

W.J. Mouat Secondary School Plan for Success

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School Context	W.J. Mouat Website Ministry of Education Website		
Inquiry Question	(Year 2 of 3) How do we, at Mouat, ensure that we are creating for our students a classroom culture that supports deep learning, specifically with the implementation of the curricular competencies, core competencies and classroom assessment.		
Rationale	Year 2 and 3 of our plan will emphasize implementation and adjustment as we look at how we bring together curricular and core competencies along with classroom and provincial assessments through an inclusive lens of differentiated instruction across all subject areas.		
Strategies (include ELL & LSS)	Leadership/Teamwork Responsibilities	Professional Learning and Resources	Progress and Impact on Student Achievement
Implement a variety of common assessments in grade 9	Admin: Provide time for staff and leaders to collaborate; Gather exemplars from other secondary schools to provide ideas, frameworks and suggestions; encourage all staff to engage and take ownership of implementation and improvement.	Attend department meetings to listen to feedback on implementation; encourage input from all department members; encourage creativity and innovation to ensure on going reflection and progress	
	Teacher Leaders: Lead departments in collaborative discussions around differentiated learning outcomes and their value (for grading). Work together to discuss results to build improvements from semester 1 to semester 2; dedicate time at department meetings to share new and innovative assessment practices; host a department meeting to discuss and share results, share examples from a different person each month	Seek feedback from staff and listen to challenges, suggestions for improvement and new ideas; implement improvements and new ideas in second semester. Engage with staff during collaboration time	
	Staff: Actively engage in and participate with department and cross-curricular colleagues to build improvements into differentiated assessments allowing for a variety of demonstrations of understanding; at	Seek feedback from students on new assessments, ask for suggestions for improvements and new ideas; share with colleagues Engage with colleagues during collaboration time	

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	<p>department meetings share new and innovative assessment practices; seek out collaboration time/opportunities to discussion differentiated</p>		
<p>Each teacher will develop, implement and assess one demonstration of learning project and/or product in one class each semester. These projects and/or practices will be shared at a school wide demonstrations of learning event.</p>	<p>Admin: Organize and advertise a school wide demonstrations of learning event; encourage staff who are already engaged in this practice to bring student projects and products to the public; open their rooms up to other staff before or after school; engage staff in a gallery walk in each of the five academic areas (Math, Science, English, Socials, Modern Languages); encourage innovation and risk taking mindset among teacher leaders.</p>	<p>Meet with staff and students from other schools to gather information and feedback about demonstrations of learning events; share with staff; seek collaborative planning time to organize event</p> <p>Develop common language, definition and components of demonstrations of learning; seek out staff who are already engaged in these practices and use their experience to guide and lead the facilitation of demonstrations</p> <p>https://www.edglossary.org/demonstration-of-learning/ https://www.edutopia.org/video/demonstrations-learning</p>	
	<p>Teacher Leaders: encourage staff who are already engaged in this practice to bring student projects and products to the public; provide time to this staff to develop common rubric for authentic assessment; encourage creativity and innovation among department members</p>	<p>Collaborate with department members and cross curricular colleagues to share ideas and prepare students for project development and presentation; actively participate in gallery walk; use collaboratively developed rubrics to assess student learning</p>	
	<p>Staff: Participate in gallery walks in each of the five academic areas; do at least one inquiry or problem-based project and/or product creation in each semester.</p>	<p>Collaborate with department members and cross curricular colleagues to share ideas and prepare students for project development and presentation; actively participate in gallery walk; use collaboratively developed rubrics to assess student learning</p> <p>Complete Outlook form to assist in tracking the number of students/classes participating in demonstrations of learning.</p>	

