

Secondary School Plan for Success 2022-2023

 <p>Yale Secondary School</p>	<p>Principal / Vice-Principals: : Rob Sloboda / Jeff Ritchie / Jaimie Webster School Improvement Team (SIT): Doug Primrose / Kim Sovio / Andrea Bulawaka / Anita McMahon / Curtis Penner / James Maclaren / Julie Hart/ Lucie Loskot / Melissa Toews / Mike Ivany / Ron Jackson Aboriginal CSW: Marcia Cubbon, Rachel Riggs, Cyndi Orth Department Coordinators: MaryLou Gjos, James Maclaren, Trevor Wight, Cheri Smith, Karen White, Tom van Hunenstijn, Doug Primrose, Melissa Toews, Curtis Penner Student Voice: Samantha Connor, Samara Mason, Katie VanDyck PAC: Stacy Vermeeren (Chairperson)</p>
<p>School Context</p>	<p>Yale Secondary website</p>
<p>Inquiry Question What is the burning issue you want to address as a school in you <i>Secondary Strategic Operation Plan</i>?</p>	<div style="border: 1px solid black; padding: 10px;"> <p>Department Inquiries: INQ YSS.pdf</p> <p style="text-align: center;">⇕</p> <p>Yale Inquiry: How do we effectively engage and teach the students we have?</p> <p style="text-align: center;">⇕</p> <p>Secondary Wide Inquiry: How do we co-create an inquiry-based learning experience that is equitable and SEL informed?</p> <p style="text-align: center;">⇕</p> <p>District Wide Inquiry: How do we create a world-class, innovative, and individualized educational experience for every student?</p> </div>
<p>Student Voice Inquiry Question What is the burning issue that Student Voice wants the adults to address as a school?</p>	<p>Student Voice Inquiry How do we remove the stigma about openly talking about people’s mental health so that it becomes routine in classrooms every day?</p> <p>Student Concern 86% of Gr 11 Yale students feel that mental health is an important issue for people their age. Yet only 42% of them feel that students/staff openly talk about mental health.</p>
<p>Rationale What are we doing? - The Visible Learner</p>	<p>Our Collective “Why” Our school goals of SEL, Student Voice, Inquiry, and Reconciliation / First Peoples Principles of Learning are imbedded into our schoolwide inquiry “How do we effectively engage and teach the students we have?” After three years of pandemic, we’ve seen that students have been negatively impacted, as evidenced by growing student gaps in knowledge, skills, achievement, mental health, physical health and overall well-being. The marginalization and “one size fits all” schooling model that has been slow to change has been amplified by the Pandemic. Our moral purpose is to repair the harm that the pandemic has inflicted upon our students, meeting them where they are at, and equipping them with the skills and knowledge that they will need when they graduate from Yale Secondary.</p> <p>Our Collective “How” It is critical that we take a holistic approach to teaching each child in answering our school wide inquiry “How can we effectively engage and teach the students we have?” If we do so, this will result in equitable learning experiences that meet each student where they are at, considering their mental health, physical health, and overall well-being. We will do this not only through the classroom, but through engaging students in school life and athletics as we work towards teaching the whole child. When we tap into students’ curiosity and student voice, we increase their agency where we can increase their overall learning and engagement. We will engage our students in deeper learning and problem-solving by problematizing our classrooms in our competency-based curriculum. Our end goal is transferable learning that will help guide students through life.</p> <p>Each curricular department has developed their own inquiry question to address. By responding to their inquiry, we will be able to better inform our school-wide inquiry, which will then inform our secondary school-wide inquiry, and ultimately our district-wide goal of providing every student with a world-class, innovative, and individualized educational experience for every student.</p>

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School Wide Goal	Leadership/Teamwork Responsibilities	Professional Learning & Resources	How will your actions impact student learning?
