# Burnaby North Secondary School School Plan 2004-2005

### **School Context**

The Mission Statement for Burnaby North Secondary School states: Burnaby North Secondary School through consultation and collaboration with students, parents and the community seeks to develop a well-rounded student — intellectually, physically, socially and emotionally — able to function effectively in an atmosphere of individual and cultural diversity. As a school, we strive to develop the full potential of every student by using many different approaches to learning in a range and variety of programs.

The school is a large comprehensive school that currently enrolls over 2000 students in grades 8 – 12. The current 2003/04 enrollment is as follows:

Grade 8	402
Grade 9	388
Grade 10	438
Grade 11	402
Grade 12	392

The majority of students entering grade 8 come from seven local elementary schools:

Aubrey Elementary
Capitol Hill Elementary
Lochdale Community School
Montecito Elementary
Parkcrest Elementary
Sperling Elementary
Westridge Elementary

The school is situated in the North-West sector of the municipality of Burnaby. The community is serviced by a community skating rink, swimming pool, golf course, tennis courts and playing fields which are within the block of land adjacent to the school. These facilities are used for curricular and extra-curricular programs. There is a real "neighbourhood" feeling within the North community.

However, in 2003, with the advent of schools of choice, more than seventy students residing outside the school catchment, from around the Lower Mainland applied to come to the school for grade 8, 36% of whom requested to be part of the Honours and Advanced Placement Program. In addition, 27 international students chose to attend the school.

The staff and students reflect the wide ethnic and racial mix of greater Vancouver's multicultural society. However, the dominant cultural group in the school is Chinese of whom forty-nine percent were born in Canada, eighty-four percent are Canadian citizens or permanent residents. Only eight percent of the Chinese students are registered in the English as a Second Language program. The student body is composed of forty-five percent females and fifty-five percent males. Twelve percent of the student population are designated in special needs categories including seven percent learning or behaviour disabilities and five percent gifted. Two percent of our students are aboriginal.

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Over one hundred teaching and forty support staff bring a wealth of experience and expertise to the school. The implementation of teacher collaborative time has resulted in the sharing of knowledge and the formation of teacher teams that focus on student achievement.

The motto of Burnaby North is "excellence, discovery, and charity" which 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. The students organise a large variety of clubs. Students at North have a strong social conscience and contribute positively to the school and greater community. Thousands of volunteer hours are spent by students and staff in supporting community needs. They take the concept of charity to heart. They raise substantial amounts of money for the Burnaby Christmas Bureau, (more than \$10,000 this year) Unicef, the Terry Fox and Milk Runs, famine relief, and any other Global Project where they feel they can help. This year included a special fund-raising project for the earthquake victims in Iran.

The school has a Visual and Performing Arts department which is one of the largest in the province. The students earn awards for the school year book and many other art competitions. Last year five students from grade 12 entered Emily Carr Institute of Art to continue their education. The annual school musical is well attended by the community.

The athletic program values participation and commitment. The teams do well particularly in table-tennis where the school always finishes in the top two in the province. The practical arts programs offer opportunities for students with interests in business, technology education and home economics. The credentialized workplace training, secondary school apprenticeship and work experience program is very progressive. The thirty students on workplace training completed their selected studies credits while gaining realistic work experience. Strong partnerships have developed with businesses in the community. One such partnership has resulted in a Burnaby North Youth Credit Union opening in the school in conjunction with VanCity.

Another partnership that was enjoyed for the first time this year was with Vancouver Community College. Three grade 12 boys received pre-apprenticeship certification in autobody while earning credit towards their graduation.

With the support of the National Crime Prevention Foundation, the Clarica Foundation and the Vancouver Foundation the school has implemented a Transitions Program for grade 8 students which provides support for them during their first year at secondary school, and includes mentorship by grade 11 and grade 12 students.

For students who might be experiencing difficulty in any area of their learning the Learning Centre and Learning Support Services department offer support in a variety of ways. Time is provided for students who need extra support with basic skills and literacy. While alternate programs support students who experience challenges in a regular school setting,

Another program that has been established this year to support student learning is called SUCCESS which provides after school access to tutoring by teachers, grads and present students for projects, tests and homework.

