

Burnaby School District – Supporting Document

This document contains key questions

Data

How is your school using data to identify students who are struggling?
How is your school explicitly identifying these students in your school plan and goals?
How are teachers able to identify struggling students who may not show in the data?

- Data is used as baseline information to make decisions about who required additional support and where to go next with instruction
- It helps inform movement within groups and helps with lesson planning and where additional support is required
- It allows for revision of certain skills and determines when to move on to other strategies to better support learning
- It helps focus lessons better suited to student need/ability

Strategies

How are interventions identified and prioritized for your school?

What is your school doing to adapt and/or adjust interventions to support student success?

How is your school providing opportunities for staff to participate in collaborative conversations, share promising practices and learn from one another?

Writing:

Implement strategies as discussed at the Professional Days throughout 2024/25 school year.

School wide write in Fall and Spring (2024/25 school year) assessed by individual teachers to develop baseline data and monitor progress. During Professional Days, staff investigate data to see areas of growth and improvement areas needed.

How are you monitoring progress for these students? How frequently?

- Formative assessment
- School Wide Write (Fall and Spring)
- Consultation with classroom teachers and LSS staff (weekly TEAM Meetings and check-ins)
- Ongoing consultation through in-class support with LSS and SIOP in many classes with our ELL/LSS teachers
- ELL Yearly Assessments, Weekly/monthly informal assessments – writing samples, oral reading and oral/written responses, listening - phonemic awareness
- IEP Goal progress monitoring – bi-annually – including data collection

How are you adjusting instruction/programming in response to student needs?

- LSS/ELL staff in collaboration with classroom teacher
- Keeping students in close proximity to teacher as need be
- More frequent review and/or re-teaching
- Circulating/teacher check-in
- Partnering/small group instruction
- Peer tutoring
- Formal and informal assessments
- Collaboration with classroom teachers to plan content together so language objectives can be addressed and targeted
- Team and parallel teaching – ELL teacher support targeted group by scaffolding language (SIOP).

Social Emotional Learning:

Focus on self-regulation and problem-solving skills will result in better academic performance, improved attitudes and behaviors, and reduced emotional stress for all members of the Seaforth Community.

HOW?

- The CASEL SEL 3 Signature Practices Playbook will be one of the resources that will support our work in fostering, maintaining and enhancing a warm, welcoming climate and culture within which everyone feels they safe, valued, connected and productive.
- Spend time on Pro-D days and at staff meetings modelling SEL practices and strategies (Zones of Regulation, Everyday Speech)
- We will incorporate welcoming activities, rituals and routines (soft starts) into our daily practice to foster inclusion and connectedness. These practices will provide avenues to foster a respectful, welcoming, inclusive and anti-racist environment.
- We will use engaging strategies such as brain breaks and interactive and reflective experiences that will allow students to practice SEL strategies.
- Optimistic closures will help highlight the important elements of our learning, and will help make connections.
- Focus on gratitude, Growth Mindset
- Student SEL survey to create baseline data (June 2025)

Student Populations

How does your school plan address educational outcomes for indigenous students, students with disabilities or diverse abilities, and children and youth in care?

Our overarching long-term goals at Seaforth are to **maximize every child's full potential in the areas of writing, as well as to enhance Social and Emotional Learning**. We believe that student social and emotional well-being is tied to their academic success.

In **alignment with the Burnaby School District's Strategic Plan**, we want to **foster lifelong learners**, and believe that writing is a key factor in fostering an individual's ability to demonstrate and express their learning. We also want to **foster global citizens** who are confident and capable, can self-regulate and manage the stresses of a rapidly changing world, understand and maintain relationships and connections, and make moral and ethical decisions.

Our plan embraces and embodies many aspects of the **District's Strategic Plan**. Our goals are to **foster student excellence by enhancing writing and student social and emotional well-being**. Our goals can only be accomplished by **partnering with our supportive parent community, and the broader community**. Our goal is a long term one, and hopefully one that **becomes embedded in the Seaforth culture on a continuous basis, long after the life of this document**.

Ensuring **everyone's social and emotional well-being is a priority**. Awareness, self-regulation, problem solving, movement and brain breaks, and practicing gratitude, kindness and patience are some of the deliberate steps we will be taking.

Consideration for Data

What does the data say?

