

# Robert Bateman Secondary School Plan for Success



**Team Members:**

Team Members: Admin – Lance McDonald, Jeff Ritchie, Travis Bell

Instructional Leaders – Sheldon Weinkauf, Brian Lieuwen, Jeff Crocker, Tamara Burk, Jackie Selzer, Jen Crockett, Lorilee Kidd, Nicole Calder, Jeff Dods, Byron Kask, Ondia Gillete, and Laura Hoeppner

Our RBSS Growth Pack, entire staff of teachers, EA's, YCW's, secretaries, and custodians

**School Context**

Robert Bateman offers a wide range of educational programs with many opportunities for students to pursue their passions. We are embracing the core competencies of the B.C. curriculum as we delve deeper into inquiry and blended learning. The focus on academics is evident in all the core courses with an additional challenging opportunity of AP (Advanced Placement) courses. We pride ourselves in having a schoolwide approach to formative and summative assessment, where inquiry allows. Our school culture has been enhanced by our leadership courses, and the schoolwide work in SEL (Social Emotional Learning) across all school disciplines. Our opportunities in the Fine Arts, Applied Skills, and Athletics contributes greatly to a well-rounded educational experience. We are cognizant and invested in our role to emphasize equity in all sectors of our school (Individual, Interpersonal, Pedagogical, and Structural & Institutional).

Our website has more information [www.robertbatemansecondary.com](http://www.robertbatemansecondary.com)

**Inquiry Question**

What is the burning issue you want to address as a school in your *Secondary Strategic Operation Plan*?

How will the focus on our RBSS values and commitments improve student engagement (deeper learning) and ownership as we embrace the new curriculum competencies and core competencies (communication, collaboration, creativity, critical thinking, personal awareness and responsibility, personal and cultural identity, and social awareness and responsibility)?

Robert Bateman Staff Values:

- 1.) Growth Mindset/Self-Motivation/Critical Thinking
- 2.) Respect
- 3.) Perseverance/Resiliency/Grit
- 4.) Social Consciousness
- 5.) Independence/Personal Responsibility

Robert Bateman Staff Commitments to Students:

- 1.) Provide a safe and respectful environment
- 2.) Model and inspire life-long learning
- 3.) Encourage students to be socially responsible and appreciate their roles as global citizens
- 4.) Promote self-reflection, perseverance and autonomous learning
- 5.) Provide a variety of opportunities to help students achieve their goals