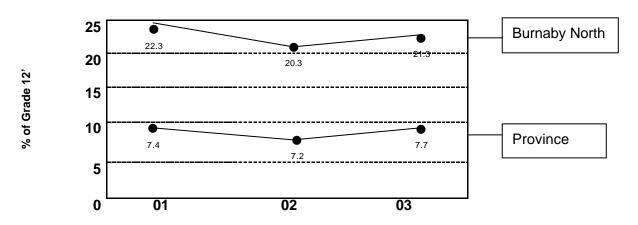
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The tradition of academic excellence creates a focused community. Students achieve excellent results in both classroom work and provincial examinations. Provincial exam results confirm that students are achieving above the Provincial average in all subjects except English.

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	h	h	е	s	у	у	h	у
Burnaby North	81.9	65.1	75.7	77.7	70.1	75.1	80.6	77.4
Provinc e	71.6	68.5	71.8	69.9	64.6	72.5	75.1	77.1

Ninety-eight graduates (21.3%) received a \$1,000 provincial scholarship from the ministry of education (fifteen graduates more than any other school in British Columbia). This is 13.6% above the provincial average.

#### PROVINCIAL SCHOLARSHIPS AWARDED



In addition to provincial scholarships, students were offered \$753,125 in scholarships from a variety of post secondary institutions and from generous donations by corporations and organisations. A survey of the 2003 graduates indicates that at least 75% of them are currently attending a post-secondary institution which well exceeds the provincial norm of about 30%.

Burnaby North has a well-deserved reputation as a high achieving academic school with the most successful Advanced Placement program in Canada. Thirty-five percent of the students participate in the honours program which continues to motivate students to enrol in the Advanced Placement Program. Courses in fifteen subject areas are offered. Exam results continue to be the best in the country. Last year, ten students were honoured as National Scholars and thirty-seven as Advanced Placement Scholars. Details of exam results for the last two years are shown below.

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Year	Burnaby North Students	Exams Written	Average out of 5	% with 3+	AP Scholars	National Scholars	Provincial Avg 3+	National Avg 3+
2003	179	352	3.97	92%	37	10	81%	76%
2002	163	313	4.12	95%	36	7	83%	78%

Student success starts in grade eight and is maintained through each grade which is evidenced by the success rate of students transitioning from grade to grade being higher than the provincial average.

2002-2003	8 to 9+	9 to 10+	10 to 11+	11 to 12	
Burnaby North	99%	95%	97%	94%	
Province	96%	94%	91%	84%	

## **Parental and Community Involvement**

Burnaby North has an active Parent's Advisory Council, School Planning Council and Music Parents' Council which are supportive of 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 the dry after grad, attend concerts and parent evenings. They participate in the District Parent Advisory Council.

The members of the School Planning Council have been an integral part of planning and developing the school goals. They examined and analyzed information and data. Together with department heads they attended a workshop on developing goals. They met with members of the literacy and Social Responsibility Committees who reported on the progress and development of the goals. This was followed by their attendance at a staff meeting where staff discussed and approved the goals.

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## Review of School Goals and Progress for 2003-2004

The Literacy and Social Responsibility Committees continue to take leadership in collecting and analyzing data to monitor the school goals. In service was provided at staff meetings and at professional development days to learn new strategies and plan for their implementation school wide. Members of the committee presented plans to the staff and the school planning council.

## Goal 1A and 1B

A. To improve students' literacy by improving their reading for comprehension skills.

B. To improve students' writing for meaning and summary skills

## Results of the Passing Rates of Students in English and Communications at grade level

	Year-End English Results						
Grade in 03/04	Course	Target %of students passing in 2003	2003 % of students who achieved a pass	Students registered in 2002-03			
8	English	85	94	319			
9	English	90	95	348			
10	English	90	96	246			
11	Communications	90	86	29			
	English	96	99	323			
12	Communications	80	82	28			
	English	99	99	377			

<sup>\*</sup> Grade 12 results include 2003 Provincial Exam results

## Results of the Write it Now and Read it Now Projects

	V	Read It N	ow		
Grade in 03/04	Target % of students scoring 4 – 8 in 2004	% of students who achieved 4 – 8 in 2004	Oct. 2003 participation rate (%)	Jan.2004 participa tion rate (%)	% of students scoring 4 – 8 in 2004
8	50	75	96	99	77
9	50	72	93	99	83
10	53	81	93	99	88
11	62	80	92	99	90
12	70	85	81	n/a	n/a

Assignments are evaluated on an 8 point scale with 4 being a pass.