SEL	Admin: <ul style="list-style-type: none"> Infuse SEL activities in each Admin led meeting to model the symmetry of adult learning & student learning. Teachers: <ul style="list-style-type: none"> Incorporate SEL activities into daily lessons Support Staff: <ul style="list-style-type: none"> Infuse SEL activities when working in small groups or one on one with students. 	<ul style="list-style-type: none"> Staff Learning Opportunities Sharing best practices at Staff Meetings Teachers sharing best practices at department meetings 	<ul style="list-style-type: none"> The more comfortable staff are in participating in SEL activities themselves, the more comfortable they will be in implement SEL activities with their students.
Student Voice	Admin: <ul style="list-style-type: none"> Incorporating student voice to help inform decision making that impacts students Teachers: <ul style="list-style-type: none"> Utilize student voice to personalize and make relevant student learning opportunities. Support Staff: <ul style="list-style-type: none"> Support students listening to their needs. 	<ul style="list-style-type: none"> Staff Learning Opportunities Sharing best practices at Staff Meetings Teachers sharing best practices at department meetings 	<ul style="list-style-type: none"> Listening to our student's voice will academically motivate students with increased purpose and agency. Student voice will allow us to create more personalized learning experiences promoting increased student purpose, engagement and a stronger sense of community.
Reconciliation / First Peoples Principles of Learning	Admin: <ul style="list-style-type: none"> Provide support in resources and time Teachers: <ul style="list-style-type: none"> Learning opportunities infused with FPPL Support Staff: <ul style="list-style-type: none"> Supporting students embedding FPPL 	<ul style="list-style-type: none"> Staff Learning Opportunities Sharing best practices at Staff Meetings Teachers sharing best practices at department meetings 	<ul style="list-style-type: none"> Students will become more aware of the inter-generational impact of colonialization, attempts at assimilation and cultural genocide. Students will have greater respect for indigenous beliefs, cultures, traditions, worldviews, challenges and goals.
Inquiry Implementation 1) Structured inquiry 2) Controlled inquiry 3) Guided inquiry 4) Free inquiry	Admin: <ul style="list-style-type: none"> Provide support in resources and time Teachers: <ul style="list-style-type: none"> Infuse inquiry to problematize the curriculum Co-create with LLC teacher at least one Inquiry project per course per semester. 	<ul style="list-style-type: none"> Staff Learning Opportunities Sharing best practices at Staff Meetings Teachers sharing best practices at department meetings	<ul style="list-style-type: none"> An inquiry-based learning environment where the learning is problematized will increase student engagement and motivation with increased students voice and choice. Inquiry based learning will promote the development of critical thinking skills, problem-solving abilities, and communication skills in a learner centered environment.

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Mathematics Department	Leadership/Teamwork Responsibilities	Professional Learning & Resources	How will your actions impact student learning?
<p>Inquiry Question: How can we encourage risk taking, a spirit of inquiry, and reflection in our math courses?</p>	<p>Teachers:</p> <ul style="list-style-type: none"> • Meet as a department to feed content into competencies and reduce where appropriate for courses. • Ensure learning targets are linked to competencies. • Prioritize competencies and bring content into it. • Create one inquiry project per course that ties into competencies. • Develop student learning journal plan (reflecting on thinking, FPPL). 	<ul style="list-style-type: none"> • Michelle Middleton session (invite her to SLO or dep meeting). • Time (SLO sessions + Pro D). • Daniel Muller. • Peter Liljdhahl • More learning around connecting competencies to content. 	<ul style="list-style-type: none"> • Learning will become more student centered as students become more intrinsically motivated. • Student learning will become more holistic. • Students will feel a greater sense of ownership of, and accountable to their learning process. • Clearly understanding learning targets will help students better relate mathematics to their own learning and the real world. • Wondering will encourage life-long learning. • When learning is an active process, it becomes more authentic. • Journaling will help students better understand their own learning and thus help them improve.
Social Studies Department	Leadership/Teamwork Responsibilities	Professional Learning & Resources	How will your actions impact student learning?
