scholarships is awarded.

Academic Excellence



The District's Visual & Performing Arts program is the most comprehensive in BC. Dance is fostered through a district-wide Festival of Dance and instructors at each secondary school. Specialized music teachers in all schools set the stage for nationally acclaimed choirs and bands.

Vibrant Visual and Performing Arts Programs



Early learning supports later academic success. Burnaby was one of the first districts to adopt programs for newborn to age five. Today, 12 district StrongStart BC Early Learning Centres engage children, parents and caregivers.

Leaders in Early Learning



The District offers a wide variety of programs to support the needs of all learners. These include French immersion, Mandarin language arts, challenge programs, sports academies and online learning.

Unique Specialty Programs



Literacy is the foundation for all learning. The District participates in community literacy planning and supports success through leading-edge programs. Excellence is celebrated annually with the WORDS Writing Project and a Public Speaking Challenge.

Focus on Literacy



Expanded educational career options give Burnaby secondary students the chance to explore future careers. From work experience to industry training and apprenticeships, these options lead to career success.

Career Exploration

Burnaby Public Schools preparing for tomorrow, today



Students, staff, families, agencies and businesses work together at Burnaby's eight Community Schools to meet the educational, recreational and social needs of the neighbourhood.

Community Engagement



Aboriginal Voices: Creating Our Future is a partnership between Aboriginal parents, community members and the District. It recognizes that a strong cultural identity, pride and historical knowledge encourage student success.

Partners in Education



With one of the largest district-run Community & Continuing Education programs in BC, more than 800 offerings for adult learners can lead to high school completion, English language skills or a new career.

Lifelong Learning



Dedicated teachers, administrators, staff, an engaged parent community and generous community partners work together to guide, teach and support all our learners.

Supportive Community Partners



Teaching extends beyond the classroom. Staff and students identify issues such as poverty, social justice or energy conservation and seek solutions that make a real impact locally and globally.

A Global Perspective



Acceptance

Response Framework for Educational Transformation

BASED ON STRONG TEACHING AND LEARNING PRACTICES

Inquiry Focussed
Learning

Spirals of
Inquiry

Project-based
Learning

- Learning In-Depth program
- Reggio Emilia approach in Kindergarten
- Independent Directed Studies
- Social Emotional Learning
- Response to Instruction
- Assessment for Learning
- Evidence-based practices
- Effective feedback

Response Framework for Educational Transformation

LEARNING EMPOWERED BY TECHNOLOGY

- Increase in access from 2,500 devices to over 8,200 and growing over the past 6 years
- Over 950 tablet devices added in the past year
- Over 1,500 teachers received in-service on how to integrate technology
 - Assistive – Kurzweil, Destination Success
 - Literacy – *Fast ForWord*
 - Writing – Wordpress Blogs, Microsoft Word
 - Digital Story Telling – Photo Story 3, Movie Maker, Comic Life
 - Graphic Organizers – Inspiration/Kidspiration
 - Audio Recording – Audacity
 - Bookmarking (Diigo, Delicious, Symbaloo)
 - Presentation – PowerPoint, Prezi

Response Framework for Educational Transformation

READY TO LEARN...FOUNDATIONS (15 – 31)

- Safe Schools
- Social Emotional Learning
- Community Schools
- Community Partnerships / Connections
 - District Literacy Plan
 - Aboriginal Enhancement Agreement

READY TO LEARN... EARLY LEARNING (32 – 45)

- Early Learning Initiatives
- Assessment Statement
- Kindergarten Assessment
- *Links to Literacy*

Response Framework for Educational Transformation

LEARNING TO READ (46 – 65, 72 – 96)

- Response to Intervention
- *Learning Support Services*
- *Reading Recovery*
- *Fast ForWord*
- Assessing Literacy Skills
(French Immersion)
- Changing Results for Young Readers
- Reading
 - Goals, Objectives & Initiatives

READING TO LEARN (66 – 96)

- Later to Literacy
- Changing Results for Adolescent Readers
- Reading
 - Goals, Objectives & Initiatives

Response Framework for Educational Transformation

We offer comprehensive personalized educational programs responsive to each learner's needs and varying pathways.

Flexibility

Personalized
Learning

Choices / Options

- Two Advanced Placement (AP) Capstone Programs – Beginning September 2014
- Post-secondary partnerships – dual credit, laddering, Regional Student Transitions Partners
- Secondary school range of elective programs driven by student interests
- Customized Employment Program
- Fine Arts Elementary School / Programs
- District career programs, secondary
- District Advanced Placement (AP) programs and Multi-Age Cluster Classes
- Expanding Academies (flexible learning schedule) and community partnerships
- Independent Directed Studies (IDS) and blended learning
- Summer programs, CCE programs, Alternate Programs, School to Work
- French Immersion and Mandarin Language Arts program

Transitions to the World

TRANSITIONS TO POST-SECONDARY (97 – 105)

- Provincial Exam Results
- Dogwood Completion
- Transition Rates

TRANSITIONS TO CAREERS (106 – 112)

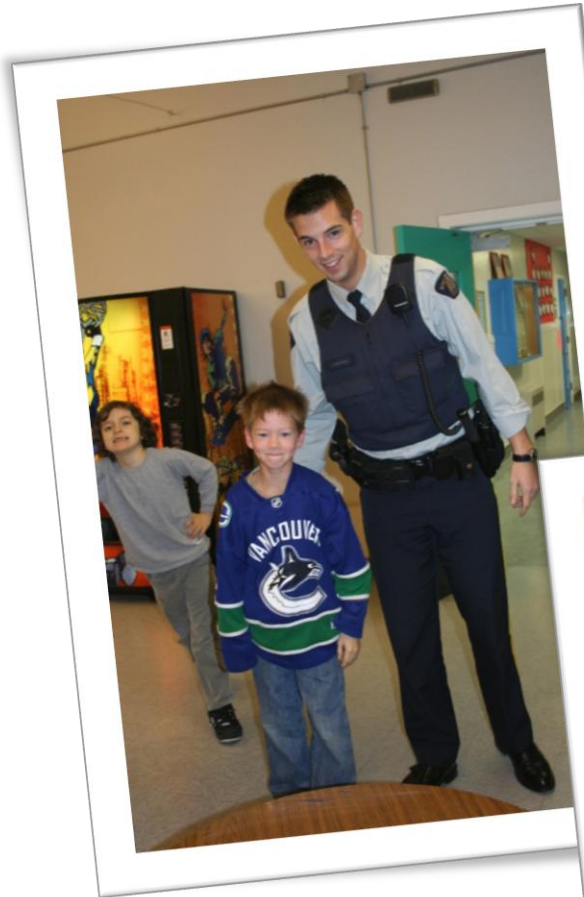
- Employer Partnership
- Career Program Options
- Industry Training Programs
- Student Dogwood Completion Rates

Evidence of Success

ACHIEVEMENT AND FUTURE DIRECTIONS (113 – 129)

- Achievement Cycle
- School Team Visits & Conversations
- Annual School Plans
- Response to Intervention
- District Professional Development
- Learning, Leading, Sharing
- Quality Teaching
- High Standards
- Future Directions and Options

READY TO LEARN... FOUNDATIONS



Safe & Caring Schools

Safe and Caring Schools is an interdisciplinary framework which includes a team that works collaboratively to ensure that all Burnaby schools, students and staff are safe and cared for and that personal wellness is promoted at all times.

- Manager of Youth Services
- Coordinator of Student Intervention and Support Services
- Coordinator, Student Safety and Child Abuse Prevention
- School-based team (Administration, LSS team, school counsellor, safe school specialists, youth engagement support workers and teachers)
- District has established collaborative partnerships with the RCMP, MCFD Child and Youth Mental Health, City of Burnaby, Fraser Health as well as a variety of non-profit social service agencies
- District Critical Incident Response Team
- Emergency Preparedness Committee

Safe & Caring Schools

Guidelines & Training

- District Code of Conduct
- ERASE training for all Burnaby schools
- Annual Threat / Risk Assessment Training since 2002
- Annual Child Abuse Prevention Training since 2008
- Mental Health Literacy, Trauma Informed Practice and Suicide Response
- Guidelines updated and launched 2014

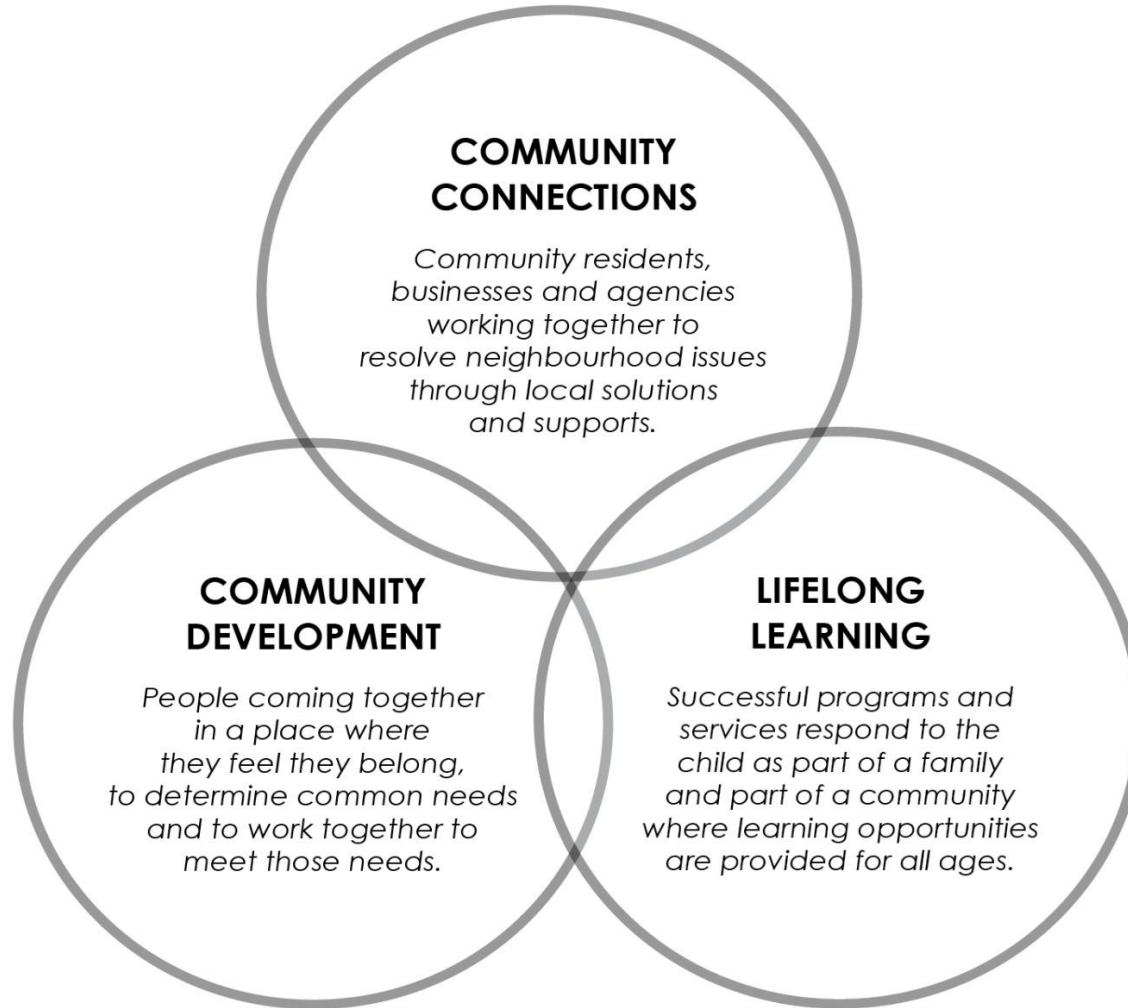
Social Emotional Learning (SEL)

- SEL is foundational to student learning
- Growing awareness and commitment in the district to focus on the five SEL competencies across the curriculum:
 1. Self-awareness
 2. Self-regulation
 3. Social-awareness
 4. Relationship-skills
 5. Responsible decision-making

Social Emotional Learning (SEL)

- Various opportunities for professional development and training in SEL strategies have been provided by the district
- A monthly learning cohort on SEL is scheduled
- Four schools have participated in a School Climate Study with UBC for the past 4 years
- Thirteen schools are participating in a pilot project on SEL data collection with UBC in the fall of 2014
- First Wave Self-Regulation: One of 7 districts in BC participating in this inquiry-based, self-regulation learning cohort. Six secondary schools with 31 teachers participating

Community School Philosophy



Community Schools

- Aligned with identifying and supporting vulnerability early on; building strengthened resilience in families and communities; ensuring targeted support
- At the heart of Burnaby's Community School program is community - community involvement, lifelong learning and community development
- Aligning with;
 - 7 Elementary Community Schools
 - 1 Secondary Community School
- Community Schools are the neighbourhood hub where children, youth, families, residents, staff, agencies, and local businesses work together to build a strong and caring community

Community Schools

- All Community Schools have a full-time Community School Coordinator and program support staff who work with community school councils, other staff, agencies and the community in implementing the 6 goals of community schools
- Community Schools are supported by funding partnerships the district has with the City of Burnaby, CommunityLINK grant, and the United Way
- Data is collected yearly on participation in after school programs
- A review of Community Schools was done to evaluate the efficacy of reaching the 6 goals of Community Schools as outlined by the district
 - 1,100 student, 400 parent and 130 staff surveys were conducted
 - Focus groups were held at each community school
 - Additional data was collected using district and school-based information
- A tool to identify and track vulnerable students was developed and piloted in 2012. All schools participated in May 2013 and data was collected in November 2013

Responding to the Needs of the Community

- All 41 elementary schools participate in a fruit and vegetable program
- Thirteen elementary schools participate in a subsidized hot lunch program
- Eighteen schools receive food donations and/or have an emergency food cupboard for families
- Fifteen elementary schools provide some type of breakfast program for students
- Through partnerships with a number of service programs, community agencies and organizations, over 100 different types of activities and programs are offered for children, youth and adults in our schools (community and non-community schools)

Community Partnerships

Burnaby School District is proud of the numerous partnerships we have with businesses, organizations, agencies and foundations in Burnaby and within the Greater Vancouver District. They provide a variety of programs and supports that meet a diverse set of student needs.

We recognize the valuable contributions they offer learners and families who reside within the city of Burnaby. These Include:

- The City of Burnaby
- The Burnaby Board of Trade
- United Way
- Burnaby Fire Fighters
- Burnaby R.C.M.P.
- Simon Fraser University / University of British Columbia

...and many other businesses and organizations that support initiatives in Burnaby Schools

District, School and Community Connections

- Early Learning Programs
- School Improvement Plans
- Post Secondary/Careers
- District Literacy Plan
- Aboriginal Education Enhancement Agreement

District Literacy Plan

The Burnaby School District and Literacy Now Burnaby strive to provide comprehensive programs to meet individual needs and interests of the large and diverse community of Burnaby.

District Literacy Plan

The plan was developed with the involvement of a broad-based committee of 12 community members:

- The Burnaby Public Library
- School District 41
- Douglas College
- SFU Education Department
- CUPE
- ECD Table
- Skill Plan
- The City of Burnaby Planning Department
- Literacy Practitioners
- Frontier College
- Rotary Club members
- Community Service Organizations

District Literacy Plan

Priorities – Goals and Actions:

- Raise a Reader
- Increase use of Clear & Inclusive Language
- Raise awareness and Importance of Literacy
- Increase opportunities for Literacy & Learning in the community
- Provide Youth and Adult Literacy & Essential Skills
- Increase media & online presence

Aboriginal Enhancement Agreement

- The Burnaby School District is committed to ensuring our Aboriginal learners are provided with learning environments that are reflective of Indigenous Peoples and Principles of Learning. Through our commitment we are working to ensure the academic and social success of all Aboriginal learners
- In 2012-2013 the six year completion rate for Aboriginal students was 51%. This result maintains our growth from previous years (30% in 2010)

Aboriginal Enhancement Agreement

- Our Aboriginal Education Enhancement Agreement expired on June 30, 2013
- The new Enhancement Agreement has been going through the consultation phase – to be signed Fall 2014
- Community consultation involved all stakeholders in the District
 - 5 Community Gatherings
 - 4 surveys for parents
 - 3 surveys for staff
 - Student Focus Groups
 - Formation of an Enhancement Agreement Working Group with representation from local First Nations and all other stakeholders within the District

Aboriginal Enhancement Agreement

- The consultation process has provided us with the following areas of focus
- Service Delivery
 - Increased focus on tracking and monitoring of individual student progress
 - Personalized approach to service delivery
 - Holistic approach with a focus on learning, social/emotional development and self-pride in each student's own cultural heritage

READY TO LEARN... EARLY LEARNING



**12 StrongStart
Programs**



Self-Regulation

Early Learning A Community Team

- How do we work together to create a seamless transition from 0-4 years to school age?
- How do we progress in providing fluidity between school and community - blurring the boundaries, opening doors?
- How do we build relationships and provide open communication among families, schools, agencies and ECD providers?

Early Learning Beliefs and Values Statement

Burnaby School District's vision of an engaged early learner is shaped by the following beliefs:

Children learn through...

- initiating their own play which is guided by an adult
- exploring their surroundings and interacting with one another

Children friendly learning environments...

- provide activities that invite exploration and active play-based learning
- are hands-on, engaging and motivating

Children's learning is supported by...

- creating opportunities for engagement through purposeful talk and guided play
- providing time to think, play and pursue ideas

Families enhance learning, so we...

- invite families to be active partners
- build a foundation for lifelong learning

Early Learning Opportunities for Families

- A myriad of opportunities that aim to welcome children and their families to the school system and begin to build positive, collaborative relationships and links to community resources
- StrongStart programs
- *Ready, Set, Learn!* Open Houses
- Songs and Rhymes
- Wiggles and Giggles
- Creative Play
- PALS (Parents as Literacy Supporters)
- Preschool Library
- Welcome to Kindergarten

Early Learning Opportunities for Staff

- SFU graduate diploma program, *Learning in the Early Years*
- District Professional Learning Invitations
- To support and engage others in conversations about early childhood education (eg. Building Bridges Project which is focused on the collaboration of kindergarten teachers and Strong Start facilitators documenting student learning and reflective practice)
- To create and support collaborative inquiry groups within and across schools
- Facilitate and support an inquiry project involving teaching staff and Strong Start facilitators
- To continue to build relationships between early learning facilitators, teachers, community agencies and families
- To promote self-reflection and awareness
- To strengthen the image of children and families
- To see the child's perspective

2013 / 2014 District-Wide Programs & Assessment

All district-wide programs shown in this document have continued in the 2013/14 school year. Staff have administered assessments however, summative data is not available at this time.

