


W.J. Mouat Secondary School Plan for Success

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School Context	W.J. Mouat Website Ministry of Education Website		
Inquiry Question	<p>Secondary Strategic Plan Goal: How can we create a co-constructed inquiry-based learning experience that is SEL informed?</p> <p>District Strategic Plan Goal: How will we compassionately recover and reinvent education in the Abbotsford School District for the coming years, with a focus on adult and student mental health and well-being?</p> <p>Student Voice Driving Question: How can we (students) support teachers to implement mental health strategies in their classroom while engaging in inquiry-based units with real assessment?</p> <p>WJM Driving Question: How can we create equitable learning opportunities for students while engaging in competency-based learning and support the health and well-being of all?</p>		
Rationale	The redesigned curriculum, the implementation of a revised reporting order, and the recovery of learning and education due to the global pandemic have driven us to focus on providing equity as we strive for continuous improvement of our structural and pedagogical practices to promote individual and interpersonal success for all.		
Strategies (include ELL & LSS)	Leadership/Teamwork Responsibilities	Professional Learning and Resources	Progress and Impact on Student Achievement
<p>Inquiry:</p> <p>How can we leverage inquiry-based pedagogy to promote equity of ownership (personalized, individual, relevant, student voice and choice)?</p>	<p>Admin:</p> <ul style="list-style-type: none"> Create a structure that focuses on inquiry-based instruction Promote access to and time for teachers to learn inquiry as a pedagogy (components of) Celebrate examples of classroom/teacher-based inquiry (celebration of learning card) <p>Teacher Leaders:</p> <ul style="list-style-type: none"> Each team will develop an inquiry-based unit 	<ul style="list-style-type: none"> Plan a 1-day intensive training in “what is inquiry” for teachers via Curriculum dept. (opt in attendance) Use district SLO time to focus on key concepts within an inquiry design Provide a Celebration of Learning opportunities Teams will use department/ team time to share ideas and resources 	<ul style="list-style-type: none"> % Of teachers who attend the 1-day August PD on “what is inquiry” 22-23- 11% % Of teachers who build an inquiry unit during district SLO time 22-23- 74% % Of participation in celebration of learning cards 22-23- 41% Creation of a team database of driving questions/ units 22-23- 12%

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	<ul style="list-style-type: none"> Each team will curate a team database of driving questions 	<ul style="list-style-type: none"> Teams will use the MOE curriculum inquiry questions as a starting point 	
	Staff: <ul style="list-style-type: none"> Teachers will implement one inquiry-based unit each semester Teachers will share their inquiry with colleagues Teachers will participate in one Celebration of Learning Share their ideas with colleagues 	<ul style="list-style-type: none"> Share successes and struggles with each other (critical friend protocol) Share their driving questions with their team (database) 	<ul style="list-style-type: none"> # Of driving questions created by teachers 22-23- 30 questions created
Reporting/Assessment: How can we implement a curricular and core competency-based reporting and assessment ecosystem that focused on a student's strengths and stretches?	Admin: <ul style="list-style-type: none"> Provide resources and professional development supporting competency-based reporting Share the key components of the reporting order Provision of SLO time for creation of planning matrix/ DOK (key competencies) and Learning Maps (key demonstrations) Support teams to implement the assessment of curricular competencies Support teams in the implementation of the 4pt performance standard 	<ul style="list-style-type: none"> Training in competency-based gradebook Training in My Blueprint or other platform for core competency self-assessment (evidence of learning) Provide staff with examples of planning matrices and learning maps Provide staff with time to learn, design and implement (SLO time) Provide staff with examples of assessments that demonstrate curricular competencies (skills) Provide staff with example of performance standards 	<ul style="list-style-type: none"> % Of staff who participate in the creation of learning matrix and/ or learning maps 22-23- 78% % Of staff who receive training in and use MyGradeBook 22-23- Training – 100% 22-23- Use of 17% % Of staff who participate in school based SLO time 22-23- -80%
	Teacher Leaders: <ul style="list-style-type: none"> Lead team in shift towards assessing curricular competencies for each course using 4-point scale Lead colleagues in the creation of a Planning Matrix for each course in their department to create culture of student ownership of learning 	<ul style="list-style-type: none"> Deposit planning matrix and learning matrix and/ or maps into shared staff repository 	<ul style="list-style-type: none"> % Of Planning Matrix Examples/ Completed 22-23- 14% % Of Learning Maps Examples/ Completed 22-23- 49%

