

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:

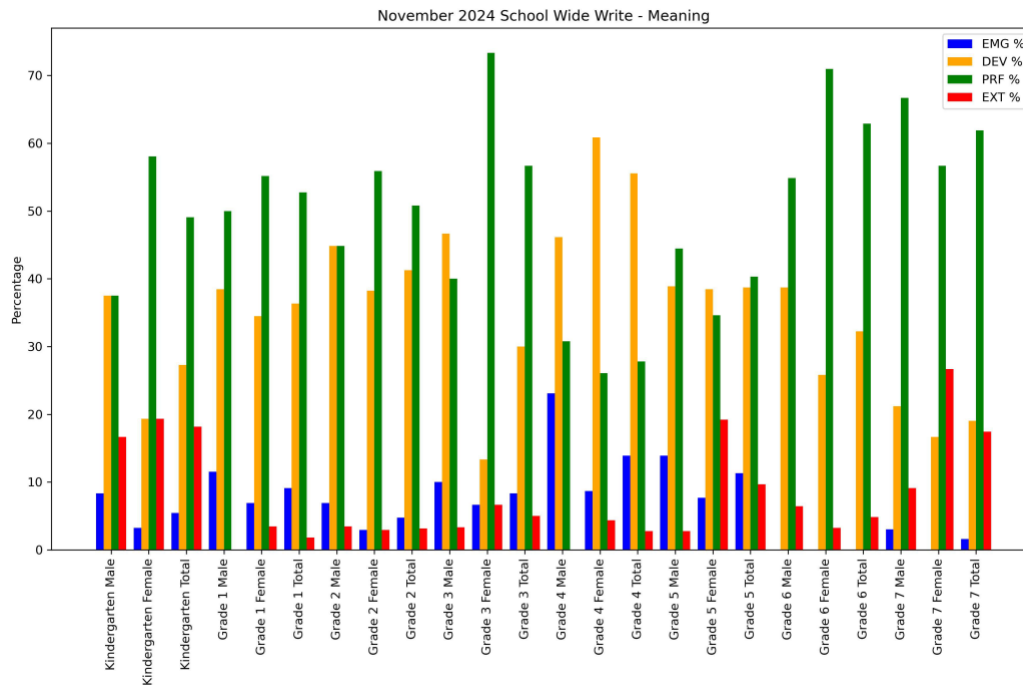
1. November 2024 school wide write
2. May 2025 school wide write
3. FSA (grade 4 and 7) data 2025/26
4. 2024 - 25 Language Arts Report Card Results
5. June 2025 SEL student survey

How do we know?

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

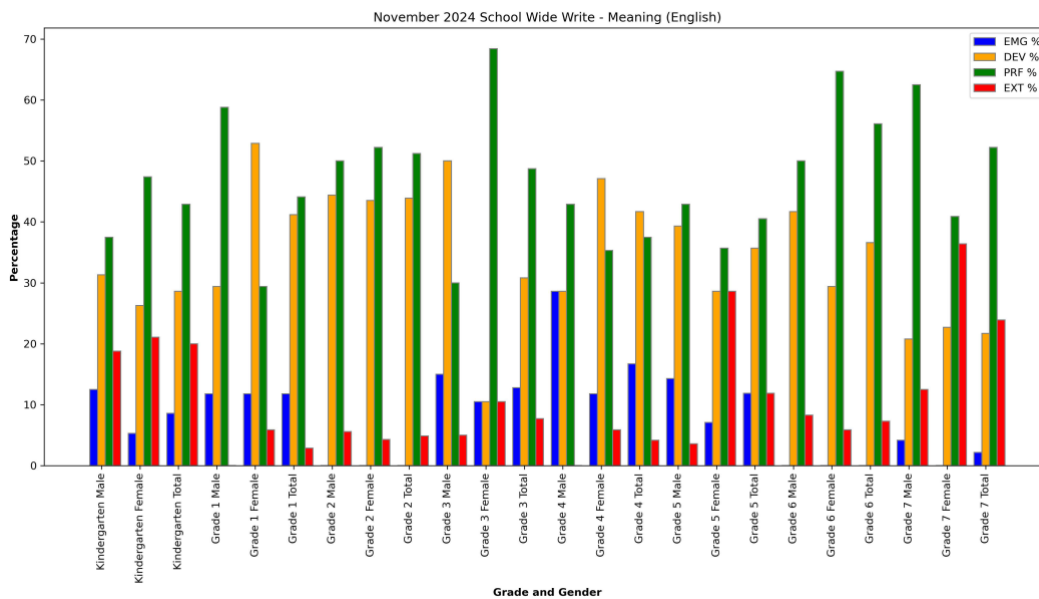
Meaning - November 2024 School Wide Write

Whole School Analysis (K-7)



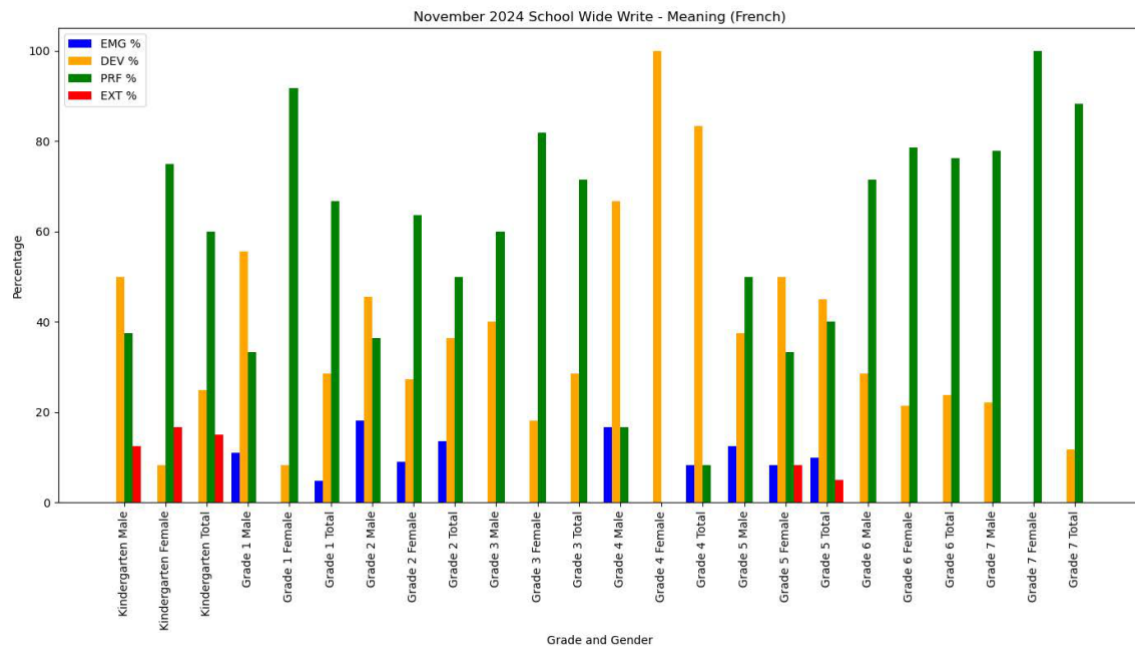
- Most grades show a concentration in the Developing (DEV) and Proficient (PRF) categories.
- Primary Grades (K-3): Higher percentages in EMG and DEV.
- Intermediate Grades (4-7): Shift toward PRF, with some EXT beginning to appear.

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)



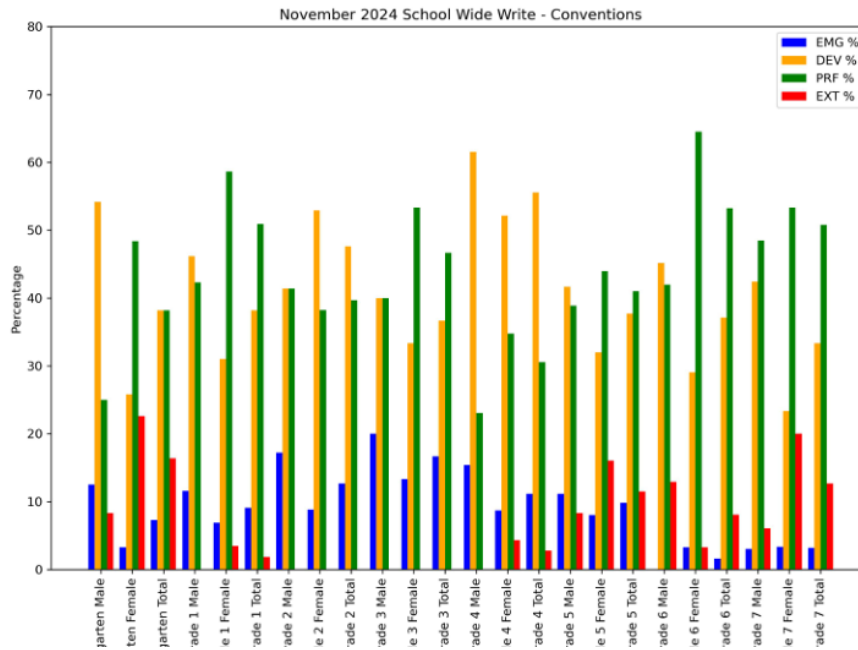
- Overall Distribution:
 - DEV is the dominant category across most grades.
 - EMG is notably high in Kindergarten and Grade 1.
 - PRF increases steadily from Grade 2 to Grade 5.

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.

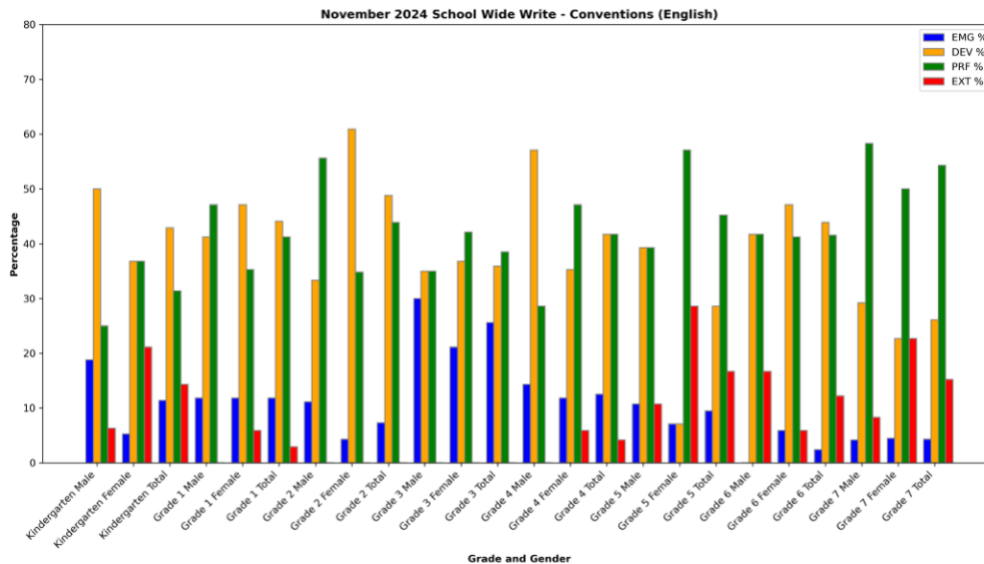
Conventions - November 2024 School Wide Write

Whole School Analysis (K-7)



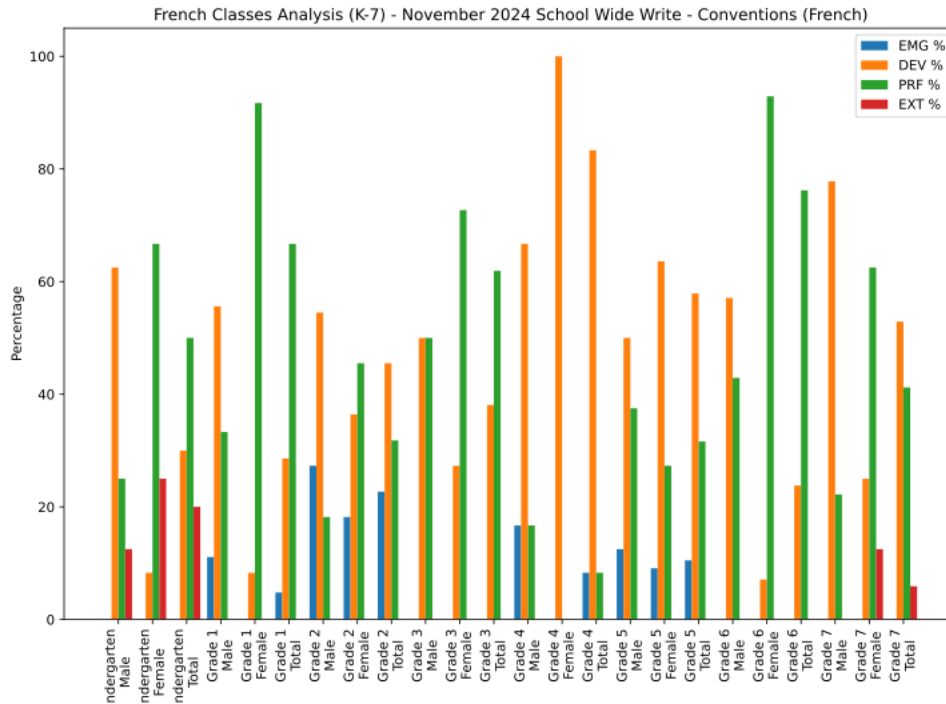
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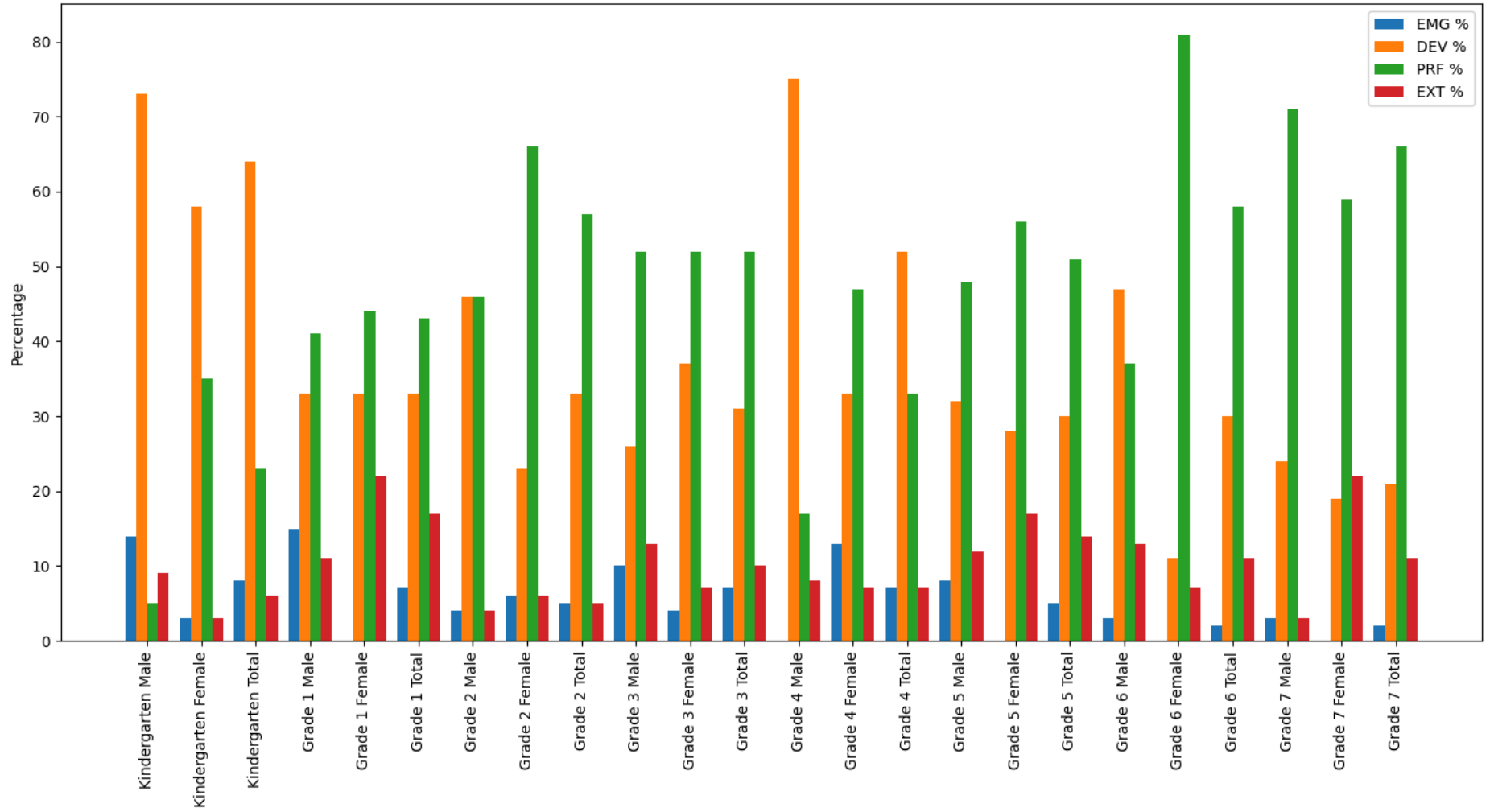


