Secondary School Plan for Success

Rick Hansen Secondary SCHOOL OF SCIENCE & BUSINESS	**Team Members: All Staff** **Admin: Lisa Burdeyny, Michael Hendricks, Brent Schroeder** **Instructional Leadership Team: Remi Wauthy, John Munro, Michael Schmidt, Adam Verheyen, Dennis Neufeld, Sandy Gill, Sonia Gill, Jennifer Sun, Ashleigh Wighton**
School Context	https://rickhansen.abbyschools.ca
Inquiry Question What is the burning issue you want to address as a school in your *Secondary Strategic Operation Plan*?	**Secondary Strategic Plan Goal**: How can we create a co-constructed inquiry-based learning experience that is SEL informed? **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? **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?
Rationale What are we doing? -The Visible Learner	To continually improve student achievement, 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.

Strategies (include ELL & LSS)	Leadership/Teamwork Responsibilities	Professional Learning and Resources	Progress and Impact on Student Achievement
Create an inquiry/project-based school learning environment.	Admin: • Celebrate the great examples of teacher/student work happening at RHSS in this area through Project Cards and News articles on website. • Work with teachers to schedule one school wide demonstrations of learning event. • Provide ongoing pro-d support for teachers in PBL. All new to Hansen	• Admin to host ILT meetings in a different department area each month. • Display of PBL Cards at entrance to the school • Connect teachers with Learning Commons teacher for co-planning of PBL • Encourage teachers to create common interdisciplinary PBL units/ modules	**% of teachers with PBL projects with community engagements:** 2022-23: 55% 2020-21: 38% 2019/20: 57% 2018/19: 53%

	teachers will receive one week of intensive PBL training. • Reconfigure ILT structure to support easier interdisciplinary collaboration and language/literacy acquisition	• Provide opportunity in Staff Meetings for Teachers to share their project ideas/successes/challenges	**# of PBL/Inquiry Projects:** 2022/23: 68 2020/21: 125 (4 per teacher) 2019/20: 136 (4.8 per teacher) 2018/19: 129 (4.4 per teacher) 2017/18: 4.52 per teacher) 2016/17: 89 (4.23 per teacher) 2015/16: 82 (3.9 per teacher)
	Teacher Leaders: • 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.	• 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.	**Failure Rate:** 2022/23: 6.8% 2021/22: 8.6% 2020/21: 5.01% 2019/20: 4.3 % 2018/19: 5.07% 2017/18: 5.1% 2016/17: 3.36% 2015/16: 3.84% 2014/15: 4%
	Staff: • Teachers implement one new PBL/IBL unit each year (to be showcased via their Project Card). • Teachers share their projects at staff meetings (what is your driving question?) • Teachers produce a project card for one of their PBL/Inquiry unit(s) they complete. • Design inquiry/PBL projects with multiple entry points for at-risk learners (low floor/ high ceiling). • Host one celebrations of learning event per school year. • Teachers to require students to upload one demonstration of learning from their course that best represents their work for a digital student portfolio beyond self-assessment of the core competencies • Teachers transition from a direct instruction to an inquiry environment	• Share successes and struggles at each department meeting –set up critical friend protocol. • Teachers to share driving questions at school meetings	

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Teachers transition into a standards-based competency assessed format for their courses.	Admin: • Provide resources and professional development. • Provision and creation of Learning Maps via department. • Celebrate and recognize teacher work in this area.	• Provide release time and funding for teachers to attend relevant pro-d in around standard/ competency-based assessment (eg. Going Gradeless) • Help connect the work our teachers are doing in assessment with the work other teachers in the district are doing with assessment. • Include time in SLO around assessment-based needs (standards-based, student-led assessment, 4 pt. scale, demonstration of learning etc.)	**Teachers using standard/ competency-based assessment:** 2022/23: 95% 2020/21: 94% 2019/2020: 86% 2018/2019: 84% 2017/2018: 65.4% 2016/2017: 67% 2015/2016: 61%
	Teacher Leaders: • Include as agenda item at department meetings and share progress that they are making in this area. • Format of department meetings from administration based to pro-d, curriculum and assessment based. • Build a common assessment scale within each team/ department and across the school • Agree on a common format for representing student progress • Competency Standard set up in gradebook versus by assignment type	• Provide student access to previous project examples from across the grading scale. • Lead team in having students self-assess themselves by using one demonstration of learning, assessed to the course Learning Map (highlight were the students is by competency within the Learning Map • Have each team share the Demonstration of Learning, and Learning Map with parents via Myblueprint (load both into their portfolio) • Share myblueprint with parents as evident of student learning journey.	
	Staff: • Use exemplars to support the grading/assessment scale. • Gradebook uses summative and formative within each competency • Use common language in the use of an 4-point scale	• Focus on big ideas not content (why teaching) • Standardized course outline with big idea, identification of the curricular competencies, integration of core competencies, and how students will be assessed	

	• Allow for differentiation of assessment (different start and end points, gradeless, feedback cycles etc.)		
Promote a blended learning environment and the creation of digital portfolios	Admin: • Provide hardship devices for at-risk learners • Promote what is "blended" via quality professional development (blendedlearning.org, Caitlin Tucker etc.)	• Provide Teams training sessions for staff • Provide examples of what is blended learning (all three modes including station rotations, labs, choice/ play lists etc.) • Work with career counsellor to provide appropriate training for My Blueprint for staff	**Number of Teachers using online Classroom:** 2022/23: 92% 2020/21:71% 2019/20: 96% 2018/19: 94% 2017/18: 92% 2016/17: 95% 2015/16:70%
	Teacher Leaders: • LSS to demonstrate assistive technologies classroom teachers can use for LSS students	• Work with School Focus Team committee to arrange full training for staff on Teams Suite of Applications.	
	Staff: • Provide access for LSS teachers to your Teams Classroom, Brightspace and/or other platform • Teachers to require students to upload one demonstration of learning from their course that best represents their work for a digital student portfolio		

