School District 41 Burnaby
District Framework for Enhancing Student Learning
2018 - 2019
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.
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.
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.

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.

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.

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.

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.

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.
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.

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.

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.

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.

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

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

2018/2019

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

Languages spoken by 240 or more students:

<table>
<thead>
<tr>
<th>Language</th>
<th>Count</th>
</tr>
</thead>
<tbody>
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<td>CANTONESE/MANDARIN</td>
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<tr>
<td>TAGALOG/PILIPINO</td>
<td>1033</td>
</tr>
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<tr>
<td>SPANISH</td>
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<td>ARABIC</td>
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<tr>
<td>VIETNAMESE</td>
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<tr>
<td>RUSSIAN</td>
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</tr>
<tr>
<td>PUNJABI</td>
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</tr>
<tr>
<td>JAPANESE</td>
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</tr>
<tr>
<td>PORTUGUESE</td>
<td>297</td>
</tr>
<tr>
<td>PERSIAN</td>
<td>277</td>
</tr>
<tr>
<td>SERBIAN</td>
<td>248</td>
</tr>
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</table>

Other languages spoken by 240 or more students:

- ENGLISH
- RUSSIAN
- CANTONESE/MANDARIN
- PUNJABI
- TAGALOG/PILIPINO
- KOREAN
- SPANISH
- ARABIC
- VIETNAMESE
- OTHER (72 Languages)
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, all service streams of MCFD, 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
- 12 month Youth Worker for supporting Children & Youth in Care
- Support to Learning Pathways Programs
- District Intervention 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 Social Emotional Learning
- PREPARE Critical Incident Response
- Safe TALK (Suicide Response)
- Violence Threat Risk Assessment Training & Protocol (VITRA) updated policy 2018/19
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 10th year supporting SEL in Burnaby
- 13 elementary schools have participated in a School Climate Study with UBC this year for the 10th year
- 11 schools have a specific SEL goal as one of their school goals
- Participation in MDI 4 and MDI 7 for the past 5 years – Data informs practice in all schools
- Have completed 2 waves of MDI for grade 4 and 7 and have completed a 3rd wave with grade 4 this past year
- Continue to work with Miriam Miller (Educational Consultant) on SEL
Community School Philosophy

COMMUNITY CONNECTIONS
Community residents, businesses and agencies working together to resolve neighbourhood issues through local solutions and supports.

COMMUNITY DEVELOPMENT
People coming together in a place where they feel they belong, to determine common needs and to work together to meet those needs.

LIFELONG LEARNING
Successful programs and services respond to the child as part of a family and part of a community where learning opportunities are provided for all ages.
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.
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.
In the 2018/19 school year, 95 Children & Youth in Care were enrolled in Burnaby schools.

<table>
<thead>
<tr>
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<th>Count</th>
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<tbody>
<tr>
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<tr>
<td>Cont. Custody Ord.</td>
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<tr>
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<td>Guardianship Worker</td>
<td>20</td>
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<tr>
<td>Social Worker</td>
<td>24</td>
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<tr>
<td>Temp. Custody Ord.</td>
<td>9</td>
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</table>

<table>
<thead>
<tr>
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<th>Count</th>
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<tr>
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</tr>
<tr>
<td>Male</td>
<td>46</td>
</tr>
</tbody>
</table>

<table>
<thead>
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<th>School Type</th>
<th>Count</th>
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</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>38</td>
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<tr>
<td>Secondary</td>
<td>57</td>
</tr>
<tr>
<td>Total</td>
<td>95</td>
</tr>
</tbody>
</table>
In the 2018/19 school year, 720 Indigenous students were enrolled in Indigenous Education programs in Burnaby schools.

