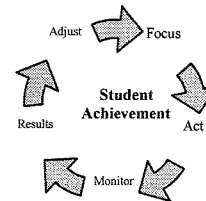


School Plan Document



Name of School **Burnaby North Secondary School**

Date: **June 2012** **Year of Plan: 2012 - 2013**

School Community Context: *Briefly describe your school community*

Burnaby North Secondary is a large, urban secondary school (grades 8 – 12) that reflects the multicultural diversity of the Metro Vancouver Region. Because the school is large, the school offers an extensive array of courses and learning programs for students. For example, Burnaby North has a well deserved 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. The school's 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 after grad, attend concerts and parent evenings. They participate in the District Parent Advisory Council.

Goal/s:

- a) Close the achievement gap for our students by increasing the number of students who achieve the letter grade of C or higher.

Objectives:

- a) Increase the number of students who achieve the letter grades of C or higher, in particular, focus on students in the 40% to 60% range
- b) Increase the number of students who achieve the work ethic letter grade of S or higher
- c) In addition, the above information will be disaggregated to provide information about the following:
- i. Aboriginal students' transition rates
 - ii. Grade 8 Boys "at risk" academically &/or behaviourally
 - iii. ELL students success rates in content area courses

HIGHLIGHTS: Guiding Questions

a) *What are you most proud of in terms of your school community?*

- The commitment to student achievement and personal development.
- The number of students who commit to taking Honours and/or Advanced Placement courses.
- The active involvement of students in clubs, councils, athletics, and artistic endeavours.

b) *What are some of the highlights in your school?*

- The Students' Council Cops for Cancer Campaign and the community oriented Bunny Hop
- The Christmas Cheer Club's contribution to the Burnaby Christmas Bureau
- The Marching Band's role as a community ambassador for the school
- The athletic teams who won division banners during their athletic seasons
- The Do It Green Conference (DIG) hosted by the Burnaby Youth Sustainability Network
- Reach for the Top (3rd place in Canada)

FOCUS: Guiding Questions

Note: Please include data in addendum

a) *Why were these goal/s and its related objectives chosen?*

In the past two years, we have determined that approximately 20% of our students are achieving letter grades below a C. As we have collected data, we have also continued to identify and develop strategies to enhance the learning opportunities for these students. We will provide ongoing support and enriched learning opportunities for the remainder of the school population.

b) *What evidence/data supports your goal selection?*

The report card data continues to indicate that a significant number of students are receiving low or failing grades. We continue to gather information on students in the target category during each reporting period.

c) *What specific groups of students cause you concern?*

The students specifically causing concern are in the target group (40-60% achievement range), with specific focus on grade 8 boys, aboriginal learners and ELL/transitional students.

School Grant Proposal: Guiding Question

a) How does your grant proposal support your school plan?

The school grant proposal will assist by providing release time for teachers to review and adapt strategies, discuss effectiveness of individual strategies, practice using various strategies and interventions, and plan further specific interventions for targeted students.

ACT: Guiding Questions

a) *What actions and interventions have you put in place to address students in your goal areas?*

Strategies:

- Identify students who are consistently receiving letter grades of I, F, and C-
- Identify students who are consistently receiving the work ethic letter grade of N
- Identify aboriginal students who are at risk of not transitioning successfully
- Identify grade 8 boys who are at risk behaviourally and/or academically
- Identify ELL learners who are consistently achieving at a lower level in content area courses (eg: Science 10)
- **Language and Learning**
 - Departments set goals for reading and writing to learn in content areas
 - Meeting the Needs of Each Learner grant supports student learning by having teacher teams use literacy and assessment for learning strategies in their classrooms
 - Fast ForWord program
 - Later to Literacy (Reading Recovery) program
 - Provide explicit instruction on academic language development in content areas for ELL learners
 - Identify and track ELL learners in content areas
 - Target supplemental academic language support for ELL learners in content areas
 - Continue staff development and develop learning teams to work on supporting students' language and learning needs
- **Assessment and Evaluation**
 - Departments set goals for assessment and evaluation to support student learning
 - Develop rubrics for common use within departments and where applicable throughout the school to enhance feedback and setting goals for learning
 - Further investigate research on the use of percentages on report cards for grades 8 and 9
 - Focus on learning outcomes to organize student learning and student assessment and evaluation

