



<p>ACADEMIC EXCELLENCE CESD students will reach their highest academic potential.</p>	<p>SOCIAL EMOTIONAL WELL-BEING Students and staff members will have the knowledge, skills and attributes to respond to their social emotional needs and the needs of others.</p>	<p>CAREER CONNECTIONS All students will graduate high school with career pathway experiences and skill development that lead to successful transition to post-secondary and career opportunities.</p>
<p>Connection to Alberta Education Domain: Student Growth and Achievement Teaching and Leading Learning Supports</p>	<p>Connection to Alberta Education Domain: Student Growth and Achievement Teaching and Leading Learning Supports Local and Societal Context</p>	<p>Connection to Alberta Education Domain: Student Growth and Achievement Local and Societal Context</p>

STAKEHOLDER ENGAGEMENT

DIVISION OUTCOME, TARGETS, AND CORRESPONDING STRATEGIES

<p>SHS students will meet the acceptable/satisfactory standard, and one quarter or more of CESD students will achieve the standard of excellence on grade level assessments.</p> <ul style="list-style-type: none"> *Grade 9-12 teachers collaborate through professional learning days with a focus on resources, assessments and instructional delivery. *Teacher teams will analyze student data through the collaborative response model and put necessary interventions in place. *Teacher teams will accommodate, adapt and modify content where appropriate to ensure students can reach their highest academic potential. *Exploration of an inclusive online learning platform for students gr 9-12. <hr/> <p>93% of SHS students will be reading at or above grade level.</p> <ul style="list-style-type: none"> *Grade 9 students will participate in standardized assessments in reading. *Divisional focus on supporting teachers and teams to use data to inform their teaching and provide appropriate intervention and support. <hr/> <p>Strengthen Foundational Knowledge and understanding regarding Indigenous students.</p> <ul style="list-style-type: none"> *Enhance visibility of Indigenous culture in our schools. *Create opportunities for adult learning through The Four Seasons of Reconciliation. *Applying and embedding Indigenous learning into classroom and division processes. *Facilitate pathways to access resources within, and external to, the division. 	<p>SHS staff will develop an inclusive mindset and plan that supports the social emotional well-being of students.</p> <ul style="list-style-type: none"> *There is a school-wide commitment to anticipate, value and support diversity and learner differences. *Staff commitment to ensuring all students are accepted and provided with a learning program at their community school. *Staff understand that emotional dysregulation is caused by a lack of specific cognitive skills. Students do well if they can and interventions are based on skill development. *Students' personal, cultural and diverse strengths and interests are visible and incorporated into teaching and learning. *A strength based approach is used (rather than deficit based). Language focuses on equity rather than fairness and equality. *School staff will use the supportive process of response teams for social emotional regulation and safety. *School staff will use the Social Emotional Learning Framework to identify student needs and plan interventions. <hr/> <p>Staff will have access to professional development in order to build capacity around social emotional well being.</p> <ul style="list-style-type: none"> *All administrators, teachers and educational assistants will participate in the Social Emotional Well-being Learning Series. *Schools will facilitate a collaborative problem solving approach when supporting students. *Administrators will facilitate school based professional learning focused on collaborative problem solving and the development of an inclusive mindset. <hr/> <p>Each student will achieve an attendance rate of 90% or higher.</p> <ul style="list-style-type: none"> *Schools regularly examine attendance data to identify students in need of support *Access to a continuum of Social Emotional Wellness school supports for students and families. (e.g regulation and wellness spaces, regulation strategies, Mental Health Capacity Building Grant - YES, Family School Wellness) <hr/> <p>Foster Safe and Caring School Environments.</p> <ul style="list-style-type: none"> *SHS will continue to ensure all students, staff, friends and families entering our schools will be welcomed and supported. *Implementation of safety and emergency response protocols. (Hour Zero Emergency Procedures) <hr/> <p>Any staff member challenged in an area of social emotional well-being will have access to division supports and services.</p> <ul style="list-style-type: none"> *School administrators will work with Staff Wellness 'champions' to ensure that wellness is a priority through the 10 Key Division Supports in CESD, *SHS staff will complete the Social Emotional Well-being Certification Series. 	<p>60% of SHS students will transition to post-secondary within 6 years of grade 10.</p> <ul style="list-style-type: none"> *The School Career Connections Team will: <ul style="list-style-type: none"> - Develop three year school plans based on the strategic actions detailed in the CESD Career Connection Strategic Actions Handbook. - Provide students with multi-year Career/Collegiate Pathway experiences and skill development. *High schools will ensure exploration of post secondary opportunities including site visits and/or post secondary fairs. *Delivery of Career-based CTF/CTS awareness and skill development Gr. 9-12 *Dual credit and work integrated learning opportunities will be available to all high school students *Academic/Career coaching, advising, and tracking is in place for all students (9-12). <hr/> <p>90% of SHS students will achieve 3-year High School Completion.</p> <ul style="list-style-type: none"> *School plans will be focused on supporting and expanding highest leverage strategies, detailed in the CESD Career Connection Strategic Actions Handbook, that impact graduation success. <hr/> <p>100% of graduating students will have support and guidance in determining a career plan after graduation.</p> <ul style="list-style-type: none"> *School plans will be focused on supporting and expanding highest leverage strategies, detailed in the CESD Career Connection Strategic Actions Handbook, that impact career pathway success. *Students and parents will have information and access to scholarship and award opportunities.
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SUCCESS MEASURES

<p>SHS Measure:</p> <ul style="list-style-type: none"> *Reading Support Level Data (grade 9) *Math Assessment (9-10) <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 • Diploma exams *First Nation, Metis, and Inuit Student Success *English Language Learning *Parental Involvement *Student Engagement 	<p>SHS Measure:</p> <ul style="list-style-type: none"> *Student Attendance *Participation Rates for Social Emotional Well-being and Inclusion Learning Series (Leader, Teacher Educational Assistants) *Vital Actions of Effective Inclusion Self- Reflection Data <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"> *Dual Credit participation rate *Off-Campus participation rate *Grade 12 student school survey <p>Alberta Education Measure:</p> <ul style="list-style-type: none"> *6-Year post-secondary transition rate *3-Year high school completion rate
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SHS relies on Alberta Education and local measures found on the Division Dashboard. The Division and School Leadership teams engage in ongoing data analysis and engage with all stakeholders on a regular basis to provide input in the Division and corresponding School Education Plans.