



ATSS School Plan for Success 2020/21

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School Context	www.atss.ca		
Inquiry Question (What is the burning issue you want to address as a school - Secondary Strategic Operation Plan)	How do we develop and foster a school climate which supports strong academic standards and encourages positive character development among its students?		
Rationale (What are we doing -The Visible Learner)	<p>After having completed a major review of our school plan in Sept. 2018 it was decided that we wish to continue much as we have in terms of our focus. Our focus has been on increasing sense of student pride, developing feedback/assessment for our students and increasing the effectiveness of interventions for struggling students. These are included in the “high effect” range on the positive impact of student as identified in the Visible Learning research. While this has been our overarching theme we have also spent a lot of focus and time on developing new curriculum approaches as well as Assessment practices and new delivery for Careers etc. However, over the course of this past school year, 2018/19 we decided that there was a need to return to look at what are our non-negotiables in terms of student expectations and behaviours. This was predicated on the number of student teachers we entertained this year and the likely impact on both teachers and students over the uncertainty of our school future in terms of the upcoming scheduled seismic upgrading resulting in the apparent struggle with some of our overall student behaviours. To review this and to set up structures to address this is how we will begin our new 2019/20 school year. This plan continues for 2020/21.</p>		
Strategies (include ELL & LSS)	Leadership/Teamwork Responsibilities	Professional Learning and Resources	Progress and Impact on Student Achievement
<ul style="list-style-type: none"> • develop/increase student: sense of belonging and pride in school - Staff/Student Intramurals - Staff involvement in student leadership lunch activities - Grade specific team building opportunities organized and implemented. Ie. Gr. 12s, Grad events such as Grad Cruise etc. 	<ul style="list-style-type: none"> - Share the load – all teachers are involved in planning - Careers teachers. - Partner with Abby PD. - Integrate student leadership more - All need to take ownership - All teachers & staff. - School-wide assemblies with Speakers who address these issues - Model it 	<ul style="list-style-type: none"> - Screens that are large for each classroom - Use of collab time - Time to plan - Pro – D? - Recognition of student (achievement & successes from fellow students) - Time to equip students for issues - We need clarity in knowing what is appropriate & what is not - Chrome books. 	<ul style="list-style-type: none"> - also several homeroom interclass competitions completed this year which had good success in generating school spirit - Positive outlook for school year - Seeing teachers in a different light - successful outdoor experience continued this year for Gr. 10s

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<p>Gr. 11s Omada Teambuilding, TWU, homeroom competitions, Gr. 10s BBQ, Group team building activity. Gr. 9s Day Camp at Camp Stillwood</p> <ul style="list-style-type: none"> - Continuation of a LINK program, Sr. student mentorship, this past year beginning the year with a day of connection between LINK leaders, Gr. 11 & 12s and the new incoming Gr. 9s - Gr. 9s School Orientation Day Camp for Team Building and Values Introduction. - Review/teach Civility Code at year opening homerooms, all grades 	<ul style="list-style-type: none"> - Use school messaging to let students know 	<ul style="list-style-type: none"> - Link Program 	
	<ul style="list-style-type: none"> - School project/outside our work - International charity support as done through Leadership - Arranged by admin – staff committee to evaluate ideas. - Gr. 11 and 12 LINK leaders mentoring Gr. 9s, Mrs. Webster and Mr. Currie overseeing 	<ul style="list-style-type: none"> - Time - LINK Leader training in week before school starts 	<ul style="list-style-type: none"> - Direct impact on student achievement. - Data collected of student first and second semester pass/fail rates has shown moderate improvement - Student survey conducted this past month, results are in, show student response to questions on sense of pride for school. - Gr. 9s indicate a stronger sense of belonging and support in the school context indicated by School goal survey completed near end of year
<p>Assessment Practice</p> <ul style="list-style-type: none"> - the Development of a School-wide Standards - Based 	<ul style="list-style-type: none"> - All teachers committed to implementing a unified assessment policy as outlined in the school plan 		<ul style="list-style-type: none"> - Not a huge positive impact has been observed to date.

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<ul style="list-style-type: none"> - Assessment Policy the Standardization of the Use of Assessment Rubrics/Performance Standards in the Assessment of 	<ul style="list-style-type: none"> - Department based. (subject) already occurring in Humanities – now occurring in Science and Math 	<ul style="list-style-type: none"> - Release time to develop Rubrics - Now completed school-wide consistent in all departments and grades 	<ul style="list-style-type: none"> - Improve consistency & clarify expectations (PBL)
<ul style="list-style-type: none"> - Grades, all Subjects - Departments to look t Dept. Specific mission and vision. Coherence and consistency to impact learning - Review of the Research on What is Most Effective Feedback Practices - Development of Common Learning Outcomes, (CLO), and Common Learning Assessments, (CLA) for new curriculum - Development of new reporting format to Parents by June - Data Collection, Focus and Enhance 	<ul style="list-style-type: none"> - Admin - Departments (in progress) - Ministry/District Admin <ul style="list-style-type: none"> o Checkmyprogress revision now includes curricular competencies aligned with performance standards - Departments, all school - Common learning outcomes have now been established across the subject and grade spectrum - New Standards – Based Grading has been implemented at the Gr. 9 & 10 level and will be expanded to the Gr. 11 & 12 level for 2019/20 in “checkmyprogress” 	<ul style="list-style-type: none"> - Release time - Collab time 	<ul style="list-style-type: none"> - More specific focus on identifying students’ areas of weakness - Allows students to focus on these areas of weakness to improve

