ATS School Plan for Success 2023-2024

	Team Members: Principal Reg Gabriel, Vice-Principal Stan Wiebe, Vice-Principal Becky Toews, and all enrolling and non-enrolling teachers at ATS.
School Context	atms.abbyschools.ca http://www.sd34.bc.ca/district/reports/strategic-plan http://www.bcedplan.ca/
Academic Inquiry Question	**How do we provide greater equity for all our learners with the aim to increase their academic success?**
Social-Emotional Learning Inquiry Question	**How do we foster a sense of belonging for our students in our building?**
Student Voice Inquiry	**How can we work with staff to improve student mental health at ATS?**
Rationale (What are we doing -The Visible Learner)	**Academic Inquiry Question:** ATS strives to ensure that students have the best possible opportunity to develop a strong core of math and reading comprehension skills that we can support with additional instructional time for those students who need it, when they need it. This effort begins in Grade 6 and continues to the end of Grade 8. In the secondary grades 9-12, ATS we focus on supporting all students in their learning ranging from classroom support, additional learning services support, and an intentional effort by teachers to provide variable learning content, variable assessments, and variable demonstrations of learning to ensure students get the best opportunity to show their learning in ways that fit best. **Social-Emotional Learning Inquiry Question:** A long-established component of the middle grades is the ongoing connection we hope our students to develop a sense of belonging to the school they attend. This connection has become increasingly important at the secondary grades as well, and we stive to create and extend that sense of belonging to all students who attend ATS in grades 6-12. **Student Voice Inquiry:** The student voice inquiry is expressed in our Social-Emotional Learning Inquiry actions. These actions included a commitment to ongoing work related to our Spring 2022 Student Mental Health Forum, our Fall 2023 Street Data student-staff group, and intentional teacher-student conversations around finding ways to give students options and input into their learning.

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Academic Inquiry Question	How do we provide greater equity for all our learners with the aim to increase their academic success?		
Strategies	**Action / Responsibilities**	**Professional Learning and Resources**	**Progress and Impact on Student Achievement**
Strategy #1: Supporting Learning	**Middle Teachers** • Middle enrolling teachers have the flexibility to augment instructional time in the area of their choice for targeted students in Response To Intervention blocks (RTI), also known as Whatever I Need (WIN). In the WIN blocks after lunch, students who are struggling with their learning during whole-class Tier 1 instruction will receive additional Tier 2 instruction, predominantly in math and English Language Arts, in close proximity to the Tier 1 lesson, ideally during the same day. • Middle Explorations teachers will use WIN blocks to target students with learning gaps and provide additional instruction as well as extend learning for those students not struggling. **Middle Math Enrolling Teachers** • Middle teachers will administer two universal screeners in Math (Math Facts and Operations) and use this data to inform their Tier 1 Math year plan and their Tier 2 Grade-wide RTI intervention cycles, targeting broad gaps in student learning. • Math teachers, led by the middle Math Dept. Head will collaborate in their grade department to discuss learning targets for Tier 2 RTI cycles. • Additionally, teachers will use IXL math for skill augmentation throughout the year. **Middle English Language Arts Enrolling Teachers** • Middle teachers will administer a reading comprehension universal screener in ELA and use this data to inform their Tier 1 ELA year plan and their Tier 2 Grade-wide RTI intervention cycles, targeting broad gaps in student learning. • ELA teachers, led by the middle ELA Dept. Head will collaborate in their department to discuss learning targets for Tier 2 RTI cycles. • Additionally, teachers will use IXL English for augmenting student learning throughout the year.	• Pro-D on RTI – guest speakers and resources are on-going. • Middle Math teachers use universal screeners for all grades that focuses on the computation of whole numbers. • Middle Math teachers will collaborate and plan effective grade-wide learning interventions. • Middle ELA teachers will use EdPlan Insight will be used to record universal screener data for ELA. • Middle ELA teachers will collaborate and plan effective grade-wide learning interventions.	• Middle Math scores on October 2022 (pre-test) and May 2023 (post-test) are included in **Appendix A & B**. This includes Math Facts and Operations for grades 6-8 and SNAP scores for grades 6-8. • Middle Reading Comprehension October 2022 (pre-test) and May 2023 (post-test) are included in **Appendix C**. This includes Reading Comprehension for grades 6-8. • For 2023-2024, the same time frame of universal assessments will be followed.

Middle & Secondary Learning Support Services Teachers

- Gr. 6-8 LSS teacher and District Itinerant ELL teacher will support student learning in a pull-in model for Tier 1 and Tier 2 instruction. The teachers will follow a Tier 3 pull-out model when necessary to help address learning gaps.
- Gr. 6-8 LSS and District Itinerant ELL teacher will reach out to classroom teachers to determine the best plan for enrolling teachers to support students on IEP's and AIP's.

