Name of School: Burnaby North

Date: May 4th, 2015

Year of Plan

1. \_\_
2. \_\_\_
3. \_\_\_

Other \_x\_\_

**Response to Intervention**

**FRAMEWORK**



**School Community Context:**

Burnaby North Secondary is a large, urban secondary school (grades 8 – 12) that reflects the multicultural diversity of the Metro Vancouver Region. Due to its size and rich history, the school offers an extensive array of courses and learning programs for students. Burnaby North has a well-deserved reputation as a high achieving school with the largest and most successful Advanced Placement Program in Canada. Approximately, forty percent of Burnaby North students participate in Honours and Advanced Placement classes. The school’s students excel as a group, and individually, with national and international recognition. For a number of years, our graduation classes have been offered in excess of $1,000,000 in scholarships and bursaries.

The motto of Burnaby North, “Excellence, Discovery, and Service”, accurately reflects the school culture. Students and staff are committed to academic excellence. The curricular and extra-curricular programs are designed to help students learn about themselves and the world they inhabit. Student leadership is an important focus of the school. Students at North organize a large variety of clubs, have a strong social conscience, and contribute positively to the school and greater community. The Burnaby North school community takes the concept of service to heart as thousands of volunteer hours are spent by students and staff in supporting community needs.

The school is proud of its accomplishments in supporting the diverse learning requirements of our large student population. Our learning community includes many ELL learners, Aboriginal students and International students as well as students with Gifted designations, learning disabilities and unique behavioral needs. The school is also proud of the collaborative nature of the teaching staff. During our formal collaboration time, groups of teachers work together in professional learning communities to collaboratively address issues and develop programs, lessons and strategies to improve student learning. Our professional learning is further supported by a wide-range of formal and informal professional growth, development and collaborative opportunities including participation on may district learning teams.

Burnaby North has a vibrant Visual and Performing Arts department. Students in the department have opportunities to engage in a wide-range of music, drama, dance and art programs. Through these opportunities, students regularly earn awards for the school yearbook and many other art and film competitions. Our music program receives many invitations to national festivals and has formed a partnership for the 2014-15 school year with the Vancouver Symphony Orchestra. Burnaby North’s marching band, unique to public schools in BC, participates in numerous public events, including the Grey Cup Parade, Santa Claus Parade, Canada Day celebrations and cultural events. The athletic program at Burnaby North values participation and a commitment to active living. We have seen a growth in our athletic program – both in the number of teams and the percentage of students participating – and have had several teams produce championships at the local and provincial level.

Burnaby North has wonderful parent partners through our Parent’s Advisory Council, School Planning Council and Music Parents’ Association that support school activities and goals. The groups are active in helping raise funds by accessing gaming revenue and through many other creative projects. They organize and supervise our Dry Grad, attend concerts and parent evenings and represent our community on the District Parent Advisory Council.



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| Assessment |
| Ongoing assessment for, as, and of learning is conducted with all students and additional assessment or short term progress monitoring is used to identify students who require more intensive interventions. |
| Monitoring / Adjusting |
| Based on ongoing assessment data, student progress is monitored and instructional practise is adjusted to meet the needs of each learner. |
| Data-based Decision Making |
| Data analysis and decision making occur at all tiers of RTI implementation and all tiers of instruction. Teams use ongoing assessment data to make decisions about instruction and movement within the multi-tier prevention system. |
| Multi-tier Prevention System |
| RTI is a *multi-tiered service delivery model* in which instruction is differentiated to meet learner needs at each of the various tiers. The first tier focuses on high quality core instruction, the second tier includes interventions of moderate intensity and the third tier includes intensive interventions that are individualized for each learner. |

**Response to Intervention**

**As you reflect on student achievement data, how will this influence your next steps/goals?**

All students at Burnaby North are provided access to a comprehensive educational experience. We offer a range of curricular and extra-curricular opportunities designed to help our students thrive. All of our programs are built upon a foundation of ensuring that each student is healthy, safe, engaged, supported and challenged. We emphasize and support the values of student voice and leadership, community service, and social responsibility. Within this context, several areas of growth have been identified by students, staff and parents at Burnaby North. These areas are:

* **Focus Area #1**: Improved communication of student learning
  + How can we shift from a culture of grading to a culture of learning?
  + How do our assessment, grading and reporting structures support student learning?
  + How do our assessment and reporting structures engage parents as partners in supporting student learning?
* **Focus Area #2**: The development of a proactive, targeted strategy to support student mental health
  + How do we ensure that all students are able to accurately recognize feelings, manage stress and deal with anxiety?
  + How can we adjust our classroom and school structures to help decrease anxiety in students?
  + How do we engage the broader school community in support of mental health?
* **Focus Area #3**: A commitment to a connected and collaborative learning community
  + How do we ensure that all students, staff, parents and community members feel connected, supported and engaged at Burnaby North?
  + How can we help all students identify, and pursue, their spark?
  + How can our systems, structures, space and practices be adjusted to enhance the development of a connected and collaborative learning community?

