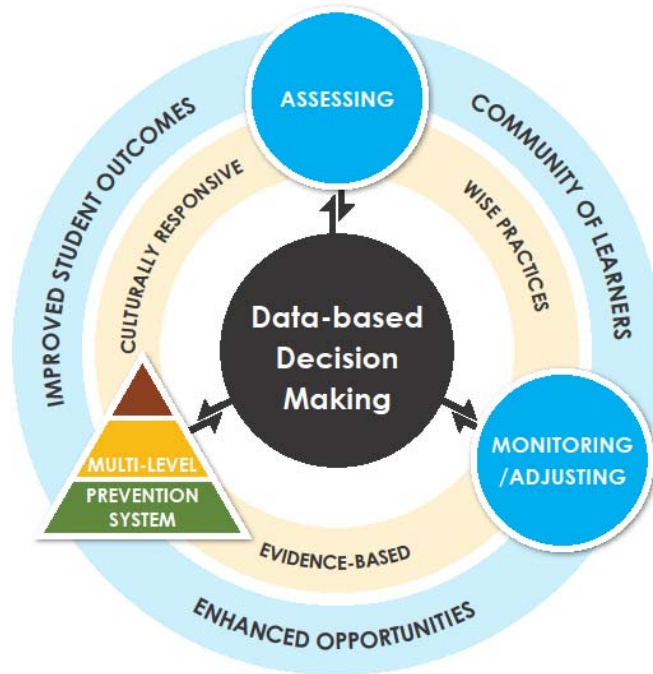


Name of School: North

Date: June 10, 2013

Year of Plan	
1	___
2	<input checked="" type="checkbox"/>
3	___
Other	___

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. As a result of its size, the school is able to offer an extensive array of courses and learning programs for students. Burnaby North has a well established reputation as a high achieving school with the largest and most successful Advanced Placement Program in Canada. Approximately, forty percent of the students participate in the Excel Program that consists of the Honours and Advanced Placement classes. 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.

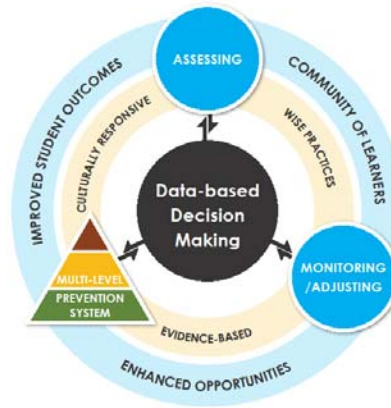
The motto of Burnaby North, “Excellence, Discovery, and Service”, accurately reflects the school culture. Students and staff are committed to academic excellence. The curricular and extra-curricular programs are designed to help students learn about themselves and the world they inhabit. Student leadership 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. Thousands of volunteer hours are spent by students and staff in supporting community needs. They take the concept of service to heart.

The school is proud of its accomplishments in supporting the diverse learning requirements of a large population. For example, ten percent of students are registered in the English as a Second Language Program and approximately eleven percent of the student population is designated in special education categories, including 5.5% learning or behaviour disabilities and 5.5% gifted. Just over two percent of our students are Aboriginal. Our after school Success Program provides access to tutoring by teachers, peer tutors and community volunteers, many of whom are Burnaby North alumni.

The school is also proud of the collaborative nature of the teaching staff. Groups of teachers work together in professional learning communities to collaboratively address issues and develop programs, lessons and strategies to improve student learning.

Students in the school's Visual and Performing Arts department earn awards for the school year book and many other art and film competitions. Our music program regularly earns invitations to national festivals, and our marching band participates in numerous public events, including Canada Day celebrations and international parades. The athletic program values participation and commitment. The teams do well, frequently producing championship teams in a variety of athletic endeavours. In addition there has been strong growth in the numbers of participants and teams.

Burnaby North has a Parent's Advisory Council, School Planning Council and Music Parents' Council that support the school's 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 Grad, attend concerts and parent evenings. They participate in the District Parent Advisory Council.



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.

