



Didsbury High School Education Plan 2021-2024

2023-2024 - Year Three

Goals	Academic Excellence	Social Emotional Well-being	Career Connections
Connection to Alberta Education Domain	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
Stakeholder Engagement			
Visionary Statement	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>CESD 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> <p><i>*Grade 9-10 students will write standardized assessments in writing and mathematics to determine level of ability and inform teaching practice.</i></p> <p><i>*Teacher teams will analyze student data through collaborative conversations and put necessary interventions in place.</i></p> <p><i>*Collaborative division focus on assessment.</i></p> <p><i>*Teacher teams in conjunction with our LST team will accommodate, adapt and modify content where appropriate to ensure students can reach their highest academic potential. This includes the continued support of current life skills programming.</i></p> <p><i>*Students and staff will effectively utilize Guided Learning Time (GLT) and Connection Time (CT) to supplement and enhance student learning and achievement.</i></p>	<p>Any student challenged in an area of social emotional well-being will have access to division supports and services</p> <p><i>*Division staff will use the <u>Social Emotional Framework</u> tool to identify student needs and plan interventions.</i></p> <p><i>*Embedding of social emotional wellness course for grade 10 student's within CALM.</i></p> <p><i>*Accessing a continuum of Social Emotional Wellness supports for students and families.</i></p> <p>Staff will have access to professional development in order to build capacity around social emotional well being.</p> <p><i>*All administrators, teachers and support staff will participate in the CESD Inclusion Learning Series.</i></p>	<p>60% of CESD students will transition to post-secondary within 6 years of grade 10.</p> <p><i>*The DHS Career Connections Team will:</i></p> <p><i>*Develop three year school plans based on the strategic actions detailed in the <u>CESD Career Connection Strategic Actions Handbook</u>.</i></p> <p><i>*Provide students with multi-year Career/Collegiate Pathway experiences and skill development. This will occur through purposefully designed school-based and division-based learning that provide career pathway EXPLORATION, ENGAGEMENT & EXPERIENCES that lead to all students confident in their career choice i.e. Career-based CTF/CTS, Career Coaching and Advisory Time, Dual Credit Programming, Work Integrated Learning (WE, Internship 10, RAP), Green Certificate, Industry Partnerships, Post Secondary confidence etc.</i></p>
	School Outcome and Corresponding Strategies	<p>93% of CESD students will be reading at or above grade level.</p> <p><i>*Grade 9 students will write standardized assessments in reading using CESD approved Level A reading assessments.</i></p>	<p>Each student will achieve an attendance rate of 90% or higher.</p> <p><i>*The examination of attendance data and its impact on student success, will be utilized in the planning process to support all students.</i></p> <p><i>*9-12 flexible learning options will be available for students unable to attend full time in the regular classroom through the Learning Hub.</i></p> <p><i>*Anxiety strategies and supports will be offered to all students through Family School Wellness Supports.</i></p> <p><i>*Students and staff will effectively utilize Guided Learning Time (GLT) and Connection Time (CT) to provide and enhance relationships. Through this 90% of students will be able to identify a "trusted adult" they are connected to.</i></p>



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<p style="text-align: center;">School Outcome and Corresponding Strategies</p>	<p>Strengthen Foundational Knowledge and understanding regarding Indigenous students.</p> <p><i>*enhance visibility of Indigenous culture in our schools</i></p> <p><i>*create opportunity for staff growth and learning regarding Truth and Reconciliation through The Four Seasons of Reconciliation.</i></p>	<p>Any staff member challenged in an area of social emotional well-being will have access to division supports and services.</p> <p><i>*School administrators will work with Staff Wellness 'champions' to ensure that wellness is a priority through the 10 Key Division Supports in CESD.</i></p> <p><i>*All staff at DHS will complete the Social Emotional Well-being Certification Series.</i></p>	<p>100% of graduating students will be confident in their career choice and transition plan and can articulate this with clarity.</p> <p><i>*School three year plans will develop multi-year career pathway experiences for all students based on the CESD Career Connection Strategic Actions Handbook's strategic actions and data to inform career pathway design.</i></p> <p><i>*Frequent coaching conversations with Career Counselors.</i></p> <p><i>*Reflection of personal Career Pathways is supported through classes such as CALM, Guided Learning Time (GLT), High School Prep (Gr. 9) and Connection Time (CT). Programs such as myBlueprint and AIIIS are used to navigate this.</i></p> <p><i>* Supported by CAREERS to build work related work integrated experiences and developed documents such as resumes and profiles in MyTradesecrets.</i></p> <p><i>* Participating in career related experiences such as SKILLS CANADA, PSI presentations across multiple grade levels all building towards the Career Connection goal for each student.</i></p>
<p style="text-align: center;">Success Measures</p>	<p>DHS/CESD Measure:</p> <p>*Reading Support Level Data *Writing Assessment (HLAT/PAT) *Math Assessment (MIPI)</p> <p>Alberta Education Measure:</p> <p>*Acceptable standard and standard of excellence</p> <ul style="list-style-type: none"> ● PAT 9 ● Diploma exams <p>*First Nation, Metis, and Inuit Student Success, English Language Learning *Parental Involvement *Student Engagement</p>	<p>DHS/CESD Measure:</p> <p>*Student Attendance Data</p> <p>*Participation Rates for Social Emotional Well-being and Inclusion Learning Series (Leader, Teacher and Educational Assistants)</p> <p>*% of students that have completed acceptable and excellence standard in the social emotional wellness course. (coming 2023-24)</p> <p>Alberta Education Measure:</p> <p>*Citizenship *Safe and Caring Schools</p>	<p>DHS/CESD Measure:</p> <p>*Grade 12 Exit Survey *Gr. 12 "exit interviews" with administration.</p> <p>Alberta Education Measure:</p> <p>*6-Year transition rate *3-Year high school completion rate</p>

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.