



<div>ACADEMIC EXCELLENCE</div> <div>Didsbury High School students will reach their highest academic potential.</div>	<div>SOCIAL EMOTIONAL WELL-BEING</div> <div>Students and staff members will have the knowledge, skills and attributes to respond to their social emotional needs and the needs of others.</div>	<div>CAREER CONNECTIONS</div> <div>All students will graduate high school with career pathway experiences and skill development that lead to successful transition to post-secondary and careers.</div>
<div>Connection to Alberta Education Domain:</div> <div>Student Growth and Achievement</div> <div>Teaching and Leading</div> <div>Learning Supports</div>	<div>Connection to Alberta Education Domain:</div> <div>Student Growth and Achievement</div> <div>Teaching and Leading</div> <div>Learning Supports</div> <div>Local and Societal Context</div>	<div>Connection to Alberta Education Domain:</div> <div>Student Growth and Achievement</div> <div>Local and Societal Context</div>
<div>STAKEHOLDER ENGAGEMENT</div>		
<div>DIVISION OUTCOME, TARGETS, AND CORRESPONDING STRATEGIES</div>		
<div><div>Didsbury High School students will meet the acceptable / satisfactory standard, and at least one quarter of Didsbury High School students will achieve the standard of excellence on grade level assessments.</div><div><div>*Students and staff will continue to utilize Guided Learning Time (GLT) to improve personal success on grade level assessments.</div><div>*Grade 9-12 teachers collaborate through professional learning days with a focus on resources, assessments and instructional delivery.</div><div>*Teacher teams will analyze student data through the collaborative response model and put necessary interventions in place.</div><div>*Teacher teams will accommodate, adapt and modify content where appropriate to ensure students can reach their highest academic potential.</div><div>*All teachers collaborate on common professional learning days with a focus on artificial intelligence and resource creation.</div><div>*Teacher teams will analyze student data through the collaborative response model and put necessary interventions in place.</div><div>*The school will support implementation of new curriculum through collaboration and professional learning.</div><div>*Teacher teams will accommodate, adapt and modify content where appropriate to ensure students can reach their highest academic potential.</div><div>*Initiate the exploration of AI as a high leverage strategy to support instruction and assessment.</div></div><div><div>93% of Didsbury High School students will be reading at or above grade level.</div><div><div>*Grade 9 students will participate in standardized assessments in reading.</div><div>*Divisional focus on supporting teachers and teams to use data to inform their teaching and provide appropriate intervention and support.</div></div></div><div><div>Strengthen Foundational Knowledge and understanding regarding Indigenous students.</div><div><div>*Continue to enhance the visibility of Indigenous culture in our schools.</div><div>*Create opportunities for adult learning through The Four Seasons of Reconciliation.</div><div>*Applying and embedding Indigenous learning into classroom and school processes.</div><div>*Facilitate pathways to access resources within, and external to, the division.</div></div></div></div>	<div><div>Didsbury High School staff will develop an inclusive mindset and plan that supports the social emotional well-being of students.</div><div><div>*There is a school-wide commitment to anticipate, value and support diversity and learner differences.</div><div>*Staff commitment to ensuring all students are accepted and provided with a learning program at their community school.</div><div>*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.</div><div>*Students’ personal, cultural and diverse strengths and interests are visible and incorporated into teaching and learning.</div><div>*A strength based approach is used (rather than deficit based). Language focuses on equity rather than fairness and equality.</div><div>*School staff will use the supportive process of response teams for social emotional regulation and safety.</div><div>*School staff will use the Social Emotional Learning Framework to identify student needs and plan interventions.</div></div><div><div>Staff will have access to professional development in order to build capacity around social emotional well being.</div><div><div>*All administrators, teachers and educational assistants will participate in the Social Emotional Well-being Learning Series.</div><div>*Schools will facilitate a collaborative problem solving approach when supporting students.</div><div>*Administrators will facilitate school based professional learning focused on collaborative problem solving and the development of an inclusive mindset.</div></div><div><div>Each student will achieve an attendance rate of 90% or higher.</div><div><div>*Schools regularly examine attendance data to identify students in need of support</div><div>*Access to a continuum of Social Emotional Wellness school supports for students and families. (e.g regulation and wellness spaces, regulation strategies, Family School Wellness)</div></div><div><div>Foster Safe and Caring School Environments.</div><div><div>*The Division will continue to ensure all students, staff, friends and families entering our schools will be welcomed and supported.</div><div>*Implementation of safety and emergency response protocols. (Hour Zero Emergency Procedures)</div><div>*Schools will develop a variety of spaces that support student regulation.</div></div><div><div>Staff Wellness</div><div><div>*School administrators will work with Staff Wellness ‘champions’ to ensure that wellness is a priority through the 10 Key Division Supports in CESD, *DHS staff will complete the Social Emotional Well-being Certification Series.</div></div></div></div></div></div></div>	<div><div>60% of Didsbury High School students will transition to post-secondary within 6 years of grade 10.</div><div><div>*The School Career Connections Team will: - 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.</div><div>*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. 6-12</div><div>*Dual credit and work integrated learning opportunities will be available to all high school students.</div><div>*Academic/Career coaching, advising, and tracking is in place for all students (9-12).</div></div><div><div>90% of Didsbury High School students will achieve 3-year High School Completion.</div><div><div>*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. *The DHS Learning Hub will be utilized to help students recover credits and/or courses to ensure a pathway to graduation.</div></div><div><div>100% of graduating students will have support and guidance in determining a career plan after graduation.</div><div><div>*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.</div></div></div></div></div>

SUCCESS MEASURES		
<i>Didsbury High School Measure:</i>  *Reading Support Level Data (9-12)  <i>Alberta Education Measure:</i>  *Acceptable standard and standard of excellence <ul style="list-style-type: none"><li>- Grade 9 PAT</li><li>- Diploma exams</li></ul> *First Nation, Metis, and Inuit Student Success *Parental Involvement *Student Engagement	<i>Didsbury High School Measure:</i>  *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 *Participation Rates for Social Emotional Well-being and Inclusion Learning Series (Leader, Teacher Educational Assistants) *Staff absenteeism and leaves  <i>Alberta Education Measure:</i>  *Citizenship *Safe and Caring Schools	<i>Didsbury High School Measure:</i>  *Dual Credit participation rate *Off-Campus participation rate *Grade 12 student school survey  <i>Alberta Education Measure:</i>  *6-Year post-secondary transition rate *3-Year high school completion rate

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