

Secondary School Plan for Success



Yale Secondary School

Team Members:

Administration: Lance McDonald / Carla Campbell/ Michael Hendricks / Jaimie Webster
 School Improvement Team: Doug Primrose / Stan Wiebe / Soraya Rajabally / Theresa Chan / Lucie Loskot / Lorne Bartlett / Chris Yendall / Brian Bell / Lance McDonald
 Aboriginal EA : Deleine Perrie
 Learning Commons Team: Tony Dekleva / Mike Hendricks / Soraya Rajabally / Rod White / Stan Wiebe / Tom vanHunenstijn / Kerry Jung / Kym Toporowski / Robert Hills / Lucie Loskot / Holly Latam / Ace Brar / Emily Goodliffe / Lance McDonald
 Blended Learning Teachers: Soraya Rajabally / Christine Ross /Tom vanHunenstijn / Tony Dekleva
 Assessment FOR Learning / RTI / PBL / IBL: all staff at Yale working on new practices

School Context

[Yale Secondary website](#) [Ministry of Education website](#)

Inquiry Question (What is the burning issue you want to address as a school -Secondary Strategic Operation Plan)

Are we cultivating a classroom culture of academic risk taking and the pursuit of curiosity? Students at Yale Secondary will be able to articulate responsibility of their learning (where they are, where they are going, and how they are going to get there) as well as be able to identify next steps.

Rationale (What are we doing -The Visible Learner)

Some teaching staff designed the attached survey to get feedback from our students. We have shared the results with our staff at Yale. The student “voice” will alert our staff to what is working and how we can change our practices. We will also start interviewing students (video) asking specific questions about our classroom culture and the opportunity to take risks and foster curiosity.

Strategies (include ELL & LSS)

Leadership/Teamwork Responsibilities

Professional Learning and Resources

Progress and Impact on Student Achievement

We are working towards creating a Learning Commons in our more traditional Library (Sept. 2016)

Admin: Two of our school administrators are on this school committee.

Both administrators are on the District Learning Commons Committee.

Application and approval process is done

Teacher Leaders: Our school librarian is taking the lead on this project and will receive training (2015-16) on blended learning and how to bring in a digital lit course.

Our librarian is on the District Learning Commons Committee and will begin to work with teachers and depts. to embed basic tech into units. At least two classes in 15-16 will be running a ‘bring your own device’ class.

Three teachers were at the blended learning pro-d in May, 2015. We had a small team visit three schools to experience a Learning Commons in progress. Two teachers will be trained and attend pro-d to better prepare for teaching in a blended learning environment.

Staff: We have a Learning Commons Committee of 14 teachers from all different areas of our school. Teachers will look for opportunities to team teach and collaborate on interdisciplinary units. Embed technology to engage students and teach the appropriate use of technology.

Our team will be brainstorming different learning spaces to feature in the library.

This new space will allow teachers to co-teach and experiment with concepts like blended learning and inquiry based projects modeling risk taking. Will increase student engagement and encourage digital literacy.

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Assessment FOR Learning	Admin: support staff by offering assessment-based Pro-D	We used our Admin. Pro-d day to support the district Pro-d in May (Assessment and Inquiry Base Learning)	We are sent 8 teachers to Portland in June 2015. Our proficiency rates (C+ or better) continue to climb here at Yale because our teachers are finding different ways to teach and assess learning.
	Teacher Leaders: Department Heads have been working hard on outcome-based assessment; aligning curriculum and essential outcomes, working towards consistent policies for assessment.	Many of our Dept. Leaders have been trained in Assessment FOR Learning down in Portland, have heard Myron Dueck on a couple of occasions and spent some time networking at the district assessment Pro-D in Spring 2015.	Our proficiency rates (C+ or better) continue to climb in a positive direction here at Yale because our teachers are differentiating instruction and supporting the concept of formative assessment.
	Staff: Yale staff have made assessment a priority for the past few years. Many departments continue to develop aligned outcomes, and have decided on the essentials to assess. Department leaders will report out at staff meetings, modeling what department meeting could look like; 'administrivia' vs Pro-D.	Many of our teaching staff have been trained in Assessment FOR Learning in Portland, and have attended Myron Dueck and Tom Schimmer presentations. Staff networked with other secondary staff at the district assessment Pro-D in Spring 2015.	Investigate new models of assessment. Our staff has already worked on alignment of outcomes and are working towards outcome based assessment for a given course (i.e. PBL, IBL). We will collect data on the number of teachers who used alternate forms of assessment.
Classroom and School Culture supported by RTI (Response to Interventions)	Admin: Will support classroom interventions and school wide interventions ie: - afterschool study - Lions' Den - Homework club - outcome completion, 5 Saturdays in the spring	We are sending 8 staff to the RTI training here in Abbotsford (September 2015). Admin and staff will develop an effective communication plan that informs parents of the value of both collaboration time and "X" blocks.	Continue to send staff to RTI training. Continue to offer Lions Den for students who are struggling to achieve learning outcomes. Support the implementation of "X" blocks.
	Teacher Leaders: School Improvement Team (SIT) will use our pro-d days to support a move forward with interventions, ie: visible learning. Use data from grade wide writes, failure lists, suspension rates and attendance data.	Department Leaders will encourage and support staff. They will also develop criteria for identifying at-risk learners in their departments.	Our students will better understand where they are, where they are going, and how they are going to get there. The extra block to learn a specific outcome will be a gift of time. as well as allowing students to access more one-on-one instruction from their teachers.
	Staff: We have started discussions around an "X" block to assist struggling learners. We will move towards collaboration time for teachers and E.A.'s to discuss student achievement strategies and support. Bring a teacher/staff rep from another school to present X block and collaboration for Yale.	We had 4 teachers visit another school in Abbotsford to witness what this intervention looks like. They shared their positive views at a staff meeting.	We will run some "X" blocks in the spring of 2016 to decide on their viability within our school. We will collect data showing students' knowledge and understanding of key concepts, both before and after time spent in "X" block.