<p>Inquiry Question: How can a competency-based approach in Social Studies help students develop the skills required for deeper learning?</p>	<p>Teachers:</p> <ul style="list-style-type: none"> • Creating lessons, assignments and rubrics that reflect the competencies. • Ensure our content and resources represent different worldviews. • Develop practical strategies to address the competency-based approach, especially for novice teachers when they join our department. • Base rubrics more on competencies and less on the tasks so students know the skills on which they are being assessed for their projects. • Develop units moving from structured to controlled to guided to free inquiry. • Ensure that each competency is evaluated at least twice per course to show learning growth. • Adapt for students with AIPs, IEPs, and other learning needs. • Continue to monitor and adjust rubrics as needed. 	<ul style="list-style-type: none"> • SLO time to meet with teachers in other buildings who teach the same subjects and discuss strategies. • More collaboration time during SLO to strengthen new teachers' abilities in the classroom. • Time to work on our inquiry in our department meetings. • We could use more independent and small group collaboration time in which we can share, implement, review, and refine our own teaching practices. • New teachers are being hit left and right with changes and adjustments to the job we are doing, without the knowledge or foundations of how to teach. Pro D is needed to help teachers adapt assignments to a competency-based approach in the revised curriculum 	<ul style="list-style-type: none"> • More critical thinking, less rote learning - 'Deep Learning' as students learn more skills. • Increased sense of connection when students see themselves reflected in the content, resources, materials, activities, and assignments in the class. • Increase sense of agency if students are involved in their learning and what and how they learn. • By introducing SEL throughout units, and student choice on assignments, students will feel like they are in control of their learning environment. • When students feel like they are respected and have control over some aspects of their learning they tend to engage more often. It also helps challenge students who may be high achievers to push themselves to do something more than what they would normally be asked. • Students will continue to grow in prioritizing responsible decision making and will be able to solve problems while holding oneself accountable.

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English Department	Leadership/Teamwork Responsibilities	Professional Learning & Resources	How will your actions impact student learning?
<p>Inquiry Question: To what extent does my teaching practice address equity for all students and anti-bias and anti-racism? To what extent am I mindful of my own unconscious biases and how they impact my classroom and students?</p>	<p>Teachers:</p> <ul style="list-style-type: none"> • Research & Read texts that represent diverse voices. • Purchase smaller sets of books to use at multiple grades (5-10 copies) • Purchase a few larger sets for specific grades (ex. "The Break" for 11's) • Implement independent reading projects (one unit) or ongoing reading (throughout the semester) emphasizing student choice in what they read. • Create reflective response activities • Design lessons to introduce book choices • Explore options for supporting students with audiobooks. • Collect anecdotal feedback from students on the impact of choice and diverse texts. 	<ul style="list-style-type: none"> • MONEY to purchase more books (smaller sets) • TIME to search out new resources for teachers to read/discuss readings as a department to share anecdotal feedback 	<p>ENGAGEMENT: Increase student belonging, ownership.</p> <ul style="list-style-type: none"> • Students will read for enjoyment and to achieve personal goals. <p>SOCIAL AWARENESS AND RESPONSIBILITY</p> <ul style="list-style-type: none"> • Students will be better prepared to discuss complex topics. • Students will Value diversity. <p>POSITIVE PERSONAL AND CULTURAL IDENTITY</p> <ul style="list-style-type: none"> • Students will have an Increased understanding of personal values and choice. • Students start to engage in reading as a healthy part of their lives (SEL). • Students will grow confidence/ability in constructing meaningful personal connections between self, text, and world to build understanding.
Fine Arts Department	Leadership/Teamwork Responsibilities	Professional Learning & Resources	How will your actions impact student learning?
<p>Inquiry Question: How can the Fine Arts empower students to engage with their community and be used as a tool to improve/maintain positive social/emotional health and well-being?</p>	<p>Teachers:</p> <ul style="list-style-type: none"> • Through continued reflection we will continue to tweak and adjust our instruction to further meet the needs of our students. 	<ul style="list-style-type: none"> • Consultation with other teachers who teach our subjects, to share ideas, and teaching strategies. • SLO or pro-d time 	<ul style="list-style-type: none"> • Student learning will only improve as we continue to fine-tune our teaching strategies. • We are confident in the environments that we have created in our learning spaces. Our classrooms have as are space places for students to learn, grow and express themselves.

