

School Name: Burnaby North Secondary School Principal: Dave Rawnsley

School Goal: Improve the communication of student learning in order to better support the achievement of all students.

Date: April 28th, 2016

SCANNING: What's going on for your learners in relation to your goal?
 How are you supporting the diverse learning needs of your school population in relation to the goal? In general, students at Burnaby North are doing exceptionally well and continue to accomplish amazing things within the school and throughout the broader community. Students are actively engaged within the school and have high aspirations moving forward. Within this context, staff have identified elements of our assessment and evaluation "culture" that emphasize grading over learning, limit parent engagement in student learning, and create a competitive learning environment that places high stress on students. This focus has a profound impact on all of our students and has triggered the development of both of our school goals. Our community has also recognized that, within this culture, we have a number of students who are struggling to meet curricular competencies. As part of our school planning process, we are continuing to shift systems within the school to offer support all students in a flexible and targeted manner.

CHECKING
 Have we made enough of a difference? Feedback, data collection, data sharing, data analysis. How is the data informing / modifying practice? What has changed for your target groups?
 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 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.
 We have a strong articulation process for incoming Grade 8 students through which we gather information to ensure supports are in place for students upon their arrival at Burnaby North. This process involves grade-wide structures such as school visits, teacher meetings and articulation forms as well as more targeted structures such as IEP meetings, transition plans and program-specific intake processes.

TAKING ACTION / WHAT ARE WE DOING DIFFERENTLY?
 What is your implementation plan? Roles of key stakeholders? How are all 3 tiers supported? How will you monitor progress?
 Our implementation plan includes all partners in our school community and various levels of support. We have used our structured meeting times – Staff Meetings, Department Head Meetings, Collaboration time and PAC meetings – to focus on the school goals and have shifted these structures to maximize the time we spend on discussion of supporting student learning. At the classroom level, teachers are using assessment and evaluation practices that are designed to support student learning, engage parents as partners in learning, and shift the focus from grading to learning.
 Our Learning Support team continued a significant shift in practice and process this year to better support students in all classes and align with our shift in assessment and reporting practices. Through this shift, LSS teachers have been able to offer targeted, flexible in-class support to students while maintaining a strong learning hub. In doing so, LSS staff can work directly with subject-area teachers to differentiate teaching strategies and evaluation practices. We are continuing to develop these structures moving forward which will enable us to embed an inclusive, tiered model of support into the foundation of every aspect of our school. A large part of this work has involved educating our teachers on what Tier 1, 2 and 3 interventions look like. Traditionally, school supports at Burnaby North often jumped directly from Tier 1 to Tier 3 supports. By supporting staff development in this area we have seen a shift in the systems and structures in place to support our students and the way in which we communicate student learning.

WHAT DOES OUR FOCUS NEED TO BE?: What evidence identifies the focus? What targeted groups are addressed? Where will concentrating your energies yield the greatest effect?
 When viewed as a school-wide cohort, 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.
 These same sources of data identify approximately 12% of our students who are Not Yet or Minimally Meeting (below 60%) in one or more class. We have also identified 179 students through our Vulnerable Student database who require support in multiple areas in order to achieve success at school.
 Qualitative sources of data at the classroom and school level indicate that we have many students "struggling" to thrive academically, socially and emotionally within our current culture of communicating student learning.

NEXT STEPS:
 What requires further attention? Where to next?
 Continue to develop supports in the Tier 1 and Tier 2 levels of intervention
 Continue to deepen staff understanding in the area of differentiation through the "Connect-Out" model, co-teaching and flexible support systems.
 Explore a range of options to engage parents as partners in learning through timely and authentic communication of their child's learning.
 To adjust our reporting practices and timelines to ensure that we can maximize supports for all students.

SPECIFIC GOAL YOU ARE ADDRESSING:
 How does your data inform next steps? What is contributing to this area of focus? How will students benefit academically, personally, socially?
 Research shows that having well developed formative assessment practices in schools is one of the most impactful systems we can have in place to support student learning. Effective assessment practices enable us to engage and support student learning as well as help students develop as self-regulating learners. Further, timely and frequent communication of learning is shown to improve student achievement in all areas. Based on our data and the supporting research, staff have identified three guiding questions in relation to this goal:

- 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?

HOW AND WHERE CAN WE LEARN MORE?
 What professional learning has taken place and what is needed/ planned? What resources and school/ district supports are you using?
 Staff at Burnaby North have made a commitment to improving our practice in the areas of assessment and evaluation. Our professional development focus for the year has been in this area and has been supported through facilitated workshops with Tom Schimmer and Ben Arcuri. We have also had 10 teachers participating in the district Communicating Student Learning team and piloting research-based practices in their classrooms. Several other staff have been participants on learning teams dedicated to supporting our aboriginal students and improving success in reading and writing across the curriculum. In support of this work, staff have engaged the Staff Development Team to scaffold their own professional learning and practice as well as to make explicit connections with the implementation of the redesigned curriculum. Members from the CSL team presented to our PAC this fall and have presented many provincial development sessions across the district and province.
 Targeted staff development will continue in this area as we move forward into the 2016-17 school year.