See attached data and analysis

Data included:

1. November 2024 school wide write
2. FSA (grade 4 and 7) data 2024/25
3. 2023-24 Language Arts Report Card Results

Data to be added:

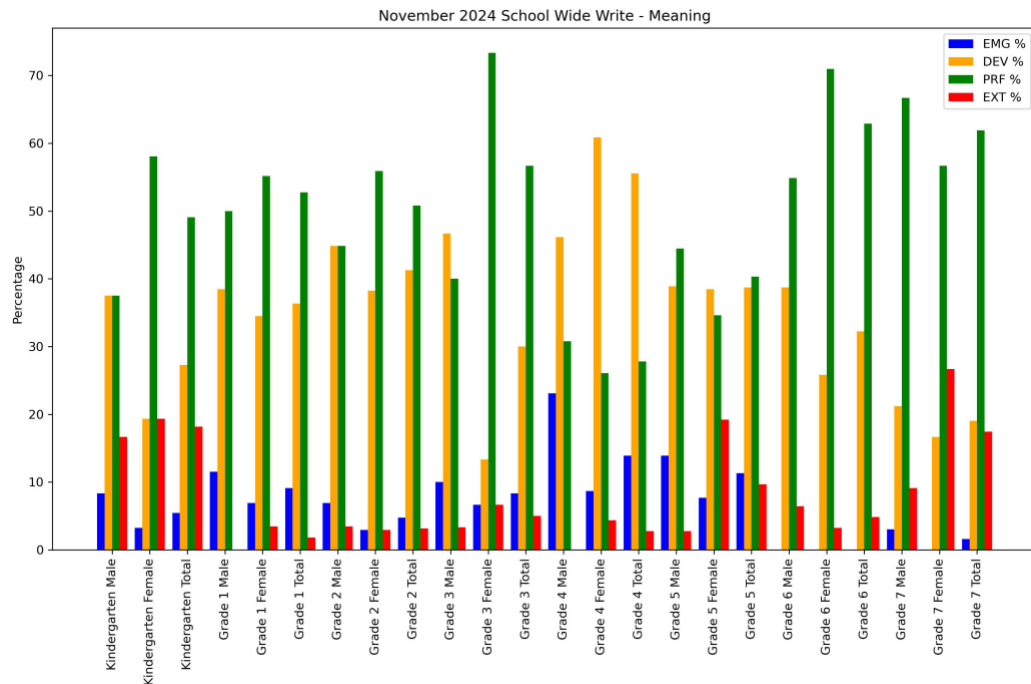
1. May 2025 school wide write
2. June 2025 SEL student survey

How do we know?

School and District staff review plans annually, examining goals and action plans to determine if adjustments are required.

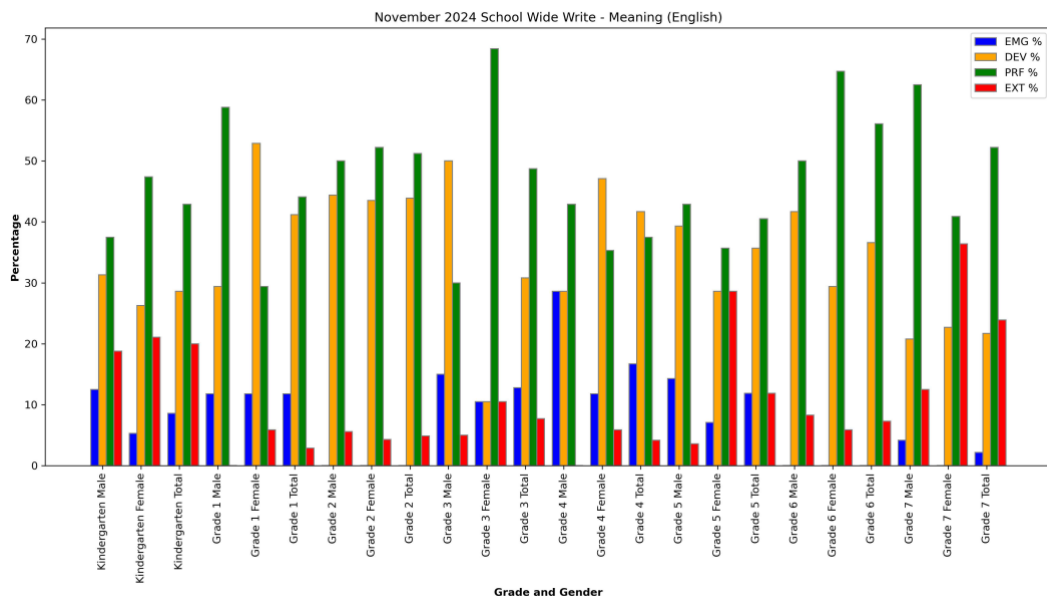
Meaning - November 2024 School Wide Write

Whole School Analysis (K-7)