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<p>Interventions for Struggling Students</p> <ul style="list-style-type: none"> - Establish lunch support for identified students early in year - Study Hall set up for struggling students - Increased focus on teacher involvement for student referrals to School Based Team 	<ul style="list-style-type: none"> - Strong L.A. support for our struggling students. - Change is student engagement for individuals/Parent relationships. Collect data - # failing at various points - Address individual student needs – who is there & why (beyond just the number) - Admin, before start of year. - Admin follow-through 	<ul style="list-style-type: none"> - EA assigned to Study Hall - Need to enhance school-wide instructional and behavioural expectations and consistency - Designing Sept. Pro-D around revisiting non-negotiables for school standards and expectations with guest speaker - Need Indo-Canadian resource more frequently (respected mail) Volunteer? 	<p style="text-align: center;"><u>Limits</u></p> <ul style="list-style-type: none"> - We are not sure why but we have found that our enforced study hall has not had that great an impact on our struggling students over the past year. More study needed to analyze why - Early dismissal not as effective as a weekly up session. - Weekly sessions offered in some subjects, but not attended by students.
	<ul style="list-style-type: none"> - VP collects names of students who need to be referred - VP assigns Tues to Thurs lunch Study Club - EA assigned to supervise and assist - Peer tutors assigned to help during Lunch Study Time 	<ul style="list-style-type: none"> - Some token reward for teachers volunteering to supervise, (free meal from food truck during summer carnival) - Data collection of students assigned - Are they completing work? 	<ul style="list-style-type: none"> - Lunch support ~ effective? - Student survey on effect of Study Hall - Data on # of students assigned and tracking their success at getting off “the study hall list” by end of term/semester - Second time administering a school-wide survey reflecting our school growth plan via the goals established conducted at the end of this year. Now two such surveys to compare data two years apart.

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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.

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

- the development of excellence in teaching:
 - through the collaboration of teachers in the development of common outcomes and common assessments
 - through the collaboration of teachers in developing assessment policies around structures for rewrites, effective feedback vs. just feedback
- the development of excellence in leadership through:
 - the number and responsibilities of Dept. Leaders who are involved in taking on various aspects of the school plan
 - the role of the VP and teachers in both developing and leading the work on Interventions for struggling learners
- Teacher Leaders stepping up and taking responsibility for leading collaboration teams, dept. meetings and discussions, implementing new strategies in respective Dept.
- Extensive integration of technology in the classroom by all teachers
 - most all teachers have own subject websites
 - ADST 9 course, all Gr 9s take, covers digital literacy, digital citizenship, internet safety, etc.
 - Extensive use of technology in classrooms, google docs, moodle, KAN, etc.
- Seek parental involvement through the contacting of parents regarding the assignment of Lunch hour Study Hall and eventual Sat. school for those who do not meet requirements within three weeks of semester end.
 - Find it difficult to connect with parents and to keep them engaged
 - School growth plan posted on school website
 - Updates sent to parent via school messaging
 - Produce “checkmyprogress” summary updates for parents for each student and send out via e-mail approx. four times during the semester in addition to the semester end report cards

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<p>Connections to the Secondary Operational Plan</p> <p>Assessment practices</p> <p>Inquiry Based Learning – PBL</p> <p>Blended Learning/Digital Literacy & Flexible Spaces</p> <p>Leadership for Learning: Instructional Rounds</p>	<ul style="list-style-type: none"> • We are and have been in the process of reviewing our assessment practices for the past three years. By this time all teachers of Gr. 9 & 10 courses have adopted Standards – Based Grading following a locally developed Performance Standards rubric. This model involves rewrites, rubrics, peer evaluation, criteria-based reporting structures of their unites or lessons based on Performance Standards. • the development of team leaders amongst the staff who lead the various groups, both discussion and practice sharing groups • Extensive integration in the classroom with technology, via google docs, etc. • the development of a Careers CLC 11 and Capstone 12 delivery model to ensure adequate coverage and evaluation of the new CLC Curriculum • Several IBL projects involving members of the community were introduced this year by our Humanities Dept. with great success • Effective use of our Collaboration time to work together to achieve these goals.
<p>Connections to the Aboriginal Enhancement Agreement</p> <p>Increase Student Pride</p> <p>Increase reading scores</p> <p>Increase sense of belonging</p> <p>Increase graduation rates</p>	<ul style="list-style-type: none"> • While we have had these supports in place, we currently have no FN students in our enrollment. • According to past practice, we have enhanced FN support through other programs and experiences which are not a direct part of the school plan other than the development of a more positive traditional school climate <ul style="list-style-type: none"> - things such as outdoor fieldtrips, lunches and check-ins by corresponding teachers - parental consultations - existing high graduation rates amongst our FN students - the establishment of a FN champion amongst staff