

Action Plan for Learning

	School Name: Heritage Woods Secondary
	School Context Link: https://www.sd43.bc.ca/school/heritagewoods/layouts/15/guestaccess.aspx?guestaccesstoken=t03AcZgOiPMT201xYI20gVkJ9XjajAKoI5zGs%2fCeULM%3d&docid=21fe6e0715905f434592a0e7f1fa106ab9&rev=1
	School Goal: Transition - Graduation Rates
	School Year: 2020-2021

Goal / Inquiry 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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Rationale 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> 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 in life in general.
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References and sources to support actions	
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Backup Documentation	
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Planned Actions Continuing practices working well (1-3) <ul style="list-style-type: none"> • What will we do differently? (1-3) • How will we provide for staff development and collaboration? • How will we involve parents? • How will we involve students? • How will we monitor progress and adjust actions? 	<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.
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	<p>Communication with parents using <i>MyEd</i> and the school's APP complements 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, performances, and athletic events.</p> <p>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.</p> <p>Teachers will review student success on a regular basis to make sure students receive the support they may need.</p> <p>Report card and exam data will be reviewed by School Leaders with their departments to look for groups that may need additional support.</p> <p>This year we continued with our grade specific report card assemblies to acknowledge success, highlight patterns, and reinforce support structures and strategies.</p> <p><u>Self-Regulation/Resiliency Goal:</u></p> <p>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.</p>
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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 purpose and options may be difficult to achieve; however, we will continue to strive for this.

<p>Documentation of learning</p> <p>Key evidence of change</p> <ul style="list-style-type: none"> • How did your actions make a difference? • Choose 1-3 pieces of evidence to demonstrate the impact your actions have had on student learning to meet your goal. • Documentation could include video, survey results, performance standard data, anecdotal 	<p>Grade 10 and 11 students completing the Literacy and Numeracy Assessments performed above district and provincial averages.</p> <p>Our six-year grade 12 completion rate average is 99.8%.</p> <p>84% of our students attend post-secondary education immediately after graduating.</p> <p>75-79% of HWSS students that apply to UBC, SFU and UVIC are accepted.</p>
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evidence, work samples, etc.	
Backup Documentation	https://studentsuccess.gov.bc.ca/school/04343127/report/grade-to-grade-transitions *This is the most current data available from the Ministry.

School Community Engagement Process <ul style="list-style-type: none"> • How did you engage parents, teachers, students & support staff in developing your APL? • How did you share your APL goals with parents, teachers, students & support staff? 	<ul style="list-style-type: none"> • 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. • 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). • We engage staff through staff meetings, School Leader Meetings, and Pro-D.
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Reflection Highlights <ul style="list-style-type: none"> • Where are we now? • What are some patterns emerging? • What surprised you? • What conclusions / inferences might you draw? • How does this inform potential next steps? 	<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 now a full 1-to-1 device school and are working to embed Digital Literacy into all classes with a focus on core competencies and the Capstone project for our grade 12s. Our FLEX blocks allow students to receive support in the courses that they require it most.</p> <p><u>Resiliency/Self-Regulation Focus has yielded some tangible results:</u></p> <ul style="list-style-type: none"> - less students dropping courses - less students writing tests in the resource room - students successfully transitioning back from CLC program - teachers more open to supporting challenging students - less kids out of classes to see counsellor or YW during class time to escape the classroom environment - Calm Room/Sensory Room and Skill Development room being reconfigured with consultant to support effective executive function - There are a small number of teachers who have implemented self-reg environment and strategies into their classrooms overtly
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(Delete this section if Literacy is your main goal)

Literacy Data Attach the following: <ul style="list-style-type: none">• Classroom Assessment• School Assessment• FSA results	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. https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:be2c4be5-02db-47b7-8a1f-87fb8d2daa91 *This is the most current data available from the Ministry.
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Signatures

School Name: Heritage Woods Secondary	School Goal: Transition - Graduation Rates	School Year: 2020-2021
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Title	Name	Signature
Principal	Todd Clerkson	
Assistant Superintendent	Reno Ciolfi	