


Secondary School Plan for Success 2019/2020



	<p>Bakerview Centre For Learning <i>...a positive, unique and respectful community of learners</i></p> <p>School Planning Team: Phil Cookson, Jacqueline Hall, Erin Jones, Jodi Coleman, Mandelyn Erikson, Melissa Wood</p>
<p>School Context</p>	<p>Bakerview Centre for Learning is Abbotsford School District’s centre for alternate and adult learning. We are a positive, unique and respectful community of learners.</p> <ul style="list-style-type: none"> • Bakerview Centre for Learning • Abbotsford School District • Ministry of Education <p>Bakerview is home to 275 alternate students in grades 9 through 12, the majority of whom are referred directly from Abbotsford’s mainstream secondary schools. We provide supplemental services and supports for school-age students who are experiencing limited success in their mainstream school. We also serve 938 adult Continuing Education students who are returning to school to complete graduation requirements and/or upgrade their qualifications for enrollment in post-secondary training and education.</p> <p>In the 2018/19 school year Bakerview helped 51 students to realize their dream of achieving secondary school graduation.</p>
<p>Inquiry Question</p>	<p>How will we engage all students to be reflective, resilient learners and prepare them for life after high school as responsible citizens?</p>
<p>Rationale</p>	<p>We embrace a holistic, individualized approach to help students identify, understand and develop skills, traits and habits that support success at school and in all aspects of life.</p>

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Strategies	Leadership/Teamwork Responsibilities	Professional Learning and Resources	Progress and Impact on Student Achievement
<p>Building Academic Skills:</p> <ol style="list-style-type: none"> 1. Developing literacy skills; 2. Developing numeracy skills; and, 3. Developing information technology skills. 	<ul style="list-style-type: none"> • Principal & Vice Principal • Department Heads • Enrolling teachers • Non-enrolling teachers • Youth Care Workers • Education Assistants • District level staff 	<p><u>Literacy Skill Development:</u> Investigate strategies and resources teacher case managers can use to:</p> <ul style="list-style-type: none"> • identify students' baseline literacy skills; and, • implement individualized plans to address students' literacy skill deficiencies. <p><u>Numeracy Skill Development:</u> Investigate strategies and resources teacher case managers can use to:</p> <ul style="list-style-type: none"> • identify students' baseline numeracy skills; and, • implement individualized plans to address students' numeracy skill deficiencies. <p><u>Information Technology Skill Development:</u></p> <ul style="list-style-type: none"> • Identify information technology skills students need for success at school and beyond school; • Ensure all teachers are trained in the teaching 	<p><u>Literacy Skill Development:</u></p> <ul style="list-style-type: none"> • Course completions Language Arts Grade 9, 10, 11 & 12 • Results on Provincial Literacy Assessments • Results on Grade 9 School-Wide Read & School-Wide Write <p><u>Numeracy Skill Development:</u></p> <ul style="list-style-type: none"> • Course completions Math Grade 9, 10, 11 & 12 • Results on Provincial Numeracy Assessment <p><u>Information Technology Skill Development:</u></p> <ul style="list-style-type: none"> • Number of students enrolled in a minimum of one Blended Learning course • Number of students creating/maintaining a digital portfolio on MyBlueprint <p><u>Academic Skills:</u></p> <ul style="list-style-type: none"> • Total course completions

