


# School Plan for Student Success

 <b>Abbotsford Virtual School</b>	<b>Team Members:</b> <b>Admin: Baljeet Gill, Tom Van Hunenstijn</b> Instructional Leaders: Faye Cassia, Bryon Carpenter, Jen Esau Staff of Abbotsford Virtual School PAC and SPC of the Abbotsford Virtual School Students of Abbotsford Virtual School		
<b>School Context</b>	Abbotsford Virtual School is a blended and online learning school serving students from K through Adult. Learn more at <a href="https://avs.abbyschools.ca">https://avs.abbyschools.ca</a> Learn more about the <a href="#">new online model</a> .		
<b>Inquiry Question</b>  What is the burning issue you want to address as a school in your <i>Strategic Operation Plan</i> ?	How might we ensure student success while meeting the Ministry requirements prescribed in the <a href="#">online procedures manual</a> and the <a href="#">Accountability and Quality Assurance Framework</a> ?  How might we continue to honor student voice and empower students to take ownership of their learning through inquiry?  How might we infuse the First Peoples Principles of Learning into all our courses?		
<b>Rationale</b>  What are we doing? -The Visible Learner	<b>K to Grade 8:</b> Empowering teachers with greater opportunities to build trust, respect and transparent communication with students and asking students to voice their ideas, concerns and feedback. When we honor students as individuals, we expect student engagement and achievement to increase.  <b>Grade 9-12:</b> To address the need for community to enhance student learning experiences through discussion forums, peer reviews, and personal introductions, we create opportunities for co-construction of learning by incorporating strategies associated with social learning theory.		
<b>Strategies (include ELL &amp; LSS)</b>	<b>Leadership/Teamwork Responsibilities</b>	<b>Professional Learning and Resources</b>	<b>Progress and Impact on Student Achievement</b>
Improve intake and transition plan for fully enrolled students.  Increase collaboration with various district departments.  Increase level of support for our Indigenous students with support of counsellor, LSS teacher, classroom teachers and ISW.	<b>Admin:</b> Create new structure to ensure successful transition for all our fully enrolled students especially Indigenous students through collaboration with district departments.	Examine district and local policies and practices to create structures to support the goals. Examine policies of other online schools to learn from their practices.	Leveraging a triple track agenda to create a through line from leadership to staff and ultimately to students.
	<b>Teacher Leaders:</b> Maintain focus on student success and engage in leadership opportunities aligned with the school plan	Provide opportunities for teacher leaders to expand their understanding of policies and procedure to better guide their departments.	Teacher leaders provide direction in key departments and levels with symmetrical goals that lead to emergence.
	<b>Staff:</b> Maintain on-going support and promote self-advocacy and ownership of learning with students	Provide opportunities for staff to practice policies and procedure as well as providing input to strengthen their effectiveness.	Direct impact on student success and attain outcomes aligned with the intended strategies.
K to 12: To create a co-constructed inquiry-based learning experience that is equitable and SEL-informed Promote SEL (Social-emotional learning) and principles of deeper learning which includes mastery, creativity and identity.  Increase social emotional learning opportunities for our online and blended students.	<b>Admin:</b> Provide SEL and Deeper Learning opportunities for staff during staff meetings. Restructure meeting to facilitate a triple track agenda to promote symmetry.	Utilizing school Staff Learning Opportunity (SLO) days to strategize and implement SEL and deeper learning strategies	Leveraging a triple track agenda to create a through line from leadership to staff and ultimately to students.
	<b>Teacher Leaders:</b> Reinforce triple track agenda to promote emergence within departments.	Empower teacher leaders to help their department engage in meaningful discourse that results in action.	Reveal structure that contributes to (in)equity and lead change to address constraints or barriers to equity.
	<b>Staff:</b> Engage in symmetry and emergence to promote student success. Increase awareness of SEL needs of students.	Create space for staff to learn more about the goals through inquiry and co-construction of practice within the community as well as their classroom or course.	Provide direct impact and practices that lend to creating a positive, inclusive, and equitable learning experience that will result in greater success for all learners.



**Making Connections:** Explain how your school goal aligns with the Aboriginal Enhancement Agreement any of the following; Grade Three Imperative, Social Emotional Learning, the revised curriculum.

<p><b>Connections to the District Strategic Plan</b></p> <p>Excellence in teaching Excellence in leadership Flexibility &amp; access to programs / services Ethical &amp; innovative use of technology Parental &amp; community engagement</p>	<p>Promote greater academic integrity through student agency, voice and choice in demonstrations of learning.</p> <p>Improve greater ethical and innovative use of technology using Microsoft 365.</p> <p>Enhance our parent and community engagement with our SIM parent portal.</p> <p>Increase the number of check-ins or SEL touch points that are not necessarily course activity related</p>
<p><b>Connections to the Secondary Operational Plan</b></p> <p>Facilitate Deeper Learning experiences New Curriculum implementation: IBL Assessment Practices Blended Learning/Digital Literacy Personalized Leadership: accelerating emergence</p>	<p>Through a triple-track agenda, facilitate deeper learning experiences.</p> <p>Embed inquiry into all our course.</p> <p>Incorporate greater voice and choice in assessment and demonstrations of learning to meet competencies.</p> <p>Improve student agency and advocacy in achieving emergence and a more personalized learning experience.</p>
<p><b>Connections to the Indigenous Enhancement Agreement</b></p> <p>Increase Student Pride Increase reading scores Increase sense of belonging Increase graduation rates</p>	<p>Increase awareness and usage of our inclusive Indigenous space.</p> <p>Leverage the support of Indigenous support worker to enhance our students holistic learning experience and emergence.</p> <p>Infuse Indigenous ways of knowing and doing into our courses.</p> <p>Increase engagement and monitor progress throughout the school year to ensure student success and graduation.</p> <p>Increase enrollment in English First Peoples 12 and BC First Peoples 12.</p>