

Secondary School Plan for



Team Members:

School Plan Committee members
Department Leaders
Admin Team
Staff Consultation
PAC Consultation

School Context

Abbotsford Senior Secondary School provides a wide variety of programs to a diverse student body. As an International Baccalaureate School, we are proud to say that we also run programs to meet the needs of all types of learners. We are a hub for district career programs and our Integrated Studies Program has helped hundreds of struggling learners find academic success. In addition, we have very strong athletic and fine arts cultures, both of which provide students with multiple opportunities to pursue their passion. We are dedicated to student achievement and have integrated Assessment for Learning strategies, as regular practice, in all subject areas. We also offer a regular extra help block (X block) to better meet the needs of our students. On November 1, 2016, a tragic event occurred in the rotunda area at Abbotsford Senior Secondary. The resulting trauma to the students, families, parents and staff was far reaching and continues to consume the energy of staff to cope with moving the learning agenda forward in a time of massive change to the educational system in B.C.

Inquiry Question

What is the burning issue you want to address as a school in you

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<i>Secondary Strategic Operation Plan?</i>		<ol style="list-style-type: none"> 1. How can we work collaboratively to assist our students to grow as assessment-capable, life-long learners? 2. How can we help our students to develop the necessary skills and attributes needed to become resilient learners and productive members of society? 	
Rationale What are we doing? -The Visible Learner		<p>Many of our students believe academic success is defined in terms of test results and grades on report cards. We feel that students will achieve greater educational gains if they shift their focus to developing as self-regulating, assessment-capable learners. If a student understands where they are and how they need to progress, in relation to clear learning targets and essential learning outcomes, they are more likely to be engaged in the learning process, and to achieve their educational goals. The development of these skills and attributes also enables students to be successful after secondary school and to make positive contributions to society.</p>	
Strategies (include ELL & LSS)	Leadership/Teamwork Responsibilities	Professional Learning and Resources	Progress and Impact on Student Achievement
Promote a common language for learning within the framework of the new curriculum.	Admin: -Discuss/identify a common language framework, and corresponding practices (ie: AFL, outcome-based assessment,	- Hattie: The Visible Learner -Marzano: The Art and Science of Teaching	-Our overall student GPA has increased consistently over the past 4 years. -

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	<p>meaningful feedback, self/ peer assessment, exit slips, pro-D) with staff.</p> <ul style="list-style-type: none"> -Prominently display the common language around the building. -Support professional development to help teachers imbed the language of learning, and corresponding practices into their curriculum. -Support Teacher Leaders in developing strategies to systemically identify essential learning outcomes and vertically integrate curriculum. 	<ul style="list-style-type: none"> -Black and William: Inside the Black Box - ATI Conferences (O'Connor, Stiggins etc.) - SD#34 Secondary Educators Conference 	<ul style="list-style-type: none"> -The number of students achieving honour roll standing has consistently increased over the last four years. - We engage a learning community to intentionally weave this common language back into our instructional practice and school culture. - Prominent banners have been hung in the rotunda that challenge students to consider the skills and attributes, they need in order to be a successful learner. -Departments are working to align new curricular targets with IBL projects and to vertically align curriculum in department groups. -We are also presently aligning our assessment practices by department. -Staff are being supported by district Department Head meetings to help and aid in alignment of curriculum. -More staff are engaged in professional development and education around supports for struggling learners and blended learning projects.
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	<p>Teacher Leaders: -Discuss/identify common and context specific language framework within their department; not limited to identifying essential learning outcomes and vertically aligning curriculum. -Discuss and implement systemic strategies and practices to develop assessment-capable, self-regulating learners who can apply the language</p>		<p>Departments are identifying the essential learning outcomes and aligning curriculum. Department heads are meeting in district teams to discuss and align essential outcomes.</p>

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	<p>framework to their own learning</p>		
	<p>Staff:</p> <ul style="list-style-type: none"> -Imbed the common language framework into the curriculum by implementing practices that promote assessment-capable, self-regulating, reflective students. -Teachers are encouraged to update and report to parents using the “Check my Progress” platform every 3-5 weeks. -Department Heads are working collectively in addressing best practice around assessment. 	<p>-Staff collaboration document (2017) with exemplars created for specific classes by the focus group.</p>	<ul style="list-style-type: none"> -Teachers are assessing in a manner that reflects growth in relation to learning targets (AFL) -Teachers and EAs are discussing and implementing the language of learning that is represented on the banners in the main foyer -A collaboration group examined what excellence looks like in an educational context and how we can encourage our students to strive for that goal. -Staff has developed a common set of beliefs and vision for the school. -Staff have created the “Panther Acronym” of traits we value in our students at Abbotsford Senior. The language will be intentionally woven into the day-to-day operation of the school.
<p>Create an environment where resilience is woven into our practice.</p>	<p>Admin:</p>		<p>-The Youth care worker position was a pilot project, beginning Sept 1, 2017.</p>