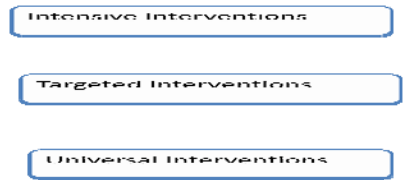
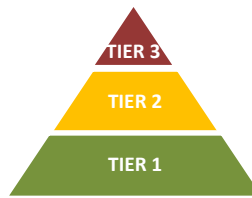
Data Based Decision Making

Data analysis and decision making occur at all levels of RTI implementation and all levels of instruction. Teams use ongoing assessment data to make decisions about instruction and movement within the multi-level prevention system.

Multi-Level Prevention System

RTI is a *multi-tiered service delivery model* in which instruction is differentiated to meet learner needs at each of the various levels. The first level focuses on high quality core instruction, the second level includes interventions of moderate intensity and the third level includes intensive interventions that are individualized for each learner.

Response to Intervention



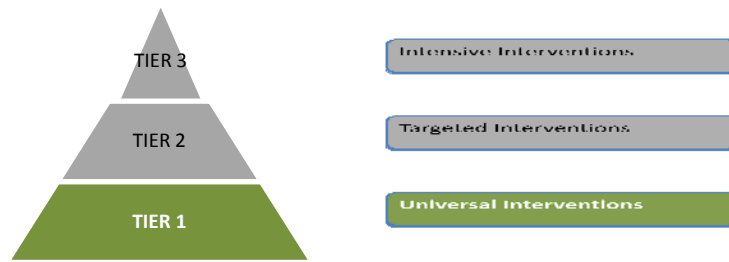
As you reflect on student achievement data, how will this influence your next step/goal?

- We have determined that 20% of our students are achieving a grade below a “C”.
- We will implement strategies that will address the needs of these learners as well as the rest of the school population
- We have established 3 Learning Teams in conjunction with our goal: Assessment and Learning, Social Emotional Learning, and Language and Learning. Two Emerging Teams are: Creativity and Learning, and Numeracy and Learning

GOAL: What data supports this goal?

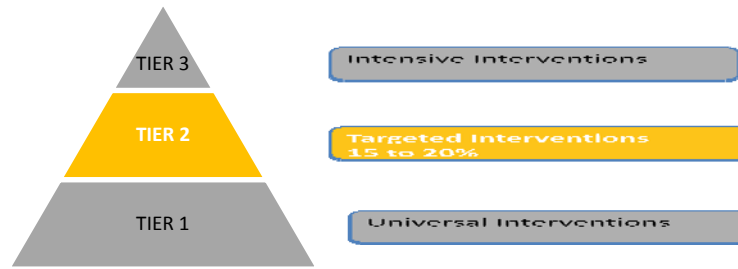
Please include supporting data in the appendices.

Goal
• Report Cards
• LEAD Database (GPA; Work Habits; Attendance)
• Grade 7/8 Literacy Assessment
• Emerging Grade 7/8 Numeracy Assessment



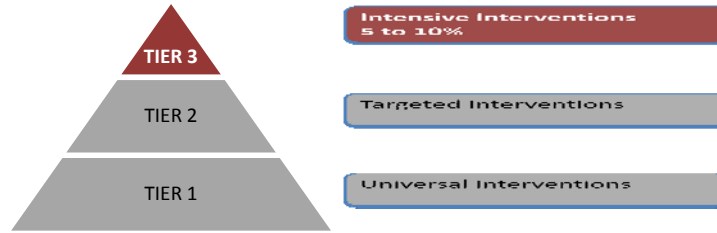
Goal
How will class/grade-wide assessment data inform your next steps?
<ul style="list-style-type: none"> • Differentiated learning opportunities: Honours/AP courses, Regular courses, Adapted Courses, Learning Support Services, Alternate Education, Aboriginal Support, English Language Learner Program, Counseling Support, Youth Services Worker Support
<ul style="list-style-type: none"> • Transitions Program to support students entering grade 8 and students leaving Burnaby North after grade 12
<ul style="list-style-type: none"> • Providing timely, meaningful student feedback through the use of Learner Profiles and assessment rubrics
<ul style="list-style-type: none"> • Develop learning intentions in student friendly language
<ul style="list-style-type: none"> • Use Standard Reading Assessment and conferencing with grade 7/8 teachers to improve student literacy skills and strategies as well as the repertoire of materials available to teachers (Language & Learning Team)
<ul style="list-style-type: none"> • Prepare multiple literacy strategy lessons, used with all grade 8 students in response to the results of the Standard Reading Assessment (Language & Learning Team)
<ul style="list-style-type: none"> • Professional Development workshops for staff (eg. ways to get instant feedback)
<ul style="list-style-type: none"> • Develop practices to make students accountable for all work completion
<ul style="list-style-type: none"> • Continue staff development and create learning teams to work on assessment/evaluation practices to support student learning (eg. peer coaching)
<ul style="list-style-type: none"> • Develop peer coaching model to enhance assessment/evaluation practices
<ul style="list-style-type: none"> • Continue to build staff awareness and knowledge of Social/Emotional Learning and how it impacts student learning and success
<ul style="list-style-type: none"> • Implement cross-curricular classroom strategies that address the