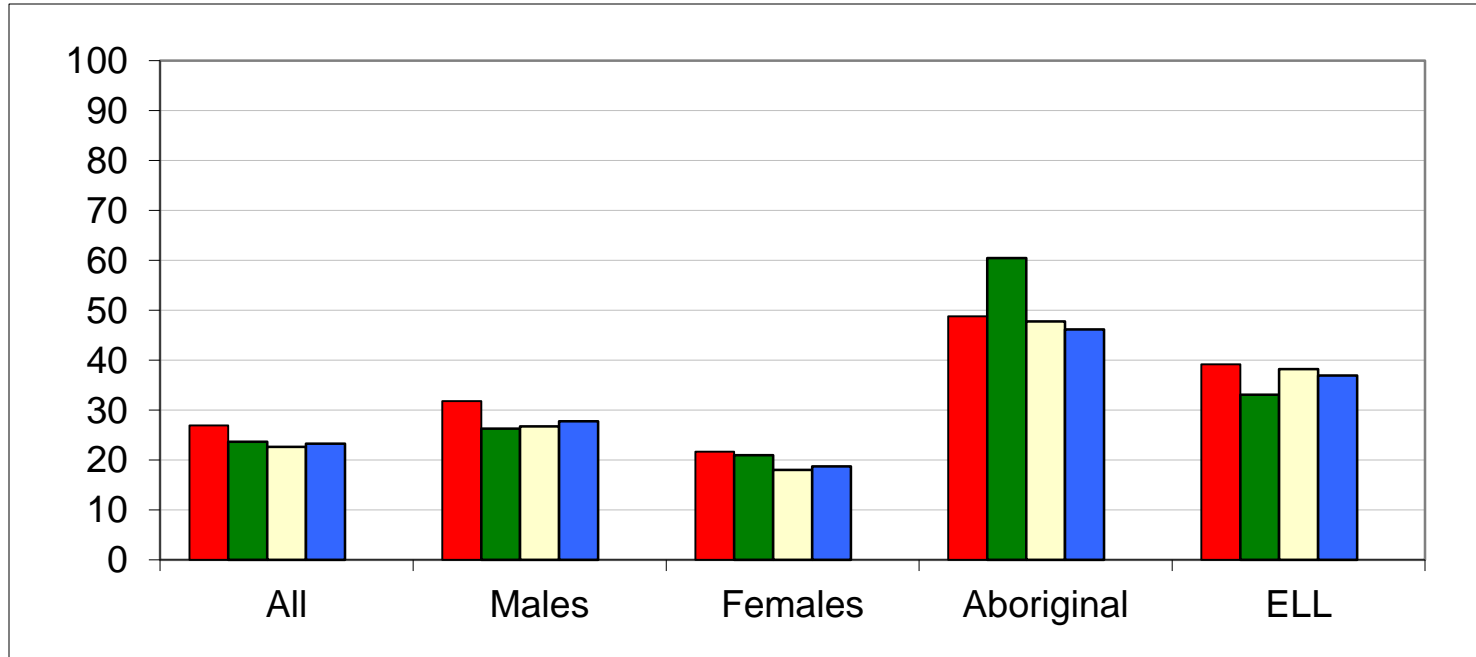
Informal evidence indicates that student progress is consistent with previous years and growth trends are expected to continue.

Early Learning Kindergarten Assessment Summary

All kindergarten teachers complete a *Kindergarten Assessment Summary* on each kindergarten student at the end of each school year. This district report identifies the number of kindergarten students who are not yet meeting expectations in kindergarten literacy development and may require additional literacy support in grade 1.

Kindergarten Assessment Summary

Percentage of students not meeting expectations in kindergarten Literacy development and may require additional support in grade 1



| | All | Males | Females | Aboriginal | ELL |
|-------------|---------------|-------|---------|------------|-----|
| 2014 | Not Available | | | | |
| 2013 | 23 | 28 | 19 | 46 | 37 |
| 2012 | 23 | 27 | 18 | 48 | 38 |
| 2011 | 24 | 26 | 21 | 60 | 33 |
| 2010 | 27 | 32 | 22 | 49 | 39 |

Kindergarten Assessment Summary Findings

- The KAS provides early identification of learners who require additional literacy support in grade 1
- Data trends indicate that the percentage of students requiring additional literacy support in grade 1 continues to decrease
- This information assists in implementing specific literacy strategies for those students who require them

Kindergarten Assessment Summary

Future Directions

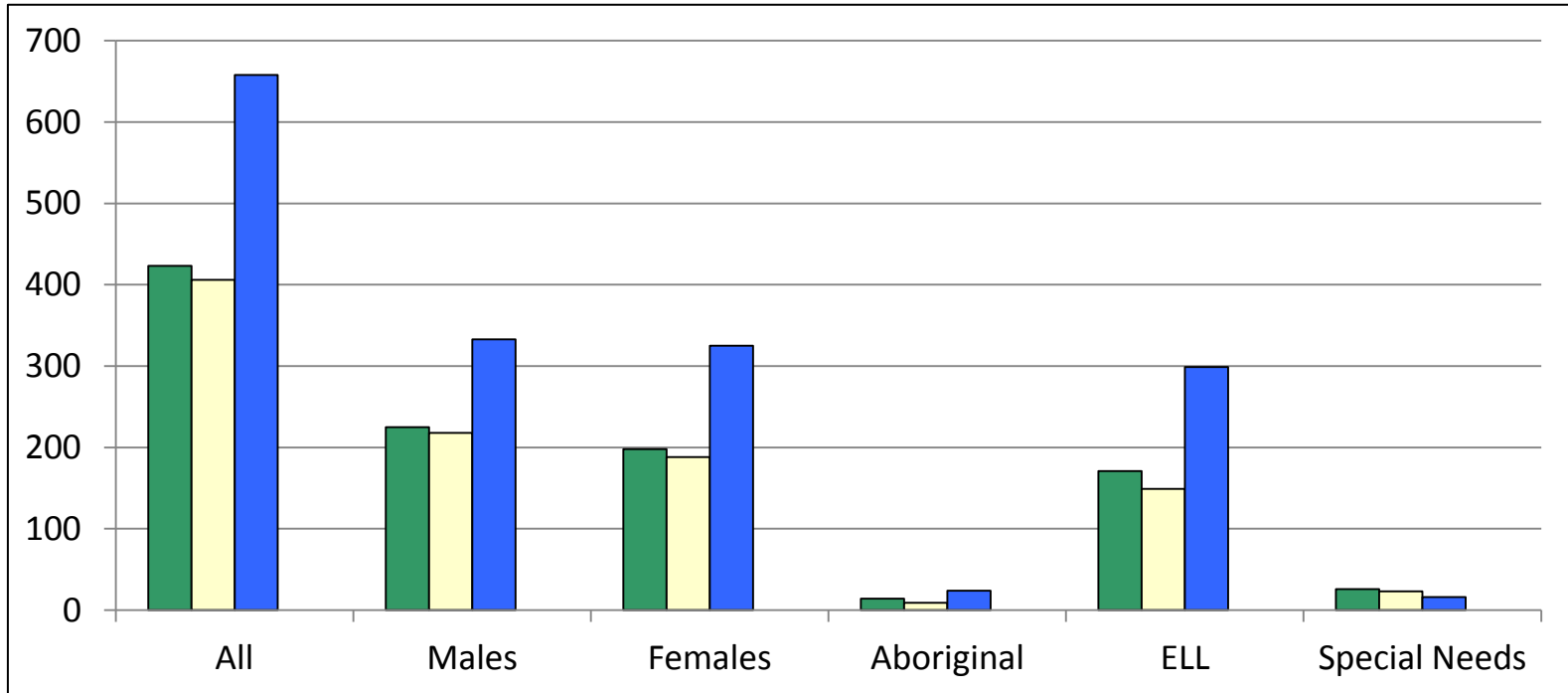
- Continue to track target groups – male, female, Aboriginal and ELL
- Continue to increase the number of elementary schools that provide research-based early literacy intervention for struggling learners
- Provincial Early Development Instrument (EDI) to continue to use EDI data to track student vulnerability at the kindergarten level
- EDI data supports the implementation of prevention/intervention programs at the early primary level

Early Intervention – *Links to Literacy*

- An early prevention/intervention program that assists students in building pre-literacy skills
- Target audience is kindergarten students
- Program runs from November to April

Kindergarten – *Links to Literacy*

Number of Participating Students in Schools



| | All | Males | Females | Aboriginal | ELL | Special Needs |
|-------------|---------------|-------|---------|------------|-----|---------------|
| 2014 | Not Available | | | | | |
| 2013 | 658 | 333 | 325 | 24 | 299 | 16 |
| 2012 | 406 | 218 | 188 | 9 | 149 | 23 |
| 2011 | 423 | 225 | 198 | 14 | 171 | 26 |

Links to Literacy

Findings

- Pre and post assessments are administered annually. In previous years, pre and post-test data have indicated an improvement in all categories of kindergarten students; males, females, Aboriginal, English Language Learners and students with Special Needs
- The *Links to Literacy* program addresses three key domains for development for early learners: *Language and Communications, Cognitive and Emotional, and Social Development*
- The *Links to Literacy* program assists teachers in indentifying students that are not yet meeting expectations in these areas so that continued support and appropriate interventions can be provided

Links to Literacy

Future Directions

- The Aboriginal student cohort is small and will be monitored/tracked over time
- Continue to support this program in elementary schools, including Early French Immersion Program sites

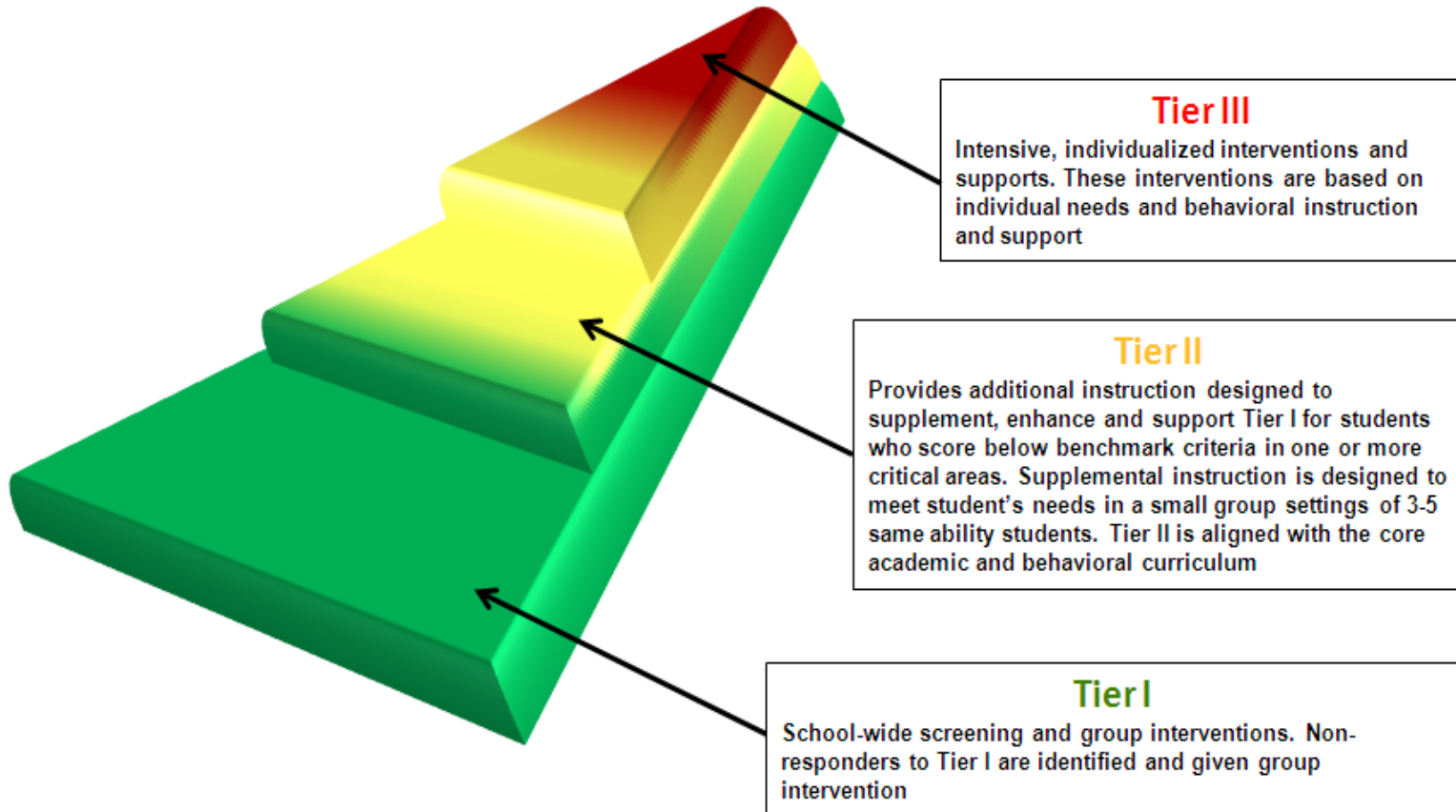
LEARNING TO READ

Reciprocal Teaching



Peer Coaching

Response to Intervention



Early Learning

Learning Support Services (LSS) Transition to Kindergarten

In consultation with community agencies and families, the Burnaby School District engages in a comprehensive and collaborative process to identify and support the transition of pre-school students who have special learning needs.

Early Learning

Learning Support Services (LSS)

- In September 2014, the district will transition 53 preschool students into kindergarten who meet a Ministry of Education special needs category. Additional students will be identified as the intake process continues throughout the Fall of 2014
- Of the 53 students, 30 have been identified as having autism
- In addition at least 10 students entering kindergarten have been identified as having significant challenges in social emotional development with limited ability to self-regulate

Learning Support Services

The District Learning Support Services (LSS) Team consists of a multi-disciplinary team including:

- School Psychologists
- Speech and Language Therapists
- Itinerant Teachers of Deaf and Hard of Hearing and Vision Impaired
- District LSS Teachers – School Zonal support
- District Counselor
- B.C. Board Certified Behaviour Analysts

Board Certified Behavioral Analyst

An Innovative Approach

- To foster the professional development of teachers, administrators and support staff in the delivery of educational services to children with autism
- Analyzes student data to determine the most appropriate intervention for students with the most challenging behaviour
- The district has two Board Certified Behavioural Analysts

Learning Support Services

Framework for Meeting the Needs of Each Learner

School Psychologists and District LSS Teachers will be assigned to a family of schools. In collaboration with school teams the district team will plan, provide input and support implementation of Response to Intervention (RTI);

- Discuss and make decisions about the necessary components of RTI across universal, strategic and intensive instruction
- Review and discuss the current performance of students in relation to universal, strategic and intensive instruction
- Develop an action plan to guide the implementation of RTI
- Identify an evaluation plan and data collection system

Learning Support Services

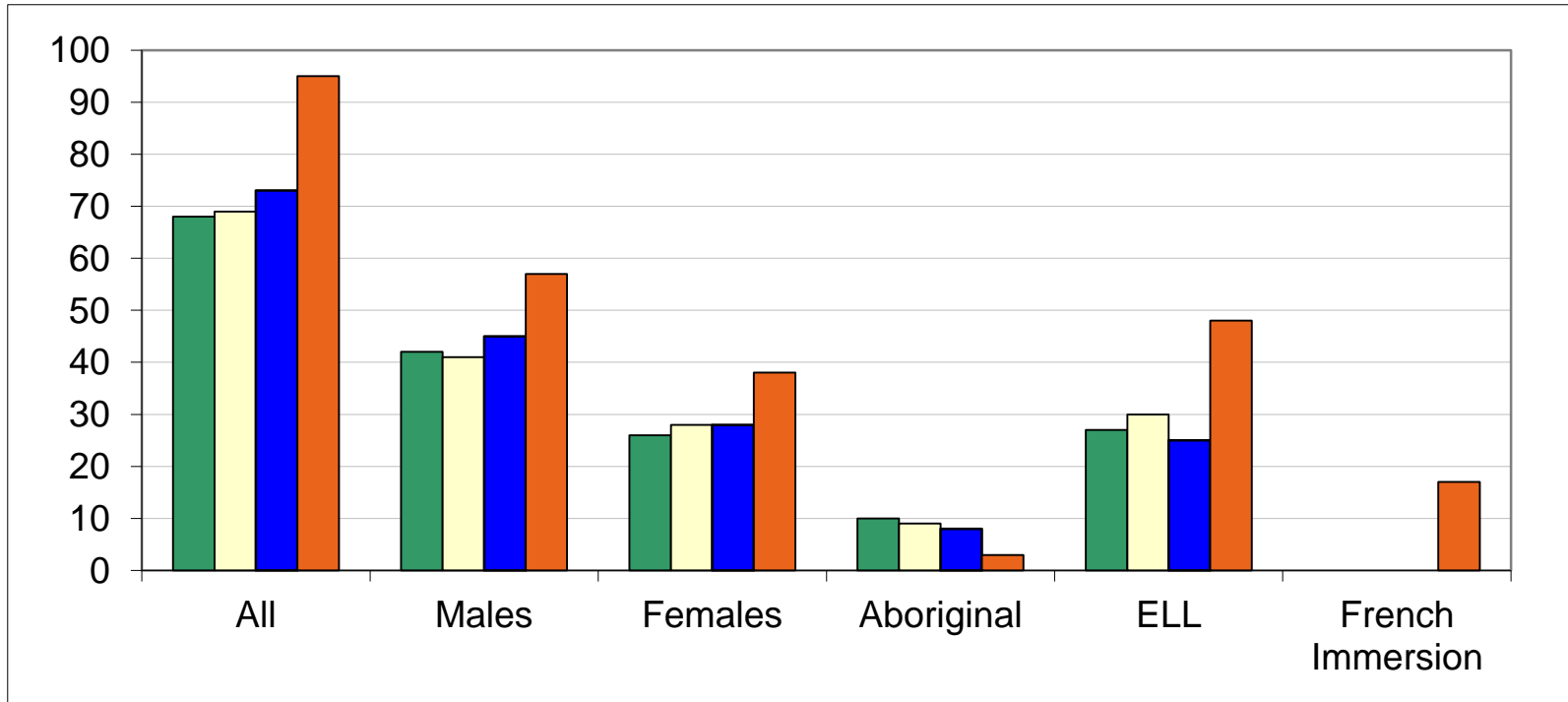
- There are 346 students on the autism spectrum kindergarten - 12
- Thirty-three percent are in the primary grades
- District Learning Support Teachers together with the Provincial Outreach Program for Autism and Related Disorders (POPARD) have created a series of workshops specifically for kindergarten and grade 1 teachers who have students with autism

Early Intervention – *Reading Recovery*

- A research-based early intervention program designed to develop effective strategies for reading and writing to reach grade level classroom performance
- Target audience is grade one students who are significantly below grade level in literacy development
- Short term, intensive intervention lasting 12 - 20 weeks