**Gender**

<table>
<thead>
<tr>
<th></th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>349</td>
</tr>
<tr>
<td>Male</td>
<td>371</td>
</tr>
<tr>
<td>Total</td>
<td>720</td>
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**School Type**

<table>
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<th></th>
<th>Count</th>
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<tbody>
<tr>
<td>Elementary</td>
<td>412</td>
</tr>
<tr>
<td>Secondary</td>
<td>308</td>
</tr>
<tr>
<td>Total</td>
<td>720</td>
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</table>
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
• IPALS (Immigrant Parents as Literacy Supporters)
• Welcome to Kindergarten
• Learning Together – On my way 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

<table>
<thead>
<tr>
<th>Year</th>
<th>All</th>
<th>Males</th>
<th>Females</th>
<th>Indigenous</th>
<th>ELL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>30</td>
<td>33</td>
<td>26</td>
<td>45</td>
<td>39</td>
</tr>
<tr>
<td>2018</td>
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<td>35</td>
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<td>41</td>
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<tr>
<td>2017</td>
<td>30</td>
<td>33</td>
<td>27</td>
<td>52</td>
<td>44</td>
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<tr>
<td>2016</td>
<td>32</td>
<td>37</td>
<td>27</td>
<td>42</td>
<td>37</td>
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<tr>
<td>2015</td>
<td>26</td>
<td>32</td>
<td>20</td>
<td>60</td>
<td>39</td>
</tr>
</tbody>
</table>
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 works 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
- Itinerate 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 Liaisons
- EA Engagement 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

TIER 3 - INTENSIVE INTERVENTIONS
- Individual Students
- Diagnostic Assessments
- High Intensity

TIER 2 - TARGETED INTERVENTIONS
- Some Students
- Rapid Response
- Frequent Process Monitoring

TIER 1 - RESEARCHED-BASED CORE INSTRUCTION
- All Students
- Prevention
- Early Intervention
Intensive, Focused Support
An Innovative Approach

Board Certified Behaviour Analysts

• Foster the professional development of teachers, administrators and support staff in the delivery of educational services to children with intense behaviour
• Analyze data to determine most appropriate intervention
• Use and promote Behaviour Profiles app to instantly graph data and track progress
• The district has 3 Board Certified Behaviour Analysts

Educational Assistant Engagement Workers

• Foster professional development and engagement of EAs throughout the district
• Schedule professional development workshops/series focusing on the EA competencies identified in Burnaby’s EA Manual
• The district has 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 2019, the district will transition 72 preschool students into kindergarten who meet criteria for a Ministry of Education special needs designation. Additional students will be identified as the intake process continues throughout the Fall of 2019.

• Of the 72 students, 49 have been identified as having autism.

• In addition, at least 15 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 532 students on the autism spectrum kindergarten – grade 12
- 69% 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
Reading Recovery

Early Intervention

- 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.

- With a focus on vulnerable learners we work to ensure that schools with high populations of vulnerable students have Reading Recovery teachers on staff.

- Currently there are teachers trained in Reading Recovery in 27 elementary schools.

- School-based Reading Recovery teachers continue to build the capacity of all teachers in the area of literacy.
## Reading Recovery

**Number of Participating Students**

<table>
<thead>
<tr>
<th></th>
<th>All</th>
<th>Males</th>
<th>Females</th>
<th>Indigenous</th>
</tr>
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<tbody>
<tr>
<td>2019</td>
<td>252</td>
<td>130</td>
<td>122</td>
<td>24</td>
</tr>
<tr>
<td>2018</td>
<td>271</td>
<td>148</td>
<td>123</td>
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<td>2017</td>
<td>187</td>
<td>109</td>
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<td>2016</td>
<td>158</td>
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<td>6</td>
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<tr>
<td>2015</td>
<td>155</td>
<td>94</td>
<td>61</td>
<td>4</td>
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**Reading Recovery**

Student Outcomes by Percentage of Students

<table>
<thead>
<tr>
<th></th>
<th>Successfully Completed</th>
<th>Assessment and Learning Sup.</th>
<th>Continue with Program in Following Year</th>
<th>Moved Schools / Other</th>
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<tr>
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<td>59</td>
<td>4</td>
<td>35</td>
<td>2</td>
</tr>
<tr>
<td><strong>2018</strong></td>
<td>50</td>
<td>4</td>
<td>27</td>
<td>1</td>
</tr>
<tr>
<td><strong>2017</strong></td>
<td>61</td>
<td>2</td>
<td>32</td>
<td>5</td>
</tr>
<tr>
<td><strong>2016</strong></td>
<td>69</td>
<td>3</td>
<td>27</td>
<td>1</td>
</tr>
<tr>
<td><strong>2015</strong></td>
<td>73</td>
<td>3</td>
<td>23</td>
<td>1</td>
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Reading Recovery
Findings 2018 - 2019

• In 2018/19, 252 students participated in the program.

