

# RHS Level 3 Action Plan: Student Transitions

	<p><b>Priority Action:</b> Enhance opportunities for learners and their families and support transitions as learners enter and progress through school to graduation and determine a life pathway.</p>	<p><b>Which PEP pillars and goals does this action plan support?</b></p> <ul style="list-style-type: none"> <li>o Skills and Knowledge</li> <li>o Connections and Relationships</li> <li>o Inclusive, Safe and Welcoming</li> </ul>		
<p><b>Leader:</b></p>	<p><b>Secondary Leader:</b></p>	<p><b>Team Members:</b></p>	<p><b>Project Manager:</b></p>	
<p><b>1. Where We Are: Current Situation</b></p>		<p><b>2. What Will Influence Our Actions: Effective Practices and Research</b></p>	<p><b>3. What Will Be Different</b></p>	
<p><b>Key Transitions</b></p> <ul style="list-style-type: none"> <li>• Grade 9 to 10 transition can be measured by the percentage of Grade 9 students who attain 8 or more credits in the subsequent school year.</li> <li>• Support the transition for grade 6 to 7, Graduates to post secondary.</li> </ul> <p><b>Pathways</b></p> <ul style="list-style-type: none"> <li>• Less than half of low socio-economic (SES) Grades 7-12 students in Saskatchewan plan to pursue post-secondary schooling (OurSCHOOL student perceptual survey)</li> <li>• The 3-year and 5-year graduation rates both overall and for Indigenous students have increased over the past 10 years. There were marked declines in 3-year graduation rates in 2021-22 from the previous two years. While graduation rates have declined since 2018-19, they remain above the results from 10 years ago.</li> <li>• The percentage of youth (aged 15-29) not in employment, education or training in Saskatchewan increased during the pandemic and in 2021.</li> <li>• There are many students in regulated child care spaces. (Homelessness, transiency, neglect issues)</li> </ul>		<ul style="list-style-type: none"> <li>• Seek to understand and learn from Indigenous ways of knowing, being and doing.</li> <li>• Seek to understand and respect roles, responsibilities, and mandates of partners.</li> <li>• Support and encourage innovation.</li> <li>• Ensure full understanding of graduation requirements.</li> <li>• Engage diverse Elders, Knowledge Keepers, and others to provide guidance to the development of tools and processes.</li> <li>• Families and school staff collaborate with community members to connect students to expanded learning opportunities.</li> <li>• Align this work with documents such as:             <ul style="list-style-type: none"> <li>o <i>Inspiring Success: First Nations and Métis PreK-12 Education Policy Framework;</i></li> <li>o <i>Indigenous Education Responsibility Framework;</i></li> <li>o Kindergarten to Grade 12 curricula (recognizing curriculum will be renewed); &amp; Broad Areas of Learning</li> <li>o <i>Inclusive Education;</i></li> <li>o Learnings from Following <i>Their Voices;</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Improve transitions into school by decolonizing, by creating inclusive and welcoming spaces, and sharing knowledge tools and skills between schools and families so that students are safe, confident and successful throughout the entire educational journey..</li> </ul> <p><b>Targets -SMART Goal:</b></p> <p><b>Measures -</b> Measures provide indicators of change.</p> <ul style="list-style-type: none"> <li>• Development of provincial framework and resources for family engagement.</li> <li>• PD will be developed to support family engagement framework and strategies.</li> <li>• School divisions will actualize family engagement practices in alignment with the framework and accompanying practices.</li> <li>• Increase in selected measures of grade 6-8 student engagement OurSchool data.</li> </ul> <p><b>Progress Monitoring -</b> Commitment to how often data will be reviewed to determine progress towards achieving the target.</p>	

Date Last Updated: June 7, 2023

	<ul style="list-style-type: none"> <li>o Truth and Reconciliation Commission's Calls to Action;</li> <li>o Kindergarten to Grade 9 Treaty Education Learning Resource.</li> <li>o United Nations Declaration on the Rights of Indigenous Peoples.</li> </ul>	
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**4. Implementation, Evidence and Progress Monitoring – *To be completed by the Priority Action Team***

Milestones What sequence of milestones are required to complete the outcome and move the project forward?	Steps/Deliverables What are the <b>key</b> actions/deliverables that will be taken to achieve the milestones and lead to the achievement of the outcome?	Timeframe for Completing the Action and Achieving the Milestones, Steps and Deliverables		Action Leads Who among the PEPIT will provide leadership/management of the work related to each action?	Resources Required
		Start Month/Year	End Month/Year		
Following Their Voices Program - teachers with growth mindset and giving student choice and voice	Critical Learning Cycle: goal setting, observations, walk throughs, huddles, co-construction meetings, reflections, VERSO student tool	Fall 2023	June 2024	Mr. Birkham Mr. Dalton	FTV SCLT, Release time for teachers, \$\$ for subs
Career Guidance/Counseling on Career pathways	Teach students why they are taking the classes they are, what they may need for post-secondary or career choices (Life Transitions classes, Use of My BluePrint, Career Work Ed program)			Teachers and Shawna	My Blue Print
Ensure students transitioning from grades 9 to 10 understand the Credit System and are placed in appropriate classes	Review this Credit Attainment procedure on a regular basis with the students (ensuring class schedules are appropriate)			Shawna, Mrs. Favel	Ministry Guidelines
Co-create communication strategies to develop and share to re-engage students, caregivers and school communities	Professional Development on the use of My Blue Print.	Sept 2023	June 2024	All staff	Recipe Cards on FTV strategies, Create events that invite families, PD opportunities,
Take students to Career Fairs/Post-secondary institutions to learn of their options upon graduation	Use FTV High impact discursive strategies to re-engage students Plan for family events to bring families into the school Teach the Treaty Essential Learnings and commit to the Truth and Reconciliation calls to action			Teachers, Shawna, EA's, Parent chaperones	Money
Re-engage with community organizations, businesses to re-integrate the "Service Learning" (Volunteer Placement) Component of highschool PE classes	Grade 6-7 transition: Orientation/parent meeting; one to one tours for students needing extra support; Group tour for all - lockers, staff, extra-curricular). Elementary-highschool partnership projects: Tree planting, Greenhouse, Reading Buddies)			Amy, Mrs. Favel	Time, letters, searching for opportunities for students
Student Support Program to mentor, tutor, counsell student	Grade 9 -10 transitions: Credit system orientation continues  Grade 12 trip to Saskatoon (U of S, SIIT, Sask Polytech), Grade 11 to SFY Career Fair in Saskatoon (Nov), Grade 10 Students to Try-A-Trade Career Fair, Grade 7-9 Girls to Women in Trades Career Fair; SUTIL Career fair for high school students			Rob Dolan, Teachers and EA's	

<b>Milestones</b> What sequence of milestones are required to complete the outcome and move the project forward?	<b>Steps/Deliverables</b> What are the <b>key</b> actions/deliverables that will be taken to achieve the milestones and lead to the achievement of the outcome?	<b>Timeframe for Completing the Action and Achieving the Milestones, Steps and Deliverables</b>		<b>Action Leads</b> Who among the PEPIT will provide leadership/management of the work related to each action?	<b>Resources Required</b> Team members, financial, stakeholders.
		<b>Start Month/Year</b>	<b>End Month/Year</b>		
	Send out letters to inform the places of work that we will be re-integrating this Service Learning and a student may want to learn from them  IIP's, FIP's, EA one on one or group				

**Questions after 1st staff meeting:**

1. Why does elementary not go to Pre-k to 7? (Development and peer pressure issues). If not, can we look at increasing subject teachers for MY 7-9?