# Robert Bateman Secondary School Plan for Success

<b>Rationale</b> What are we doing?	Student engagement has been a focus for our school for the past few years. Our Abbotsford School District is encouraging our educators to embrace deeper learning as we navigate our way through the new curriculum. We will be focusing on emergence and symmetry where educators are continuing to learn and collaborate much like our students. This past year we have become so much more knowledgeable in the area of blended learning, social emotional learning with a goal of celebrating student voice.		
Strategies (include ELL & LSS)	Leadership/Teamwork Responsibilities	Professional Learning and Resources	Progress and Impact on Student Achievement
Work in collaborative teams to better educate our staff and students for the 21 <sup>st</sup> century by enabling them to think critically, work with others, and be self-directed.	Admin: Provide support via resources and time for staff to plan for new curriculum. Build Team Teaching opportunities into the timetable. Support Cross Curricular opportunities for teachers. Support SLO (Staff Learning Opportunities) for sharing, designing, and planning lessons that better support the new curriculum. To encourage and support all staff to build knowledge and practice in new pedagogies for deep learning. We have co-constructed a block schedule that suits the needs of our RBSS students (flexibility, individual needs, allow time to strengthen relationships, and time for bigger / deeper inquiry).	Stay updated with the latest releases from the Ministry of Education. Continue to support Department Heads taking part in the district meetings to collaborate with all schools across the district. NOTE: This was difficult this past year due to COVID/pandemic restrictions, but we will return to this practice in the coming months.	Departments will present new initiatives regarding the new curriculum at staff meetings starting in October 2021. This is still happening in small circles, but social distancing and the pandemic have made this more challenging. Prior to the pandemic we rotated our department meetings into department classrooms to host meetings and share progress. This was well received by department heads, and a nice way to get staff into other learning spaces. This will be continued in 2021/22.  More and more staff are using projects and culminating activities that require their students to go deeper with their understanding and their ability to show their learning.
	Teacher Leaders: Provide guidance & leadership while working with teams on new curriculum. Encourage the use of 'SLO' for new curriculum planning and leading departments in the area of inquiry. Educators will model risk taking and provide feedback regarding the process of learning new material and trying new things (ie: the emergence of team teaching and cross curricular units).	Collect appropriate resources for new curriculum & PBL (project-based learning) / Inquiry strategies. We have been successful at implementing platforms like MyBluePrint and the self-assessment of the Core Competencies. Our first year of implementing Career Life Connections 12 and the Capstone Project has been very successful and meaningful for our students. Many teachers volunteered to teach CLC 12 to different groups that they were already connected with through various courses (ie: AP courses, Music, Leadership), while other teachers taught the CLC 12 competencies in a blended learning environment where the students alternated face-to-face instruction with online instruction.	Experiment with the new curriculum by implementing segments/strategies from newly planned units.  Our grade 9 students have all successfully completed their grade 9 career course. We are now trying to develop a more robust plan to help them with transition to secondary school and prepare them for the 3-year Graduation Program. Our leadership students will be mentoring our grade 9 students, while at the same time assisting them with their Career 9 competencies.  We were successful at implementing the first year of Career 12 (Career Life Connections and the Capstone Project).  Our core competencies self-assessment has continued to be addressed through our classroom teachers. Students are required to know their areas of growth and where and what they might do to improve competencies moving forward.

# Robert Bateman Secondary School Plan for Success

	<p>Staff: Develop courses and unit plans for new curriculum while embracing a necessary move to an inquiry based approach to teaching and learning. Our staff are becoming more accustomed to teaching in a blended learning environment (especially through the pandemic), where students and staff connect through Google Classrooms.</p> <p>The term “deeper learning” will start to become more a part of our RBSS language as we continue to allow students to take risks and learn through discovery.</p>	<p>Continue to explore and be able to plan for “Do, Know, &amp; Understand’ along with Core Competencies and Curriculum Competencies.</p> <p>This past fall we had an online pro-d for all staff on diversity and equity led by Dr. Lisa Gunderson. This was an emotionally charged pro-d that allowed our staff to evaluate the privileges we may or may not have at this time.</p> <p>SLO (Staff Learning Opportunities) will continue to support staff with collaboration and areas of growth (For example: inquiry and project based learning, social emotional learning, equity, student voice, blended learning, and many more staff initiated growth areas).</p>	<p>Courses &amp; unit plans completed with focus on Big Ideas and Learning Standards / Competencies. The pandemic has really forced our students to become familiar with blended learning (ie: Google Classroom). This online version of learning has allowed students to embrace a new form of education that will complement their ability to share their knowledge in different ways. Students enjoyed the freedom and flexibility that this blended experience created for them.</p>
<p>Continue building tools for student ownership, resiliency, grit &amp; responsibility.</p>	<p>Admin: Provide support to staff as they experiment with new student ownership strategies and school systems.</p> <p>NOTE: We have learned some positive impacts from the quarter system, that will allow for a hybrid schedule for the 2021/22 school year. Our hope is that the new schedule will allow more time for creative lessons to be taught during the longer blocks slated for specific times (Wednesdays and Thursdays).</p>	<p>Extended Learning Opportunity (ELO) is a gift of time to allow our students to reflect on an area where they may need more time and support. They use this self-directed time to seek out help from staff and peers. Our longer double blocks will support the concept of ELO at Bateman. This time will also assist with the support of social emotional learning (SEL).</p>	<p>We will once again visit the use of this time and our new schedule at our grade assemblies (classroom visits) in September 2021. Our goal is to have students own some of this time, and have the ability to assess where they are, and what they need, and where they might go to achieve the needed support. Help them understand - What does self-regulation look like?</p>
	<p>Teacher Leaders: Examine and implement innovative ELO options to engage various student groups. Our staff also have collaboration time (SLO) on Friday mornings. Another example of symmetry where our staff are modeling that collaboration is important and helpful for learning.</p>	<p>Examine ELO options within the new schedule where the double blocks will allow for time with ELO. We adjustment to our this new schedule and take some time to evaluate whether there is a need to actually schedule the ELO time back into the schedule.</p>	<p>ELO and the self-assessment of core competencies have given our students an opportunity to reflect on their learning and needed areas of growth. The deeper learning will be supported by collaboration, inquiry, digital literacy, critical thinking, problem-solving, exit interviews, etc.</p>
	<p>Staff: Establish routines and educate students on effective ways to utilize the new weekly ELO block. ELO needs to continue to stress self-regulation and will be taught and monitored.</p>	<p>Self-reflecting on strategies being used to improve their knowledge base can be explored within the deeper learning blocks. This is an ongoing growth area for our students that will allow for some continued work in the areas of their Core Competencies.</p>	<p>ELO was difficult to assess in past years with respect to improved student achievement. We do believe that a large portion of our students were using this gift of time as it was intended. A chance to work on needed material they or their teacher deemed necessary. Our Assessment Week (end of semester) will continue to support credit recovery.</p>
<p>Examine ways to utilize our established School Values &amp; Commitments to assist our LSS students and their learning experience.</p>	<p>Admin: Focus on school values and commitments at staff meetings &amp; daily conversations with staff and students. School Based Team will continue to challenge the status quo as we look for more interventions and solutions to support students and their specific needs.</p>	<p>Continue to build on the coaching conversations of the past year. Improve staffing by having fewer teachers with one block of LA/LD. Find ways to utilize all our human resources in our LSS department, and the sharing of LSS space. Continue to support the much-needed equity work across all disciplines.</p>	<p>Monitor our designated students and their progress in their courses. Case managers will supervise and communicate with fellow educators, parents, and outside agencies when needed. We have added a new Aboriginal Education Assistant to assist with the tracking of data.</p>