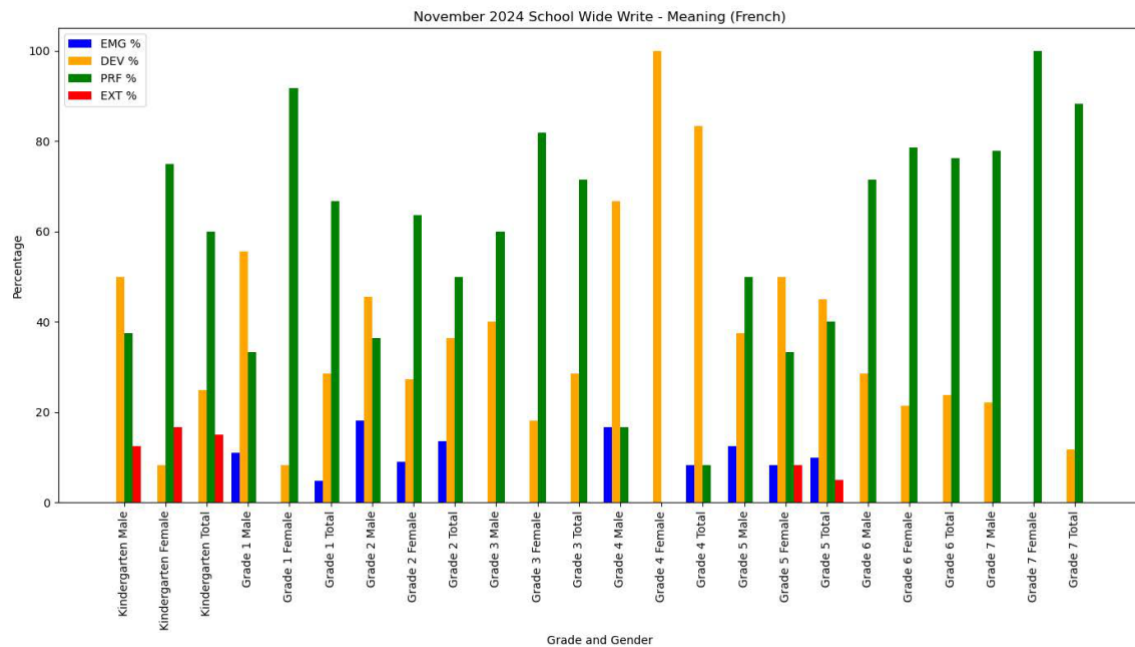
- Most grades show a concentration in the Developing (DEV) and Proficient (PRF) categories.
- Primary Grades (K-3): Higher percentages in EMG and DEV.
- Intermediate Grades (4-7): Shift toward PRF, with some EXT beginning to appear.

English Classes Analysis



- Males tend to have slightly higher percentages in EMG and DEV.
- Females generally show stronger performance in PRF and EXT.
- Grades 4-7 show a healthy distribution across all four categories.

French Classes Analysis (K–6)



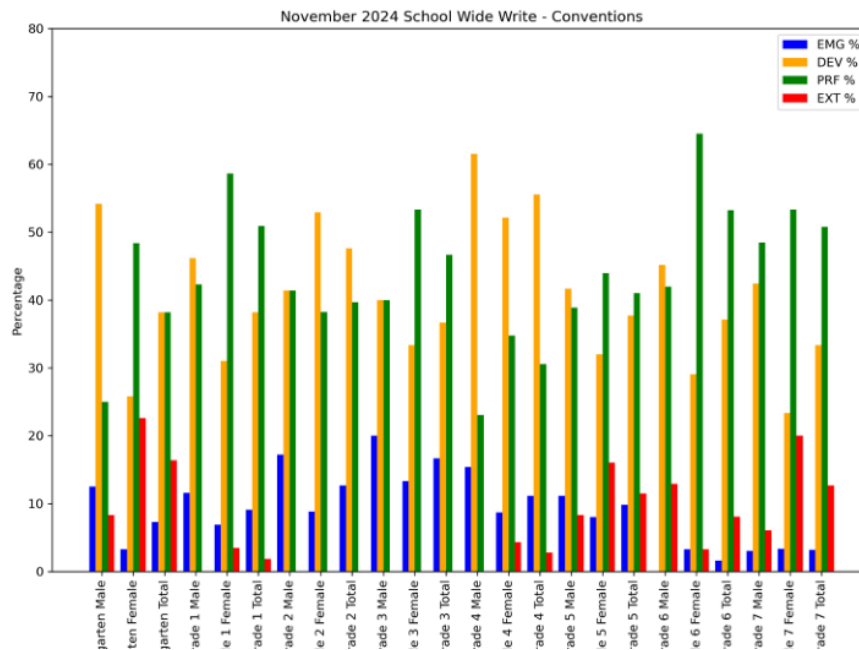
- Overall Distribution:
 - DEV is the dominant category across most grades.
 - EMG is notably high in Kindergarten and Grade 1.
 - PRF increases steadily from Grade 2 to Grade 5.