Reading Recovery

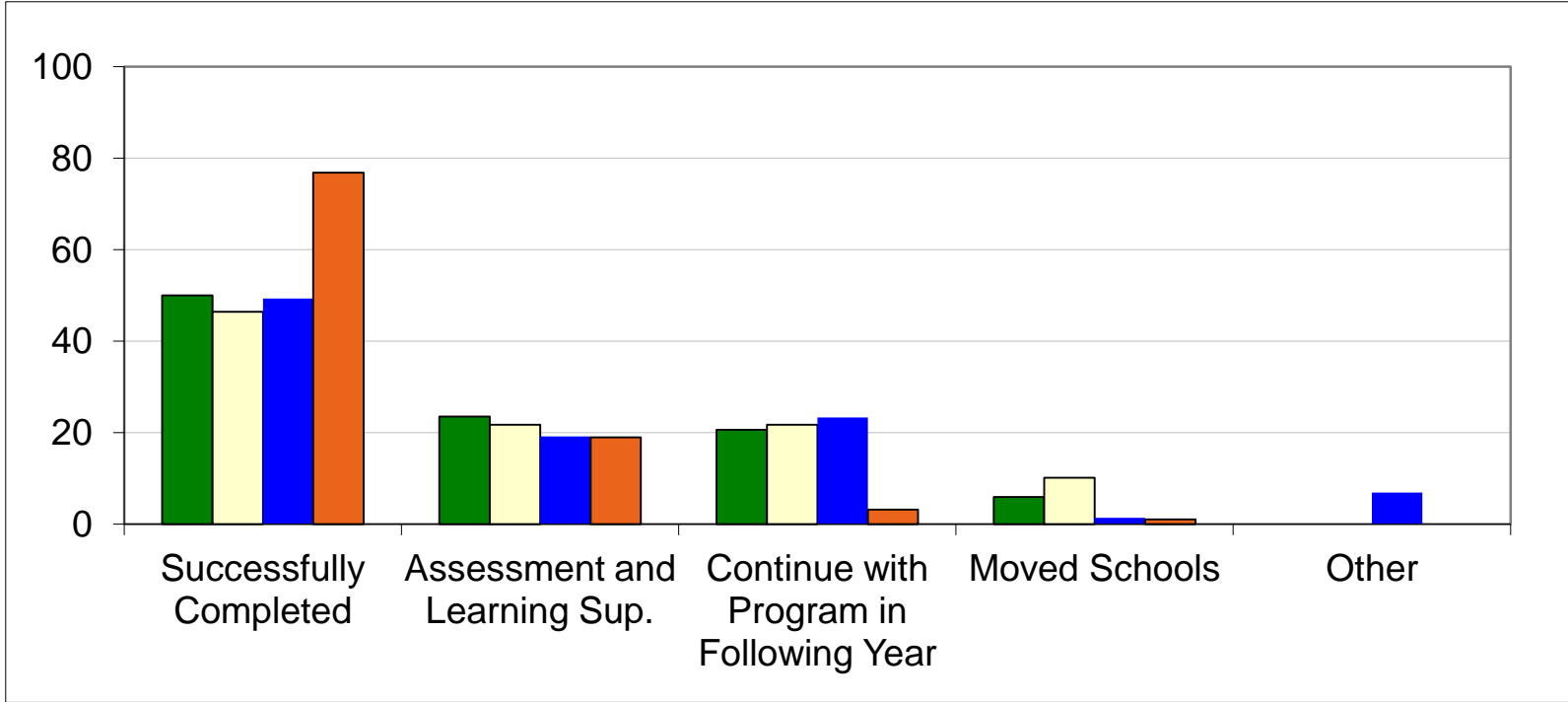
Number of Participating Students



| | All | Males | Females | Aboriginal | ELL | French Immersion |
|-------------|-----|-------|---------|------------|-----|------------------|
| 2014 | 95 | 57 | 38 | 3 | 48 | 17 |
| 2013 | 73 | 45 | 28 | 8 | 25 | n/a |
| 2012 | 69 | 41 | 28 | 9 | 30 | n/a |
| 2011 | 68 | 42 | 26 | 10 | 27 | n/a |

Reading Recovery

Student Outcomes by Percentage of Students



| | Successfully Completed | Assessment and Learning Sup. | Continue with Program in Following Year | Moved Schools | Other |
|-------------|------------------------|------------------------------|---|---------------|-------|
| 2014 | 77 | 19 | 3 | 1 | 0 |
| 2013 | 49 | 19 | 23 | 1 | 7 |
| 2012 | 46 | 22 | 22 | 10 | 0 |
| 2011 | 50 | 24 | 21 | 6 | 0 |

Reading Recovery

Findings 2013 - 2014

- *Reading Recovery* results show an increase in the number of grade one students who are meeting expectations in reading and writing
- *Reading Recovery* methodology is impacting students beyond the targeted students in this program
- Data indicate that 77% of the students in the program have achieved grade level literacy skills and 19% of students have been identified as needing additional assessment and learning support. This early identification is a critical tool in developing appropriate student intervention
- One in-house teacher leader in *Reading Recovery* affords us the opportunity for sustained program support and expansion

Reading Recovery

Future Directions

- We will continue to train new *Reading Recovery* teachers. We are maintaining the number of schools that offer the program including one new French Immersion school
- Teachers being trained in *Reading Recovery* are selected from schools with significant vulnerable student populations
- Continue to build capacity throughout the district offering *Reading Recovery* – both English and French Immersion Programs

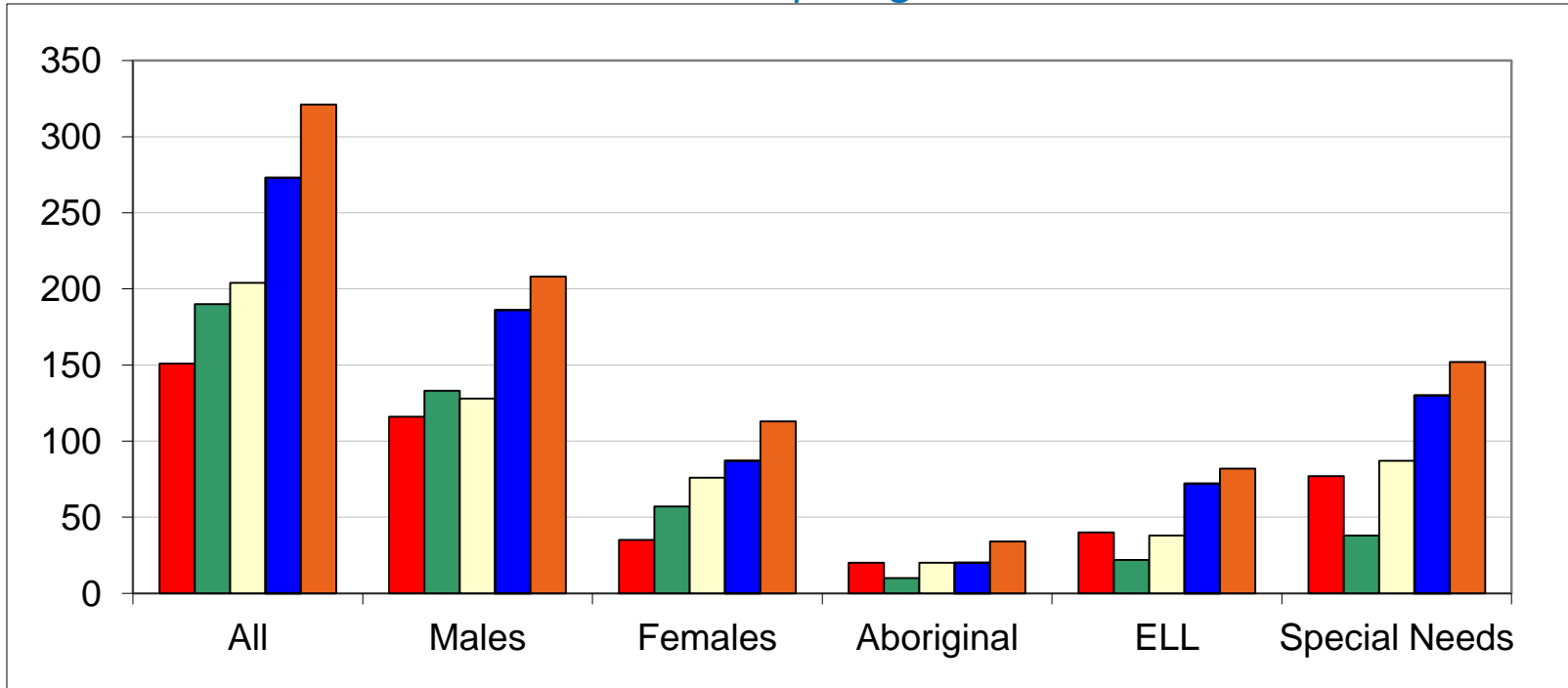
Intervention

Fast ForWord

- A series of software programs designed to develop skills that are required for successful reading and writing achievement
- This targeted intervention evaluates students to each grade level classroom performance
- Target audience includes grade 2 - 12 students who are significantly below grade level proficiency in reading
- A 15 - 40 week targeted intervention

Fast ForWord

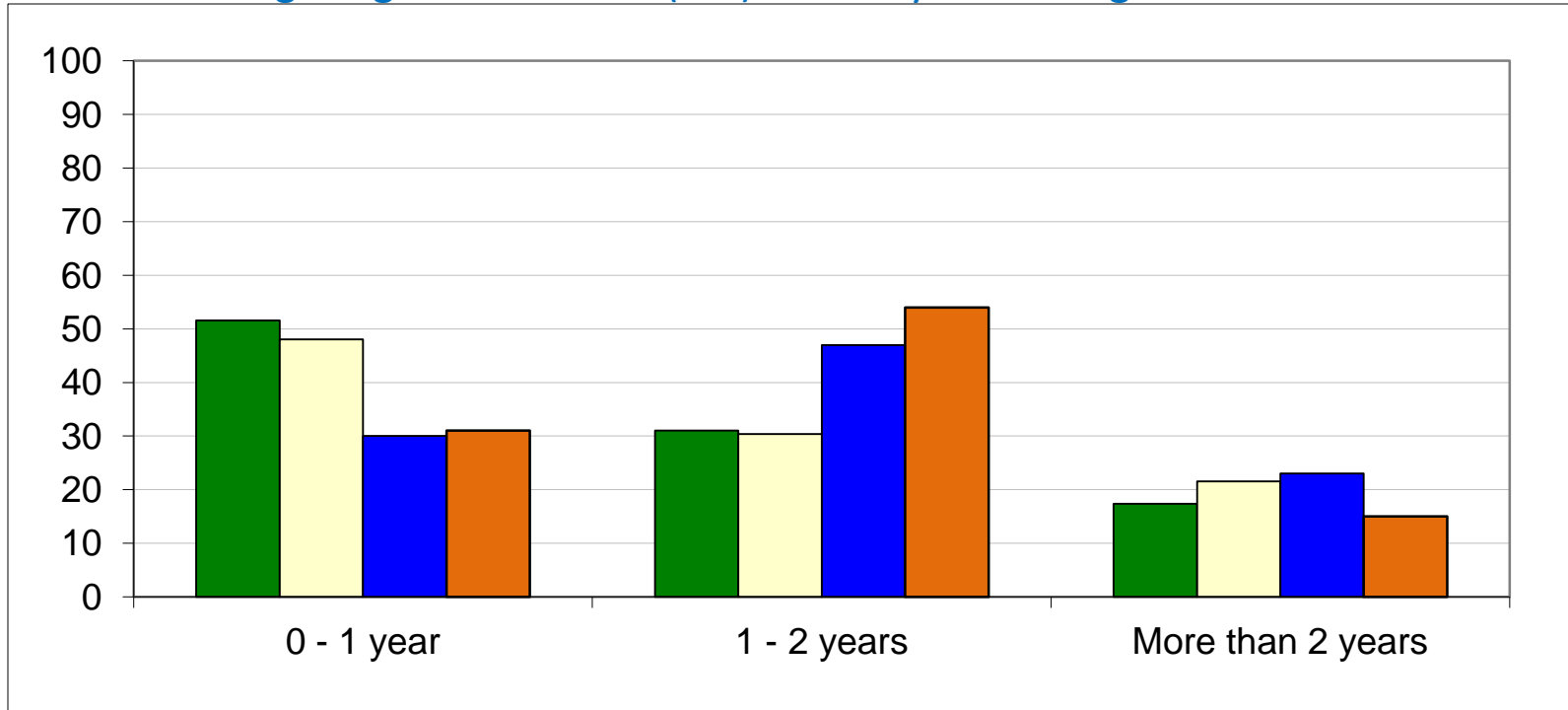
Number of Participating Students



| | All | Males | Females | Aboriginal | ELL | Special Needs |
|-------------|-----|-------|---------|------------|-----|---------------|
| 2014 | 321 | 208 | 113 | 34 | 82 | 152 |
| 2013 | 273 | 186 | 87 | 20 | 72 | 130 |
| 2012 | 204 | 128 | 76 | 20 | 38 | 87 |
| 2011 | 190 | 133 | 57 | 10 | 22 | 38 |
| 2010 | 151 | 116 | 35 | 20 | 40 | 77 |

Fast ForWord

Reading Progress Indicator (RPI) Gains by Percentage of Students



| | 0 - 1 year | 1 - 2 years | More than 2 years |
|-------------|------------|-------------|-------------------|
| 2014 | 31 | 54 | 15 |
| 2013 | 30 | 47 | 23 |
| 2012 | 48 | 30 | 22 |
| 2011 | 52 | 31 | 17 |

Fast ForWord Findings

- Sixty-nine percent of students participating in the program have demonstrated an increase in reading levels from 1 year to more than 2 years
- Anecdotal data gathered indicate improvement in students who were formally struggling with attending school, focusing in class and participating in activities and overall student engagement

Fast ForWord

Future Directions

- Continue to expand the number of schools offering *Fast ForWord* and Tier 3 interventions
- Continue to increase the number of sites offering the Reading Assistance program
- Continue working with elementary and secondary sites on the implementation of reading programs that assist in building reading fluency and comprehension
- Explore alternative blended platforms (Online)

Universal Screening for Assessing Literacy Skills for students in French Immersion

- An additional 3 French Immersion teachers were trained in the administration of the Indicateurs dynamiques d'habiletés précoces en lecture (IDAPEL) screening tool. Assessments were administered during the school year. Data from the assessments is not available this year
- In the Spring of 2014, 5 French Immersion staff participated in a 2-day EFAR training workshop . EFAR is an individually administered academic achievement test measuring reading, writing and mathematics skills of students in grades one to ten. They learned how to progress monitor students and evaluate the effectiveness of additional interventions

Changing Results for Young Readers

- The District is participating in the Ministry of Education's Changing Results for Young Readers initiative
- The project supports the district's current work in understanding what fosters reading success, improving engagement and reading levels for all students
- Four schools and 12 teachers participated in 2013-14
- An additional 4 schools and 12 teachers will participate in 2014-15

READING TO LEARN

Curiosity



Exploring &
Investigating

Intervention – *Later to Literacy*

New Direction 2014 - 2015

- A reading and writing intervention program focusing on youth struggling with literacy skills
- Target audience is secondary students with significant gaps in literacy learning
- In most cases, short-term intervention is provided lasting 12 - 20 weeks
- Eight schools and 16 teachers will be participating in this initiative in the fall of 2014
- Baseline data will be collected in the 2014-2015 school year

Changing Results for Adolescent Readers

- This project is focused on the literacy needs of secondary students including improving engagement and reading levels for all
- Seven secondary schools and 16 teachers from across disciplines participated in 2013 – 2014
- Data was collected on approximately 150 students including 10 case studies

Changing Results for Adolescent Readers Summary

General Findings

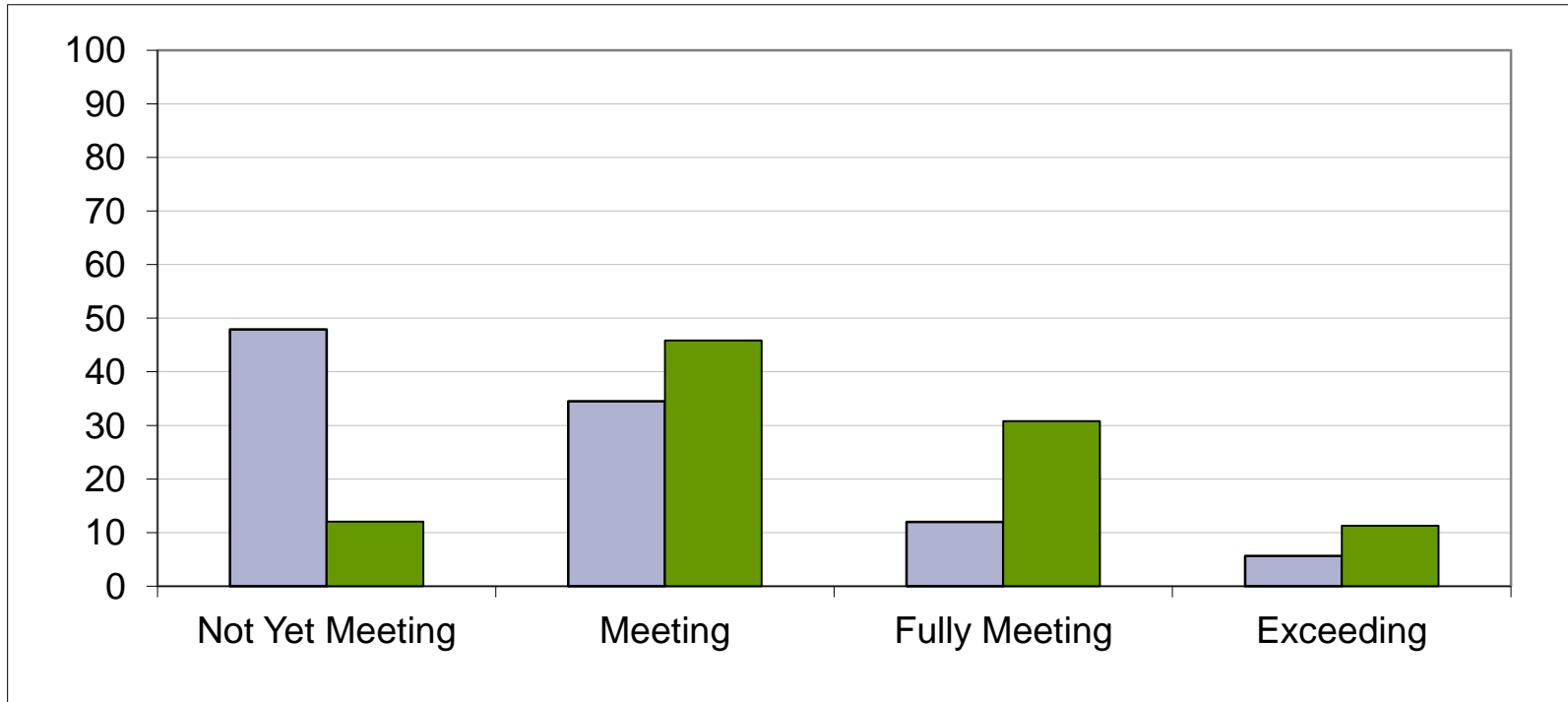
- Fifty-two percent of students were fully meeting or exceeding expectations in the Fall and 88% of students were fully meeting or exceeding expectations in the Spring

Case Study Findings

- Case studies were focussed on children who were most vulnerable with regards to their reading achievement and engagement in school
- Establishing a positive trusting relationship with teachers helped students make significant progress
- Most case study students were meeting grade level expectations in reading by the end of the school year

Changing Results for Adolescent Readers

Student Outcomes by Percentage of Students



| | Not Yet Meeting | Meeting | Fully Meeting | Exceeding |
|-------------|-----------------|---------|---------------|-----------|
| Spring 2014 | 12 | 46 | 31 | 11 |
| Fall 2013 | 48 | 35 | 12 | 6 |

Changing Results for Adolescent Readers

Future Directions

- Continue to Increase the number of secondary schools that are participating in this program
- Continue to ensure that LSS and/or ELL teachers at the secondary level take part in the training series
- Each school team will continue to do a case study of a vulnerable reader in their classroom
- Facilitator: Dr. Leyton Schnellert

Burnaby School District Goal

To improve the reading achievement of Burnaby learners – early through adult.

