

## Burnaby School District

### Stride Avenue School Plan 2025-2026

#### Our Story

#### Who we are?

**At Stride Avenue Community School**, we are a vibrant, inclusive, and supportive learning community grounded in connection, tradition, and care. Nestled in the heart of Burnaby's Edmonds neighbourhood, our school proudly reflects the rich ethnic, cultural, linguistic, and socio-economic diversity of the community we serve.

Stride Avenue is honoured to be one of Burnaby's seven Community Schools. Rooted in the belief that schools thrive when the entire community is engaged, the Community School model brings together students, staff, families, residents, agencies, and local businesses to build a strong, caring, and connected neighbourhood.

Our dedicated Community School Coordinator plays a central role in facilitating a wide range of programs and services tailored to local needs. From early learning and after-school care to recreation opportunities, food security initiatives, and family support services, Stride functions as a true community hub – a welcoming and accessible space where people find connection, support, and a sense of belonging.

#### **Our Learners: A Reflection of the World**

Stride Avenue is a vibrant, multicultural learning environment where diversity is not only celebrated – it is lived every day.

- 63% of our students are English Language Learners.
- 42% of students speak a primary language other than English at home.
- More than 25 languages are spoken across our school community.

While English is the most common home language, it represents just over a third of our student population. Other widely spoken languages include Cantonese/Mandarin, Tagalog/Pilipino, Persian, Spanish, and Arabic, among many others. This linguistic richness brings global perspectives into our classrooms and fosters a culture of inclusion, understanding, and mutual respect.

We are also proud to support our Indigenous learners, who make up 6% of our student population, through a strong Indigenous Education Program that honours Indigenous knowledge, culture, and ways of learning.

## What are we doing well?

- The staff at Stride School form a cohesive and positive team, fostering a strong sense of community.
- Teachers create a welcoming, encouraging, and inclusive environment.
- The school connects effectively with families, provides food security, and offers out-of-school programs.
- School provides a variety of experiences, including cultural activities, music, sports intramurals, and out-of-school sports.
- Positive behavior intervention strategies contribute to students feeling welcome and part of the team.
- 79% feel safe at school, and 88% feel safe traveling to and from school.
- High percentages of students in primary grades (K-2) are developing, proficient, or extending in Language Arts.
- Cohort tracking shows consistent growth in many grades, particularly among female students.

## How do we know?

We conduct formal assessments three times a year, along with ongoing informal assessments, to track student progress and to guide instruction.

What data/evidence supports our selection of this goal(s)?

- Gr. 1 to 7--Fall, Winter and Spring DIBELS assessments
- Kindergarten District literacy Screeners
- FSA results
- Report Card Assessments
- ELL assessments
- Teacher Observations and Informal Assessments
- Ministry Student Learning Survey

## Our focus:

### Goal #1 Improve Reading Proficiency Across All Grades

- In Reading, Stride will reduce the number of students who are performing at the emerging level through targeted interventions and inclusive literacy practices.

#### **Focus on:**

- Foundational skills:
  - a) Phonemic Awareness
  - b) Phonics
  - c) Fluency
  - d) Vocabulary Development
- Comprehension Strategies
  - a) Explicit Instruction: Teach strategies like predicting, questioning, summarizing, and clarifying.
  - b) Metacognition: Teach students to think about their thinking
  - c) Building Background Knowledge

### Goal #2 Strengthening Self-Awareness and Relationship Skills

- All students will demonstrate improved self-awareness and relationship skills through intentional instruction, daily practice, and school-wide initiatives. Students will learn to recognize and manage their emotions, understand how their behavior affects others, and build healthy, respectful relationships with peers and adults.

#### **Focus on:**

##### **Self-Awareness**

- Teach students to identify and name their emotions using tools like emotion charts, check-ins, and reflection journals.
- Encouraging self-reflection through daily or weekly prompts that help students recognize their strengths, challenges, and personal growth.
- Integrate tools such as MindUp, and Zones of Regulation to support emotional regulation.

