


Secondary School Plan for Success

 <p>Rick Hansen Secondary SCHOOL OF SCIENCE & BUSINESS</p>	<p>Team Members: Admin: Linda Pollastretti, Michael Hendricks, Virinder Braich Instructional Leadership Team: Remi Wauthy, John Munro, Michael Schmidt, Adam Verheyen, Dennis Neufeld, Ruth Hirowatari, Satnam Sidhu, Jas Gill</p>		
<p>School Context</p>	<p>https://rickhansen.abbyschools.ca</p>		
<p>Inquiry Question What is the burning issue you want to address as a school in you <i>Secondary Strategic Operation Plan</i>?</p>	<p>Secondary Strategic Plan Goal: How can we create a co-constructed inquiry-based learning experience that is SEL informed?</p> <p>District Strategic Plan Goal: How will we compassionately recover and reinvent education in the Abbotsford School District for the coming years, with a focus on adult and student mental health and well-being?</p> <p>RHSS Driving Question: How can we structure school to engage deep competency-based learning focusing on mastery (know), creativity (do) and identity (understand) while supporting the health and well-being of all?</p>		
<p>Rationale What are we doing ? -The Visible Learner</p>	<p>To improve student achievement continually, we need our students to clearly understand where they are, where they are going and how to get there. We can achieve this by striving for continuous improvement in our assessment practices and our commitment to creating an inquiry/PBL school environment. We are committed to creating a more engaging learning environment through blended learning where students have a clear understanding of their progress and can personalize their learning experience.</p>		
<p>Strategies (include ELL & LSS)</p>	<p>Leadership/Teamwork Responsibilities</p>	<p>Professional Learning and Resources</p>	<p>Progress and Impact on Student Achievement</p>
<p>Create an inquiry/project-based school learning environment.</p>	<p>Admin:</p> <ul style="list-style-type: none"> Celebrate the great examples of teacher/student work happening at RHSS in this area through Project Cards. Work with teachers to schedule one school wide demonstrations of learning event. Provide pro-d support for teachers in PBL 	<ul style="list-style-type: none"> Admin to host ILT meetings in a different department area each month. Displays of PBL units throughout the school and at each teachers classroom Connect teachers with Learning Commons teacher for co-planning of PBL Encourage teachers to create common interdisciplinary PBL units/modules (Gr 9 & 10 En/SS and Gr 9 Maker/ Sc and Gr 10 Careers/ Sc 	<p>2019/20: % of teachers with PBL projects with community engagements: 57% 2018/19: % teacher with PBL projects with community engagement: 53%</p> <p>2019/20: attendance: 71% 2019/20: honour roll: 67% 2019/20: failure rate: 4.3 %</p> <p>2019/20: # of PBL/Inquiry Projects: 136 (4.8 per teacher) 2018/19: # of PBL/Inquiry Projects: 129 (4.4 per teacher) 2017/18: # of PBL/Inquiry Projects: 104 (4.52 per teacher)</p>

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	<p>Teacher Leaders:</p> <ul style="list-style-type: none"> • Share examples of successful PBL projects in their specific discipline. • Host collaboration time with an interdisciplinary focus • Make department meetings focused on PBL not business items. 	<ul style="list-style-type: none"> • Career Facilitator- build external networks in the business community for teachers to access and work within regard to authentic demonstrations of learning and internships • Career Facilitator to promote My Blueprint as a way for students to demonstrate their learning as a portfolio. • ILT members to host one ILT meeting a year and share successes and struggles each department is having. ILT leaders to host their department meetings in a different teacher's classroom each month. Each teacher to volunteer to share successes and struggles they are having with PBL. 	<p>2016/17: # of PBL/Inquiry Projects: 89 (4.23 per teacher) 2015/16: # of PBL/Inquiry Projects: 82 (3.9 per teacher)</p> <p>2018/19: attendance: 81/62% 2018/19: honour roll: 56% 2018/19: failure rate: .0507%</p> <p>2017/18 attendance: 85.85% 2017/18 honour roll: 66% 2017/18 failure rate: .0517%</p> <p>2016/17 attendance: 87.01% 2016/17 honour roll: 78.1% 2016/17 failure rate: .0336%</p> <p>2015/16 attendance: 89.85% 2015/16 honour roll: 81.6% 2015/16 failure rate: .0384%</p>
	<p>Staff:</p> <ul style="list-style-type: none"> • Teachers implement one new PBL/IBL unit in 1st semester and a second new one in second semester. • Create one new PBL project that has meaningful community engagement • Teachers share their projects at staff meetings. • Teachers produce a project card for each PBL/Inquiry unit they complete. • Design inquiry/PBL projects with multiple entry points for at-risk learners • Host one celebrations of learning event • Teachers to require students to upload one demonstration of learning from their course that best represents their work for a digital student portfolio (start with gr. 9, 10, and 11) • Teachers transition from a direct instruction to an inquiry environment • 	<ul style="list-style-type: none"> • Share successes and struggles at each department meeting –set up critical friend protocol • Teachers to share Famous Failures at school meetings 	<p>2014/15 attendance: 89.43% 2014/15 honour roll: 65% 2014/15 failure rate: .4%</p>

