

# School District 41 Burnaby District Framework for Enhancing Student Learning 2017-18

# Burnaby Board of Education Mission Statement

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

# Many Faces. One Community.



Students require a safe and supportive environment to learn and be inspired.

Burnaby Schools go the extra mile to ensure that all students feel welcome. We embrace and celebrate the rich diversity found in our school communities while modeling courtesy, compassion, and respect.

*We are many faces in one community – learning together.*

# 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 their full potential.



# 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



With the most comprehensive Visual & Performing Arts program 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 & 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



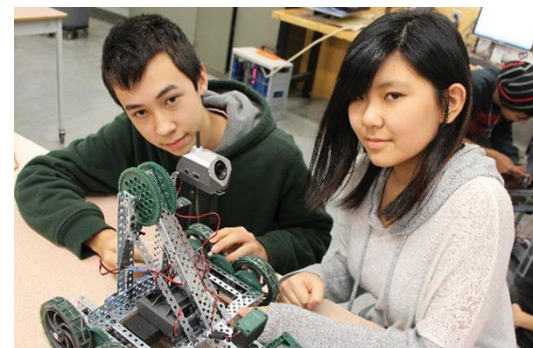
The District offers a wide variety of programs to support the needs of all learners. These include French immersion, Mandarin language arts, challenge programs, sports academies and online learning.

## 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



Community Engagement

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.



Partners in Education

*Stronger Together is a partnership agreement between Indigenous parents, community members and the District. It recognizes that a strong cultural identity, pride and historical knowledge encourage student success.*



Lifelong Learning

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.



Supportive Community Partners

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



A Global Perspective

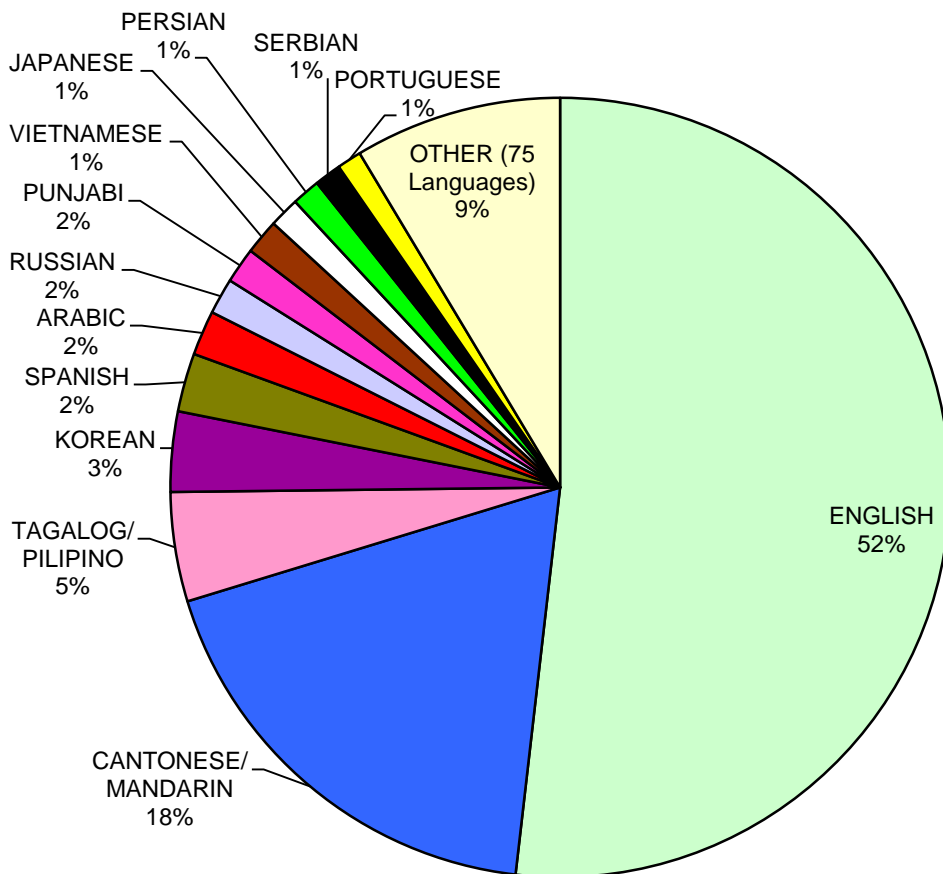
Teaching extends beyond the classroom. Staff and students identify issues such as poverty, social justice or energy conservation and seek solutions that make a real impact locally and globally.



Acceptance



# Primary Language Spoken in the Home



**2017/2018**

48% of students speak a language other than English in their homes

Languages spoken by 200 or more students:			
ENGLISH	12663	PUNJABI	361
CANTONESE/MANDARIN	4509	VIETNAMESE	356
TAGALOG/PILIPINO	1108	JAPANESE	307
KOREAN	812	PERSIAN	286
SPANISH	593	SERBIAN	272
ARABIC	454	PORTUGUESE	248
RUSSIAN	364	OTHER (75 Languages)	2101

# HUMAN AND SOCIAL DEVELOPMENT BASED ON STRONG TEACHING AND LEARNING PRACTICES





# 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.

- Managing Director of Youth Services
- Coordinator of Student Intervention and Support Services
- Coordinator, Student Safety and Child Abuse Prevention
- Substance Abuse Prevention Worker
- 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
- Mental Health Liaisons

# 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 Social Emotional Learning
- PREPARE Critical Incident Response
- Safe TALK (Suicide Response)

# Social Emotional Learning (SEL)

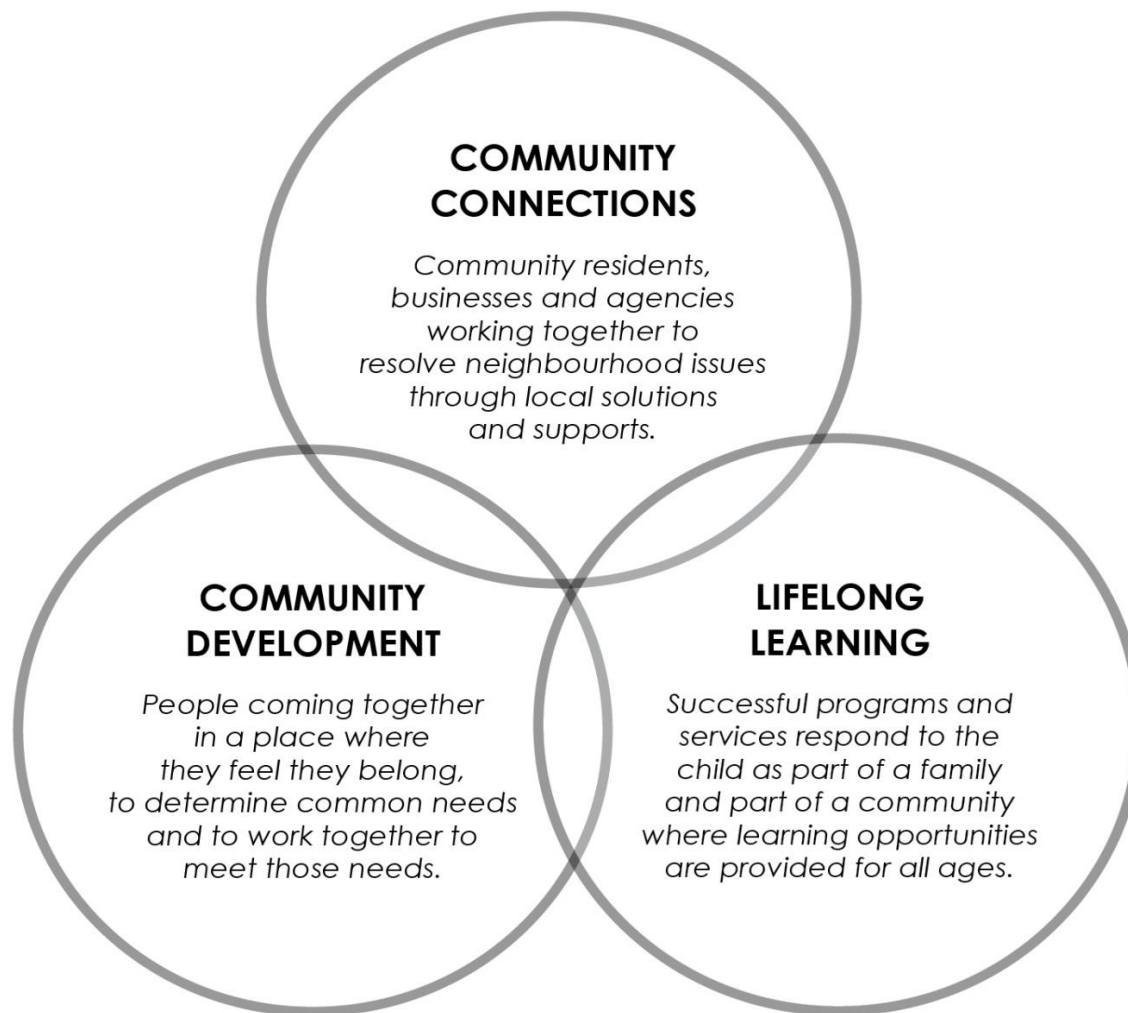
Social Emotional Learning (SEL) is the process through which we acquire the competencies that we all need to understand and manage emotions, get along with others, set and achieve goals, and make responsible decisions. The BC Redesigned Curriculum's Personal and Social core competency ensures that SEL is central in learning environments across BC. The Burnaby School District offers many opportunities for administrators, teachers and support staff to learn about SEL and how to embed it in our schools and classrooms.



# Social Emotional Learning (SEL)

- Various opportunities for professional development and training in SEL strategies have been provided by the district
- District SEL Learning cohort in its 9th year supporting SEL in Burnaby
- 22 elementary schools have participated in a School Climate Study with UBC this year
- 26 schools have a specific SEL goal as one of their school goals
- Self Regulated Learning Cohort: 15 Schools participated in a learning team facilitated by Leyton Schnellert (UBC), Deborah Butler (UBC), and Miriam Miller (Educational Consultant) on the interconnectedness of social-emotional learning, self-regulated learning and the redesigned curriculum.
- Participation in MDI 4 and MDI 7 for the past 4 years – Data informs practice in all schools

# Community School Philosophy



# Community Schools

- All 8 Burnaby 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 and ensuring targeted support and building strengthened resilience in families and communities
- Community Schools are supported by funding partnerships the district has with the City of Burnaby, CommunityLINK grant, and the United Way
- 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
- All schools provide data each year to assist in meeting the needs of each learner. Vulnerable students are identified and tracked.