- Gr. 9-12 Learning Assistance teachers will support student learning in LA blocks and in teacher classrooms.
- Gr. 9-12 LA teachers and the District Itinerant ELL teacher will reach out to enrolling teachers to determine the best plan to support students on IEP's and AIP's.

Secondary Enrolling Teachers

- Grade 9-12 RTI support. Grades 9-12 enrolling teachers will host credit recovery blocks towards the end of each semester to help targeted students with extra learning time / instruction to augment their Tier 1 in-class instruction and support their learning.
- Gr. 9-12 teachers will engage students in their classes about giving students some choice in the way students can play a role in their own assessments / demonstrations of learning.
- Teachers will incorporate student choice and voice in demonstrating learning.
- Teachers will expand opportunities for students to demonstrate their learning that match their learning and presentation styles.

Middle & Secondary Dept. Heads

- Middle & Secondary Dept. Heads will discuss and share ideas at Dept. Head meetings.

- Group marking of universal screeners requires collaboration and increases assessment reliability in Math and ELA.

- The Reading Comprehension Toolkit provides resources for Tier 1 and 2 instruction for middle grades.

- LSS teachers and the District Itinerant ELL teacher will collaborate with colleagues for finding the best resources for targeted students, particularly for Tier 2 grade-wide interventions.

- Gr. 9-12 LA and ELL teachers will work with staff on differentiation for targeted students.

- Student pass rates will be monitored in all grades 6-12.

- Secondary Learning Services sees progress and impact of instruction in students getting higher grades and increased student responsibility and better choices.

- Secondary Learning Services monitors attendance, marks in MyEd, and course final marks.

SEL Inquiry Question	**How do we foster a sense of belonging for our students in our building?**

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Strategies (include ELL & LSS)	Action / Responsibilities	Professional Learning and Resources	Progress and Impact on Student Achievement
Strategy #1 Connecting	**All ATS Teachers** • Staff will consistently address students by name. • All classes will have seating plans and photos for TTOC's printed for use. • Staff will consistently welcome students into the school and into the classrooms at the beginning of the day, after nut-break, after lunch, and say good-bye when leaving the classroom and school. • Staff will regularly speak to every student in their class and try to get to know students' passions and interests outside of school. • Teachers will look to regularly make new seating assignments in class to facilitate students getting to know each other better. • Teachers will regularly use and track a variety of SEL strategies to share. • Staff will intentionally speak to students about their learning needs. • Staff will use the MDI and YDI "belonging" questions and seek to improve the percentage of students who have a sense of belonging at school. • Staff will review the Abbotsford Traditional School Character Code regularly with their students. • Introduce a belonging survey that looks at 1) What does it mean to belong? 2) What does it mean to be a Titan? • Teachers will include the school character traits in the curriculum of Character Ed. & Careers classes and PE/Heath classes. • Students will regularly present / share with staff at staff meetings on the topic of student well-being and mental health. • Some students will present thoughts from themselves and peers to teachers about assessment and demonstrations of learning. • Admin will meet with students over breakfast or lunch to get feedback on SEL and belonging. • Admin will include the character traits in assemblies.	• District SEL helping teacher. • Staff meeting collaboration. • Staff will use name learning strategies and ideas will be shared at staff and dept. meetings. • YDI and MDI survey documents. • Use "My Introduction" activity sheets. • Staff to collaborate on "formal class meeting" structure. • ARJAA resource worker to work with students proactively with classes. • WEB program invites students to ATS and building connections with older/younger students throughout the year.	• Comparison data from the MDI (6-8) and YDI (9-12) from the 2020-2021 school year and the 2022-2023 school year is included in **Appendix D**. • Teachers will self-asses their name learning in mid-October. • Teachers will track the number of new seating arrangements. • Admin will keep notes during the SEL meetings. • MDI and YDI from the 2023-2024 surveys Will be incorporated into our reflection and planning. • The belonging survey will give us data to inform our approach. A pre and post survey will tell us if we are having an impact.

