Secondary School Plan for Success 2023-2024

Yale Secondary School	**Principal / Vice-Principals:** : Rob Sloboda / Jeff Ritchie / Jaimie Webster **Aboriginal CSW:** Jessica Richardson, Rachel Riggs, Cyndi Orth **Department Coordinators:** MaryLou Gjos, James Maclaren, Trevor Wight, Cheri Smith, Karen White, Christine Ross, Doug Primrose, Melissa Toews, Curtis Penner **Student Voice**: Elizabeth Aguilar, Jonah Drury, Brooke Hayden, Ava Heppner, Michelle Ngo, Ishi Sharma, Ope Sodipo **PAC:** Stacy Vermeeren, Tracy Friesen, Kelli Friesen, Tracy Friesen, Alana Garandza, Tammy Siganakis

School Context	**Yale Secondary website**
Inquiry Question What is the burning issue you want to address as a school in you *Secondary Strategic Operation Plan*?	**Department Inquiries: INQ YSS.pdf** ⇕ **Yale Inquiry: How do we effectively engage and teach the students we have?** ⇕ **Secondary Wide Inquiry:** How do we co-create an inquiry-based learning experience that is equitable and SEL informed? ⇕ **District Wide Inquiry:** How do we make routine and equitable the creation of powerful, innovative, engaging learning experiences for each student (every support staff, every teacher, every leader) in our organization?
Student Voice **Inquiry Question** What is the burning issue that Student Voice wants the adults to address as a school?	**Student Voice Inquiry** How can Yale create a more inclusive learning environment that is responsive to the individual needs of each student? **Student Identified Areas Of Importance** Our marginalized students have identified the following five categories as essential to increase student engagement and improving school culture: 1) Building strong relationships with students 2) Mental health and wellbeing support 3) Personalized instruction for individualized learning 4) Relevant and engaging curriculum 5) Differentiated Instruction
Rationale What are we doing? - The Visible Learner	**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. **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 can do this while teaching responsibility and holding high expectations for our students as we consider their individual needs. 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, 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. Each curricular department has developed their own inquiry question. By responding to their inquiry, we can 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.

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School Wide Goal	Strategies	Professional Learning & Resources	How will your actions impact student learning?
SEL / Wellbeing	• infuse SEL activities in each Admin led meeting to model the symmetry of adult learning & student learning. • Incorporate SEL activities into daily lessons. • Infuse SEL activities when working in small groups or one on one with students.	● Staff Learning Opportunities ● Sharing best practices at Staff Meetings ● Sharing best practices at department meetings	• The more we can model SEL and Wellbeing strategies as adults with one another, the more likely we will be able to infuse this in our classrooms. This will result in students wanting to attend due to the relationships they have with staff.
School Wide Goal	**Strategies**	**Professional Learning & Resources**	**How will your actions impact student learning?**
Student Voice	• Incorporating student voice to help inform decision making that impacts students at the classroom and school level. • Utilize student voice to personalize and make relevant student learning. • Share ideas amongst staff on how to implement student voice at the classroom level.	● Staff Learning Opportunities ● Sharing best practices at Staff Meetings ● Sharing best practices at department meetings	• 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.
School Wide Goal	**Strategies**	**Professional Learning & Resources**	**How will your actions impact student learning?**
Culturally Responsive Creating a welcoming and respectful environment that values and celebrates diversity while actively addressing and challenging systems of bias, discrimination, Reconciliation, and racism through anti-bias and anti-racism education and actions.	• Promote a learning environment that is anti-racist, equitable and values diversity. • Challenge their own biases and assumptions and work to create a more equitable learning environment for all students. • Creating culturally responsive classroom environments that are inclusive, respectful and supportive of all students regardless of their race, ethnicity, language, or socio-economic status. • Challenge their own biases and assumptions and work to create a more equitable learning environment for all students. • Embed FPPL into daily learning. • Celebrate diversity on a daily basis to show that we value and appreciate all cultures. • Encourage students to share their cultural experiences. • Encourage parent involvement. • Committing to First Peoples Principles of Learning and commitment to the Calls to Action of the Truth and Reconciliation Commission	● Staff Learning Opportunities ● Sharing best practices at Staff Meetings ● Sharing best practices at department meetings	• Creating a culturally inclusive classroom and school will have a significant impact on student learning as students will feel respected and valued for who they are. • They will be more engaged and motivated to learn impacting academic performance, improved social and emotional wellbeing.
School Wide Goal	**Strategies**	**Professional Learning & Resources**	**How will your actions impact student learning?**
Inquiry Implementation 1) Structured inquiry 2) Controlled inquiry 3) Guided inquiry 4) Free inquiry	• Infuse inquiry to problematize the curriculum. • Design open-ended questions in our classrooms. • Incorporate student interests. • Encourage reflections and group discussions. • Model inquiry skills with our students.	● Staff Learning Opportunities ● Sharing best practices at Staff Meetings ● Sharing best practices at department meetings	• 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	Strategies	Professional Learning & Resources	How will your actions impact student learning?
Inquiry Question: How can we encourage risk taking, a spirit of inquiry, and reflection in our math courses?	• 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).	• Michelle Middleton session (invite her to SLO or dep meeting). • Time (SLO sessions + Pro D). • Daniel Muller. • Peter Lilijdahl • More learning around connecting competencies to content.	• 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	**Strategies**	**Professional Learning & Resources**	**How will your actions impact student learning?**
Inquiry Question: How can a competency-based approach in Social Studies help students develop the skills required for deeper learning?	• 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. • Using the competencies, ex. Stressing significance, changes over time, etc. have really helped students make connection to their country and the world, as a whole. • Making links about Indigenous Peoples and their ways of learning helps students understand our own Indigenous community.	• 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 We will use Pro D to help teachers adapt assignments to a competency-based approach in the revised curriculum.	• 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	Strategies	Professional Learning & Resources	How will your actions impact student learning?
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?	● Use ungraded and graded collections to encourage independent reading. ● Share anecdotal feedback with department ● Suggest new books	● Use time to review/read new texts ● Seek out recommendations from other districts/teachers ● Need money for texts for new First People's courses (10, 11, 12) ●Yale Library collection – new books added this year ●Resource evaluation: - presentation - Google Doc version - this page has links to Indigenous resources for multiple subject areas.	● Renewed interest in reading; ● More time in class reading (focused, screen time break) ● Appreciate seeing themselves in the text ● Stronger at making connections between text and real word (relevance in reading)