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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

Connections to the Secondary Operational Plan

Assessment practices

Inquiry Based Learning – PBL

Blended Learning/Digital Literacy & Flexible Spaces

Yale's goal is to create an assessment program focused on improvement, both of student achievement and the culture of our classrooms.

Rationale

For several years, we have defined success in terms of proficiency and defined proficiency as 67% or higher (C+). We have made good progress towards our goal of increasing proficiency rates, but as we move toward creating a new language around assessment, we want to redefine proficiency in terms of achievement as it relates to learning outcomes. It is possible, with our current definition, for a student to be proficient in all his/her courses but be deficient in one or more learning outcomes within any given course. In other words, students can be considered proficient without knowing everything they need to know. Proficiency, redefined, would indicate that the core or essential learning outcomes for a course were met, leaving gaps in a student's learning. In order for this to happen for all our students, there are several objectives students, staff and administration will have to meet. Proficiency rates (Percentage of students achieving a 67% or higher for their school mark). We recognize that learning occurs within a relationship between student, teacher and curriculum. It is the curriculum piece where we will focus our objectives for this year. Deciding on what is important for our students to learn is the first step in ensuring that we are offering an effective curriculum. "If it's not worth teaching, it's not worth teaching well," (Eliot Eisner, 2001, p. 370).

Inquiry Based Learning and Project Based Learning are areas that we are presently working on in little pockets around the school. Many staff are playing with their assessment practices knowing that outcome based assessment is best practice. We are moving away from more traditional methods of assessment knowing that a visible learning experience is more productive and meaningful to the student. We will also be moving towards a Learning Commons to support blended learning and co-teaching spaces. We have two staff members who are keen on the pilot project scheduled for Sept. 2016.

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Connections to the Aboriginal Enhancement Agreement

Increase Student Pride

Increase reading scores

Increase sense of belonging

Increase graduation rates

GRADUATION RATES

- Teachers are aware of the Enhancement agreement and the four goals. They use these goals to guide their practices and instruction. We will have a workshop for ALL teachers to participate (Sept. 2015) in the Aboriginal Blanket Exercise to have a greater understanding and respect for the First Nations people and how Residential Schools still impact our Aboriginal youth today. During the same Pro-D have a workshop on the Enhancement Agreement for ALL teachers to understand the four goals, and strategies to help them implement these goals in their classrooms
- BC First Nations 12 offered in the timetable at Yale for 2016/17. Give all students the opportunity to learn about Aboriginal History & Culture in BC https://www.bced.gov.bc.ca/irp/pdfs/social_studies/2006bcfns12.pdf
- English courses offered in the timetable for Grade 10, 11, & 12 to encourage Aboriginal youth to stay in English instead of Communications & provide culturally relevant reading material in the classes.

CAREER PROGRAMS:

- Enroll more Aboriginal students in Career programs. Career teacher to hold information session on different career options

SENSE OF BELONGING & CULTURAL PRIDE

- Welcome Dinner/Family Gathering at Yale in September for "Meet the Teacher" night. Invite Aboriginal families and school staff.
- Acknowledge at all assemblies, pep rallies, Yale Idol, games, awards nights, etc....Yale Secondary resides on the Ancestral and Traditional territory of the Sumas First Nation and Matsqui First Nation.
- Explore culturally based activities and events to increase the Sense of Belonging and Cultural Pride.
- Encourage all Aboriginal youth to participate in at least one area at Yale (athletics, music, clubs, etc
- Aboriginal mentors available to students when needed.
- LEADERSHIP: Have an environment of inclusion for "ALL" including Aboriginal Culture, Fringe, & At Risk students. (example "Rock your Mocs" day, Orange Shirt Day—every child matters – Residential School)
- September 2015 will see the Aboriginal program in a new room at Yale. This room will be a larger space, and will honour Aboriginal culture through local artists' work (i.e. totem pole carving, mural)

PERFORMANCE INDICATORS GRADE 8 TO 9 TRANSITIONS

- The transition from middle school to secondary school can be challenging for any student.
- The Aboriginal Support Worker at Fraser will bring over the Aboriginal students in Grade 8 in the spring to meet with the Aboriginal support worker at Yale. The Yale Support worker will greet them; give them a tour of Yale pointing out the many Aboriginal supports throughout the school. They will see where the Aboriginal room is, meet Selyca the dog and will end the visit with pizza, prizes & gifts to help make the transition in the fall easier.
- Match Aboriginal Link Leaders with Aboriginal Grade 9's for a better Sense of Belonging and Cultural understanding.

SUCCESS FOR ABORIGINAL YOUTH AT RISK

- In conjunction with the Traverse program, the Aboriginal Room has a therapy dog to help bridge the gap between the Aboriginal Support worker and the students who struggle with trust. The dog also calms nerves, anxiety, & provides the unconditional/non-judgmental love the student may need at any given moment.
- Students have the opportunity to drop-in to the Aboriginal room when they feel anxious, hungry or just looking for a relaxed, comfortable, familiar atmosphere inside the school.
- Offer Aboriginal mentors/counselors to the struggling Aboriginal youth during the day at Yale.