These three areas will form the foundation of the work will be doing to target our specific, data-driven school goals (see below).

**GOALS:**

1. Increase the number of students who are meeting expectations (letter grade of “C” or higher) in each of their courses
2. Increase the number of students who are meeting/exceeding expectations in the SEL competencies of Self-Awareness and Self-Management

**What data supports these goals?***Please include supporting data in the appendices.*

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| Goal 1 | Goal 2 |
| Approximately 12% of students are achieving below 60%. This data includes some students who are struggling in multiple classes as well as students who have a “C- or I” in one class. | Qualitative data over several years indicates that many students are struggling with Self-Awareness and Self-Management skills. Specifically, accurately recognizing emotions, managing stress and dealing with anxiety have been identified by students, parents and staff as areas requiring support in our school. |
| We have identified 179 students through our Vulnerable Student database who require support in multiple areas in order to achieve academic success | Increased mental health and counselling referrals through Student Services, SBT and administration |
|  | Many parents are identifying concerns regarding the mental health of their children and are requesting information and support from the school. |
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| Goal 1 | Goal 2 |
| How will class/grade-wide assessment data inform your next steps? | |
| Class-wide data assists us in identifying our strengths as well as areas requiring further development. Overall, students at Burnaby North are doing very well. Our report card data, provincial exams marks, graduation rate, AP scores and Honour Roll data support this conclusion. However, we are continuously looking to improve our ability to respond to the needs of our most vulnerable learners. We rely on articulation information from our elementary schools to target early interventions for students arriving at Burnaby North. | |
| Grade 7/8 literacy assessments are conducted at the beginning and end of the school year in partnership with our family of schools. Data is shared and strategies developed with all staff. | The Vulnerable Students database and LEAD database provide school-wide data which is used to identify students who may be at risk of struggling academically and socially. |
| We are in the process of developing a process for assessing numeracy on a grade-wide level. This is being undertaken through the “Math Buddies” program that is in place in all of our family schools. | We are part of a district initiative to develop an effective SEL assessment tool which will assist in planning moving forward |
| What will be in place to support all students? | |
| The teachers at Burnaby North differentiate to meet the needs of students at the classroom level. They provide on-going feedback and use formative assessment to support student learning. | |
| Strategies: Use of a balanced literacy program  Pre-Post assessments  Differentiated Instruction  Formative Assessment  Posted Learning Intentions  Silent Reading (Dept. specific)  Guided Reading  Literature Circles | Warm, welcoming, safe classroom and school settings  Mini-lessons taught in classes by counsellors (including Mindfulness and self-regulation strategies)  Access to counselling support through Student Services and YSW  Information and presentations regarding Mental Health – Specifically, self regulation.  Access to outside agencies |
| Structures:  Connect Program  Success Program  Cross-Curricular Learning Teams | Structures/Supports;  Learning Team of 35 teachers meeting for facilitated discussion during collaboration time  Standing item om staff meeting and Pro-D agendas |
| How will you monitor progress for all students? How frequently? | |
| We have developed several processes to assess student progress, identify and support our students who are struggling with any aspects of school, and inform program development. Our grade-wide literacy assessments, vulnerable students’ database and LEAD database provide quantitative measures of student success. These processes are completed at set points throughout the year and use all available measures to provide accurate data. Further, we have processes in place through our RTI model and CSIs to identify at-risk and vulnerable students. These processes have highlighted specific students who required extra supports and interventions. When combined, this data allows us to develop comprehensive and targeted supports for our students. | |
|  | This presents the greatest challenge with all SEL initiatives. We are working with teams of school, district and community partners to find valid assessment tools to support our goal |