Reading

Long Term Targets

- Each student (100%) will learn to read by the end of grade 3
- Each student (100%) will be able to read to learn
- Each student who has challenges that prevent competency in these areas will meet 100% of their Individual Education Plan goals

Reading

Short Term Targets 2014 - 2015

- Each student (95%) will learn to read by the end of grade 3
- Each student (95%) will be able to read to learn by the end of grade 7
- Each student who has challenges that prevent competency in these areas will meet 100% of their Individual Education Plan goals

Objective

Improve the Reading Achievement of Kindergarten / Grade 1 Learners

- Continue to provide interventions for the identified at-risk readers such as *Reading Recovery* and *Links to Literacy* programs
- Continue to examine literacy assessment tools in both the English and French Immersion programs to identify and support learning needs
- Continue to examine results from Early Development Instrument (EDI) to provide targeted support to vulnerable student populations

Objective

Improve the Reading Achievement of Male Learners K - 12

- Data is unavailable for the 2013 – 2014 school year
- Evidence from the previous year indicates that male learners continue to demonstrate lower performance than their female counterparts
- Performance Standards data, Language Arts Report Card data and FSA data indicate that males are performing at a similar or a slightly increased rate from previous years

Objective

Improve the Reading Achievement of Male Learners K - 12

- Continue to use interventions for the identified vulnerable readers using the *Fast ForWord*, *Reading Recovery*, *Later to Literacy* and *Levelled Literacy Interventions* Programs in elementary and secondary schools
- Continue to explore learning strategies to support male learning styles
- Provide professional learning opportunities to support male learners at all levels

Objective

Improve the Reading Achievement of ELL & Refugee Learners

- Data is unavailable for the 2013 – 2014 school year
- District report card data 2012 – 2013, indicated that 82% of Level 3 and 4 elementary ELL students were fully meeting or exceeding expectations
- District report card data 2012 – 2013, indicated that 97% of Level 3 and 4 elementary ELL students were minimally meeting, fully meeting or exceeding expectations
- Performance Standards data 2012 – 2013, indicated that 94% of Level 3 and 4 elementary ELL students were minimally meeting, fully meeting or exceeding expectations
- Evidence at the secondary level 2012 – 2013, indicated that 72% of ELL students were achieving satisfactory performance or higher

Objective

Improve the Reading Achievement of ELL & Refugee Learners

- Continue to improve the centralized system of ELL student assessment, tracking and reporting through the Welcome Centre
- Continue the implementation of *Sheltered Instruction Observation Protocol (SIOP)* at the kindergarten level to support kindergarten ELL and build teacher capacity in providing in class support for early ELL
- Continue to build the capacity of teachers using the SIOP at the elementary level. Currently all secondary schools have implemented this model.

Objective: Improve the Reading Achievement of Aboriginal Learners

Aboriginal students who require reading intervention are included in the following projects:

- Links to Literacy
- Later to Literacy
- Reading Recovery
- Fast Forward
- English Skill Development
- Increased culturally relevant literature within classrooms

Objective: Improve the Reading Achievement of Aboriginal Learners

- English 12 completion rates remain nearly at par with non-Aboriginal students with 96% of students registering for English 12 and completing the course with a passing grade.
- Aboriginal students are completing courses with Provincial exams with passing grades at similar rates to their non-Aboriginal peers.
- Ten grade 1 and grade 2 students participated in the Reading Recovery Program with Aboriginal District Resource Teachers.
 - 3 students will be carried over to next year's program. Their results will be represented on next year's data.
 - 5 of the remaining 7 students were successfully discontinued from the program (71%)
 - 2 of the remaining 7 students moved before their lessons were completed.

Objective

American Sign Language Proficiency Testing for Deaf & Hard of Hearing Students

- Proficiency in American Sign Language (ASL) is critically important to the success of deaf or hard of hearing students
- Systematic assessment and reporting of ASL proficiency will support improved student achievement and ongoing school improvement at the BC School for the Deaf
- Base-line data will be collected for Deaf and Hard of Hearing students on their proficiency in ASL
- Base-line data will also be collected using MAP (Measures of Academic Progress) Staff will be trained on MAPS in the Fall
- Students will be assessed using performance standards and their annual progress will be tracked from year to year

2012 / 2013 BC Performance Standards – Reading Grade 1-7

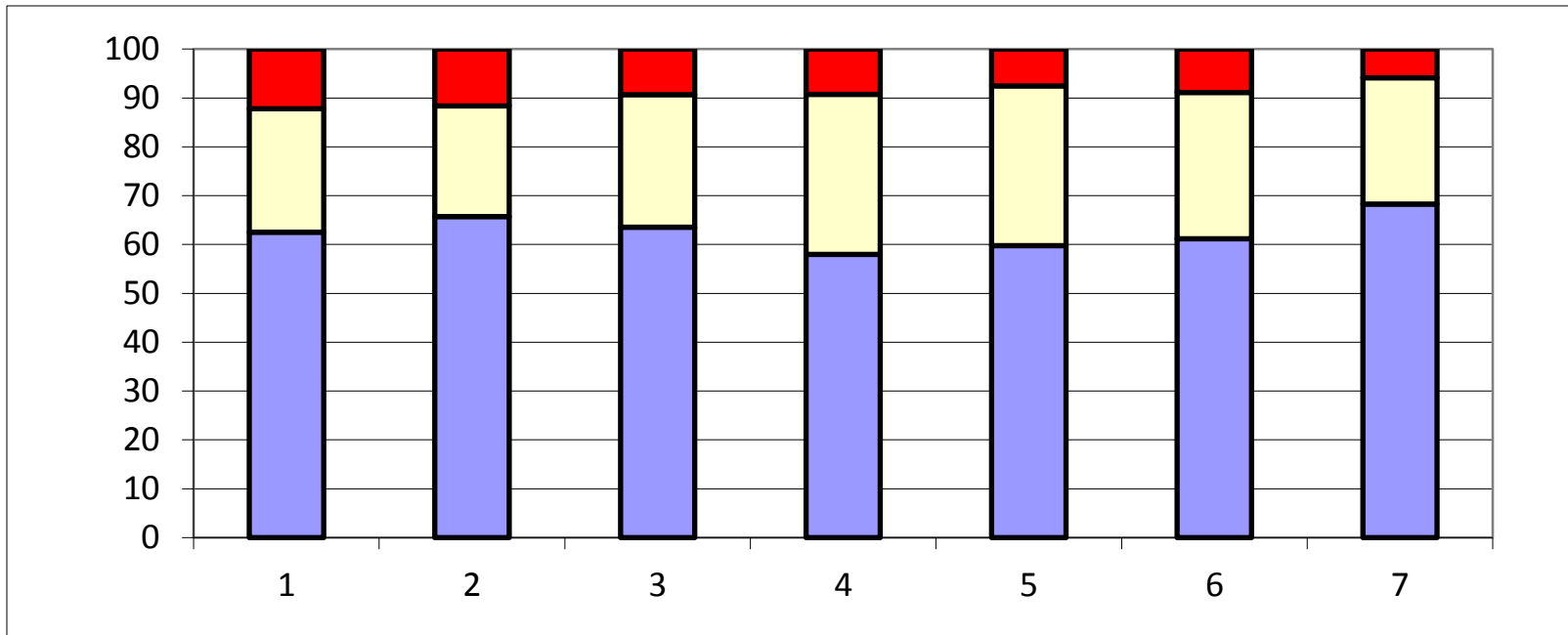
Percentage of Students by Categories

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|-----------------------|----|----|----|----|----|----|----|
| Modified Program | 8 | 6 | 7 | 8 | 8 | 8 | 6 |
| Student Learning Plan | 1 | 1 | 1 | 3 | 3 | 3 | 3 |
| Not Yet Meeting | 11 | 11 | 9 | 8 | 7 | 8 | 5 |
| Minimally Meeting | 23 | 21 | 25 | 29 | 29 | 27 | 23 |
| Meeting or Exceeding | 57 | 61 | 59 | 52 | 53 | 55 | 62 |

2013 – 2014 summative data not available

2012 / 2013 BC Performance Standards – Reading Grade 1-7

Percentage of Students not on a modified program or student learning plan, not yet meeting, minimally meeting and meeting or exceeding expectations

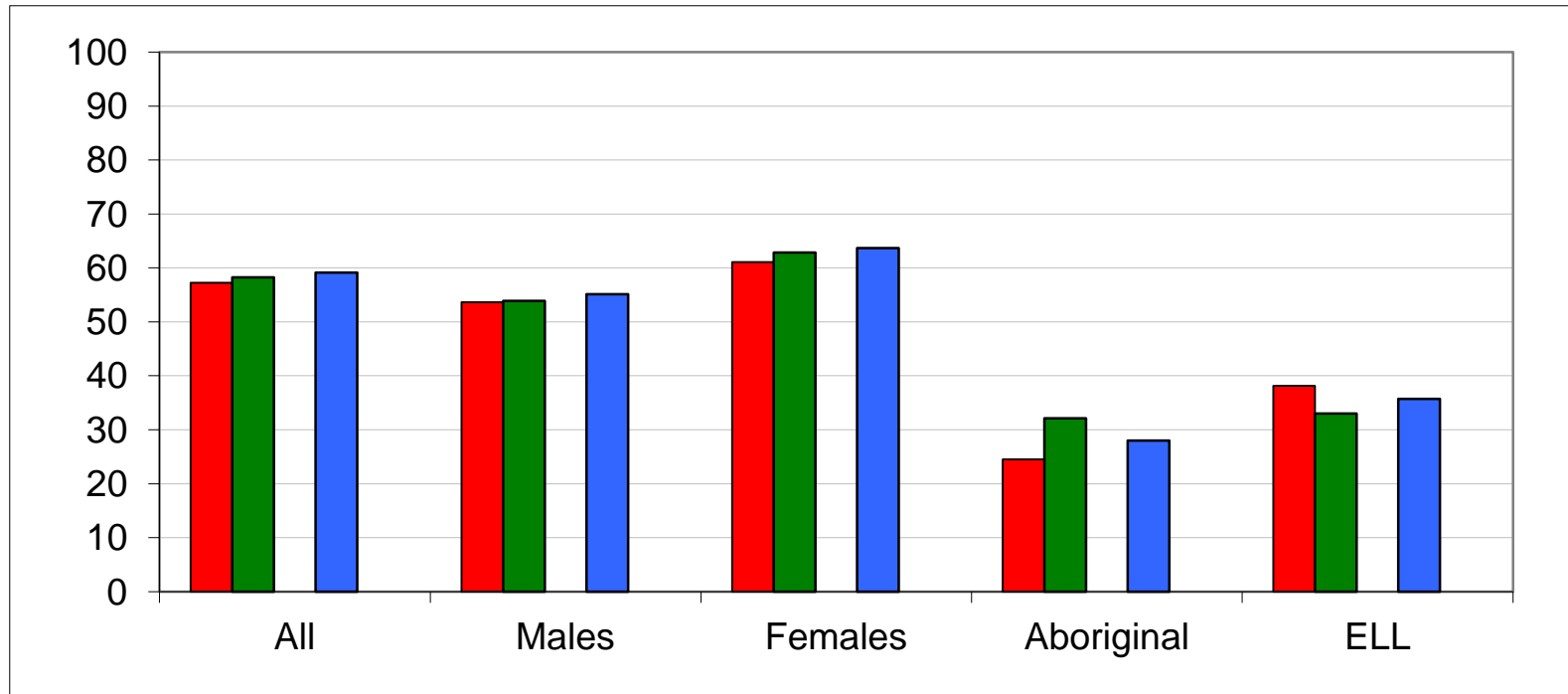


| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|----------------------|----|----|----|----|----|----|----|
| Not Yet Meeting | 12 | 12 | 9 | 9 | 8 | 9 | 6 |
| Minimally Meeting | 25 | 23 | 27 | 33 | 33 | 30 | 26 |
| Meeting or Exceeding | 63 | 66 | 64 | 58 | 60 | 61 | 68 |

2013 – 2014 summative data not available

BC Performance Standards – Reading Grade 1-3

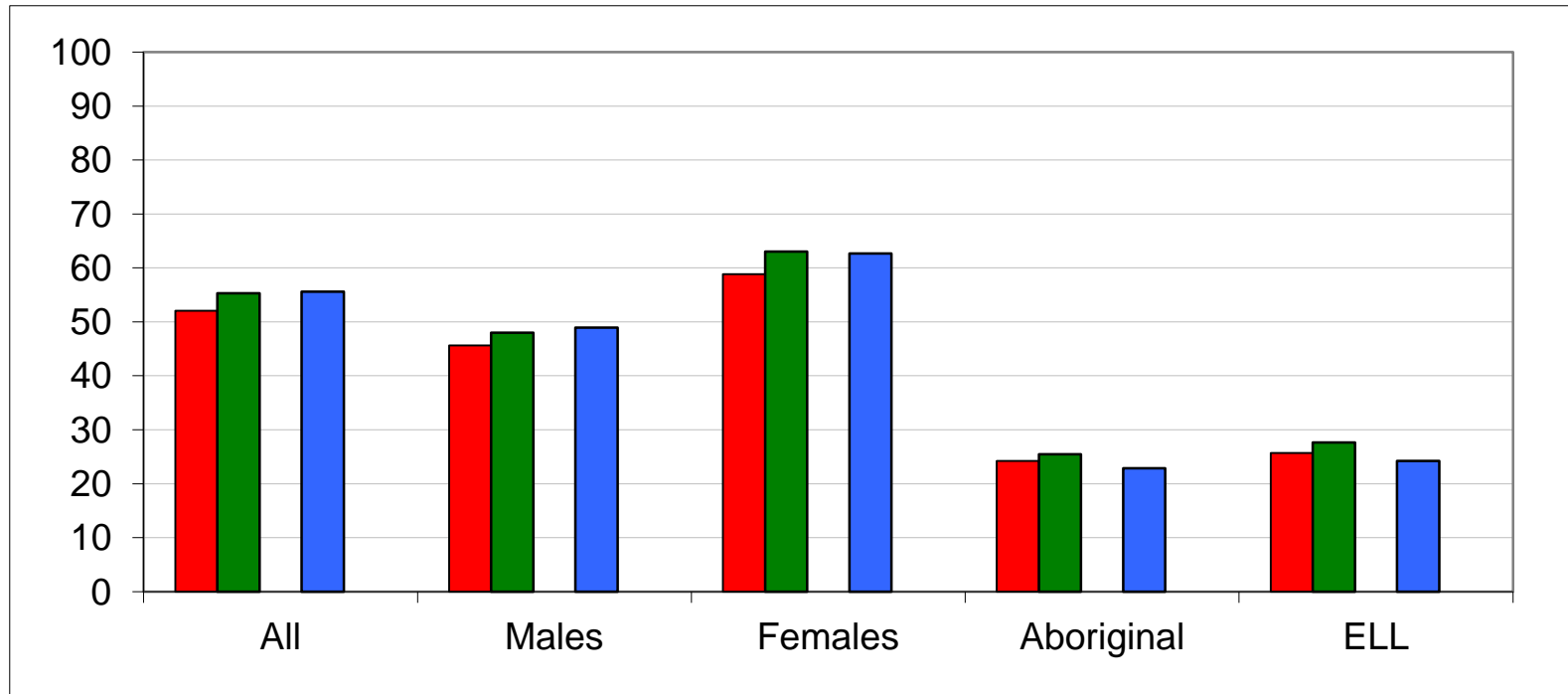
Percentage of students meeting or exceeding grade level expectations



| | All | Males | Females | Aboriginal | ELL |
|-------------|-----|-------|---------------|------------|-----|
| 2014 | | | Not Available | | |
| 2013 | 59 | 55 | 64 | 28 | 36 |
| 2012 | | | Not Available | | |
| 2011 | 58 | 54 | 63 | 32 | 33 |
| 2010 | 57 | 54 | 61 | 25 | 38 |

BC Performance Standards – Reading Grade 4-7

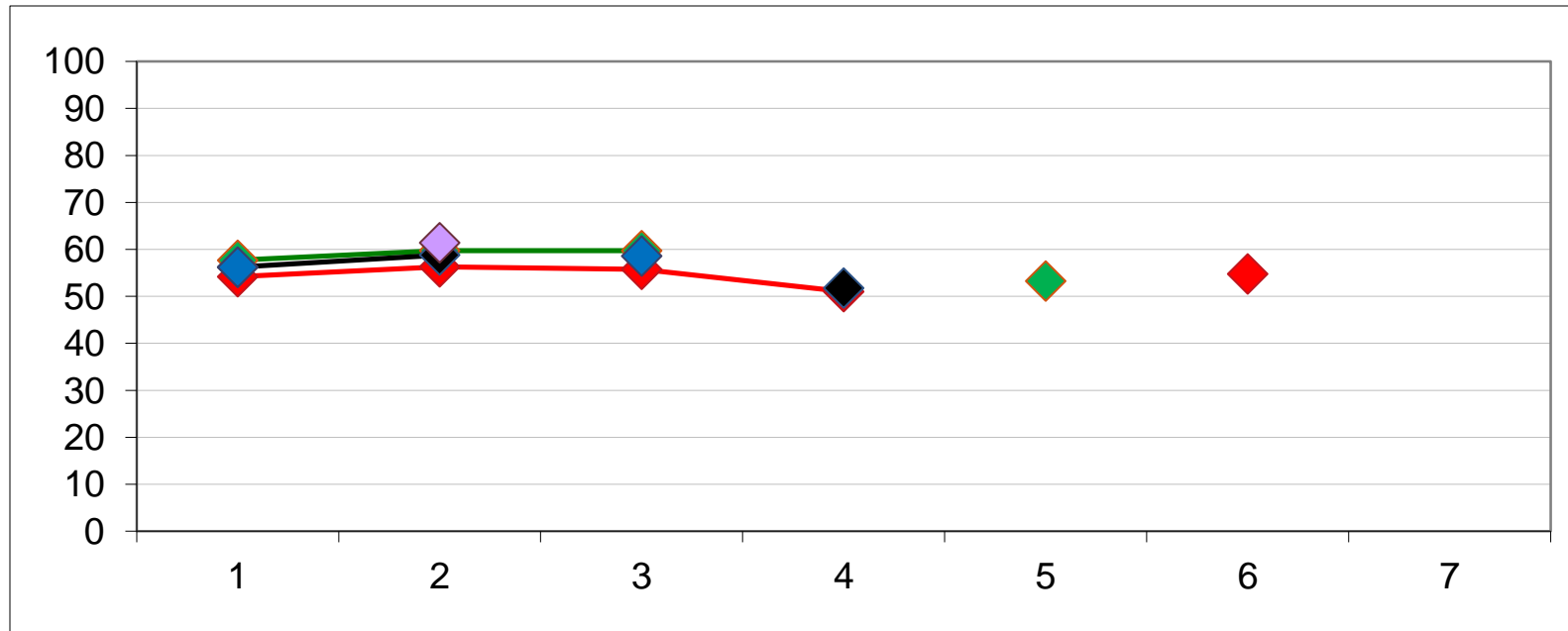
Percentage of students meeting or exceeding grade level expectations



| | All | Males | Females | Aboriginal | ELL |
|-------------|---------------|-------|---------|------------|-----|
| 2014 | Not Available | | | | |
| 2013 | 56 | 49 | 63 | 23 | 24 |
| 2012 | Not Available | | | | |
| 2011 | 55 | 48 | 63 | 25 | 28 |
| 2010 | 52 | 46 | 59 | 24 | 26 |