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Science Department	Leadership/Teamwork Responsibilities	Professional Learning & Resources	How will your actions impact student learning?
<p>Inquiry Question: How can Science teachers incorporate post-Covid student needs as we move the lesson, lab and project portions of our courses further towards guided and open end of the inquiry spectrum?</p>	<p>Teachers:</p> <ul style="list-style-type: none"> Algebra skills are important in all levels (9-12) of physics and senior levels (10-12) of chemistry. Graphing skills are being emphasized in all levels (9-12) of biology, chemistry, physics and environmental/earth science. Broadening vocabulary through more reading practice (particularly reading for understanding in context) is important in all levels of all sciences. Having students work in pairs and occasionally larger groups in nearly all inquiry labs. In labs involving “unknown samples”, each student may be given their own unknown to identify. This allows development of self-confidence for all students as well as individual success. Promoting anti-racism/anti-hate messages that are posted in classrooms. Every unit in every science course has at least one “application area” built in. These provide a good foundation for the creation of lab and non-lab-based inquiries. Science teachers are creating “choice board-style” projects to allow students more latitude with their inquiries. These existing features may be expanded upon and may be combined with SEL and Student Voice aspects as our department attempts to create meaningful ways to use the “Deeper Learning” blocks in next year’s timetable. Application of Competencies to paper-based assessments is being practiced by several Chemistry teachers in the district. Teachers of junior and senior sciences are building in lessons (or portions of lessons) to address Covid-created “gaps” in numeracy and literacy skills. Every unit in the junior science curriculum has at least one feature that highlights indigenous ways of knowing and being. Yale’s science department intends to broaden their use of competency-based assessment beyond the laboratory. Science department members have already selected 6 to 8 of the 31 Science Competencies for use in assessing inquiry labs. Deep Learning exemplar 	<ul style="list-style-type: none"> One to two blocks of SLO time to revisit strategies required to provide all students with these essential skills required for success in science. A lab assistant will continue to be necessary one day per week to maintain “lab kits”. One to two periods of SLO time to work in junior science and/or senior science groups to embed more SEL, Student Voice and FPPL inquiry activities into curriculum. Timetable to continue to include Sc/SS 9. One to two periods of SLO time. District-wide SLO time for junior science teachers and teachers of common senior science subjects. Activity requires students to view two contentious current topics through different lenses, to acknowledge their own biases and media bias in Science. They also learn that not all opinions are equal, scientific literacy is important when disseminating “information” online. 	<ul style="list-style-type: none"> More students will be prepared to enter their selected senior sciences. Students at the grade 12 level will require less review time on these skills. This will increase students’ self confidence in their academics. This increased self-confidence may extend to areas beyond the classroom. The usual vertical alignment of competencies and skills will be extended horizontally into other humanity and mathematics based courses to assist students in all subject areas. projects and inquiry labs helps develop students’ social and emotional competencies in the classroom. Learning will become more student centered. This should help students become more intrinsically motivated. Connecting curriculum to real life applications, while encouraging students to share their own applications through story-telling will encourage life-long learning. Students should become less focused on grades. This will require significant time (several years) for secondary and post-secondary teachers along with parents to become adjusted. Students will practice self-reflection, be conscious of the impact of their words and opinions in group settings. This activity provides the scaffolding for future open inquiry activities; students have voice, but need to make careful observations based on real research. Further development of Google Classroom/Canvas to help absent students (academy, school sports, COVID, family travel) avoid falling behind.

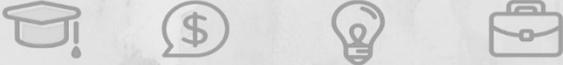
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Applied Skills Department	Leadership/Teamwork Responsibilities	Professional Learning & Resources	How will your actions impact student learning?
