



School District 70 (Alberni)
Eighth Avenue Learning Centre
2017-2018 Goals

System Goal:

- All students will develop and apply social and emotional learning strategies to become resilient, flourishing, self-aware individuals.
- All students will successfully transition from grade to grade culminating in a Dogwood diploma within six years of entering grade 8.

School Goal: To ensure all students are connecting to staff members and are making academic progress every two weeks.

2017-2018 Objectives:

1. Staff will log interactions with students.
2. Staff will log academic progress made.
3. Staff will reach out to students who have not had a staff interaction and who have not made academic progress over a one-month period.

Rationale:

Historically, measuring school connectedness in the Alternative Programs has been limited. Students tracked their time spent at school by signing in and signing out of a computer program. Staff could log into the computer system to see how much time a student was spending at school. This procedure was not always reflective of how much time a student attended school because if a student chose not to sign in, their time would not be recorded. In addition, this process did not reflect whether or not a student had any interaction with staff members.

Measuring academic progress of students was done once per reporting period during "teacher advisor meetings". These meetings would include administration, Youth Care Workers, the SET, and teachers. Every student in the Alternative Programs was discussed. Although these meetings discussed a student's connectedness and academic progress for *the term*, the delay between these meetings was problematic to best support students. In some cases, by the time a student was identified as being disconnected from our school, so much time has passed that it became increasingly difficult to re-engage the student to our school setting.

Academically the same could be said. It was discouraging to hear of a student's lack of academic progress considering the amount of time between reporting periods and the teacher/advisor meetings. Sometimes, a student might have interacted with several staff members, and always attended, but made little to no academic progress in a term. As a school we began to question how we could better support students in a timely fashion knowing that some students might be reluctant to ask for help whether academically or emotionally.

Evidence:

This is the second year of our school-connectedness data collection at the Eighth Avenue Learning Centre.

Every two weeks, staff are asked to collect two kinds of data: firstly, to log any interactions they have with students, and secondly, to track all academic submissions students have completed. This information is then submitted to administration.

At the end of each month, the administrators review the data collected to identify which students have not had any interaction with staff, and/or have not submitted any assignments.

Once these students have been identified, we ask staff and administration to reach out to them in order to best support them socially and academically. In these reach-out discussions with students, any barriers to attendance or academic progress will be discussed. A recalibrated plan could then be developed for each student identified.

Our efforts are to avoid scenarios in which a student is always in attendance at our school, but not progressing academically. As well, we don't want any students to be disconnected from our staff whether they are in attendance or are working from home.

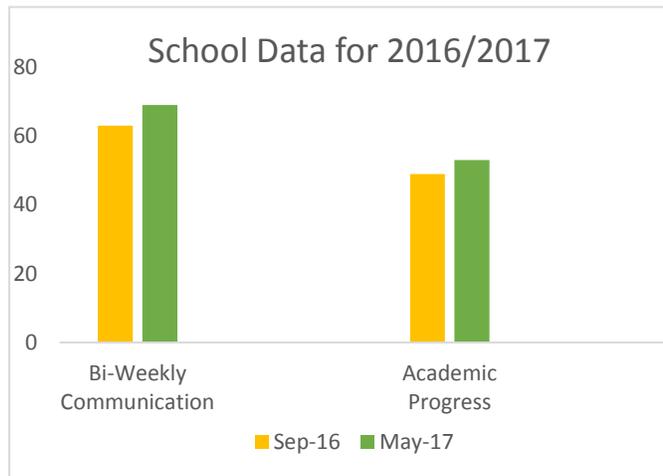
In sum, it is our hope that our school plan will ensure that students are being supported academically and emotionally by our staff in a consistent and timely fashion.



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Success/Results

Evidence shared with PAC, staff and students



In conclusion, the data collected in the 2016/17 school year:

Students that communicated bi-weekly with staff

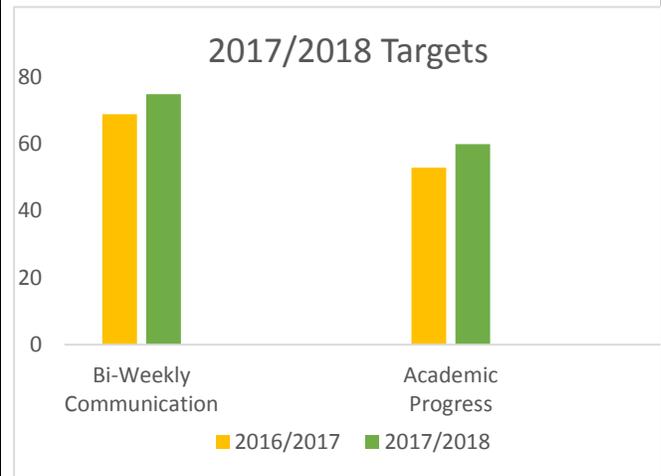
63% (October 2016) increased to 69% (May 2017)

Students that progressed academically bi-weekly:

49% (October 2016) increased to 53% (May 2017)

2017/18 Targets

Expected results



Our targeted goals for May 2018 are:

75% of students will communicate bi-weekly with staff

60% of our students will progress in their courses bi-weekly

Organizing for Improvement**Strategies and Structures**

This year, we will look closely at the data collected around academic progress and interactions with staff in order to track every student's progress.

We will support students by reaching out to them to ensure their academic and emotional needs are being addressed. As a result, we expect our percentage of disconnected students to continue to decrease

Communication

We will communicate progress to our staff at staff meetings this year.

We will also communicate our results to Trustees and Senior School District Administration.