



School Plan

for

Burnaby North Secondary School

Mission Statement:

At Burnaby North Secondary School:

We commit our minds to discovery, hearts to compassion and lives to integrity.

Goals:

Literacy Goals:

1. To continue to improve self direction in the recognition and application of literacy skills across various curricular areas.
2. To increase awareness of students' literacy skills, with an emphasis on annotative skills, across curricular areas.

Social Responsibility:

1. To continue to engage students in school-wide social responsibility activities with **the intent that Social Responsibility becomes a foundation goal** of the school.

Date: June, 2009

1. School Community Context

A. *How would you describe the demographics of your school and community?*

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 of Chinese heritage. Ten percent of students are registered in the English as a Second Language program. Approximately eleven percent of the student population is designated in special education categories including five and a half percent learning or behaviour disabilities and five and a half percent gifted. Just over two percent of our students are Aboriginal.

B. *What are two or three areas of strength based on student performance?*

Burnaby North has a well-deserved reputation as a high achieving academic school with the largest and most successful Advanced Placement program in Canada. Forty-two percent of the students participate in the Excel Program which consists of the Honours and Advanced Placement classes. Courses in seventeen subjects are offered in Advanced Placement. AP exam results continue to be the best in the country. Last year, thirty five students were honoured as National Scholars, the second year in a row our students have set a Canadian record. Of the 609 AP exams written in the spring of 2008, 87% qualified students for first year university credit. Students at Burnaby North are highly motivated to continue their education at a post-secondary institution. Approximately 85% of graduating students are offered enrollment at universities and colleges annually.

C. *What is unique about your school?*

Burnaby North has implemented a Hockey Academy that has the goal to develop a program that offers interested students an opportunity to develop their academic and athletic potential to the fullest. This program has attracted a large number of students from outside of the district. We believe that the development in individual hockey playing skills will build students' self confidence and self-esteem, and will translate into better academic achievement. As a result of the programs successes a Volleyball program will be added to the academy next year which will give girls a more accessible opportunity to this type of experience.

The school continues to operate 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 not only in the first few days of school but weekly throughout the year. Another program that continues to thrive is a program to support student learning called Success, which provides after school access to tutoring by teachers, peer tutors and community volunteers many of whom are Burnaby North alumni.

Burnaby North is home to a highly successful Industry Connect experience. In its first year of operation the Film and Broadcasting Program has enjoyed great success with students winning provincial Canada Skills Competition, as well as participating at the national level. Registration continues to be very strong for the program.

Teacher collaborative time will continue for its seventh year. While this is no longer unique amongst Burnaby schools a number of enhancements have occurred. This past year we embarked on a program of renewal as approximately half of the teaching staff had changed since its inception. Collaborative time has resulted in the sharing of knowledge and the formation of teacher teams that focus on student achievement. The renewal of this collaboration has reaped rewards in the growth of an ad hoc group of staff members who are leading other staff members in a series of "Learning by Doing" sessions bi-monthly which in turn reports at staff meetings on its discussions of differentiated learning.

D. *What are you proud of in your school?*

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. 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 service to heart. They raise substantial amounts of money for the Burnaby Christmas Bureau in excess of \$14000 this which continues a string of nine years with over \$10000 donated. The Watoto Journey for building a school in Uganda, the Terry Fox and Milk Runs, famine and earthquake relief, and any other Global Project where they feel they can help. During the past year almost

Date: June, 2009

600 students, more than one fourth of the population, offered service to the various volunteer activities in the school. The amount of service totaled over 31 000 hours. At North students have become participants in “Active Citizenship” a natural evolution to the social responsibility we encourage.

Academically students continue to excel as a group, and individually with national and international recognition in the Sciences, Mathematics, Fine Arts, Languages and Writing Competitions. As of May 2008 our graduation class had been offered in excess of 1.5 million dollars in scholarships and bursaries, another school record. Individuals have been recognized again this year at The Royal Geographic Society National Competition, and The National Reach for the Top Competition, as well as Math and Science national competitions. Graduates are accepting post-secondary placements at prestigious universities across the continent.