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		<p>of blended learning courses; and,</p> <ul style="list-style-type: none"> • Ensure all teachers, once trained, will incorporate elements of blended learning into a minimum of one course <p><u>Academic Skills:</u> Investigate the development of a for-credit intake course for all new students that would:</p> <ul style="list-style-type: none"> • Assess baseline literacy skills; • Assess baseline numeracy skills; • Provide minimum information technology skills; • Prepare students to participate in blended learning courses and in MyBlueprint; and, • Orient students to the academic and social expectations of the school. 	
<p>Building Life Skills</p> <ol style="list-style-type: none"> 1. Developing social/emotional skills; 2. Exploring career/vocational interests; and, 3. Planning for transition to life after Bakerview 	<ul style="list-style-type: none"> • Principal & Vice Principal • Department Heads • Enrolling teachers • Non-enrolling teachers • Youth Care Workers • Education Assistants • Outside agency supports 	<p><u>Social/Emotional Skill Development:</u></p> <ul style="list-style-type: none"> • Identify the social/emotional skills each student needs to develop for success at school and in all aspects of their life; 	<p><u>Social/Emotional Skill Development:</u></p> <ul style="list-style-type: none"> • Number of Individual Education Plan (IEP) goals pertaining to social/emotional skill development accomplished • Information gathered from student self-assessments of their progress on the Personal

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		<ul style="list-style-type: none"> • Craft and implement Individual Education Plan (IEP) goal(s) that support students’ success in developing social/emotional skills; and, • Engage in-school and outside agency supports for students whose social/emotional skills are negatively impacting their success and/or the success of others at school and in all aspects of their life. • Ensure all staff explicitly teach the Personal Awareness & Responsibility and Social Responsibility strand of the B.C. Ministry of Education Core Competencies throughout the school year; and, • Have all students self-assess their progress on the Personal Awareness & Responsibility and Social Responsibility strands of the B.C. Ministry of Education 	<p>Awareness & Responsibility and Social Responsibility strands of the B.C. Ministry of Education Core Competencies</p> <p><u>Career/Vocational Interest Exploration:</u></p> <ul style="list-style-type: none"> • Number of students participating in for-credit Work Experience opportunities; • Number of students applying for paid work with support of Bakerview Careers Program staff; • Number of students participating in school district trades training opportunities; and, • Number of students completing Bakerview “in-house” training certifications. <p><u>Transition Planning:</u></p> <ul style="list-style-type: none"> • Number of students graduating; • Number of students returning to a mainstream secondary school; • Number of students transitioning to employment; • Number of students applying for trades training or post-secondary education; • Number of students applying for a scholarship; • Number of students achieving their British Columbia Driver’s License: <ul style="list-style-type: none"> ○ “L” ○ “N” • Percentage of students with government identification: <ul style="list-style-type: none"> ○ Birth Certificate
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		<p>Core Competencies on their final report card.</p> <p><u>Career/Vocational Interest Exploration:</u></p> <ul style="list-style-type: none"> • Ensure all teachers are actively engaging their students in MyBlueprint; • Have interested students participate in for-credit Work Experience opportunities through Careers program; and, • Engage students in individual, small group and large group conversations about the importance of planning for their economic future. <p><u>Transition Planning:</u></p> <ul style="list-style-type: none"> • Ensure that all students develop and annually renew a plan for transitioning to their next phase of schooling and/or life. 	<ul style="list-style-type: none"> ○ Social insurance Number • Number of students registering to vote in: <ul style="list-style-type: none"> ○ Municipal elections ○ Provincial elections ○ Federal elections • Number of students registering for provincial government services: <ul style="list-style-type: none"> ○ Health Insurance BC ○ Independent Living ○ Income Assistance ○ Adult Mental Health
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Strategies	Leadership/Teamwork Responsibilities	Professional Learning and Resources	Progress and Impact on Student Achievement
<p>Promote Reconciliation:</p> <ul style="list-style-type: none"> • With our indigenous students • With the families and nations of our indigenous students 	<ul style="list-style-type: none"> • Principal & Vice Principal • Department Heads • Enrolling teachers • Non-enrolling teachers • Youth Care Workers • Education Assistants • District Indigenous Education Program staff 	<p><u>Reconciliation with our indigenous students:</u></p> <p>Recognize that there is a gap in achievement between indigenous students and non-indigenous students in Abbotsford and in British Columbia.</p> <p>Work intentionally to meet the goals of the Aboriginal Education Branch of the British Columbia Ministry of Education:</p> <p>Aboriginal Education in British Columbia <i>Recognizing that our students are our future, Aboriginal Education seeks to:</i></p> <ul style="list-style-type: none"> • <i>Improve the success of these students</i> • <i>Support all students learning about Aboriginal peoples</i> • <i>Help teachers in their efforts to bring Aboriginal knowledge into their teaching practice</i> <p>Offer Ministry of Education courses with a focus on indigenous peoples:</p> <ul style="list-style-type: none"> • English 10 & 11 First Peoples • English 12 First Peoples • B.C. First Nations Studies 12 <p>Encourage the use and development of Board/Authority Authorized (BAA) courses for indigenous students to receive credit for engaging in indigenous learning activities.</p>	<p><u>Reconciliation with our indigenous students:</u></p> <ul style="list-style-type: none"> • Number of students self-identifying as indigenous • Number of indigenous students accessing supplemental supports provided through school-based and district-based Indigenous Education Programming • Number of indigenous students participating in school-based and district-based activities, events and programs focused on indigenous culture and reconciliation • Number of course completions by indigenous students • Performance of indigenous students on Provincial Literacy Assessments • Performance of indigenous students on Provincial Numeracy Assessments • Number of indigenous students graduating • Number of indigenous students applying for trades training or post-secondary education • Number of indigenous students applying for a scholarship for trades training or post-secondary education • Number of indigenous students transitioning to employment <p><u>Reconciliation with the families and nations of our indigenous students:</u></p> <ul style="list-style-type: none"> • Number of indigenous students graduating • Number of indigenous students successfully completing Grade 9, 10, 11 & 12 Language Arts courses • Number of indigenous students scoring 2 or

