


ATS School Plan for Success 2022-2023



	<p>Team Members: Reg Gabriel, Stan Wiebe, Becky Toews, and all enrolling and non-enrolling teachers at ATS.</p>
<p>School Context</p>	<p>atms.abbyschools.ca http://www.sd34.bc.ca/district/reports/strategic-plan http://www.bcedplan.ca/</p>
<p>Academic Inquiry Question</p>	<p>How do we provide greater equity for all our learners with the aim to increase their academic success?</p>
<p>Social-Emotional Learning Inquiry Question</p>	<p>How do we foster a sense of belonging for our students in our building?</p>
<p>Student Voice Inquiry</p>	<p>How can we work with staff to improve student mental health at ATS?</p>
<p>Rationale (What are we doing -The Visible Learner)</p>	<p>Academic Inquiry Question: ATS is now a single school with students from Grade 6-12. This structure will give the opportunity to establish the learning of Mathematics skills and English Language Arts skills early in the middle grades and support that learning through the secondary grades. We strive to ensure that students have 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.</p> <p>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.</p> <p>Student Voice Inquiry: The student voice inquiry is expressed in our Social-Emotional Learning Inquiry strategies #6, #7, and #8. These strategies have emerged from the Spring 2022 Student Mental Health Forum and will be pursued during the course of the year. This inquiry will be given a closer look through out Street Data activities with author Shane Safir and adjustments to our strategies may occur.</p>

ATS School Plan for Success 2022-2023



Academic Inquiry Question		How do we provide greater equity for all our learners with the aim to increase their academic success?		
Strategies (include ELL & LSS)	Leadership/Teamwork Responsibilities	Professional Learning and Resources	Progress and Impact on Student Achievement	
<p>Strategy #1:</p> <p>Grade 6-8 daily RTI blocks after lunch.</p> <p>Students who appear to be 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</p> <p>Strategy #2:</p> <p>Grade 6-8 Math Skill Data</p> <p>Teachers will administer universal screeners in Math 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.</p>	<ul style="list-style-type: none"> Enrolling teachers have the flexibility to augment instructional time in the area of their choice for targeted students in the RTI blocks after lunch Enrolling Math teachers will use data from the universal math screeners to target student learning gaps Math teachers will meet in their department to discuss learning targets for Tier 2 RTI cycles Gr. 6-8 Math Dept. Head will lead these discussions and ensure a plan for data review is in place Math teachers will collaborate regularly throughout the year to discuss Tier 1 and Tier 2 interventions Teachers will use IXL math for skill augmentation throughout the year 	<ul style="list-style-type: none"> Pro-D on RTI – guest speakers and resources are on-going Staff sharing at dept. meetings and staff meetings We have a universal screener for all grades that focuses on the computation of whole numbers. There is an integer screener for Grade 8's Math Dept. will collaborate and plan effective grade-wide learning interventions. EdPlan Insight will be used to record universal screener data 	<ul style="list-style-type: none"> The number of individual instances of Tier 1 interventions can be tracked The result of each instances in terms of moving a student's learning forward can be tracked In September 2022 when learning gaps are targeted, teachers will establish "pre" data in September. SMART goals will be made for the math learning gaps by grade Subsequent Tier 2 grade-wide RTI cycles will show growth and this will be tracked A near year-end "post" screener will provide evidence of learning 	