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. As an extra-curricular activity our school marching band continues to participate in numerous public events including the 2006 and 2007 Calgary Stampede Parade which they will return to this summer

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. In addition there has been strong growth in the numbers of participants and teams. This year we have seen success in locally in many areas and have added new programs such as field lacrosse and water polo to our list of inter-scholastic sports.

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. 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.

2. School Community Involvement

A. How are members of your school community (staff, parents, students, general community) involved in reviewing and updating your school plan? Please describe the process.

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. They met with members of the Literacy and Social Responsibility Committees who reported on the progress and development of the goals.

B. How is information regarding your school plan communicated to your community on an ongoing basis?

We relay information to the community through our school web site and our online school newsletter, the Viking News and the school newspaper the View. Viking Reading and Writing posters are displayed beside the social responsibility posters in all classrooms, as are the school and district mission statements, the school motto, and our communal statement of five ethical concepts. We have created and use regularly a growing list serve for parents.

3. District and School Connection

How is your school plan related to the district plan?

Burnaby North school goals are parallel to the District Plan. This is our fifth year working with these goals and being supported by district initiatives such as the Faye Brownlie Series of workshops. We have reached a place in our development that sees asking important questions regarding our continued direction. While we continue to focus on the district goal of Literacy, but will make Social Responsibility a foundation piece for the school where we will continue our strategies for development but will no longer collect and report data as part of our annual plan (please see Social Responsibility information later in this document).

4. Summary of Progress

A. What were your school goals in your previous school plan?

Literacy Goals:

1. To improve self direction in the recognition and application of literacy skills across various curricular areas.
2. To improve students' writing for response and analysis.

Social Responsibility:

1. To foster individual student social responsibility in the school and the community.

B. What progress are you able to report regarding those goals?

Literacy:

Last year we administered the Self-directed Literacy Plan with the goal of 90% participation. We had 92% participation in completing the Student Plans and students created their own literacy goals and plan for the year. Every department in the school developed a departmental literacy plan to address literacy and reading strategies specific to their curricular area. We have base line qualitative and quantitative data that will inform our practice for the next school year.

- All departments in the school are addressing literacy and learning strategies in their classrooms where applicable.
- Students are aware of the school wide focus on literacy at Burnaby North
- There is communication between literacy committee and departments via department heads and staff meetings.
- Literacy awareness by staff and students has increased because of continued reflection, discussion and development of our school approach to literacy.
- We are receiving feedback from the SPC regarding our Literacy Goals.
- The literacy committee has been represented at District literacy meetings.

Date: June, 2009

Social Responsibility:

- We have an enthusiastic student group that actively supports social responsibility
- We have school wide representation on the committee
- Parent members of the School Planning Council have been involved in our meetings and have helped in the development of our goals
- The topic of social responsibility was reorganized under the umbrella of Active Citizenship to better reflect the comprehensive nature of the activities that our students are involved in at the school and in the community.
- Administrators continued the practice of visiting all classes in September to reinforce the importance placed on respectful behaviour at Burnaby North Secondary.
- Students in Grades 8 to 12 created an Individual Social Responsibility Growth Plan using the Ministry of Education Social Responsibility rubric. Classroom teachers delivered three lessons in which students used the rubric as a tool to self-reflect, self-assess and set a personal social responsibility goal that was pertinent to their level of development. Lesson one was administered in October and during this time students reviewed the rubric and created their plan for the year. Lesson two occurred in December and during this lesson students reviewed the progress of their goal and made adjustments. The final lesson, administered in February, was an opportunity for students to review the final progress they had made with their goal and self-reflect on the overall process. Organizing the three lessons in such close proximity was a staff recommendation from 2007/08. Based on staff feedback the committee collected, the change was successful as it allowed staff to become more involved in the process.
- The new group of Grade 8 students was involved in the workshop, Determining Our Shared Ethical Values during their September Retreat.
- Approximately 400 students from Grades 8 and Grade 11 participated in the District and Burnaby North Social Responsibility Survey. The results will be used to compare our progress in a number of different areas over a three to five year time period.
- Collected data on the number of students who earned Good (G) and Satisfactory (S) on their year end report card.
- Students and parents participated in the Ministry of Education Satisfaction Survey
- We have continued to support student led organizations that have social responsibility as one of their prime objectives. These groups and some of the activities they engaged in this year are as follows: Amnesty International (Darfur & Sudan awareness and fundraising), Burnaby North Society for Environmental Research and Conservation, Cops for Cancer, Cash for Cancer, Daffodil Fundraiser for Cancer(Duke of Edinburgh Club, raised over \$6,000), Christmas Cheer (raised over \$14,000 for charities), Gay Straight Alliance Club (raising awareness), Karing 4 Kids (fundraising for children's charities, Christmas hampers), Leo's Club (World Aids Day, fundraising for a school in Sierra Leone), MAD Club (fundraising for a school in Zambia, Erase Racism, Project Hero, 5K March Food Drive, Children's Hospital Jeans Day, UNICEF), Terry Fox Run,. We are receiving feedback from the SPC regarding our Social Responsibility Goals