BC Performance Standards – Reading Grade 1-7 Cohort Tracking

Percentage of students meeting or exceeding grade level expectations



| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---------------|----|----|----|----|----|----|---|
| 13/14 Grade 7 | 54 | 56 | 56 | 51 | | 55 | |
| 13/14 Grade 6 | 58 | 60 | 60 | | 53 | | |
| 13/14 Grade 5 | 56 | 59 | | 52 | | | |
| 13/14 Grade 4 | 56 | | 59 | | | | |
| 13/14 Grade 3 | | 61 | | | | | |
| 13/14 Grade 2 | 57 | | | | | | |

2013 – 2014 summative data not available

Elementary Report Card Results

Language Arts

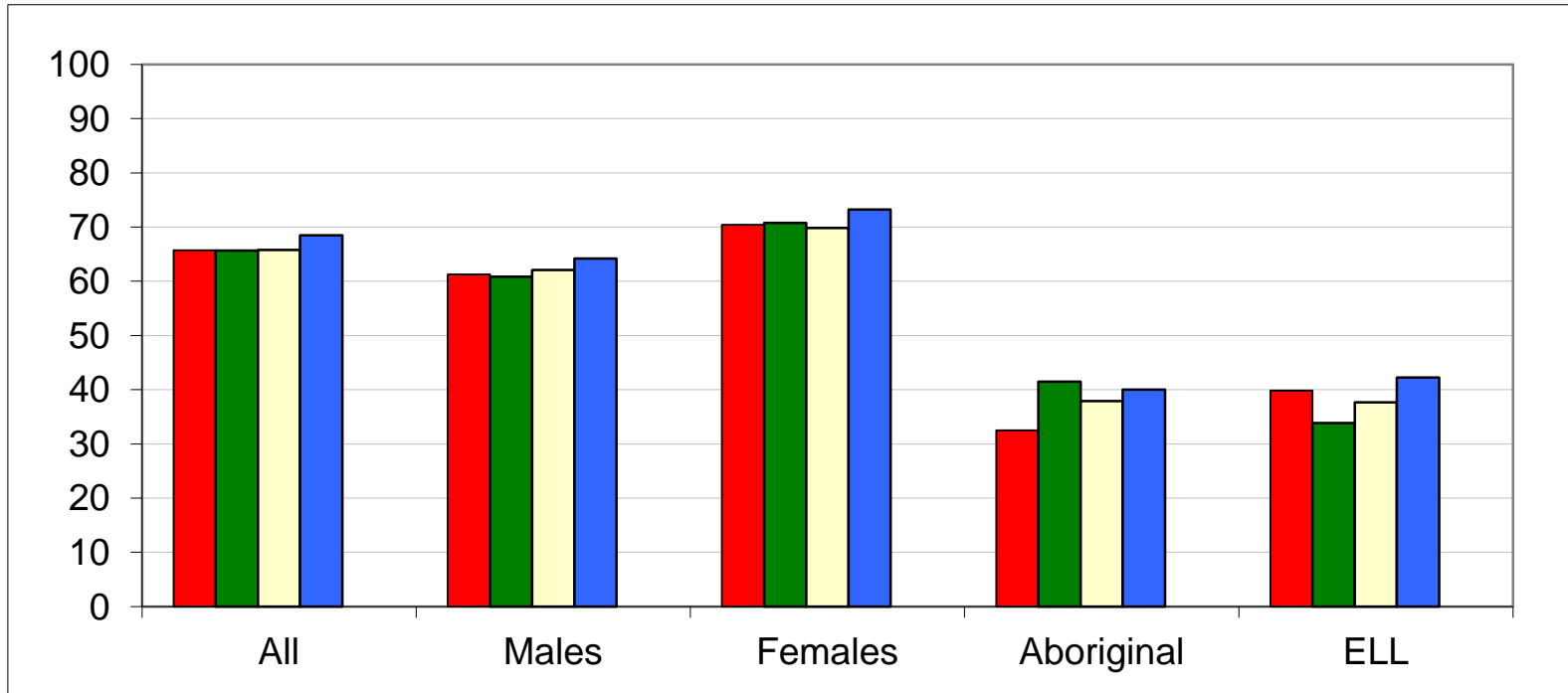
- Twenty percent of report card results were submitted for the 2013-2014 school year
- A summary of the data shows continued improvement in student achievement. The data is not included as a direct comparison, although the sample size is high, it is not a true random sample

Next Steps 2014 – 2015

- 2014 – 15 will represent the first time we will have a full data set using the district electronic report card. This will provide a new baseline of summary information

Report Card Results – Language Arts Grade 1-3

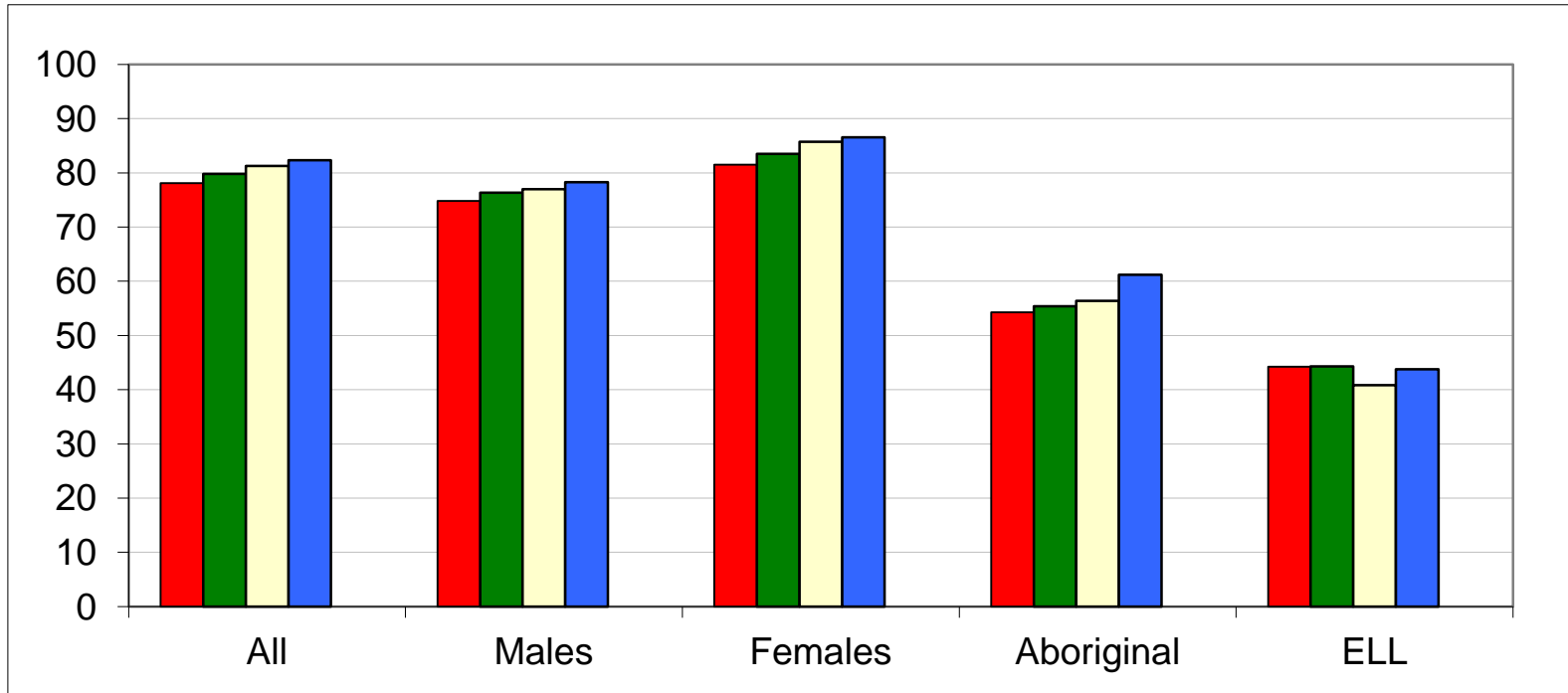
Percentage of students fully meeting grade level expectations



| | All | Males | Females | Aboriginal | ELL |
|-------------|---------------|-------|---------|------------|-----|
| 2014 | Not Available | | | | |
| 2013 | 68 | 64 | 73 | 40 | 42 |
| 2012 | 66 | 62 | 70 | 38 | 38 |
| 2011 | 66 | 61 | 71 | 41 | 34 |
| 2010 | 66 | 61 | 70 | 32 | 40 |

Report Card Results – Language Arts Grade 4-7

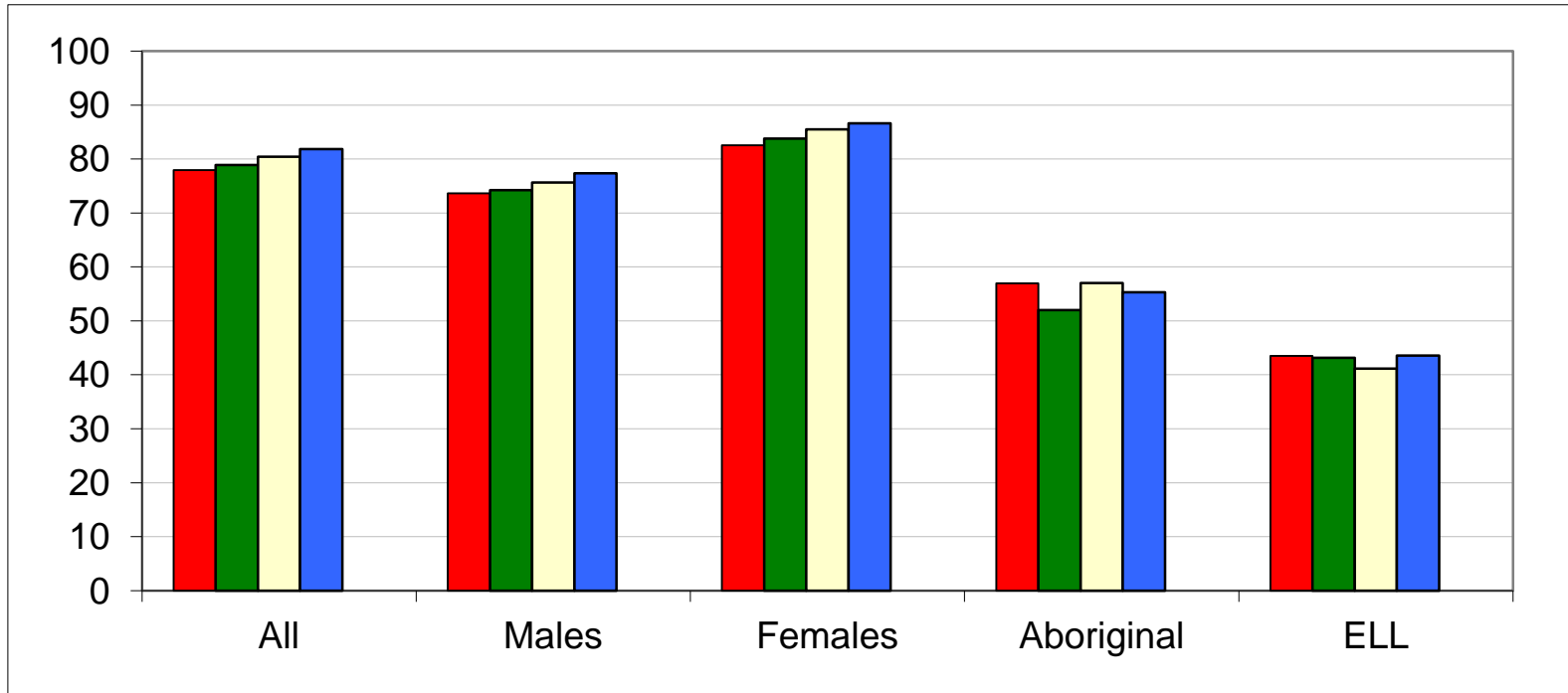
Percentage of students fully meeting grade level expectations in reading



| | All | Males | Females | Aboriginal | ELL |
|-------------|---------------|-------|---------|------------|-----|
| 2014 | Not Available | | | | |
| 2013 | 82 | 78 | 87 | 61 | 44 |
| 2012 | 81 | 77 | 86 | 56 | 41 |
| 2011 | 80 | 76 | 83 | 55 | 44 |
| 2010 | 78 | 75 | 81 | 54 | 44 |

Report Card Results – Language Arts Grade 4-7

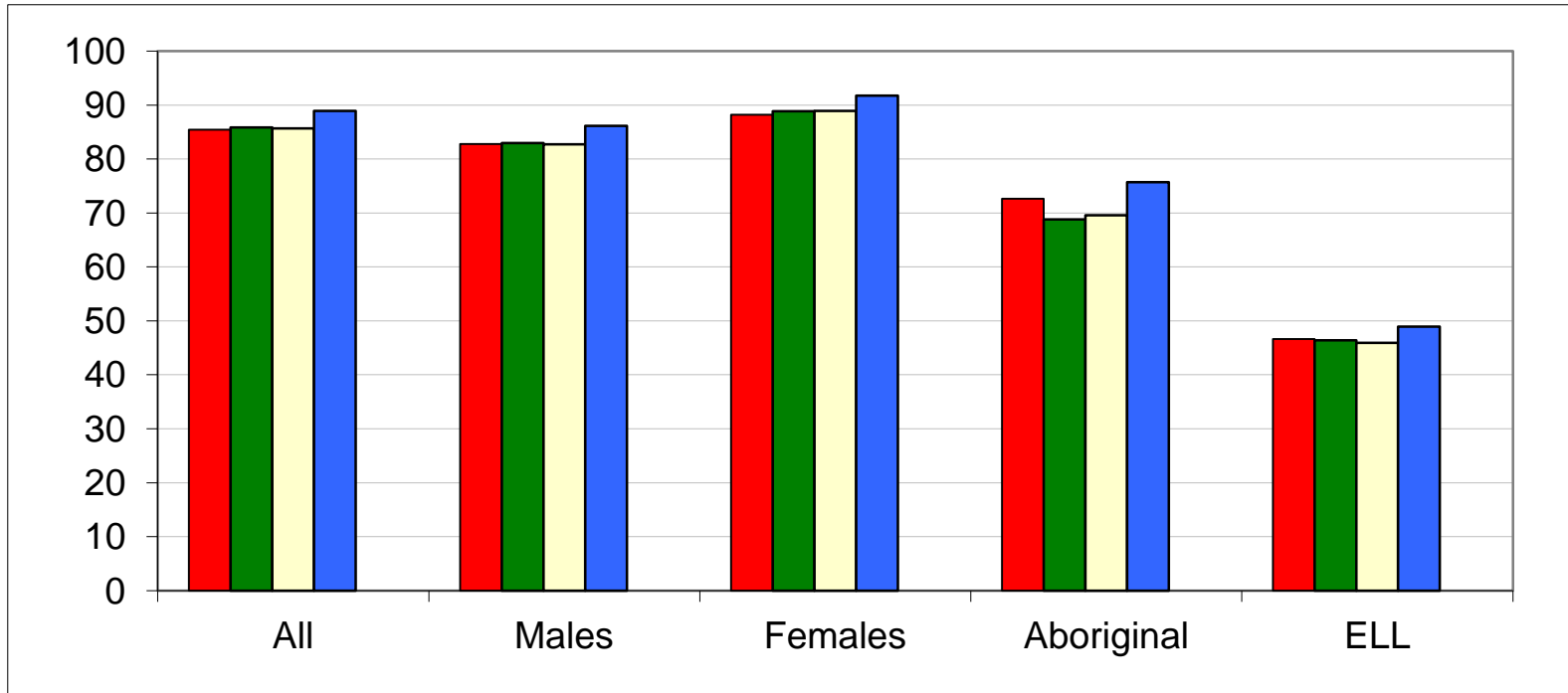
Percentage of students fully meeting grade level expectations in writing



| | All | Males | Females | Aboriginal | ELL |
|-------------|---------------|-------|---------|------------|-----|
| 2014 | Not Available | | | | |
| 2013 | 82 | 77 | 87 | 55 | 44 |
| 2012 | 80 | 76 | 85 | 57 | 41 |
| 2011 | 79 | 74 | 84 | 52 | 43 |
| 2010 | 78 | 74 | 83 | 57 | 43 |

Report Card Results – Language Arts Grade 4-7

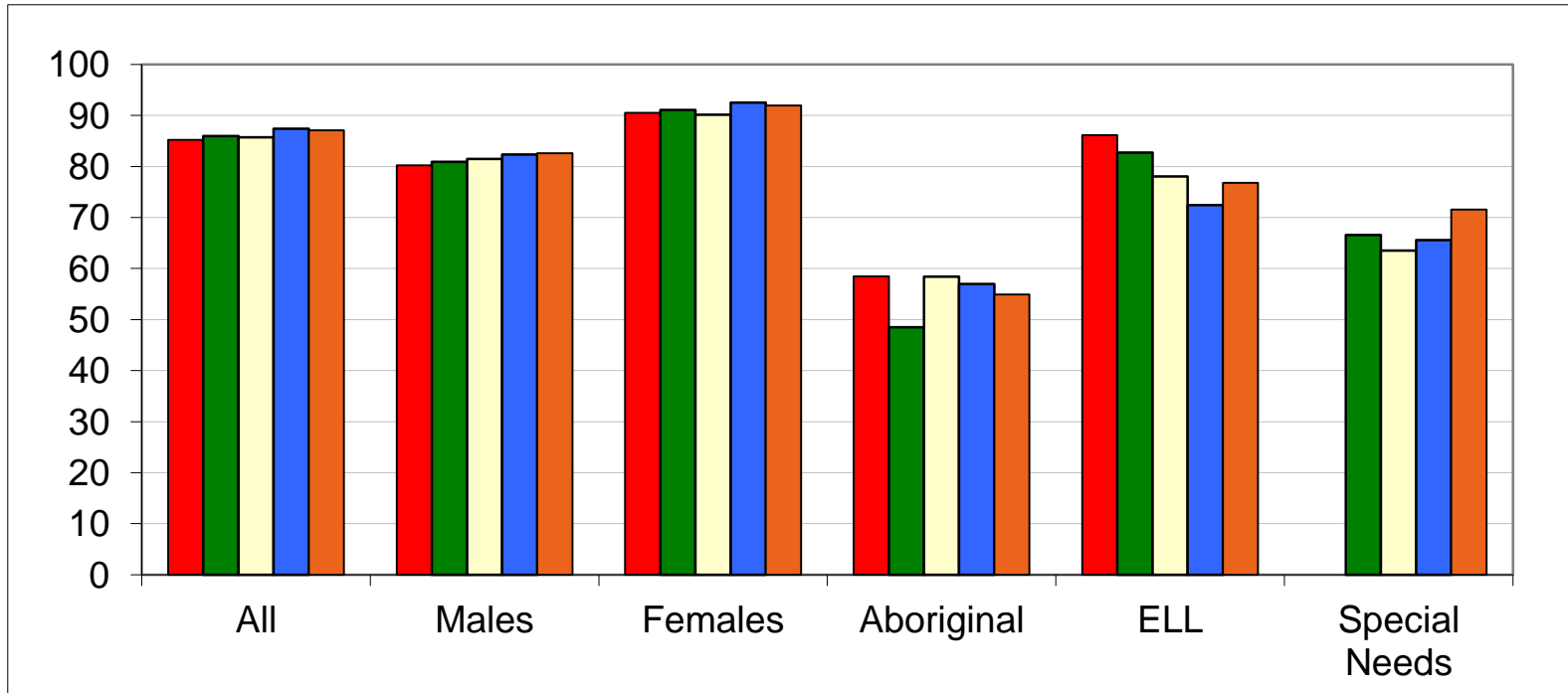
Percentage of students fully meeting grade level expectations in oral language



| | All | Males | Females | Aboriginal | ELL |
|-------------|---------------|-------|---------|------------|-----|
| 2014 | Not Available | | | | |
| 2013 | 89 | 86 | 92 | 76 | 49 |
| 2012 | 86 | 83 | 89 | 70 | 46 |
| 2011 | 86 | 83 | 89 | 69 | 46 |
| 2010 | 85 | 83 | 88 | 73 | 47 |

