

Secondary School Improvement Plan for Student Success

Under the Framework for Enhancing Student Learning, all Abbotsford School District schools are required to develop a long-term plan to improve student achievement, one that maintains a balance on the intellectual, social and career development of students. Each year, each school develops an annual plan and sets individual goals to improve student achievement.

School Name: WJ Mouat Secondary School
Strategic Plan Term: 2024 - 2028
School Summary – WJ Mouat Secondary has a diverse student population of 1500 with a rich multi-cultural student demographic including a high number of new to Canada students, English Language Learners, Diverse Learners and supports the district’s French Immersion program.
School Year: 2024-2025
Leadership Team: Linda Pollastretti, Bo Sidhu, Soraya Rajabally, Paula Thompson
School Improvement Team Members: Becky Taylor, Karen Bowater, Ian Newton, Ryan Porth, Pat Beck, Suzie White, Megan Bocker, Tracy Finch, Michelle Britton, Courtney Coleman, Janet Irvine, Johanne Sauve

School Planning Considerations

- Identify specific activities to address the needs of Indigenous students, students with diverse learning challenges and children in care.
- Include strategies that engage the entire school staff.
- Less is more: focus on a few high leverage activities.
- Ensure the impact of your activities is measurable.

To increase student success in literacy.		
Strategy	Activities	Data
<p>1) Develop and maintain inter-disciplinary classroom practices that improve and deepen student literacy</p> <p>2) Continued use of sample exams and other resources</p> <p>3) Encourage more teachers to become qualified markers of Lit 10/12</p> <p>3) Use students result for formative and reflective feedback between grade 10 and grade 12 assessments</p>	<ul style="list-style-type: none"> • Continue to review and prep students for the assessment prior to in Lit 10 & 12 • Continued use of sample exams and other resources • Encourage more teachers to become qualified markers of Lit 10/12 • Use of students result for formative and reflective feedback to staff between grade 10 and grade 12 assessments. • English – continued vertical and horizontal alignment (grade 10 as key year for skills) • Social Studies – teach specific writing skills, reading for information, reading strategies [summarizing, main points] & implementation of non-fiction), infographics, reading for information, analyzing the big six. • LSS/ELL / EN/ SS collaboration for basic literacy skills. • LSS/ELL/FP students to write their assessments in separate setting with support. • Require students who receive a one to redo the assessment in grade 11 utilizing the feedback on myed dashboard. 	<ul style="list-style-type: none"> • Provincial Literacy 10 & 12 assessment results • Final student marks in grades 10 & 12 English courses • Attendance at PD opportunities • Encourage re-do of test for students at level 1. • Examples of classroom assessments that align with the Literacy exam.

	<ul style="list-style-type: none"> Utilization of literacy BAA 1 and BAA 2 blocks for identified students 	
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To increase student success in numeracy.		
Strategy	Activities	Data
<p>1) Develop and maintain inter-disciplinary classroom practices that improve and deepen student numeracy</p> <p>2) Create opportunities for students to be familiar with the design and type of questions within the Numeracy exam</p>	<ul style="list-style-type: none"> Create an assessment prep unit to prepare students for Numeracy 10 assessments. Math9-11 - create a question on each assessment that looks similar those on the Num. assessment (possible extending question). Utilize real life applications of math. Science 9-11 use info graphics on assessments like those on Num. assessments (possible extending question) Require students who receive a one to redo the assessment in grade 11 utilizing the feedback on myed dashboard. Use of students result as formative and reflective feedback to math and science team. Utilization of LSS numeracy block for identified students. All ELL, Indigenous, and designated students to write assessment with support (EA or LSS teacher in separate setting) 	<ul style="list-style-type: none"> Provincial Numeracy 10 assessment results Final student marks in grades 10 & 12 Math courses Encourage re-do of test for students at level 1. Examples of classroom assessments with questions like those on Numeracy exam

To improve student wellbeing.		
Strategy	Activities	Data
1) Create and maintain a classroom environment that is caring, inclusive and supportive of all students	<ul style="list-style-type: none"> • Utilize student voice to gather feedback that informs classroom practices. • Implement school wide SEL informed classroom practices (Self-Care Mondays) • Maximize opportunities to build empathy/ specific in each course (e.g. the big six in SS) • Use of daily check ins or team SEL goal (eg greeting students at the door, being present in hallways etc.) • Tackle safety issues including washrooms, parking lot and cellphones 	<ul style="list-style-type: none"> • Ministry Survey • Self-reporting of classroom SEL (team goal) • Promotion of Self-Care Mondays • Implementation of increased expectation for washrooms, parking lot, cellphones etc.
To increase the percentage of students who graduate with options and purpose.		
Strategy	Activities	Data
<p>1) Develop and maintain school-wide and classroom systems of identifying, tracking, and supporting students who require additional support</p> <p>2) Increase awareness and opportunities of different career pathways and options</p>	<ul style="list-style-type: none"> • Eligible graduate tracking that includes Indigenous, Diverse, and In-Care students. • Speak directly about careers options related to taking a specific elective (eg art-graphic artist) • Continued Celebrations of Learning in each course (connection, meaning, relevance of their learning to real world) 	<ul style="list-style-type: none"> • 6-year graduate rate • Eligible graduate rate • Pass rates. • COL cards • ChatterHigh performance

	<ul style="list-style-type: none"> Continued participation in ChatterHigh by Careers and Business team Implementation of a variety of assessment types both formative and summative using the know, do, understand which competency are based and align to students' strengths 	
To increase student core competencies in relation to their career and life goals.		
Strategy	Activities	Data
1) Equip students with the knowledge and tools to be successful after graduation	<ul style="list-style-type: none"> Coordinate with career facilitator a promotion plan for students, parents, and teachers. Continue to increase the utilization of core competency reflections, and goal setting in each course as part of learning (journey not a destination) Celebrate those students who are selected for district career programs and university entrance scholarships (wall of honour etc.) 	<ul style="list-style-type: none"> Student participation rates in district career programs Female participation in trade-related courses at the school Indigenous participation in trade-related courses at the school

Data Tables

Table 1 Pass Rates by Grade

	2020/21	2021/22	2022/23	2023/24
WJM	Emerging to Extending	Emerging to Extending	Emerging to Extending	Without IE
Grade 9	95	95	91	85
Grade 10	90	93	93	93
Grade 11	93	93	92	93
Grade 12	95	95	95	94

Table 2 Pass Rates by Department

	2020/21	2021/22	2022/23	2023/24
WJM	Emerging to Extending	Emerging to Extending	Emerging to Extending	Without IE
Mathematics	92	91	87	81
English	91	91	92	90
Social Studies	90	92	91	93
Science	91	92	90	92

Proficiency Rates by Grade (Proficient & Extending / 67% and higher)

	2020/21	2021/22	2022/23	2023/24
WJM	Proficient and Extending Only	Proficient and Extending Only	Proficient and Extending Only	Proficient and Extending Only
Mathematics	71	64	60	53
English	66	65	66	68
Social Studies	67	68	66	69
Science	72	68	67	66