Date: June, 2009

Goals 2009-2010

Literacy:

1. To continue to improve self direction in the recognition and application of literacy skills across various curricular areas.
2. To increase awareness of students' literacy skills, with an emphasis on annotative skills, across curricular areas.

Rationale:

A. Why was this goal and its related objectives chosen?

Upon reflection as a staff, we decided that students would benefit from taking ownership of their literacy skill development and application of those skills across various curricular areas. The SDLP would allow for individual goal setting and an awareness of a more broad conception of literacy strategies across the curriculum. The SDLP will focus on individual student success and growth on the skills that students feel are immediately important to their success. As the SDLP is a cross curricular approach, students may discover that they have strong literacy skills in non-humanity based classes, for example, visual literacy in visual and performing arts, thus building confidence as they attempt to master new strategies in subjects that are more difficult for them.

We wanted to bring into the conversation the difference between student self perception of literacy skills versus teacher assessment of literacy skills.

B. How did you determine this focus? What specific groups of students cause you concern?

With the initial data of the SDLP and departmental assessments we discovered that student perception of their knowledge of literacy strategies and teachers' assessment of their mastery of those strategies was incongruent. This was a concern because their knowledge of these literacy strategies may be inherently flawed. For example, after analyzing the data of the SDLP we discovered that students perceived that they knew and used the strategy of inferring in their subjects. However, the grade 8 reading assessment proved that they could not apply the skill.

In order to enable students to keep pace with increasingly sophisticated literacy demands from grade to grade and throughout life outside of school, we have concerns for some students not yet meeting expectations for literacy based on provincial performance standards as well as for all others who would benefit from improved literacy skills.

C. Your data should have indicated challenges and/or gaps in this area. How did you use this information when developing and/or updating this goal and its specific objectives?

In order to address the issue of relevance for individual subject areas, departments are defining literacy for their specific subject area and coming up with strategies to teach literacy that are specific to their department. The SDLP was created to create relevance for students and encourage ownership of their own literacy education, thus creating a conversation between student need and teacher support.

Date: June, 2009

Challenges and/or gaps

- The initial SDLP was a comprehensive list of reading strategies across curricular areas. Although, informative to teachers, this was overwhelming to the student when setting their literacy goal and plan
- This SDLP assesses students' perception of their literacy strategy use rather than master of those skills and therefore, we do not get a full picture of their mastery literacy skills across departmental areas. Some departments are, however, engaged in formative assessment of literacy skills in their area.
- Through the support of the department heads, departments are working toward using common formative assessment.
- We will continue the SDLP with an abridged version focusing on a few cross curricular literacy strategies following the same cohort, class of 2012.

Chart:

Objectives	Performance Indicators	Results	Performance Targets
To continue to improve self direction in the recognition and application of literacy skills across various curricular areas.	Increasing evidence of self inventory (on more focused literacy skills), goal setting and reflection collected in the Self-Directed Literacy Plan See Appendix A	<ul style="list-style-type: none"> • 92 % participation rate • We found that annotation (making meaning by writing or drawing while you are reading) skills such as, labeling, connecting, summarizing, paraphrasing, inferring and taking notes were identified as areas of concern 	<ul style="list-style-type: none"> • To have all departments addressing annotation skills through 'think aloud' and modeling.
To increase awareness of students' literacy skills, with an emphasis on annotative skills, across curricular areas.	Increasing evidence of use of cross-departmental strategies, creation of department literacy definitions and teaching strategies. See Appendix A	<ul style="list-style-type: none"> • All departments created their own literacy plan 	<ul style="list-style-type: none"> • Recognition of transferable skills across the curriculum presented in their SDLP for 08/09