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ABBOTSFORD SCHOOL DISTRICT

Student Voice Inquiry Question	How can we work with staff to improve student mental health at ATS?		
Strategies	**Student Responsibilities**	**Professional Learning and Resources**	**Progress and Impact on Student Mental Health**
Strategy #1 Identifying **Strategy #2** Effecting Change	**Mental Health Group (2021) --- Mr. Wiebe** • Sept 2022 – established Student Mental Health Committee with 5 teachers and 8 Grade 11 and Grade 12 students. • Meet regularly with staff throughout the year. • Present to Staff their work and concerns and ideas for moving forward. **Street Data Group (2022) --- Mrs. Toews** • Oct 2022 – established Street Data Group with 6 Grade 11's and 12's students. • The Grade 11's moving to Grade 12 in September will form the core of the group for the 2023-2024 school year. **Mental Health Group (2021) --- Mr. Wiebe** • The Grade 11's moving to Grade 12 in September will form the core of the group for the 2023-2024 school year. • Will continue to meet through 2023-2024 school year with the goal of establishing a list of best practices for both teachers and students that support strong mental health for students. **Street Data Group (2022) --- Mrs. Toews** • The Grade 11's moving to Grade 12 in September will form the core of the group for the 2023-2024 school year. • Will establish a Grade 9 transition program for the 2023-2024 school year.	• Mental Health Forum Spring 2022. • YDI and MDI documents. • Street Data book. • Shane Safir – author of Street Data who participates in many district and school meetings.	**Mental Health Group** • Met in September, October, November, January, and March Tasks: identify areas of student mental health concern; identify causes of mental health concerns, both school-based and home-life based. • Student members of the committee presented to staff at October staff meeting. • Admin and students met in May to create a list of recommendations for next near. **Street Data Group** • Empathy interviews with Mrs. Toews Street Data group have illuminated student concerns with overlaps mental health. Student voice heard through these interviews. • Presented to Dept. Heads in March 2023.

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:
	  - Teachers transitioning from Google Classroom to Microsoft.
	  - ADST 9 course, all Gr 9s take, covers digital literacy, digital citizenship, internet safety, etc.
	  - Extensive use of technology in classrooms, flipgrid, moodle, KAN, IXL, etc.
	  - 1-1 Laptop program Gr 6-12.
	• Seek parental involvement through the contacting of parents digitally:
	  - Weekly "Titan Times" newsletter.
	  - School growth plan posted on school website.
	  - Important notices sent to parents via School Connect in English and Punjabi.
	  - Parents can access MyEd portal for their child's progress.
	• Seek parental involvement through the contacting of parents through on-going formal and informal reporting.
	• Our Academic inquiry of equity in learning and our SEL inquiry of student belonging align with the District Strategic Plan. Addressing these Inquires requires collaboration and conversation among staff and students and this too aligns with the notion of excellence in teaching and student success where engagement of the stakeholders and purposeful, targeted interventions, and activities come together.

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Middle School Operational Plan • Increase student success in reading • Increase student success in numeracy • Improve student social-emotional competence	• Our collaboration and professional development around teaching ELA and Math allows us to improve our practice as educators and best serve the needs of our students. Problem solving in a collaborative and oral setting helps all students by allowing the opportunity to connect in a safe and welcoming way, providing a visual and oral platform to work with and learn ELA as students read, respond, share, and discuss verbally as well as in a written form, both on paper on their laptops. • For the past several years, our universal screeners in math skills and reading comprehension have helped us pinpoint gaps in student learning. We strive to address these learning gaps in Tier 1 instruction and intervention in daily RTI blocks after lunch, and in Tier 2 grade-wide instructional RTI cycles that target broader learning gaps and offer enrichment for students who do not need additional learning time for learning targets in a particular RTI structure. • Our SEL goal of enhancing student belonging overlaps with the middle model's intentionality around belonging for the middle years. All teachers at ATS are looking to build a cohesive, consistent approach to have students running to school where they learn and have connections to adults.
Secondary School Operational Plan • Increase student success in reading • Increase student success in numeracy • Improve social-emotional confidence • Increase graduation success • Increase student core competencies in relations to their career and life goals	• Competency-based assessment has been underway in Gr. 9-12 for several years. As the report card moves to competency-based reporting, we will be able to transition well into the new reporting format. • Extensive integration in the classroom of technology via our 1-1 laptop program. • Our Late-start collaboration time have given us the opportunity to have meaningful conversations around assessment, technology, and school processes that we value the most. • Vertical alignment in Math 9-12 and English 9-12 have impacted student success in Math and English skills. • Common formative and summative assessments in Math 9-12 and English 9-12 have contributed to skill development in these subjects as teachers share the most effective instruction and learning strategies. • Our SEL goal of enhancing student belonging overlaps with the middle model's intentionality around belonging for the middle years. All teachers at ATS are looking to build a cohesive, consistent approach to have students running to school where they learn and have connections to adults.
Aboriginal Enhancement Agreement • Increase student pride • Increase reading scores • Increase sense of belonging • Increase graduation rates	• While we have had these supports in place, we currently have only one Indigenous student in our enrollment. • Achievement improves for all students when we provide an inclusive and supportive for everyone, including Aboriginal students. We will focus on providing a classroom context in which a sense of belonging is evident, and pride and ownership in learning is celebrated and pursued. We are working together to provide the support and opportunity for new initiatives. We will also seek out more lessons and units that incorporate the Aboriginal Principles of Learning. • Addition of Indigenous Contemporary Studies 12 course into our timetable.