# 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.

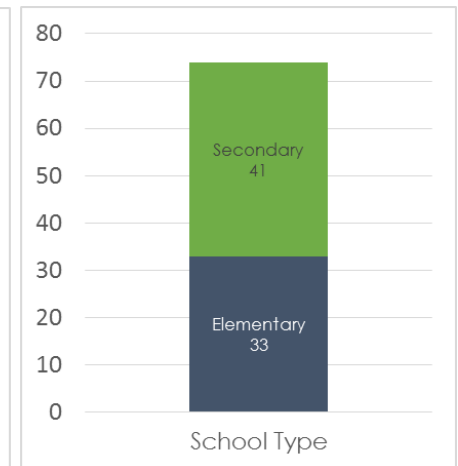
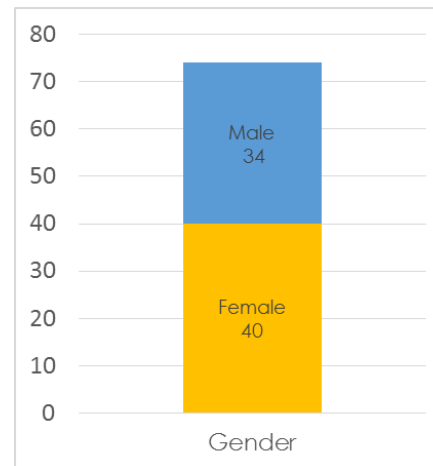
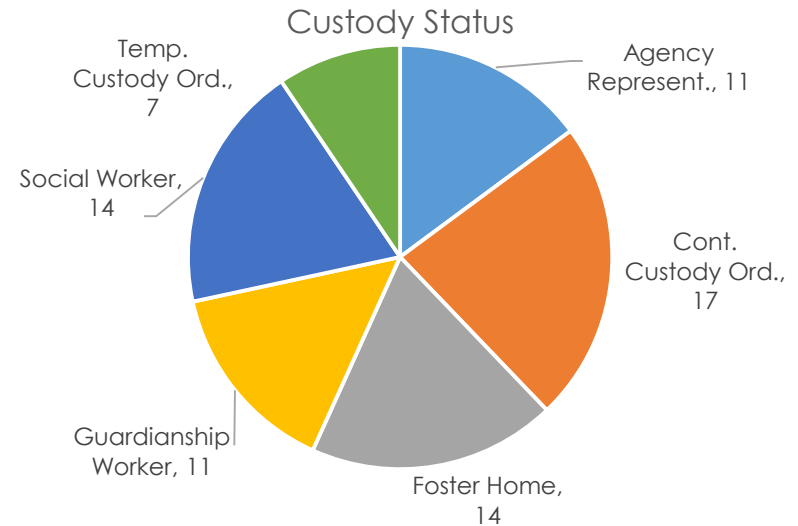
# Children in Care

In the 2017/18 school year, 74 Children in Care were enrolled in Burnaby schools.

Custody	Count
Agency Representative	11
Continuing Custody Order	17
Foster Home	14
Guardianship Worker	11
Social Worker	14
Temporary Custody Order	7

Gender	Count
Female	40
Male	34

School Type	Count
Elementary	33
Secondary	41

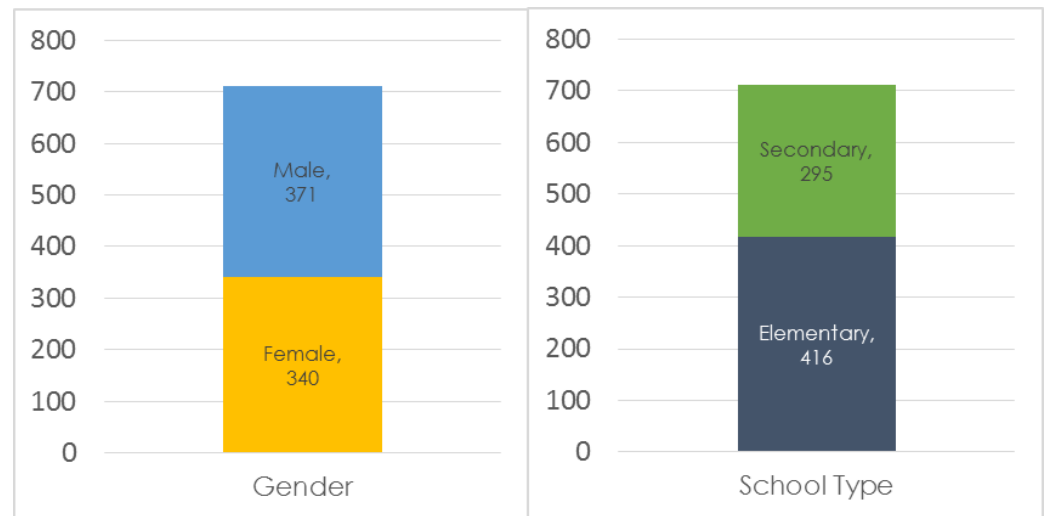


# Indigenous Students

In the 2017/18 school year, 711 Indigenous students were enrolled in Indigenous Education programs in Burnaby schools.

Gender	Count
Female	340
Male	371

School Type	Count
Elementary	416
Secondary	295





# INTELLECTUAL DEVELOPMENT REDESIGNED CURRICULUM



# READY TO LEARN... EARLY LEARNING



# 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 & Staff

## Families

- StrongStart programs
- *Ready, Set, Learn!* Open Houses
- Creative Play
- PALS (Parents as Literacy Supporters)
- Welcome to Kindergarten

## Staff

- SFU graduate diploma program, *Learning in the Early Years*
- District Professional Learning Invitations
- To create and support collaborative inquiry groups within and across schools
- To continue to build relationships between early learning facilitators, teachers, community agencies and families
- To promote self-reflection and awareness

# Kindergarten

## Tier 1 & 2 Teaching Practices

- Researched-based early literacy
- Early intervention strategies, such as Levelled Literacy Intervention
- Reggio Emilia inspired approach to learning
- Making learning visible
- Documenting student learning
- Inquiry-based learning
- Play-based learning
- Co-constructing curriculum
- Assessment for learning
- Ongoing communication with families

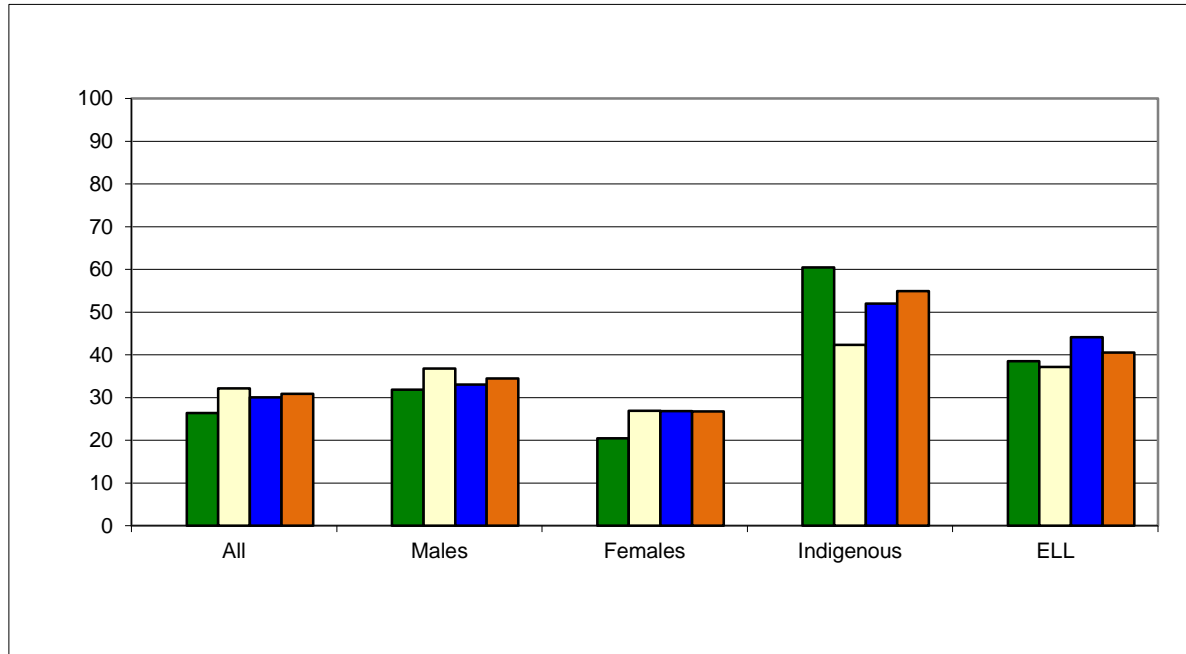
# Kindergarten Assessment Summary

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	Indigenous	ELL
2018	31	35	27	55	41
2017	30	33	27	52	44
2016	32	37	27	42	37
2015	26	32	20	60	39
2014	n/a	n/a	n/a	n/a	n/a

# Kindergarten Assessment Summary

## Findings

- The Kindergarten Assessment Summary provides early identification of learners who require additional literacy support in grade 1
- Data trends indicate that the overall percentage of students requiring additional literacy support is consistent with past years results
- This information assists in implementing specific literacy strategies for those students who require them

## Future Directions

- Continue to track target groups – male, female, Indigenous and ELL
- Continue to increase the number of elementary schools that provide research-based early literacy intervention for struggling learners



# Learning Support Services

*Burnaby School District's Learning Support Services team work collaboratively with schools and parents to create supportive, inclusive and caring communities where all children, specifically those children who have exceptional learning needs, can reach their full potential.*

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 Counsellors
- B.C. Board Certified Behaviour Analysts
- Mental Health Liaison Workers