##### **Relationship Skills**

- Modelling and teaching respectful communication, active listening, and empathy in all classrooms.
- Providing opportunities for students to work collaboratively, solve problems, and resolve conflicts constructively
- Continue using the PBIS (Positive Behaviour Intervention Support) framework; using Stride and Stars

## STRATEGIES: (to support Focus)

What interventions are you implementing to support these students?

- Universal Screening: Conduct DIBELS literacy screener three times per year (e.g., September, January, May)
- Diagnostic Assessments: PM Benchmarking, 3 Minute Read, DART
- Tiered Interventions: Provide small-group or one-on-one support for students below grade level.
- Implementing a scheduled plan with a timeline targeting grade-specific skills, ensuring that English Language Learners (ELL) and Learning Support Services (LSS) are aligned with grade-level goals.
- Establish Parents as Partners” evenings
- Staff collaboration to share intervention strategies, consistent data collection, and uniform programming language
- PBIS framework--school-wide social-emotional learning program

## Burnaby School District – Supporting Document

### 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?

At our Stride, data plays a central role in identifying students who may be struggling with learning. We take a collaborative and intentional approach to ensure no student falls through the cracks.

- **Establishing a Baseline for Instructional Planning--** collecting a variety of data sources — such as classroom assessments, DIBELS assessment data, report card data, observational notes. Through data triangulation students are identified and where students are in their learning journey and who may be at risk.
- **Supporting Tiered Interventions--** Teachers, Learning Support Services (LSS/ELL), Counselling staff, and administrator collaborate and use the Data to inform decisions about the level of support students require: placing students in appropriate literacy groups or intervention programs
  - **Tier 1:** Universal classroom instruction, with differentiation based on student data
  - **Tier 2:** Small group support for students showing early signs of difficulty
  - **Tier 3:** Intensive, individualized interventions for students with persistent challenges
- School-Based Team (SBT) meetings
- Class Reviews — discuss and review students who require support, determining next steps for instruction or intervention

## Strategies

### How are interventions identified and prioritized for your school?

- Teachers provide universal supports for all students in their classrooms
- By utilizing a combination of School Base Team referrals, Class Reviews, and Consultation and Assessment Week, staff are able to evaluate student needs both within grade groups and across the whole school. Through a range of informal and formal assessments – including regular check-ins and the use of our literacy screener (DIBELS assessment) administered three times per year – we are able to identify and prioritize students requiring Tier 2, and 3 support.

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

- We review and adjust our interventions throughout the year based on student achievement. Teachers implement small-group support through push-in and pull-out models. Teachers meet students where they are academically and emotionally, bringing students to the school-based team for additional support. Collaboration with Student Support Services (LSS/ELL), counselor, Community Coordinator, families, and outside agencies ensures comprehensive 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?

- We are purposeful about how we structure meetings and conversations to focus on student support and effective practice. We include parents in our School Base Team meetings.
- Sharing at Professional development days; staff meetings, and co teaching models

## 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?

- **Culturally Responsive Teaching:** We integrate Indigenous perspectives across the curriculum, guided by the First Peoples Principles of Learning.
- **Community Partnerships:** We collaborate with local Elders, Knowledge Keepers, Indigenous families and our Indigenous Education Resource Teacher to support cultural learning and identity.
- **Annual Indigenous school plan:** continue following our school plan to guide us
- **Inclusive Classrooms:** Use Universal Design for Learning (UDL) to ensure all students can access and engage with the curriculum.
- **Individualized Support Plans:** Students receive support through IEPs, Learning Support Services, and collaboration with specialists (e.g., SLPs, OTs).
- **Trauma-Informed Practices:** use Trauma informed practices to respond to the effects of trauma with compassion and consistency.
- **Wraparound Support:** We work closely with social workers, caregivers, and community agencies to ensure continuity of care and learning.
- **Safe and Caring Environment:** We prioritize relationship-building, predictability, and belonging to help students feel secure and supported.
- **Academic Monitoring:** We track progress closely and provide timely interventions to support learning and engagement.

## Consideration for Data

What does the data say?

- See attached data and analysis

What data are we looking at?