School Name: Burnaby North Secondary School

Principal: Dave Rawnsley

School Goal: Increase the number of students meeting/exceeding expectations in the SEL competencies of self-awareness and self-management.

Date: April 28th, 2016

SCANNING: What's going on for your learners in relation to your goal? How are you supporting the diverse learning needs of your school population in relation to the goal?

A clear pattern has developed over several years at Burnaby North indicating 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 and staff as areas requiring support in our school. Many parents are also identifying concerns regarding the mental health of their children and are requesting information and support from the school.

We have implemented many Tier 1 supports for all students including; warm, welcoming classrooms, access to counsellors, mini-lessons samples for teachers, classroom resources and tools, as well as YSW and community supports.

CHECKING

Have we made enough of a difference? Feedback, data collection, data sharing, data analysis. How is the data informing / modifying practice? What has changed for your target groups?

Data collection presents the greatest challenge with all SEL initiatives. We are currently working with teams of school, district and community partners to find valid assessment tools to support our goal.

Despite the limited access to meaningful, valid quantitative data, 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. 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. 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. We also track school-based referrals through our Counsellors and School-based team.

The feedback from students in our "Mental Wellness" program has been very positive. It is too early to tell what the long-term improvements will be. Individual progress for students is tracked by case-by-case basis.

WHAT DOES OUR FOCUS NEED TO BE? What evidence identifies the focus? What targeted groups are addressed? Where will concentrating your energies yield the greatest effect?

School staff have gathered a great deal of qualitative data in this area over the past several years. These observations are supported by several sources of quantitative data such as increased mental health and counselling referrals through Student Services and SBT. From this data, staff have identified three guiding questions in relation to this goal:

- 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?

NEXT STEPS:

What requires further attention? Where to next?

How do we move the school community into understanding their individual responsibility as a function of "collective impact"?

How do we embed this understanding into every day practice in the context of students' mental wellness?

How can we ensure that all of our students are aware of and able to access supports in this area?

How do we support students in developing the ability to self-manage and understand how this skill is directly linked to living rewarding and fulfilling lives?

Embed thoughtful lessons into curricular areas. The redesigned curriculum allows for this to be a stronger part of classrooms practice.

Mentorship: What role can teacher and student mentors play in embedding this into classroom practice?

SPECIFIC GOAL YOU ARE ADDRESSING: How does your data inform next steps? What is contributing to this area of focus? How will students benefit academically, personally, socially?

We know through research that student stress and anxiety are on the rise. We also see that students at Burnaby North have high expectations of themselves and are involved in a wide-range of school and community activities.

Research is clear that students who have strong self-awareness and self-management skills will experience success in a broad range of academic, social and personal domains.

Students have taken an active lead in this area through the formation of a Mental Health Awareness club. The group provides resources and support for students in our school, networks with similar committees in other schools and plans awareness activities such as Ride-Don't-Hide and Mental Health Awareness week.

HOW AND WHERE CAN WE LEARN MORE?

What professional learning has taken place and what is needed/ planned? What resources and school/ district supports are you using?

Eight staff members at Burnaby North are part of the district SEL/Self Regulation Learning Team facilitated by Miriam Miller and Leyton Schnellert. These teachers are mentors to the remainder of our staff and guide practice through our SEL committee. Our staff are also working with Garth Errico to develop/identify an effective SEL assessment tool which will assist in planning moving forward.

Burnaby North has a school-based collaboration team of 35 teachers meeting for facilitated discussion during collaboration time. This team has worked with Peter Vandenhooogen, Brenda Laface, Sue Dorey, Bev Ogilvie, Steve Cairns and Tanya Hautala to explore research, best practice and effective supports for some of our more vulnerable learners.

SEL/Self Regulation has been a Pro-D focus at Burnaby North this year as well as a standing item on staff meeting and DH agendas. Sue Dorey will be guiding our entire staff in "Safe Talk" on our May Pro-d day to ensure all staff are aware of mental health issues facing our students and trained in first response practices.

TAKING ACTION / WHAT ARE WE DOING DIFFERENTLY?

What is your implementation plan? Roles of key stakeholders? How are all 3 tiers supported? How will you monitor progress?

We have implemented our SEL plan using an RTI framework. At the school-wide level, we have been working with students, parents and staff to provide information, resources and supports for all students. A large part of these Tier 1 supports involve the introduction of proactive strategies, structures and professional development for classroom teachers. These Tier 1 responses have also included several sessions offered at our PAC meetings by student services staff.

At the Tier 2 and 3 levels, we have engaged a wide range of supports for specific groups of students. We have an ongoing "Mental Wellness" course being offered to a targeted group of 50 students by facilitator Brent Seal. We have also offered sessions facilitated by district and community partners (see Professional development section) focussing on mental health supports for many of our most vulnerable students. 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 at the school level have daily and weekly follow-up protocols but are also tracked through longer term protocols by counsellors, case managers and SBT. Many of our mental health supports require longer-term monitoring and progress tracking.