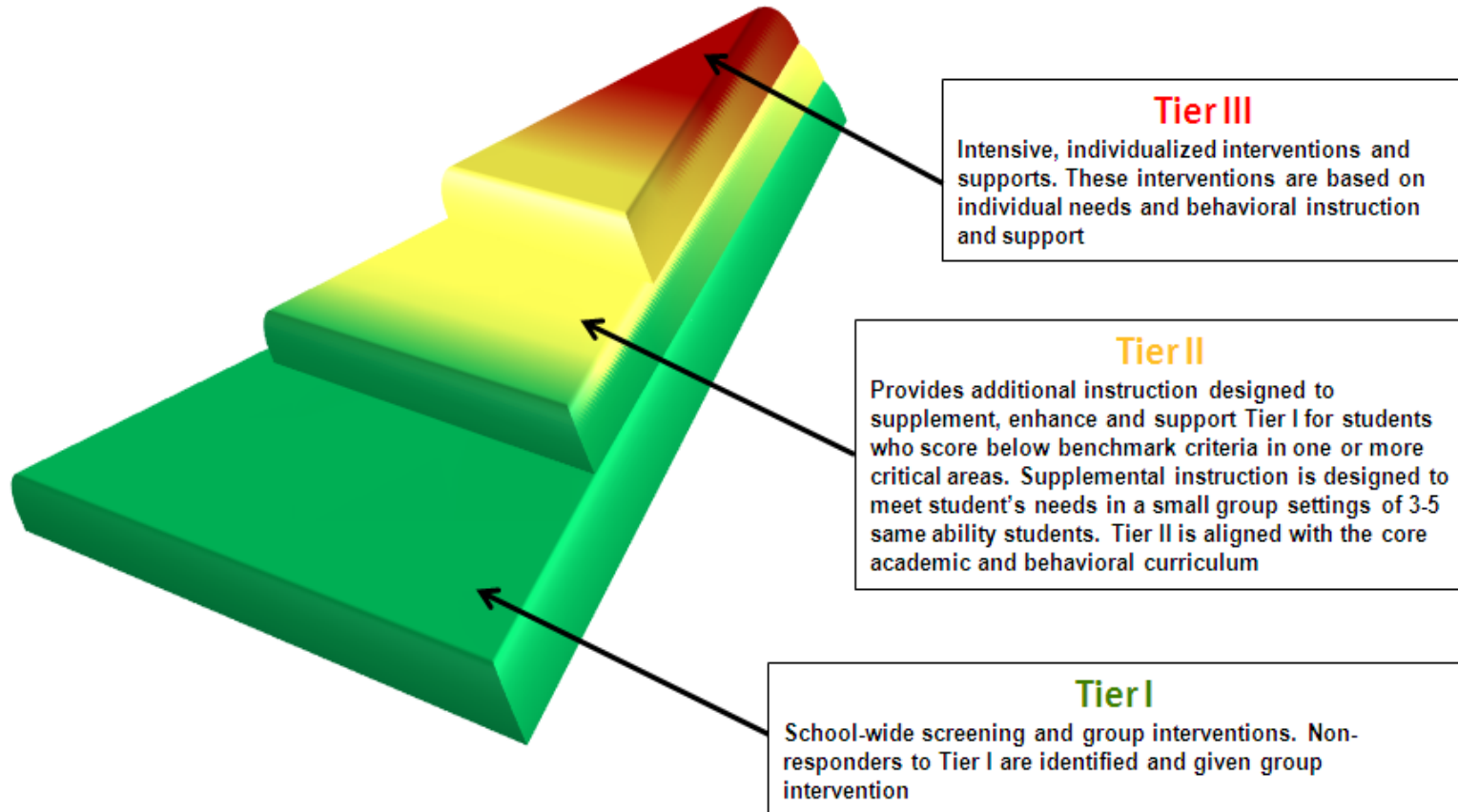
# Learning Support Services

## 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

# Response to Intervention



# Intensive, Focused Support

## An Innovative Approach

### Board Certified Behaviour Analysts

- To foster the professional development of teachers, administrators and support staff in the delivery of educational services to children with intense behaviour
- Analyzes data to determine most appropriate intervention
- Uses and promotes **Behaviour Profiles app** to instantly graph data and track progress
- The district has 3 Board Certified Behaviour Analysts

### Educational Assistant Engagement Workers

- To foster professional development and engagement of EAs throughout the district
- To schedule professional development workshops/series focusing on the EA competencies identified in Burnaby's EA Manual
- 4 EA Engagement Workers, one in each of Burnaby's four Zones

# 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 diverse learning needs.



# Early Learning Learning Support Services (LSS)

- In September 2017, the district will transition 67 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 2017
- Of the 67 students, 44 have been identified as having autism
- In addition, at least 10 students entering kindergarten without diagnoses have been identified as having significant challenges in social emotional development with limited ability to self-regulate

# Learning Support Services

- There are 424 students on the autism spectrum kindergarten – grade 12
- 37% 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, and another series for grade 3 and 4 teachers, who have students with autism

# LEARNING TO READ



# 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

# Intervention

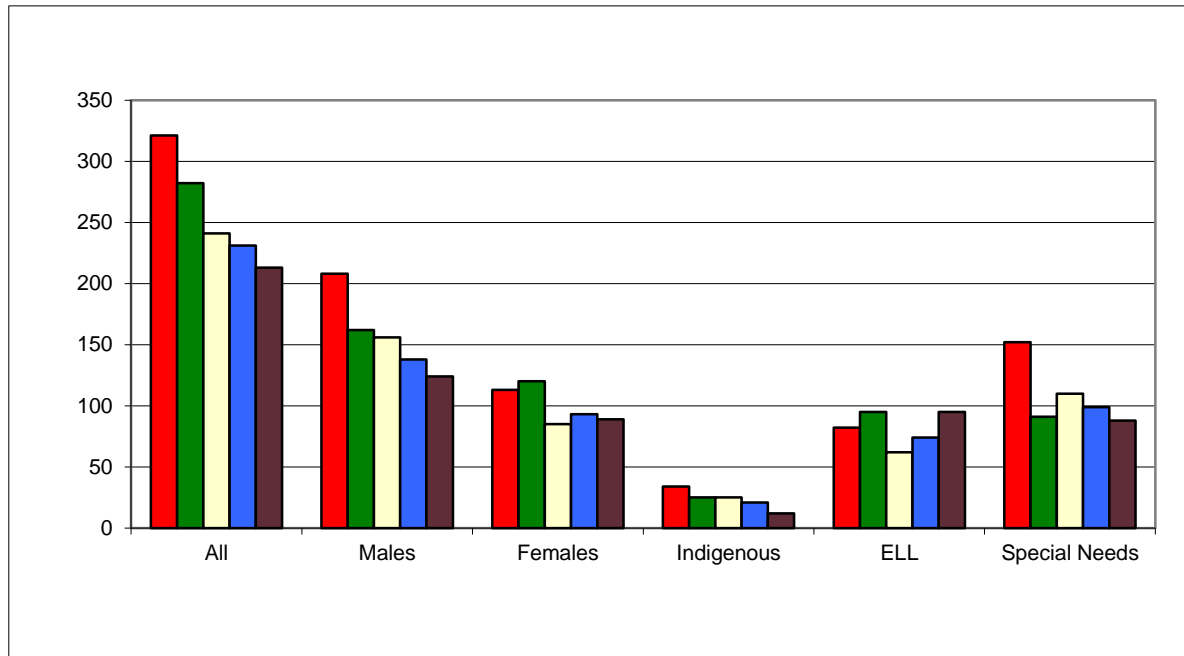
## *Fast ForWord*

- 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

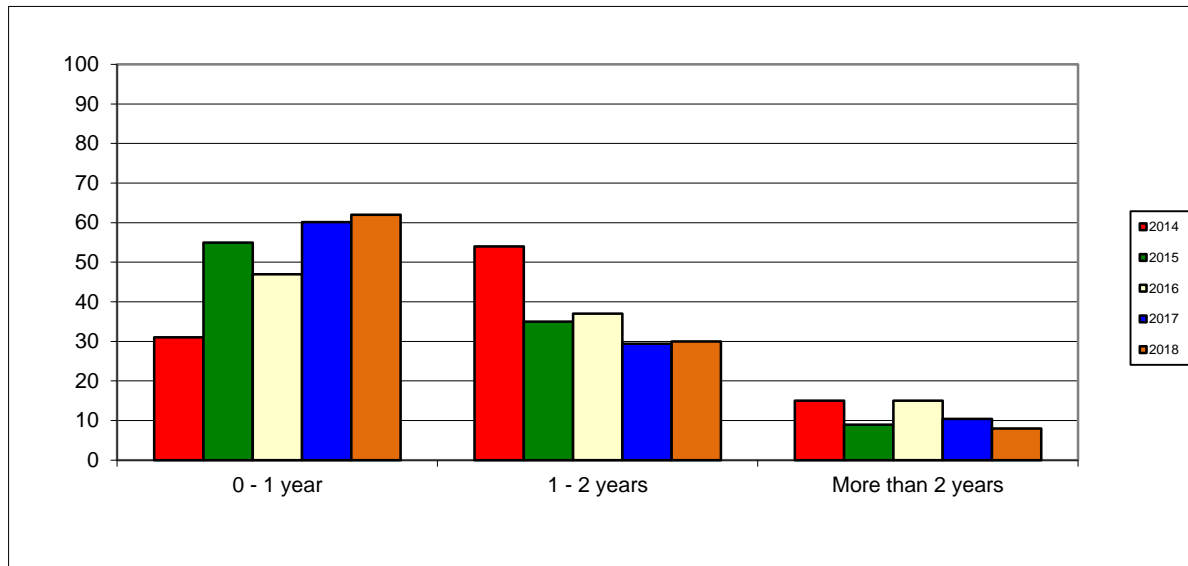
## Number of Participating Students



	All	Males	Females	Indigenous	ELL	Special Needs
2018	213	124	89	12	95	88
2017	231	138	93	21	74	99
2016	241	156	85	25	62	110
2015	282	162	120	25	95	91
2014	321	208	113	34	82	152

# Fast ForWord

## Reading Progress Indicator (RPI) Gains by Percentage of Students



	0 - 1 year	1 - 2 years	More than 2 years
<b>2018</b>	62	30	8
<b>2017</b>	60	29	10
<b>2016</b>	47	37	15
<b>2015</b>	55	35	9
<b>2014</b>	31	54	15

# Fast ForWord

## Findings

- 38% of students participating in the program have demonstrated an increase in reading levels from 1 year to more than 2 years
- District and school-based *Fast ForWord* teams have more appropriately been matching the intervention to student needs. This more precise targeting has lead to a reduced participation rate
- 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

## Future Directions

- 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)

# READING TO LEARN



# Burnaby School District Goal

*To improve the reading achievement of all Burnaby learners.*

## **Reading - Long Term**

- 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

# Objective

## Improve the Reading Achievement of Male Learners K - 12

- Evidence from the previous year indicates that male learners continue to demonstrate lower performance than their female counterparts
- Language Arts Report Card data and FSA data indicate that males are performing at a similar or a slightly increased rate from previous years
- Continue to use interventions for the identified vulnerable readers using the *Fast ForWord*, *Reading Recovery* 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

- District report card data 2017 – 2018, indicated that 69% of primary ELL students and 66% of intermediate ELL students were fully meeting or exceeding expectations
- Performance Standards data 2017 – 2018, indicated that 95% of Level 3 and 4 elementary ELL students were minimally meeting, fully meeting or exceeding expectations
- Evidence at the secondary level 2017 – 2018, indicated that 76% of ELL students were achieving satisfactory performance or higher
- Continue to improve the centralized system of ELL student assessment, tracking and reporting through the District Welcome Centre
- Continue the implementation of *Sheltered Instruction Observation Protocol (SIOP)* for language acquisition to support an inclusive co-teaching model that supports English Language Learners

# Indigenous Enhancement Student Achievement

In accordance with our Indigenous Enhancement Agreement, we report out on end of year performance standard data at grade 3 and grade 7 as an indicator of success.

## Reading Comprehension – End of Grade 3 Performance Standards

	2014-15	2015-16	2016-17	2017-18	2018-19
Modified Program or SLP	8%	8%	6%	0%	
Not Yet Meeting Expectations	28%	20%	29%	28%	
Minimally Meeting Expectations	38%	33%	17%	31%	
Meeting or Exceeding Expectations	26%	39%	48%	42%	

- Over past 4 years, percentage of students fully meeting or exceeding expectations in reading comprehension at the end of grade 3 is steadily improving
- We believe that this increase is due to our focus on early intervention for Indigenous learners
- Continued focus moving forward on reading comprehension through targeted *Reading Recovery* service for Indigenous learners

# Indigenous Enhancement Student Achievement

## Reading Comprehension – End of Grade 7 Performance Standards

	2014-15	2015-16	2016-17	2017-18	2018-19
Modified Program or SLP	25%	22%	11%	5%	
Not Yet Meeting Expectations	15%	15%	24%	25%	
Minimally Meeting Expectations	35%	30%	26%	38%	
Meeting or Exceeding Expectations	25%	33%	39%	31%	

- Over past 4 years, percentage of students fully meeting or exceeding expectations in reading comprehension at the end of grade 7 is improving
- Percentage of students identified on Student Learning Plan or a modified program has been declining

# Indigenous Enhancement Student Achievement

We also track the progress of grade cohorts in terms of the number of students meeting or exceeding in reading comprehension.