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Appendix A

Student Math Data Comparison 2022-2023

	Math Facts		Screener (+-x/)	
	Fall	Spring	Fall	Spring
Grade 6 *10x10 Math Facts				
Class 1	87.31%	98.93%	50.86%	85.21%
Class 2	90.73%	96.73%	53.33%	75.63%
Class 3	92.00%	97.33%	55.50%	75.43%
Class 4	91.20%	93.47%	52.29%	71.46%
Average	**90.31%**	**96.62%**	**53.00%**	**76.93%**
Grade 7 *10x10 Math Facts				
Class 1	97.93%	98.76%	79.79%	89.87%
Class 2	97.00%	98.79%	77.29%	81.70%
Class 3	94.93%	96.57%	71.88%	68.54%
Class 4	94.14%	94.36%	61.83%	66.20%
Average	**96.00%**	**97.12%**	**72.70%**	**76.58%**
Grade 8 *12x12 Math Facts				
Class 1	94.42%	95.86%	76.39%	84.60%
Class 2	88.54%	93.29%	68.30%	80.80%
Class 3	96.24%	96.47%	65.00%	85.21%
Class 4	96.36%	97.79%	73.49%	92.24%
Average	**93.89%**	**95.85%**	**70.80%**	**85.71%**

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Appendix B

SNAP Data Comparison 2022-2023

		Fall	Spring
Grade 6	Class 1	2.207	2.603
	Class 2	2.058	2.383
	Class 3	1.870	2.358
	Class 4	1.879	2.275
Average		**2.004**	**2.403**

		Fall	Spring
Grade 7	Class 1	2.267	2.724
	Class 2	2.172	2.586
	Class 3	2.464	2.589
	Class 4	2.366	2.343
Average		**2.316**	**2.564**

		Fall	Spring
Grade 8	Class 1	1.990	2.661
	Class 2	1.852	2.571
	Class 3	2.260	2.750
	Class 4	2.250	2.733
Average		**2.090**	**2.680**

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Appendix C

Vernon Reading Assessment 2022-2023

		Fall	Spring
Grade 6	Class 1	2.302	2.484
	Class 2	2.076	2.279
	Class 3	2.016	2.182
	Class 4	1.861	1.971
Average		**2.061**	**2.224**

		Fall	Spring
Grade 7	Class 1	2.541	2.829
	Class 2	2.411	2.837
	Class 3	2.393	2.766
	Class 4	2.172	2.746
Average		**2.379**	**2.795**

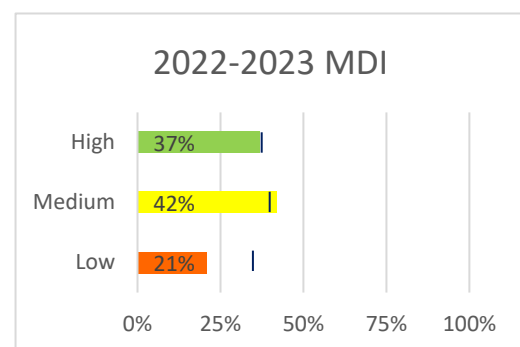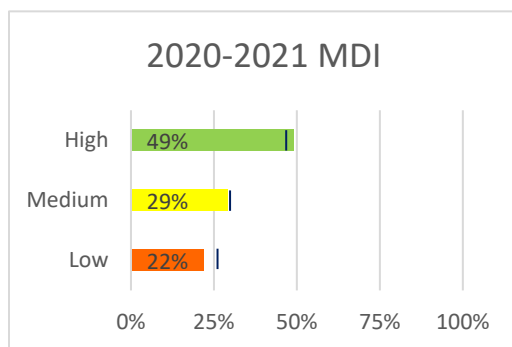|		Fall	Spring
Grade 8	Class 1	2.274	2.348
	Class 2	2.079	2.093
	Class 3	2.645	2.686
	Class 4	2.323	2.409
Average		**2.352**	**2.375**

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Appendix D

School Belonging 2022-2023

As measured by results from the MDI & YDI

"School belonging is the degree to which children feel connected and valued at their school. E.g., "I feel like I am important to this school.""

2020-2021 MDI

High	49%
Medium	29%
Low	22%

2022-2023 MDI

High	37%
Medium	42%
Low	21%

| - School District Average

2020-2021 YDI

High	55%
Medium	26%
Low	18%

2022-2023 YDI

High	43%
Medium	28%
Low	29%