

# W.J. Mouat Secondary School Plan for Success



**Team Members:**  
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**School Context** [W.J. Mouat Website](#) [Ministry of Education Website](#)

**Inquiry Question** (3 -Year Question) How do we, at WJ Mouat, ensure that we are creating for our students a classroom culture that supports deep learning, specifically with the implementation of the new curricular competencies, core competencies and classroom assessment.

**Rationale** Year two of our 3-year plan will continue the work of last year with a focus on the implementation of the new grade 10 curriculum. More dramatic is the implementation of a system of differentiated instruction, starting at the grade 9 level in 2018/19. For the coming school year streams in grade 9 have been eliminated, meaning teachers will be meeting the needs of all types of learners in one classroom. Our challenge is to create a system of differentiation that is proactive instead of reactive, anticipating differences in learning abilities and background so as to be prepared to find pathways to success for all our students.

Strategies (include ELL & LSS)	Leadership/Teamwork Responsibilities	Professional Learning and Resources	Progress and Impact on Student Achievement
Implement the grade 10 curriculum with a balance of curricular and core competencies.	Admin: Providing release time to department heads to attend monthly curriculum meetings.	Knowledge of the new curriculum.	
	Teacher Leaders: Working with department heads from around the district to make decisions about what the new curriculum looks like in the classroom.	Knowledge of the new curriculum.	
	Staff: Using new resources and approaches to incorporate the core competencies into the curriculum.	Knowledge of the new curriculum.	
Develop a shared definition and understanding of “differentiated instruction” and its	Admin: Provide professional development opportunities for staff. Make changes to the grade 9 core course offerings to eliminate streaming.	“How To Differentiate Instruction” by Carol Ann Tomlinson. DI Conference in Las Vegas in July, 2018. School based September PD day centered around DI. Monthly staff DI meetings.	
	Teacher Leaders: Lead departments in discussions around DI. Ensure representation at	“How To Differentiate Instruction” by Carol Ann Tomlinson. DI Conference in Las Vegas in July, 2018. School based September PD	

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implications for the classroom.	DI meetings held throughout the school year.	day centered around DI. 4 teachers to attend conference in Virginia in July, 2018 to work with Carol Ann Tomlinson. Monthly staff DI meetings.	
	Staff: Participate in DI meetings. Grade 9 teachers to begin to use DI proactively in their classroom.	“How To Differentiate Instruction” by Carol Ann Tomlinson. DI Conference in Las Vegas in July, 2018. School based September PD day centered around DI. Monthly staff DI meetings.	
Implement a teacher mentorship program for teachers new to the profession and new to Mouat.	Admin: Organize key learnings for teachers who are new.	Staff Handbook. Experience of veteran teachers at Mouat.	
	Teacher Leaders: Reach out to new teachers in the department to help get them settled.	Staff Handbook. Experience of veteran teachers at Mouat.	
	Staff: Find “buddies” to work with new teachers.	Staff Handbook. Experience of veteran teachers at Mouat.	
Each teacher will incorporate at least one Indigenous lesson, unit, project in each subject area in each of their classes.	Admin: Support our new Aboriginal Education teacher and provide time for her to meet with teachers.  Support the district Aboriginal Film Festival being hosted at Mouat.	Ab Ed Centre. Aboriginal Education teacher. BC’s new curriculum as it relates to Indigenous Studies.	
	Teacher Leaders: Take the lead on inviting our Aboriginal Education teacher into their department meetings and classrooms and modelling the teaching of Indigenous studies.	Ab Ed Centre. Aboriginal Education teacher. BC’s new curriculum as it relates to Indigenous Studies.	
	Staff: Work with our Aboriginal Education teacher to gather resources to prepare and teach one lesson, unit or project in each of their classes.	Ab Ed Centre. Aboriginal Education teacher. BC’s new curriculum as it relates to Indigenous Studies.	

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## 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

Our plan reflects WJ Mouat’s commitment to excellence in teaching. The teachers here are committed to their students and to ensuring they are successful. Focusing on a comprehensive implementation of the new curriculum gives our students the best opportunity to learn not only the curricular competencies, but also to develop their abilities to think critically, to communicate effectively and to become more socially and personally responsible. By aligning our decisions around learning outcomes, we ensure consistency across classrooms and narrow our focus to those things that are most important.

By focusing on Differentiated Instruction, we are providing all our students a pathway to success while maintaining high expectations and social integration. Too often in the past, our adapted classes, although extremely helpful for certain students, have created pockets of troubling behaviour and low motivation. It is our belief that we can still meet the academic needs of all of our students while providing a positive and balanced environment for learning to take place.



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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 Coaching</p>
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Our work on assessment is a part of the district’s operational plan. We continue to work towards accuracy and consistency in our practices. Our assessment will align with the new curriculum and the learning outcomes of the new curricular competencies. Our work puts us in a position to easily incorporate the new outcome-based report card for high school that will be here soon. Although students not receive a grade for their understanding or use of the competencies, we continue to look at ways to embed creative/critical thinking, communication, and personal/social responsibility into our daily activities and assessments. As we begin down the road of DI, we will also be exploring ways to differentiate products (assessment). What is the best way for students to demonstrate what they learn and is it the same for each student?



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**Connections to the Aboriginal Enhancement Agreement**

- Increase Student Pride
- Increase reading scores
- Increase sense of belonging
- Increase graduation rates

As a staff we remain committed to meeting the spirit of the Enhancement Agreement at Mouat. We welcome our Aboriginal teacher back to Mouat and will continue to implement indigenous studies into the classroom. We are also raising the bar this year with one-on-one support of our Aboriginal students who are struggling in the classroom. We are opening the Aboriginal House to be used for learning assistance and are changing the ways we track those students. We have a full class taking First Nations Studies in the fall for the first time in our history at Mouat.