See Appendix A for Literacy SDLP and Grade 8 Formative Assessment results

Strategies, Structures & Resources

In consultation with teachers, parents and administrators, the literacy committee is in the process of developing an abridged framework focusing on annotation strategies for a Student Directed Literacy Plan (SDLP), as well as continuing with already successful school wide literacy initiatives such as the word of the day, teacher read aloud, Vikings Read, literacy grant applications and professional learning communities.

1. Strategies

What strategies will be used to achieve the stated objectives? Has consideration been given to strategies that reflect a blend of current research, best practice and innovative thinking? If so, please detail. How is the broader school community involved in implementing these strategies?

Student Self Direction

- Continue development of a SDLP by the Literacy Committee
- Have a list of cross curricular strategies in student planner
- SDLP will be part of the class of 2012 student tutorial time
- Provide at least two check in dates within the school calendar
- In service staff mentorship on annotation strategies
- Departments have identified the literacy strategies inherent to their course content and presented them to the literacy committee to be implemented to the SDLP inventory and have committed to developing these strategies within their course content
- Continually reassess tools

Student recognition and application of literacy skills

- Support the teaching of reading and writing strategies across the curriculum by providing in service and information on reading strategies including but not limited to...

Before You Read:	While You Read:	After You Read:
<ul style="list-style-type: none"> ➤ Access Background Connections Know – Wonder- Learn Brainstorming Clustering Webbing ➤ Make Predictions use titles, headings, and text features to predict content 	<ul style="list-style-type: none"> ➤ Self-monitor and Correct Highlight/underline Make vocabulary list ➤ Make Inferences Ask questions on/between/outside the lines Sticky note responses Determine what is important <ul style="list-style-type: none"> • Finding the Main Idea and Supporting Details 	<ul style="list-style-type: none"> ➤ Summarize One sentence summaries ➤ Generate Main Ideas 4 quadrant organizer Venn diagram ➤ Draw Conclusions and Make Connections One sentence summaries Synthesize information and create new thinking

Before You Write:	While You Write:	After You Write:
<p>➤ Generate ideas and plan Brainstorm RAFT (Role, Audience, Format, Topic) Outline</p>	<p>➤ Think about content, style mechanics Stick to outline Tone/voice Supporting details Clear descriptions Provide examples Vary sentence lengths Use synonyms Use dictionary for unknown words</p>	<p>➤ Edit Read for coherency, logic, and unity Add and revise ➤ Proofread Check for capitalization, punctuation, and spelling Have a friend reread and give feedback ➤ Presentation Page layout</p>

- Continue Word of the Day
- Teachers will read aloud to classes (e.g. student bulletin, texts, newspaper articles, stories, etc.)
- Departments will generate specific strategies related to their field of study.
- Continue with the Grade 8 Formative Assessment Grant (focusing on Reading Strategies) initiated by the English Department in 2007/08 and expanding the grant to include the Socials and or Science Departments.
- Continue the Grade 8 Boys Grant (focusing on writing strategies) begun in 2007/08 by the English cohort teachers.
- Create awareness of literacy improvement in our day-to-day practice through actively promoting literacy issues through the student and staff bulletins
- Continue the Viking Reads – Students and staff voluntarily read a selection of school nominated books (Junior category and Senior category) and then vote on their favourites to be included in the ongoing Viking Reads List.
- Continue Speed Book Dating – Students and staff sign up and bring their favourite book to the library and do a 30 second book talk in pairs. After both students present they move to new partners. Students and staff participate to find out about what others are reading in order to choose their next book
- Continue publishing the Bibliophile and the school newspaper to keep students informed of what is new in the library and to have venues for students to publish their writing and book recommendations
- Introduce the SDLP
- Provide students who are experiencing difficulties in reading and writing to the Literacy Development program and or an English cohort class (to be assessed through teacher referral, academic test results, or failure in humanities courses due to literacy skills)