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<p>Teachers transition into a standards-based assessment format for their courses.</p>	<p>Admin:</p> <ul style="list-style-type: none"> • Provide resources and professional development. • Provision and creation of Learning Maps via department. • Celebrate and recognize teacher work in this area. 	<ul style="list-style-type: none"> • Provide release time and funding for teachers to attend relevant pro-d in this area. • Help connect the work our teachers are doing in assessment with the work other teachers in the district are doing with assessment. 	<p>2019/2020: % of teachers using standards-based assessment: 86%</p> <p>2018/2019: % of teachers using standards-based assessment: 84%</p> <p>2017/2018: % of teachers using standards-based assessment: 65.4%</p> <p>2016/2017: % of teachers using standards-based assessment: 67%</p> <p>2015/2016: % of teachers using standards-based assessment: 61%</p>
	<p>Teacher Leaders:</p> <ul style="list-style-type: none"> • Include as agenda item at department meetings and share progress that they are making in this area. • Change the format of department meetings from administration based to pro-d, curriculum and assessment based. • Work to build a common assessment scale across each department • Agree on a common format for representing student progress on CMP • Standards set up in Check My Progress by department 	<ul style="list-style-type: none"> • Provide student access to previous project examples from across the grading scale. • Invite teachers from other schools who have redesigned a course in their area to present at a department meeting. • Send a contingent of to the Assessment Conference 	
	<p>Staff:</p> <ul style="list-style-type: none"> • Use exemplars to support the grading/assessment scale. • Divide gradebook into summative and formative assessments. • Use common format for representing student progress on CMP • Develop common language in the use of an 8-point scale • Add an overall assessment of where the student currently stands • Allow for differentiation of assessment (different start and end points, gradeless, feedback cycles etc.) 	<ul style="list-style-type: none"> • Scaffold SLO around assessment-based needs (standards-based, 8 pt. scale, demonstration of learning etc.) • Focus on big ideas not content (why teaching) • 	