Key Takeaways

- Developmental Progression: There is a clear upward trend in meaning proficiency from primary to intermediate grades.
- Gender Differences: English classes show that females generally outperform males in meaning.

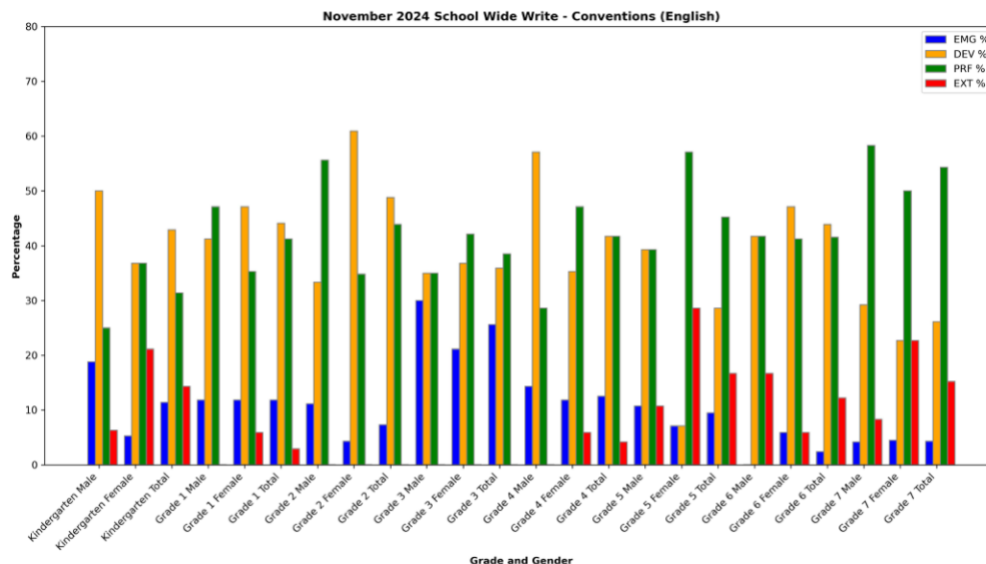
Conventions - November 2024 School Wide Write

Whole School Analysis (K-7)



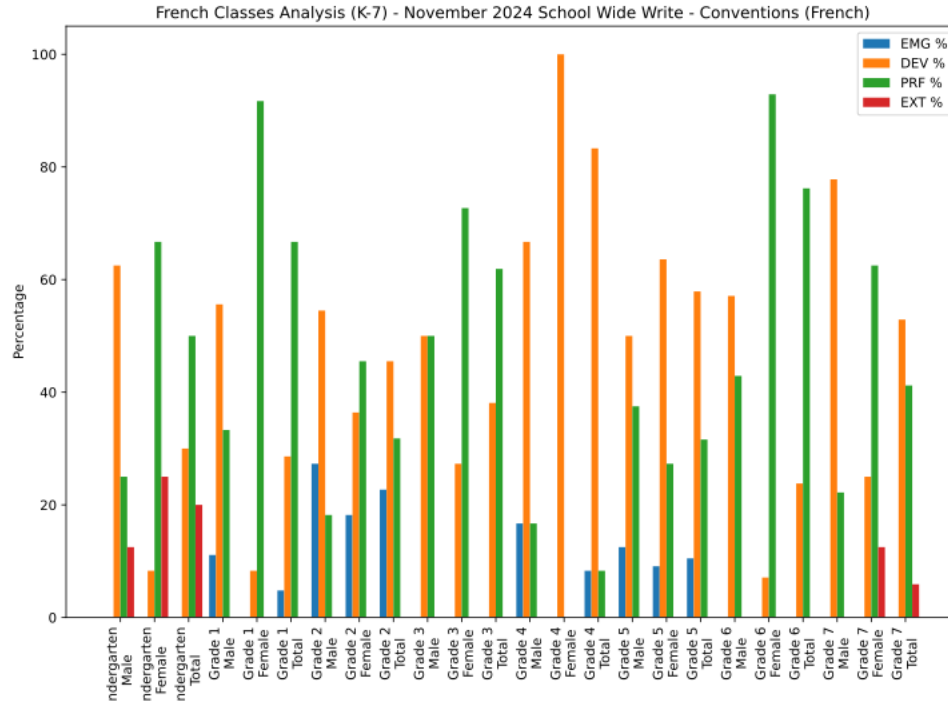
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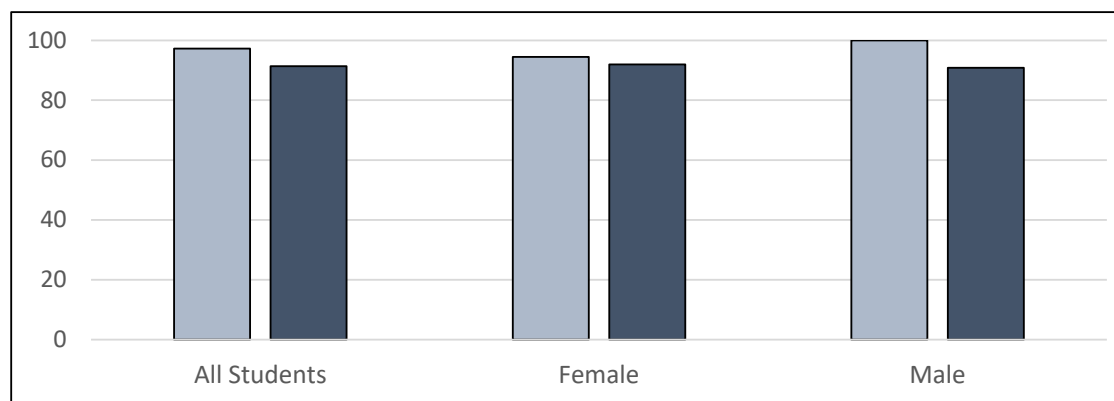
Key Takeaways