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	<ul style="list-style-type: none"> Lead colleagues in the creation of Learning Maps for the key understandings/ demonstrations 		
	Staff: <ul style="list-style-type: none"> Teachers will integrate the big ideas, curricular competencies, and core competencies into their course outlines Teachers will identify and assess the common curricular competencies in each course Teachers will implement the 4 pt. Performance Scale in each course 	<ul style="list-style-type: none"> Redesign assessments to measure competency (know, do, understand cycle) while using their knowledgebase (content) Creation and use exemplars to support grading/performance scale Use of common performance-based language within the BC Performance Scale Encourage differentiation of assessment to promote equity (entrance/exit point, gradeless, feedback cycles, inquiry (low floor, high ceiling, exit interviews etc.) 	<ul style="list-style-type: none"> % of Course, Outlines with Big Ideas, Curricular Competencies, Core Competency identified/ used 22-23- 79% % Of Teachers using a Performance Scale 22-23- 54% % Of Teachers redesigning assessments based on curricular competencies 22-23- 75%
SEL: How can we foster mental, emotional, social, and physical well-being of our students and staff?	Admin: <ul style="list-style-type: none"> Support staff in the creation of their individual equity frameworks Promote self-care moments weekly in News from the Nest 	<ul style="list-style-type: none"> Support staff in identifying their individual, interpersonal, structural, and pedagogical lens within the equity framework Include one SEL self-care moment each week (Mondays) 	<ul style="list-style-type: none"> Creation of individual equity frameworks 22-23- 100% Creation of self-care moments in NFTN 22-23- 100%
	Teacher Leaders: <ul style="list-style-type: none"> Create a check-in how are you doing system with their team Support their team in the implementation of one SEL strategies across the entire team Model SEL activities with their team 	<ul style="list-style-type: none"> Share their team wide SEL strategy 	<ul style="list-style-type: none"> % Of team implementing their team wide SEL strategy 22-23- 67%

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	Staff: <ul style="list-style-type: none"> Integrate an SEL strategy weekly within their classroom 	<ul style="list-style-type: none"> Attend SEL PD Increase awareness of teacher/ student mental health needs 	<ul style="list-style-type: none"> % Of teachers who have an SEL activity as part of their classroom experience one or more times per week 22-23- 44%
Blended: How can we promote a blended learning environment to support student and teacher needs?	Admin: <ul style="list-style-type: none"> Promote a transition to BYOD starting at grade 9 Provide hardship devices to at-risk, low-income students (equity) Promote the use of online learning management system (add to stream or classroom resources folder) 	<ul style="list-style-type: none"> Support for BYOD implementation from PAC Communicate BYOD implementation to parents including low-cost entry points 	<ul style="list-style-type: none"> Number of Hardship Devices available via the Learning Commons 22-23- 48
	Teacher Leaders: <ul style="list-style-type: none"> Use of Google or Teams platform for team resources/ meetings etc. 	<ul style="list-style-type: none"> LSS to encourage assistive technology in the classroom (voice to text) Learning Commons to manage Wi-Fi access for student devices and hardship devices 	
	Staff: <ul style="list-style-type: none"> Promote the use of online platform (Google, Teams, D2L) to support diversity of students Promote support for all students (success for all) by utilizing the district accommodation and adaptations checklist and differentiation. 		<ul style="list-style-type: none"> % Of teachers using Google Classroom 22-23- 48% % Of teachers using Teams 22-23- 8% % Of teachers using D2L (Brightspace) 22-23- 6%