• 59% of students showed substantial growth in reading and successfully completed the program.

• 35% of students will continue Reading Recovery next year.
Fast ForWord

Intervention

• 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

<table>
<thead>
<tr>
<th></th>
<th>All</th>
<th>Males</th>
<th>Females</th>
<th>Indigenous</th>
<th>ELL</th>
<th>Special Needs</th>
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</thead>
<tbody>
<tr>
<td>2019</td>
<td>181</td>
<td>119</td>
<td>62</td>
<td>7</td>
<td>83</td>
<td>65</td>
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<tr>
<td>2018</td>
<td>213</td>
<td>124</td>
<td>89</td>
<td>12</td>
<td>95</td>
<td>88</td>
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<tr>
<td>2017</td>
<td>231</td>
<td>138</td>
<td>93</td>
<td>21</td>
<td>74</td>
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<tr>
<td>2016</td>
<td>241</td>
<td>156</td>
<td>85</td>
<td>25</td>
<td>62</td>
<td>110</td>
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<tr>
<td>2015</td>
<td>282</td>
<td>162</td>
<td>120</td>
<td>25</td>
<td>95</td>
<td>91</td>
</tr>
</tbody>
</table>
Fast ForWord

Reading Progress Indicator (RPI) Gains by Percentage of Students

<table>
<thead>
<tr>
<th>Year</th>
<th>0 - 1 year</th>
<th>1 - 2 years</th>
<th>More than 2 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>55</td>
<td>35</td>
<td>9</td>
</tr>
<tr>
<td>2016</td>
<td>55</td>
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<td>2017</td>
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<td>2018</td>
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</tr>
<tr>
<td>2019</td>
<td>52</td>
<td>39</td>
<td>8</td>
</tr>
</tbody>
</table>
Findings

- 47% 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).
To improve the reading achievement of all Burnaby learners.

**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
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
- Performance Standards 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 2018 – 2019, indicated that 84% of primary ELL students and 82% of intermediate ELL students were developing, proficient or extending
- Performance Standards data 2018 – 2019, indicated that 91% of Level 3 and 4 elementary ELL students were minimally meeting, fully meeting or exceeding expectations
- Evidence at the secondary level 2018 – 2019, indicated that 77% 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

<table>
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<tr>
<td>Modified Program or SLP</td>
<td>8%</td>
<td>8%</td>
<td>6%</td>
<td>0%</td>
<td>4%</td>
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<tr>
<td>Not Yet Meeting Expectations</td>
<td>28%</td>
<td>20%</td>
<td>29%</td>
<td>28%</td>
<td>28%</td>
</tr>
<tr>
<td>Minimally Meeting Expectations</td>
<td>38%</td>
<td>33%</td>
<td>17%</td>
<td>31%</td>
<td>37%</td>
</tr>
<tr>
<td>Meeting or Exceeding Expectations</td>
<td>26%</td>
<td>39%</td>
<td>48%</td>
<td>42%</td>
<td>31%</td>
</tr>
</tbody>
</table>

- Since the start of the Enhancement Agreement in 2014, the percentage of students fully meeting or exceeding expectations in reading comprehension at the end of grade 3 has improved.
- We believe that this has been 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