Report Card Results – Language Arts Grade 8-11

Percentage of students achieving a C (satisfactory performance) or higher

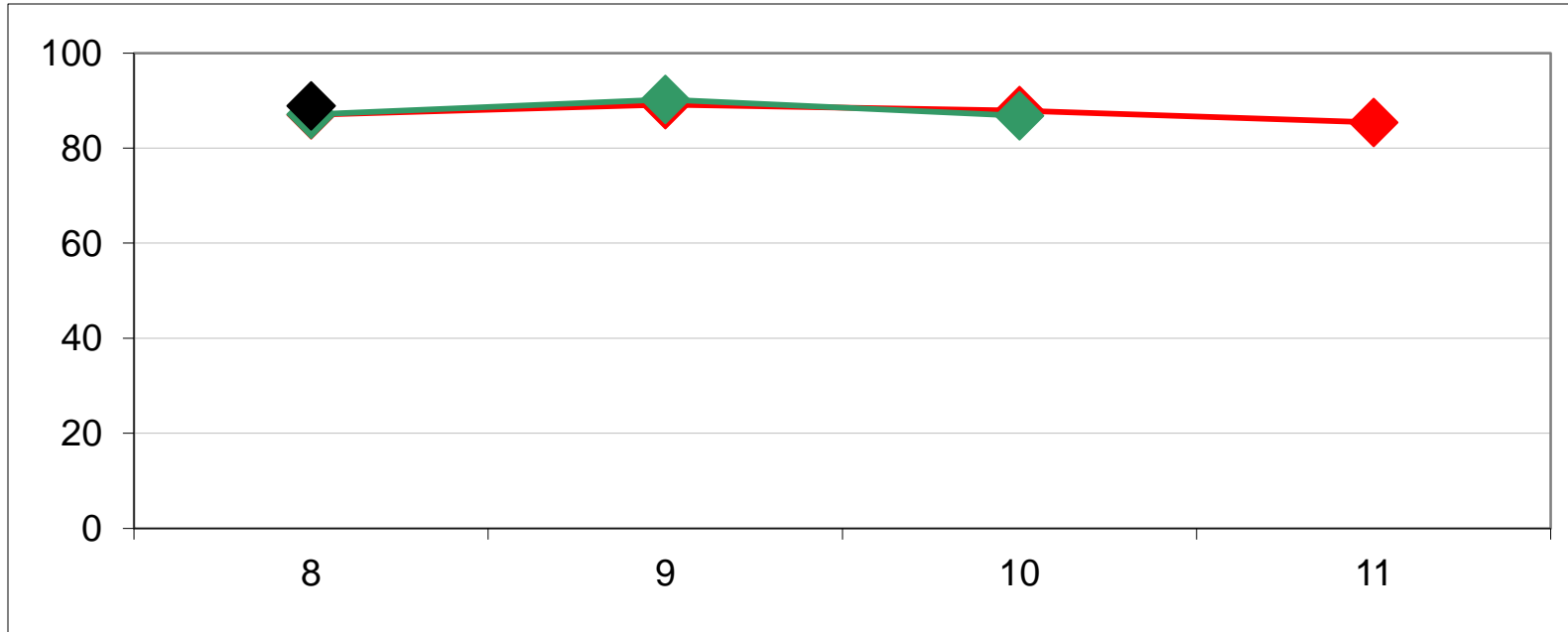


| | All | Males | Females | Aboriginal | ELL | Special Needs |
|-------------|-----|-------|---------|------------|-----|---------------|
| 2014 | 87 | 83 | 92 | 55 | 77 | 72 |
| 2013 | 87 | 82 | 92 | 57 | 72 | 66 |
| 2012 | 86 | 81 | 90 | 58 | 78 | 63 |
| 2011 | 86 | 81 | 91 | 49 | 83 | 67 |
| 2010 | 85 | 80 | 91 | 58 | 86 | |

64% of grade 8-11 results provide a good size sample to compare with previous year

Report Card Results – Language Arts Grade 8-11 Cohort Tracking

Percentage of students achieving a C (satisfactory performance) or higher

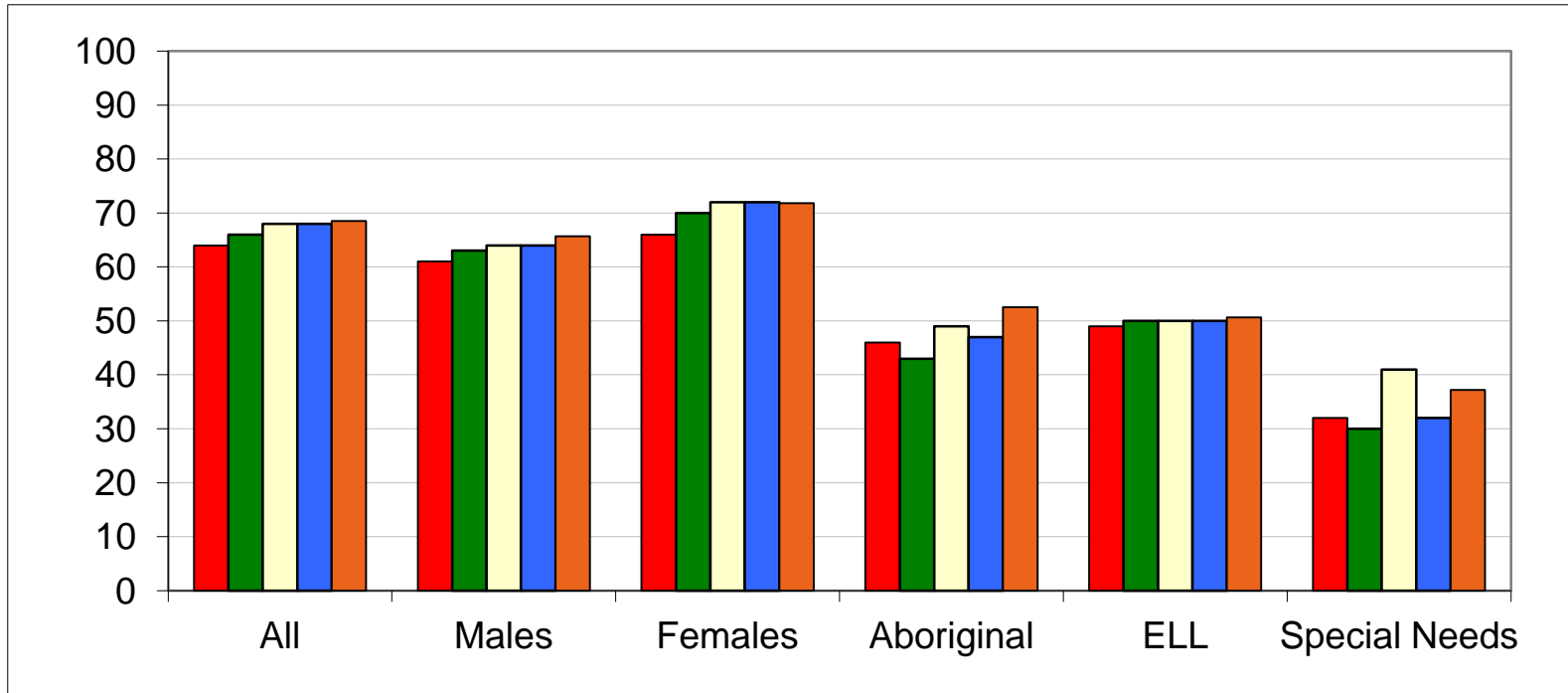


| | 8 | 9 | 10 | 11 |
|----------------|----|----|----|----|
| 13/14 Grade 11 | 87 | 89 | 88 | 85 |
| 13/14 Grade 10 | 87 | 90 | 87 | |
| 13/14 Grade 9 | 89 | | | |

Grade 10 and 11 results are available in full and so cohort tracking is possible for these grades only

Foundation Skills Assessment Grade 4 Reading

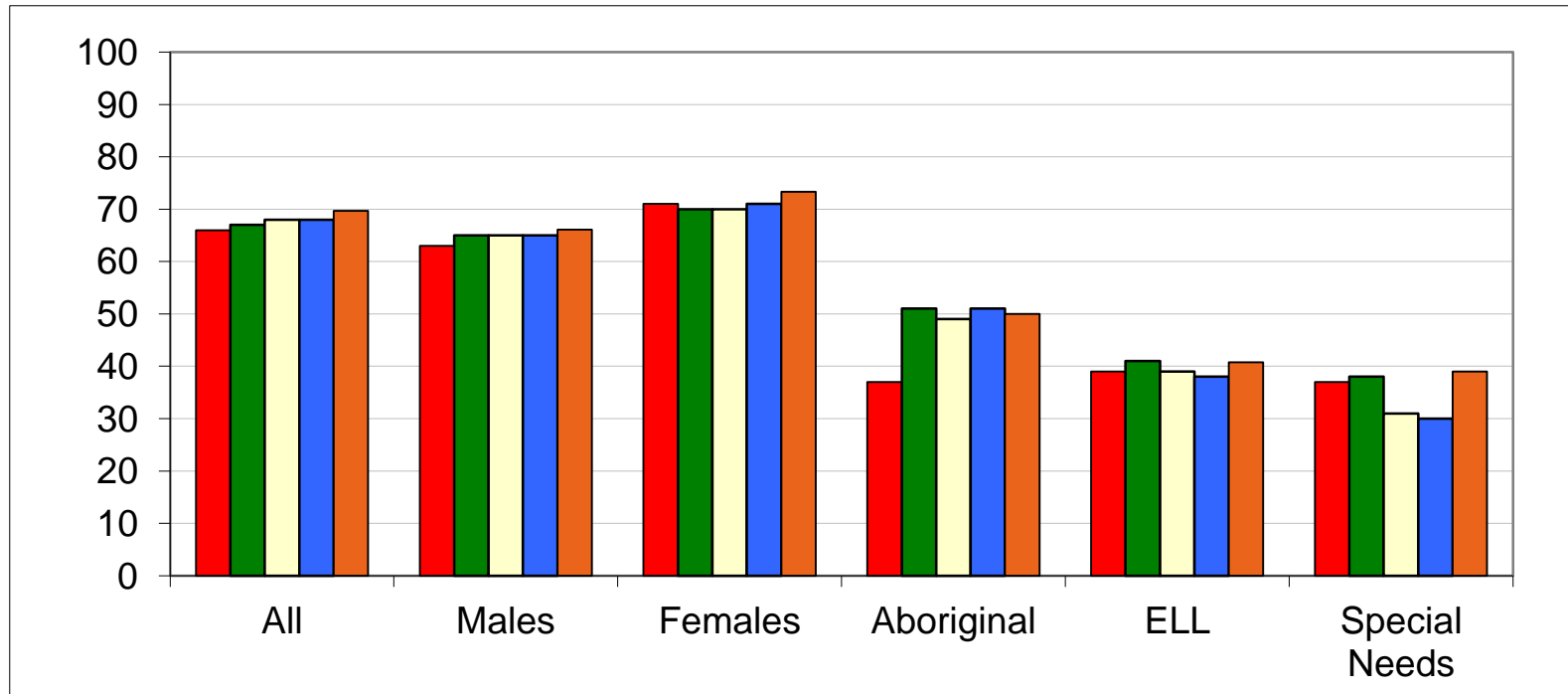
Percentage of students meeting or exceeding grade level expectations



| | All | Males | Females | Aboriginal | ELL | Special Needs |
|-------------|-----|-------|---------|------------|-----|---------------|
| 2014 | 69 | 66 | 72 | 53 | 51 | 37 |
| 2013 | 68 | 64 | 72 | 47 | 50 | 32 |
| 2012 | 68 | 64 | 72 | 49 | 50 | 41 |
| 2011 | 66 | 63 | 70 | 43 | 50 | 30 |
| 2010 | 64 | 61 | 66 | 46 | 49 | 32 |

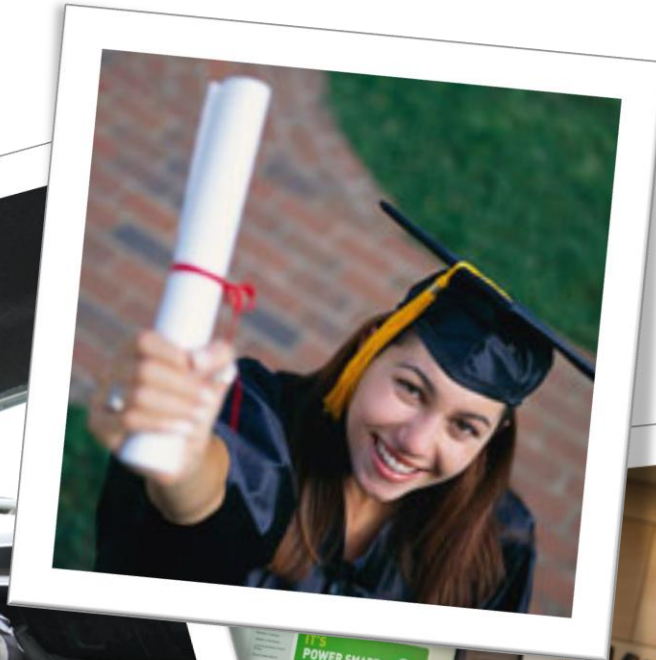
Foundation Skills Assessment Grade 7 Reading

Percentage of students meeting or exceeding grade level expectations



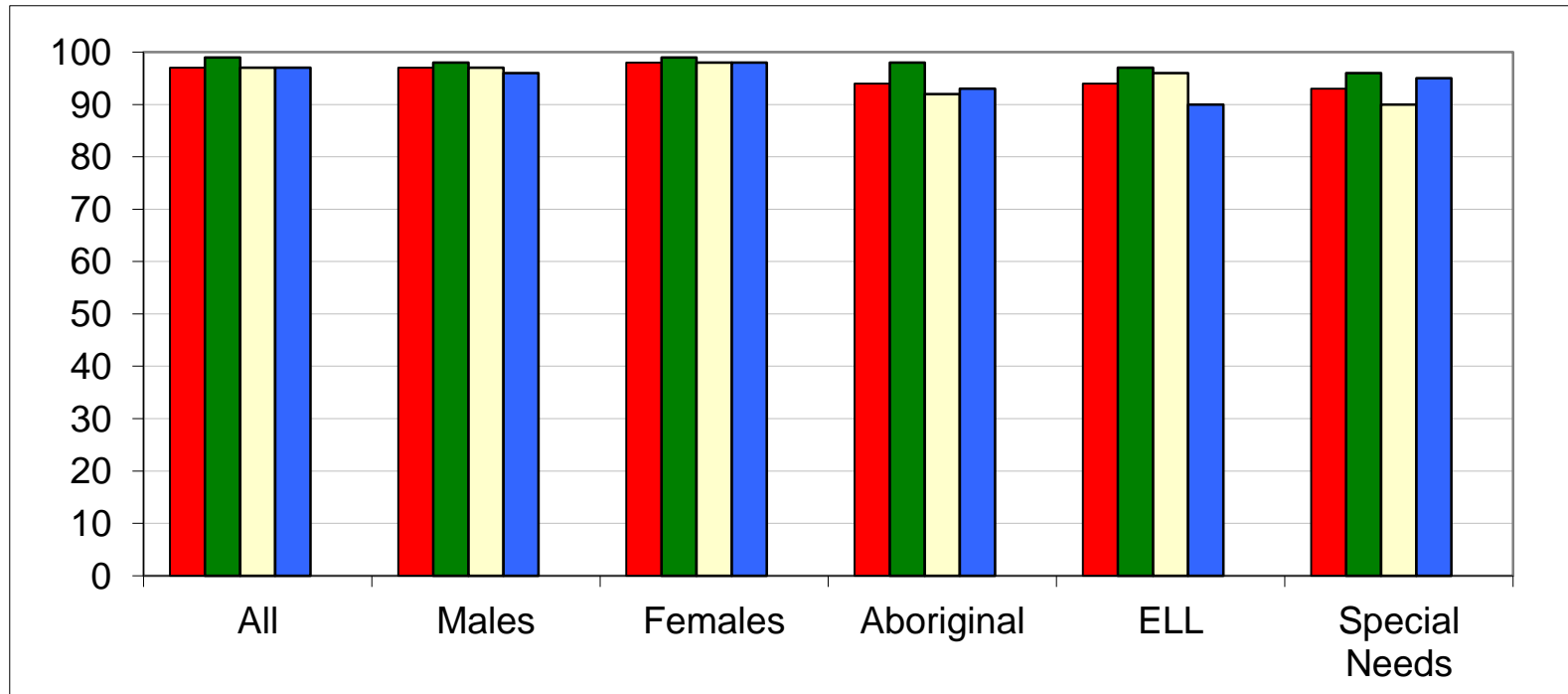
| | All | Males | Females | Aboriginal | ELL | Special Needs |
|-------------|-----|-------|---------|------------|-----|---------------|
| 2014 | 70 | 66 | 73 | 50 | 41 | 39 |
| 2013 | 68 | 65 | 71 | 51 | 38 | 30 |
| 2012 | 68 | 65 | 70 | 49 | 39 | 31 |
| 2011 | 67 | 65 | 70 | 51 | 41 | 38 |
| 2010 | 66 | 63 | 71 | 37 | 39 | 37 |