- Developmental Progression: There is a clear upward trend in conventions proficiency from primary to intermediate grades.
- Gender Differences: English classes show that females generally outperform males in conventions.

2023-24 Language Arts Report Card Results

Kindergarten English Report Cards - Percentage of Students Developing, Proficient and Extending

	All Students	Female	Male
School	97	94	100
Burnaby	91	92	91



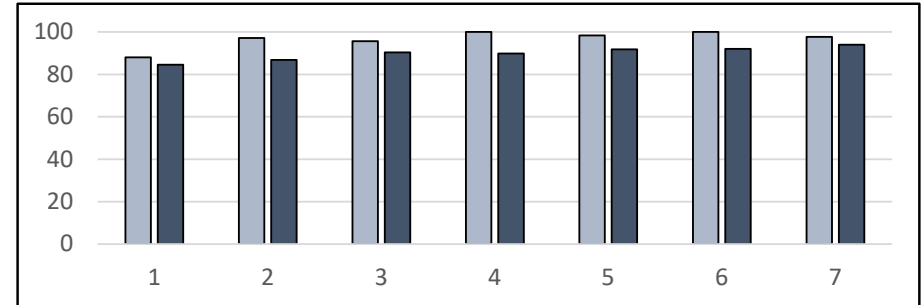
Seaforth Elementary

2023-24 Language Arts Report Card Results

English Report Cards - Percentage of Students Developing, Proficient and Extending

All Students

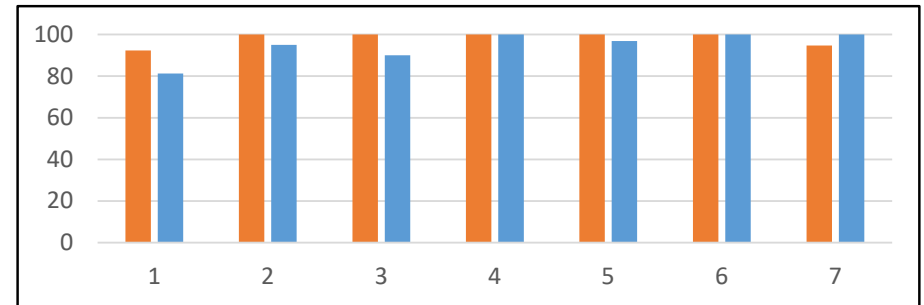
	Grade						
	1	2	3	4	5	6	7
School	88	97	96	100	98	100	98
Burnaby	85	87	90	90	92	92	94



English Report Cards - Percentage of Students Developing, Proficient and Extending

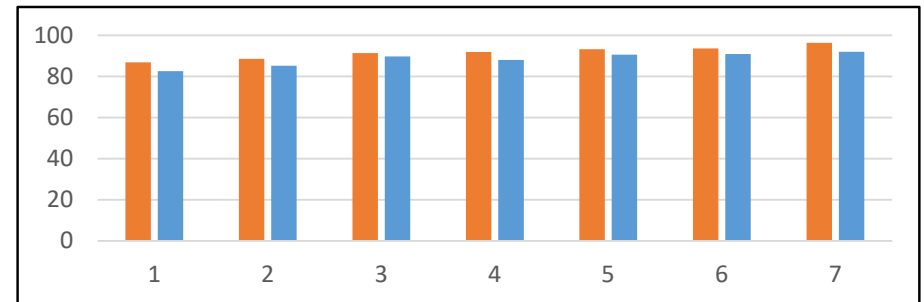
Seaforth Elementary

	Grade						
	1	2	3	4	5	6	7
Female	92	100	100	100	100	100	95
Male	81	95	90	100	97	100	100