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<th></th>
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</thead>
<tbody>
<tr>
<td>Modified Program or SLP</td>
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<td>11%</td>
<td>5%</td>
<td>15%</td>
</tr>
<tr>
<td>Not Yet Meeting Expectations</td>
<td>15%</td>
<td>15%</td>
<td>24%</td>
<td>25%</td>
<td>17%</td>
</tr>
<tr>
<td>Minimally Meeting Expectations</td>
<td>35%</td>
<td>30%</td>
<td>26%</td>
<td>38%</td>
<td>22%</td>
</tr>
<tr>
<td>Meeting or Exceeding Expectations</td>
<td>25%</td>
<td>33%</td>
<td>39%</td>
<td>31%</td>
<td>46%</td>
</tr>
</tbody>
</table>

- Over the past 5 years, the percentage of students fully meeting or exceeding expectations in reading comprehension at the end of grade 7 has improved.
- 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

<table>
<thead>
<tr>
<th>2018-19</th>
<th>01</th>
<th>02</th>
<th>03</th>
<th>04</th>
<th>05</th>
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<th>07</th>
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<tbody>
<tr>
<td>Grade 7</td>
<td>28</td>
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<td>38</td>
<td>27</td>
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<td></td>
<td>36</td>
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<td>29</td>
<td>32</td>
<td>23</td>
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<td>Grade 5</td>
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<td>27</td>
<td>48</td>
<td>29</td>
<td>38</td>
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<td>Grade 4</td>
<td>22</td>
<td>35</td>
<td>42</td>
<td>30</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Grade 2</td>
<td>32</td>
<td>32</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Continued focus on early intervention 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.

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.
Indigenous Enhancement
Student Achievement

6 Year Completion Rate – Indigenous Students

<table>
<thead>
<tr>
<th>School Year</th>
<th>All Students %</th>
<th>Female %</th>
<th>Male %</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013 / 14</td>
<td>48</td>
<td>63</td>
<td>36</td>
</tr>
<tr>
<td>2014 / 15</td>
<td>58</td>
<td>55</td>
<td>61</td>
</tr>
<tr>
<td>2015 / 16</td>
<td>53</td>
<td>70</td>
<td>37</td>
</tr>
<tr>
<td>2016 / 17</td>
<td>48</td>
<td>51</td>
<td>45</td>
</tr>
<tr>
<td>2017 / 18</td>
<td>71</td>
<td>94</td>
<td>45</td>
</tr>
</tbody>
</table>

- From 2016/17 to 2017/18 we have seen a 23% increase in the six year completion rate for Indigenous learners.
- In 2017/18 Indigenous females were the highest performing cohort with 94% of Indigenous females successfully graduating.
- 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.
2018/2019 BC Reading Performance Standards Summary

Reporting practices and forms were enhanced in the 2016/17 year. The 2018-19 cohort represents the third year of the improved structure in cohort tracking.

- 74% of primary students are meeting to exceeding expectations in reading comprehension
- 80% of intermediate students are meeting or exceeding expectations in reading comprehension
- 80% of female students are meeting or exceeding expectations in reading comprehension
- 75% of male students are meeting or exceeding expectations in reading comprehension
- 64% of Indigenous students are meeting or exceeding expectations in reading comprehension
- 54% of English Language Learner (ELL) students are meeting or exceeding expectations in reading comprehension

We will continue to track and monitor student progress.
2018/2019 BC Performance Standards
Reading Grade 1-7
Percentage of Students by Categories
# 2018/2019 BC Performance Standards
## Grade 1-3 Reading
### Percentage of students meeting or exceeding grade level expectations

<table>
<thead>
<tr>
<th>Primary Students</th>
<th>Modified Program or SLP</th>
<th>ELL Levels 1 and 2</th>
<th>Not Yet Within Expectations</th>
<th>Meeting Expectations (Minimal Level)</th>
<th>Fully Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>All Students</td>
<td>133</td>
<td>2</td>
<td>843</td>
<td>15</td>
<td>470</td>
<td>8</td>
</tr>
<tr>
<td>Female</td>
<td>44</td>
<td>2</td>
<td>383</td>
<td>14</td>
<td>199</td>
<td>7</td>
</tr>
<tr>
<td>Male</td>
<td>89</td>
<td>3</td>
<td>460</td>
<td>16</td>
<td>271</td>
<td>9</td>
</tr>
<tr>
<td>Indigenous</td>
<td>7</td>
<td>2</td>
<td>16</td>
<td>4</td>
<td>43</td>
<td>10</td>
</tr>
<tr>
<td>ELL</td>
<td>16</td>
<td>1</td>
<td>843</td>
<td>51</td>
<td>74</td>
<td>5</td>
</tr>
</tbody>
</table>
## 2018/2019 BC Performance Standards
### Grade 4-7 Reading
Percentage of students meeting or exceeding grade level expectations