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2020-2024 Strategic Plan



STUDENT
SUCCESS



OPTIMIZED
RESOURCES



ENGAGING
OPPORTUNITIES



PROGRESSIVE
WORK FORCE

Connections to the District Strategic Plan Excellence in teaching Excellence in leadership Flexibility & access to programs / services Ethical & innovative use of technology	We will provide high-quality professional development to interested teachers in inquiry-based learning, reporting and assessment, SEL and blended learning. We will recognize the successes of our teachers in these areas with both student and teacher celebrations of learning. We will promote excellence in differentiated teaching pedagogy. We will encourage all members of our community to be active members in our authentic demonstrations of learning and providing opportunities for students to solve real-world, relevant problems. Inquiry, progressive assessment practices, blended learning will support our alignment to the redesigned curriculum and incoming reporting policy while maintaining an eye on our overall health and well-being using SEL strategies and weekly self-care moments.
Connections to the Secondary Operational Plan: Assessment Practices Inquiry Based Learning – PBL Blended Learning/Digital Literacy & Flexible Spaces Implementation of the Equity Framework	Teams are working to realign courses with the redesigned curriculum with an emphasis on curricular competency-based assessment and reporting. As part of pedagogical equity, we are working to implement an inquiry lens in every classroom (low floor/high ceiling) to engage students and provide voice and choice. All teachers will tweak and transition to an inquiry design implemented during our deeper learning weeks. Our teachers are working to develop planning matrices, learning maps, and performance scales to assess competency-based performance. Our Learning Commons will support students as they move to BYOD as teachers leverage the MS Teams and Google Classroom to provide learning resources and support inquiry implementation. All staff will develop their own Equity Lens, and these will be displayed in our staff room as our commitment throughout the year.
Connections to the Aboriginal Enhancement Agreement: Increase Student Pride Increase sense of belonging Increase graduation rates	We have created an Indigenous Studies cohort this year that combines First Peoples English 12, Contemporary Indigenous Studies, and Career Life Connections/Capstone 12. We have expanded this successful program to an Connect 11 cohort with the implementation of Life Studies 11 and FP Literary Studies/ New Media 11 and Active Living 11/12. In addition, our Thrive Indigenous room continues to support our Indigenous students and promote the integration of First Peoples Principles of learning into classrooms.

Appendix

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Team	Inquiry	Reporting/ Assessment	SEL
Business/Careers	The Business and Careers will implement an inquiry-based unit within each class. For example: In CP 11/12 the class will investigate current issues in technology In CLE 10 the class will answer: "how can we solve a problem in our local community that is personal to us?" In WE 12 each student will explore and experience a career in which they are personally interested.	All teachers in the Business and Careers team will begin to shift to assessing curricular competencies for each course using the 4-point Performance Scale.	The Business and Careers team will commit to: <ul style="list-style-type: none"> Greeting students at the door as they enter Starting each class with a Question of the Day
ELL	The ELL team will develop an inquiry around students developing a personal learning plan to increase their English proficiency.	The ELL team will: <ul style="list-style-type: none"> use the BC ELL Performance Scale to supplement IPT testing use a competency-based rubric for interim reports use the learning matrix for ALA to help transition students to competency-based assessment 	The ELL team will: <ul style="list-style-type: none"> Keep the ELL room open at lunch for students to gather and build community Continue to use the ELL Google classroom to post and share items of interest Complete monthly check-ins with every student on their caseload Celebrate diverse cultural celebrations throughout the year through decorations and food
Math	The Math team will collaborate to develop broad frameworks for the deeper learning weeks. By using the final assessments, students will create a driving question based on an area they would like to explore deeper.	The Math team will continue to update the learning maps for each grade as the year proceeds to provide clearer examples of what each category means for students and teachers. The first step in updating assessments will be to include the specific curricular competency being assessed	The Math team commits to greeting students at the door of the classroom to welcome them for the day and to set the tone for instruction.
English	The English team will collaborate to co-create a driving question for each grade to be implemented during the deeper learning week.	The English team will decide together on three common curricular competencies per grade to assess and report on in the new gradebook (this will leave room for individual teachers to include more competencies if/as they wish.	The English team commits to greeting students at the door at the start of every class.
Science	The Science team will foster exploration through various ways such as scientific lab-	The Science team will decide together on a core set of curricular competencies to report	The Science team commits to greeting students at the door by name at the start of every class.

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	based inquiry, engineering challenges, cross-curricular collaborations, and the development of an inquiry framework for a unit.	out on for Sc 9 and Sc 10. A core of curricular competencies to report out on for senior sciences will be determined based on discipline (Chemistry, Biology, Earth Science and Physics). From this, the team will collaboratively build assessment rubrics and exemplars.	
ADST	ADST will work on developing students skills in class based individualized projects. This will provide student a good skill set to allow them to further develop their interests during the deeper learning weeks.	ADST will work on 3 common curricular competencies that can be used in all ADST areas. We will also continue to work on individual learning maps for next year.	The ADST team will continue to greet student at the top of the Tech hallway stairs each morning as well as when student enter individual teacher classrooms throughout the day. Ms. Beck will continue to use music playlists in her classroom to crease a sense of classroom community.
MOLA	FI will focus on the question: "How does this course help me explore the big ideas?" Students will gather evidence through reflections during the semester.	FI will focus on a common curricular competencies across all courses.	MOLA will greet students at the door to each class.

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