- 2023-24 Language Arts Report Card Results
- FSA (grade 4 and 7) data 2024/25
- Student Learning Survey
- DIBELS—to be collected 2025-2026 for Grade 1- 7

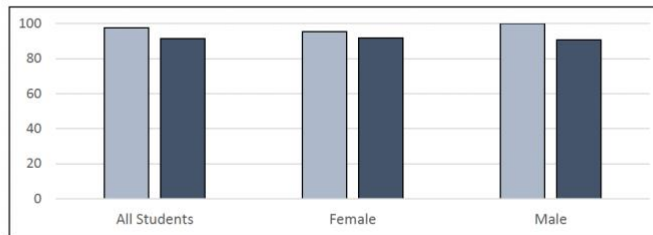
## How do we know?

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

### 2023-24 Language Arts Report Card Results

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

	All Students	Female	Male
School	97	95	100
Burnaby	91	92	91

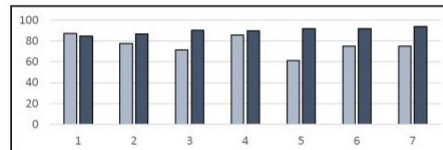


Stride Avenue Community

### 2023-24 Language Arts Report Card Results

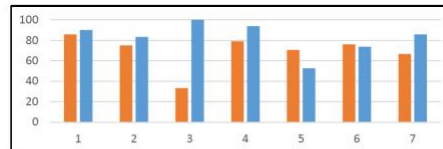
#### English Report Cards - Percentage of Students Developing, Proficient and Extending

	Grade						
	1	2	3	4	5	6	7
School	87	78	71	86	61	75	75
Burnaby	85	87	90	90	92	92	94

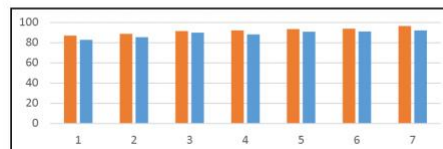


#### English Report Cards - Percentage of Students Developing, Proficient and Extending

	Grade						
	1	2	3	4	5	6	7
Female	86	75	33	79	71	76	67
Male	90	83	100	94	53	74	86



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



Stride Avenue Community

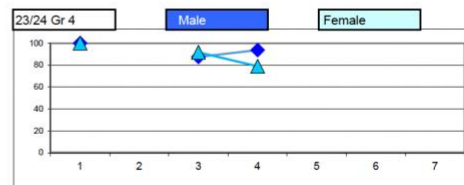
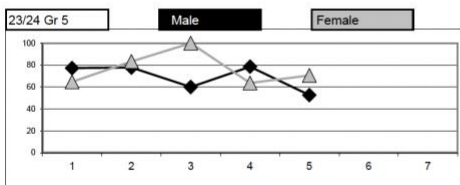
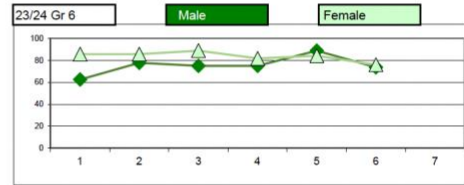
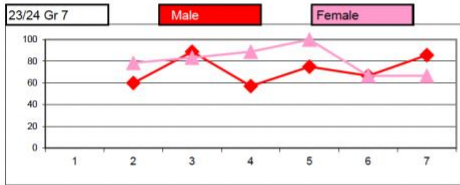


## 2023-24 Language Arts Report Card Results

Stride Avenue Community Cohort Tracking - Percentage of Students Developing, Proficient and Extending

Male	1	2	3	4	5	6	7
23/24 Gr 7		60	89	57	75	67	86
23/24 Gr 6	63	78	75	75	89	74	
23/24 Gr 5	77	78	60	79	53		
23/24 Gr 4	100		88	94			
23/24 Gr 3		86	100				
23/24 Gr 2	88	83					