# Robert Bateman Secondary School Plan for Success

	<p>Teacher Leaders: Our School Based Team will continue to work on a holistic approach to supporting our designated students.</p>	<p>Access speakers or resources to further our conversations in various group settings. Encourage LSS staff to attend the Alternative Education Conference in Vancouver.</p>	<p>Teachers will communicate with case managers regarding the needed competencies required by the students. Our teacher (Indigenous Success) has increased to .857 FTE to better support our Indigenous students. We will have a Science 10 / Socials 10 Cohort where two teachers will co-design units that are cross curricular.</p>
	<p>Staff: We will continue to find ways to integrate our students into classrooms where the learning is meaningful and engaging.</p>	<p>Examine classroom data for LSS students to ensure supports are in place for success. Design and support an Alternative to Suspension approach within our school.</p>	<p>Examine semester end marks and success rates of LSS students. Case managers will continue to monitor all aspects of their students' educational experience. Our in-school suspensions will be similar to the experience at Alternatives to Suspension (workshops on behaviours and choices).</p>



<p><b>Connections to the District Strategic Plan</b></p> <ul style="list-style-type: none"> <li>Excellence in teaching</li> <li>Excellence in leadership</li> <li>Flexibility &amp; access to programs / services</li> <li>Ethical &amp; innovative use of technology</li> <li>Parental &amp; community engagement</li> </ul>	<p>The RBSS growth plan is highly invested in improving student engagement (deeper learning) and ownership through teacher leadership and training. As a staff, we are committed to supporting our students through our agreed upon values and commitments. This belief system directs all our decisions when supporting our students and staff at Robert Bateman Secondary School. The new B.C. Curriculum allows for flexibility in teaching and learning. This is a challenging and exciting time in education that will positively benefit the learning experience for all our educators and our students.</p> <p>Robert Bateman Staff Values: Growth Mindset / Self-Motivation / Critical Thinking / Respect / Perseverance / Resiliency / Grit / Social Consciousness / Independence / Personal Responsibility.</p> <p>Robert Bateman Staff Commitments to Students: Provide a safe and respectful environment / Model and inspire life-long learning / Encourage students to be socially responsible and appreciate their roles as global citizens / Promote self-reflection, perseverance and autonomous learning / Provide a variety of opportunities to help students achieve their goals.</p>
---	--

