

SCHOOL TEAM VISIT SUMMARY REPORT
(to be completed by Visiting Team)

SCHOOL: _____ DATE: _____

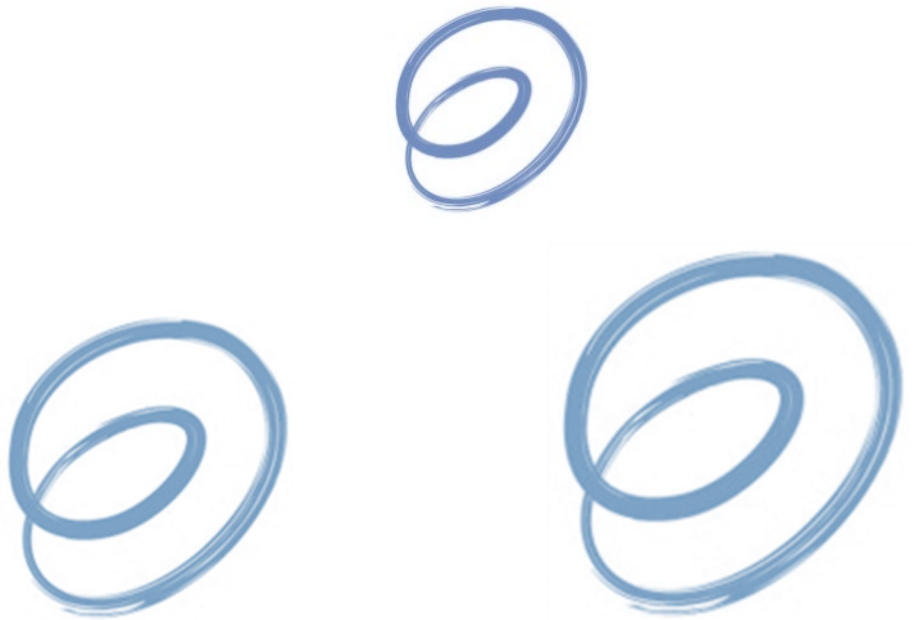
PROMISING PRACTICES

RECOMMENDATIONS

NAMES OF VISITING TEAM MEMBERS:

_____	_____
_____	_____
_____	_____
_____	_____

A SPIRAL OF INQUIRY
APPROACH TO SCHOOL PLANNING



SCHOOL PLANS GUIDELINES:

- 1) School Goal(s) – must be clearly stated and include an academic / intellectual focus (such as Reading or Writing).
SEL may be an additional goal or incorporated in your academic goal.
- 2) Your goal should focus on student learning based on evidence both qualitative and quantitative.
Examples below:
 - a. Goal – To improve student skills in writing
Target – Group of Level 3 ELL students at Grade 8 not meeting expectations
 - b. Goal – To strengthen student comprehension skills K – 7.
Target – Group of grade 3 students / (male) not meeting expectations in comprehension.
- 3) This target group should be monitored for progress and this data should be included in your plan. If progress is not occurring, what are your next steps?
- 4) How are you involving parents in meaningful conversation around the school plan?
- 5) School Plans template
 - a. RTI
 - b. Inquiry Model

School Name: Burnaby North Secondary School 2018-19

Principal: Dave Rawnsley

School Goal/Inquiry: Will a school-wide focus on mental health literacy increase the number of students at Burnaby North with a high level of mental wellness?

Date: November 15th, 2018

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 their mental health. Specifically, obtaining and maintaining mental health and increasing help-seeking efficacy have been identified by students and staff as areas requiring support in our school. Many parents are also identifying concerns regarding the anxiety and stress levels 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-lesson samples for teachers, peer-to-peer mentoring, 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 and mental health initiatives. As a result, we will be using the assessment protocols embedded in UBCs program to track our progress. We are hopeful that this work will lead to an assessment model similar to MDI to provide data and guide our practice.

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 provides school-wide data which is used to identify students who may be at risk of struggling academically and socially. Further, we have access to survey data through the Ministry of Education that provides student self-assessment data on a range of mental health related topics. We have processes in place through our RTI model, CSIs and School-based Team 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 five years. These observations are supported by several sources of quantitative data such as increased counselling referrals through Student Services and SBT as well as targeted Tier 2 and 3 mental health supports. We also have data from our PAC Parent Survey, Ministry of Education Student Learning Survey, Our community MDI data and health data from Burnaby's Chief Medical Officer indicating that mental health is an area of high concern in our community. From this data, staff have identified three guiding questions in relation to this goal:

- How do we ensure that all students are able to differentiate between mental health and mental illnesses?
- How can we increase the number of teachers delivering a structured mental health curriculum in our school?
- 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 embed this understanding into everyday practice in the context of students' mental wellness?

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

We need to create school-wide ownership over our mental health curriculum and embed thoughtful lessons into all 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?

Can we organize differently to allow time for students to embed these practices into their daily schedule?

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 the number of students reporting high levels of stress and anxiety is on the rise. We also know that students do not have a clear understanding of mental health and how it connects to mental illness. 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. Further, one of the greatest protective factors for student mental health is being exposed to a robust mental health curriculum (Kutcher). Students have taken an active lead in this area through the formation of a Mental Health Awareness club. The group receives training, 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?