2. Structures and Resources

A. *What structures have been/will be put in place to help your school achieve improved student learning?*

- The development of the new SDLP
- Literacy Development 8 and 9 classes
- The Success Program will continue to offer service to students requiring extra assistance or support.
- Departments will generate reading and writing strategies that best reflect the needs of their department and difficulty levels of their texts.
- Full departmental representation on the school Literacy Committee
- English Cohort groups (classes specifically designed for grade 8 and 9 students experiencing difficulty with the English curriculum.)
- Continuation of tutorial time
- Offer in-service, mentorship and create opportunities for modeling, team teaching and ‘think alouds’.

B. *Has consideration been given to the alignment of resources, time and organizational structures?*

- Increased staff allotment for students with identified literacy challenges
- Collaboration time will continue to be an essential component to increase student achievement - Some teachers may choose this time to address the literacy needs of their students.
- Use of “Goal Days” to provide an opportunity for the SDLP facilitation.
- Other literacy school wide projects are scheduled into the over all school calendar throughout the year.
- Release time has been assigned to the chair of the Literacy Committee to enhance organization and implementation of our Literacy goals for the 2008/09 school year.

C. *What resources have been targeted to address the areas of highest need for improvement? Please detail.*

- Our continual focus will be staff training and awareness building around the knowledge and skills necessary to reflect recent research and best practice in the field of literacy.
- There will be a continued focus on school-wide departmental responsibility for literacy.
- Continual participation in the District Literacy Initiative that began with the in-service with Faye Brownlie and continual District Literacy meetings.

Strategies, Structures & Resources – Social Responsibility Foundation Goal

1. Strategies

A. *What strategies will be used to maintain Social Responsibility as a foundational school goal?*

For the 2009/10 school year, Social Responsibility will become a foundational goal for the school. The staff, parents and students at Burnaby North believe that our focus on Social Responsibility over the past five years has raised the awareness and understanding social responsibility amongst our students. Many activities that were initiated by the Social Responsibility Committee have now become part of the daily routines in our school and this will not change in the coming years. As a school community, we will:

- Continue to engage Grade 8 and 9 students in creating an Individual Social Responsibility Growth Plan during their Tutorial blocks. This will be a series of 8 or 9 small lessons that will be created by members of the Social Responsibility Committee but administered by the Tutorial Leaders.
- Encourage students to get involved in school and community based service groups.
- Continue to collect data through District and Ministry of Education surveys.
- Continue to track student involvement in service organizations.
- Continue using a common/consistent language, emphasizing and defining our universal values (respect, compassion/caring, responsibility, honesty, fairness) and sharing information with staff, students, parents and community
- Continue to publish the Social Responsibility Rubric in the student agenda planner and school website
- Continue the practice where administrators and teachers speak to students about respectful behaviour (3 R's) and generate class discussions (Respect / caring lesson, posters, agenda planner with universal values defined and explained)
- Continue to encourage teacher presence in the halls and other common areas
- Encourage teachers to direct student attention to the social responsibility pages in the school agenda planner
- Provide a place to post activity information and increase exposure for student clubs and activities
- Continue to provide information regarding student activities, clubs, and sports on the website and student bulletin
- Continue to support the Mentorship Program in their role to help connect grade 8 students with senior peers for support and to create a feeling of comfort and inclusiveness in the school. The Peacemakers Program implemented over the last three years has senior students taking a leading role in the school by promoting respectful and responsible conflict resolution. These leadership roles continue weekly through tutorial time when senior students lead small groups of junior students through reflective activities. Leadership plays an important role in achieving our goal as it aims to involve as many students as possible and develop a sense of student ownership.

Submitted By School Planning Council:

	<u>Name</u>	<u>Signature</u>
School Principal	Lynn Archer	
Teacher Representative		
Parent Representative	Javad Shafiee	
Parent Representative	Maurice Lien	
Parent Representative	Thomas Jung	
Student Representatives	Elysia Gunn Brian Bortignon	

School Board and School District Approval:

	<u>Name</u>	<u>Signature</u>
Board Chair	_____	_____
Superintendent of Schools	_____	_____