Burnaby

	Grade						
	1	2	3	4	5	6	7
Female	87	89	91	92	93	94	96
Male	83	85	90	88	91	91	92

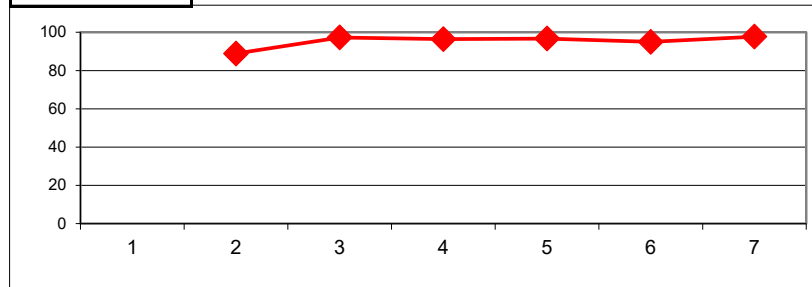


2023-24 Language Arts Report Card Results

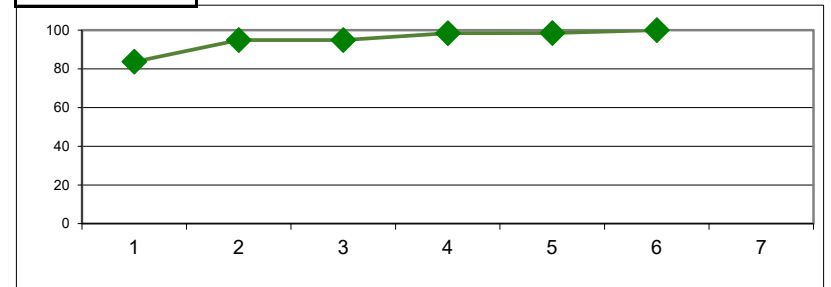
Seaforth Elementary Cohort Tracking - Percentage of Students Developing, Proficient and Extending

	1	2	3	4	5	6	7
23/24 Gr 7		89	97	96	97	95	98
23/24 Gr 6	84	95	95	98	99	100	
23/24 Gr 5	97	81	95	98	98		
23/24 Gr 4	86	85	86	100			
23/24 Gr 3	79	86	96				
23/24 Gr 2	91	97					