We have a standing SEL learning team which identifies focus areas and explores research in this area. The SEL team facilitates ongoing collaboration and pro-d opportunities for staff at North. Several staff members from the committee have been part of the district SEL/Self-Regulation Learning Team facilitated by Miriam Miller and Leyton Schnellert. Over the past three years, Burnaby North has had school-based collaboration teams who have met for facilitated discussions during collaboration time. This team has worked with Peter Vandenhoogen, Brenda Laface, Sue Dorey, Bev Ogilvie, Steve Cairns, Tanya Hautala and Tracy Arron to explore research, best practice and effective supports for some of our more vulnerable learners. This year, we began training select staff in Go-To Training. This opportunity will be extended to all of our staff through an invitation to participate in UBC's MOOC and/or pre-service teaching module on mental health. Staff have also received training on Anxiety and Perfectionism by "LEAP", Reach Out Psychosis and "Safe Talk". SEL/Mental Health continues to be a Pro-D focus at Burnaby North as a standing item on staff meeting and DH agendas.

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 including SafeTeen Training for all Grade 8s, Reach Out Psychosis for Grade 9 students and White Hatter Social Media sessions for students and parents. Our goal this year is to get as many staff at Burnaby North trained in UBCs mental health curriculum and implementing the curriculum with their classrooms. We will monitor this goal through the certification of our staff, the rate of implementation into classrooms and the outcomes through the embedded assessment tools. We will be able to measure the impact on our students by comparing the data to data gathered from a control group of students who were not exposed to the mental health curriculum.

At the Tier 2 and 3 levels, we have engaged a wide range of supports for specific groups of students. In 2016, we had 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 Tier 2/3 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.

School Name: Burnaby North Secondary School 2018-19

Principal: Dave Rawnsley

School Goal/Inquiry: Will improved communication of student learning and increased opportunities for interdisciplinary studies improve the achievement of students at Burnaby North? Date: November 15th, 2018

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? 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. Within this context, staff have identified elements of our assessment and evaluation "culture" that create silos of learning, emphasize grading over learning and limit parent engagement in student learning. Our community has also recognized that, within this culture, we have a number of students who are struggling to meet curricular competencies and expectations on our initial numeracy assessments and English 12 exams. We are continuing to shift systems within the school to provide flexible, timely supports for all students but feel like greater shifts will need to occur as we move forward with the full implementation of the redesigned curriculum and graduation program including the numeracy and literacy assessments.

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 aspect of school, and inform program development. Moving forward, we plan to use the Numeracy and Literacy assessment data as a core aspect of this tracking. In the case of students who write the assessments numerous times, we will be able to track improvement for individual students. Our vulnerable students' database, weekly attendance meetings and report card follow up provide additional 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, CSIs, Indigenous Support Team and School-Based Team 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.

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, numeracy results, 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. Our initial numeracy results indicate that 7% of students are struggling with numeracy. We also have a significant number of students who struggle on their English 12 exams and we anticipate similar struggles on the new literacy assessments. Our Vulnerable Students Database has assisted us in identifying 173 students who require support in multiple areas in order to achieve success at school. These students largely fall into 3 categories: Late-arriving International students, Refugee students and students who have been identified in Elementary school as having complex learning needs. 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 training in support of the numeracy assessment and preparation for the literacy assessment.

Expand opportunities for staff to design and develop interdisciplinary learning opportunities, align assessment practices using the curricular and core competencies, and deliver targeted numeracy and literacy preparatory activities in multiple contexts..

Explore a range of options to engage parents as partners in learning through timely and authentic communication of their child's learning.

Continue to move towards standards-based grading in all areas, including the possibility of shifting to this format through MyEd BC to better inform students, parents and staff of areas of strength and those requiring extra support.

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 and feedback systems 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 design our assessment, grading and reporting structures to focus on growth, inform our practice and support our struggling learners?
- How do our assessment and reporting structures engage parents as partners in supporting student learning?
- How can the redesigned curriculum enhance opportunities for interdisciplinary studies?

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 increasing opportunities for interdisciplinary learning experiences through the lens of the numeracy assessment. This focus has merged with our ongoing goal of improving practice in the areas of assessment and evaluation. 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. We have also had a professional development focus in the areas of assessment and evaluation for the past 5 years. We have had over 20 teachers participate in the district Communicating Student Learning team and pilot research-based practices in their classrooms. This year, our teachers are participating in the Standards-based grading cohort. Several other staff have been participants on learning teams dedicated to supporting our indigenous students and improving success in reading and writing across the curriculum. Targeted staff development and the restructuring of school systems and structures will continue in this area as we move forward to better support our struggling students.

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 began last year with a focus on the numeracy assessment and review of our English 12 results. This review highlighted the strengths and areas requiring growth while, at the same time, identifying students requiring extra support. Using this information, staff use collaboration time to enhance our instruction in support of the numeracy exam, focus our assessment practices on feedback, and begin developing a plan for the upcoming literacy assessment. 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 developing interdisciplinary lesson and units embedded with 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 (including LSS, ELL and Indigenous support) has 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, teachers have been able to offer targeted, flexible in-class support to students while maintaining strong learning hubs and work spaces designed to offer more intensive supports. In doing so, 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.