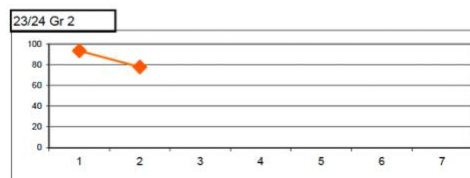
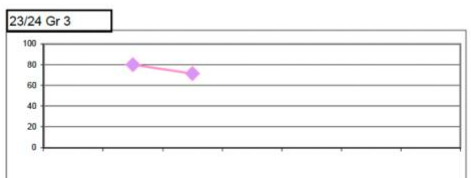
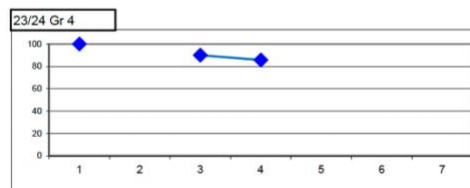
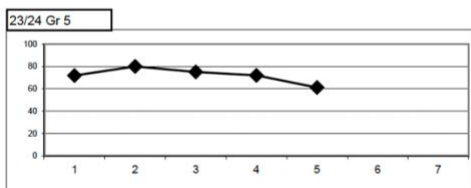
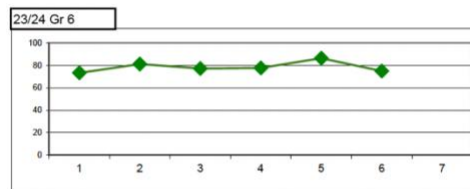
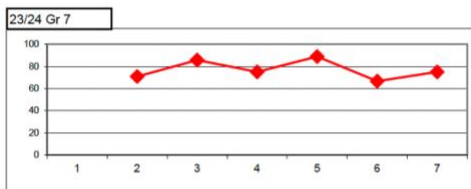
Female	1	2	3	4	5	6	7
23/24 Gr 7		79	83	89	100	67	67
23/24 Gr 6	86	86	89	82	84	76	
23/24 Gr 5	65	83	100	64	71		
23/24 Gr 4	100		92	79			
23/24 Gr 3		75	33				
23/24 Gr 2	100	75					



## 2023-24 Language Arts Report Card Results

Stride Avenue Community Cohort Tracking - Percentage of Students Developing, Proficient and Extending

	1	2	3	4	5	6	7
23/24 Gr 7		71	86	75	89	67	75
23/24 Gr 6	73	81	77	78	86	75	
23/24 Gr 5	72	80	75	72	61		
23/24 Gr 4	100		90	86			
23/24 Gr 3		80	71				
23/24 Gr 2	93	78					



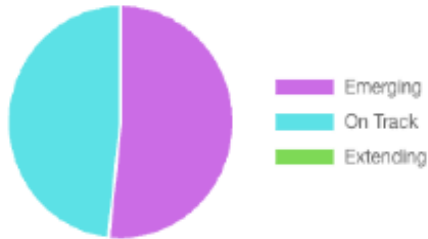
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IBC Education eAssessment

## Proficiency Distribution Report: 2024-2025 FSA

### Grade 4 2024/25

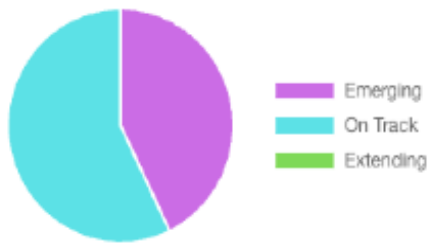
Literacy



	Participation Rate – Writers Only	
	#	%
<b>Emerging</b>	15	42.86
<b>On Track</b>	14	40.00
<b>Extending</b>	0	0.00

### Grade 4 2024/25

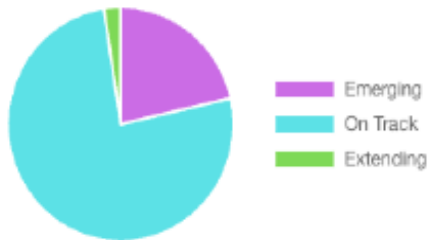
Numeracy



	Participation Rate – Writers Only	
	#	%
<b>Emerging</b>	12	34.29
<b>On Track</b>	16	45.71
<b>Extending</b>	0	0.00

### Grade 7 2024/25

Literacy



	Participation Rate – Writers Only	
	#	%
<b>Emerging</b>	9	18.37
<b>On Track</b>	32	65.31
<b>Extending</b>	1	2.04