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### **Summary**

In our original plan eleven indicators were identified as being relevant for the literacy goal. However, it was decided that the focus should be on the Write it Now, the Read it Now, and English results. The results showed that students in every grade attained percentages well above the set targets in the Write it Now project. Students in all grades exceeded the target: in grade 8 by 25% points, grade 9 by 22%, grade 10 by 28%, grade 11 by 18% and grade 12 by 15%. However, the results showed that 21% of students were still not meeting expectations. The Read it Now pilot project was completed in January 2004 and while only a pilot project it indicated that approximately 15% of students failed to meet expectations (based on the Provincial Performance Standards).

The number of students passing English and Communications courses at grade level also improved at every grade level but approximately 5-15% of students did not pass English or Communications.

## Goal 2

To improve students' social responsibility by improving student to student interactions inside and outside the classroom.

## **Results of the Student Social Responsibility Survey**

<u>Topic</u>	% of students fully meeting or exceeding expectations Target	Achieved
Use of appropriate language	30%	25%
Helping people in trouble or need	50%	50%
Class participation	50%	51%
The number of students helping students in		
class	50%	52%
The number of students actively		
participating in helping others (individuals		
and/or community)	42%	46%

## Results of Students' Work Habits (G-S-N) as Recorded on Report Cards for Term 1:

Grade	% of students fully meeting or exceeding expectations
8	94
9	93
10	91
11	89
12	90

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### **Summary**

The student survey was used to assess interactions outside the classroom. All the targets were exceeded except in the area of the use of inappropriate language. The staff agreed to simplify the social responsibility Provincial Performance Standards and use them to evaluate the student's pupil effort mark in class. This achieved consistency and produced evidence of student interactions within the classroom. Twenty-two percent of the total population were exceeding expectations with only 9% not yet meeting expectations.

## **Conclusion**

Both goals will continue to be a focus for the school. It was felt that more improvement is required in both.

## **GOALS FOR 2004 - 2005**

## GOAL 1

To improve students' literacy skills

Objective #1 to improve reading for comprehension skills

Objective #2 to improve writing for meaning skills

## Rationale and Analysis

- Given our experiences as teachers and parents and the results of the Write it Now and Read it Now projects, we know that Burnaby North Secondary School students need to improve their literacy skills
- Improving reading and writing skills will increase achievement in all subject areas and will allow teachers to better assess student understanding
- It will enable students to keep pace with increasingly sophisticated literacy demands (from grade to grade and throughout their life outside of school)
- Students will be better prepared for post-secondary education and the workplace by improving "real life" skills

## **Reading for Comprehension**

Analysis of the FSA, Write it Now, Read it Now, and teacher feedback indicate the following areas to work on:

- Note-taking skills
- Logical, detailed interpretation
- Logical connections for inferences
- Detailed and sophisticated analysis that elaborates and synthesizes

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## **Writing for Meaning**

Analysis of the FSA, Write it Now, Read it Now, and teacher feedback indicate the following areas to work on:

- Making meaning clear to the reader
- Sentence complexity/variety
- Vocabulary development
- Logical organization
- Smooth transitions

## PerformanceTargets:

- 1. To increase the number of students who score a 4 or better out of 8 on the Write it Now and Read it Now projects
  - The Write it Now is administered to all students in ESL, English, and Communications classes except students in Grade 12 who may have study blocks, and students in Pre-Employment, Access, and Alternate programmes
  - The Read it Now is administered to all students in ESL, English, and Communications classes except students in Grade 12 who wrote a mock language arts Provincial exam, and students in Pre-Employment, Access, and Alternate programmes

### **Indicators**

		V	Vrite It Now		F	Read It Now	1
Class of	Grade in 2004	Oct. 2003 participati on rate (%)	% of students scoring 4 – 8 in 2003	Target % of students scoring 4 – 8 in 2005	Jan. 2004 participati on rate (%)	% of students scoring 4 – 8 in 2004	Target % of students scoring 4 – 8 in 2005
2009	7	n/a	n/a	n/a	n/a	n/a	n/a
2008	8	96	75	78	99	77	80
2007	9	93	72	75	99	83	85
2006	10	93	81	83	99	88	90
2005	11	92	80	83	99	90	92
2004	12	81	85	n/a	n/a	n/a	n/a