ATS School Plan for Success 2022-2023



<p>Strategy #3:</p> <p>Grade 6-8 English Language Arts Skill Data</p> <p>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.</p>	<ul style="list-style-type: none"> • Enrolling ELA teachers will use data from the universal math screeners to target student learning gaps • ELA teachers will meet in their department to discuss learning targets for Tier 2 RTI cycles • Gr. 6-8 ELA Dept. Head will lead these discussions and ensure a plan for data review is in place • ELA teachers will collaborate regularly throughout the year to discuss Tier 1 and Tier 2 interventions • Teachers will use IXL English for augmenting student learning throughout the year 	<ul style="list-style-type: none"> • We have a universal screener (Vernon Reading Assessment) that focuses on reading comprehension. • The Reading Comprehension Toolkit provides resources for Tier 1 instruction and Tier 2 interventions • ELA Dept. will collaborate and plan effective grade-wide learning interventions • EdPlan Insight will be used to record universal screener data 	<ul style="list-style-type: none"> • In September 2023 when learning gaps are targeted, teachers will establish “pre” data in September. • SMART goals will be made for the math learning gaps by grade • Subsequent Tier 2 grade-wide RTI cycles will show growth and this will be tracked • A near year-end “post” screener will provide evidence of learning
<p>Strategy #4:</p> <p>Gr. 6-8 LSS and ELL teachers 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</p>	<ul style="list-style-type: none"> • Gr. 6-8 LSS and ELL teachers will support student learning for Tier 1 instruction on in-class, and help form smaller groups for Tier 2 instruction and deliver that instruction in groups along with enrolling teacher colleagues • Gr. 6-8 LSS and ELL teachers will reach out to classroom teachers to determine the best plan for enrolling teachers to support students on IEP’s and AIP’s. 	<ul style="list-style-type: none"> • LSS and ELL teachers will collaborate with colleagues for finding the best resources for targeted students, particularly for Tier 2 grade-wide interventions 	<ul style="list-style-type: none"> • In September 2022 when learning gaps are targeted, teachers will establish “pre” data in September. • Subsequent Tier 2 grade-wide RTI cycles will show growth and this will be tracked • A near year-end “post” screener will provide evidence of learning
<p>Strategy #5</p> <p>Gr. 9-12 Learning Assistance teachers will support student learning in LA blocks and in teacher classrooms</p>	<ul style="list-style-type: none"> • Gr. 9-12 LA and ELL teachers will reach out to classroom teachers to determine the best plan for enrolling teachers to support students on IEP’s and AIP’s. 	<ul style="list-style-type: none"> • Gr. 9-12 LA and ELL teachers will work with staff on differentiation for targeted students 	<ul style="list-style-type: none"> • Student pass rates will be monitored

ATS School Plan for Success 2022-2023



<p>Strategy #6:</p> <p>Grade 9-12 RTI support</p> <p>Grades 9-12 will have Tier 2 instructional RTI blocks periodically through the year, predominantly nearing the end of semester for targeted students to receive additional learning instruction and practice time to augment their Tier 1 in-class instruction and support their learning</p> <p>Strategy #7</p> <p>Grade 9-12 Student choice and voice in demonstrating learning</p> <p>Grade 9-12 will expand opportunities to demonstrate their learning that match their learning and presentation styles</p>	<ul style="list-style-type: none"> Gr. 9-12 teachers will track student progress and identify students who need addition instruction for these RTI blocks 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 Secondary Dept. Heads will discuss and share ideas at dept. meetings and staff meetings Some students will present thoughts from themselves and peers to teachers about assessment and demonstrations of learning 	<ul style="list-style-type: none"> There will be 10 RTI blocks scheduled throughout the year Collaboration time around student agency will help bring this strategy forward. 	<ul style="list-style-type: none"> The number of RTI incidents will be tracked. Student pass rates will be monitored Teachers will track the variety of ways that students are being assessed and demonstrating their learning
--	---	--	---

<p>SEL Inquiry Question</p>	<p>How do we foster a sense of belonging for our students in our building?</p>
------------------------------------	---

