



Transitions Goal Action Plan

Goal: To improve grade-to-grade transitions and graduation rates by addressing student attendance and engagement.

Measurement:

- Attendance rates
- Transition rates
- Graduation rates
- Student Learning Survey transition item results
- Middle Years Development Instrument (MDI) results

Lead Responsibility: Greg Lawley

Committee Includes: High school and elementary administrators, district-wide Indigenous staff, Fraser Health, Integrated Child & Youth Team (ICY), Indigenous graduation coach(es), district and school-based counsellors, Child & Youth Care workers

Five-Point Action Plan

1. Review 2024–25 District Data on Attendance and Transition Rates

Timeline

- Collect student attendance rates for all schools and gather "Street Data" from Tier 3 students to understand issues/barriers to attending
- Collect grade-to-grade transition rates (Grades 9–12)
- Collect graduation rates from secondary schools, FCOL, and alternate schools
- Collect data from EDI/MDI/Student Learning Survey related to transitions, career planning, student sense of belonging at school, and student mental health
- Collect post-secondary transition rates (e.g., attending post-secondary institutions, job placement, apprenticeships)

**September
2025**

2. Create Data-Informed Interventions to Improve Student Attendance

- Fraser Health leads the "Attendance Matters" campaign to promote the importance of school attendance for academic success and belonging
 - Inform staff, students, and parents using posters/emails in schools and communities
 - Improve student-school connectedness messaging to staff and teachers

**September
2025- June
2026**

- School and district counsellors/Indigenous support staff use "Street Data" to connect with families, address issues like sleep hygiene, and offer support/interventions
- Community resources (Fraser Health, ICY, Community Services, UFV Nursing Students) present to students on topics such as sleep hygiene and healthy technology use
- Intensive short-term (6–8 week) interventions tailored to individual student needs:
 - School teams create "High Risk Student" support teams to review strategies and provide targeted support
 - Consult families to identify primary needs and commitments
 - Develop an individualized 6–8 week intervention plan
 - Goals: build positive student/family connections, identify external resources, increase school community connection, develop routines, foster independence
- Investigate alternate transportation for students unable to access regular morning buses
- Celebrate student success and highlight effective school-based strategies

3. Complete Data Review and Adjust Interventions: September to November 2025

- Collect student attendance rates and “Street Data” from Tier 3 students
- Collaborate with school and district staff and families to contact Tier 3 students
- Design targeted interventions to improve attendance and engagement

<p>Term 1: Sept–Nov Term 2: Dec–Feb Term 3: Targeted support in all schools</p>
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4. Complete Data Review Cycle and Adjust Interventions: December 2025 to March 2026

- Continue collecting attendance rates and “Street Data” from Tier 3 students
- Collaborate with school and district staff and families to engage Tier 3 students
- Design targeted interventions to improve attendance/school engagement
- Plan grade-to-grade and post-secondary transitions through course selection, trades/career fairs, and post-secondary orientation events

<p>December 2025- March 2026</p>

5. Complete Data Review Cycle and Adjust Interventions: April to June 2026

- Collect updated attendance data and “Street Data” from Tier 3 students
- Collaborate with school and district staff and families to follow up with Tier 3 students
- Review student progress on required Grade 10/11 courses (e.g., Math 10, Math 11, English 11, Social Studies 11)
- Gather data on anticipated graduation rates, transitions, and post-secondary plans
- Offer summer school enrollment options for Grades 8–12 to support grade-to-grade transitions

<p>April 2026- June 2026</p>
