

# Action Plan for Learning

	<b>School Name:</b> Heritage Woods Secondary
	<b>School Context Link:</b> <a href="https://www.sd43.bc.ca/school/heritagewoods/Publications/HWSS%20School%20Profile%2018-19.pdf">https://www.sd43.bc.ca/school/heritagewoods/Publications/HWSS%20School%20Profile%2018-19.pdf</a>
	<b>School Goal:</b> Transition - Graduation Rates
	<b>School Year:</b> 2019-2020

<b>Goal / Inquiry</b> Student learning	<u>Goal One:</u> To maintain or increase the number of students graduating. <u>Goal Two:</u> To increase student resiliency.
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<b>Rationale</b> 1-3 reasons for choosing goal	<u>Goal One:</u> Graduation is an important and deeply valued life achievement by all members—parents, students, staff—in our community. We know that the potential success of our students in life is dependent on high school graduation. We believe that having a goal of 100% graduation may be difficult to achieve; however, we will continue to strive for this. <u>Goal Two:</u> *New Goal* Over the past couple of years our school has been working to improve our students' ability to self-regulate. We have now narrowed the focus on improving resiliency. Our goal is to give students the skills to cope with stress and anxiety and in turn be happier and more successful at school and life in general.
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<b>References</b> and sources to support actions	
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Backup Documentation	
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<b>Planned Actions</b> Continuing practices working well (1-3) <ul style="list-style-type: none"> <li>• What will we do differently? (1-3)</li> <li>• How will we provide for staff development and collaboration?</li> <li>• How will we involve parents?</li> <li>• How will we involve students?</li> <li>• How will we monitor progress and adjust actions?</li> </ul>	<u>Graduation Goal:</u> A clear expectation is set for all students in all grades by all staff that they will cross the stage in grade 12 with a diploma that leads to options and opportunities that include all career pathways – university, college, trades training, etc. *there has been a recent increase in dual credit trades program and pre-trades training enrolment. Teachers work collaboratively to investigate best practice in their curricular and cross curricular teams (staff recently went through a process to identify priorities for school direction and utilizing more innovative instructional strategies to improve student success was identified as number one). Our student services and counselling teams have a collective focus on students supporting their future plans and with the capacity to wrap around those students who need additional support. A focus on improving curricular success through our school based pro-d days. Using collaborative time for teams to work together on key areas. Communication with parents using <i>MyEd</i> , <i>Sangha Communication software</i> and
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our APP will complement the work we do as a staff with our parents to elevate the awareness and engagement of our parent community. As well, we will continue to capitalize on large scale activities such as P/T interviews, student planned events and special community assemblies (i.e. Power of Youth Voice), performances and athletic events.

Student services team will monitor students at risk as the year progresses.

Counsellors will review each grade 12 program to make sure they are meeting graduation requirements.

Teachers will review student success on a regular basis to make sure students receive the support they may need.

Report card and exam data will be reviewed by School Leaders with their departments to look for groups that may need additional support.

This year we continued with our grade specific report card assemblies to acknowledge success, highlight patterns, and reinforce support structures and strategies.

Self-Regulation/Resiliency Goal:

Our staff has placed an increased emphasis on the quality of the daily experience for our learners with an intentional focus on mental wellness, building a shared understanding of strategies and skills for resiliency and the effective use of executive functioning abilities. Some strategies and mechanisms in pursuit of this goal include: a Self-Reg team made up of staff, continuation of a 'learning lab' to pilot strategies, district support, outside training, staff sharing, self-ref focus at Pro-D days, ... Staff focus on strategies that support students in effective self-regulation across learning environments. A shared focus on strengthening an overall school culture that promotes effective emotional and health self-regulation to maximize learning.

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High school graduation is an important and deeply valued life achievement by all members in our community. We know that the success of our students in life is dependent on earning a high quality high school graduation diploma – one that leads to purpose and options beyond the secondary school years. We believe that having a goal of 100% of our students earning a diploma and leaving Heritage Woods with a purchase and options may be difficult to achieve; however, we will continue to strive for this.