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		<p>Expect teachers to indigenize their practice for all students with the support of:</p> <ul style="list-style-type: none"> ● Aboriginal Worldviews and Perspectives in the Classroom ● First Peoples' Principles of Learning ● School-based and District Indigenous Support Teachers and Cultural Support Teachers <p>Expect teachers to incorporate instruction for all students about:</p> <ul style="list-style-type: none"> ● Residential schools ● Truth and reconciliation <p>Provide services and supports for indigenous students above and beyond non-indigenous students that support the development of academic success and cultural awareness and pride.</p> <p><u>Reconciliation with the families and nations of our indigenous students:</u></p> <p>Work intentionally to meet the goals of the Enhancement Agreement for Indigenous Students shared among our Indigenous communities, the Abbotsford School District and the Ministry of Education:</p>	<p>better on Provincial Literacy Assessments</p> <ul style="list-style-type: none"> ● Number of indigenous students who express positive feelings about their indigenous culture ● Number of indigenous students who express positive feelings about their sense of belonging at Bakerview

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		<ol style="list-style-type: none"> 1. Increase the school completion of Indigenous students; 2. Increase the number of Indigenous students that are meeting expectations in reading; 3. Increase cultural pride in Indigenous students; and, 4. Increase the sense of belonging of Indigenous students at school. <p>Make participation in events, activities and programs that focus on indigenous peoples a priority for our whole school:</p> <ul style="list-style-type: none"> ● Orange Shirt Day <p>Demonstrate curiosity about past, present and future ways of life of indigenous peoples in what is now known as the Fraser Valley as well as in British Columbia and Canada.</p> <p>Indigenize the operation of our school:</p> <ul style="list-style-type: none"> ● Make visible commitments to the importance of indigenous culture and language ● Publicly acknowledge gratitude for the Matsqui and Sumas first nations for sharing their traditional, ancestral and unceded territory ● Graduation and other school events and activities 	