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	<ul style="list-style-type: none"> -Provide support for counsellors and teachers with a specific youth care worker that deals with identifying students in need of educational, social and emotional supports. -Continue to support a partnership with Abbotsford Community Services Counsellor service to work with our at-risk student population. -Maintain partnership with Youth and Child Mental Health Services. -Provide a full time Aboriginal Education teacher who tracks aboriginal student progress and works one-on-one, providing academic support. This model has become the new model for the district. -New learning commons teacher who will bridge opportunities between the classroom teacher and learning commons. 		<p>This project will be extended for the 2018-19 school year.</p> <ul style="list-style-type: none"> -ACS counsellor contract identified 9 new H students this past year and helped support these students weekly. -September 2017 was beginning of the learning commons teacher position who works closely with classroom teachers to help support students needing courses and support. This position continues for the 2018-19 school year. -District is supporting Abbotsford Senior Secondary with four, half day professional development days during the year to engage in workshops around trauma recovery and wellness. -Staff are entertaining adding to the Panther of Month nominations to celebrate students who are improving with self-regulation and time management. -Staff survey is done annually to check in and evaluate progress.
	<p>Teacher Leaders: Have created a work habits rubric to be shared with staff in</p>		<p>-Rubric completed and being adopted by staff.</p>

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	September.		
	<p>Staff:</p> <ul style="list-style-type: none"> -Continue to expect students to produce their best work. -X-Block supported by staff for the upcoming school year. -Teachers and EAs are helping students focus on the skills and attributes that are necessary to be a successful learners, 2017 collaboration group have worked on growth mindset strategies. -Anxiety group for students. 		<ul style="list-style-type: none"> -Many staff and department have “re-write” policies and identified multiple ways of assessing student progress. -Students self-select learning support for X-block. -Outcome-based assessment allows teachers to give a grade of “not yet meeting” which encourages academic resiliency. -Staff and YCW provide regular Anxiety group session for young girls in our school, (including art therapy and physical wellness)
	Admin:		
	Teacher Leaders:		
	Staff:		

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 Aboriginal Enhancement Agreement.

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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 believe that the framework for the language of learning is representative of excellence in teaching. The language is a springboard for staff to move into meaningful discussions with students, parents and other professionals about what is best for each student. Fostering assessment-capable students who are able to articulate where they are on their learning journey is good educational practice. This approach allows students to be at the center of their own learning as it encourages them to personalize the curriculum. This individualized process also enables teachers to encourage critical thought and innovation, as students are asked to solve problems and achieve goals in ways they find meaningful.

Connections to the Secondary Operational Plan

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

This plan directly connects to the assessment and inquiry components of the Secondary Operational Plan. Cultivating a common language for learning and educational success hinges on great assessment practices. Students are better able to articulate where they are on their learning journey, when they are provided with formative assessment and feedback, that is clearly connected to their summative goals. Inquiry Based Learning is a great tool to facilitate the language of learning, as students must deeply engage in the all aspects of learning process, in order to meet the learning outcomes for an IBL unit.

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Connections to the Aboriginal Enhancement Agreement

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

In general, promoting a common language for learning and educational success allows Aboriginal learners to acknowledge and celebrate their own personal and cultural context. A.S.S.S. is fortunate to have the most Aboriginal students of any school in the entire district; it is our goal that each one feels personally connected and engaged to their learning. Specifically, we use IBL to help our grade 10 students learn about Residential Schools and other First Nations Issues. This approach has helped our students make deep connections to this vital topic as it allows them to form research based, informed opinions. The presentations at the end of this unit enable students to articulate the multiple components of their learning journey and how this process impacted their understanding and pre-conceived notions. In many cases, significant personal transformation occurs as a result



STUDENT
SUCCESS



OPTIMIZED
RESOURCES



ENGAGING
OPPORTUNITIES



PROGRESSIVE
WORK FORCE