## Reading Comprehension – Cohort Tracking Grades 1 – 7

2017-18	01	02	03	04	05	06	07
Grade 7		21		23	19	25	31
Grade 6	28		26	38	27	31	
Grade 5		36	39	29	32		
Grade 4	38	27	48	29			
Grade 3	22	35	42				
Grade 2	21	20					

*We will monitor our students' reading comprehension levels annually in all elementary grades through cohort tracking. This chart shows the percentage of students at each grade level that are fully meeting or exceeding expectations in reading comprehension and how each grade cohort has progressed through their time in Burnaby.*

- Cohort data is demonstrating that the emphasis on early intervention is supporting increased achievement for Indigenous learners
- We predict that this early intervention focus will improve outcomes for our students long term
- Beyond the focus on targeted *Reading Recovery* intervention, Indigenous learners are also a part of school based initiatives to support enhanced literacy skills

# Indigenous Enhancement Student Achievement

## 6 Year Completion Rate – Indigenous Students

School Year	All Students %	Female %	Male %
2012 / 13	51	56	44
2013 / 14	48	63	36
2014 / 15	58	55	61
2015 / 16	53	70	37
2016 / 17	54	56	51

- 6 year completion rate for Indigenous learners has fluctuated over the past five years
- Female Indigenous students achieve completion at a higher rate when compared to male students
- We will continue to work with schools to ensure individual students are receiving the supports necessary to complete school successfully

# 2017/2018 BC Reading Performance Standards Summary

Reporting practices and forms were enhanced in the 2016/17 year. The 2017 - 2018 cohort represents the second year of the improved structure in cohort tracking.

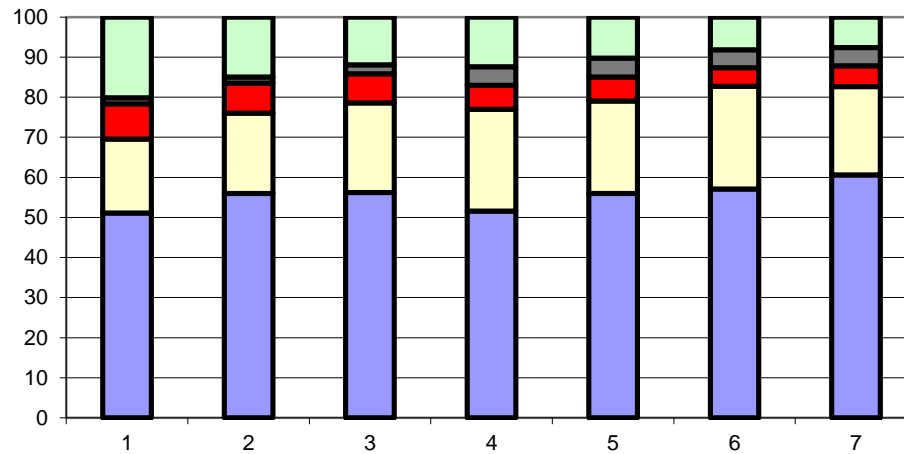
- 75% of primary students are meeting to exceeding expectations in comprehension reading
- 80% of intermediate students are meeting or exceeding expectations in comprehension reading
- 81% of female students are meeting or exceeding expectations in comprehension reading
- 75% of male students are meeting or exceeding expectations in comprehension reading
- 64% of Indigenous students are meeting or exceeding expectations in comprehension reading
- 50% of English Language Learner (ELL) students are meeting or exceeding expectations in comprehension reading

We will continue to track and monitor student progress.



# 2017/2018 BC Performance Standards Reading Grade 1-7

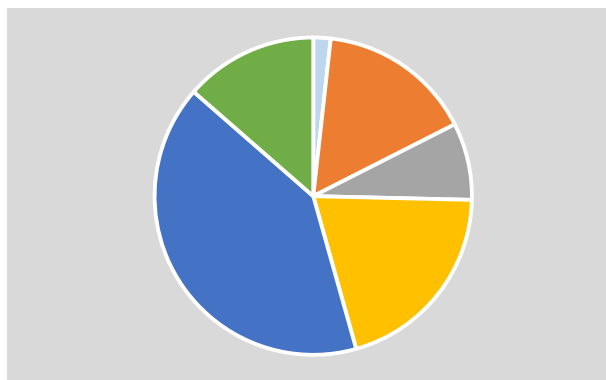
Percentage of Students by Categories



	1	2	3	4	5	6	7
ELL Level 1 and 2 Students	20	15	12	12	10	8	8
Modified Prog or SLP	2	1	2	5	5	4	5
Not Yet Meeting	9	7	7	6	6	5	5
Minimally Meeting	18	20	22	25	23	26	22
Meeting or Exceeding	51	56	56	52	56	57	61

# 2017/2018 BC Performance Standards Grade 1-3 Reading

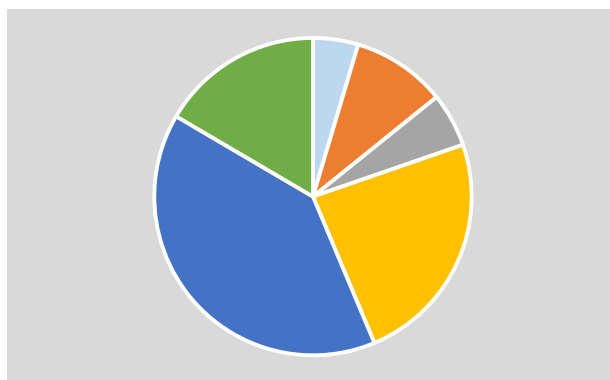
Percentage of students meeting or exceeding grade level expectations



Primary Students	Modified Program or SLP		ELL Levels 1 and 2		Not Yet Within Expectations		Meeting Expectations (Minimal Level)		Fully Meets Expectations		Exceeds Expectations	
	#	%	#	%	#	%	#	%	#	%	#	%
All Students	95	2	851	16	424	8	1094	20	2202	41	733	14
Female	32	1	383	15	185	7	513	20	1092	42	365	14
Male	63	2	468	17	239	8	581	21	1110	39	368	13
Indigenous	3	2	13	9	42	30	42	30	34	24	5	4
ELL	3	0	938	47	53	3	280	14	585	29	127	6

# 2017/2018 BC Performance Standards Grade 4-7 Reading

Percentage of students meeting or exceeding grade level expectations

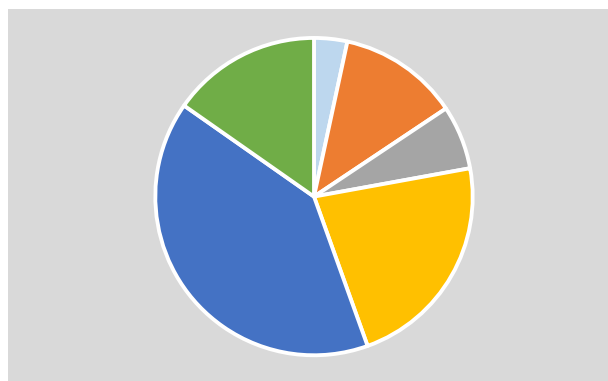


Intermediate Students	Modified Program or SLP		ELL Levels 1 and 2		Not Yet Within Expectations		Meeting Expectations (Minimal Level)		Fully Meets Expectations		Exceeds Expectations	
	#	%	#	%	#	%	#	%	#	%	#	%
All Students	330	5	689	10	394	5	1720	24	2853	40	1187	17
Female	124	4	317	9	140	4	756	22	1397	40	757	22
Male	206	6	372	10	254	7	964	26	1456	40	430	12
Indigenous	24	11	7	3	39	18	84	38	59	27	6	3
ELL	13	1	743	47	32	2	287	18	449	28	52	3

# 2017/2018 BC Performance Standards

## All Students Reading

Percentage of students meeting or exceeding grade level expectations



All Students (Grades 1-7)	Modified Program or SLP		ELL Levels 1 and 2		Not Yet Within Expectations		Meeting Expectations (Minimal Level)		Fully Meets Expectations		Exceeds Expectations	
	#	%	#	%	#	%	#	%	#	%	#	%
All Students	425	3	1540	12	818	7	2814	22	5055	40	1920	15
Female	156	3	700	12	325	5	1269	21	2489	41	1122	19
Male	269	4	840	13	493	8	1545	24	2566	39	798	12
Indigenous	27	8	20	6	81	23	126	35	93	26	11	3
ELL	16	0	1681	47	85	2	567	16	1034	29	179	5

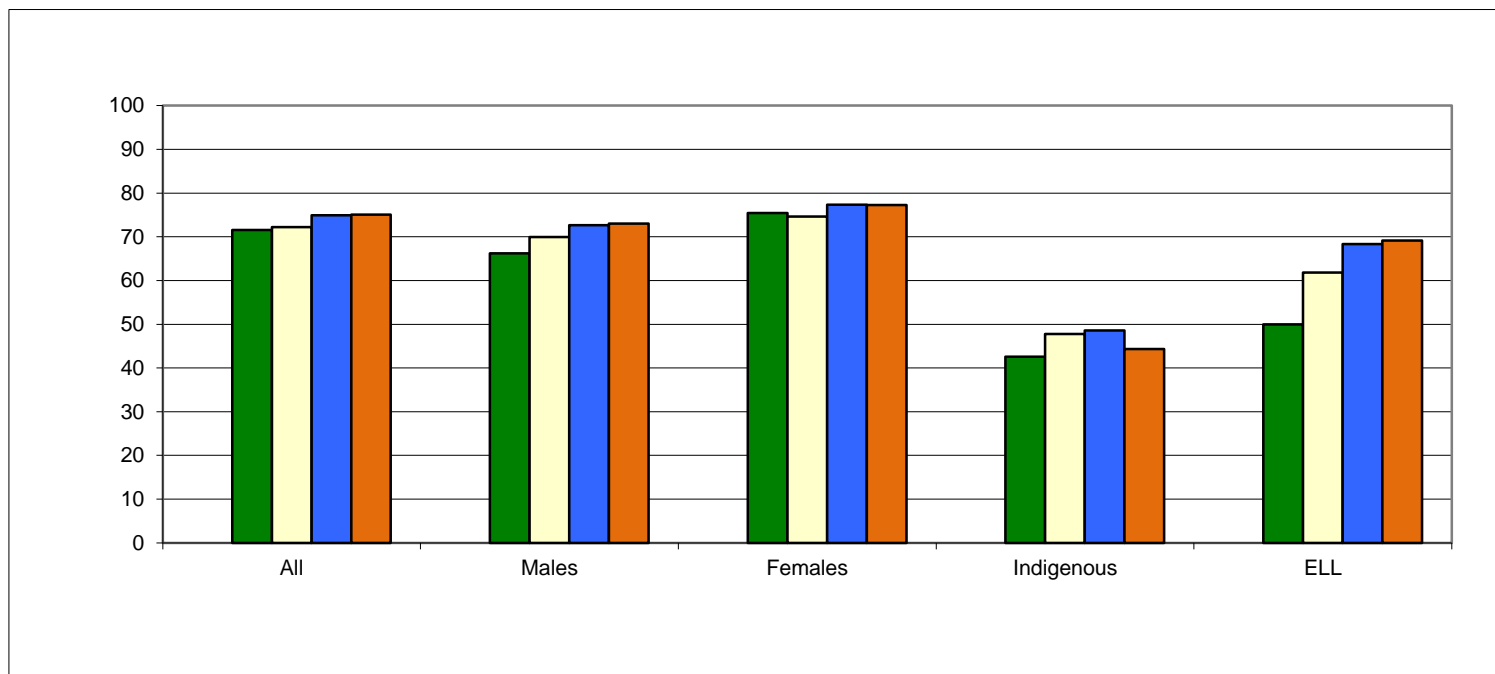
# Report Card Results

## Elementary Language Arts Summary

- Overall, report card results for students in grades 1 through 3 indicate a higher percentage of students fully meeting or exceeding grade level expectations in reading.
- This increase has been noted in all groups; male, female, Indigenous and ELL students