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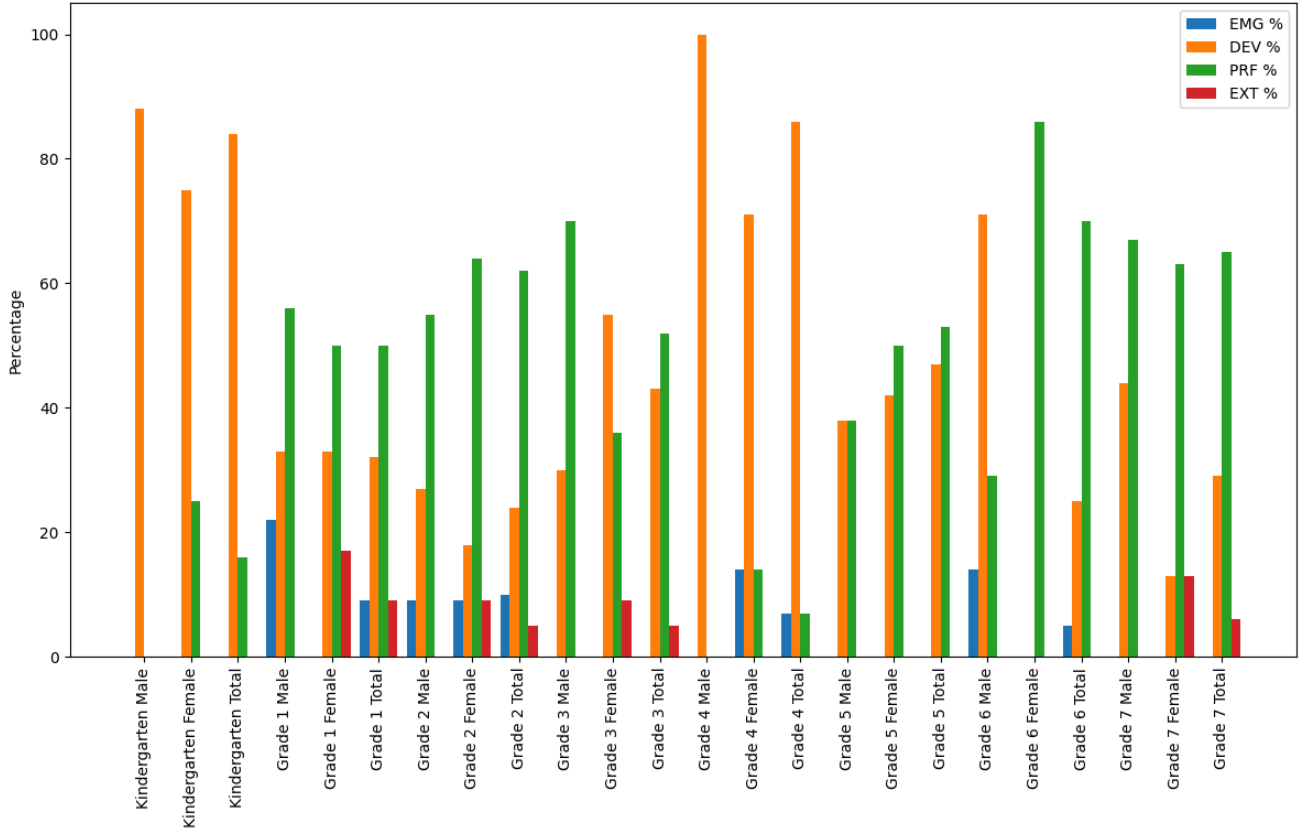
Key Takeaways

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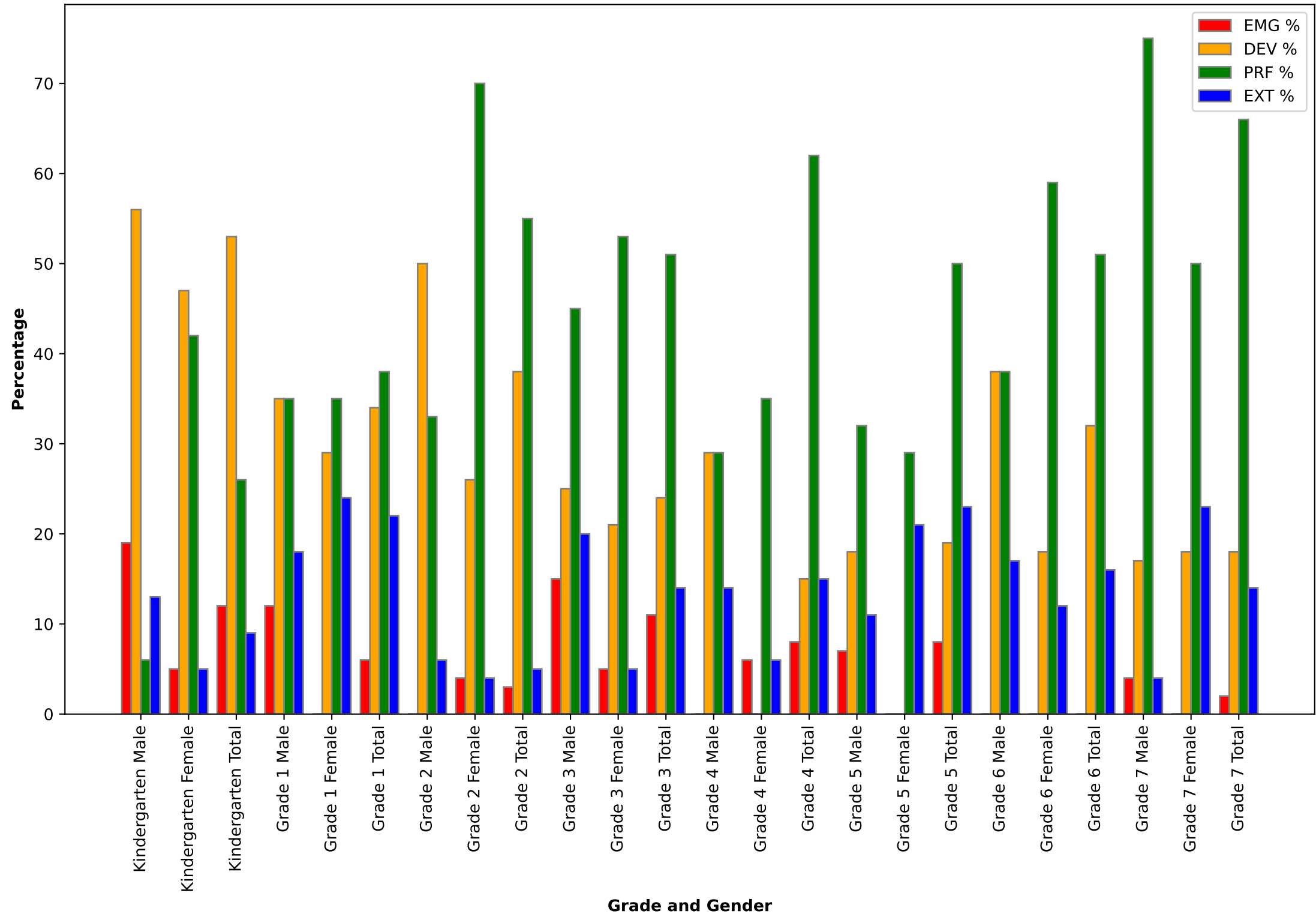
School Wide Write - Meaning May 2025



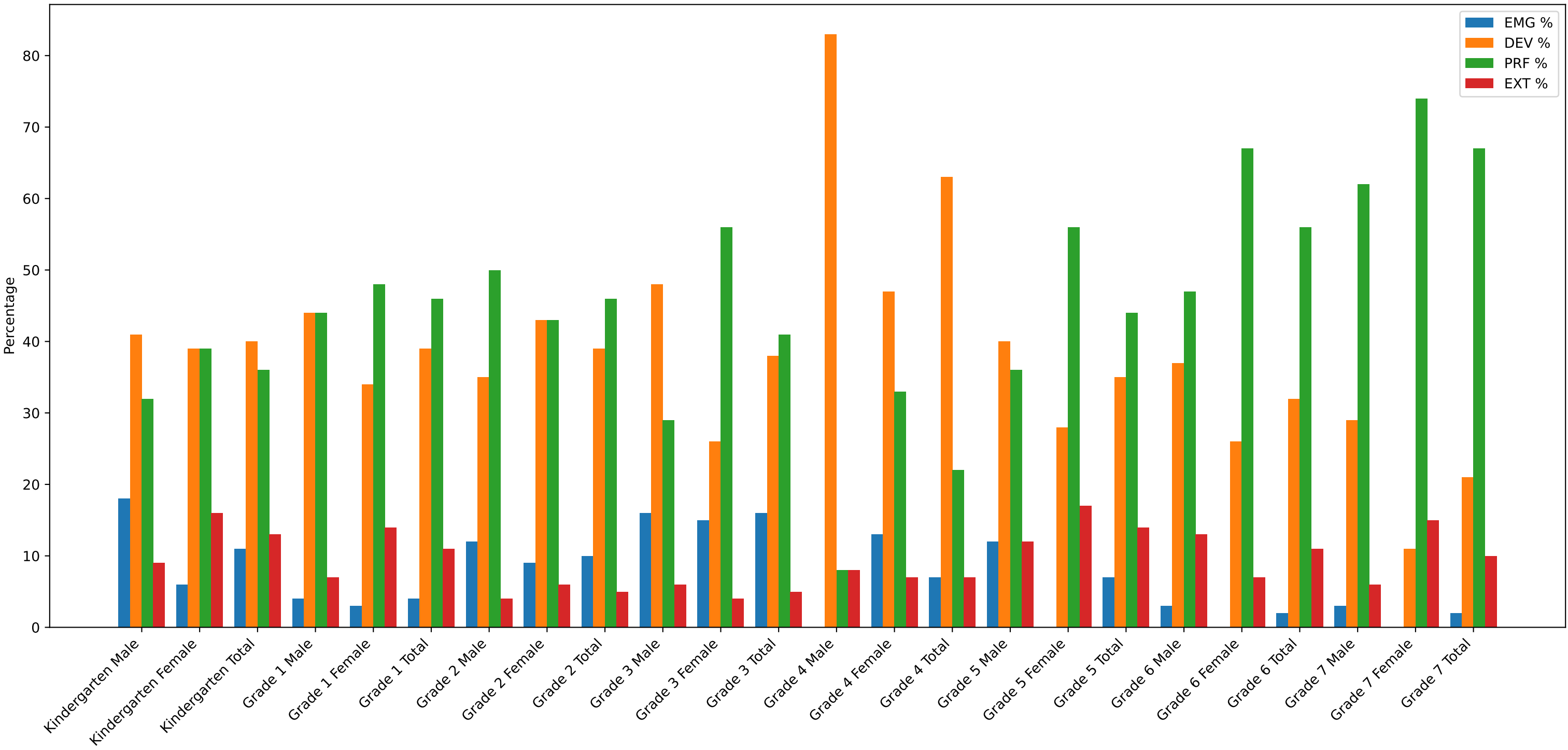
School Wide Write Meaning French May 2025