- **Assessment and Evaluation (con't)**

- Develop practices where students are unable to select zero as an option (e.g. if the lawn was not cut, it still needs to be cut)
- Continue staff development and develop learning teams to work on assessment and evaluation practices to support students' learning

- **Social Emotional Learning (Making Connections)**

- Departments set goals for social emotional learning to support students' success
- G, S, N rubric is being used by departments to increase its significance in the learning process
- Develop understanding of a pyramid of intervention approach to supporting students' attendance
- Develop healthy living and daily physical activity practices to support students' well being
- Investigate the impact of having learning conversations with students
- G, S, N added to iPads to support student and teacher discussion about social and emotional connections to learning
- Professional development regarding issues affecting aboriginal learners

b) How does your School Grant Proposal support these identified learners?

The school grant proposal will assist by providing release time for teachers to review and adapt strategies, discuss effectiveness of individual strategies, practice using various strategies and interventions, and plan further specific interventions for targeted students.

- c) *How do you communicate and work with parents? How do you support parents in working with their child(ren) academically?*

Communication with parents is achieved through a variety of means.

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 revenues 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 new school goal. They have been involved in examining and analyzing information and data.

We relay information to the community through our school web site and our online school newsletter and the school newspaper, the Viking View. The school's and district's mission statements, the school motto, and our five ethical concepts are displayed throughout the school. We also regularly use the growing parents' listserv to communicate with parents.

During the school year there are also events such as the Parent Walk About, Parent Teacher Interviews, Grade 12 Parents' Evening, and Grade 7 Parents' Evening.

We work continuously with parents to support their children's academic development through meetings, phone calls, letters, and emails. It is important that students, staff, and parents work together as a team to support student learning.

MONITOR: Guiding Questions

- a. How are you tracking the progress of each identified learner?

- a) During the second year of our school plan, one of our strategies is to develop an effective process of identifying students who consistently fall into the target category. Individual tracking means for these students will be developed and monitored.

RESULTS: Guiding Questions

- a. What do the results tell you about what worked (or not) to meet student needs?

- a) This was the first year of our school plan. Results were gathered throughout the 2011-2012 school year. These results will be reviewed and analyzed in depth at the end of the 2011-2012 school year. To date, the data confirms our student achievement assumptions. During the 2012-2013 year we will develop and implement specific interventions for student learning.

ADJUST: Guiding Questions

a. Given your findings, what actions/interactions and practices will you adjust to improve student achievement for identified students?

a) The school goal team is divided into three broad categories: language and learning, assessment and evaluation, and social and emotional learning. Each 'category-team' will meet to discuss which specific strategies have been attempted, analyze what effect has been determined by each strategy, and make adjustments to strategies in consultation with colleagues and members of the category-team.

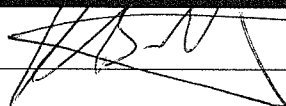
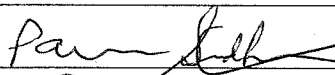
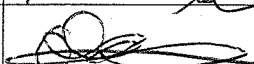

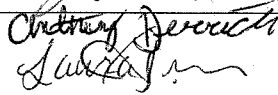
FURTHER CONSIDERATIONS

a)
b)
c)

Notes:

- Include School Grant Proposal and any relevant data in addendum
- School Plans and Grant Proposals to be submitted by June 15th of each school year.

Submitted By School Planning Council:

	Name	Signature
School Principal	Kevin Brandt	
Teacher Representative		
Parent Representative	PARM SIRHU	
Parent Representative	Olaf de Shutter	
Parent Representative	Joel Wh. Heman	
Student Representative (secondary schools only)	Anthony Derrick Laura Siracusa	

School Board and School District Approval:

	Name	Signature
Board Chair		
Superintendent of Schools		