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- 2. To increase the number of students passing English courses at grade level:
  - Results from students with an AIP (i.e. ESL students) and students with an IEP (e.g. Access, Pre-Employment) are not included

## **Indicators**

		Year-En	<b>)</b>		
Class of	Grade in 2003	Course	2003 %	Target 2005 %	Students registere d in 2003
2008	7	n/a	n/a	n/a	n/a
2007	8	English	94	95	319
2006	9	English	95	96	348
2005	10	English	96	97	246
2004	11	Communications	86	88	29
		English	99	99	323
2003	12	Communications*	82	84	28
		English*	99	99	377

<sup>\*</sup>Grade 12 results include Provincial Exam results

## **Strategies:**

## (A) Reading for Comprehension

- 1) Continue development of a school-wide literacy plan by the Literacy Committee
- 2) Support the teaching of reading strategies across the curriculum by providing in service and information on reading strategies including but not limited to...
  - Access background connections e.g. know wonder learn, brainstorming, clustering, webbing
  - Predict/infer/conclude e.g. using titles/heading to predict content; sort and predict; questioning 'on/between/outside the lines'
  - Self-monitor and correct e.g. sticky note responses: express thinking, questions while reading
  - Purpose, main idea and summary e.g. graphic organizers like '4 quadrants'; Venn diagrams; 2, 3, or 4-column notes
  - Analyze text features e.g. titles, headings, sub-headings, bold text, table of contents, glossary, pictures/diagrams, etc.
- 3) Continue Word Of The Day
- 4) Teachers will read aloud to classes (e.g. student bulletin, texts, newspaper articles, stories, etc.)
- 5) Departments will commit to using a common literacy strategy throughout the year.
- 6) Use data from assessment tools to shape instruction.
- 7) English Department will conduct a department-wide literacy assessment early in the year (Sept/Oct)
- 8) Continue school-wide "read" (Read it Now)
  - Provide in-service for staff on Reading Performance Standards -- all staff to examine examples of reading responses and learn how to use the performance standards (i.e. rubric and exemplars)

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- Refine assessment tools (e.g. Read it Now, English Dept. literacy assessment) to measure reading for comprehension skills more accurately
- 9) Assign students who are experiencing difficulties in reading to the literacy development program (to be assessed through teacher referral, Gates-MacGinitie tests results, reading performance standards or failure in humanities courses)

## (B) Writing for Meaning

- 1) Continue development of a school-wide literacy plan by the Literacy Committee
- 2) Support the teaching of writing across the curriculum
  - Provide in-service and information on writing performance standards (i.e. rubric & exemplars)
  - Provide in-service and practice using daily writing-to-learn strategies such as Ticket-Out-The-Door, sticky-note questions, 1-sentence summaries, Venn diagrams, 2/3/4 column notes
  - Continue using writing assignments such as summaries, role audience format and topic, letters, laboratory reports, diaries across-the-curriculum to demonstrate learning
  - Provide in-service about teaching the writing process
    - 1) pre-writing idea generation and organization
    - 2) writing drafts content, style, mechanics
    - 3) post-writing editing, proof-reading, presentation
  - Departments will commit to using a common literacy strategy throughout the year
  - Using data from assessment tools to shape instruction
- 3) English Department will conduct a department-wide literacy assessment early in the year (Sept/Oct).
- 4) Continue school-wide "write" (Write It Now) later in the year
  - Provide in-service for staff on writing performance standards-- all staff to examine examples of writing and learn how to use the performance standards (i.e. rubric and exemplars)
  - Refine assessment tools (e.g. Write it Now, English Dept. literacy assessment) to measure reading for comprehension skills more accurately
- 5) Assign students who are experiencing difficulties with writing to the Literacy Development Program (to be assessed through teacher referral, writing performance standards, or failure in humanities courses)

### **Data Sources**

## Ministry/External Data

Gates-MacGinitie Reading Test English 12 Provincial Exam Communications 12 Provincial Exam English Languages Arts10 Provincial Exam

### **School-Based Data**

Report Cards
Write it Now
Read it Now
Staff feedback
Departmental Results related to Literacy
Goals (e.g. mock Provincial Exams; term
and year-end exams)

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### Resources:

- Reading 44 manual
- Subject specific textbooks and various professional literature resources, e.g. Tovani, Allington
- Funds: literacy grant, accreditation funds, Vancouver Foundation Grant, School Improvement Grant
- Provincial Reading and Writing Performance Standards
- Gates-MacGinitie Norm-Referenced Reading Tests
- Variety of books and other reading resources to accommodate different interests and reading level of students from various sources (school and public libraries, Internet, etc.)
- Agenda items at monthly staff meeting and professional days
- Resource personnel School Literacy Team, Teacher-Librarians, teachers; District Literacy Coordinator

## GOAL 2

To improve social responsibility in the school and community

Objective #1 To improve interactions among students, staff, parents and the community

#### **Rationale and Analysis:**

- Given our experiences as teachers and parents and the results of various surveys, in particular the Ministry of Education's satisfaction surveys, we know that the Burnaby North Secondary School community can improve its level of socially responsible behaviour
- Improving respect of self and others will improve interactions among student, staff and community
- Promoting healthy relationships and behaviours will help create a safe and caring school
- Responding consistently to inappropriate student behaviour will create a positive school environment
- Improving involvement in school will help improve relationships in the school
- Improving respect of the school social environment will engender pride in the school and result in a better sense of self and eliminate vandalism in the school

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## **Performance Indicators/Targets:**

The results of the student survey showed that there was an improvement in all areas except in the use of appropriate language but results were barely at 50%. The objective will be to improve in the four focus areas.

## <u>Indicators</u>

## A. Student Survey

<u>Topic</u>	% fully meeting (S) or exceeding expectations (G)	<u>Target</u> <u>% 2005</u>
To increase the number of students using appropriate language	25	30
To increase the number of students helping people in need or trouble	50	55
To increase the number of students who fully participate in class	51	53
To increase the number of students helping students in class	52	55

## B. Report Card Work Ethic Mark (G-S-N)

Grade	% of students fully meeting or exceeding expectations in 2004	Target for 2005
8	94	95
9	93	95
10	91	93
11	89	91
12	90	92

The use of the provincial performance standards for social responsibility will continue to be used to assess students' effort in class.

## The strategies have been divided into three themes:

## 1) A Commitment To Improvement – staff, students, parents, district, community

- Continue development of a school-wide social responsibility plan by the social responsibility committee
- Administrators and teachers will continue to speak to students about respectful behaviour (3Rs) and generate class discussions
- Teachers will model expected behaviours
- Continue to set school-wide clear expectations at beginning of year administrator's will visit each class
- Post 'respect' poster in every classroom, school offices and hallways

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- Include the 3Rs of respect in the agenda planner
- Staff meeting agendas will continue to include on-going discussion and implementation of strategies for developing a respectful community
- Continued Professional Development regarding staff and student interactions and provide further models for staff interventions when dealing with inappropriate student behaviour including aggression and bullying
- Increase advertisements for student clubs and activities
- Provide a place in the leadership room to post activity information
- The website will provide information regarding student activities, clubs and sports
- Continue to have teacher presence in the halls and other common areas
- Investigate the creation of a student-teacher pairing system teachers to adopt an at risk student to ensure a personal connection for this student.
- Continue to share information on respectful behaviour with parents

## 2) Student Leadership

- Implement the second year of the grade 8 orientation days
- Continue to support and run the grade 8 student mentorship program
- Continue to educate students and staff on diversity and awareness issues
- Continue tutorial time and generate speakers list for tutorial time

## 3) Baseline Data/ Programs In Place

- Continue the use of the social responsibility performance standards for assessing pupil effort on report cards (G-S-N rubric)
- Continue the reflection and evaluation of our work habits criteria (G-S-N)
- Continue to use and improve the student Social Responsibility Student Survey developed by the school
- Continue to use the school focus groups to collect data and inform our decision making as a committee and staff
- Explore the possibility of combining some of our school-wide literacy activities with a social responsibility activity.
- Develop further indicators to track input from students, staff, parents and community.
- Develop a staff and parent social responsibility survey
- Implement a parent focus group

## **Data Sources:**

#### School

Student Social Responsibility Survey (school developed) Student and Parent Focus Groups Report card work habit data (G-S-N)

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# Resources:

- Social responsibility survey dataProvincial performance standards for social responsibility
- School liaison officer
- Youth service worker
- Administrative team, teachers and students
- School counsellor

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