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Promote student and staff social emotional learning, health and wellness.	**Admin:** • Promote SEL and CASEL learning as key component of every teachers/ students day. • Revise Daily Schedule to be more consistent and predictable • Revise current pyramid of interventions and communicate with staff • Create a structural Homeroom to further build student relationships amongst each other and staff, and deepen their understanding of RHSS culture and expectations	• Provide one PD a year around SEL/ Wellness including what is, benefits and strategies • Coordinate regular opportunities for staff to gather during the work day • Coordinate the development of Homeroom goals and planning of content	**Student Absences 2021-2022** **Student Absences 2022-23** **YDI Data (Rank of Medium and High)**

Student Absences 2021-2022

	All Schools	Grade 09	Grade 10	Grade 11	Grade 12
Tier 3	14.10%	12.04%	15.42%	37.33%	32.75%
Tier 2	20.78%	27.31%	25.70%	25.78%	22.81%
Tier 1	65.11%	60.65%	58.88%	36.89%	44.44%

Student Absences 2022-23

	All Schools	Grade 09	Grade 10	Grade 11	Grade 12
Tier 3	14.51%	15.38%	15.67%	25.34%	41.59%
Tier 2	22.94%	26.07%	25.35%	28.05%	28.97%
Tier 1	62.56%	58.55%	58.99%	46.61%	29.44%

YDI Data (Rank of Medium and High)

	Emotional Regulation	Empathy	Purpose & Meaning	Friendship Intimacy	General Mental Health
2020-21	84%	97%	69%	88%	60%
2021-22	60%	72%	73%	86%	58%
2022-23	87%	87%	79%	89%	52%

Teacher Leaders:

• Create a check-in how are you doing system with their team.
• Model SEL activities

• Work with School Focus Team committee to arrange full training for staff on what is SEL.
• Work with team to examine Essential Content and Vertical Planning as necessary

Staff Absences:
2022/23: 6.1%

Staff:

• integrate the SEL strategies of CASEL and/ or the LSS rubrics weekly within their classrooms.
• Focus on cross-curricular skills like time management, goal setting, ownership, responsibility, routines, and expectations within a Quarter system to support

• SEL PD and SLO sessions (KS, LC etc.)
• Mental Health Awareness sessions (DM)
• Creation of SEL posters in various locations throughout the school (created by staff)

	student success.		
Provide an equitable and inclusive school environment.	Admin: • Engage in the conversation what is equity or inequality. • Create a brave space for staff to enter into the equity discussion • Introduce and implement the equity framework • Create an opportunity within the current structure for staff and students to foster greater/additional student-teacher relationships • Establish a targeted leadership role that will increase community/parent engagement • Create a structure to assist with language development and increased literacy skills	• Provide an overview of adaptations vs differentiation and how they both apply to all students. • Provide an overview of what is equity? • Coordinate the development of Homeroom goals and planning of content • Include time in SLO around cultural awareness • Facilitate creation of a committee to examine the physical environment and how it can be augmented to better reflect our student community • Support the creation and process of peer mentoring through Link Crew and a redesigned Peer Tutoring Program • Examine the possibility of a Flex Club which is offered periodically to help engage students differently around areas of interest • Work towards structuring time within the daily schedule to support one-on-one conversations between staff and students • Provide resources for Language Acquisition and Development courses	**YDI Data (Rank of Medium and High)** (table below)

YDI Data (Rank of Medium and High)

	Peer Belonging	School Belonging	Supportive Adults at School	Positive School Environment
2020-21	76%	72%	78%	78%
2021-22	77%	71%	74%	71%
2022-23	82%	74%	78%	57%

	Teacher Leaders: • Support team to engage in culturally responsive classroom practices • Support team in the implementation of culturally responsive pedagogy • Support team in the examination of practices and decisions that impact students	•	
	Staff: • Examine what classroom practices create equity or inequity? • Examine what are culturally responsive classroom practices/ pedagogy. • Provide opportunity for student to have extra time, space or support for their learning without being different than	• provide autonomy and student agency (voice. Choice) for PBL's • provide individualized/ personalized assessments based on student agency/ advocacy • provide materials online accessible anytime/ anywhere • all student to have access to EA Hubs, Connections, and ISW • provide ELL cohorts for level ½ students (same materials, same setting {classroom} with more intensive support {co-teaching}	

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2016-2022 Strategic Plan

Making Connections

Explain how your school goal aligns with any of the strands from the District's Strategic Plan, the Secondary Operation Plan and/or the Indigenous 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.
Connections to the Secondary Operational Plan Assessment Practices Inquiry Based Learning – PBL Blended Learning/Digital Literacy & Flexible Spaces Implementation of the Equity Framework	Departments are working to re-design courses to standards-based assessment. Our school has made the shift to an inquiry-based program. All teachers will implement PBL based instruction into their classroom. 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, maximizing opportunities to build staff capacity. We will be using the newly created Learning Maps to have students assess their understanding and measurement of the curricular competencies and provide both their demonstration of learning and learning map to their parents as evidence of learning.
Connections to the Indigenous Enhancement Agreement Increase Student Pride Increase reading scores Increase sense of belonging Increase graduation rates	We have assigned one administrator to act as Indigenous 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 Indigenous 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 Indigenous perspective into their lessons. We will share the resource Spirals of Learning, produced by the BCPVPA, with the staff and we will add Indigenous events and celebrations to our school calendar. We will work to create a greater Indigenous cultural influence into the building by adding Indigenous art to our school.