

Action Plan for Learning

School: DCSS – South Peace
School Year: 2026 - 2027

Purpose

This Action Plan for Learning outlines two priority goals for the school year, along with the challenges driving each goal, the strategies we will use to address them, and how we will measure success.

Goal 1: Increase Academic Success

Rationale / Challenges

Our school currently faces two interconnected challenges that are limiting graduation rates:

- Low student attendance — Inconsistent attendance is reducing instructional time and engagement, particularly among students at risk of not graduating.
- Low transition rates from Grade 11 to Grade 12 — A high rate of students are not successfully progressing from Grade 11 into Grade 12 (19% in 2025).

A key root cause has been identified: most non-graduating students were not successful, or had limited success, in their Grade 10 courses. Because Grade 10 provides the foundational credits and skills needed for later success, students who struggle here fall behind early and often cannot recover the credits or confidence needed to reach graduation by Grade 12.

Baseline Data

- Current graduation rate (2025): 75%
- Target: Increase graduation rate by 2-5% year over year for the next three years

School Year	Target Graduation Rate
2025 (baseline)	75%
2026	Will update in February
2027	79-82%
2028	82-85%
2029	85%+

Strategies

Strategy	Description
Improved Profile Meetings	Enhanced meetings designed to strengthen communication between Indigenous Education, Learning Assistance, Counsellors and Classroom Teachers.
Redesigned SBT Process	A restructured Student-Based Team process to more effectively identify and support at-risk students by utilizing more consistent attendance data.
Course Completion Opportunities	Additional pathways offered to students who were close to passing their courses, keeping them on track toward graduation. This program specifically targets Grade 10 students to keep them on grad track.

Together, these strategies are designed to strengthen the early-warning and communication loop between students, teachers, and parents, and to give students who are close to success the additional support needed to stay on their graduation path.

Indicators of Success

- Graduation rate increases by 2-5% annually against the 75% baseline of 2025.
- Improved attendance rates
- Improved Grade 10 course completion/pass rates
- Increased Grade 11 to Grade 12 transition rate
- Higher success rate in Grade 10 – 11 in all subjects.

Goal 2: Promote Student Accountability in their Learning

Rationale / Challenges

Our school is facing several classroom and hallway management challenges that are undermining a strong learning environment:

- Students are frequently late for class
- Students are leaving class early
- Students are spending excessive time in the hallway during instructional time
- Students are disengaged from their learning, not meeting deadlines or learning expectations

These behaviours reduce instructional time, disrupt classroom flow, and are closely linked to the attendance and engagement challenges identified in Goal 1 - a student who is late, leaves early, or is frequently in the hallway is also losing instructional time that affects their course success.

Strategies

Strategy	Description
Building Positive Relationships	Staff will prioritize building positive relationships with students to increase engagement and buy-in. Staff will prioritize addressing students not meeting learning expectations through a relationship lens, rather than a disciplinary lens.
Clear Communication of Expectations	Staff will communicate consistent classroom expectations and communicate with parents/guardians when students are not meeting classroom expectations
School-wide initiative to improve on-time learning	Teachers stand in their doorways until the start of class, encouraging their students (and other students) to arrive in class on time.
School-wide initiative to reduce early student departure from class	Teachers clearly review expectations that students are in class until the end of the instructional period. Students are not released early without parental permission. SBT will support in addressing students who are frequently early leavers from class. Admin will intervene when required.
Classroom Hall Pass Processes	Every classroom will implement a specific, consistent hall pass process that aligns with the school hallway process.
Admin Enforcement of Hallway Policy	Administration will consistently enforce the hallway policy school-wide.
Personal Digital Device (PDD) Policies - Classroom	Teachers will develop clear PDD policies within their own classrooms that meet or exceed to school PDD policy.
Personal Digital Device (PDD) Policy - Hallways	Administration will enforce the PDD policy for students in hallway spaces.
Change Bell Schedule	Removal of the 5-minute warning bell, as students did not view this bell as meaningful. Warning bell moved to 3 mins before instructional time. No bell to start instructional time. The rationale is the 3-minute warning bell will be more impactful and the removal of the instructional start bell places more importance on the warning bell.

Indicators of Success

- Reduction in late-arrival and early-departure incidents
- Reduction in hallway traffic/time during instructional periods
- Increased consistency of hall pass and PDD policy use across classrooms (documented through teacher and admin feedback)
- Improved student engagement (e.g., assignment completion rates, observed engagement during walkthroughs)
- Improved staff-reported classroom climate