competencies of Social/Emotional Learning (SEL)	
	<ul style="list-style-type: none"> • Increase the repertoire of materials and strategies that teachers have access to for teaching the competencies of SEL
	<ul style="list-style-type: none"> • Create and implement a pyramid of support for students and connect with the pyramid of intervention that staff use to support students
	<ul style="list-style-type: none"> • Continue to develop common practices for addressing student work habits (common work habits rubric)
	<ul style="list-style-type: none"> • Teach mindfulness to students both in small group settings and whole class settings
	<ul style="list-style-type: none"> • Implement the “Strong Teens” strategies in multiple curricular areas
	<ul style="list-style-type: none"> • Use the LEAD Database to monitor attendance, work habit, academic progress for the early identification of students at risk and as a means of monitoring their progress
What will be in place to support <u>all</u> students?	
	<ul style="list-style-type: none"> • Differentiated learning opportunities: Honours/AP courses, Regular courses, Adapted Courses, Learning Support Services, Alternate Education, Aboriginal Support, English Language Learner Program, Counselling Support, Youth Services Worker Support
	<ul style="list-style-type: none"> • Transitions Program to support students entering grade 8 and students leaving Burnaby North after grade 12 (see attachment)
How will you monitor progress for all students? How frequently?	
	<ul style="list-style-type: none"> • Report Cards: Interim reports and end of each term
	<ul style="list-style-type: none"> • Report Card follow-up (counselor/administrator) – end of each term
	<ul style="list-style-type: none"> • LEAD Database (GPA; Attendance; Work Habits) – end of each term
	<ul style="list-style-type: none"> • Anecdotal teacher/counselor/parent feedback – (ongoing)



Goal
Based on class/grade-wide assessment data, which students require more targeted interventions?
<ul style="list-style-type: none"> • Grade 8 students who are not yet meeting literacy expectations at grade level
<ul style="list-style-type: none"> • Students who are consistently receiving the work ethic letter grade of “N”
<ul style="list-style-type: none"> • Students who are not yet meeting expectations
How will the data inform next steps?
<ul style="list-style-type: none"> • Based on literacy assessment data, teachers will implement strategies to address the identified skills that need development
<ul style="list-style-type: none"> • Literacy strategy lessons and activities are being prepared on an ongoing basis to assist staff in implementing strategies that will help students struggling in specific areas of reading comprehension or writing
<ul style="list-style-type: none"> • Provide explicit instruction on academic language development in content areas for ELL students
<ul style="list-style-type: none"> • Develop and implement rubrics for common use within departments and where applicable throughout the school to enhance feedback and setting goals for learners
<ul style="list-style-type: none"> • Continue to build staff knowledge and skill in implementing SEL strategies in the classroom
<ul style="list-style-type: none"> • Develop Peer Coaching model to enhance assessment and evaluation practices to support students’ learning
What interventions will you implement to support these students?
<ul style="list-style-type: none"> • Departments set goals for reading and writing to learn in content areas
<ul style="list-style-type: none"> • Implement cross-curricular classroom strategies and lessons that support the acquisition of literacy skills
<ul style="list-style-type: none"> • Meeting the Needs of Each Learner grant supports student learning by having teacher teams use literacy and assessment for learning strategies in their classrooms