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<p>Collaboratively develop three common assessments, one test, one project rubric and one presentation rubric at the grade 10 level each of which are organized in a way that is visibly differentiated and accessible for all students.</p>	<p>Admin: Provide time for staff and leaders to collaborate; Gather exemplars from other secondary schools to provide ideas, frameworks and suggestions; encourage all staff to engage and take ownership of development and implementation. Ask that a member from LSS/ELL departments sit with the core academics during develop stages</p>	<p>Gather exemplars from other secondary schools to provide ideas, frameworks and suggestions; encourage all staff to engage and take ownership of development and implementation. Ask that a member from LSS/ELL departments sit with the core academics during develop stages; share assessment practices and ideas in weekly newsletter; Share practices from “Assessment and Student Success in a Differentiated Classroom” by Carol Ann Tomlinson</p> <p>https://curriculum.gov.bc.ca/assessment/classroom-assessment-and-reporting/webinars</p>	
	<p>Teacher Leaders: Lead departments in collaborative discussions around differentiated learning outcomes and their value (for grading). Ensure full team discussions to build consistency. Seek feedback from LSS/ELL departments; encourage the development of a variety of assessments that are reflective of differentiated practices; use department time to create assessments and share practices; volunteering their department to share progress as it relates to the school plan</p>	<p>Share practices from “Assessment and Student Success in a Differentiated Classroom” by Carol Ann Tomlinson; Upload developed assessments into staff resources in google classroom; share assessments with one other department during a department meeting</p> <p>https://curriculum.gov.bc.ca/assessment/classroom-assessment-and-reporting/webinars</p> <p>Encourage the integration of Differentiated Assessment Strategies: Pre-Assessment, Formative, Summative and Digital http://celi.olemiss.edu/wp-content/uploads/sites/6/2016/03/Differentiated-Assessment-Strategies-Preassessment-Formative-Summative-and-Digital.pdf</p>	
	<p>Staff: Participate in department and staff discussions about how to move students forward with their ability to think, communicate and be socially and personally responsible through a variety of differentiated assessments that provide choice for students to explore competencies as well as areas of interest and passion. Encourage a growth mindset to engage students in critical thinking and collaborative, creative problem solving. Volunteering</p>	<p>Become familiar with the format and content of the literacy and numeracy assessment and ensure that assessment practices are inclusive of different ways of thinking, working, interpreting and analyzing Upload developed assessments into staff resources in google classroom https://curriculum.gov.bc.ca/assessment/classroom-assessment-and-reporting/webinars https://curriculum.gov.bc.ca/assessment/literacy-assessment/gla-10</p>	

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		https://curriculum.gov.bc.ca/assessment/numeracy-assessment	
Revisit the “why” in order to further develop and refine our definition and understanding of “differentiated instruction” and its integration into classrooms.	Admin: Use Pro-D days to provide staff with opportunities to revisit our purpose of differentiated instruction, learning and assessment; seek speakers/experts to guide us through the foundational practices of differentiation; encourage staff to be creative and innovative in their teaching and assessment; communicate differentiated strategies and research through weekly school wide news letter	Seek speakers/experts to guide us through the foundational practices of differentiation; encourage staff to be creative and innovative in their teaching and assessment; communicate differentiated strategies and research through weekly school wide newsletter	
	Teacher Leaders: use time in each department meeting to discuss differentiated strategies and their implementation into teaching, learning and assessment;	Use discussion from pro-d and weekly newsletter articles to dive deeper into the differentiated teaching, learning and assessment practices; encourage collaboration with in house experts, LSS and ELL staff members to assist in ensuring assessments are accessible to all	
	Staff: Ensure that teaching and assessment practices are formulated and implemented through a differentiated lens that allows all students to demonstrate a minimal level of understanding of competencies	Actively participate in department and school wide discussions to ask questions, share ideas and reflect upon practices to create classroom practices and assessments that are visibly differentiated and accessible to all students	

2016-2020 Strategic Plan



STUDENT
SUCCESS



OPTIMIZED
RESOURCES



ENGAGING
OPPORTUNITIES



PROGRESSIVE
WORK FORCE

Connections to the District Strategic Plan

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

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<p>Excellence in teaching</p> <p>Excellence in leadership</p> <p>Flexibility & access to programs / services</p> <p>Ethical & innovative use of technology</p>	<p>on a comprehensive implementation and assessment of the curriculum to give 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 through the lens of differentiation, we strive to ensure consistency across classrooms, while allowing students to dive into areas of interest and passion.</p>
<p>Connections to the Secondary Operational Plan</p> <p>Assessment Practices</p> <p>Inquiry Based Learning – PBL</p> <p>Blended Learning/Digital Literacy & Flexible Spaces</p> <p>Leadership for Learning: Instructional Coaching</p>	<p>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 assessments will align with the curriculum and the learning outcomes of the 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. As the new curriculum allows for more time to go deeper, more of our teachers are exploring non-traditional ways of teaching and learning and assessing including demonstrations of learning and development of common assessments beyond traditional pencil and paper. Encourage staff to incorporate school goals as a part of their growth plans.</p>
<p>Connections to the Aboriginal Enhancement Agreement</p> <p>Increase Student Pride</p> <p>Increase sense of belonging</p> <p>Increase graduation rates</p>	<p>Indigenous content is prevalent throughout the new curriculum. This year we will have two teachers who will be partnering with our teachers to provide resources and team teach content that is specific to the Aboriginal experience and a part of the new curriculum. We are also fortunate to have a full-time cultural support worker to help meet the needs of our Aboriginal students and to ensure a strong partnership between school, community, culture and home.</p>