<p><b>Documentation of learning</b> Key evidence of change</p> <ul style="list-style-type: none"> <li>• How did your actions make a difference?</li> <li>• Choose 1-3 pieces of evidence to demonstrate the impact your actions have had on student learning to meet your goal.</li> <li>• Documentation could include video, survey results, performance standard data, anecdotal evidence, work samples, etc.</li> </ul>	<p>English 12 results were above district and provincial averages.</p> <p>Grade 10 and 11 students completing the initial writing of the Numeracy Assessment performed above district and provincial averages.</p> <p>Our six-year grade 12 completion rate range was 100%.</p> <table border="1" data-bbox="472 569 1507 905"> <thead> <tr> <th>COHORT ▲</th> <th>Cohort Size</th> <th>Six-Year Completion Count</th> <th>MIGRATION_PROPNESITY</th> <th>Six-Year Completion Rate %</th> </tr> </thead> <tbody> <tr> <td>2012/2013</td> <td>347</td> <td>317</td> <td>37.71</td> <td>102.5 %</td> </tr> <tr> <td>2013/2014</td> <td>330</td> <td>292</td> <td>31.63</td> <td>97.9 %</td> </tr> <tr> <td>2014/2015</td> <td>330</td> <td>298</td> <td>32.42</td> <td>100.1 %</td> </tr> <tr> <td>2015/2016</td> <td>374</td> <td>330</td> <td>33.80</td> <td>97.0 %</td> </tr> <tr> <td>2016/2017</td> <td>328</td> <td>303</td> <td>30.34</td> <td>101.8 %</td> </tr> <tr> <td>2017/2018</td> <td>340</td> <td>315</td> <td>25.08</td> <td>100.0 %</td> </tr> <tr> <td><b>Total</b></td> <td><b>2049</b></td> <td><b>1855</b></td> <td><b>190.99</b></td> <td><b>99.8 %</b></td> </tr> </tbody> </table>	COHORT ▲	Cohort Size	Six-Year Completion Count	MIGRATION_PROPNESITY	Six-Year Completion Rate %	2012/2013	347	317	37.71	102.5 %	2013/2014	330	292	31.63	97.9 %	2014/2015	330	298	32.42	100.1 %	2015/2016	374	330	33.80	97.0 %	2016/2017	328	303	30.34	101.8 %	2017/2018	340	315	25.08	100.0 %	<b>Total</b>	<b>2049</b>	<b>1855</b>	<b>190.99</b>	<b>99.8 %</b>
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<p>Backup Documentation</p>	<p><a href="https://studentsuccess.gov.bc.ca/school/04343127/report/grade-to-grade-transitions">https://studentsuccess.gov.bc.ca/school/04343127/report/grade-to-grade-transitions</a></p> <p>*This is the most current data available from the Ministry.</p>																																								

<p><b>School Community Engagement Process</b></p> <ul style="list-style-type: none"> <li>• How did you engage parents, teachers, students &amp; support staff in developing your APL?</li> <li>• How did you share your APL goals with parents, teachers, students &amp; support staff?</li> </ul>	<ul style="list-style-type: none"> <li>• We engage parents through our PAC meetings and Parent Information Evenings. We also send home regular communications via School Connects regarding specific topics of interest to parents. Once our year-end data is compiled we send it home to all parents via email and post it on our website.</li> <li>• We involve students by using student leaders and targeted Advisories to assist to assist with transitioning (orientation and mentoring of Grade 9s), and understanding of school expectations and routines).</li> <li>• We engage staff through staff meetings, School Leader Meetings, and Pro-D.</li> </ul>
<p>Backup Documentation</p>	

<p><b>Reflection Highlights</b></p> <ul style="list-style-type: none"> <li>• Where are we now?</li> <li>• What are some patterns emerging?</li> <li>• What surprised you?</li> <li>• What conclusions / inferences might you</li> </ul>	<p>Our students achieve excellent results. They are academically motivated and our staff challenges them to achieve. We expect our Graduation Rates to remain high. We are focusing, in concert with the implementation of the new curriculum, to challenge our staff to integrate technology into their lessons in a meaningful way—one that both enhances learning and increases student engagement.</p> <p>We are continuing our 4-year journey toward a full 1-to-1 device school through our Digital Literacy goal and will work to embed it with our focus on core competencies and</p>
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draw? • How does this inform potential next steps?	Capstone project for our grade 12s. Our FLEX blocks allows students to receive support in the courses that they require it most.
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**(Delete this section if Literacy is your main goal)**

<b>Literacy Data</b> Attach the following: <ul style="list-style-type: none"> <li>• Classroom Assessment</li> <li>• School Assessment</li> <li>• FSA results</li> </ul>	Our English teachers work together collaboratively throughout the school year on teaching and assessing student written work. In addition, our English teachers use the provincial exam marking expectations as an opportunity to work as a collective group on written assessment. <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;"> <div style="text-align: center;">               Exam Data 15-16.pdf         </div> <div style="text-align: center;">               Grade Transitions 15-16.pdf         </div> </div> <p style="text-align: right; margin-top: 10px;">*This is the most current data available from the Ministry.</p>
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## Signatures

School Name: Heritage Woods Secondary	School Goal: Transition - Graduation Rates	School Year: 2019-2020
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Title	Name	Signature
Principal	Todd Clerkson	
Assistant Superintendent	Reno Cioffi	