<ul style="list-style-type: none"> • Prepare a literacy strategy booklet with staff to assist students who are struggling in specific areas of reading comprehension or writing
<ul style="list-style-type: none"> • Providing timely, meaningful student feedback through the use of Learner Profiles and assessment rubrics
<ul style="list-style-type: none"> • Implement cross-curricular classroom strategies that address the competencies of Social/Emotional Learning
<ul style="list-style-type: none"> • Create and implement a pyramid of support for students and connect with the pyramid of intervention that staff use
<p>How will you monitor progress for these students? How frequently?</p>
<ul style="list-style-type: none"> • Anecdotal teacher reports – ongoing
<ul style="list-style-type: none"> • Report card marks – end of each term
<ul style="list-style-type: none"> • Interim reports – mid-point of each term
<ul style="list-style-type: none"> • Work Habits – end of each term



Goal
Based on targeted assessment data, which students in Tier 2 require more intensive interventions?
<ul style="list-style-type: none"> • Students with literacy skills significantly below grade level • Students consistently receiving a work habits mark of “N” • Students with attendance issues • ELL students
How will the data inform next steps?
<ul style="list-style-type: none"> • Spring Literacy Assessment will inform us regarding successful strategies • Fast For Word data will inform us regarding progress • LEAD database will inform us regarding the connection between improvement in attendance and work habit in relation to academic success • Anecdotal feedback from teachers, students and parents will inform us regarding the positive impact of the strategies implemented • 2nd term and 3rd term data will be necessary before we can draw any conclusions regarding the efficacy of the strategies implemented • 2nd term and 3rd term data will be necessary before we can draw any conclusions regarding the efficacy of the strategies implemented
What individualized interventions will you implement to support these students?
<ul style="list-style-type: none"> • Fast For Word and Later to Literacy (Reading Recovery) program • LIF – teacher designated time to identify our struggling Grade 8 Learners and work with them individually to diagnostically assess their reading level and provide strategies for improvement • Target supplemental academic language support for ELL students in content areas • Providing timely, meaningful student feedback through the use of Learner Profiles and assessment rubrics • Teaching mindfulness (small group setting and/or one-on-one) • Differentiating instruction and providing alternate programming

How will you monitor progress for these students? How frequently?
• Fast For Word Progression (ongoing)
• Teacher reports on work with students with Later to Literacy (ongoing)
• Report cards (end of term)
• LEAD database (end of term)

APPENDICES

Please include data analysis.

Provide the evidence/data analysis that supports your school goal.

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?

Our Grant Proposal, put together by our Literacy Committee and Assessment Committee, incorporated many of the elements of our school plan. The grant would support our initiatives in creating vertical teams with our family of schools to assess students in reading and writing, and explore the use of targeted strategies to address deficiencies. The teams would also pilot technologies used in targeted teaching of reading skills with level reading materials.

2. What is the data that that led to this being an objective?

Grade 7/8 Reading Assessments
Report Cards
LEAD Database
Grade 7 Transition reports

3. Who are the students/student group that will benefit from this objective?

Students transitioning into North from our family of school

4. How will this project be reflected in meeting the goals in your school plan?

This project incorporates elements from all three tiers of our school plan. Students will engage with different parts of our plan depending on the results of their assessment.

5. How will you begin the project, monitor it and adjust it?

Transitions Program to support students entering grade 8 and students leaving Burnaby North after grade 12 (see attachment)

6. How will funds be spent? (TOC time; Fees; Resources; etc)

Supplies to support meetings
Teacher resources
TOC

7. How will you measure the impact on student achievement from this project?

Grade 7/8 Reading Assessments
Report Cards
LEAD Database

Signatures of SPC Members;

SPC Member, Parm Sidhu

SPC Member, Faith Yanchuk

Student Representative, Milana Hiebert

Student Representative, Laura Siracusa

Board Chair, Baljinder Narang

Superintendent of Schools, Kevin Kaardal

Principal, Gordon Li