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<p>Improve outcomes for students-in-care:</p> <ul style="list-style-type: none"> Academic success Life success 	<ul style="list-style-type: none"> Principal & Vice Principal Department Heads Enrolling teachers Non-enrolling teachers Youth Care Workers Education Assistants District Learning Support Services staff District Indigenous Education Program staff 	<p><u>Academic success for students-in-care:</u></p> <p>Recognize that a detrimental gap in academic achievement exists:</p> <ul style="list-style-type: none"> Between students in the care of the Ministry of Children and Family Development (MCFD) and students not in care; and, Between students in the care of Xyolhmeylh/Fraser Valley Aboriginal Children and Family Services Society (FVACSS) and students not in care. <p>Case managers to intentionally address the individual needs of their students-in-care by:</p> <ul style="list-style-type: none"> Developing and implementing Individual Education Plan (IEP) goals that address the particular needs of each student-in-care to achieve academic success. <p><u>Life success for students-in-care:</u></p> <p>Recognize that a detrimental gap in life success exists:</p> <ul style="list-style-type: none"> Between students in the care of the Ministry of Children and Family Development (MCFD) and students not in care; and, Between students in the care of Xyolhmeylh/Fraser Valley Aboriginal Children and Family Services Society (FVACSS) and students not in care. 	<p><u>Academic success for students-in-care:</u></p> <ul style="list-style-type: none"> Number of course completions by students-in-care Performance of students-in-care on Provincial Literacy Assessments Performance of students-in-care on Provincial Numeracy Assessments Number of students-in-care graduating <p><u>Life success for students-in-care:</u></p> <ul style="list-style-type: none"> Number of students-in-care applying for trades training or post-secondary education Number of students-in-care applying for the Provincial Tuition Waiver Program through the Ministry of Advanced Education, Skills & Training Number of students-in-care applying for a scholarship for trades training or post-secondary education Number of students-in-care transitioning to employment Number of students-in-care transitioning to adult supports provided by the provincial government: <ul style="list-style-type: none"> Independent living Income assistance Health Insurance BC Adult Mental Health

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Case managers to intentionally address the individual needs of their students-in-care by:

- Working collaboratively with MCFD and Xyolhmeylh to identify and nurture the school-based and community-based supports students-in-care need to achieve life success.

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2016-2020 Strategic Plan

Making Connections

Explain how your school goal aligns with any of the strands from the District’s Strategic Plan, the Secondary Operation Plan and/or the Enhancement Agreement for Indigenous Students



<p>Connections to the District Strategic Plan</p> <p>Excellence in teaching Excellence in leadership Flexibility & access to programs / services Ethical & innovative use of technology Parental & community engagement</p>	<p>Bakerview’s school plan highlights the district’s commitment to flexibility and access to programs and services.</p> <p>Through our intake process, IEP and SLP development, and commitment to personalized digital portfolios, students will receive an individualized learning plan. This plan will focus on student progress to date while looking at future goals, both educationally and career oriented.</p>
<p>Connections to the Secondary Operational Plan</p> <p>Assessment Practices Inquiry Based Learning – PBL Blended Learning/Digital Literacy & Flexible Spaces Leadership for Learning: Instructional Coaching</p>	<p>Increase the use of technology to support personalized learning</p> <p>Bakerview continues to improve our technology ratio in the building to support learning. The additional access to technology allows students increased personalization for their learning, engaging with blended learning opportunities with many classes.</p>
<p>Connections to the Aboriginal Enhancement Agreement</p> <p>Increase Student Pride Increase reading scores Increase sense of belonging Increase graduation rates</p>	<p>Over 40% of Bakerview students identify themselves as aboriginal. Bakerview will remain connected to its Aboriginal learners by continuing to provide alternate learning opportunities and cultural enhancement and pride throughout the year.</p> <ul style="list-style-type: none"> • Create an atmosphere of Placed based learning. Increase purposeful outings connected to nature and curriculum. • Increase engagement through a strength based, hands on approach to all learning opportunities. • Focus on early connection to graduation and career planning. <ul style="list-style-type: none"> • Literacy focus. • Numeracy Focus • Employability