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| Goal 1 | Goal 2 |
| Based on class/grade-wide assessment data, which students require more targeted interventions? | |
| We have identified a small number of students in each grade who require Level 2 or 3 supports in a range of areas. This information is shared with staff in the building to assist in supporting these students in all aspects of their schooling as well as in the development of support plans. | |
| We have identified several groups of students who require targeted interventions and support in literacy. These groups include struggling learners, ELL learners and students in LSS. | We have several students who are struggling with generalized anxiety and stress related mental health issues. |
| How will the data inform next steps? | |
| We are continuously adjusting our practices at the student, classroom, school and community level in response to student needs. Data informs decisions we make moving forward and forms the foundation of the work that takes place during collaboration time, staff and Department Head meetings. The data is also used as we assess which supports we will continue to use. This is equally true for everything from literacy supports to after school programs, course offerings to targeted interventions. Once we identify the specific area of development a student requires, we are able to track progress and put appropriate supports in place. On a larger scale, we align our structures and processes to best support students and ensure that staff are in the best position to support learning. This process includes the alignment of our Professional Development, Collaboration groups and school goals. | |
| What interventions will you implement to support these students? | |
| Access to CONNECT program  Referral to afterschool/extended day support programs- SUCCESS  Targeted support in classes (SIOP)  Team-teaching/Flexible timetabling to ensure appropriate supports  Peer Tutor/Mentor  IDS – target areas requiring support/development  Creation of an IEP/SLP to meet specific learning needs | Individual and small group counselling  Classroom supports and adaptations  Guest speakers and community resource sharing  Community/family referrals  Case managers and/or staff contacts  Safety plan |
| Referral to School Based Team  Ongoing communication with parents and counsellors | |
| How will you monitor progress for these students? How frequently? | |
| Each program/support has its own progress tracking and reporting protocol and timeline. Generally, we try to build in both short term and long term monitoring systems. For example, students receiving support through our literacy interventions have daily and weekly assessment protocols but are also tracked through longer term protocols by classroom teachers, case managers and SBT. | |
|  | Many of our mental health supports require longer-term monitoring and progress tracking. |

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| Goal 1 | Goal 2 |
| Based on targeted assessment data, which students in Tier 2 require more intensive interventions? | |
| We have identified approximately 10-15 students per grade that require Tier 3 interventions. In some cases, these interventions are unique to one area (literacy) but in most situations the students require more comprehensive, wrap-around support. In all cases, we personalized the support plan for each student and attempt to make a direct connection between our interventions to the specific need(s) of each child. In many cases, these support plans include family and community supports as well as school-based supports. | |
| How will the data inform next steps? | |
| Data informs decisions we make moving forward. We track several factors as indicators of success. Achievement, attendance, work habits and behavior referrals are all sources of quantitative data. We also use several qualitative measures from classroom, school and community sources. Though each student and situation are unique, we have found that the following factors have the most profound impact on supports we put in place for our students:   * We have been able to identify the specific area of support required and target the intervention to address it * The intervention has been put into place in a timely manner and its impact is tracked * The support is clear and consistent yet flexible enough to meet the individual student’s needs * The relationship between the student and the teacher or adult facilitating the support is vital! | |
| Tier 3 data is a key aspect in assisting us in the transition of our students to post-secondary opportunities as well as the transition to district and community programs when appropriate. | |
| What individualized interventions will you implement to support these students? | |
| Targeted one-to-one reading  Fast ForWord  Program Adjustment  Referral to outside services and support  Levelled Literacy programs | Social-Emotional Support   * Boys/Girls/Social Skills Groups * Counselling   - Family support services  - RCMP Youth Services  - Odyssey |
| Some of the interventions we have put into place for these students are individual in nature while others are designed to support small groups of students. | |
| How will you monitor progress for these students? How frequently? | |
| Students receiving Tier 3 supports are tracked on an on-going basis through our SBT, Case Managers, Aboriginal Support Team, Counsellors and administration. We track students receiving Tier 3 interventions through a more frequent and thorough process than our Tier 2 students, In some cases, this monitoring is being done in alignment with supports being offered at the District and Community level. | |

**APPENDICES***Please include data analysis.*

**Provide the evidence/data analysis that supports your school goals.***Examples: Foundation Skills Assessment, Report Card marks, Performance Standards, Fast ForWord, Reading Recovery, Links to Literacy, Social Emotional surveys, Grade to Grade Transition rates and other pertinent data sources.*

**How will your School Grant support your school plan?**

1. What is the objective? To improve the communication of student learning to students and parents on an on-going basis to better support student learning
2. What is the data that that led to this being an objective? Feedback from students, parents and staff has identified this as an area requiring growth. We have many staff members who are looking at unique and innovative ways to communicate learning in ways that will emphasize student learning over grading.
3. Who are the students/student group that will benefit from this objective? All students will benefit from this objective over time. We will start with a small group of pilot classrooms and expand our practice over time.
4. How will this project be reflected in meeting the goals in your school plan? This goal aligns directly with one of the three focus areas of our plan. It will also assist in achieving our two specific goals in the areas of supporting vulnerable learners and improving mental health as students are given more control of their learning and shift away from a focus on grading.
5. How will you begin the project, monitor it and adjust it? We have a cohort of staff who will be participating in a district learning team in this area. Through this structure, the group will be sharing their learning, tracking progress, and adjusting practice based on feedback from students, parents and colleagues.
6. How will funds be spent? (TOC time; Fees; Resources; etc) Funds will be spent to provide release time for our staff as well as teachers from our family of schools. The release time will allow us to offer on-going professional development and create a learning network with our zone.
7. How will you measure the impact on student achievement from this project? We will have access to a wide-range of qualitative data over time to measure the impact on student achievement. This data includes: student, staff and parent feedback. We will also be able to track student achievement through grades, comments and work habits.

Signatures of SPC Members;

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