<p>Inquiry Question: How can the Applied Skills Department encourage students to explore/reflect on their own Career Path/Lifestyles in a way that allows them to make better decisions regarding their future?</p>	<p>Teachers:</p> <ul style="list-style-type: none"> • Provide opportunities for students to learn, and gain confidence in a variety of skills that could transfer to a possible career/lifestyle. • Take time to allow students to research and explore different career paths and directions and lifestyles. • Applied Skills/Career Ed. Teachers can act as active role models. Each Applied Skills Department member brings a very robust and diverse career experience/lifestyle to share with their students. • Provide a spectrum of learning environments/opportunities, and skills, to equip students with an extensive base of experience they can draw from, in their career search/path/lifestyle. 	<ul style="list-style-type: none"> • Professional development on creating meaningful lessons around career search and experience. • SLO time to explore strategies required to provide all students with the essential skills required to have a more in-depth and meaningful educational experience • Invite a variety of guest speakers into our shops/Cooking Labs/Classrooms (ITA, District Career Programs, local industry, etc.), to reinforce the daily learning experience of our Applied Skills/Career Education students. 	<ul style="list-style-type: none"> • Students will begin engaging in “forward” thinking. • By exploring various career paths/lifestyles students may experience less anxiety as they get closer to graduation and independent living. • Students will build competency and confidence in their skills and abilities.
Physical Education Department	Leadership/Teamwork Responsibilities	Professional Learning & Resources	How will your actions impact student learning?
<p>Inquiry Question: How can we encourage students to explore/reflect on their own health and fitness and make positive changes to better themselves?</p>	<p>Teachers:</p> <ul style="list-style-type: none"> • Teach students goal setting and the importance of tracking progress over time. • Take time to allow students to research and explore different avenues of fitness. • PE teachers act as active role models. • Introducing numerous activities to students so they can find multiple ways to be active for life. • The very nature of a PE course reinforces teamwork and understanding. Create opportunities for students to find ways to work with all of their peers. • Healthy school options for students, such as a cafeteria with healthy food choices • Promote the importance of physical activity. • Bring in guest speakers such as SHIFT, Nutritionist, etc. to support healthy living and health and wellness goals. • Model the importance of daily physical activity. 	<ul style="list-style-type: none"> • Professional development on creating meaningful lessons around health and wellness • Healthy school options for students, such as a cafeteria with healthy food choices • Funding for the weight room every year to keep up with maintenance costs and purchases • Bring in guest speakers such as SHIFT, Nutritionist, etc. to support healthy living and health and wellness goals 	<ul style="list-style-type: none"> • A healthy body and mind are the most important aspect to a student being successful in other areas. If a student is healthy both physically and mentally then they will be able to perform well in their other academic classes. • Allowing students to take control of their own fitness is important because they will have the tools to continue the fitness journey outside of high school.

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Modern Language Department	Leadership/Teamwork Responsibilities	Professional Learning & Resources	How will your actions impact student learning?
<p><u>Inquiry Question:</u> How will language students gain a better understanding of their own cultural identity and place in their community by exploring other cultures?</p>	<ul style="list-style-type: none"> • Make a list of curricular competencies in each grade for “Personal and Social Awareness” and make connections to what we already are doing. • Brainstorm what we can easily change to infuse more cultural awareness into our courses. • Circle back and look at the competencies (step 1) at the end of the semester/year to track progress made. 	<ul style="list-style-type: none"> • Time to collaborate and to look at new resources as a department. • Attend workshop(s) relating to culture. • Collaborate and share as a department on a regular basis: what we try, project criteria, what went well and what needs improvement. • Workshops to attend as a department (examples: interculturality in the language classroom, infusing Indigenous culture in the language classroom, etc) - BCATML 2022 conference in October? (Richmond - Oct Pro-D Day). 	<ul style="list-style-type: none"> • Through exploring culture, students will make connections to their own cultures and could be more engaged / invested / interested in learning a new language.