TRANSITIONS TO THE WORLD



Grade 10 Language Arts – Provincial Examination Results English 10

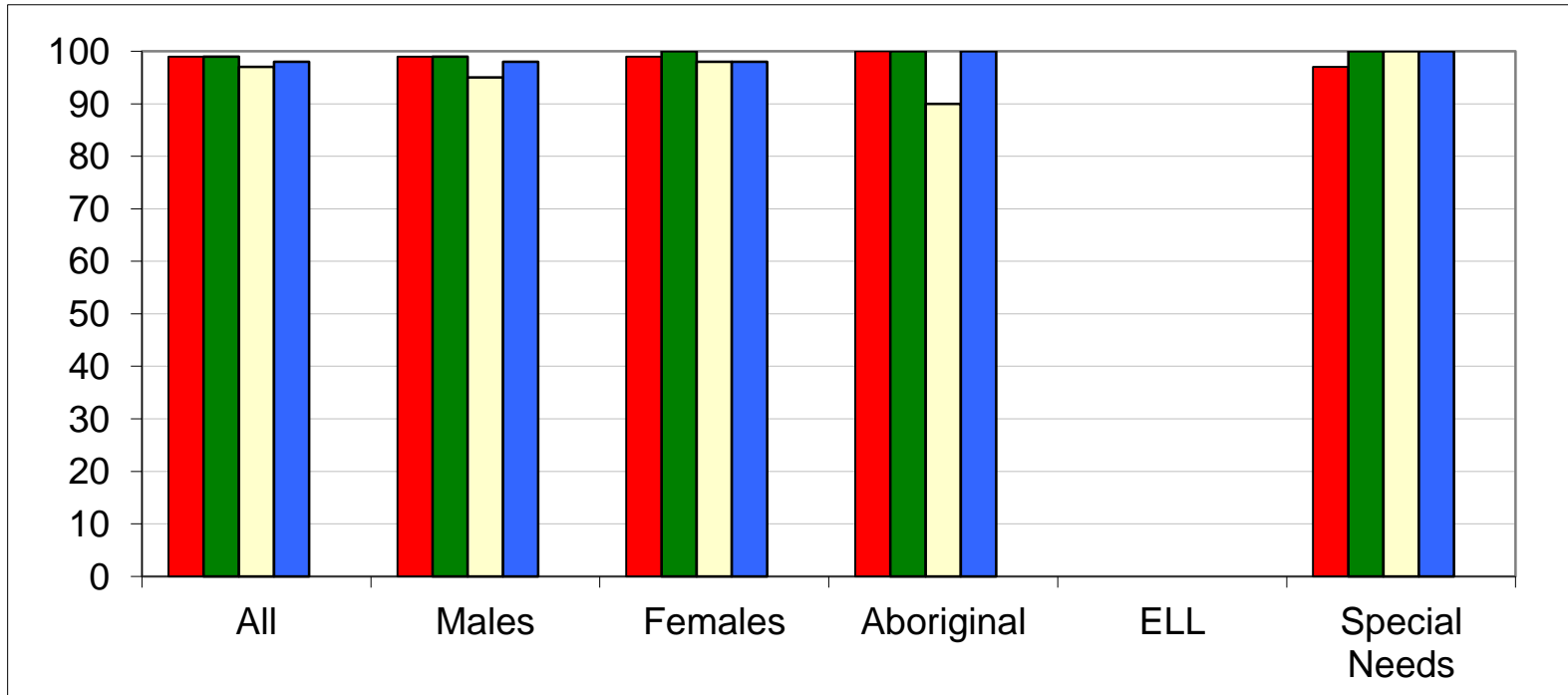
Pass Rate



| | All | Males | Females | Aboriginal | ELL | Special Needs |
|-------------|-----|-------|---------|------------|-----|---------------|
| 2014 | | | | | | |
| 2013 | 97 | 96 | 98 | 93 | 90 | 95 |
| 2012 | 97 | 97 | 98 | 92 | 96 | 90 |
| 2011 | 99 | 98 | 99 | 98 | 97 | 96 |
| 2010 | 97 | 97 | 98 | 94 | 94 | 93 |

Grade 12 Language Arts – Provincial Examination Results Communications 12

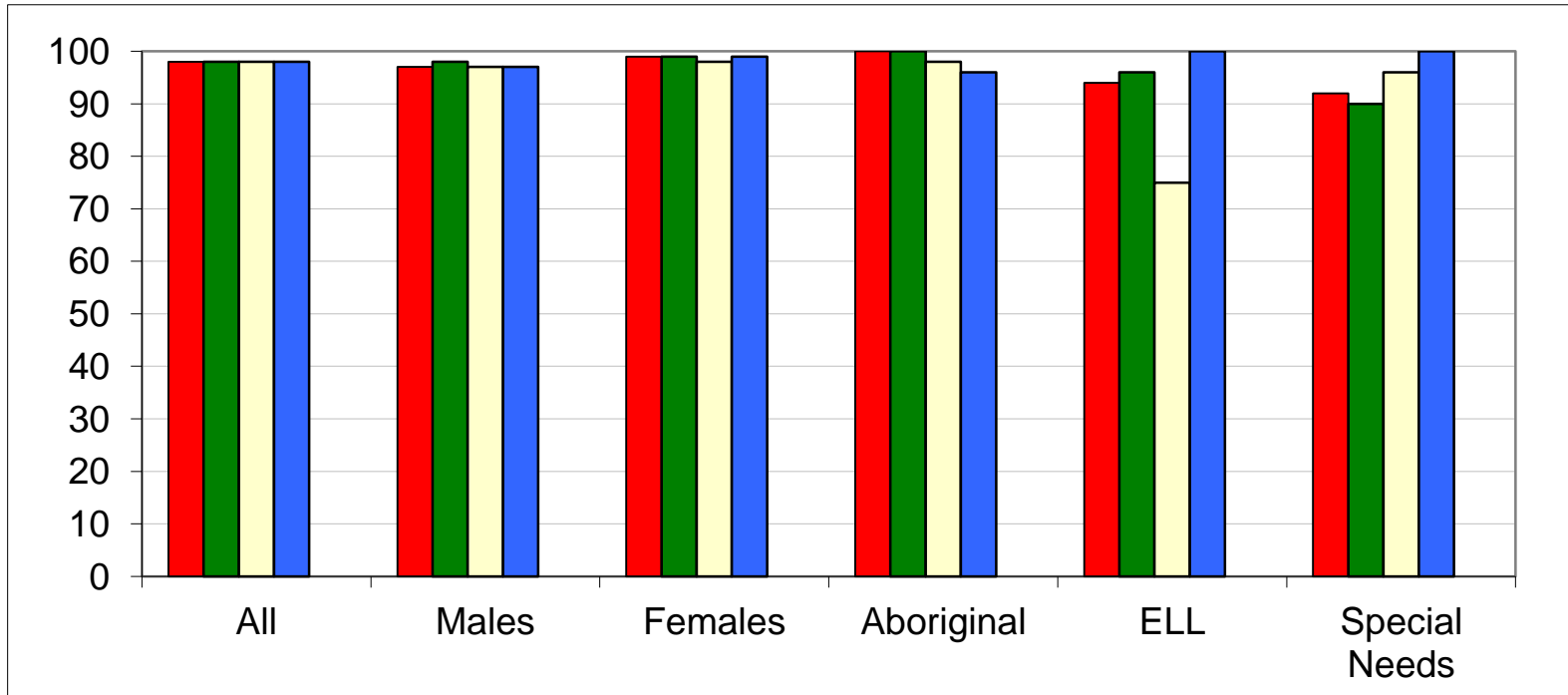
Pass Rate



| | All | Males | Females | Aboriginal | ELL | Special Needs |
|-------------|-----|-------|---------|------------|-----|---------------|
| 2014 | | | | | | |
| 2013 | 98 | 98 | 98 | 100 | | 100 |
| 2012 | 97 | 95 | 98 | 90 | | 100 |
| 2011 | 99 | 99 | 100 | 100 | | 100 |
| 2010 | 99 | 99 | 99 | 100 | Msk | 97 |

Grade 12 Language Arts – Provincial Examination Results English 12

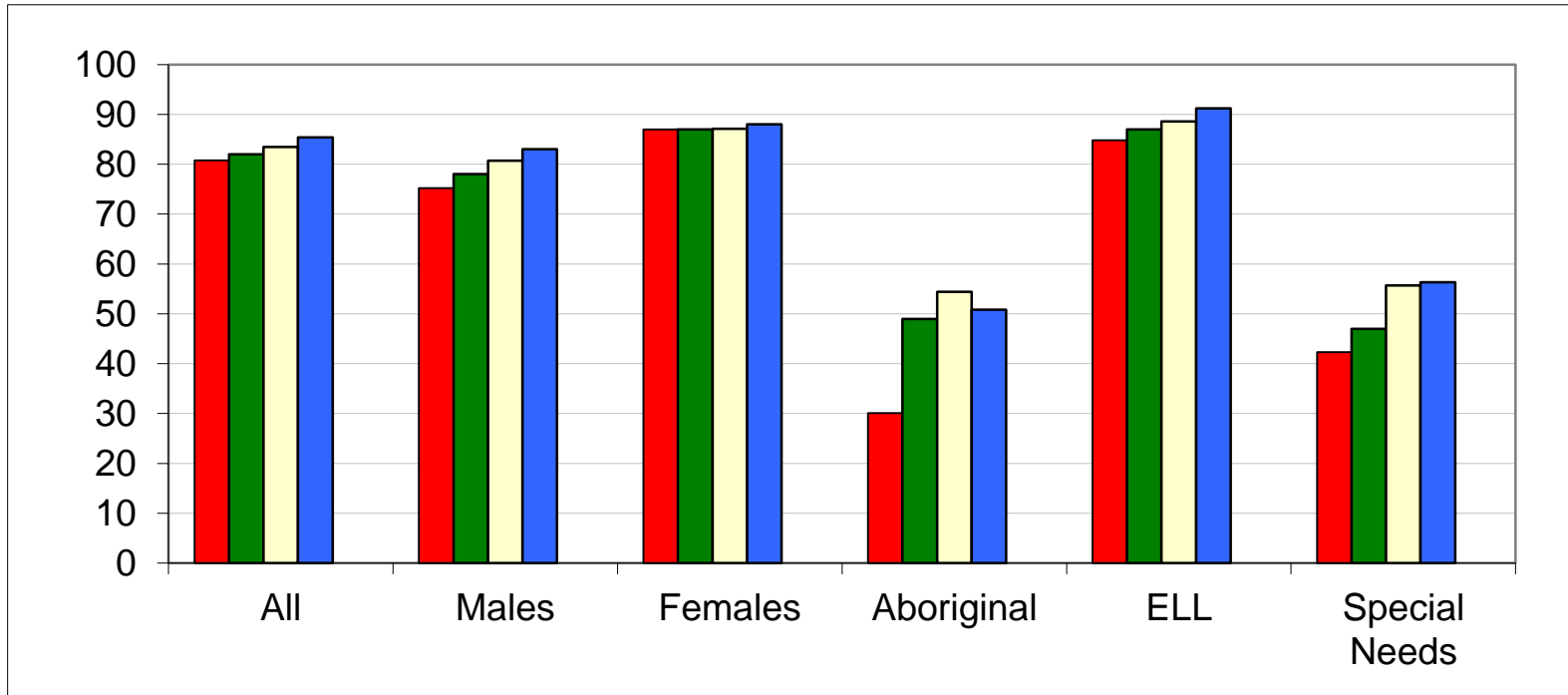
Pass Rate



| | All | Males | Females | Aboriginal | ELL | Special Needs |
|-------------|-----|-------|---------|------------|-----|---------------|
| 2014 | | | | | | |
| 2013 | 98 | 97 | 99 | 96 | 100 | 100 |
| 2012 | 98 | 97 | 98 | 98 | 75 | 96 |
| 2011 | 98 | 98 | 99 | 100 | 96 | 90 |
| 2010 | 98 | 97 | 99 | 100 | 94 | 92 |

Six-Year Dogwood Completion Rate

Percentage of students who graduate within six years from enrolment in grade 8



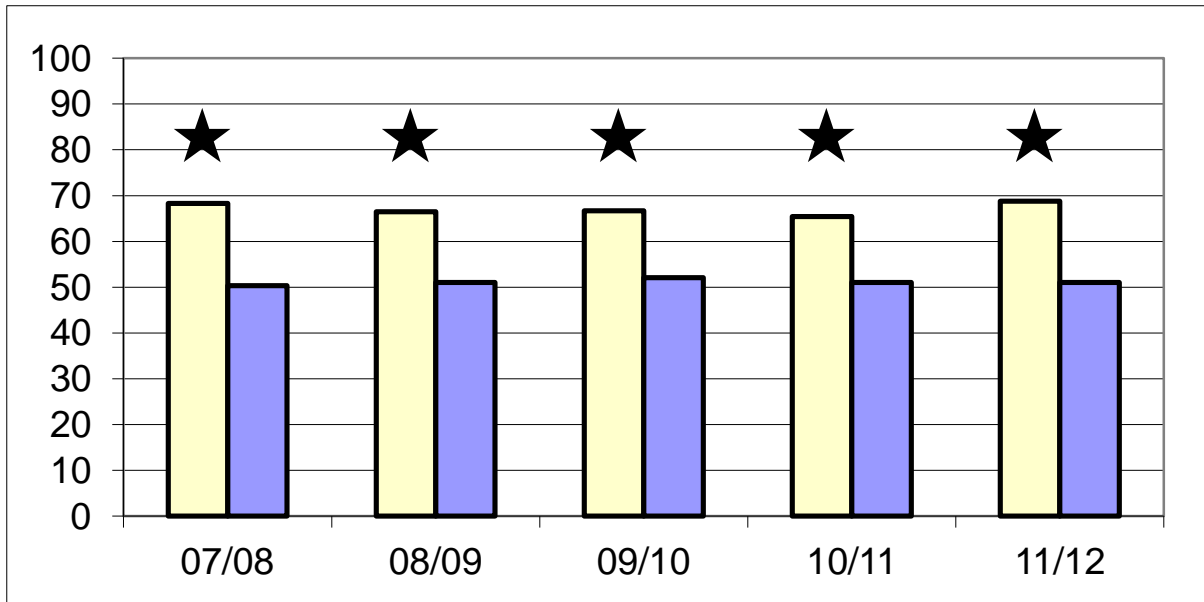
| | All | Males | Females | Aboriginal | ELL | Special Needs |
|-------------|-----|-------|---------|------------|-----|---------------|
| 2014 | | | | | | |
| 2013 | 85 | 83 | 88 | 51 | 91 | 56 |
| 2012 | 84 | 81 | 87 | 54 | 89 | 56 |
| 2011 | 82 | 78 | 87 | 49 | 87 | 47 |
| 2010 | 81 | 75 | 87 | 30 | 85 | 42 |

Student Dogwood Completion Rates Enhancing Student Success

- Data provides tracking information about Aboriginal student transition rates from grade 8 through 12. There has been significant improvement in Aboriginal student transition rates over the past five years particularly in grades 10, 11, and 12
- Six-year Dogwood completion rates for Aboriginal students (2013) continue to be lower than their non-Aboriginal counterparts
- Six-year Dogwood completion rates for Aboriginal students show improvement from 30% in 2009 to 51% in 2013
- The overall six-year Dogwood completion rates show a slight increase from 2012. Compared to 2010, there have been increases in the completion rate for Special Needs, ELL, Aboriginal, female and male students
- There continues to be a difference between male and female Dogwood completion rates, however the gap continues to narrow

Post-Secondary Entrance

Percentage of students who transition to post-secondary the year following graduation

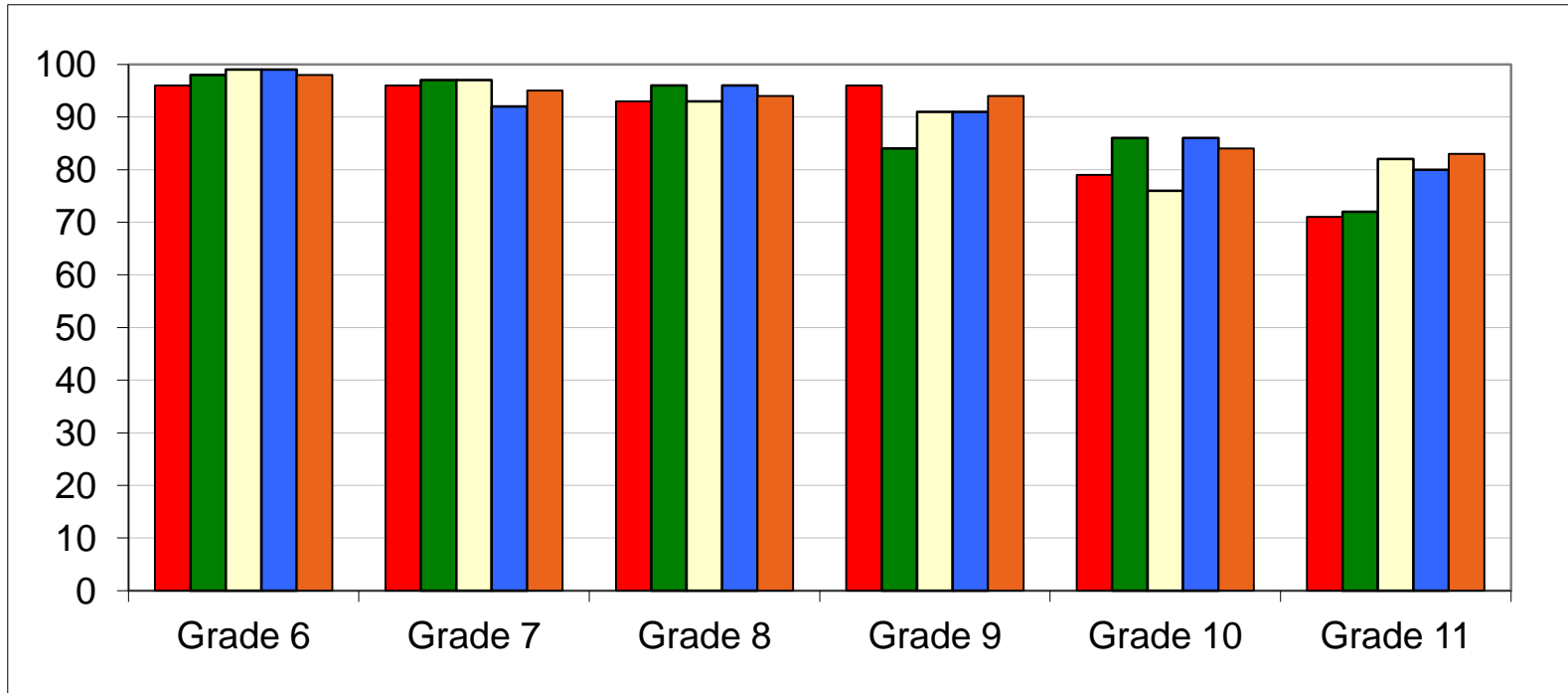


★
**ALL TIME
 HIGH
 EXCEEDING THE
 PROVINCIAL
 AVERAGE**

Post Secondary Entrance Year

| | 07/08 | 08/09 | 09/10 | 10/11 | 11/12 |
|----------------|-----------|-----------|-----------|-----------|-----------|
| Burnaby | 68 | 67 | 67 | 65 | 69 |
| Province | 50 | 51 | 52 | 51 | 51 |

Percentage of Aboriginal Students Making Successful Transitions to a Higher Grade



| | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 |
|----------------|---------|---------|---------|---------|----------|----------|
| 2012/13 | 98 | 95 | 94 | 94 | 84 | 83 |
| 2011/12 | 99 | 92 | 96 | 91 | 86 | 80 |
| 2010/11 | 99 | 97 | 93 | 91 | 76 | 82 |
| 2009/10 | 98 | 97 | 96 | 84 | 86 | 72 |
| 2008/09 | 96 | 96 | 93 | 96 | 79 | 71 |

Grade to Grade Transitions

6 Year Progress

When comparing the most recent grade to grade transitions to those of 6 years ago, some significant increases can be seen. The following table shows the significant increases of students by grade level that made the transition to a higher grade.

| Aboriginal Students | 2007/08 | 2012/13 |
|----------------------------|----------------|----------------|
| Grade 10 | 69% | 84% |
| Grade 11 | 59% | 83% |
| ELL students | 2007/08 | 2012/13 |
| Grade 10 | 88% | 94% |
| Grade 11 | 63% | 81% |

TRANSITIONS TO CAREERS



Employer Partnerships

Burnaby School District values community and industry partnerships that have been developed over the years.