# Report Card Results – Language Arts Grade 1-3

Percentage of students fully meeting grade level expectations in reading



	All	Males	Females	Indigenous	ELL
2018	75	73	77	44	69
2017	75	73	77	49	68
2016	72	70	75	48	62
2015	72	66	75	43	50
2014	n/a	n/a	n/a	n/a	n/a

# Report Card Results

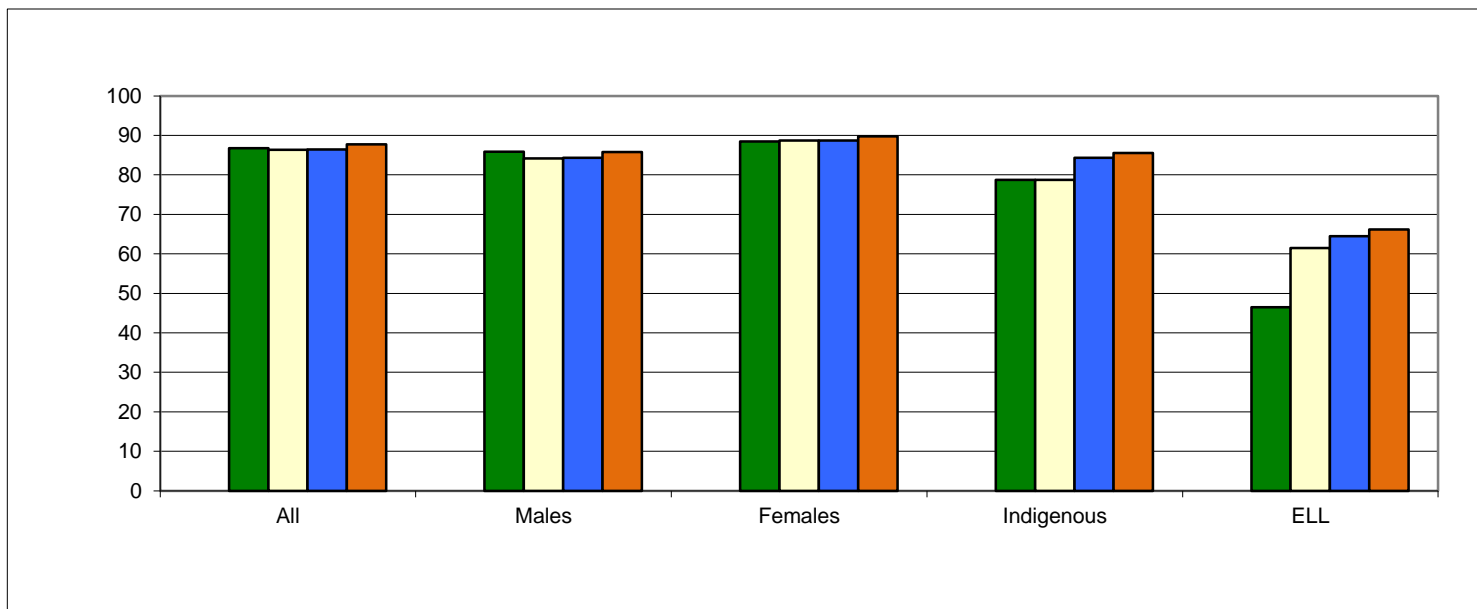
## Elementary Language Arts Summary

- Report card data indicates students in grades 4 through 7 fully meeting or exceeding grade level expectations in reading, writing and oral language is in-line with historical trends
- Specifically of note in the intermediate grades, is an increase in the percentage of Indigenous students fully meeting or exceeding grade level expectations in the area of oral language. At 92%, this is above the district average
- ELL students in the intermediate grades have demonstrated improvement in reading & writing



# Report Card Results – Language Arts Grade 4-7

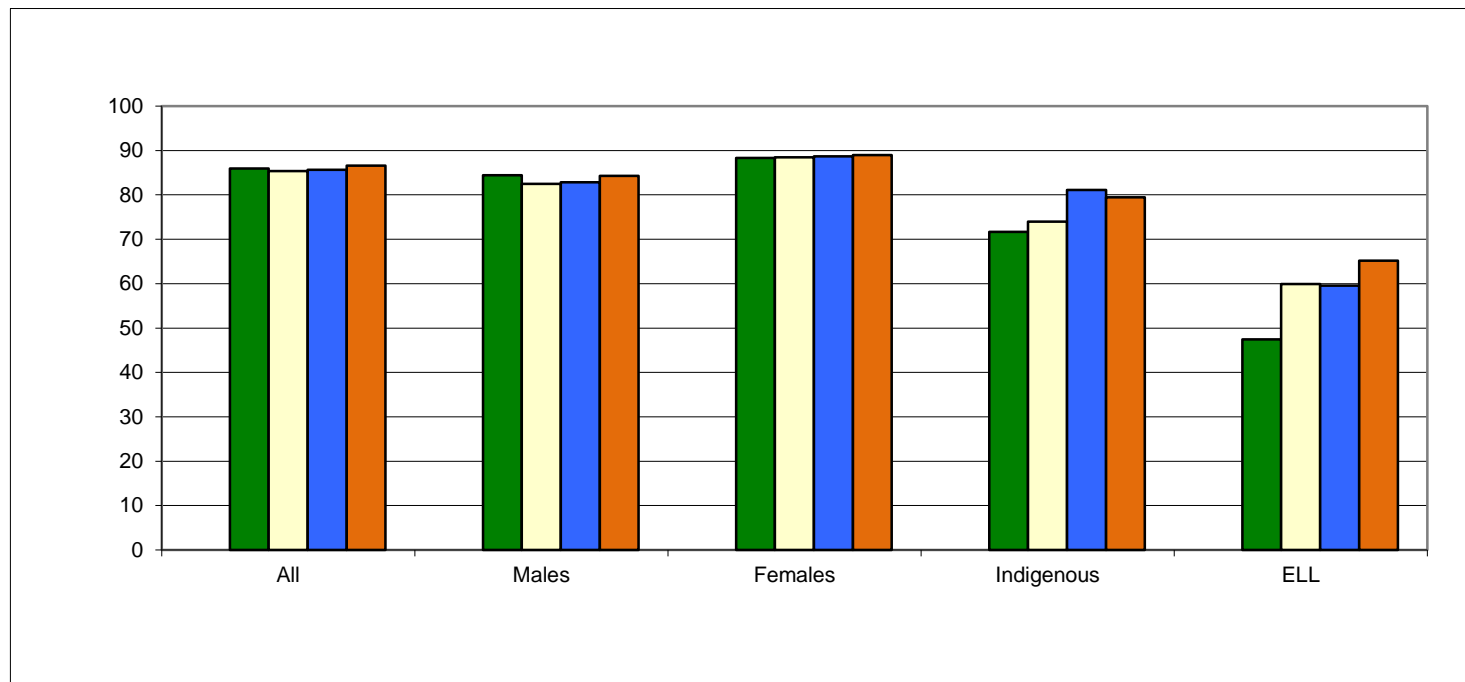
Percentage of students fully meeting grade level expectations in reading



	All	Males	Females	Indigenous	ELL
2018	88	86	90	86	66
2017	86	84	89	84	65
2016	86	84	89	79	61
2015	87	86	88	79	46
2014	n/a	n/a	n/a	n/a	n/a

# Report Card Results – Language Arts Grade 4-7

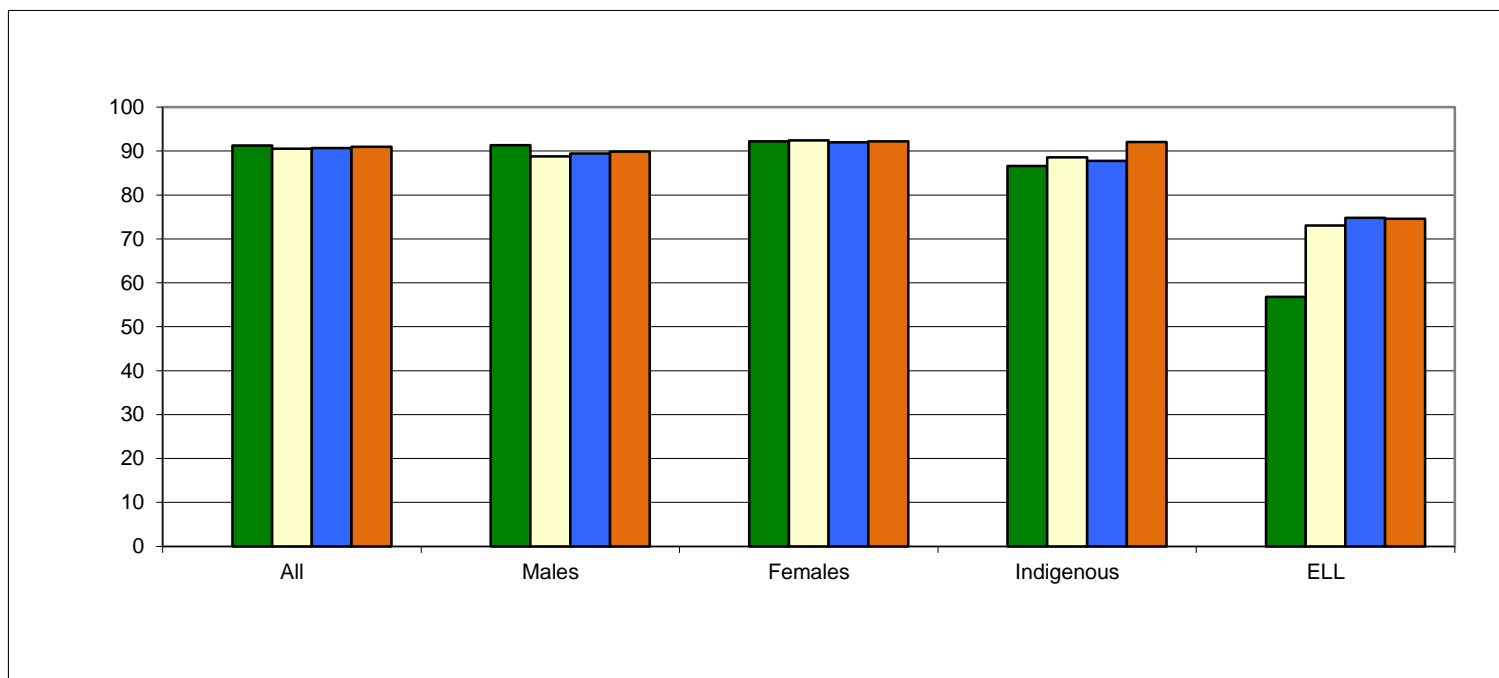
Percentage of students fully meeting grade level expectations in writing