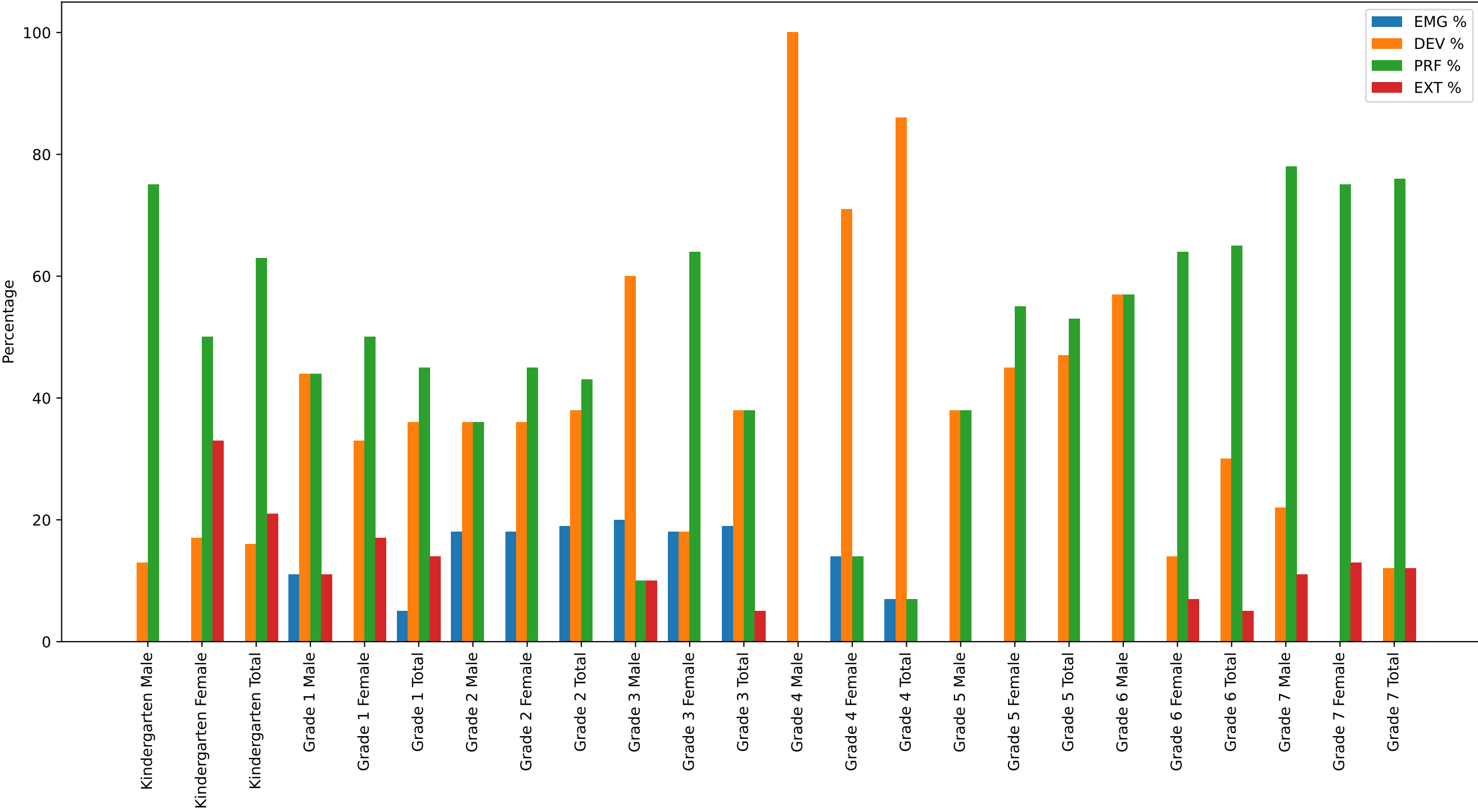
School Wide Write - Meaning English 2025



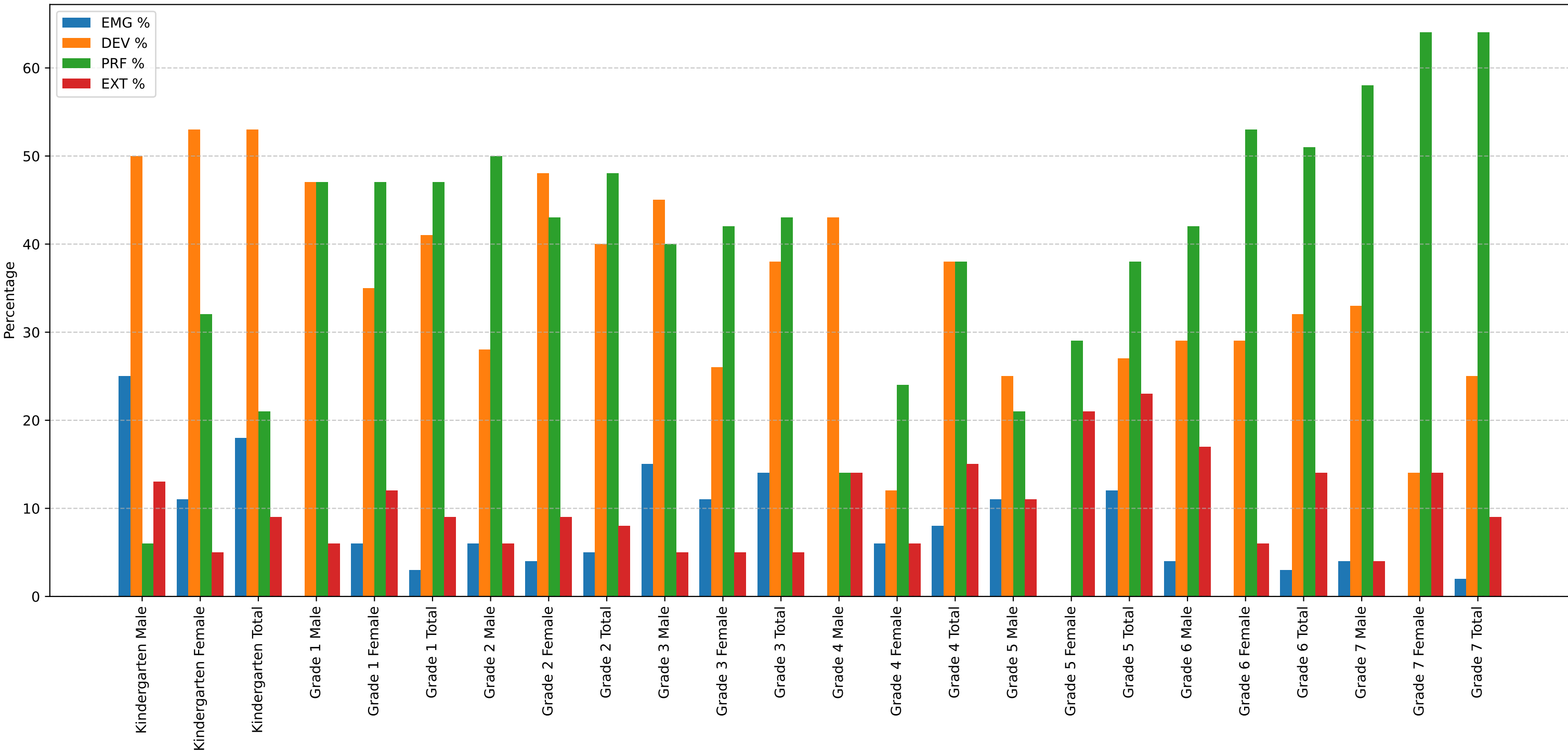
School Wide Write - Conventions May 2025



School Wide Write Conventions French May 2025



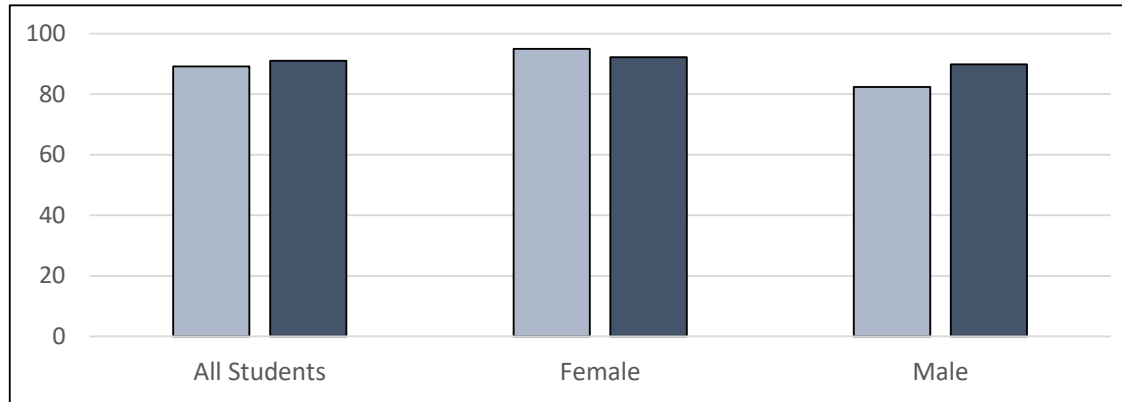
School Wide Write - Conventions English May 2025



2024-25 Language Arts Report Card Results

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

	All Students	Female	Male
School	89	95	82
Burnaby	91	92	90

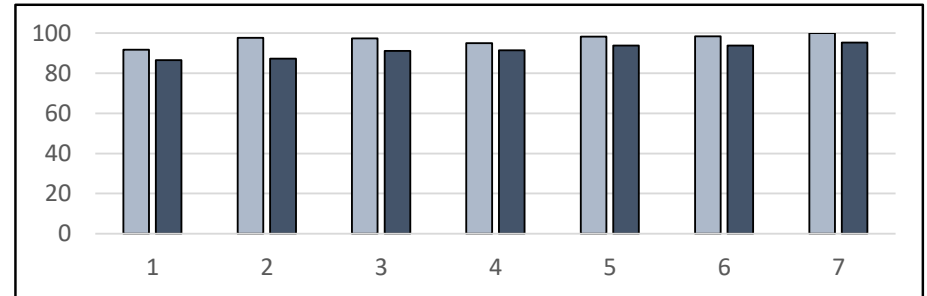


2024-25 Language Arts Report Card Results

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

All Students

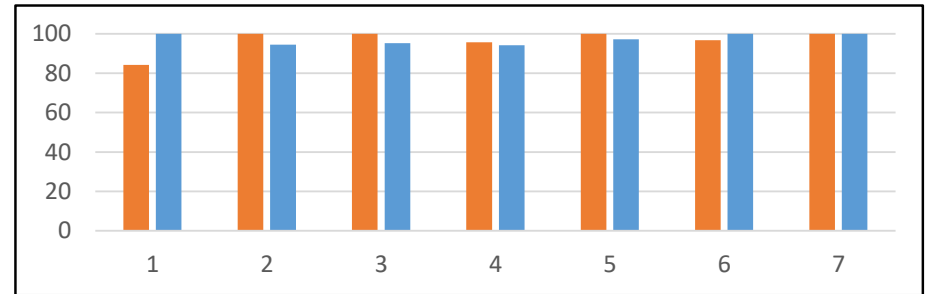
	Grade						
	1	2	3	4	5	6	7
School	92	98	97	95	98	98	100
Burnaby	87	87	91	91	94	94	95



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

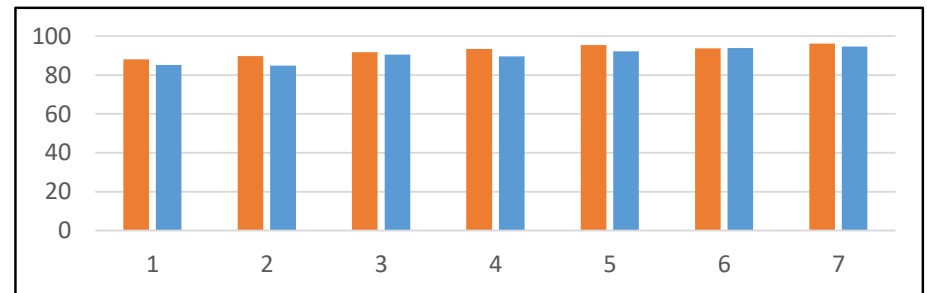
Seaforth Elementary

	Grade						
	1	2	3	4	5	6	7
Female	84	100	100	96	100	97	100
Male	100	94	95	94	97	100	100



Burnaby

	Grade						
	1	2	3	4	5	6	7
Female	88	90	92	93	95	94	96
Male	85	85	91	90	92	94	95

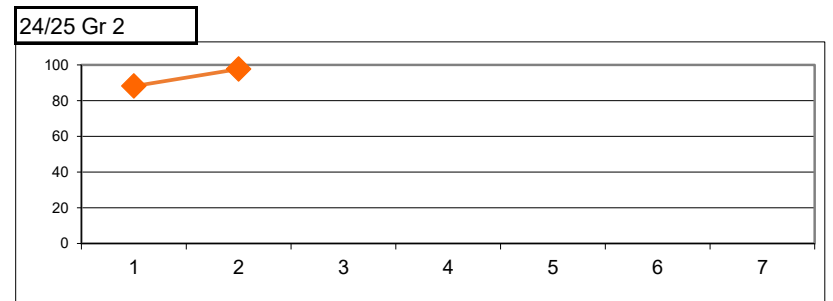
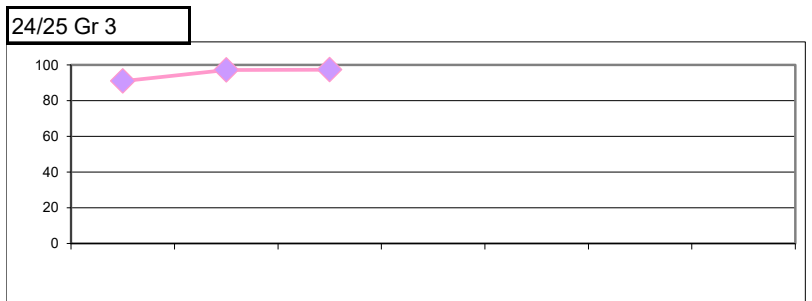
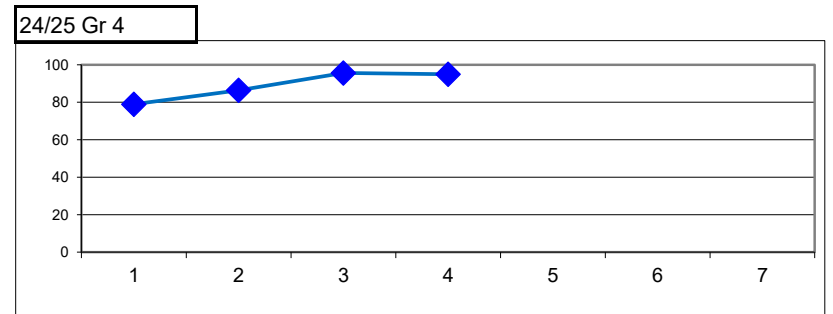
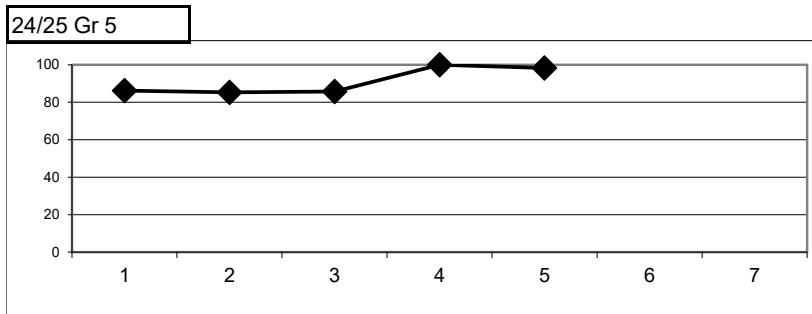
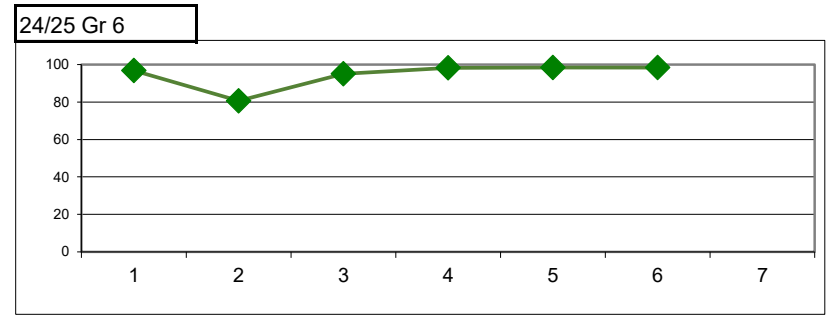
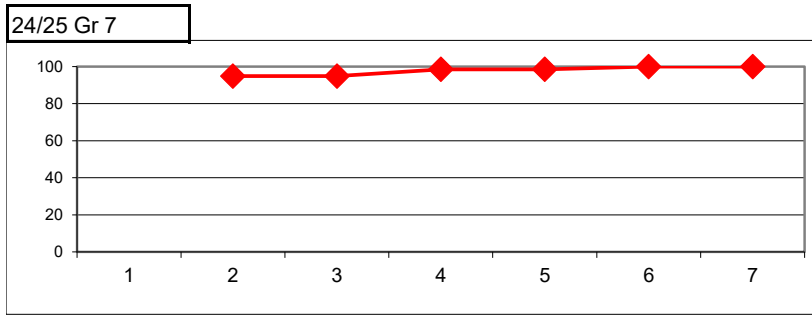


