



Sundre High School Education Plan 2021-2024

2023-2024 - Year Three

| Goals | Academic Excellence | Social Emotional Well-being | Career Connections |
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| Connection to Alberta Education | Student Growth and Achievement Teaching and Leading Learning Supports | Student Growth and Achievement Teaching and Leading Learning Supports Local and Societal Context | Student Growth and Achievement Local and Societal Context |
| Engagement | | | |
| Division Target | CESD students will reach their highest academic potential. | Students and staff members will have the knowledge, skills and attributes to respond to their social emotional needs and the needs of others. | All students will graduate high school having had purposeful career pathway experiences that lead to a confident and successful transition to post-secondary career training (apprenticeship certification, certificates, diplomas, degrees.) |
| School Outcome and Corresponding Strategies | <p>100% of SHS students participating will meet the acceptable / satisfactory standard, and 25% of SHS students will achieve the standard of excellence/proficiency on grade level assessments.</p> <p>*Grade 9 students not reading at grade level will complete diagnostic, standardized assessments in reading to determine level of ability and inform teaching practice.</p> <p>*Grade 9 and 10 students will write standardized assessments in writing and mathematics to determine level of ability and inform teaching practice.</p> <p>*Teacher teams will analyze student data and put necessary interventions in place. Teachers, parents, and students will work together in creating an academic plan to support students unable to achieve at grade level.</p> <p>*Teachers and school teams will accommodate, adapt and modify content where appropriate to ensure students can reach their highest academic potential.</p> <p>*Staff will utilize the "Supporting All Students" document to familiarize themselves with their students' learner profile at the beginning of each semester and throughout the year when necessary.</p> <p>*Effective use of technology will be embedded into instruction, assessment, and student learning.</p> <p>*School teams will identify interventions to support all students.</p> <p>*9-12 flexible learning options will be available for students unable to attend full time in the regular classroom.</p> <p>*Flexible Learning Time will be utilized to help implement targeted academic support for students.</p> <p>*Grade 9 HS Prep course focusing on critical thinking, literacy and numeracy skills and proper study and executive functioning skills.</p> | <p>Any student challenged in an area of social emotional well-being will have access to division supports and services.</p> <p>*Staff members will use the supportive process (KITE) for the most vulnerable students.</p> <p>*SHS staff will use the Social Emotional Framework tool to identify student needs and plan interventions.</p> <p>*100% of staff will have completed the Social Emotional Well-being Certification Series.</p> <p>*Staff will regularly meet (Collaborative Response Meetings) to discuss students and what is needed to ensure their success. This includes academic and social emotional issues.</p> <p>*Staff will utilize the "Supporting All Students" document to familiarize themselves with their students' learner profile at the beginning of each semester and throughout the year when necessary.</p> | <p>60% of CESD students will transition to post-secondary within 6 years of grade 10.</p> <p>*The Career Connections Team will:</p> <p>Refine promising practices for careers planning for schools including meeting with a member of the career team prior to grade 12 and provide opportunities for students to visit post-secondary campuses.</p> <p>*Provide students with Career Pathway experiences and skill development. (ex Health Care Skills Day, Dual Credit, etc.)</p> <p>*Grade 9 students will meet with a member of our careers team to discuss high school pathways and post-secondary opportunities.</p> <p>*CALM teachers will meet individually with grade 10 students to high school pathways and post-secondary opportunities</p> <p>*SHS Application to Graduate process, where each grade 11/12 student meets with a member of our careers team to discuss an after graduation plan.</p> <p>*Students will be exposed to a variety of post-secondary programs throughout the province. This includes guest speakers, and campus visits.</p> |
| School Outcome and Corresponding Strategies | <p>93% of SHS students will be reading at or above grade level.</p> <p>*Grade 9 students will complete standardized assessments in reading and writing using provincially approved resources.</p> <p>*Teacher teams will analyze student data and put necessary interventions in place.</p> | <p>Any staff member challenged in an area of social emotional well-being will have access to division supports and services.</p> <p>*School administrators will work with Staff Wellness 'champions' to ensure that wellness is a priority through the 10 Key Division Supports in CESD, Beyond the Binder (CESD Wellness video)</p> <p>*100% of staff will have completed the Social Emotional Well-being Certification Series.</p> | <p>90% of CESD students will achieve 3-year High School Completion.</p> <p>*Focus will be placed on supporting and expanding Dual Credit, Registered Apprenticeship and other opportunities out of the traditional classroom.</p> |
| School Outcome and | Strengthen Foundational Knowledge and understanding | Each student will achieve an attendance rate of 90% or higher. | 100% of grade twelve students will create a plan following graduation. |



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| <p>Corresponding Strategies</p> | <p>regarding Indigenous students.</p> <ul style="list-style-type: none"> *Enhance visibility of Indigenous culture in our schools. *Create opportunity for student and staff growth and learning regarding Truth and Reconciliation through Indigenous Lead teachers and division Indigenous Coordinator. | <ul style="list-style-type: none"> *examination of attendance data and its impact on student success, working through a system of support with students and families. *Flexible learning options are available for students unable to attend full time in the regular classroom. *use of restorative language to support attendance | <ul style="list-style-type: none"> *SHS Application to Graduate process, where each grade 11/12 student meets with a member of our careers team to discuss an after graduation plan. *High school graduation survey *SHS administrators and staff will use MyBlueprint and ALIS website for career exploration beginning in grade 9. |
| <p>Success Measures</p> | <p>SHS Measure:</p> <ul style="list-style-type: none"> *Reading Support Level Data *Math Assessment *Gradebooks (SHS) <p>Alberta Education Measure:</p> <ul style="list-style-type: none"> *Acceptable standard and standard of excellence <ul style="list-style-type: none"> ● PAT 9 (AB. Ed.) ● Diploma exams (AB. Ed.) | <p>SHS Measure:</p> <ul style="list-style-type: none"> *Student Attendance *Staff Confidence and Connection Survey *The percentage of students that have completed acceptable and excellence standards in the social emotional wellness course. <p>Alberta Education Measure:</p> <ul style="list-style-type: none"> *Citizenship *Safe and Caring Schools | <p>SHS Measure:</p> <ul style="list-style-type: none"> *Grade 12 graduation plan <p>Alberta Education Measure:</p> <ul style="list-style-type: none"> *6-Year transition rate *3-Year high school completion rate |

CESD relies on Alberta Education and local measures found on the Division Assurance Dashboard. The Division and School Leadership teams engage in ongoing data analysis and engage with their stakeholders on a regular basis to provide input in the Division and corresponding School Education Plans.