

# ATSS School Plan for Success 2021/2022



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<b>School Context</b>	www.atss.ca		
<b>Inquiry Question</b> (What is the burning issue you want to address as a school - Secondary Strategic Operation Plan)	<b>How do we develop and foster a school climate which supports strong academic standards and encourages positive character development among its students?</b>		
<b>Rationale</b> (What are we doing -The Visible Learner)	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, 2018/2019 we decided that there was a need to return to look at what 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 2019/2020 school year. This plan continues for 2020/2021.		
<b>Strategies (include ELL &amp; LSS)</b>	<b>Leadership/Teamwork Responsibilities</b>	<b>Professional Learning and Resources</b>	<b>Progress and Impact on Student Achievement</b>
<ul style="list-style-type: none"> <li>• <b>Strategy #1:</b> develop/increase student: sense of belonging and pride in school                             <ul style="list-style-type: none"> <li>○ Staff/Student Intramurals</li> <li>○ Staff involvement in student leadership lunch activities</li> <li>○ Grade specific team building opportunities organized and implemented. I.e. Gr. 12s,</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Share the load – all teachers are involved in planning</li> <li>• Careers teachers.</li> <li>• Partner with Abby PD.</li> <li>• Integrate student leadership more</li> <li>• All need to take ownership</li> <li>• All teachers &amp; staff</li> <li>• School-wide assemblies with Speakers who address these issues</li> <li>• Model it</li> <li>• Use school messaging to let students</li> </ul>	<ul style="list-style-type: none"> <li>• Screens that are large for each classroom</li> <li>• Use of collab time</li> <li>• Time to plan</li> <li>• Pro – D?</li> <li>• Recognition of student (achievement &amp; successes from fellow students)</li> <li>• Recognition of student (achievement &amp; successes from fellow students)</li> <li>• Time to equip students for issues</li> </ul>	<ul style="list-style-type: none"> <li>• Also, several homeroom interclass competitions completed this year which has good success in generating school spirit</li> <li>• Positive outlook for school year</li> <li>• Seeing teachers in a different light</li> <li>• Successful outdoor experience continued this year for Gr 10s</li> <li>• Direct impact on student achievement</li> <li>• Data collected of student first and second semester pass/fail rates has shown moderate improvement</li> </ul>

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<p>Grad events such as Grad Cruise etc.</p> <ul style="list-style-type: none"> <li>○ Gr. 11s Omada Teambuilding, TWU, homeroom competitions, Gr. 10s BBQ, Group team building activity. Gr 9s Day Camp at Camp Stillwood</li> <li>○ Continuation of a LINK program, Sr. student mentorship, this past year beginning the year with a day of connection between LINK leaders, Gr. 11 &amp; 12s and the new incoming Gr 9s</li> <li>○ Gr. 9s School Orientation Day Camp for Team Building and Values Introduction.</li> <li>○ Review/teach Civility Code at year opening homerooms, all grades</li> </ul> <p>● <b>Strategy #2: Assessment Practice</b></p> <ul style="list-style-type: none"> <li>○ the Development of a School-wide Standards Based Assessment Policy</li> <li>○ The Standardization of the Use of Assessment Rubrics/Performance Standards in the Assessment of Grades, all Subjects</li> <li>○ Departments to look to Dept Specific mission and vision. Coherence and consistency to impact learning</li> </ul>	<p>know</p> <ul style="list-style-type: none"> <li>● School project/outside our work</li> <li>● International charity support as done through Leadership</li> <li>● Arranged by admin – staff committee to evaluate ideas</li> <li>● Gr 11 &amp; 12 LINK leaders mentoring Gr 9s, Mrs. Webster and Mr. Currie overseeing</li> <li>● All teachers committed to implementing a unified assessment policy as outline in the school plan</li> <li>● Department based (subject) already occurring in Humanities – now occurring in Science and Math</li> <li>● Admin</li> <li>● Departments (in progress)</li> <li>● Ministry/District Admin <ul style="list-style-type: none"> <li>○ Checkmyprogress revision now includes curricular competencies aligned with performance standards</li> </ul> </li> <li>● Departments, all school</li> <li>● Common learning outcomes have now been established across the subject and grade spectrum</li> <li>● New Standards – Based Grading has been implemented at the Gr 9 &amp; 10 level and will be expanded to the Gr 11 &amp; 12 level for 2019/20 in “checkmyprogress”</li> <li>● Strong LA support for our struggling students</li> <li>● Change is student engagement for individuals/Parent relationships,</li> <li>● Collect data - # failing at various points</li> </ul>	<ul style="list-style-type: none"> <li>● <b>We</b> need clarity in knowing what is appropriate &amp; what is not</li> <li>● Chromebooks.</li> <li>● Link Program</li> <li>● Time</li> <li>● LINK Leader training in week before school starts</li> <li>● Release time to develop Rubrics</li> <li>● Now completed school-wide consistent in all departments and grades</li> <li>● Release time</li> <li>● Collab time</li> <li>● EA assigned to Study Hall</li> <li>● Need to enhance school-wide instructional and behavioural expectations and consistency</li> <li>● Designing Sept Pro-D around revisiting non-negotiables for school standards and expectations with guest speaker</li> <li>● Need Indo-Canadian resource more frequently (respected mail) Volunteer?</li> <li>● Some token reward for teachers volunteering to supervise, (free meal from food truck during summer carnival)</li> <li>● Data collection of students assigned</li> <li>● Are they completing work?</li> </ul>	<ul style="list-style-type: none"> <li>● Student survey conducted this past month, results are in, show student response to question on sense of pride for school</li> <li>● Gr 9s indicate a stronger sense of belonging and support in the school context indicated by School goal survey completed near end of year</li> <li>● Not a huge positive impact has been observed to date</li> <li>● Improve consistency &amp; clarity expectations (PBL)</li> <li>● More specific focus on identifying student’s areas of weakness</li> <li>● Allows students to focus on these areas of weakness to improve</li> </ul>
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<ul style="list-style-type: none"> <li>○ Review of the Research on What is Most Effective Feedback Practices</li> <li>○ Development of Common Learning Outcomes, (CLO), and Common Learning Assessments, (CLA) for new curriculum</li> <li>○ Development of new reporting format to Parents by June</li> <li>○ Data Collection, Focus and Enhance</li> <li>● <b>Strategy #3: Interventions for Struggling Students</b> <ul style="list-style-type: none"> <li>○ Establish lunch support for identified students early in year and then moving to possible Sat. school if required</li> <li>○ Study Hall set up for struggling students</li> <li>○ Increased focus on teacher involvement for student referrals to School Based Team</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Address individual student needs – who is there &amp; why (beyond just the number)</li> <li>● Admin, before start of year</li> <li>● Admin follow-through</li> <li>● VP collects names of students who need to be referred</li> <li>● VP assigns Tues to Thurs lunch Study Club</li> <li>● EA assigned to supervise and assist</li> <li>● Peer tutors assigned to help during Lunch Study Time</li> </ul>		
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## Comments