Seaforth Elementary

2024-25 Language Arts Report Card Results

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

	1	2	3	4	5	6	7
24/25 Gr 7		95	95	98	99	100	100
24/25 Gr 6	97	81	95	98	98	98	
24/25 Gr 5	86	85	86	100	98		
24/25 Gr 4	79	86	96	95			
24/25 Gr 3	91	97	97				
24/25 Gr 2	88	98					

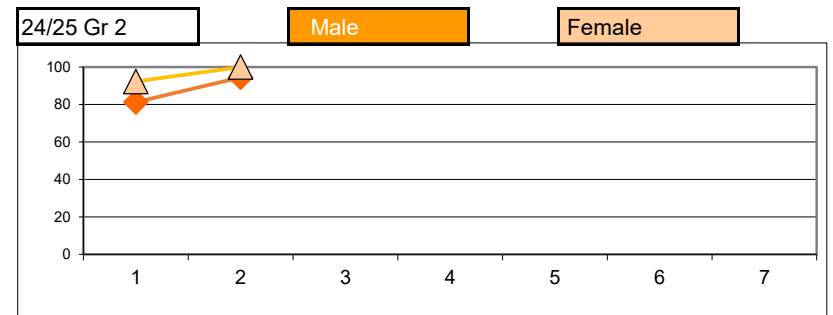
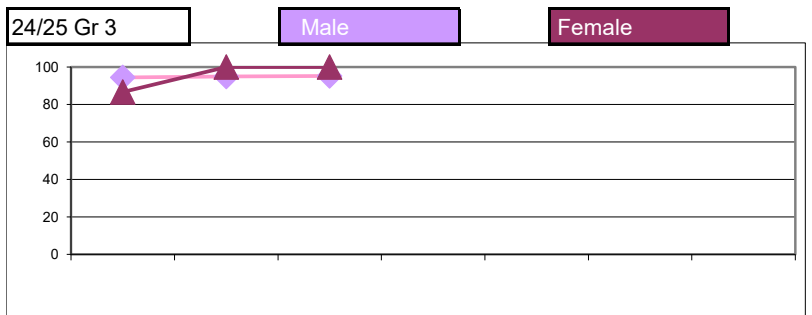
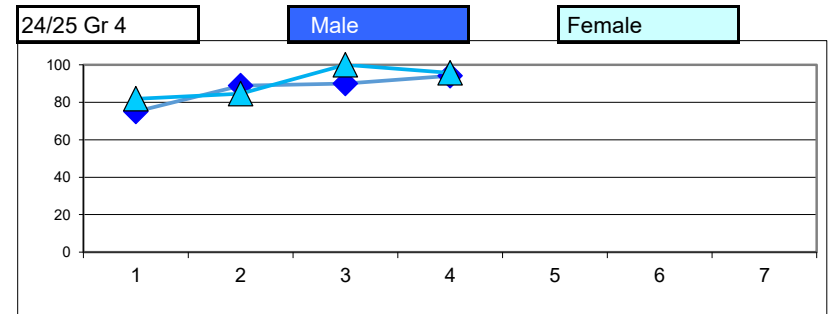
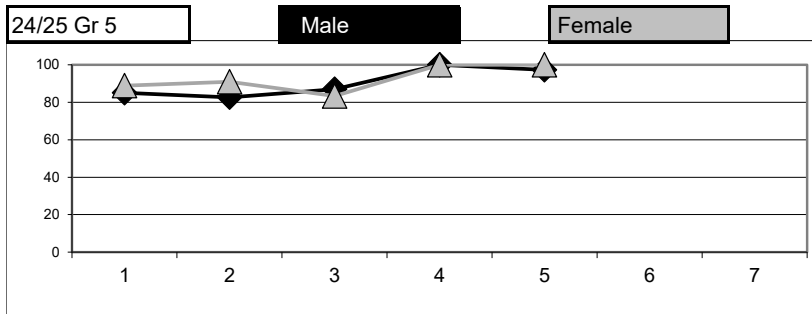
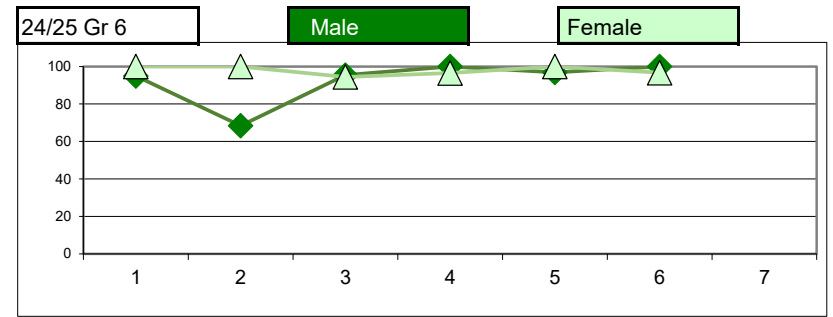
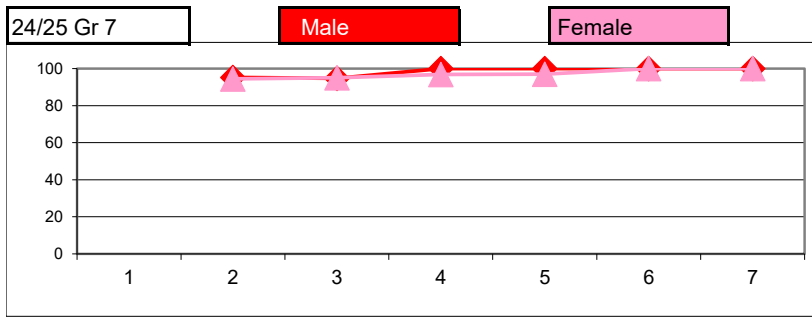


2024-25 Language Arts Report Card Results

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

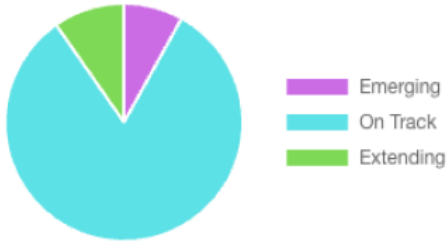
Male	1	2	3	4	5	6	7
24/25 Gr 7		95	95	100	100	100	100
24/25 Gr 6	95	68	95	100	97	100	
24/25 Gr 5	85	83	87	100	97		
24/25 Gr 4	75	89	90	94			
24/25 Gr 3	94	95	95				
24/25 Gr 2	81	94					

Female	1	2	3	4	5	6	7
24/25 Gr 7		94	95	97	97	100	100
24/25 Gr 6	100	100	94	97	100	97	
24/25 Gr 5	89	91	83	100	100		
24/25 Gr 4	82	85	100	96			
24/25 Gr 3	87	100	100				
24/25 Gr 2	92	100					



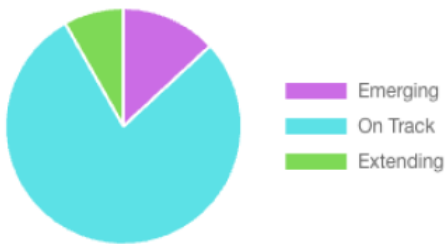
Proficiency Distribution Report: 2025-2026 FSA

Grade 4 2025/26 Literacy



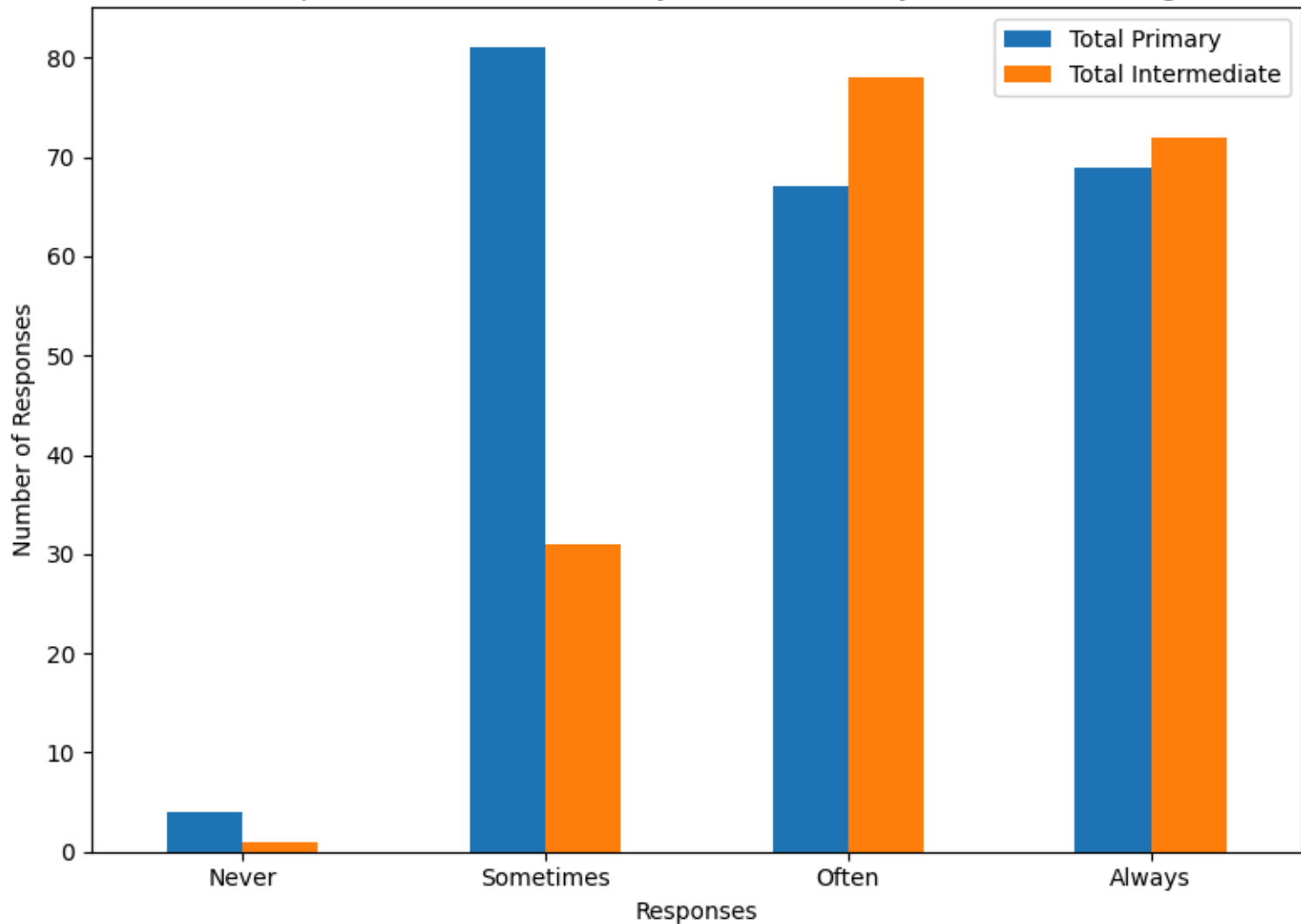
	Participation Rate - Writers Only	
	#	%
Emerging	5	8.06
On Track	51	82.26
Extending	6	9.68

