

Burnaby School District – Supporting Document

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?

- Results from 2024-2025 Grade 4 and 7 FSA show a number of students still perform at the 'Emerging' proficiency level in Reading:
 - Grade 4: Emerging-14%, On Track-64%, Extending-21%
 - Grade 7: Emerging-28%, On Track-70%, Extending-2%
- In 2023-2024, Sperling conducted a school-wide Reading Connections Assessment. The data showed the following student proficiency levels:
 - Emerging-7% Developing-36% Proficient-50%, Extending-7%(Note: The assessment and analysis did not specifically look for groups to target. Reading Assessments in 2024-2025 will look for ways to identify target groups.)
- In 2024-2025, Sperling conducted a school-wide Reading Making Connections and Finding Support Detail Assessment. The data showed the following student proficiency levels:
 - Overall: Emerging-17% Developing-45% Proficient-34% Extending-17%
 - Primary: Emerging-22% Developing-40% Proficient-35% Extending-7%
 - Intermediate: Emerging-12% Developing-50% Proficient-33% Extending-10%

(Note: The assessment and analysis of the 2024-2025 data had expectations for students to provide greater depth of support for their connections. The proficiency level reported this year reflects those higher expectations.)

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?

Interventions are identified and prioritized through the use of our Reading assessments.

- Student are identified for targeted support
- Learning needs of the targeted groups are identified through the use of Reading assessment screeners and diagnostic Reading assessments

Our school is working to develop our regular use of standardize reading assessment (e.g. Dibels Reading Assessment and/or District Literacy Assessment) to provide regular monitoring of student achievement in the area of Reading. Sperling Elementary teaching staff regularly participate in focus Literacy and Reading Professional Development throughout the year. We also have focussed groups at various grade levels and programs groups (i.e. English Program, French Immersion) who are developing practice in assessment and teaching instruction. Sperling also has an active Literacy Committee which provides directions for school-wide instructional development in the area of Reading.

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 latest school assessments are structured in a manner which allows us to monitor the progress of individual and groups of students. Supports are targeted to students or groups of students as the data suggests.

Consideration for Data

What does the data say?

Sperling Elementary's students generally demonstrate strong achievement in many academic areas including Reading as evidenced in school Reading Assessments, student's Progress Reports and FSA data. However, the school staff continue to see the opportunity for improving student achievement in the curricular area of Reading.

What data are we looking at?

- School Reading Assessments
- School and District Literacy Assessments (i.e. Dibels Reading Assessment and District Literacy Assessment)
- Progress Report (Report Cards)
- FSA

How do we know?

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