


K to 12 School Plan for Success



 <p>Abbotsford Virtual School</p>	<p>Team Members: Admin: Brad Hutchinson Instructional Leaders: Faye Cassia, Harry Hautakoski, Glenda Dyck Staff of Abbotsford Virtual School PAC and SPC of the Abbotsford Virtual School Students of Abbotsford Virtual School</p>		
<p>School Context</p>	<p>Abbotsford Virtual School is a distributed learning school serving students from K through Graduation. See: avs34.com ; Ministry of BC: http://bit.ly/20BPSEM</p>		
<p>Inquiry Question (What is the burning issue you want to address as a school - Secondary Strategic Operation Plan)</p>	<p>K to Grade 8: How do we enhance educational programs that foster inquiry-based learning activities and enhanced social interaction in our flexible learning environment? Grade 9-12: How can we communicate more effectively with students and engage them in their learning within online and blended learning courses?</p>		
<p>Rationale (What are we doing –STEM and inquiry-based learning)</p>	<p>K to Grade 8: By creating more on-site STEM/IBL activities, we expect student engagement and achievement to increase. Grade 9-12: By improving our two-way feedback mechanisms and creating on-site blended learning activities, we expect student engagement and achievement to increase.</p>		
Strategies (include ELL & LSS)	Leadership/Teamwork Responsibilities	Professional Learning and Resources	Progress and Impact on Student Achievement
<p>K to 8: Embed STEM and Inquiry-based project approaches into on-site classes. Continue to strengthen and expand flexible models with more on-site Blended Learning opportunities for students, including designated students.</p>	<p>Admin: Brad Hutchinson Provide Visible Learning workshops for teachers. Begin reshaping the DL program into a BL program in collaboration with staff.</p>	<p>Visit U-Connect (completed two other site visits). Create workshops for teachers on VL. Support developments of IBL and STEM philosophy and structures.</p>	<p>Start Sept 2016. Embed the language of learning (Visible Learning tenets). Collaborate with staff on a STEM school structure with MakerSpace. Launch promo in January 2017. Reallocate resources around the building.</p>
	<p>Teacher Leaders: Faye Cassia Support on-going developments for teachers in department meetings.</p>	<p>Work with staff to develop STEM/IBL structured approaches to learning. Provide on-site training in best practices working with students with anxiety, autism, etc.</p>	<p>Start Sept 2015. Adjust department goals around STEAM school/BL and focus on Inquiry-Based Instruction. Include Visible Learning tenets.</p>
	<p>Staff: Nancy Petersen, Janet Kaszonyi, Priscilla Kim, Tami Nicholson Design curricular and assessment materials using STEM/IBL criteria. Create rubrics that assess learning focused on higher level thinking activities. To purposefully teach Meta-Cognitive skills in the context of inquiry (VL = visible learning). Move instructional approaches to align with STEM school.</p>	<p>Visit U-Connect. Participate as co-learners in structured VL activities for teachers. Develop capacity to teach/learn using IBL and STEM approaches to learning. Attend new curriculum workshops.</p>	<p>Start January 2017. Adjust instructional materials to include language of learning (VL). Develop reflective/self-assessment approaches. STEM school expected to create a niche micro-school environment with increased engagement and interest. Record attendance to on-site activities and field trips. Surveys. Examine course grades data by grade level. Examine use of FreshGrade for student assessment and communication.</p>

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<p>Grade 9-12: Develop new model with more on-site blended learning opportunities to further increase engagement. Have staff develop strategies to improve two-way feedback within online courses.</p>	<p>Admin: Brad Hutchinson</p>	<p>Use PD to implement strategies for Blended Learning course</p>	<p>Plan Implementation of embedding the language of learning (Visible Learning tenets).</p>
	<p>Teacher Leaders: Harry Hautakoski, Glenda Dyck, Craig Amendt</p> <p>Teachers adapt feedback to include rubrics where possible and unit assessments to determine content comprehension; and to continue to gather data from exit surveys.</p>	<p>Continue to engage in PD to develop and enhance effective feedback and assessment strategies for online and blended learning.</p>	<p>Student engagement results in improved course completion. Target 80% completion (current 71%). Analyze survey and its results to promote improved two-way feedback between teachers and students. Use feedback to consider course template re-design (in progress).</p>
	<p>Staff: Collaborate and develop an interdisciplinary IBL on-site course for fully enrolled grade 9 to 12 students supported by online courses.</p>		<p>Students complete assessments and surveys – which will result in modification of courses and in overall LMS design.</p>

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Strategic Plan



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 Aboriginal Enhancement Agreement.

<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>K to Grade 8: Our goal is to increase the flexibility of our educational programs in the elementary and middle school years, enriching learning with Inquiry based-approaches. We will be increasing the use of technology with iPads and will work to incorporate digital portfolio assessments as described in the goal area of ethical and innovative use of technology. Connections to digital literacy and digital citizenship in a progression from Kindergarten through Grade 8 will develop into a focal point. In consultation with parents as partners, we are reimagining the model of the Abbotsford Virtual School, from a Distributed Learning program to a Blended Learning school of choice.</p> <p>Grade 9-12: DL courses service students needing flexible educational options.</p> <p>Create a personalized learning diagnostic and/or course survey for each level that is aligned with core competencies and personal inventory items such as reflection, resiliency and responsibility. Model the diagnostic on the district’s “Personalized Learning: A District Scan”. Determine measures of student assets and, using visible learning tenets, develop goals and strategies to address the 4 Cs and learner metacognition.</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 Rounds 	<p>Grade 9-12: Improved feedback between teachers-students through rubrics is a vital part of student success in online and blended learning. Research shows that communication between teacher and student is a key factor to students successfully completing online and blended learning courses. Improvements in feedback between teachers and students will also improve course development within AVS courses. The Feedback is designed to provide teachers with insight into the way students view the unit and course content, which will enable teachers to revise course content and delivery.</p>