Grade 7 2025/26 Literacy

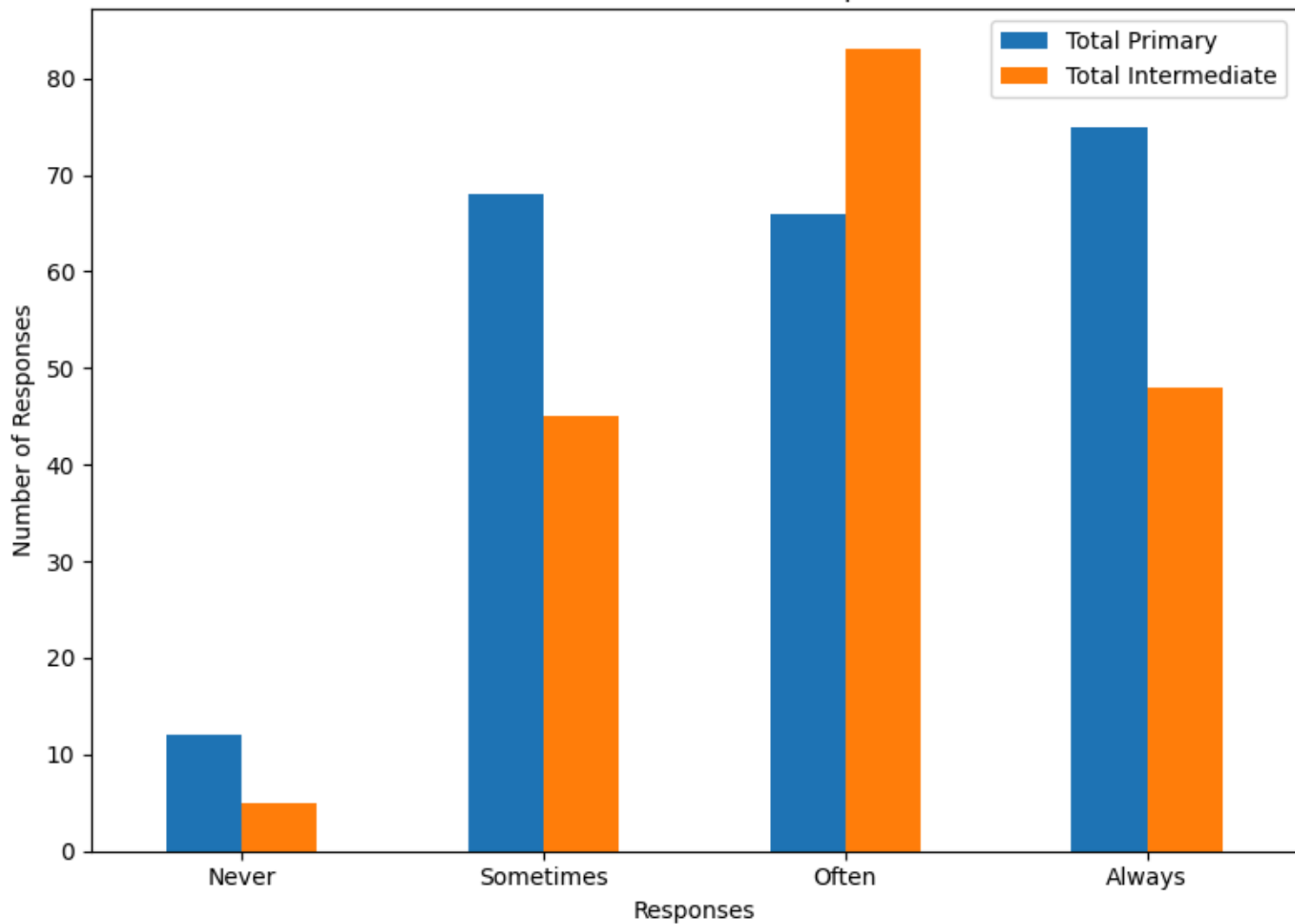


	Participation Rate - Writers Only	
	#	%
Emerging	8	13.11
On Track	48	78.69
Extending	5	8.20

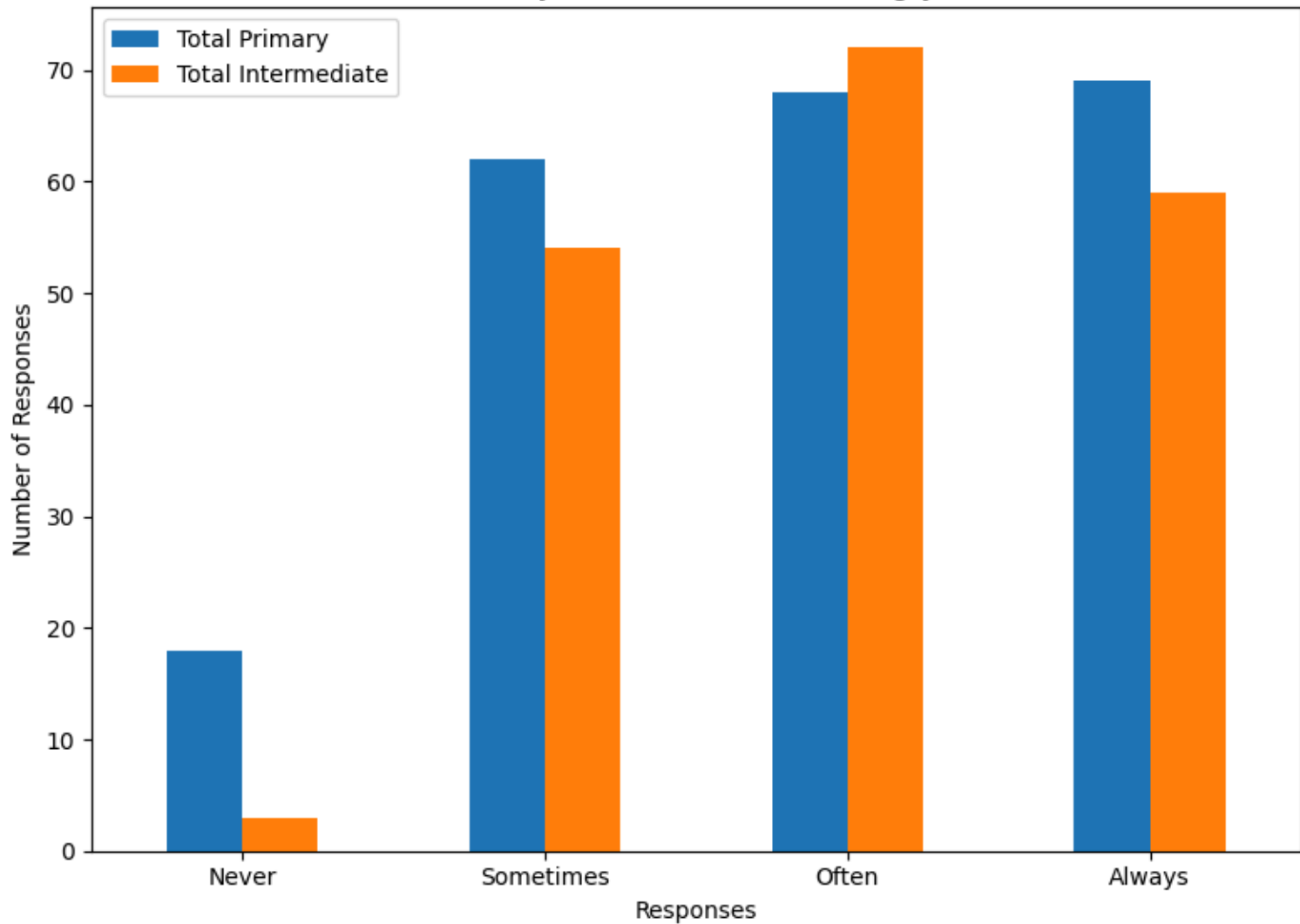
When I have a problem with a friend, I try to solve it on my own before asking an adult



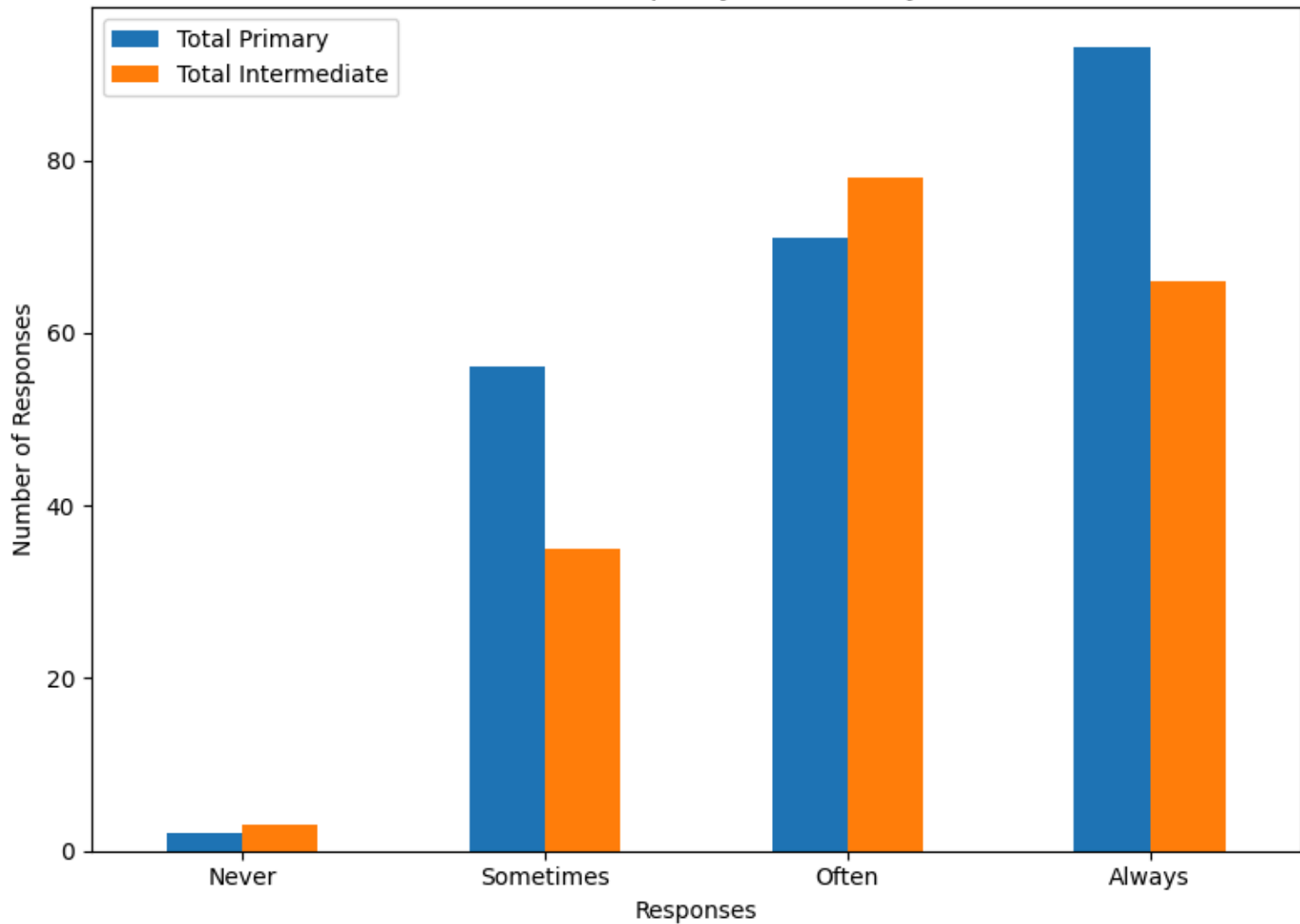
I know what to do when I start to feel upset or frustrated



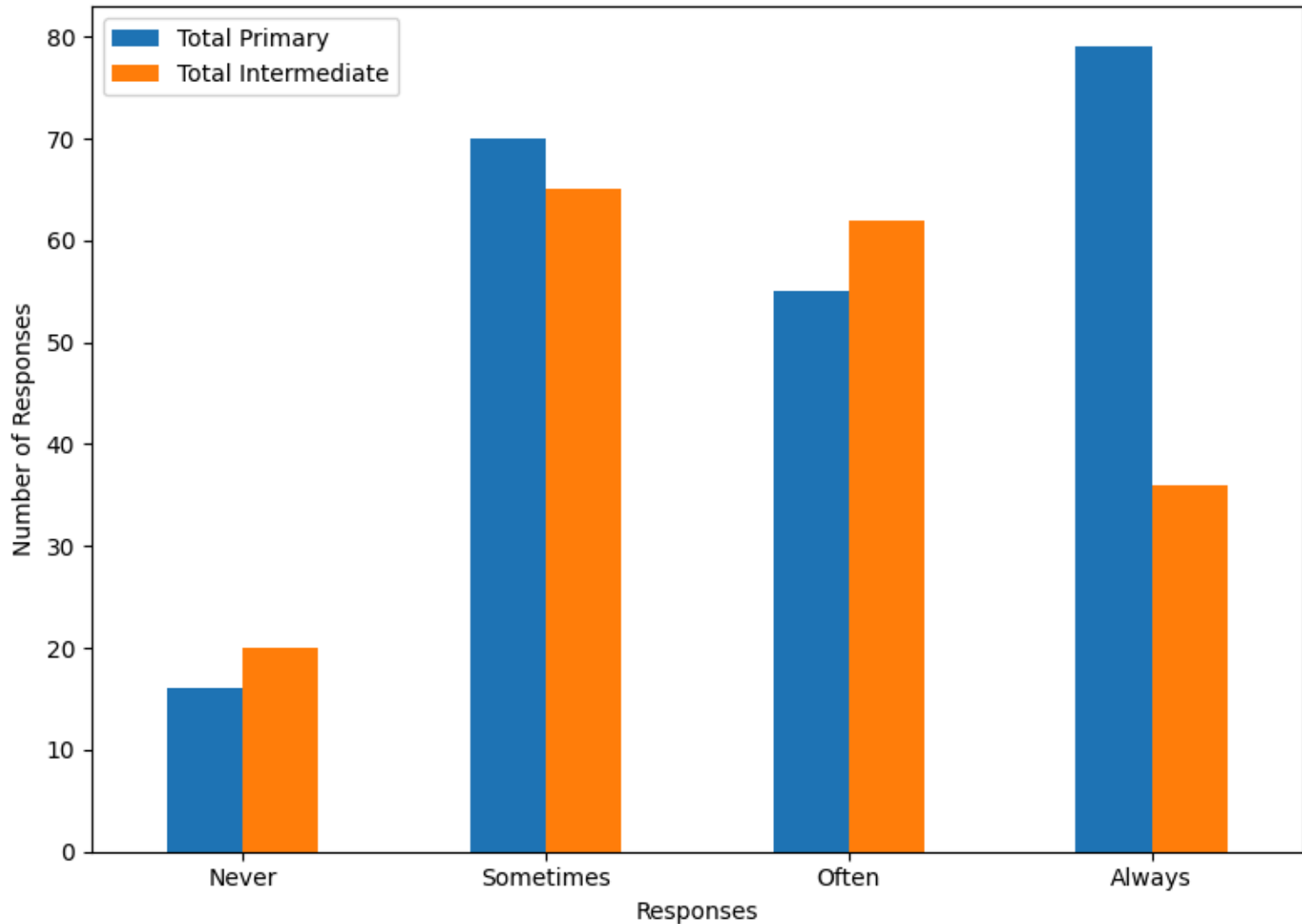
I can calm myself down when I feel angry or sad



I ask an adult for help only when I really need it



I use strategies (like deep breathing, counting, or taking a break) to help me stay calm



Key Insights from Survey Responses:

1. Problem Solving with Friends:

- Primary students more frequently attempt to solve problems independently before seeking adult help.
- Intermediate students show a similar pattern but with slightly fewer 'Always' responses.