	All	Males	Females	Indigenous	ELL
2018	87	84	89	79	65
2017	86	83	89	81	60
2016	85	82	88	74	60
2015	86	84	88	72	47
2014	n/a	n/a	n/a	n/a	n/a

# Report Card Results – Language Arts Grade 4-7

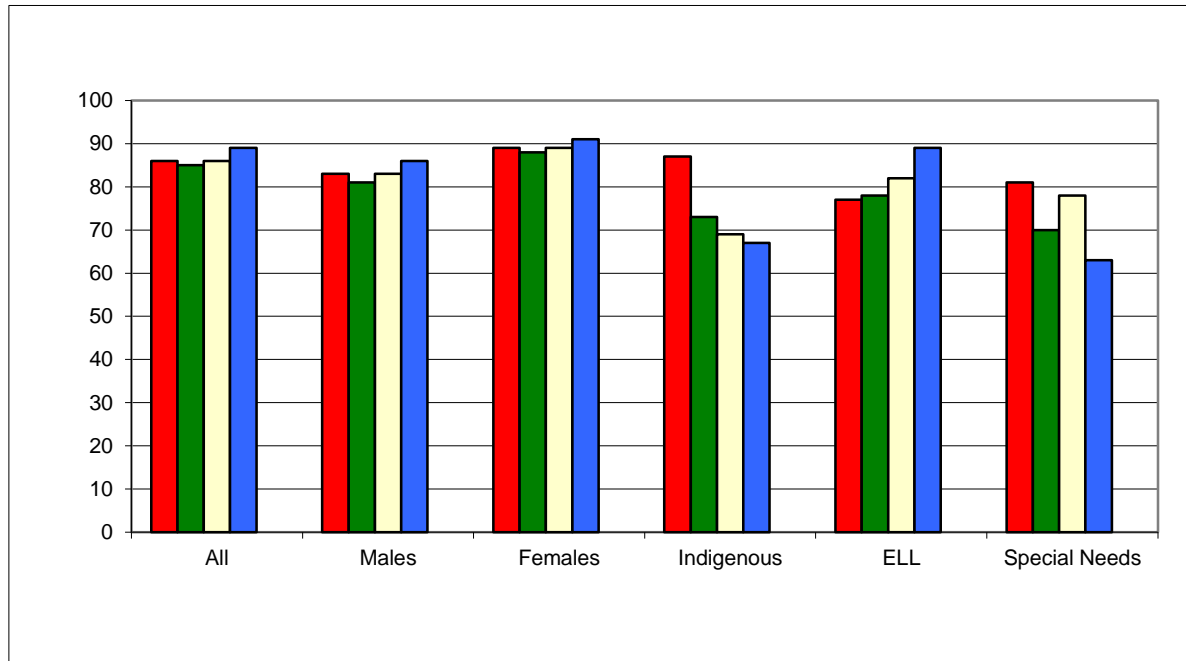
Percentage of students fully meeting grade level expectations in oral language



	All	Males	Females	Indigenous	ELL
2018	91	90	92	92	75
2017	91	89	92	88	75
2016	91	89	92	89	73
2015	91	91	92	87	57
2014	n/a	n/a	n/a	n/a	n/a

# Foundation Skills Assessment Grade 4 Reading

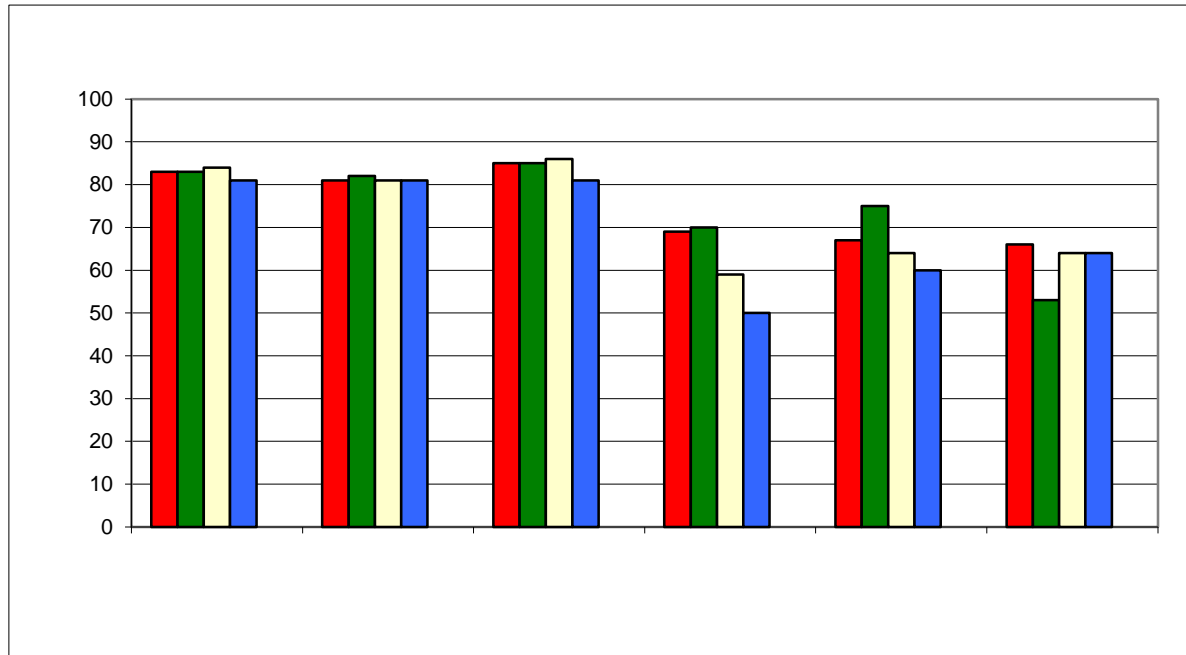
Percentage of students meeting or exceeding grade level expectations



	All	Males	Females	Indigenous	ELL	Special Needs
2018						
2017	89	86	91	67	89	63
2016	86	83	89	69	82	78
2015	85	81	88	73	78	70
2014	86	83	89	87	77	81

# Foundation Skills Assessment Grade 7 Reading

Percentage of students meeting or exceeding grade level expectations



	All	Males	Females	Indigenous	ELL	Special Needs
<b>2018</b>						
<b>2017</b>	81	81	81	50	60	64
<b>2016</b>	84	81	86	59	64	64
<b>2015</b>	83	82	85	70	75	53
<b>2014</b>	83	81	85	69	67	66

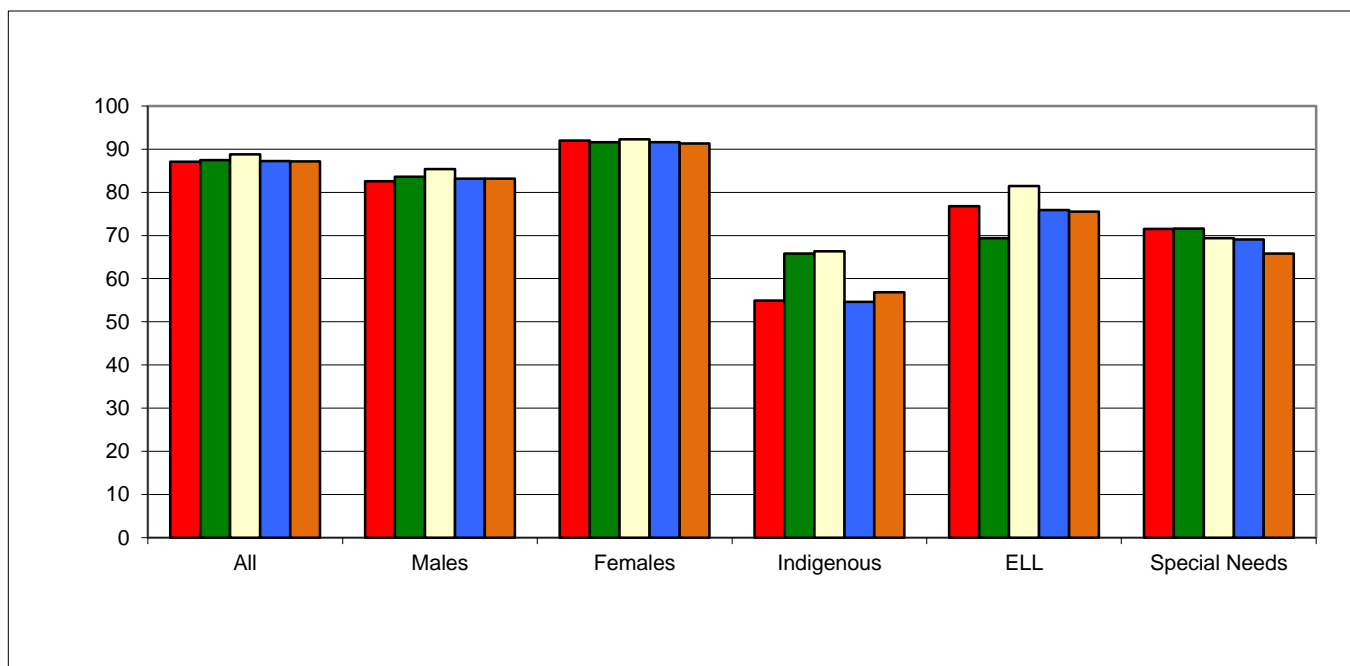
# Report Card Results

## Language Arts Grade 8-11 Summary

- Percentage of students achieving satisfactory performance or higher is in line with historic trends
- Male students are at 83% in achieving satisfactory performance or higher
- Female students are at 91% in achieving satisfactory performance or higher
- Indigenous students are at 57% in achieving satisfactory performance or higher
- English Language Learner (ELL) students are at 76% in achieving satisfactory performance or higher