In January 2021 we asked our students to complete a survey to get a clearer sense of how our students feel about Student Sense of Belonging and Pride, Academic Support and Interventions, and Teaching and Learning Practices. The survey was also completed in February of 2018. Three years later, the data shows that our students feel a comparable level of satisfaction in each of these areas. However, a few areas of note, revealing some of our strengths and weaknesses are as following:

Belonging and Pride:

- POSITIVE: Approx. 89% of students this year indicating that they feel that they “belong”
- GROWTH: Approx. 26% of students indicating a need for more opportunities for teams, spirit activities, friendly competition

Teaching and Learning Practices:

- POSITIVE: Approx. 89% of students indicated that teachers make learning objectives clear
- GROWTH: Approx. 16% of students indicate that feedback is not given in a reasonable amount of time

Academic Support and Interventions:

- POSITIVE: Approx. 89% of students indicated that teachers are available when they need assistance
- GROWTH: Approx. 14% of students were unaware of support available for unsuccessful assessments

Given the challenging year with COVID and with the anticipation of the middle school ATMS and ATSS joining into one 6-12 Traditional School, officially in September 2022, there might be strong reasons to move away from our current goal. We may want to focus on Sense of Belonging and Pride in the context of a 6-12 School, focusing on activities that unite the two schools as we will hopefully soon be able to participate in larger events / student gatherings. We may also want to work on this aspect outside of the School Plan and instead, continue to focus on our academic support and interventions as well as our practices around teaching and learning.

Due to the COVID-19 pandemic, our on-going work with our goals have been disrupted. The following strategies are currently impacted by the pandemic:

- Grade specific activities and field trips
- Grad events (building belonging and pride)
- LINK program
- In-person grade 9 orientation
- Large-group lunchtime study hall/academic support
- Saturday School (which has not been in use for the previous 4 years)
- Humanities IBL project in-person presentation with community members
- Teacher collaboration time has been replaced with weekly SLO sessions (two with district centralized curricular/pedagogical offerings, and two sessions based on in-school offerings)

It is also important to note that in the 2020-2021 academic year, there are currently no students who have indicated Indigenous Ancestry.

Soon, there will be one school plan for the soon-to-be-joined 6-12 Traditional School, and goals that focus on grades 6-12 coming together on common practices around learning and instruction would be a good way to go.

In the meantime, we will continue to work on our three strategies as best as we can in our current reality and continue to make ATSS a school that students want to run to in the morning.

## Strategic Plan



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 email approximately four times during the semester in addition to the semester end report cards

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<p><b>Connections to the Secondary Operational Plan</b></p> <p>Assessment practices</p> <p>Inquiry Based Learning – PBL</p> <p>Blended Learning/Digital Literacy &amp; Flexible Spaces</p> <p>Leadership for Learning: Instructional Rounds</p>	<ul style="list-style-type: none"> <li>• 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 &amp; 10 courses have adopted Standards-Based Grading following a locally developed Performance Standards rubric.</li> <li>• the development of team leaders amongst the staff who lead the various groups, both discussion and practice sharing groups</li> <li>• Extensive integration in the classroom with technology, via google docs, etc.             <ul style="list-style-type: none"> <li>• The development of a Careers CLC 11 and Capstone 12 delivery model to ensure adequate coverage and evaluation of the new CLC Curriculum</li> <li>• Several IBL projects involving members of the community were introduced this year by our Humanities Dept with great success</li> <li>• Effective use of our Collaboration time to work together to achieve these goals.</li> </ul> </li> </ul>
<p><b>Connections Enhancement Agreement for Indigenous Students</b></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"> <li>• While we have had these supports in place, we currently have no Indigenous students in our enrollment</li> <li>• According to past practice, we have enhanced Indigenous 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"> <li>○ Things such as outdoor fieldtrips, lunches, and check-ins by corresponding teachers</li> <li>○ Parental consultations</li> <li>○ Existing high graduation rates amongst our Indigenous students</li> <li>○ The establishment of an Indigenous champion amongst staff</li> </ul> </li> </ul>