2. Emotional Awareness:

- Both groups report knowing what to do when upset or frustrated, with Primary students showing slightly higher 'Always' responses.

3. Self-Calming Ability:

- Primary students report higher confidence in calming themselves when angry or sad compared to Intermediate students.

4. Seeking Help:

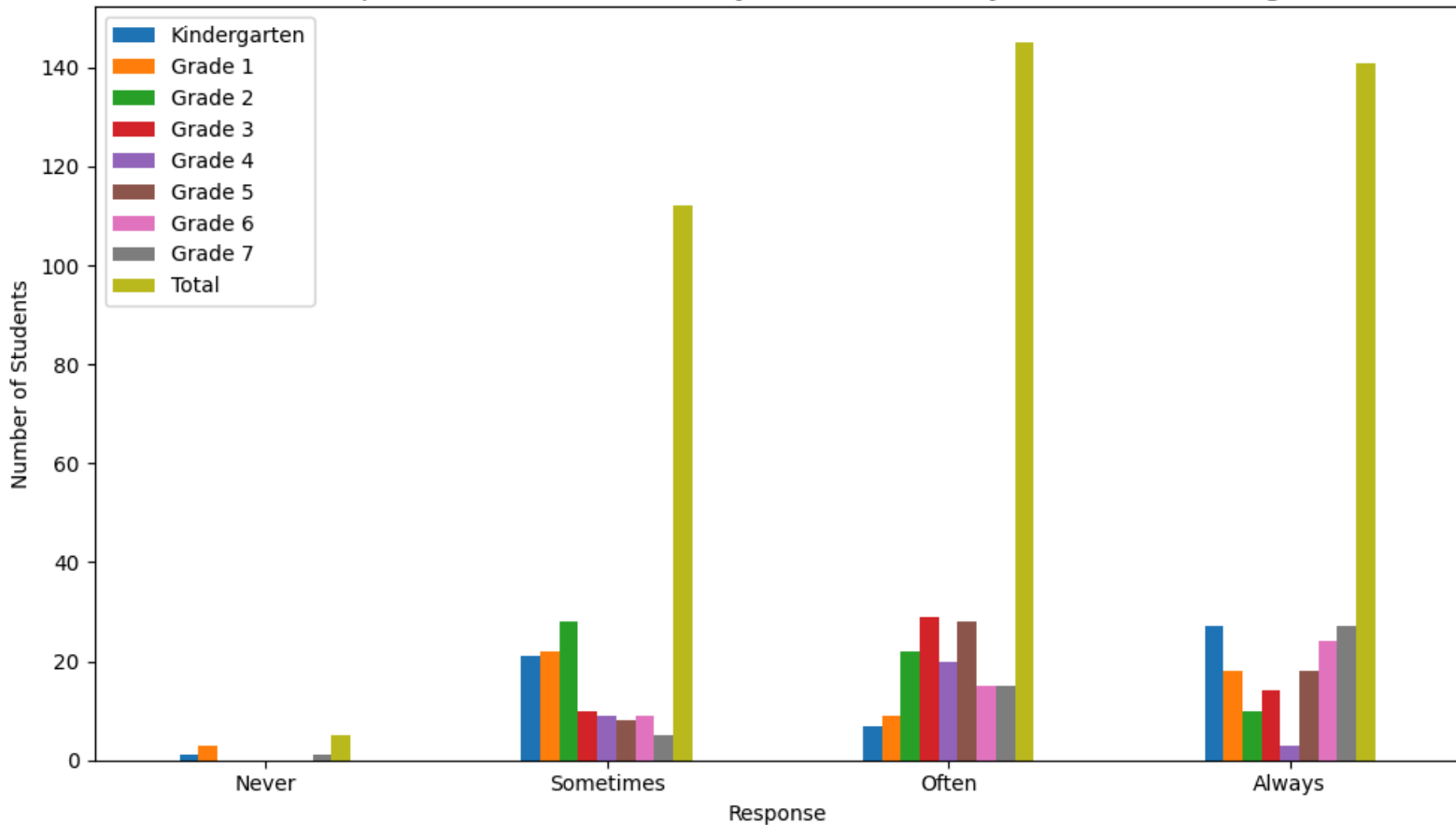
- Primary students are more likely to ask for help only when necessary, with a notably higher 'Always' response rate.

5. Use of Calming Strategies:

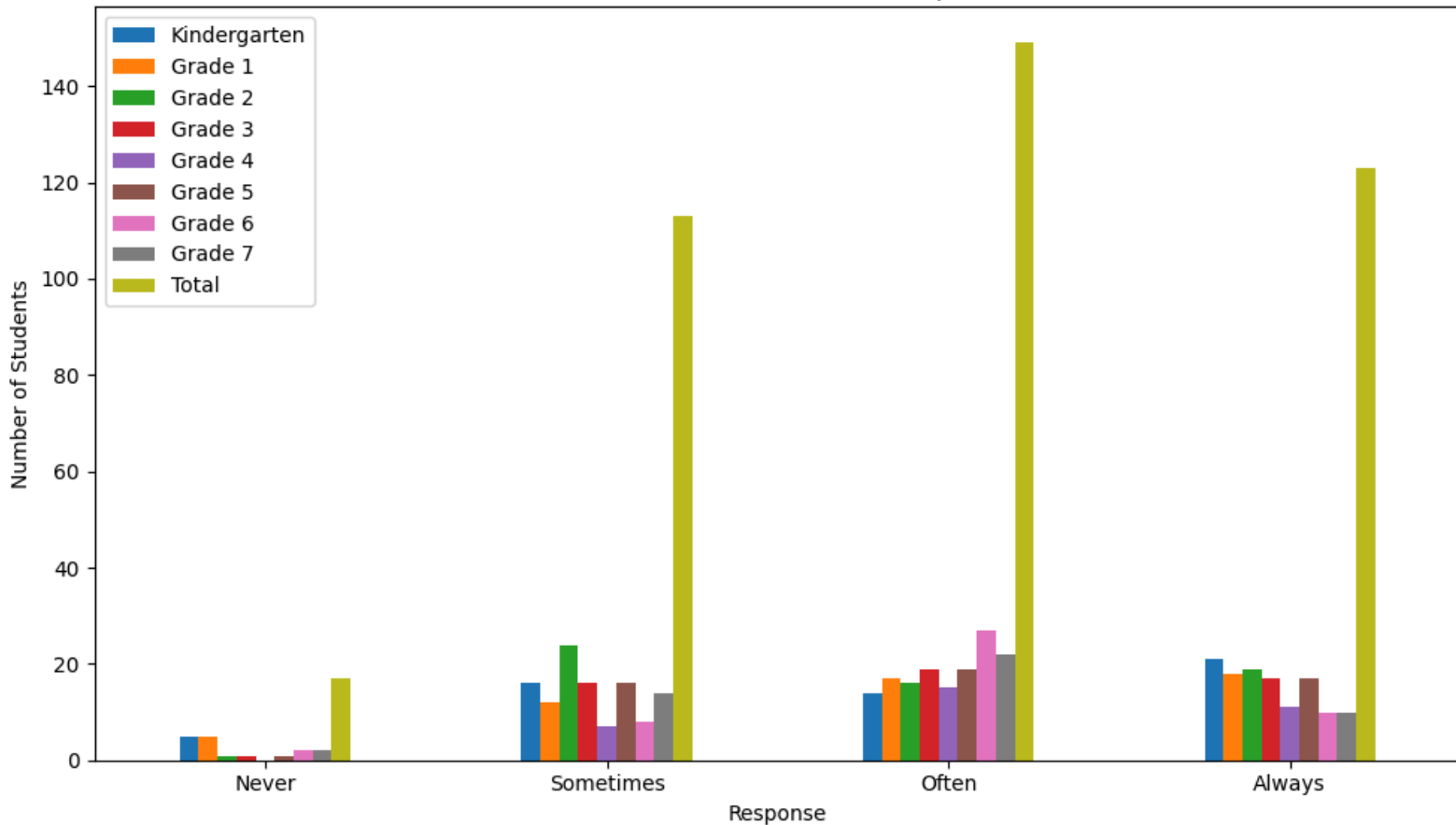
- Primary students more frequently use strategies like deep breathing or taking breaks to stay calm.
- Intermediate students show a more balanced distribution across response categories.

Overall, Primary students tend to report stronger self-regulation and problem-solving behaviors compared to Intermediate students across all surveyed questions.

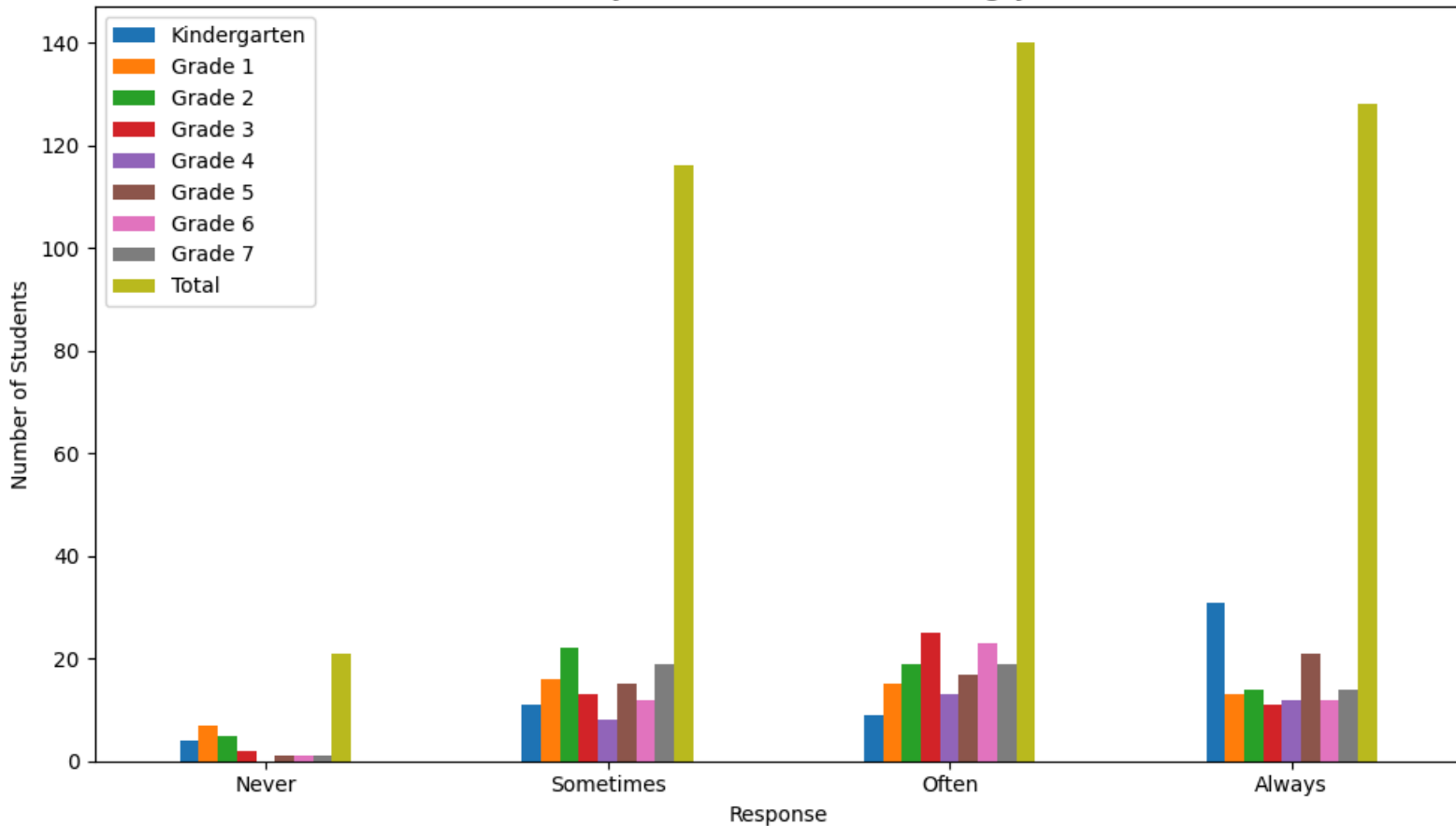
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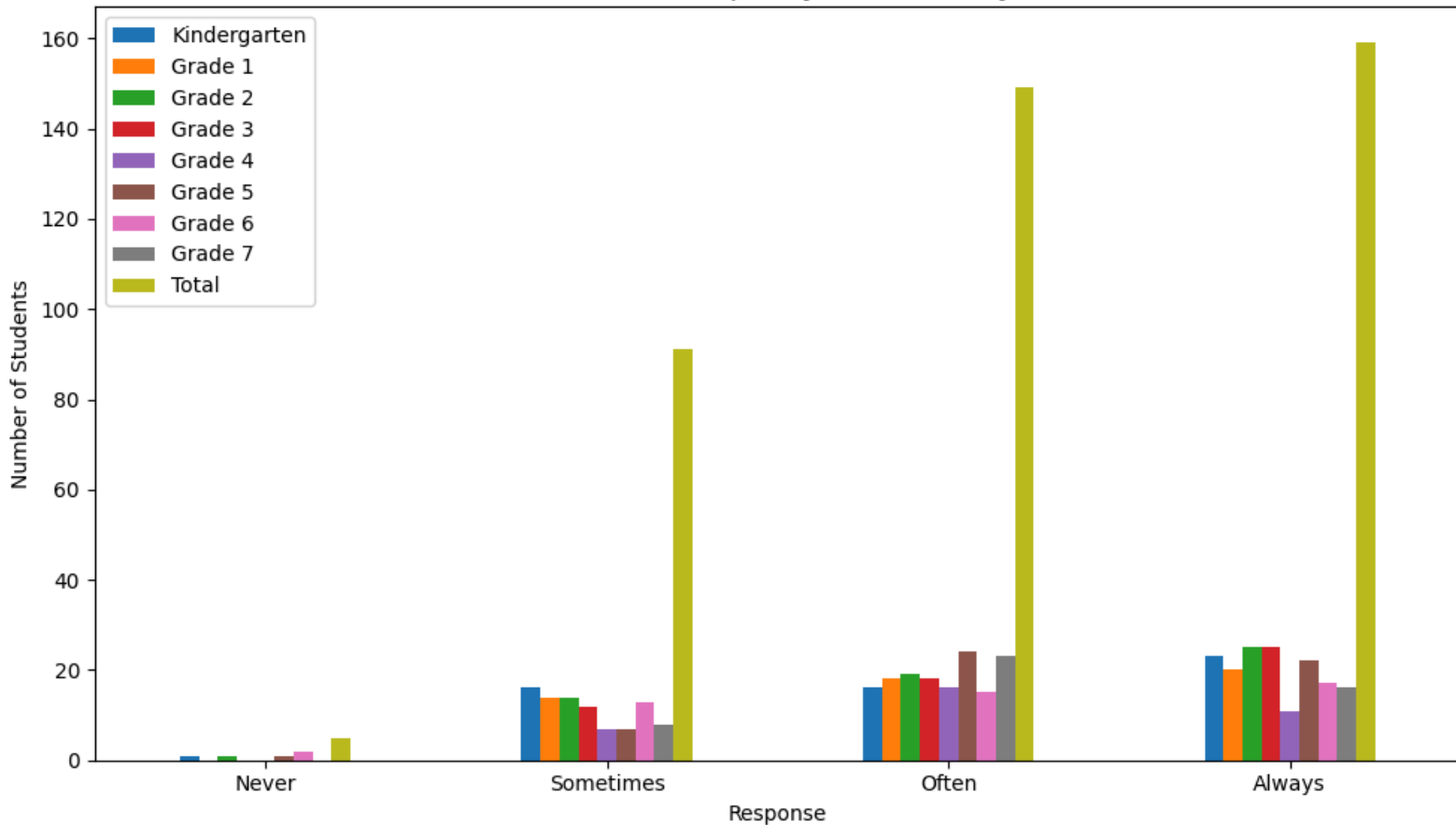
I know what to do when I start to feel upset or frustrated