ATS School Plan for Success 2022-2023



Strategies (include ELL & LSS)	Leadership/Teamwork Responsibilities	Professional Learning and Resources	Progress and Impact on Student Achievement
<p>Strategy #1 Staff will complete a staff DNA profile to share with students</p>	<ul style="list-style-type: none"> Staff will complete this activity at a staff meeting and the DNA profiles will be displayed in hallways 	<ul style="list-style-type: none"> District SEL helping teacher Staff meeting collaboration 	<ul style="list-style-type: none"> Will start in Sept 2022
<p>Strategy #2 Students will complete a student DNA profile in the career classes and middle homerooms</p>	<ul style="list-style-type: none"> Middle staff will post the student DNA of middle students in the staffroom. Secondary staff will post in their classrooms. Teachers will do an inventory of relationships 	<ul style="list-style-type: none"> District SEL helping teacher Staff meeting collaboration 	<ul style="list-style-type: none"> Will start in Sept 2022
<p>Strategy #3 Staff will consistently address students by name</p>	<ul style="list-style-type: none"> Staff will strive to learn their students' names as quickly as possible and use student names whenever possible when addressing students 	<ul style="list-style-type: none"> Staff will use name learning strategies and ideas will be shared at staff and dept. meetings 	<ul style="list-style-type: none"> Will start in Sept 2022 Teachers will track interactions
<p>Strategy #4 Staff will consistently welcome students into the school and into the classrooms and say good-bye when leaving the classroom and school</p>	<ul style="list-style-type: none"> During supervision times and when at the door before and after class, staff will engage in this welcoming procedure 	<ul style="list-style-type: none"> Staff will implement 	<ul style="list-style-type: none"> Will start in Sept 2022 Teachers will track interactions
<p>Strategy #5 Staff will regularly speak to every student in their class individually and ask them about their personal lives</p>	<ul style="list-style-type: none"> Teachers will strive to speak to students in this context daily 	<ul style="list-style-type: none"> Staff will implement 	<ul style="list-style-type: none"> Will start in Sept 2022 Teachers will track interactions
<p>Strategy #6 Staff will intentionally speak to</p>		<ul style="list-style-type: none"> Teachers will implement 	<ul style="list-style-type: none"> Will start in Sept 2022 Teachers will track interactions

ATS School Plan for Success 2022-2023



<p>students about their learning needs</p> <p>Strategy #7 Students will regularly present / share with staff at staff meetings on the topic of student well-being and mental health</p> <p>Strategy #8 Admin will regularly meet with students over breakfast to get feedback on SEL and belonging.</p> <p>Strategy #9 Teachers will look to regularly make new seating assignments in class to facilitate students getting to know each other better</p> <p>Strategy #10 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</p>	<ul style="list-style-type: none"> • Teachers will strive to speak to students about their learning needs regularly • Admin to coordinate presentations / sharing meetings between students and staff • Admin will reach out students in two grades each for these meetings. • Teachers will make these class lists • Admin will organize the questions and ensure pre and post data is collected to help determine if our efforts are having an impact 	<ul style="list-style-type: none"> • District SEL helping teacher • Foods Room for cooking and meeting • Teachers will implement this • YDI and MDI documents • Survey platform • Data tracking system Link questions to our specific strategies to see which are the most effective 	<ul style="list-style-type: none"> • Admin will track interactions and include notes in meeting minutes • Admin will keep notes during the breakfasts and track total number of breakfasts • Will start in Sept 2022 • Teachers will track the number of new seating arrangements • “Pre” data exists from the 2020-2021 surveys “Post” data will be gathered in December and near year-end
---	--	--	--

ATS School Plan for Success 2022-2023



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 use Google Classroom
 - ADST 9 course, all Gr 9s take, covers digital literacy, digital citizenship, internet safety, etc.
 - Extensive use of technology in classrooms, google docs, flipgrid, moodle, KAN, IXL, etc.
 - 1-1 Laptop program Gr 6-12
- Seek parental involvement through the contacting of parents digitally
 - Weekly “Traditional Times” newsletter
 - School growth plan posted on school website
 - Updates sent to parent via School Connect
 - Parents can access MyEd portal for their child’s progress
- Seek parental involvement through the contacting of parents regarding the assignment of RTI instruction
- 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.

ATS School Plan for Success 2022-2023



<p>Middle School Operational Plan</p> <ul style="list-style-type: none"> • Increase student success in reading • Increase student success in numeracy • Improve student social-emotional competence 	<ul style="list-style-type: none"> • Our increased 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 newly adopted SEL goal of enhancing student belonging overlaps with the middle model’s intentionality around belonging for the middle years. In tandem with the efforts of the secondary teachers, we are looking to build a cohesive, consistent approach to have students running to school where they learn and have connections to adults
<p>Secondary School Operational Plan</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 • Late start RTI on Fridays will help improve student success and graduation rates • 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 newly adopted SEL goal of enhancing student belonging overlaps with the middle model’s intentionality around belonging for the middle years. In tandem with the efforts of the middle teachers, we are looking to build a cohesive, consistent approach to have students running to school where they learn and have connections to adults
<p>Aboriginal Enhancement Agreement</p> <ul style="list-style-type: none"> • Increase student pride • Increase reading scores • Increase sense of belonging • Increase graduation rates 	<ul style="list-style-type: none"> • While we have had these supports in place, we currently have no Indigenous students 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