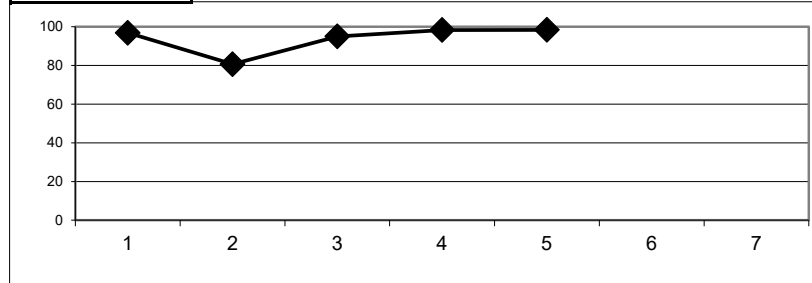
23/24 Gr 7



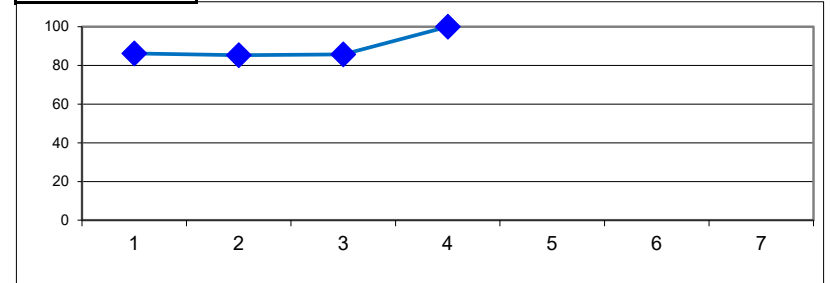
23/24 Gr 6



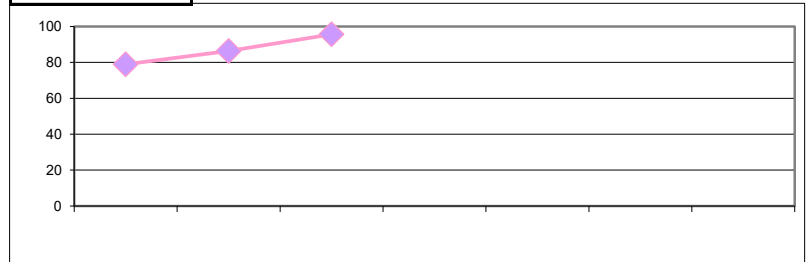
23/24 Gr 5



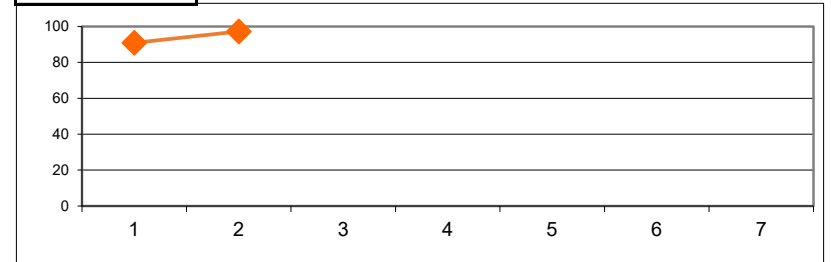
23/24 Gr 4



23/24 Gr 3



23/24 Gr 2

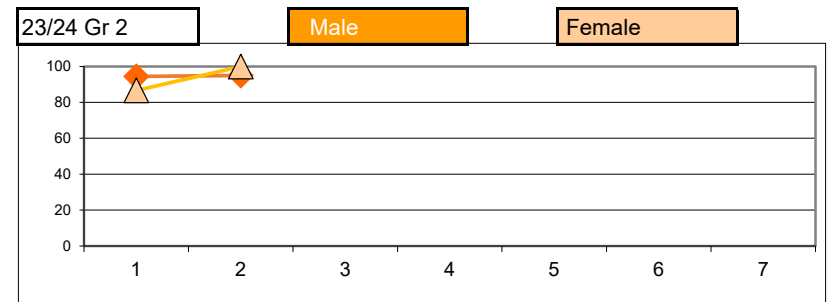
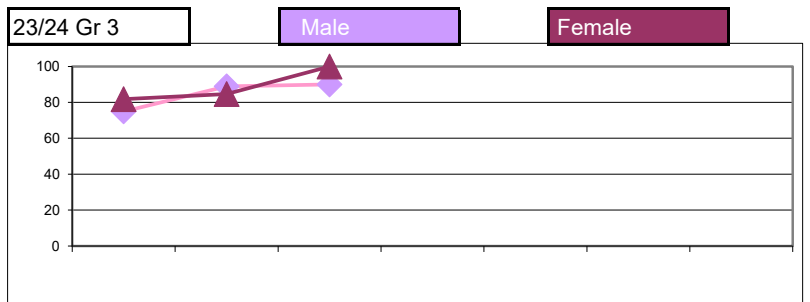
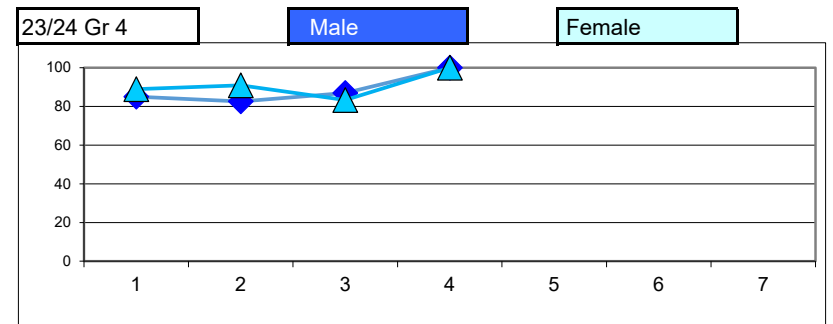
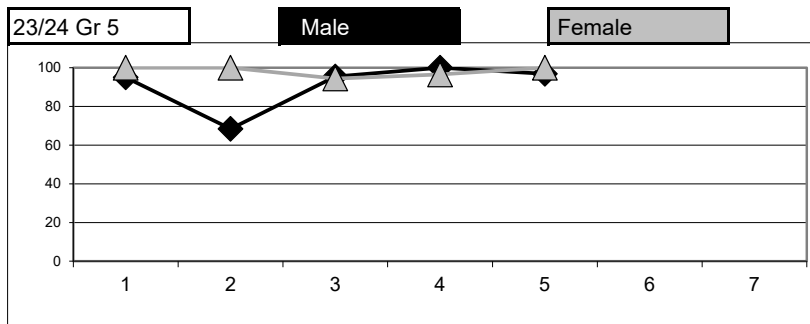
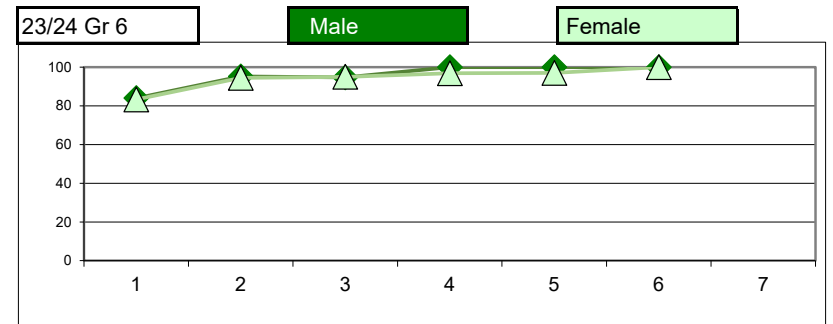
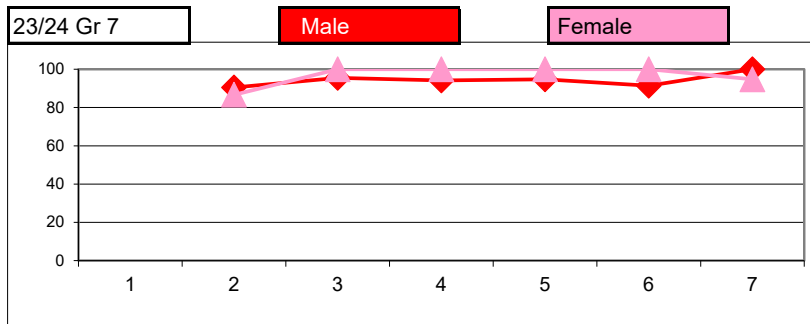