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Promote a blended learning environment and the creation of digital portfolios	Admin:	<ul style="list-style-type: none"> Provide hardship devices for at-risk learners 	<ul style="list-style-type: none"> Provide Google Classroom training sessions for staff during collaboration time. Canvas training for staff during SLO time. 	<p>2019/20: # of teachers using LMS Canvas: 4%</p> <p>2019/20 # of teachers using Google Classroom: 96%</p> <p>2018/19 # of teachers using Google Classroom: 94%</p> <p>2017/18 # of teachers using Google Classroom: 92%</p> <p>2016/17 # of teachers using Google Classroom: 95%</p> <p>2015/16 # of teachers using Google Classroom: 70%</p>
	Teacher Leaders:	<ul style="list-style-type: none"> Create a Google Classroom for their department meetings LSS to demonstrate assistive technologies classroom teachers can use for LSS students 	<ul style="list-style-type: none"> Work with School Focus Team committee to arrange full training for staff on Google Suite of Applications. Work with career counsellor to provide appropriate training for My Blueprint for staff 	
	Staff:	<ul style="list-style-type: none"> Use Google forms for requests to Hurricane Warning Provide access for LSS teachers to your Google Classroom and Check My Mark Teachers to require students to upload one demonstration of learning from their course that best represents their work for a digital student portfolio (start with gr. 9 and 10) 	<ul style="list-style-type: none"> Attend a Canvas LMS PD Set up one of their courses in Canvas for the 2020-21 school year 	
Promote student and staff social emotional learning	Admin:	<ul style="list-style-type: none"> Promote SEL and CASEL learning as key component of every teachers/ students day. 	<ul style="list-style-type: none"> Provide Google Classroom training sessions for staff during collaboration time. Canvas training for staff during SLO time. 	<p>2018/19 # of teachers using Google Classroom: 94%</p> <p>2017/18 # of teachers using Google Classroom: 92%</p> <p>2016/17 # of teachers using Google Classroom: 95%</p> <p>2015/16 # of teachers using Google Classroom: 70%</p>
	Teacher Leaders:	<ul style="list-style-type: none"> Create a check-in system with their team. Model SEL activities at team meetings. 	<ul style="list-style-type: none"> Work with School Focus Team committee to arrange full training for staff on Google Suite of Applications. Work with career counsellor to provide appropriate training for My Blueprint for staff 	

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	<p>Staff:</p> <ul style="list-style-type: none"> integrate the SEL strategies of CASEL and/or the LSS rubrics daily within their classrooms. Focus on cross-curricular skills like time management, goal setting, ownership, responsibility, routines, and expectations within a Quarter system to support student success. 	<ul style="list-style-type: none"> SEL PD and SLO sessions (KS, LC etc.) Mental Health Awareness sessions (DM) 	
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2016-2020 Strategic Plan

Explain how your school goal aligns with any of the strands from the District’s Strategic Plan, the Secondary Operation Plan and/or the Aboriginal Enhancement Agreement.

STUDENT SUCCESS OPTIMIZED RESOURCES ENGAGING OPPORTUNITIES PROGRESSIVE WORK FORCE

Connections to the District Strategic Plan

- Excellence in teaching
- Excellence in leadership
- Flexibility & access to programs / services
- Ethical & innovative use of technology
- Parental & community engagement

We will continue to provide high-quality professional development for our teachers in project-based learning, assessment, SEL and blended learning and recognize the successes our teachers are having in these areas. All our incoming grade nine students will develop an understanding of the ethical and innovative use of technology through in a BYOD environment. We will engage our community by making them active members in our authentic demonstrations of learning and providing opportunities for our students to solve real world problems. The concepts of inquiry, progressive assessment practices and blended learning align with our secondary focus on deeper learning.

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Connections to the Secondary Operational Plan

Assessment Practices
Inquiry Based Learning – PBL
Blended Learning/Digital Literacy & Flexible Spaces
Leadership for Learning: Instructional Coaching

Departments are working to re-design courses to standards-based assessment. Our school is making the shift to an inquiry-based program. All teachers will have one new project-based learning unit in first semester and an additional one in second semester. Our library has been transformed into a learning commons where digital literacy, and inquiry-based learning will be promoted in a co-teaching format. The admin team is working hard to build a coaching philosophy within the school. We have established a schedule of regular classroom visits and have invited people to help us develop our instructional coaching skills. We will begin to have students create digital portfolios using My Blueprint as a way to document their educational journey in preparation for their Capstone in gr. 12.

Connections to the Aboriginal Enhancement Agreement

Increase Student Pride
Increase reading scores
Increase sense of belonging
Increase graduation rates

We have assigned one administrator to act as Aboriginal Champions who will work with our Indigenous Support Worker. The admin team will recognize that we are on the traditional ancestral territory of the Matsqui and Sumas First Nations at the start of important events. Department heads will include embedding the Aboriginal perspective as a line item on their department meeting agenda's. We will have staff volunteer to present at the staff meetings on how they are embedding the Aboriginal perspective into their lessons. We will share the resource Spirals of Learning, produced by the BCPVPA, with the staff and we will add Aboriginal events and celebrations to our school calendar. We will work to create a greater Aboriginal cultural influence into the building by adding Aboriginal art to our school.