

School Name: Burnaby South Secondary Principal: Victoria Lee Date: October 12, 2021.

Assessment Goal: To align the assessment practices at our school with the curricular competencies to improve student success.

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?

We believe that improved assessment strategies will lead to improved teaching practices. Research tells us that when teachers design learning opportunities with assessment in mind, learning goals become clearer and more accessible to all learners.

Learning is personal and the more that we make assessment clear and learning goals transparent, the more we can meet the needs of all learners. Consistent feedback with a focus on growth allows students to approach the learning based on their strengths.

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?

The new Ministry Reporting Guidelines for Grades 8/9 reflect the value of Standards-based Assessment for communicating student learning. We will be focussing our efforts on this group of students. However, we believe that students of all grades will receive benefits as teachers, students and parents see the value of these assessment methods and they are applied to older students. To support this, all teachers in our school have are teaching at least one course at the grade 8/9 level.

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?

This year marks the introduction of our pilot of a Standards-based Report Card. All Grade 8/9 students will receive feedback about their progress based on the Ministry of Education's Performance Standards. Each student will be assessed on specific curricular competencies. Students will benefit from specific comments based on the Report Card Comments Guidelines created by the District Joint Assessment Committee. We will closely monitor the feedback we receive from parents and our PAC about the new report card. We will be looking at parent, student and staff feedback in June of 2022.

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?

As this is the second year for this goal, we will be monitoring Grade 8/9 report cards from Semesters 1 and 2 to see if the report cards produce a higher degree of specific feedback for parents and students.

NEXT STEPS:

What requires further attention? Where to next?

We are beginning with Grades 8 and 9 but will increase our target group when the new Reporting Order is released regarding the Graduation Program. Several teachers have opted to use standards-based assessment in their senior courses.

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?

The Standards-Based Assessment Committee presented to staff in the first week of September. This presentation led to two sessions where teachers were led through the process of setting up their grade books for standards-based reporting. At subsequent staff meetings, staff will be given opportunities to share their practice/suggestions/questions around the new assessment model. Department Heads continue this work in their departments by focussing on assessment strategies that are specific to their departments.

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?

Students in Grades 8/9 will receive the new Burnaby South Standards-Based Assessment Report Card. This report will provide students and parents with assessment of student progress that is expressed using the Ministry of Education's Standards, rather than letter grades. More specifically, the report card will assess student progress on the curricular competencies for each subject. Students will no longer get a general mark for the entire course, but instead, will see their progress on a scale from emerging to extending. Report card comments will relate directly to student goals for improvement in each area. At the end of each semester, students will receive a final letter grade along with the standards-based report card. Parents will receive a letter from the principal explaining how to read the report card and the purpose behind the change. There will also be a presentation to PAC. Students will be involved throughout the process, as standards-based assessment practice requires students and teachers to communicate regularly about student progress. Teachers will meet individually with students prior to each reporting period to arrive at and/or review progress and make plans for improvement. The Standards-Based Reporting Committee will seek out feedback from staff on the reporting process, assessment strategies and propose changes to our processes. In June, all staff, parents and students will be provided with an opportunity to give feedback on the report card.

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

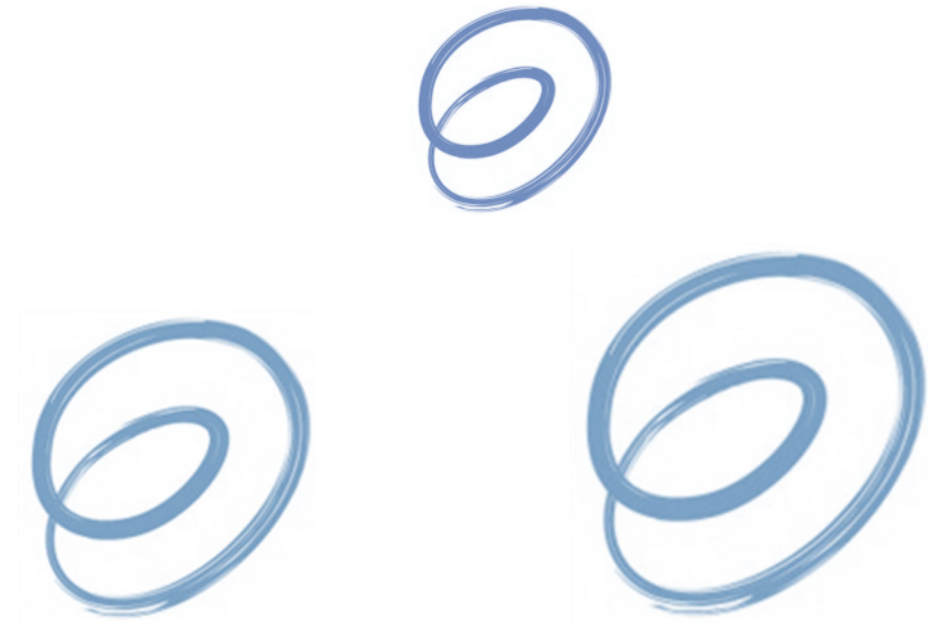
SCHOOL: _____ DATE: _____

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