

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. 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 classroom achievement, as well as 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 (previous), numeracy results, graduation rate, AP scores and Honour Roll data support this conclusion. These same sources of data identify approximately 10% of our students who are Not Yet or Minimally Meeting (below 60%) in one or more class. Our numeracy results indicate that 7% of students are struggling with numeracy. We also have a significant number of students who struggled on the final year of English 12 exams. We anticipate similar struggles on the new literacy assessments. In 2019-20, Our Vulnerable Students Database assisted us in identifying 160 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. Mental health is a common area of concern for many of our struggling learners. 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?

Gather ongoing feedback from students, parents and staff regarding their experience with Flex time.

Expand opportunities for staff to design and develop interdisciplinary learning opportunities, align assessment practices using the curricular and core competencies, and deliver targeted supports for all students.

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.

Explore the potential short term and long term benefits and challenges of remote/hybrid learning.

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 timely, targeted feedback systems in schools are some 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: 1) How can we design timely assessment and feedback structures to focus on growth, inform our practice and support our struggling learners? 2) How do our assessment and reporting structures engage parents as partners in supporting student learning? 3) How can the redesigned curriculum enhance opportunities for interdisciplinary studies that increase student engagement and achievement?

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 timely, targeted support for students through the implementation of Flex time. This focus has merged with our ongoing goal of improving practice in the areas of assessment and evaluation. Staff have engaged with teachers in other districts and accessed research to scaffold their own professional learning and practice as well as to make explicit connections with the implementation of Flex time. We have also had a professional development focus in the areas of assessment and evaluation for the past 6 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 CSL 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 two years ago with scheduling of six Flex days. This pilot project highlighted the benefits of having regularly scheduled Flex time during which students can identify and schedule targeted support time with teachers. Using this pilot, staff used collaboration time to develop an enhanced model for Flex time, explore models for supporting student learning during this time, and begin developing a plan for further learning opportunities and supports. The 2019-2020 school year saw the implementation of two weekly FLEX days. The initial feedback from students, parents and staff has been overwhelmingly positive. Unfortunately, due to the disruption of the final three months of the school year, we were unable to complete our formal data gathering process. We will follow the same FLEX schedules and pick up this evaluation process in the 2020-2021 school year. 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. We engaged parents through discussions at PAC meetings and connected with students through classroom forums.

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. Flex time has enabled our teachers to increase the frequency and timeliness of 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

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

SCHOOL: _____ DATE: _____

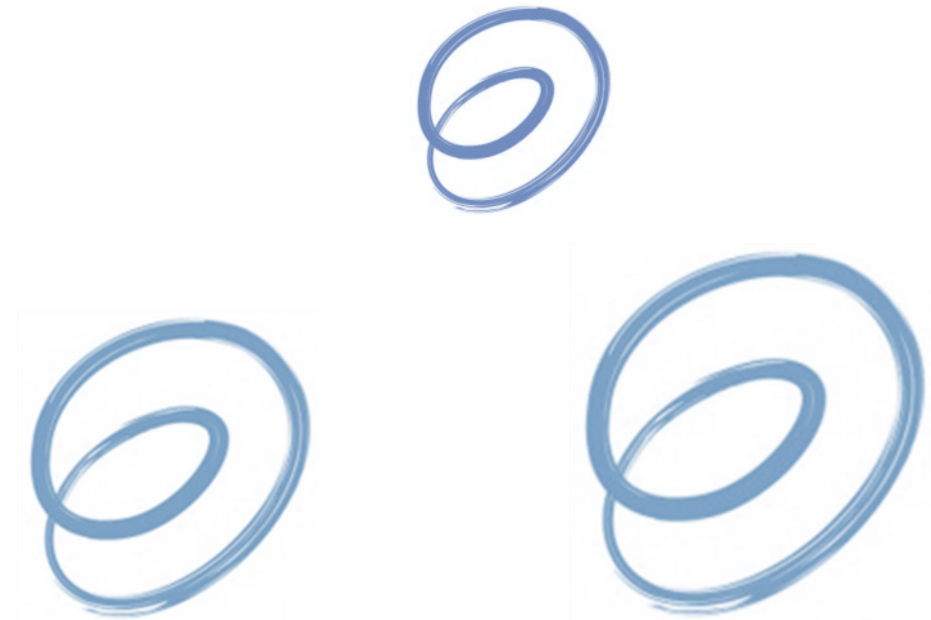
PROMISING PRACTICES

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