### Grade 7 2024/25

Numeracy

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Grade 4 Student Learning Survey

### Grade 4 Student Learning Survey

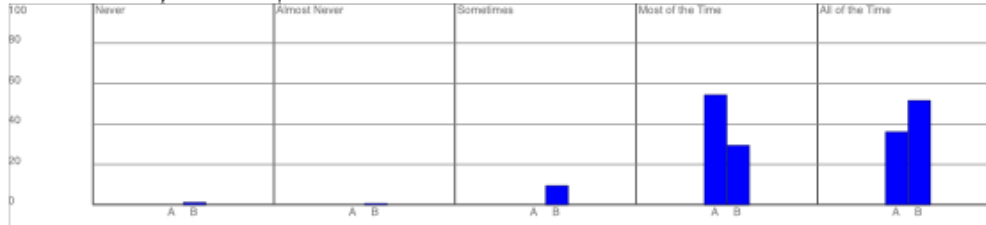
Unofficial Results

Printed on June 29, 2025

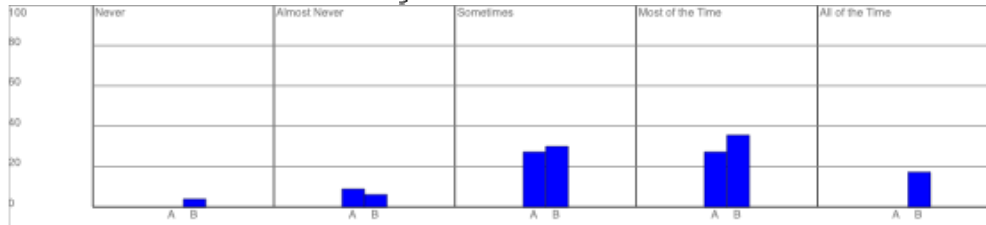
A: Stride Avenue Community Elementary

B: District

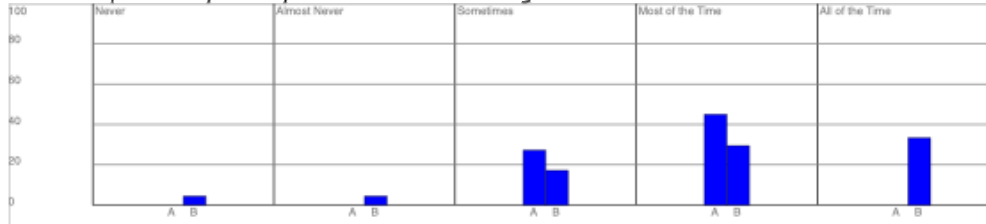
I know how my school expects me to behave.



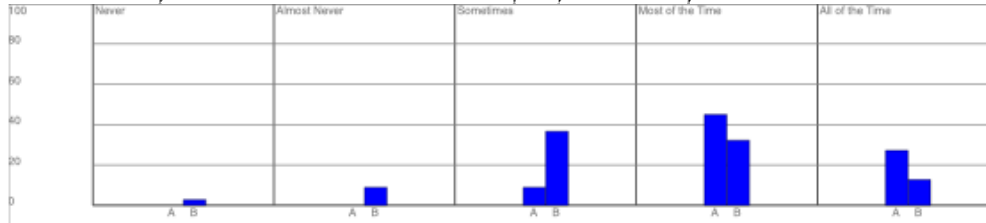
I think of others when I do something.



I take responsibility for my actions and I do not give others credit or blame for what I do.



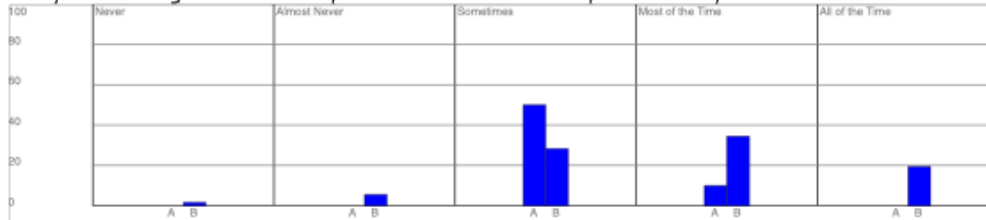
Students in my school treat each other with respect, even if they are not friends.