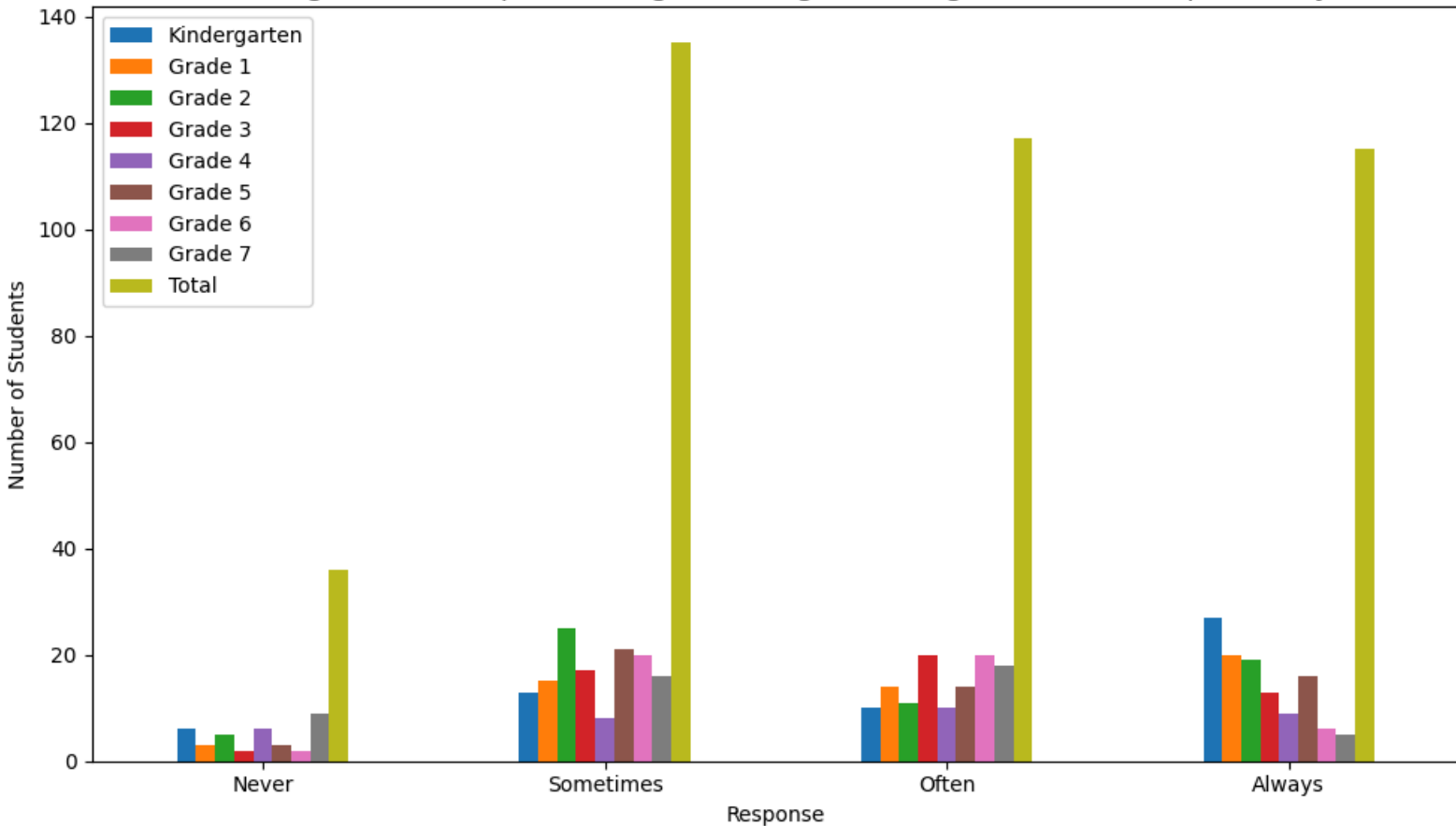
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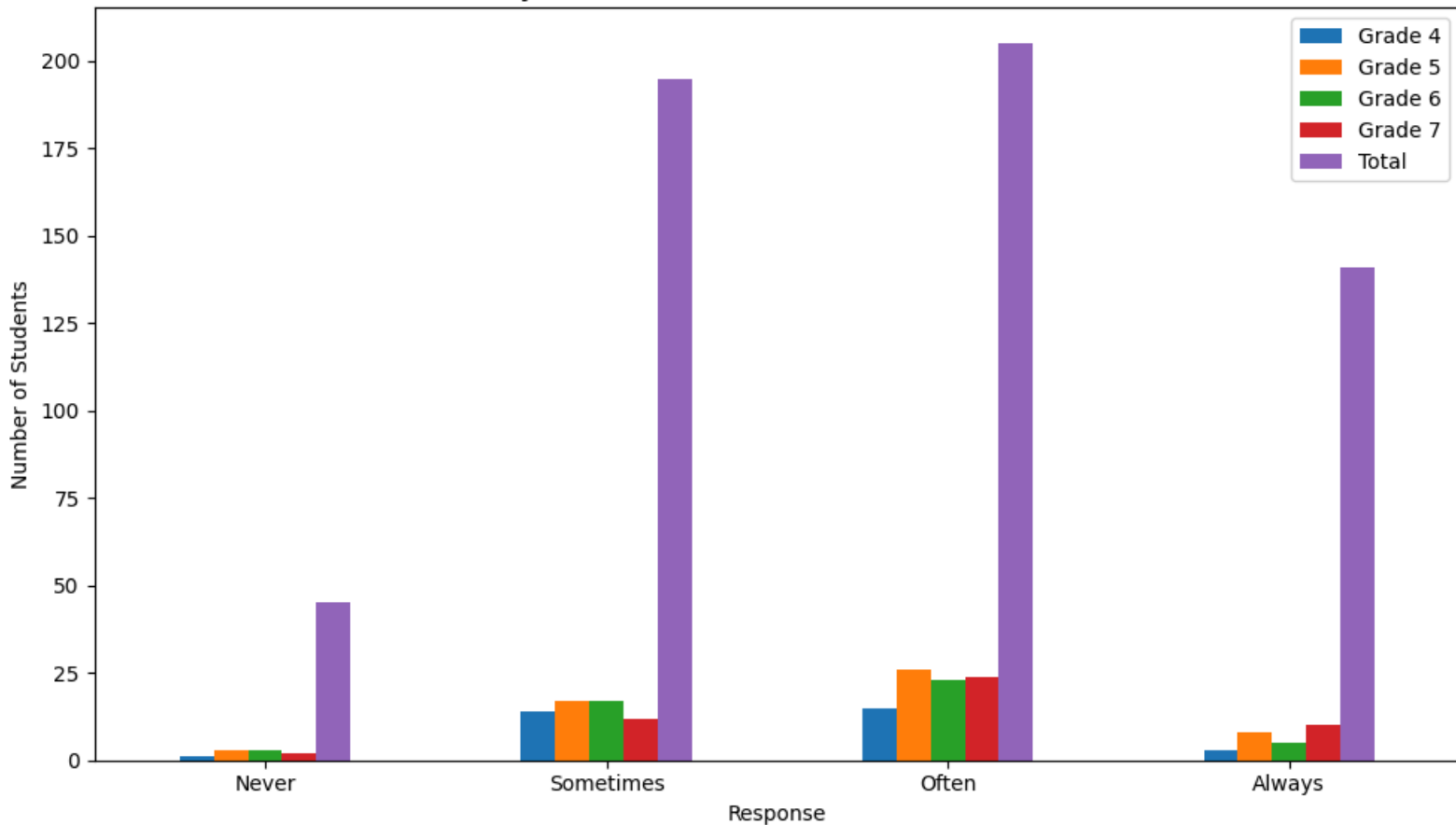
I ask an adult for help only when I really need it



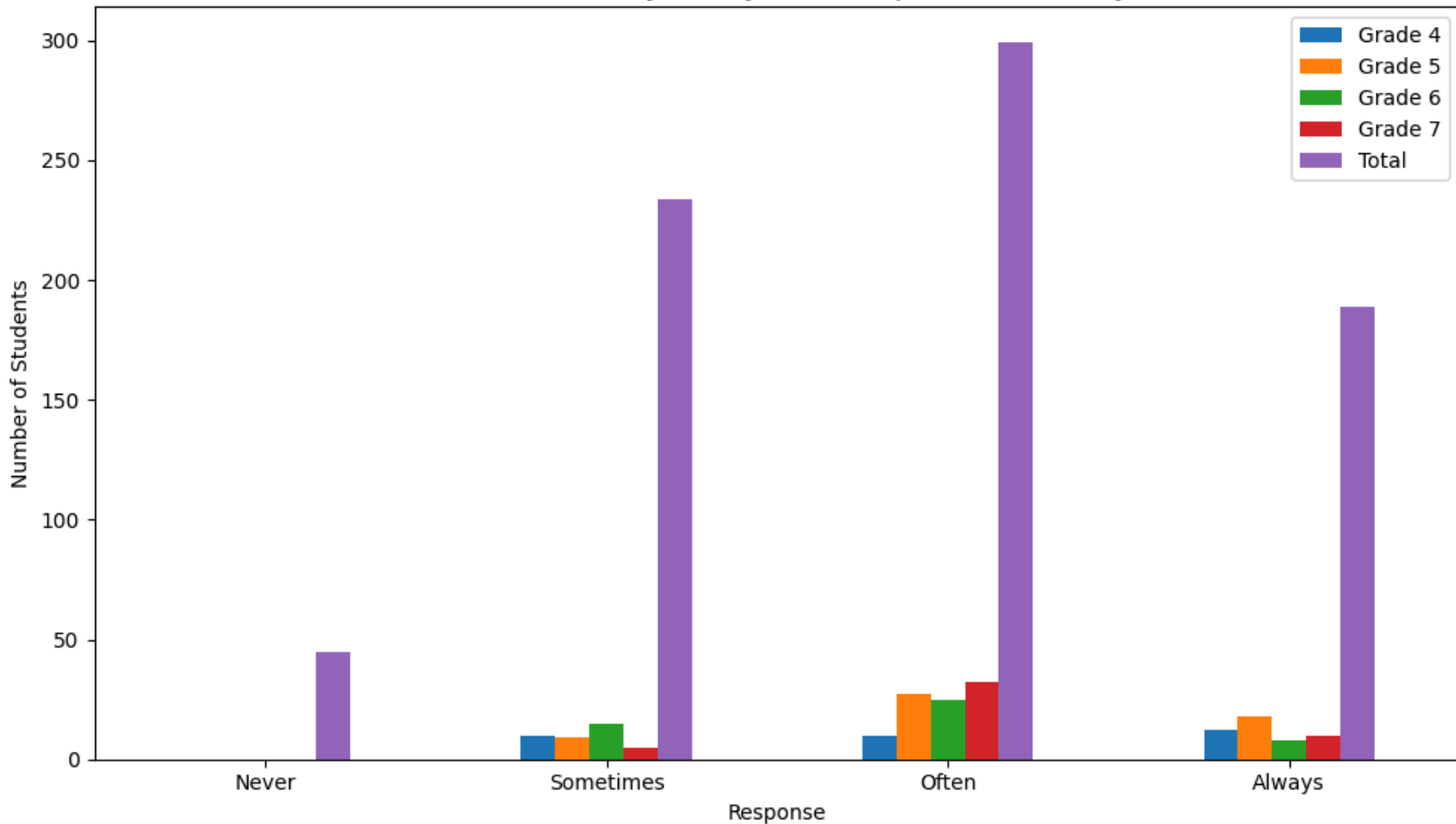
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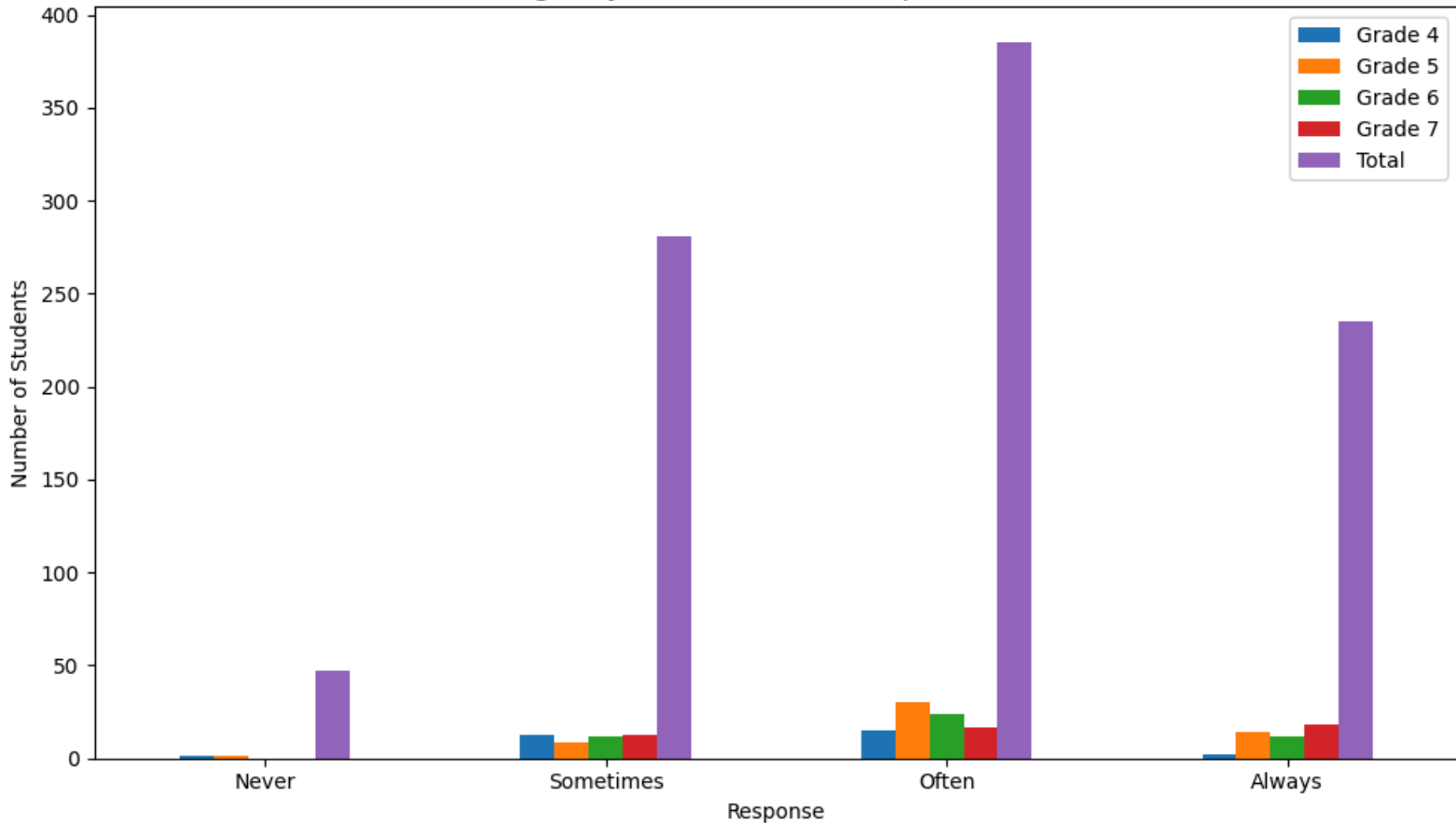
I can focus on my work even when there are distractions around me



