



Hugh Sutherland 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>100% of HSS students participating will meet the acceptable/satisfactory standard, and 25% of HSS students will achieve the standard of excellence/proficiency on grade level assessments.</p> <p>*Grades 5-10 students will write standardized assessments in writing (Jerry Johns/HLAT) and mathematics (MIPI) 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>*Grade 5-12 flexible learning options will be available for students who require it. *Effective use of technology will be embedded into instruction, assessment, and student learning.</p> <p>*School team will identify interventions to support our Indigenous students.</p> <p>*HSS will continue to support blended learning options for student's through the Learning Hub.</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 develop and use the supportive process (KITE) for the most vulnerable students.</p> <p>*Division staff will use the Social Emotional Framework tool to identify student needs and plan interventions.</p> <p>*Piloting of social emotional wellness course for grade 10 students.</p> <p>*Student Success (YES) Program expanding to support all students.</p> <p>*The Student Services team will engage with the CESD SET team to help support students/teachers.</p>	<p>60% of HSS students will transition to post-secondary within 6 years of grade 10.</p> <p>*The Career Connections Team will: *Refine promising practices for careers planning for schools including meeting with a member of the career team at multiple times throughout 10-12. *Provide opportunities for students to visit post-secondary campuses. *Provide students with Career Pathway experiences and skill development through dual credit, internships, RAP, etc. *Continue to implement CESD Financial Literacy and Careers curriculum for grades 9-12. *Continue to develop and refine unique CTF options for grades 5-8 focused around career exploration. *By the end of grade 12 each student, with the support of the careers team, can articulate a post-graduation plan. *HSS administrators and Career Connections Team will ensure a clear process to connect high school students to scholarships, bursaries and other opportunities including Rutherford Eligibility. *CA instructors will be actively involved in planning and supporting students' career plans.</p>
School Outcome and Corresponding Strategies	<p>93% of HSS students will be reading at or above grade level.</p> <p>*Grades 5-10 students will write standardized assessments in reading and writing (Jerry Johns/HLAT) 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. ● Literacy intervention in Gr. 6 and Gr. 9 ● Literacy 15 and Math Prep 15 in Gr. 10 ● Home Reading Programs ● Individualized literacy and numeracy support</p>	<p>84% of HSS students will achieve an attendance rate of 90% or higher.</p> <p>*examination of attendance data and its impact on student success,</p> <p>*K-12 flexible learning options will be available for students unable to attend full time in the regular classroom.</p> <p>*Anxiety strategies and supports will be offered to all students through the Mental Health Capacity Building Grant Program (K-8), and Family School Wellness Supports.</p> <p>*use of restorative language to support attendance</p>	<p>90% of HSS students will achieve 3-year High School Completion.</p> <p>*Focus will be placed on supporting and expanding Dual Credit opportunities, processes, and funding.</p> <p>*HSS students will be exposed through guest speakers, and curricular activities to future careers and opportunities.</p> <p>*HSS staff, along with division staff, will support the implementation of online distributed learning opportunities to enhance high school course offerings for student's through The Learning Hub.</p> <p>*HSS students will have regular conversations with the academic counselor and career practitioner throughout high school to ensure student programming is aligned with career goals.</p>
School Outcome and Corresponding Strategies	<p>Strengthen Foundational Knowledge and understanding regarding Indigenous students.</p> <p>*Enhance visibility of Indigenous culture in our schools.</p> <p>*Create opportunity for student and staff growth and learning regarding Truth and Reconciliation through Indigenous Lead teachers and division Indigenous Coordinator/Elders.</p>	<p>Any HSS staff member challenged in an area of social emotional well-being will have access to division supports and services.</p> <p>*HSS administrators will work with Staff Wellness 'champions' to ensure that wellness is a priority through the 10 Key Division Supports in CESD.</p> <p>*HSS staff will complete the Social Emotional Well-being Certification Series.</p>	<p>100% of graduating students from HSS will be confident in their career choice and transition plan and can articulate this with clarity.</p> <p>*High school graduation survey</p>
Success Measures	<p>CESD Measure:</p> <p>*Reading Support Level Data *CESD Writing Assessment (HLAT/Jerry Johns) *Math Assessment Data (MIPI).</p> <p>Alberta Education Measure:</p>	<p>CESD Measure:</p> <p>*examination of attendance data and its impact on student success, working through a system of support with students and families.</p> <p>*5-12 flexible learning options will be available for students unable to</p>	<p>CESD Measure:</p> <p>*Grade 12 Exit Survey</p> <p>Alberta Education Measure:</p> <p>*6-Year transition rate *3-Year high school completion rate</p>



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	<ul style="list-style-type: none"> *Acceptable standard and standard of excellence • PAT 6 and 9 • Diploma exams *First Nation, Metis, and Inuit Student Success, English Language Learning *Parental Involvement *Student Engagement 	<ul style="list-style-type: none"> attend full time in the regular classroom. *use of restorative language to 100% of grade twelve students will create a plan following graduation. *High school graduation survey <p>Alberta Education Measure:</p> <ul style="list-style-type: none"> *Assurance Survey data in the areas of Citizenship & Safe and Caring Schools. 	
<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.</p>			