



ATS School Plan for Success 2023-2024

**** JANUARY UPDATE ****



 	<p>Team Members: Principal Reg Gabriel, Vice-Principal Stan Wiebe, Vice-Principal Becky Toews, and all enrolling and non-enrolling teachers at ATS.</p>
<p>School Context</p>	<p>atms.abbschools.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>Student Reporting Grades 6-8 & 9-12 Implementation Goal</p>	<p>ATS Plan for Successful Implementation of new Student Reporting expectations for Grades 6-8 and 9-12.</p>
<p>Rationale (What are we doing -The Visible Learner)</p>	<p>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.</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 in grades 6-12.</p> <p>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.</p> <p>Student Reporting Grades 6-8 and 9-12 Implementation Goal: The new reporting expectations for grades 6-8 and 9-12 for the 2023-2024 school year will be in effect for semester 2. The staff are working hard to familiarize and implement these expectations.</p>

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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 / Impact on Student Achievement
<p>Strategy #1: Supporting Learning</p>	<p>Middle Teachers</p> <ul style="list-style-type: none"> 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 are focusing on incorporating expectations of student creativity and problem solving in their work. Peer tutors are paired with students who need extra support and overall, peer tutors increase engagement. <p>Middle Math Enrolling Teachers</p> <ul style="list-style-type: none"> 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 best practices for ensuring our students learn. Additionally, teachers will use IXL math for skill augmentation throughout the year. Now targeting the Reasoning and Analyzing score on the SNAP. Will focus on understanding through the use of a number line for all the content pieces, when applicable. <p>Middle English Language Arts Enrolling Teachers</p> <ul style="list-style-type: none"> 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 best practices for ensuring our students learn. Additionally, teachers will use IXL English for augmenting student learning throughout the year. Focus on levelled novels and differentiated learning via assessments. 	<ul style="list-style-type: none"> 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 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 learning interventions. Group marking of universal screeners requires collaboration and increases assessment reliability in Math and ELA. 	<ul style="list-style-type: none"> 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 math teachers want to raise proficiency level from 38% to 60% on Reasoning and Analyzing on SNAP Middle seeing more engaged readers with levelled novels.

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	<p>Middle & Secondary Learning Support Services Teachers</p> <ul style="list-style-type: none"> 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. <p>Secondary Enrolling Teachers</p> <ul style="list-style-type: none"> Grade 9-12 RTI support. Grades 9-12 enrolling teachers will provide time for students for credit recovery throughout the semesters and 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. Secondary PE teachers have structured additional in-class opportunities for making up work and physical assessments. Teachers creating RTI support time before or after school in the absence of RTI blocks in the bell schedule. Secondary Math teachers have implemented universal screeners which they used at the start of the year to focus on what student need first, before new instruction. <p>Middle & Secondary Dept. Heads</p> <ul style="list-style-type: none"> Middle & Secondary Dept. Heads will discuss and share ideas at Dept. Head meetings. 	<ul style="list-style-type: none"> 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. PE teachers implement use of student "Make up Journals" to meet learning requirements. 	<ul style="list-style-type: none"> 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. Middle and Secondary LSS teachers are on track for supporting students. The number of students utilizing "Make up Runs" in class and "Make up Journals" will be tracked. RTI time is effective for supporting students. Math focus on student needs has improved math scores.
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SEL Inquiry Question		How do we foster a sense of belonging for our students in our building?	
Strategies (include ELL & LSS)	Action / Responsibilities	Professional Learning and Resources	Progress / Impact on Student Achievement
<p>Strategy #1 Connecting</p>	<p>All ATS Teachers</p> <ul style="list-style-type: none"> Staff will consistently greet 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 ATS 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 lunch to get feedback on SEL and belonging. Admin will include the character traits in assemblies. Teachers focus on creativity and reflection in explorations and applied skills classes which helps students connect to their learning and to their teachers. Students are able to benefit from the reflective components in their classes in terms of understanding who and how they are perceived which helps connect students to their learning and classrooms. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. On-going and successful to date. Teachers will track the number of new seating arrangements. Frequent seating plan changes. Depts. report that our connecting strategies are on track. 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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	<p>ATS Teachers – Additional Approaches Added</p> <ul style="list-style-type: none">• Introduce Character Cards to affirm students’ behaviour.• Staff increasing home communication.• Middle staff coaching or sponsoring as many teams as possible.• Middle teachers have many seating changes so students get to know each other.• Some middle teachers have implemented class check-ins, small talk, stretch breaks, and mindfulness activities.• Middle teachers volunteering at lunch time middle school events.• ATS teachers speaking to their students more – debrief after weekend, taking class walked and connecting.• Middle teachers using ACODE as a way of getting to know student interest and passions outside of school in safe and appropriate ways.• Secondary teachers very often in their classes at lunch with groups of students.	<ul style="list-style-type: none">• Staff Meeting collaboration.• Dept. Meeting collaboration.	<ul style="list-style-type: none">• New ideas for connecting are being generated and implemented as time passes.• Overall teacher-student engagement has increased.
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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 / Impact on Student Mental Health
<p>Strategy #1 Identifying</p>	<p>Mental Health Group (2021) --- Mr. Wiebe</p> <ul style="list-style-type: none"> 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. <p>Street Data Group (2022) --- Mrs. Toews</p> <ul style="list-style-type: none"> 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. <p>Mental Health Group (2021) --- Mr. Wiebe</p> <ul style="list-style-type: none"> 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. <p>Street Data Group (2022) --- Mrs. Toews</p> <ul style="list-style-type: none"> 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. <p>ATS Teachers – Additional Approaches Added</p> <ul style="list-style-type: none"> Introducing pep rallies for middle students. Class meetings are being introduced for some classes. ARJAA running 6-week behaviour and belonging sessions in all middle classes. 	<ul style="list-style-type: none"> 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. 	<p>Mental Health Group</p> <ul style="list-style-type: none"> Met five times over the year. Tasks: identify areas of student mental health concern; identify causes of mental health concerns, both school-based and home-life based. Student presented to staff at October staff meeting. Admin and students met in May to create recommendations for next year. <p>Street Data Group</p> <ul style="list-style-type: none"> 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 Additional approaches engage students.
<p>Strategy #2 Effecting Change</p>			