<table>
<thead>
<tr>
<th>Intermediate Students</th>
<th>Modified Program or SLP</th>
<th>ELL Levels 1 and 2</th>
<th>Not Yet Within Expectations</th>
<th>Meeting Expectations (Minimal Level)</th>
<th>Fully Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>All Students</td>
<td>265</td>
<td>4</td>
<td>692</td>
<td>10</td>
<td>490</td>
<td>7</td>
</tr>
<tr>
<td>Female</td>
<td>95</td>
<td>3</td>
<td>308</td>
<td>9</td>
<td>197</td>
<td>6</td>
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<tr>
<td>Male</td>
<td>170</td>
<td>5</td>
<td>384</td>
<td>11</td>
<td>293</td>
<td>8</td>
</tr>
<tr>
<td>Indigenous</td>
<td>24</td>
<td>12</td>
<td>3</td>
<td>1</td>
<td>39</td>
<td>19</td>
</tr>
<tr>
<td>ELL</td>
<td>2</td>
<td>0</td>
<td>692</td>
<td>45</td>
<td>50</td>
<td>3</td>
</tr>
</tbody>
</table>
# 2018/2019 BC Performance Standards
## All Students Reading
Percentage of students meeting or exceeding grade level expectations

![Pie Chart](chart.png)

<table>
<thead>
<tr>
<th></th>
<th>Modified Program or SLP</th>
<th>ELL Levels 1 and 2</th>
<th>Not Yet Within Expectations</th>
<th>Meeting Expectations (Minimal Level)</th>
<th>Fully Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students (Grades 1-7)</td>
<td># 3</td>
<td>% 1535 12</td>
<td>960 8</td>
<td>2867 23</td>
<td>5128 40</td>
<td>1820 14</td>
</tr>
<tr>
<td>Female</td>
<td># 2</td>
<td>% 691 11</td>
<td>396 6</td>
<td>1249 20</td>
<td>2591 42</td>
<td>1064 17</td>
</tr>
<tr>
<td>Male</td>
<td># 4</td>
<td>% 844 13</td>
<td>564 9</td>
<td>1618 25</td>
<td>2537 39</td>
<td>756 11</td>
</tr>
<tr>
<td>Indigenous</td>
<td># 8</td>
<td>% 19 5</td>
<td>82 22</td>
<td>120 33</td>
<td>100 27</td>
<td>13 4</td>
</tr>
<tr>
<td>ELL</td>
<td># 1</td>
<td>% 1535 45</td>
<td>124 4</td>
<td>635 19</td>
<td>927 27</td>
<td>188 5</td>
</tr>
</tbody>
</table>
Report Card Results – Language Arts

Elementary Language Arts Summary

• As curriculum has changed, so do the ways we assess, evaluate and report on student learning. In BC, assessment of all forms will support a more flexible, personalized approach to learning and measure deeper, complex thinking. In Burnaby, teachers strive to support student success by providing timely, meaningful information on student learning through multiple forms of assessment.