Can you explain to others how you solve problems?



Are you learning how to solve problems with others in peaceful ways?



<https://www.awinfosys.com/survey4/sd41/admin/rptSurveyGraphA.asp?Details=true&SchoolNumber=189&SVSurveyNumber=1704&dsSVQuestionNumber=21052...> 1/1

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Grade 7 Student Learning Survey

### Grade 7 Student Learning Survey

Unofficial Results

Printed on June 29, 2025

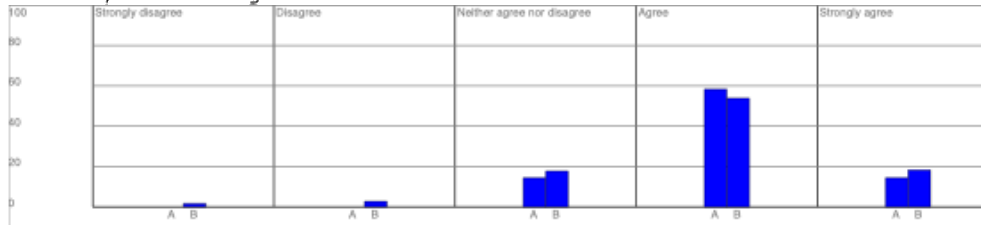
A: Stride Avenue Community Elementary

B: District

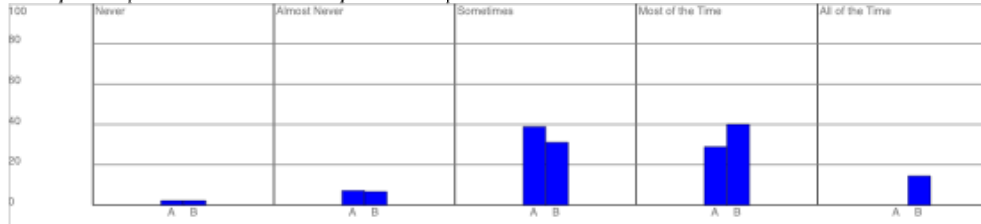
At school, rules and expectations for behavior are clear to me.



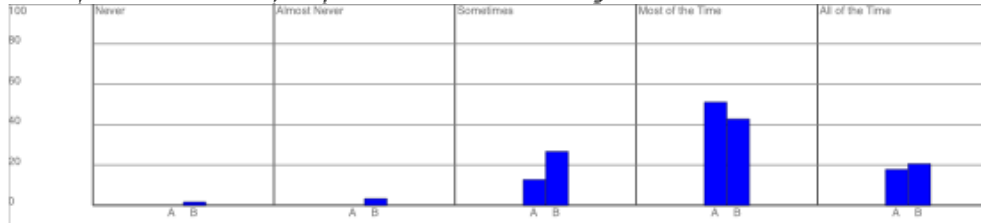
At school, I am learning to communicate well.



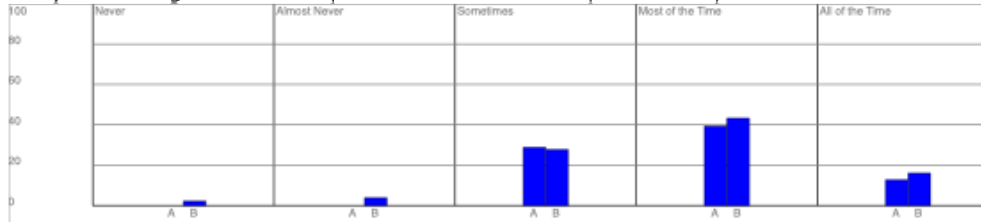
Can you explain to others how you solve problems?



When you make a choice, do you think about how it might affect others?



Are you learning how to solve problems with others in peaceful ways?



I take responsibility for my actions and I do not give others credit or blame for what I do.



<https://www.atwinfosys.com/survey4/sd41/admin/rpSurveyGraphA.asp?Details=true&SchoolNumber=189&SVSurveyNumber=1707&dsSVQuestionNumber=21070...> 1/1