Schools annually work with over 1500 employers who host, support and guide students in work experience and apprenticeship placements.

Career Program Options

Pathways to Employment

Burnaby School District provides students with a wide range of opportunities to develop knowledge and skills that lead to work and/or post secondary programs:

- **Work Experience**
- **Industry Training Programs**
 - ACE-IT (apprenticeable trades)
 - Industry Certification
 - Industry Connect
- **Transition to Trades Training**
- **Secondary School Apprenticeship**

Industry Training Programs

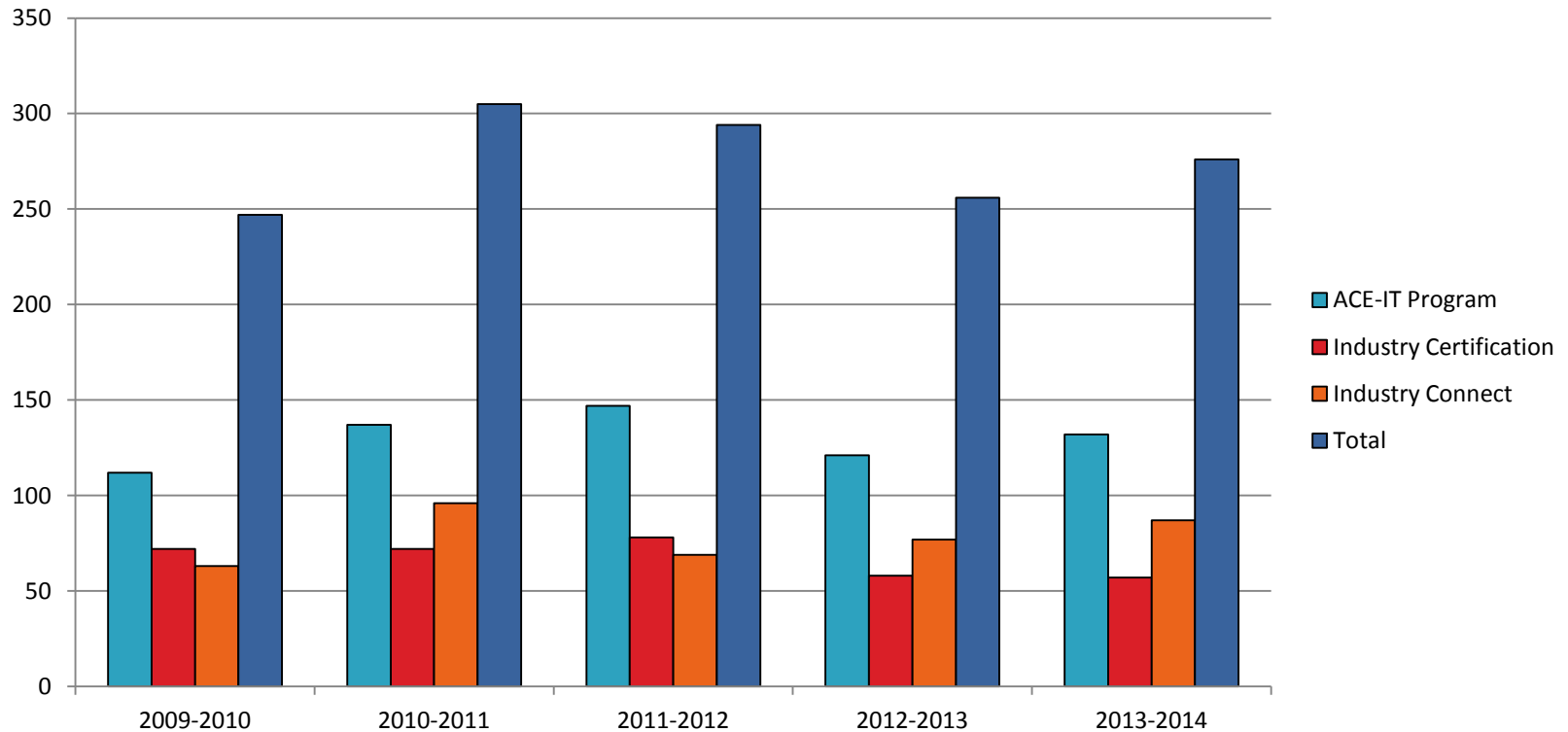
Burnaby offers a wide range of Industry Training Program options focused on student engagement and student choice:

- **ACE-IT (Apprenticeship Technical Training):** Auto Collision Repair, Auto Refinishing & Prep, Auto Service Technician, Carpentry, Construction Electrician, Cooks Training, Hair Styling, Painting & Decorating, Plumbing, Metal Fabrication and Transition to Trades
- **Industry Certification (Non-Apprenticeable Careers):** Computer Networking Technician, Fitness Leadership / Instructor, Hotel & Event Management
- **Industry Connect:** Digital Sound, Film & Broadcast, Graphics / Media Arts

Enrolment in each of the program areas fluctuates on an annual basis based on student engagement, student choice and the number of seats available in the district and Post Secondary Programs the district is partnered with.

Industry Training Enrolment

ACE-IT, Industry Certification & Connect Programs: 2009 - 2014



Industry Training Programs

Upcoming Programs

The district also offers a **Summit Diploma Program** – Business Administration which combines business education courses with leadership development and experience and completion of community service.

Future Directions

The district is working with post secondary institutions to expand transition programs and create increased opportunities for students.

Student Dogwood Completion Rates

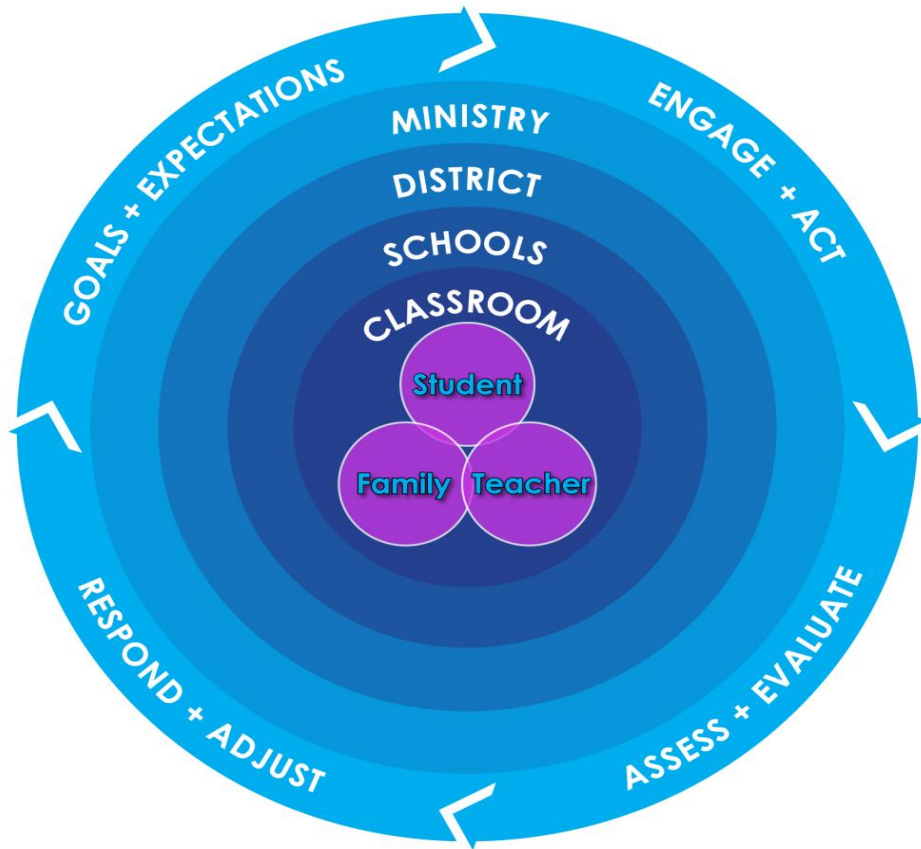
Enhancing Student Success

- Learning Transitions meetings between secondary schools and the family of elementary schools that occurred in all zones led to improvements in transitions and earlier program interventions at secondary school
- School teams and District staff are tracking vulnerable students before they exit school to ensure interventions are in place to plan for alternate routes to graduation
- The Transitions to Trades alternate program supports grade 10 and 11 students transitioning into ACE-IT and secondary school Apprenticeship Programs
- Post Secondary partnerships – dual credit, laddering, Regional Student Transitions Partners
- District Alternate Programs graduated 10 students this year
- The YOUth Hub, in collaboration with community partners, supports at risk students (50 enrolled)

EVIDENCE OF SUCCESS



Achievement Cycle



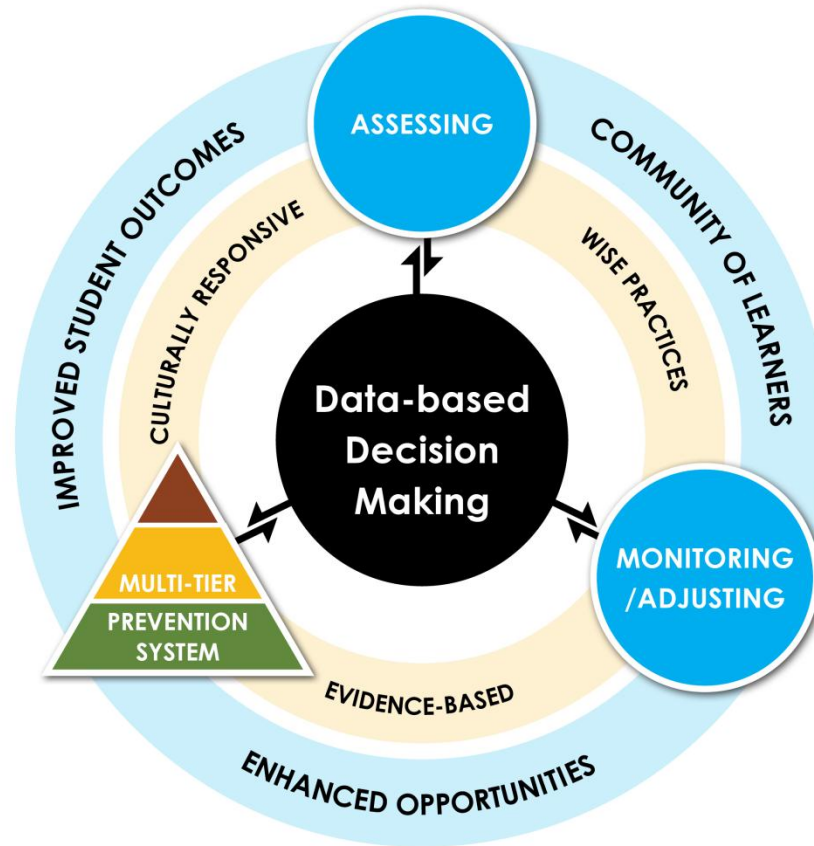
Burnaby School District uses the achievement cycle to frame its work in improving achievement for each learner

Collaborative Inquiry

School Team Visits / Conversations

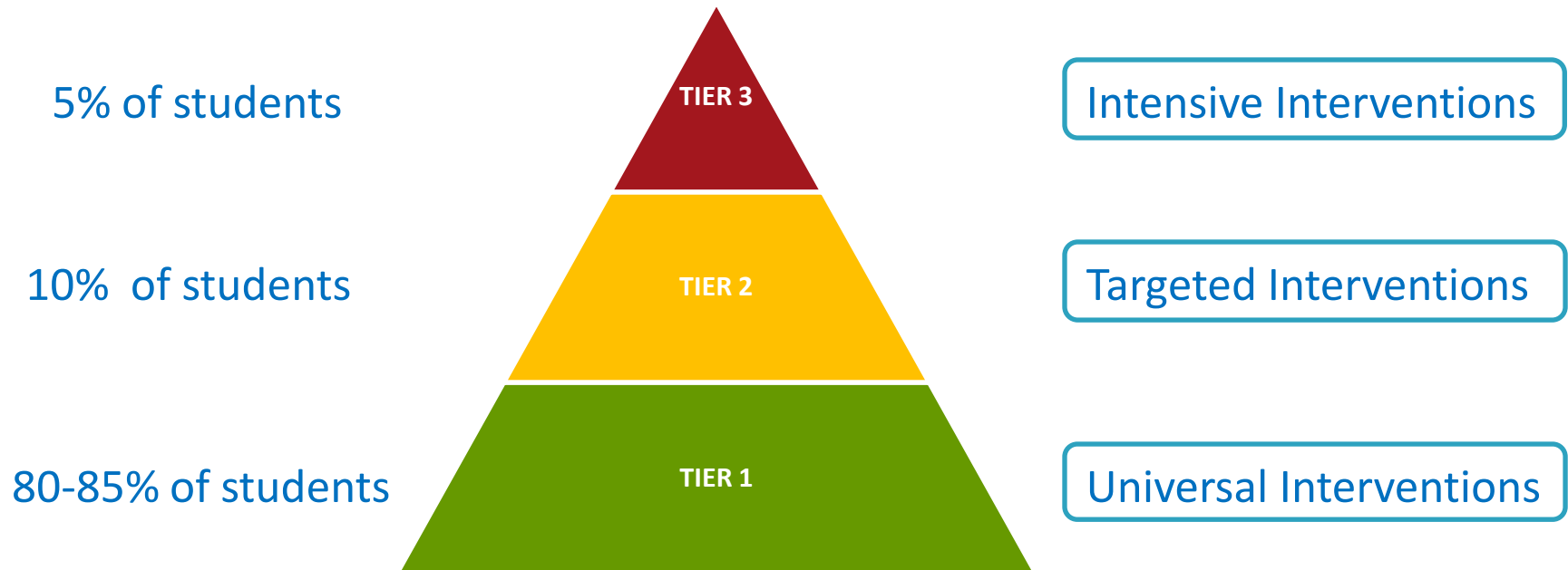
- School Planning Councils develop school plans focused on improving student learning
- The school team visit / conversation process, based on the RTI model, involves school and district staff, trustees and parents in collaborative conversations
- School conversations and team visits result in a written report outlining recommendations and implications of the school team's work
- District staff analyze results and develop plans to provide targeted support to schools and inform resource allocation
- The District's *Education Committee (Board of Education)* approves school plans
- Burnaby School District Achievement Contract is developed from individual school plans and school conversation and team visits

Annual School Plans are Designed Around a Response to Intervention Cycle



School Team Visits / Conversations

Response to Intervention Model Framework for Meeting the Needs of Each Learner



Response To Intervention

Tier 1, 2, 3

Tier 1

School-wide screening and group interventions. Non-responders to Tier 1 are identified and given group intervention.

Tier 2

Provides additional instruction designed to supplement, enhance and support Tier 1 for students who score below benchmark criteria in one or more critical areas. Supplemental instruction is designed to meet student's needs in a small group setting of 3-5 same ability students. Tier 2 is aligned with the core academic and behavioral curriculum.

Tier 3

Intensive, individualized interventions and supports. These interventions are based on individual needs and behavioral instruction and support.

School Team Visits / Conversations

Guiding Questions for School Team Visits/Conversations;

1. Who are the learners at Tier 1, Tier 2 and Tier 3?
2. What is in place to support all students?
3. How are you monitoring progress for all students and how frequently?
4. How are you adjusting instruction/programming in response to student needs?
5. How are data informing your next steps?
6. What interventions are you implementing to support students in Tier 1, Tier 2, and Tier 3?
7. What are the results telling you about what worked or what didn't work for these students?

Goal

To ensure high quality instruction & maximize student achievement

The Response To Intervention cycle involves;

- Screening
- Progress Monitoring
- Data-based Decision Making
- Multi-levelled Prevention System

Response to Intervention

- It informs district program formation, classroom organization, lesson planning and supports staffing
- Is the foundational framework for development of our school plans and district achievement contract

District Professional Development

- District focus on “Spirals of Spirals of Inquiry” with Judy Halbert and Linda Kaser
 - Completed first year with all elementary and secondary schools sending learning teams to three sessions throughout the year
 - District Joint Professional Development Day focused on Inquiry Learning with Linda and Judy as Keynote Speakers
 - Creating 15 “Inquiry Teams” throughout the district to work on inquiry projects across the curriculum in 2014/2015
- District focus on Technology in Education with Will Richardson and Amy Burvall
 - Three Professional Development sessions for Administrators, Head Teachers and Department Heads throughout the year
- District focus on Social Emotional Learning with Miriam Miller
 - Third year of Professional development sessions for administrators and teachers throughout the year to focus on implementing SEL

Learning, Leading, Sharing

- Attending Ministry Information Sessions
- Attending Provincial Conferences (partner teams)
- Facilitating or participating in the development process of the graduation program, development of competencies and curriculum directions
- Sharing best practice presentations at various provincial conferences on personalizing learning

Quality Teaching

- On-going professional development and individual professional growth plans
- Evidence-based assessment practices rooted in research
- Innovative approaches to meeting the needs of all learners
- Assessment for Learning
- Differentiated Instruction

High Standards

- District collection of classroom reading and writing assessment data based on provincial performance standards
- Use of effective intervention strategies such as *Links to Literacy*, *Reading Recover*, *Fast ForWord*, *Levelled Literacy Intervention*, *Later to Literacy*

Future Directions

- The district will continue to improve instruction and achievement for all learners
- The district will continue to target resources to those individual students most in need
- The district will continue to deepen its understanding of effective intervention structures and strategies and replicate as appropriate
- The district will continue to track students, especially during key transition periods
- The district will continue to strive to engage all its learners and support growth, development and extending learning opportunities for all learners
- The district will continue to evaluate the effectiveness of programs in improving student success

Future Directions

The district's plan includes a deliberate planning and assessment cycle to align school, district and provincial-based practices.

- School plans and school-based grants focus on learners requiring intensive additional support and resources
- Professional development, in-service, community information evenings, District Parent Advisory Council (DPAC) and District Student Advisory Council (DSAC) initiatives are aligned to support school and district goals
- The District's Achievement Contract, Aboriginal Education Enhancement Agreement and District Literacy Plan are focused on improving student success, as aligned with school goals, school plans and school grants

Future Directions

Learning Improvement Fund

- Additional teaching staff, paraprofessionals, teaching time, staff professional development training and student services are targeted to improve and enhance learning opportunities
- The Learning Improvement Fund aligns with school plans, school grants, the District Achievement Contract, the District Literacy Plan, and the Aboriginal Education Enhancement Agreement

Future Options

Advanced Placement Capstone

- The Advanced Placement (AP) College Board has awarded the Burnaby School District two sites for the new AP Capstone Program
- The Capstone Program is a district program and will begin in September 2014; two secondary sites, one in the north and one in the south zone of the city
- AP Capstone has been created for students in grade 11 and 12 to complement the in-depth subject matter of the AP Program and will provide students with the research, communication, collaboration and critical thinking skills that are essential to meet the rigors of post-secondary education and beyond

A great opportunity for each school community and the district to co-create engaging learning opportunities that will;

“.... Prepare and support an inclusive, caring community of learners for the challenges of a changing tomorrow.”

(Burnaby Board of Education Mission Statement)