• At the centre of this shift is the use of the Ministry of Education’s proficiency scale: Emerging, Developing, Proficient and Extending. The language of proficiency has replaced letter grades in more than 60% of our elementary schools; research indicates this format of reporting provides more clarity for both students and parents on the learning process.
Report Card Results – Language Arts Grade 1-3

Percentage of students developing, proficient or extending in English

<table>
<thead>
<tr>
<th></th>
<th>All</th>
<th>Males</th>
<th>Females</th>
<th>Indigenous</th>
<th>ELL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>88</td>
<td>86</td>
<td>91</td>
<td>72</td>
<td>84</td>
</tr>
</tbody>
</table>
Report Card Results – Language Arts Grade 4-7

Percentage of students developing, proficient or extending in English

<table>
<thead>
<tr>
<th></th>
<th>All</th>
<th>Males</th>
<th>Females</th>
<th>Indigenous</th>
<th>ELL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>93</td>
<td>91</td>
<td>95</td>
<td>83</td>
<td>82</td>
</tr>
</tbody>
</table>
Foundation Skills Assessment Grade 4 Reading

Percentage of students (writers only) on track or extending

<table>
<thead>
<tr>
<th></th>
<th>All</th>
<th>Males</th>
<th>Females</th>
<th>Indigenous</th>
<th>ELL</th>
<th>Special Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2019</strong></td>
<td>85</td>
<td>82</td>
<td>87</td>
<td>76</td>
<td>79</td>
<td>75</td>
</tr>
<tr>
<td><strong>2018</strong></td>
<td>83</td>
<td>81</td>
<td>85</td>
<td>58</td>
<td>75</td>
<td>71</td>
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</tbody>
</table>
Foundation Skills Assessment Grade 7 Reading

Percentage of students (writers only) on track or extending

<table>
<thead>
<tr>
<th></th>
<th>All</th>
<th>Males</th>
<th>Females</th>
<th>Indigenous</th>
<th>ELL</th>
<th>Special Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2019</strong></td>
<td>85</td>
<td>83</td>
<td>88</td>
<td>65</td>
<td>79</td>
<td>56</td>
</tr>
<tr>
<td><strong>2018</strong></td>
<td>84</td>
<td>81</td>
<td>87</td>
<td>80</td>
<td>68</td>
<td>70</td>
</tr>
</tbody>
</table>
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 82% in achieving satisfactory performance or higher
• Female students are at 92% in achieving satisfactory performance or higher
• Indigenous students are at 61% in achieving satisfactory performance or higher
• English Language Learner (ELL) students are at 77% in achieving satisfactory performance or higher
Report Card Results – Language Arts Grade 8-11

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

![Bar Chart]

<table>
<thead>
<tr>
<th></th>
<th>All</th>
<th>Males</th>
<th>Females</th>
<th>Indigenous</th>
<th>ELL</th>
<th>Special Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2019</strong></td>
<td>87</td>
<td>82</td>
<td>92</td>
<td>61</td>
<td>77</td>
<td>64</td>
</tr>
<tr>
<td><strong>2018</strong></td>
<td>87</td>
<td>83</td>
<td>91</td>
<td>57</td>
<td>76</td>
<td>66</td>
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<tr>
<td><strong>2017</strong></td>
<td>87</td>
<td>83</td>
<td>92</td>
<td>55</td>
<td>76</td>
<td>69</td>
</tr>
<tr>
<td><strong>2016</strong></td>
<td>89</td>
<td>85</td>
<td>92</td>
<td>66</td>
<td>81</td>
<td>69</td>
</tr>
<tr>
<td><strong>2015</strong></td>
<td>87</td>
<td>84</td>
<td>92</td>
<td>66</td>
<td>69</td>
<td>72</td>
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</table>
Grade 12 Language Arts – Provincial Examination Results Communications 12

Pass Rate

<table>
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<tr>
<th>Year</th>
<th>All</th>
<th>Males</th>
<th>Females</th>
<th>Indigenous</th>
<th>ELL</th>
<th>Special Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>94</td>
<td>93</td>
<td>96</td>
<td>92</td>
<td>Msk</td>
<td>93</td>
</tr>
<tr>
<td>2018</td>
<td>95</td>
<td>96</td>
<td>94</td>
<td>82</td>
<td>Msk</td>
<td>89</td>
</tr>
<tr>
<td>2017</td>
<td>94</td>
<td>94</td>
<td>92</td>
<td>92</td>
<td>Msk</td>
<td>94</td>
</tr>
<tr>
<td>2016</td>
<td>98</td>
<td>97</td>
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<td>100</td>
<td>Msk</td>
<td>100</td>
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</table>
Grade 12 Language Arts – Provincial Examination Results English 12
Pass Rate