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Student Reporting Implementation Goal		ATS Plan for Successful Implementation of new Student Reporting expectations for Grades 6-8 and 9-12.	
Strategies	Student Responsibilities	Professional Learning and Resources	Progress / Impact on Student Mental Health
<p>Strategy #1 Learning</p>	<p>All ATS Teachers</p> <ul style="list-style-type: none"> Admin attended the Secondary Principal’s Forum on Reporting Nov 2 @ Noth Van. SBO. ATS teachers attend the Curriculum MyEd Report Card Training Nov 8 @ ATS. Secondary teachers attended the Nov 24 @ LLC admin-led SLO discussion of the new reporting order and sample documents that ATS teachers will use. Secondary teachers to discuss reporting documents, questions at monthly dept. meetings. Middle teachers will provide descriptive feedback to students for Term 1 report card and this experience will be shared with secondary teachers to help conceptualize descriptive feedback. Feedback will be shared at Dept. Head meetings. District Helping Teachers have offered to come to ATS for small-group or 1-1 conversations if requested by staff. 	<ul style="list-style-type: none"> North Van Reporting session. District Helping Teacher presentation. Admin led and shared recently created reporting documents and templates. On-going conversation and support. Benefit of middle teachers at ATS to help conceptualize descriptive feedback. 	<ul style="list-style-type: none"> Information shared with staff. Presentation hosted at ATS. Staff reviewed reporting documents and templates. On-going conversation helps bring questions forward to help clarify expectations.
<p>Strategy #2 Implementing</p>	<ul style="list-style-type: none"> Additional Secondary teacher SLO collaboration times are planned for conversation around reporting. Middle teachers adopted new descriptive feedback comments for Dec 8 Term 1 report card. Secondary Teachers – status quo for semester 1: keep reporting as per 2022-2023 school year. For semester 2, teachers will implement new descriptive feedback, competency-based reporting, and conversion scale. 	<ul style="list-style-type: none"> District documents and templates continue to be updated and provided for staff. Key documents include “Learning Update – Guidelines for Writing Comments” and “Communicating Student Learning (Abbotsford version).” 	<ul style="list-style-type: none"> Middle teachers have completed the Dec 8 report cards with MyEd report cards. Middle teachers complete the Dec. 8 report cards with new descriptive feedback comments. Secondary teachers are preparing for a sem 2 implementation of the reporting expectations.

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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

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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<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 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.
<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"> • Our SEL goal of enhancing 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. Our Late-Starts for RTI are on hold pending required consultation on a bell schedule for a new school. • Vertical alignment in Math 9-12 and English 9-12 have impacted student success in Math and English skills. • Vertical alignment in French 6-12 is underway and this alignment will impact what is learned in our French program and potentially increase the profile of our French program. • 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. • Math 9-12 have implemented Universal Screeners to focus instruction on student learning needs at the start of each semester.
<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 four 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 for ALL Secondary students.