Fine Arts	Strategies	Professional Learning & Resources	How will your actions impact student learning?
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?	● Through continued reflection we will continue to tweak and adjust our instruction to further meet the needs of our students. ● Endeavours lend themselves to therapy / dealing with and improving social/emotional well-being. ● In the fine arts, working towards individual and collective goals such as performances and displays of learning (art shows, concerts etc.) help students to learn teamwork, to meet deadlines, and to overcome performance anxiety.	● Other fine arts teachers within the district / province. Provincial professional associations and related resources such as the BCMEA. ● Abbotsford Music Educators Association (AMEA) and the Association of British Columbia Drama Educators (ABCDE), participation in Fraser Valley Zone Festival (for drama). BC Art Teachers Association, Gallery/Museum Archives, Abbotsford Arts Council, Langley Arts Council etc.	● Students are being connected with the large art community. This happens through dramatic / musical performances, visiting art galleries. Students gain an understanding of potential post-secondary study options and potential career options under the arts umbrella. ●Post-secondary study options and potential career options under the arts umbrella. Further, through seeing and engaging in arts displays and performances, this raises the level of student work

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Science	Strategies	Professional Learning & Resources	How will your actions impact student learning?
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?	• 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 and 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](#)	• 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. • 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.	• 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 help 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 storytelling 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 and movement of Google Classroom/Canvas activities over to One Drive/Teams to help absent students (academy, school sports, COVID, family travel) avoid falling behind.

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Applied Skills Department	Strategies	Professional Learning & Resources	How will your actions impact student learning?
Inquiry Question: How can the Applied Skills Dept encourage students to explore & reflect on their own career paths & lifestyles in a way that allows them to make better decisions regarding their future.	● Work with inquiry methods already being used & develop inquiry cards. One per course. ● Align current inquiry methods & content with competencies. Utilize course matrixes ● Continue discussion of what SEL & Mental Health looks like in our dept. How do we connect with our students & build greater connections.	• SLO & Pro-D • Dive into Inquiry • Michael Middleton • School based Pro-D on SEL • Participation in school Student Voice via SLO	• Students can make real world connections to what their learning. • Learning is more student centered, more student ownership & accountability. • Learning is inquiry & or project based. Students have more agency & direction over their learning. • Students are growing in their knowledge of mental health & SEL

Physical Education	Strategies	Professional Learning & Resources	How will your actions impact student learning?
Inquiry Question: How can we encourage students to explore/reflect on their own health and fitness and make positive changes to better themselves?	●Meet as a department to reflect on figuring out our "big picture" - what we want students to get out of P.E. using our end goals to figure out how to select the most valuable curricular and core competencies to focus on. ● Figuring out how to combine personal choice and inquiry into creative group projects, presentations and assignments.● Trial & error with different instruction, skills, gameplay, etc. and sharing what works well with colleagues.	● Connecting with other schools to see how their inquiry is going and find out what is working and what is not working. ● Attending a professional development together as a department. ●Continuing to look for articles, documentaries and information that have the most up to date information for nutrition, mental health and physical health.	● Our enthusiasm about health and fitness will hopefully inspire students to care about their health and fitness as well. ● Providing a variety of activities and knowledge about mental and physical health that will resonate at their current age and lifelong as well. ● being role models for health and fitness. ●taking care of ourselves so students can see an example of health and wellness.

Modern Language	Strategies	Professional Learning & Resources	How will your actions impact student learning?
Inquiry Question: How will language students gain a better understanding of their own cultural identity and place in their community by exploring other cultures?	● 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.	● Attend workshop(s) relating to language and culture (ex: BCATML, SFU BAFF, etc.) ● Collaborate and share as a department on a regular basis: what we try, project criteria, what went well and what needs improvement.	• Through exploring culture, students will make connections to their own cultures and could be more engaged / invested / interested in learning a new language. • Focusing on the process of learning, rather than the product or memorization will prepare to think critically/creatively while using a second language.

Learning Services	Strategies	Professional Learning & Resources	How will your actions impact student learning?
Inquiry Question: How can we create systems and spaces for students to meaningfully engage in school, demonstrating both self-awareness and personal responsibility in their learning?	• 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.	• 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 • Creating spaces for meaningful engagement for a range of learners (food, SEL resources, calming environments, etc.)	• 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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	2020-2024 Strategic Plan	*Making Connections*
STUDENT SUCCESS · OPTIMIZED RESOURCES · ENGAGING OPPORTUNITIES · PROGRESSIVE WORK FORCE		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

Connections to the District Strategic Plan Increase student achievement and inquiry. Increase graduation success. Achieve excellence in teaching.	• 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.
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	• 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.
Connections to the Aboriginal Enhancement Agreement Increase Student Pride Increase reading scores Increase sense of belonging Increase graduation rates	• 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.