2023-24 Language Arts Report Card Results

Seaforth Elementary Gender Cohort Tracking - Percentage of Students Developing, Proficient and Extending

Male	1	2	3	4	5	6	7
23/24 Gr 7		90	95	94	95	91	100
23/24 Gr 6	84	95	95	100	100	100	
23/24 Gr 5	95	68	95	100	97		
23/24 Gr 4	85	83	87	100			
23/24 Gr 3	75	89	90				
23/24 Gr 2	94	95					


Female	1	2	3	4	5	6	7
23/24 Gr 7		87	100	100	100	100	95
23/24 Gr 6	83	94	95	97	97	100	
23/24 Gr 5	100	100	94	97	100		
23/24 Gr 4	89	91	83	100			
23/24 Gr 3	82	85	100				
23/24 Gr 2	87	100					



Foundation Skills Assessment


Ecole Seaforth Elementary - Writers Only

Grade 4 - 2024/25

Literacy and Reading		Participating	Emerging		On Track		Extending	
		#	#	%	#	%	#	%
	Writers Only	37	7	19%	26	70%	4	11%
	Female	21	1	5%	19	90%	1	5%
	Male	16	6	38%	7	44%	3	19%
	Indigenous	1	0	0%	1	100%	0	0%
	ELL	13	3	23%	8	62%	2	15%
	Special Needs	4	3	75%	1	25%	0	0%

Ecole Seaforth Elementary - Writers Only

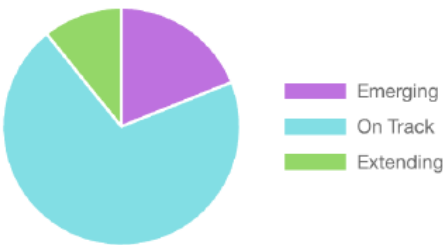
Grade 7 - 2024/25

Literacy and Reading		Participating	Emerging		On Track		Extending	
		#	#	%	#	%	#	%
	Writers Only	64	7	11%	56	88%	1	2%
	Female	31	2	6%	29	94%	0	0%
	Male	33	5	15%	27	82%	1	3%
	Indigenous	0	0	N/A	0	N/A	0	N/A
	ELL	10	1	10%	9	90%	0	0%
	Special Needs	7	1	14%	6	86%	0	0%

Proficiency Distribution Report: 2024-2025 FSA

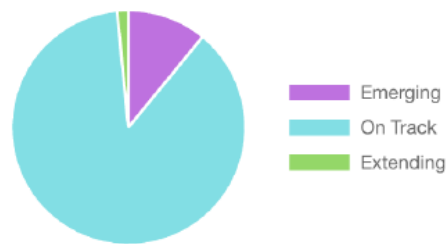
Grade 4 2024/25

Literacy



	Participation Rate - Writers Only	
	#	%
Emerging	7	18.92
On Track	26	70.27
Extending	4	10.81

Grade 7 2024/25
Literacy



	Participation Rate – Writers Only	
	#	%
Emerging	7	10.94
On Track	56	87.50
Extending	1	1.56