Learning Services Department	Leadership/Teamwork Responsibilities	Professional Learning & Resources	How will your actions impact student learning?
<p><u>Inquiry Question:</u> How can we create systems and spaces for students to meaningfully engage in school, demonstrating both self-awareness and personal responsibility in their learning?</p>	<ul style="list-style-type: none"> • Create systems of tracking attendance and tiers of attendance management for designated students. • Create ways to monitor and track student learning and progress under the new assessment systems. • Embed new assessment criteria language into our classrooms so that students understand it and are confident with what their feedback means for their learning. • Helping families to engage in and understand assessment practice as it pertains to student learning. • Helping teachers to find ways to communicate student progress clearly with both families and LSS teachers. 	<ul style="list-style-type: none"> • Inter-school collaboration regarding how other schools are managing/addressing attendance. • Lists of contacts in other schools • Training on the parent/student back-end of MyEd so that students and families understand it. • District workshops for families? • Consistency across our school on how we will communicate student learning to students/families • Money to continue creating spaces for meaningful engagement for a range of learners (food, SEL resources, calming environments, etc.) 	<ul style="list-style-type: none"> • Increased rates of attendance • Proactive interventions should limit course drops and allow students to continue in regular classes with teacher experts • Students will develop greater independence in their learning as they progress from grade 9 until graduation. • Confidence • Overall well-being • If students are able to engage more in school, they will have greater academic/learning success. • Connections to peers • Connections to adults • Buy-in to the routines and expectations of school

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 <p>STUDENT SUCCESS OPTIMIZED RESOURCES ENGAGING OPPORTUNITIES PROGRESSIVE WORK FORCE</p>	<p>2020-2024 Strategic Plan</p>	<p><i>Making Connections</i> 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</p>
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<p>Connections to the District Strategic Plan Increase student achievement and inquiry. Increase graduation success. Achieve excellence in teaching.</p>	<ul style="list-style-type: none"> • Our school plan focuses on closing the gaps in student knowledge, skills, achievement, mental health, and well-being that have emerged as a result of the pandemic. Our school's inquiry, "How can we effectively engage and teach the students we have?" is informed by department enquiries. Our ultimate goal is to close the gap that exists at Yale for each of our students.
<p>Connections to the Secondary Operational Plan Inquiry Based Learning Competency Based Instruction / Assessment Co-Construction SEL Student Equity Student Voice Blended Learning LLC as Hub of Inquiry</p>	<ul style="list-style-type: none"> • Our school growth plan has a direct correlation to the Secondary Operation plan through the focus on Inquiry learning and going deeper as set up in the revised BC Curriculum. Focusing on Equity, SEL, Students Voice and agency create personalized ways of teaching and learning better preparing students for the realities of the 21st century. Departments are working to re-design courses towards competency-based learning. Teachers are working towards producing Inquiry-based learning units. Our library has been transformed into a learning commons where digital literacy, and Inquiry-based learning will be promoted in a co-teaching format. The admin team is working hard to build a coaching philosophy within the school. We have established a schedule of regular classroom visits. • Staff are encouraged to incorporate school goals as part of the Professional Growth Plans leads to coaching conversations to help guide and clarify direction as staff dive into the new curriculum through thoughtful questions and reflection.
<p>Connections to the Aboriginal Enhancement Agreement Increase Student Pride Increase reading scores Increase sense of belonging Increase graduation rates</p>	<ul style="list-style-type: none"> • VPs and counsellors will liaise with Indigenous staff to continue to support Indigenous students regarding achievement for the purpose of improving student success and graduation rates. • Our Indigenous Support Teacher will continue her collaborative work with staff to infuse indigenous content and First Peoples Principles of learning into every course area. • Our Indigenous Youth Care Workers Rachel Riggs and Cyndi Orth will offer a vast array of opportunities for Indigenous and non-indigenous aboriginal students to partake in cultural activities, performances, field trips, speakers and events. We will build on the breakfast program to support our students.