# Robert Bateman Secondary School Plan for Success

## Connections to the Secondary Operational Plan

Assessment Practices

Inquiry Based Learning – PBL

Blended Learning/Digital Literacy & Flexible Spaces

Leadership for Learning: Instructional Coaching

The RBSS school growth plan has a direct correlation to the Secondary Operation plan. We are focused on inquiry learning & good assessment practices which embrace the new curriculum. This past year our staff have made good progress on the new curriculum and are adjusting well to the new courses that are now in place. As a staff we will continue to support coaching conversations that will guide and clarify the direction for the new curriculum. We will work as a group of professional educators to collaborate within our school, and to collaborate with educators across the district and province.

In the past we have had staff volunteer to team teach courses, and other staff experiment with some cross curricular teaching. We will continue to build capacity by sharing out at staff meetings, presenting new ideas, and attending more conferences that broaden our learning. Our Learning Commons continues to be used for student and teacher collaboration, sharing and presenting what students and staff are learning (once again the symmetry between adult learning and youth learning). This learning space will continue to support the expansion of our blended learning, digital literacy, inquiry-based learning, flexible classrooms, team teaching, and many other new initiatives here at RBSS.

# Robert Bateman Secondary School Plan for Success

## Connections to the Aboriginal Enhancement Agreement

Increase Student Pride  
Increase reading scores  
Increase sense of belonging  
Increase graduation rates

### GRADUATION RATES:

- We will educate staff on the New Enhancement Agreement and the three goals (Student Success, Cultural Identity, and Equity and Access). This will guide their practices and instruction. I would like our staff to participate in an Indigenous Blanket Exercise to have a greater understanding and respect for Indigenous people and how Residential Schools still impact our Aboriginal youth today. Our district administration day is scheduled for November this coming fall, where all secondary schools in the district will be collaborating and learning ways, we can improve and support Indigenous Principles of Learning.
- First Peoples “Principles of Learning” poster in every classroom.
- Aboriginal Role Model posters displayed around the school.
- We have an Indigenous Cohort (Social Studies 10 and Science 10) scheduled in the timetable for 2021/22.

### CAREER PROGRAMS:

- Enroll more Aboriginal students in Career programs. Career teacher to hold information session on different career options

### SENSE OF BELONGING & CULTURAL PRIDE

- Land Acknowledge at all formal assemblies – We acknowledge that we work and learn on the Traditional, Ancestral, Unceded, and Shared territories of the Stó:lō people, Sema:th and Matheqwi First Nations. With this, we respect the longstanding relationships that Indigenous Nations have to this land, as they are the original caretakers.
- Explore culturally based activities and events to increase a sense of belonging and cultural pride. Our Teacher for Indigenous Success will continue to support teachers to connect Indigenous learning to curricular competencies, in all RBSS courses. We also have a fulltime Indigenous EA available to support both our students and staff.
- Encourage all Indigenous youth to participate in at least one area at RBSS (athletics, music, clubs, etc.)
- Have an environment of inclusion for “ALL” at RBSS (for example: continue to support “Rock your Mocs” day, Orange Shirt Day, Red Dress Day, etc.).
- Use our Indigenous room to honour Indigenous culture through local artists’ work (i.e. carving, mural, drum making, etc.)

### PERFORMANCE INDICATORS GRADE 8 TO 9 TRANSITIONS

- Connect with the Indigenous Support Worker at Clayburn Middle School and transition our Indigenous students in gr. 8 in the spring to meet with the ISW and Indigenous Teacher here at RBSS.
- We will make sure we know them well prior to them entering the building in September.
- We will greet incoming Indigenous students, give them a tour of the school and point out the many supports in place throughout the school.

# **Robert Bateman Secondary School Plan for Success**