

Secondary School Plan for Success 2023/2024



Bakerview Centre For Learning

...a positive, unique and respectful community of learners

School Planning Team:

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School Context

Bakerview Centre for Learning is Abbotsford School District’s center for alternate learning; a positive, unique and respectful community of learners.

Bakerview is home to 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 adult Continuing Education students who are returning to school to complete graduation requirements or upgrade courses for post-secondary training and education through our Night School program.

In the 2021-22 school year Bakerview helped 79 students realize their dream of achieving secondary school graduation.

<https://bakerview.abbyschools.ca>

Inquiry Question

District Wide Inquiry: How do we create a world-class, innovative, and individualized educational experience for every student?

Secondary Wide Inquiry: How do we co-create an inquiry-based learning experience that is equitable and SEL informed?

BCL Inquiry - How can we create authentic learning experiences where our students develop skills to thrive in their lives.

Student Voice Inquiry: I can identify supports that help foster resiliency in my journey towards life after graduation?

Rationale

We embrace a holistic, personalized and individualized approach to education in order to help students identify, understand and develop skills, traits and habits that support success at school and in all aspects of life after graduation.

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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 and non-enrolling teachers • Youth Care Workers • Education Assistants • District level staff 	<p><u>Skill Development:</u> Investigate strategies and resources teacher case managers can use to:</p> <ul style="list-style-type: none"> • identify students’ baseline numeracy, literacy and technology skills; and, • implement individualized plans to address students’ skill deficiencies. • 	<ul style="list-style-type: none"> • Course completions • Results on Provincial and District Assessments • Number of students engaging in Blended Learning
<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 and 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"> • 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 • Ensure all staff explicitly teach the Personal Awareness & Responsibility and Social Responsibility strand of the B.C. Ministry of Education Core Competencies and all students self-assess their progress <p><u>Career/Vocational Interest Exploration:</u></p> <ul style="list-style-type: none"> • Ensure all teachers are actively engaging their students in MyBlueprint; 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 • Exit interviews incorporated into Capstone to ensure students maintain access to mental health and community supports as they enter adulthood • Collaborate on life skills required post secondary. Create these assignments collaboratively and embed this learning into 	<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 <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 staff • Number of students participating in school and district training opportunities <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 applying for a scholarship • Number of online courses updated with a focus on equity, SEL and relevant life learning applications

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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 and non-enrolling teachers • Youth Care Workers • Education Assistants • District Indigenous Education Program staff 	<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 Indigenous Education Branch of the British Columbia Ministry of Education, our district Enhancement Agreement for Indigenous Students.</p> <p>Expect teachers to indigenize their practice for all students and incorporate instruction about Truth and Reconciliation and Residential Schools with the support of:</p> <ul style="list-style-type: none"> • Indigenous Worldviews and Perspectives in the Classroom • First Peoples' Principles of Learning • School-based and District Indigenous Support Teachers and Cultural Support Teachers <p>Create a monthly school wide learning event designed collaboratively with all staff; delivered to our school community simultaneously.</p> <p>Foster a sense of community and holistic 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><u>Reconciliation with our Indigenous students:</u></p> <ul style="list-style-type: none"> • Number of course completions by Indigenous students • Performance of Indigenous students on Provincial and District Assessments • Number of Indigenous students graduating • Number of Indigenous students applying for a scholarships • Number of Indigenous students who express positive feelings about their Indigenous culture and their sense of belonging at Bakerview • School wide participation in cultural learning activities • Student participation in opportunities for place-based learning on the land

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2020-2024 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> <ul style="list-style-type: none"> Excellence in teaching Excellence in leadership Flexibility & access to programs / services Ethical & innovative use of technology Parental & community engagement 	<p>Bakerview’s school plan highlights the district’s commitment to flexibility and access to programs and services.</p> <p>Through our intake process, competency based Individual Education Plans and commitment to personalized and flexible learning in a blended environment, students will receive a personalized learning plan. This plan will focus on student progress and future educational and career goals.</p>
<p>Connections to the Secondary Operational Plan</p> <ul style="list-style-type: none"> Assessment Practices Inquiry Based Learning – PBL Blended Learning/Digital Literacy & Flexible Spaces Leadership for Learning: Instructional Coaching 	<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. The Bring Your Own Device (BYOD) Program is an optional program available at Bakerview Centre for Learning that allows students to use personal devices limited to laptops, Chromebook or tablets. Staff are collaborating to build blended courses so all students have access to their schoolwork, on and off site.</p>

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Connections to the Indigenous Enhancement Agreement

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

Over 56% of Bakerview students identify themselves as Indigenous. Bakerview will remain connected to its Indigenous learners by continuing to provide alternate learning opportunities and cultural enhancement and pride throughout the year.

- Create an atmosphere of Placed Based Learning and increase purposeful outings connected to nature and curriculum.
- Foster a sense of community earning with monthly school wide cultural learning events that are inclusive and equitable.
- Increase engagement through a strength based, hands on approach to all learning opportunities.
- Focus on early connection to graduation and career planning and early intervention to support individualized graduation plans.
 - Literacy focus.
 - Numeracy Focus
 - Employability