

2018-19 Project Plan Graduation Rates in Support of Sector Outcome

<p><b>TITLE:</b> Which organization hoshin, sector hoshin or sector outcome does this project plan support? <b>By June 30, 2020, Saskatchewan will achieve an 85% graduation rate.</b></p> <p><b>Date of Original Draft:</b> March 10, 2015 <b>Date Last Updated:</b> April 16, 2018</p>	<p><b>Primary Owner:</b> Darrell Newton <b>Lead Unit/Branch:</b> <b>Team Lead(s):</b></p>	<p><b>Secondary Owner:</b> Curtis Paylor, Grad Team <b>Expert Advisor:</b> <b>Other Team Members:</b> Heather Krissa, Brenda Knight, Brad Freyman, Trevor Gerwing</p>
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**1. Problem Statement** (Current state and the reason for action.) *[Explain what and how big the problem is and why strategic action is required to address it.]* **4. Implementation Plan** (What are the high-level actions that will be taken to address the problem within the given timeframe? How will the future state be achieved?) *[More detail can be included in the Detailed Implementation Plan.]*

Graduation is a key step in helping young people realize healthy and fulfilling lives. The current three-year graduation rate for all students is 75% (2015), and the three-year graduation rate for First Nations and Métis students is 40% (2015). The five-year graduation rate for all students increases to 82% (2015), and the five-year graduation rate for First Nations and Métis students increases to 56% (2015).

**2. Root Cause Analysis** (What is causing the problem and what evidence can be provided to support the analysis?) *[Highlight baseline data and analysis that helps clarify the magnitude of the problem statement and narrow the focus for the future state statement. What are the barriers impeding change or success?]*

- During the Student First engagements, students attributed their disengagement to factors including not enough experiential learning opportunities and literacy/numeracy skills below grade level expectations.**
- A. Current pedagogy and approaches are not effectively meeting the needs of all students.
  - B. Not all students have sufficient support in their personal and family environment to support high achievement.
  - C. Students experience external pressures such as the draw of industry, peer influence and socio-economic difficulties.
  - D. In the past five school years, 32 percent of grade 10 students have not achieved at least 8 credits.
  - E. Many young people do not experience a sense of belonging in their school, and report that stronger relationships with their teachers and peers would improve their education.
  - F. The current graduation requirements and curriculum are not providing all students with an engaging and relevant experience.
  - G. Local and provincial policies may create artificial barriers to students progressing toward graduation.
  - H. There are limited alternatives and/or flexibility available for students who vary from a traditional program. (e.g., summer school, distance education, extended time, storefront schools, credit recovery/continuation).
  - I. Students are not aware of various opportunities and alternatives for achieving credits (course challenge, supplemental exams, special project credits, dual credits).
  - J. Additionally, successful transitions for students throughout their time in school and on their way to post-secondary education, industry or trades requires tracking information and planning for each student.
  - K. Students require greater access to adequate inter-ministerial (Health, Justice, Social Services) and school-based supports, services, and programming.

Actions	Deliverables	Lead	Start Date	Completion Date	Resources Required (Human and Financial)	Risk/Mitigation
Graduation and Transition Exit Interviews	Each school conducts graduation exit interviews, grade 9 transition interviews at Jonas Samson, and grade 6 transition interviews at Gateway Elementary. Each school creates a follow-up plan to address the feedback.	Darrell Newton, Principal	May 2019	June 2019	Teachers and Administrators, Students Darrell creates template for follow-up plans.	
All schools will implement ministry template of student graduation plans and transition plans using My Blueprint starting in Grade 9, which will include a portfolio, (for all grade 9-12 students)	Schools will ensure that graduation and transition plans are in place for students in grade 9.  Students meet w/ graduation counsellor at regular intervals during the year to review their career plan.	Darrell Newton, School administrators	Sept. 2018	Ongoing	Superintendent, Career Education teachers, guidance counselors, students, parents, My Blueprint.	
CAPS, COPEs, COPS will continue across division.	Students will meet with division guidance counsellor to review results and interpretations.	Brenda Knight, School administrators	Oct. 2018	April 2019		
Scheduled student led conference for grades 9-11 focused on graduation plans and career counselling.	Every student will complete one student led conference regarding career planning during the year.	School administrators	Sept. 2018	June 2019		
My Student First Classroom Teacher planning and assessment – incorporate student voice Engagement and 21 <sup>st</sup> century skills	Provide PD that is appropriate and timely for implementation of these strategies from	Darrell Newton	Sept. 2018	June 2019		

<p>L. There needs to be a greater understanding and acknowledgement of Métis and First Nations cultures and languages and the impact of residential schools on society.</p> <p>M. Some students have poor attendance in K-12 and there is a strong correlation between attendance and achievement.</p> <p>N. English as an additional language students must receive the necessary supports to ensure they will graduate and will be successful.</p> <p>O. Some students entering grade 10 do not have the prerequisite skills to be successful in Grade 10.</p>		the Template to Graduation					
	Monitor credit attainment and provide avenues for credit recovery	<p>Ongoing analysis of each students' credit attainment (Gr. 10-12).</p> <p>Graduation team will provide a template and guidelines for credit recovery.</p> <p>Evaluate transition programs.</p> <p><b>Schools will outline their credit recovery plan within the Learning Improvement Plan, and communicate protocol and results (LIP due June 1, 2018).</b></p>	Darrell Newton, School administrators, Matthew Grupp	May 2018	Ongoing	Guidance counselors, administrators, students, parents	
	Grad Counsellor	Evaluate and evolve role to meet needs of student at-risk of not graduating. Focus on building relationships with students.	Senior Admin & Curtis Paylor	August 2018	June 2019	School Administration and support staff	
	Mentorship programs	Schools will have a formal (student-adult) mentorship program that will be tracked.	School administrators, Grad team	August 2018	Ongoing	Guidance counselors, administrators, students, parents	
	Attendance Strategies	Division grad team will provide attendance strategies and initiatives to improve attendance at school.	School administrators, Grad team	August 2018	Ongoing	Grad Team, administrators	
<p><b>3. Future State</b> (How will the situation will be different because of the actions taken to improve it?) <i>[List targets that address the problem(s) in the problem statement.]</i></p>		<p><b>5. Metrics</b> (How will you know a change has been an improvement?) <i>[Identify outcome and process metrics that will indicate the project success and include balancing measures to ensure the project doesn't negatively affect other metrics. <b>These should relate to the actions noted above in the implementation plan. Identify measures that are anticipated to change monthly.]</b></i></p>			<p><b>6. Engagement</b> (How is this plan informed by the lens of Student First? How will children, parents, and stakeholders, etc., be engaged in this work?) <i>[Name any target groups required for success.]</i></p>		
<p>Increase grad rate year over year:</p> <p>2016/17: 83% Actual: 79.1%</p> <p>2017/18: 85%</p> <p>2018/19: 87%</p> <p>2019/20: 90%</p>		<p>Compile data from all actions for periodic board updates.</p>					