

Action Plan for Learning

	School Name: Riverside Secondary School
	School Context Link:
	School Goal: Transition - Graduation Rates
	School Year: 2018-2019

Goal / Inquiry Student learning	To increase the number of students successfully transitioning from grade to grade and graduating
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Rationale 1-3 reasons for choosing goal	<p>The transition between grade eight and grade nine can be difficult for many students as they adjust to the less structured environment of a secondary school. Some students quickly fall behind and have trouble catching up. We need to therefore continue focusing our efforts on monitoring and supporting grade nine students through their first year in secondary school.</p> <p>Approximately 30-40 students each year are within 3 courses (12 credits) of graduation. Many of these students are in the courses required for graduation, but are borderline passing for various circumstances. Ensuring these students successfully complete their courses will ensure that our first time graduation rates either remain high or increase.</p> <p>We have also noticed that the lowest grade to grade transition rate appears to be at the grade 11 level. We would like to explore this further to determine why and what we can do to address this.</p>
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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? 	Focus on a smooth transition for grade nine students- Allocation of 0.82 FTE LIF staffing to: <ul style="list-style-type: none"> - Provide mentorship and build capacity of our staff working with grade 9/10 students in the areas of technology for learning (in a 1:1 environment) and strategies to differentiate and support students with diverse needs. This would include co-planning, co-teaching, and providing in-service. Since we are a digital 1:1 school, we see that we can utilize assistive technology to benefit students with diverse needs. Furthermore, we are using Edublogs as a tool for showcasing and communicating student learning over time as well as the self-assessment of the core competencies.
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<ul style="list-style-type: none"> • How will we monitor progress and adjust actions? 	<p>-Provide an orientation day to all grade nines the week before school starts to begin the process of connecting them to the school and address any transitional challenges they may experience as a new student.</p> <p>-Extend our Digital Bootcamp for students to provide them with the tools needed to begin using their devices once classes begin in the first week of school</p> <p>How will we involve parents?</p> <ul style="list-style-type: none"> • Regular updates at PAC and SPC meetings • Continued involvement in Southside Family of Schools initiatives • More frequent parent information evenings on specific topics of interest to parents • Communication on relevant topics via newsletters, blog, and web-site <p>How will we involve students?</p> <ul style="list-style-type: none"> • Utilize student leaders to assist with transitioning (orientation, intramurals, technology support, peer tutoring) • Survey students to gather more specific data on connection to the school, pride, involvement, inclusion, and relationships. • Create a student working group as part of an IDS to further develop our work on innovation. <p>How will we monitor progress and adjust actions:</p> <ul style="list-style-type: none"> • More frequent examination of report card and provincial exam data on school and department levels • Counsellors and student services will continue to monitor students at risk as the year progresses. • Counsellors will continue to review each grade 12 program to make sure they are meeting graduation requirements. Furthermore, any grade 12s who are eligible for graduation, but at risk of not graduating due to lower than passing marks, will be placed on a plan of assistance with counsellors, teachers, and administrators. • 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. • Continue with practice of examining individual student concerns, putting plans in place to address every at-risk student through SBT, COAd meetings, etc. • Conduct interviews/surveys of our grade nine students pertaining to (connection to school and transitioning), as well as analyze achievement and attendance data to provide support and direction for grade 8 to 9 transition. • Identifying, after 1st interim, which students are struggling with the grade 8 to 9 transition, creating a support group to address issues for those students and connect them to other students in similar situations. • Implement Care and Concern meetings with parents/student/school team shortly after the first interim report card to ensure support services are in place for those students not transitioning well in grade 9.
<p>Backup Documentation</p>	<p>http://www.sd43.bc.ca/secondary/riverside/ProgramsServices/Technology/Grade9to1/Pages/default.aspx</p>

	https://aciolfitto.wordpress.com/ http://myriverside.sd43.bc.ca/pbecker/
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Documentation of learning Key evidence of change <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 evidence, work samples, etc. 	Grade to Grade Transitions (2016/2017): <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Grade 9</th> <th>Grade 10</th> <th>Grade 11</th> </tr> </thead> <tbody> <tr> <td>99%</td> <td>97%</td> <td>95%</td> </tr> </tbody> </table>	Grade 9	Grade 10	Grade 11	99%	97%	95%
	Grade 9	Grade 10	Grade 11				
99%	97%	95%					
	Eligible Grade 12 Graduation Rate (2016/2017): 96% Grade to grade transition rates remain consistent from year to year; although on a course by course basis there are subject areas with higher or lower transition rates (example, math being a course that some students find more difficult than others at the Grade 9 level).						
Backup Documentation	http://www.bced.gov.bc.ca/reporting/school.php?report-school-district=Coquitlam+SD%23043&report-school=04343132&report-school-name=Riverside+Secondary						

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"> • Updates at PAC meetings • Continued involvement in Southside Family of Schools initiatives • Communication on relevant topics via newsletters, blog, and web-site • Utilize student leaders to assist with transitioning (orientation, intramurals, technology support, peer tutoring) • Survey students to gather more specific data on connection to the school, pride, involvement, inclusion, and relationships. • Involve students in the analysis of data and development of actions that may enhance grade to grade transition with respect to the areas of relationships, care, culture, compassion, and sense of belonging
Backup Documentation	

Reflection Highlights <ul style="list-style-type: none"> • Where are we now? 	Eligible Grade 12 Graduation Rate up is steady at 96%.
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<ul style="list-style-type: none"> • What are some patterns emerging? • What surprised you? • What conclusions / inferences might you draw? • How does this inform potential next steps? 	<p>Grade nines receive the most support through LIF teachers, transition events with leadership students, Tech Squad, and attendance tracking. This may be attributing to their transition rates being highest of all grade levels.</p> <p>Grade 11 students appear to have the lowest transition rates at 94%. We believe that some of this has to do with later arriving youth, many of whom arrive in grade 11 without a strong English foundation.</p> <p>We are looking at a greater focus on English Language Learners as their transition to a new school includes both academic and cultural challenges.</p>
Backup Documentation	http://www.sd43.bc.ca/school/riverside/ProgramsServices/Technology/Grade91to1/Documents/Forms/AllItems.aspx

Signatures

School Name: Riverside Secondary	School Goal: Transition - Graduation Rates	School Year: 2017-2018
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Title	Name	Signature
Principal	Jon Bruneau	
Assistant Superintendent	Robert Zambrano	

Print this page, have it signed by Principal & Assistant Superintendent, scan it and attach it here	
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