# Report Card Results – Language Arts Grade 8-11

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

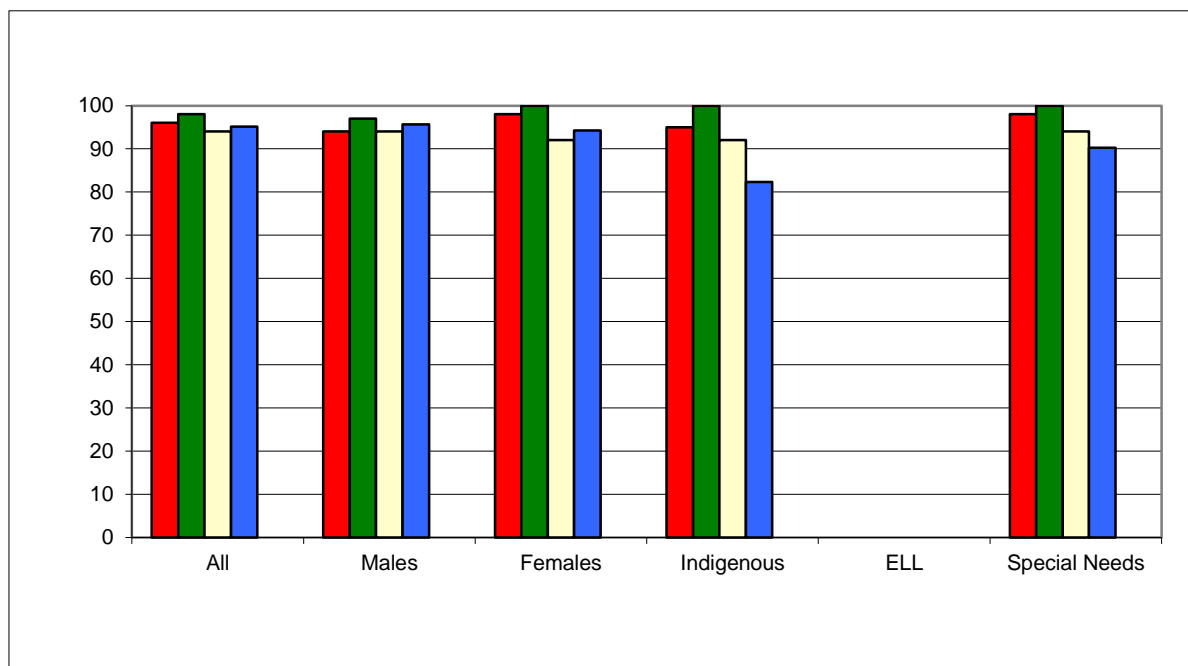


	All	Males	Females	Indigenous	ELL	Special Needs
2018	87	83	91	57	76	66
2017	87	83	92	55	76	69
2016	89	85	92	66	81	69
2015	87	84	92	66	69	72
2014	87	83	92	55	77	72



# Grade 12 Language Arts – Provincial Examination Results Communications 12

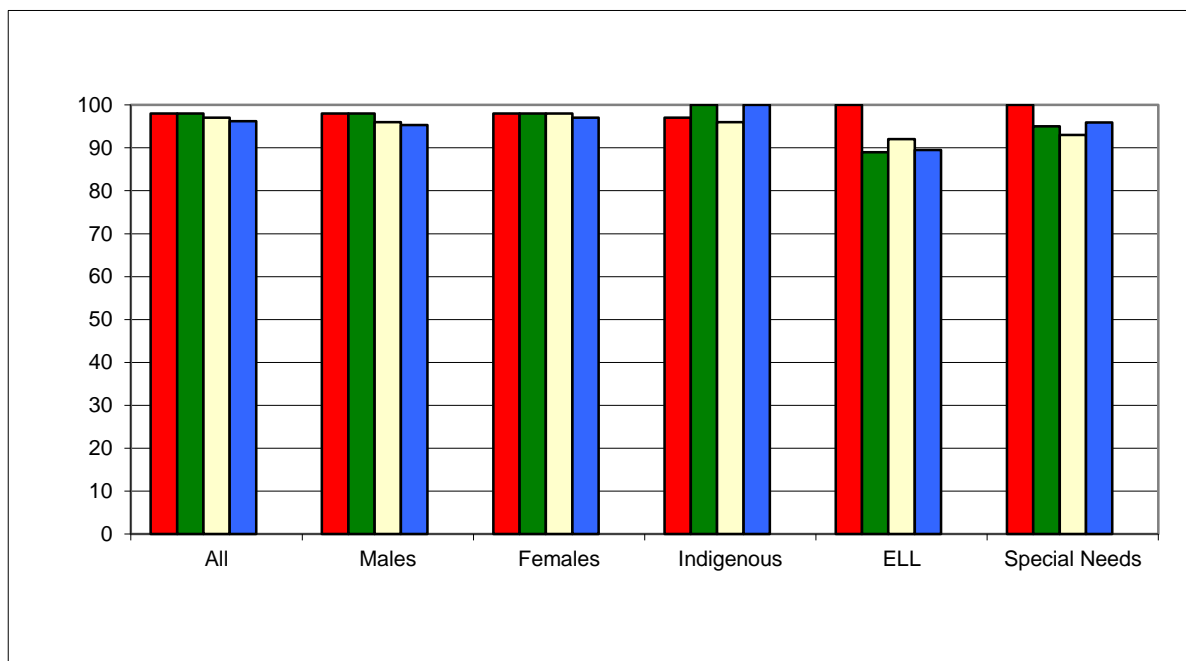
Pass Rate



	All	Males	Females	Indigenous	ELL	Special Needs
2018						
2017	95	96	94	82	Msk	90
2016	94	94	92	92	Msk	94
2015	98	97	100	100	Msk	100
2014	96	94	98	95	Msk	98

# Grade 12 Language Arts – Provincial Examination Results English 12

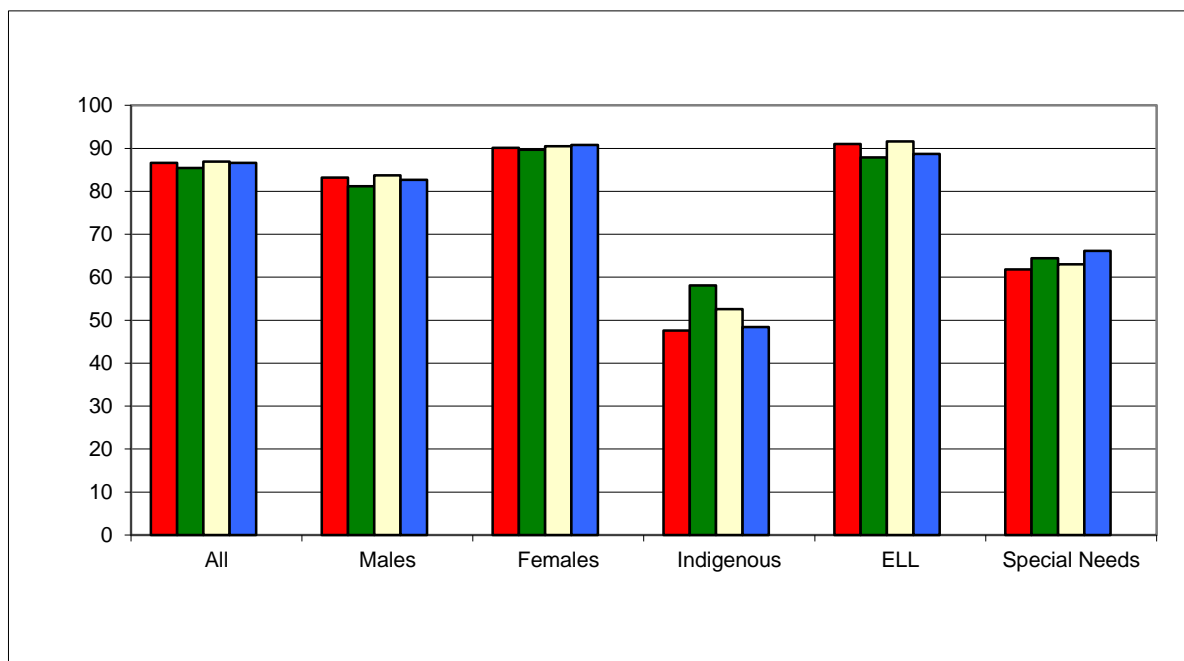
Pass Rate



	All	Males	Females	Indigenous	ELL	Special Needs
2018						
2017	96	95	97	100	89	96
2016	97	96	98	96	92	93
2015	98	98	98	100	89	95
2014	98	98	98	97	100	100

# Six-Year Dogwood Completion Rate

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



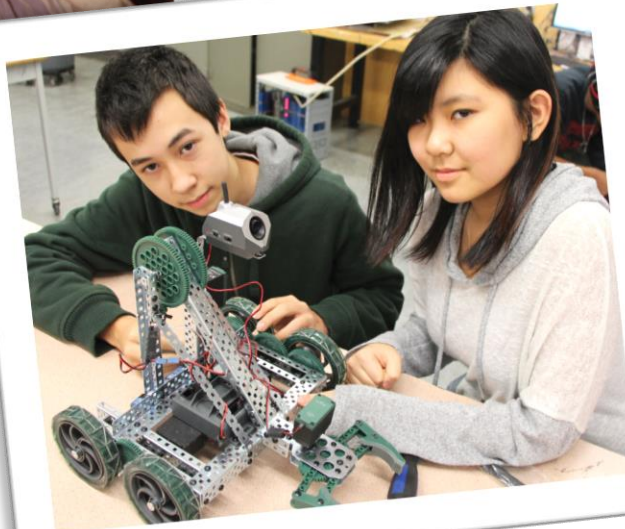
	All	Males	Females	Indigenous	ELL	Special Needs
<b>2018</b>						
<b>2017</b>	87	83	91	48	89	66
<b>2016</b>	87	84	91	53	92	63
<b>2015</b>	85	81	90	58	88	64
<b>2014</b>	87	83	90	48	91	62

# Student Dogwood Completion Rates

## Enhancing Student Success

- Six-year Dogwood completion rates for Indigenous students (2017) continue to be lower than their non-Indigenous counterparts
- The overall six-year Dogwood completion rates for the completion rate for Special Needs, ELL, Indigenous, female and male students is in line with historic trends
- There continues to be a difference between male and female Dogwood completion rates

# CAREER DEVELOPMENT / APPLIED DESIGN, SKILLS & TECHNOLOGIES



# Career Education/Applied Design, Skills & Technologies Overview

Career Education in Burnaby supports students to become successful, educated citizens by providing them with opportunities to explore careers for their future. Applied Design, Skills and Technologies (ADST) is the multidisciplinary connector that engages students, making learning meaningful and relevant and enabling them to bridge classroom with post-secondary education and the workplace.

# Career Education/ADST Employer Partnerships

Burnaby School District values community and industry partnerships and continually strives to forge new ones.

Schools work with over 1000 employers who host, support and guide students in over 4000 work experience and apprenticeship placements annually.



# Career Education / ADST Pathways to Employment

Students are provided with opportunities to develop knowledge and skills that lead to work and/or post secondary programs:

- **Work Experience**
- **Industry TRAIN and WORK in Trades Programs**
- **Industry Certification Programs**
- **Industry Connect Programs**



# Career Education/ADST Program Options

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

- **YOUTH TRAIN and WORK IN TRADES (Apprenticeable Careers):** Auto Collision Repair Technician, Auto Refinishing Prep Technician, Auto Service Technician, Baker, Carpenter, Construction Electrician, Professional Cook, Hairstylist, Painter & Decorator, Pipefitter, Plumber, Metal Fabricator
- **Industry Certification:** Computer Networking Technician, Fitness Leadership / Instructor, Hotel & Event Management
- **Industry Connect:** Film & Broadcast, Graphics / Media Arts, Health Sciences, Music Production & Technology, Robotics (Mechatronics)

Enrolment in each program fluctuates on an annual basis based on student choice and the number of seats available in District and Post Secondary Partner Programs.

# Career Education/ADST Industry Training Enrolment

Youth Train in Trades, Industry Certification & Connect Programs: 2012 - 2018



	2012 - 2013	2013 - 2014	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018
Youth Train in Trades	121	132	110	110	98	101
Industry Certification	58	57	59	56	54	52
Industry Connect	77	87	69	89	109	114
Total	256	276	238	255	261	267

# Career Education/ADST

## Other Programs and the Future

The district also offers a Business Education **Summit Diploma Program** which combines business education courses with leadership development, work experience and community service.