<table>
<thead>
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<th></th>
<th>All</th>
<th>Males</th>
<th>Females</th>
<th>Indigenous</th>
<th>ELL</th>
<th>Special Needs</th>
</tr>
</thead>
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<tr>
<td>2019</td>
<td>96</td>
<td>95</td>
<td>97</td>
<td>94</td>
<td>83</td>
<td>98</td>
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<td>2018</td>
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<tr>
<td>2016</td>
<td>97</td>
<td>96</td>
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<td>100</td>
<td>92</td>
<td>93</td>
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<tr>
<td>2015</td>
<td>98</td>
<td>98</td>
<td>98</td>
<td>100</td>
<td>89</td>
<td>95</td>
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</tbody>
</table>
Six-Year Dogwood Completion Rate
Percentage of students who graduate within six years from enrolment in grade 8

<table>
<thead>
<tr>
<th>Year</th>
<th>All</th>
<th>Males</th>
<th>Females</th>
<th>Indigenous</th>
<th>ELL</th>
<th>Special Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>87</td>
<td>84</td>
<td>90</td>
<td>71</td>
<td>88</td>
<td>68</td>
</tr>
<tr>
<td>2018</td>
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<tr>
<td>2017</td>
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<td>2015</td>
<td>85</td>
<td>81</td>
<td>90</td>
<td>58</td>
<td>88</td>
<td>64</td>
</tr>
</tbody>
</table>
Student Dogwood Completion Rates
Enhancing Student Success

- Six-year Dogwood completion rates for Indigenous students (2017 - 2018) continue to be lower than their non-Indigenous counterparts, but have increased significantly by 23% from the year previous.

- The overall six-year Dogwood completion rates for Special Needs, ELL, female and male students is in line with historic trends.

- There continues to be a difference between male and female Dogwood completion rates, however the percent gap is smaller in 2018 than in previous years.
Career Education in Burnaby supports students to become successful, educated citizens, 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 the classroom to post-secondary education and to 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 3000 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)**
  Hosted within our district: Auto Service Technician, Carpenter, Construction Electrician, Professional Cook, Hairstylist
  In partnership with VCC: Auto Collision Repair Technician, Auto Refinishing Prep Technician, Baker
  In partnership with BCIT: Metal Fabricator and Power Equipment Technician, Industrial Mechanic (Millwright), Ironworker (Generalist), Sheet Metal Worker

- **Industry Certification**: Computer Networking Technician, Fitness Leadership / Instructor, Tourism & Event Management, Palo Alto Network Security Technician

- **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: 2013 - 2019

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Youth Train in Trades</td>
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<td>110</td>
<td>110</td>
<td>98</td>
<td>101</td>
<td>108</td>
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<td>Industry Certification</td>
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<td>59</td>
<td>56</td>
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<td>52</td>
<td>43</td>
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<tr>
<td>Industry Connect</td>
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<td>69</td>
<td>89</td>
<td>109</td>
<td>114</td>
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<td>Total</td>
<td>276</td>
<td>238</td>
<td>255</td>
<td>261</td>
<td>267</td>
<td>262</td>
</tr>
</tbody>
</table>
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
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 goals 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

5% of students

10% of students

80-85% of students

TIER 3

Intensive Interventions

TIER 2

Targeted Interventions

TIER 1

Universal Interventions
### School Team Visits / Conversations

**Spirals of Inquiry Model**

<table>
<thead>
<tr>
<th><strong>School Name:</strong></th>
<th><strong>Principal:</strong></th>
<th><strong>School Goal:</strong></th>
<th><strong>Date:</strong></th>
</tr>
</thead>
</table>

#### 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?

#### 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?

#### 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?

#### NEXT STEPS:
- What requires further attention? Where to next?

#### 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?

#### 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)