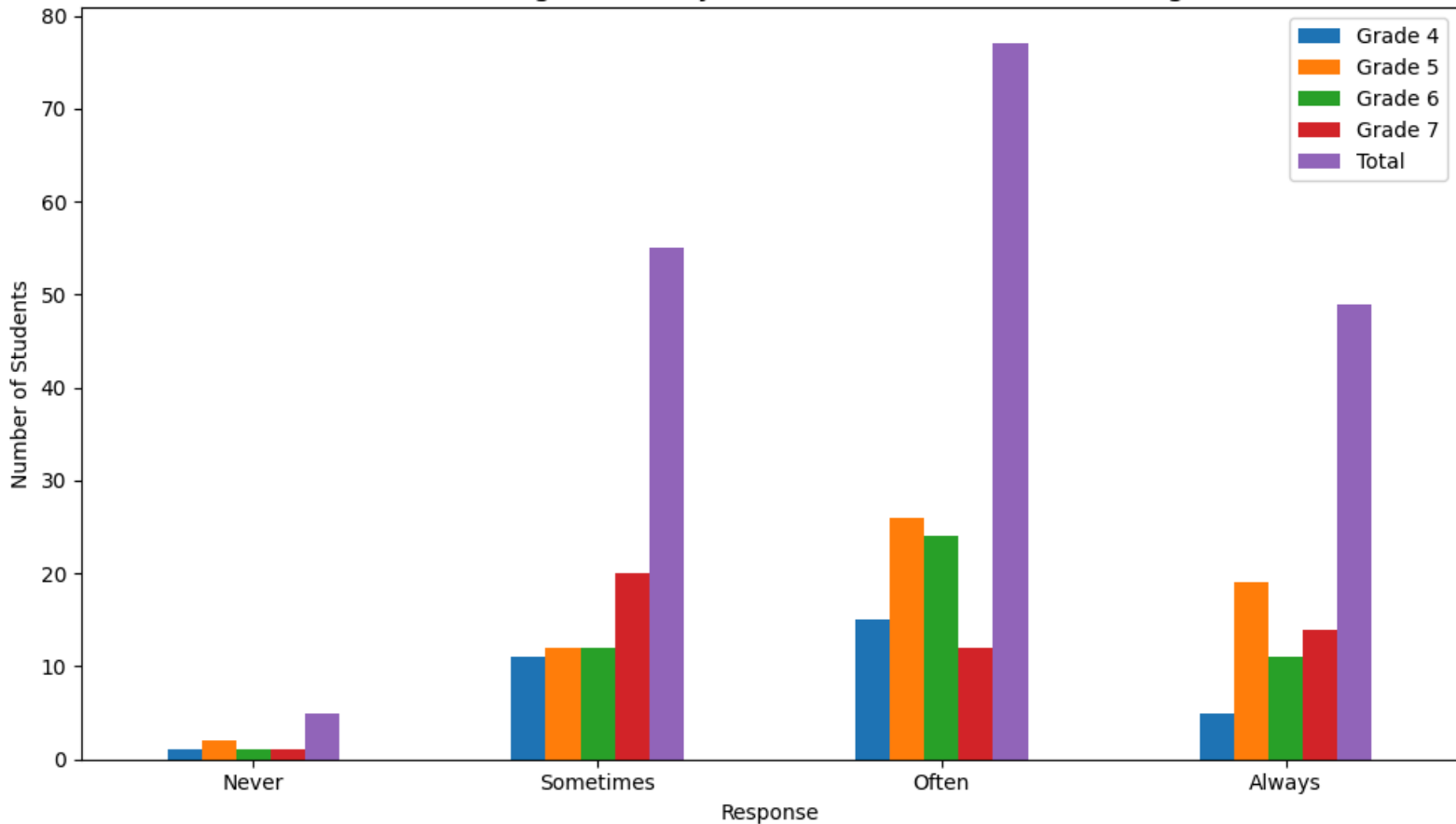
I feel confident in my ability to solve problems on my own



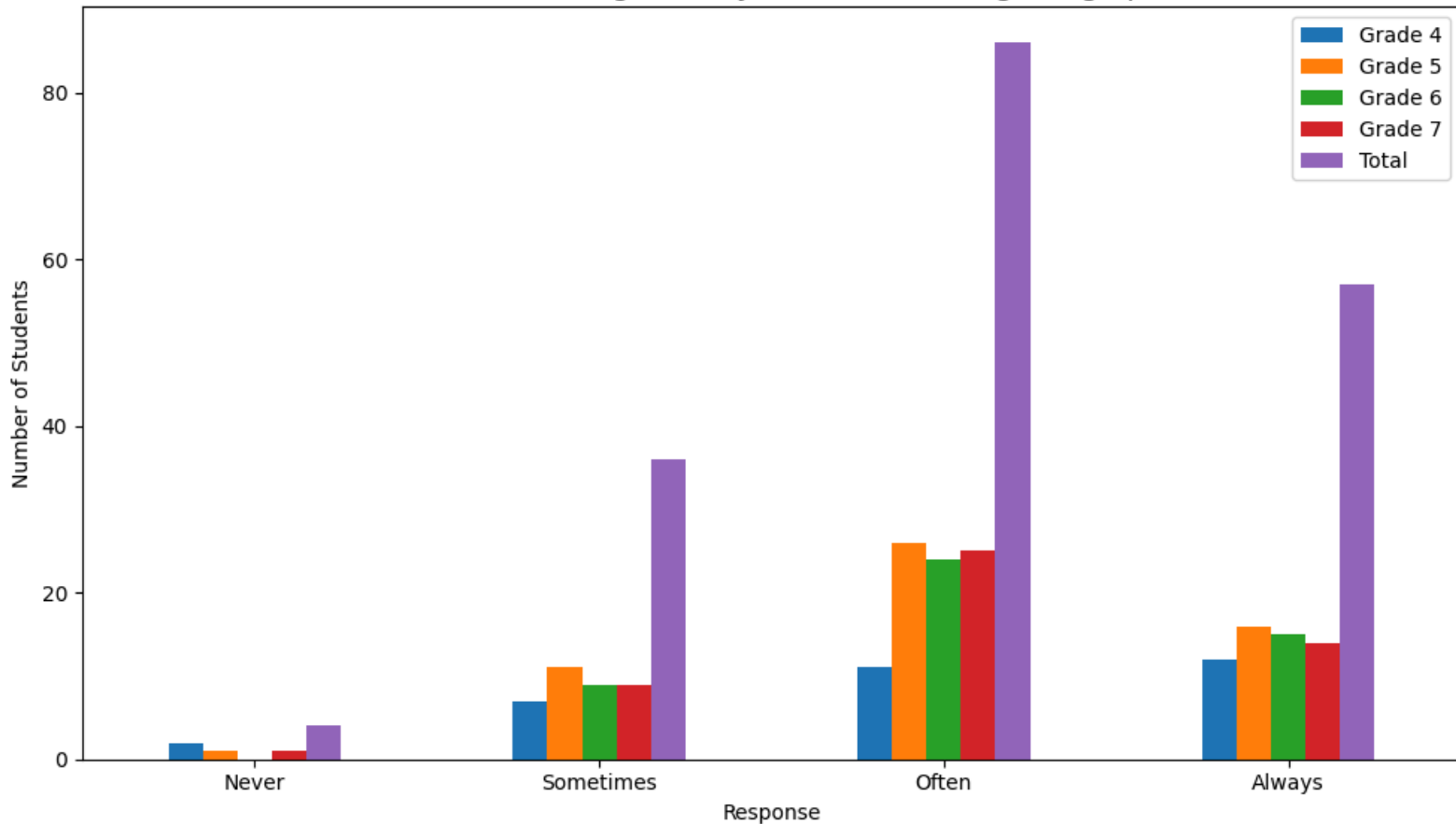
I can manage my time well and complete tasks on time



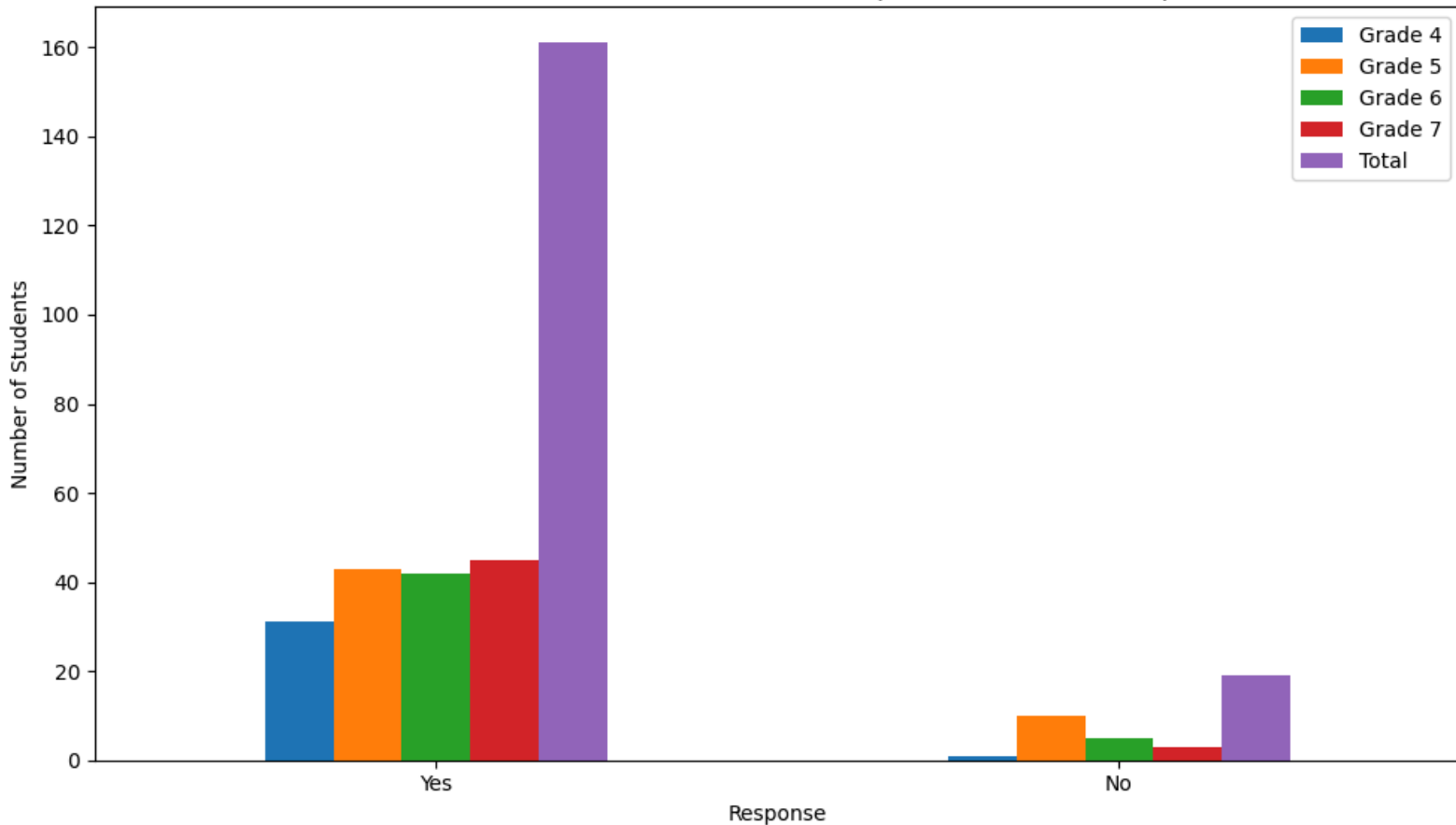
I know how to set goals for myself and work towards achieving them



I can handle changes in my routine without getting upset



There is an adult at Seaforth who can help me with a school problem



There is an adult at Seaforth who can help me with a home problem