### Future Directions

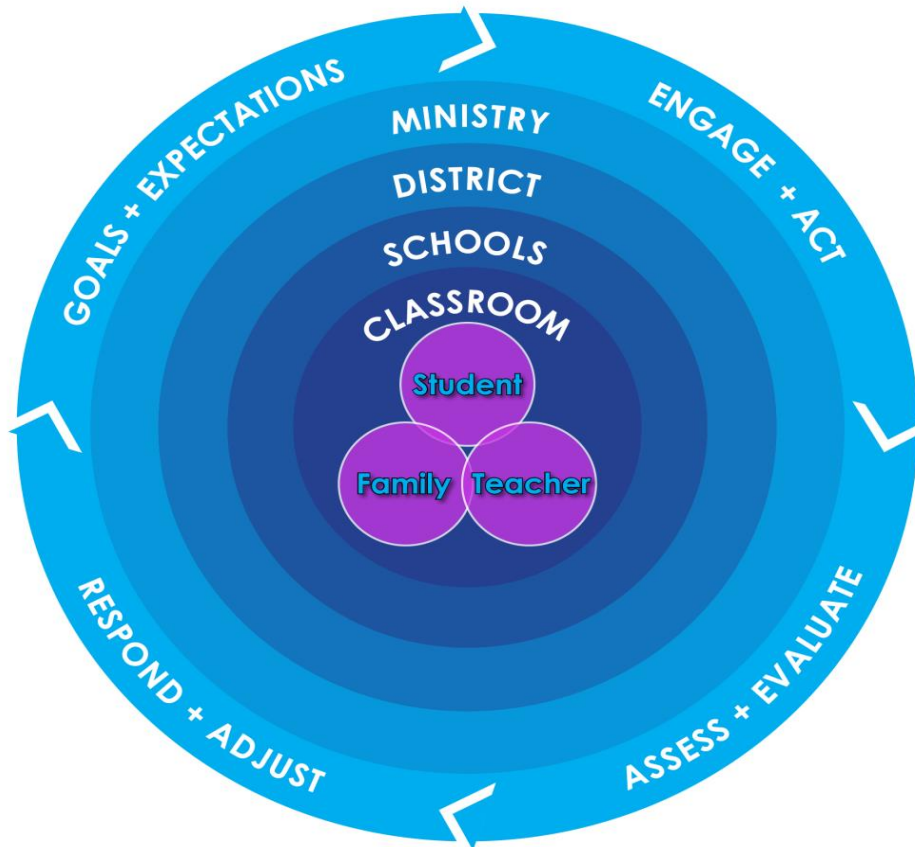
The district is working with post secondary institutions to expand transition programs and create increased opportunities for students.

Hands on ADST opportunities for students such as “Float Your Boat” where students design, build and float a cardboard boat, the “Tomorrow Today” challenge where students invent and market a product for the future and “Maker Spaces” where students create, invent and learn.

# EVIDENCE OF SUCCESS



# Achievement Cycle



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

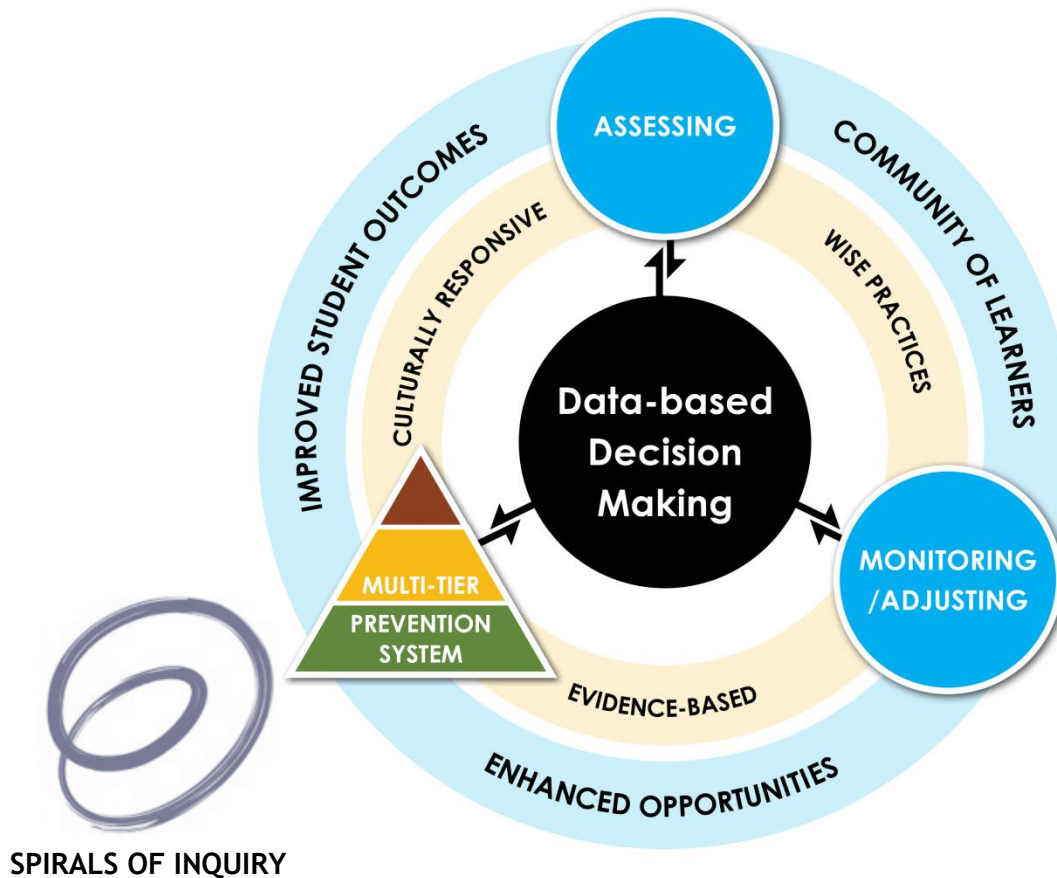
# Collaborative Inquiry

## 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 or Spirals of Inquiry based model that 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 at the end of each year
- Burnaby School District Framework for Enhancing Student Learning is developed from individual school plans and school conversation and team visits



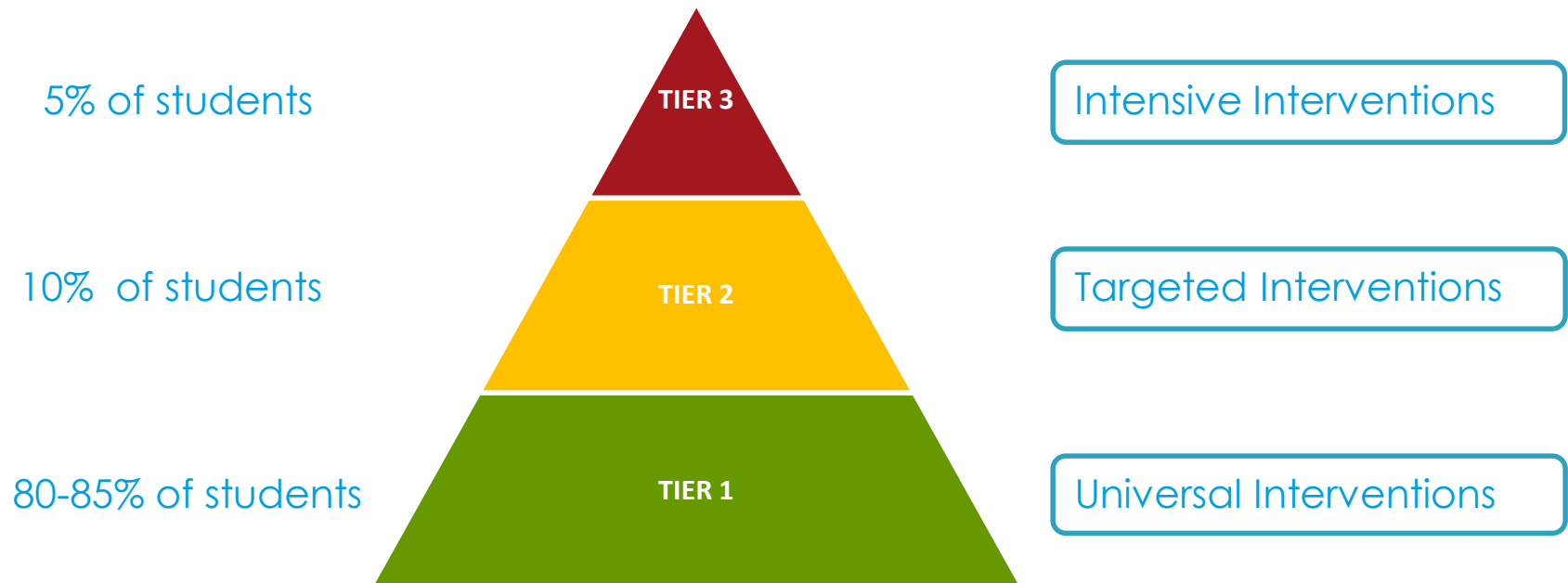
# Annual School Plans are Designed Around a Response to Intervention Cycle / Spirals of Inquiry Approach





# School Team Visits / Conversations

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



# School Team Visits / Conversations

## Spirals of Inquiry Model



School Name: \_\_\_\_\_ Principal: \_\_\_\_\_

School Goal: \_\_\_\_\_ Date: \_\_\_\_\_

### SCANNING

What's going on for your learners in relation to your goal? How are you supporting the diverse learning needs of your school population in relation to the goal?

### WHAT DOES OUR FOCUS NEED TO BE?

What evidence identifies the focus? What targeted groups are addressed? Where will concentrating your energies yield the greatest effect?

### SPECIFIC GOAL YOU ARE ADDRESSING:

How does your data inform next steps? What is contributing to this area of focus? How will students benefit academically, personally, socially?

### CHECKING

Have we made enough of a difference? Feedback, data collection, data sharing, data analysis. How is the data informing / modifying practice? What has changed for your target groups?

### NEXT STEPS:

What requires further attention? Where to next?

### HOW AND WHERE CAN WE LEARN MORE?

What professional learning has taken place and what is needed/ planned? What resources and school/ district supports are you using?

### TAKING ACTION / WHAT ARE WE DOING DIFFERENTLY?

What is your implementation plan? Roles of key stakeholders? How are all 3 tiers supported? How will you monitor progress?

# School Team Visits / Conversations

## Guiding Questions for School Team Visits/Conversations;

1. How are people engaged in the process?
2. What data are you using to determine your area/s of focus?
3. How are you monitoring and adjusting instruction based on data?
4. What are you learning about that is changing practice?
5. How is your goal developing and being refined?
6. What different perspective so parents offer in the school planning process?
7. What structures are you using to engage parents in the school planning process?
8. Moving forward how will you monitor and adjust to ensure this process continues to engage parents in meaningful dialogue?

# Future Direction

- 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 extend learning opportunities for all learners with the Redesigned Curriculum
- The district will continue to evaluate the effectiveness of programs in improving student success

# Future Direction

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

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)