

Hugh Sutherland School Education Plan 2021-2022

Goals	Academic Excellence	Social Emotional Well-Being	Career Connections
Understanding the Context	HSS students will reach their highest academic potential.	HSS students will have the knowledge, skills and attributes to respond to their social emotional needs. HSS staff will have the knowledge and skills to respond to the social emotional needs of themselves, their students and colleagues.	HSS students will enroll in formalized post secondary learning or career training beyond high school.
Target	93% of HSS students will be reading at or above grade level. 100% of HSS students will meet the acceptable/satisfactory standard, and 25% of HSS students will achieve the standard of excellence/ proficiency on grade level assessments. The achievement gap seen in Indigenous students will be eliminated.	Any student or staff member challenged in an area of social emotional well-being will have access to division supports and services. Each student will achieve an attendance rate of 90% or higher. 100% of teachers and Educational Assistants will complete the Social Emotional Well-being Certification Series. 100% of Gr. 10 students will complete the social emotional wellness course. On the Education Plan Survey, measures reflecting social emotional wellness will be above the provincial average.	60% of HSS students will transition to postsecondary within 6 years of grade 10. 90% HSS students will achieve 3-year High School Completion.
Refined Strategies	Grade 5-10 students will write diagnostic, standardized assessments in reading, writing, and mathematics to determine level of ability and inform teaching practice. 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. <ul style="list-style-type: none"> Literacy intervention in Gr. 6 and Gr. 9 Literacy 15 and Math Prep 15 in Gr. 10 Home Reading Programs Individualized literacy and 	School staff will respond to the social emotional needs of their students through use of the collaborative response model and intervention plans. School staff will use the supportive process (KITE) for the most vulnerable students. School staff will use the Social Emotional Framework tool to identify student needs and plan interventions. School staff will use a self-evaluation survey to enhance their skill set in supporting student social emotional well-being.	HSS Career Connections Team will identify strategies that positively impact FNMI high school completion and successful transition to post secondary or world of work. HSS Career Connections Team will 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. HSS administrators and Career Connections Team will ensure a clear process to connect high school students to scholarships,

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<p style="text-align: center;">Refined Strategies</p>	<p style="text-align: center;">numeracy support</p> <p>Teachers and school team will accommodate, adapt and modify content where appropriate to ensure students can reach their highest academic potential.</p> <p>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>Grade 5-12 flexible learning options will be available for students who require it.</p>	<p>School staff will examine attendance data and its impact on student success, working through a system of support with students and families.</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.</p> <p>Student Success (YES) Program will continue to support all students.</p> <p>Family School Wellness Workers will continue to support students.</p> <p>Gr. 9-12 students will engage in the social emotional wellness course.</p>	<p>bursaries and other opportunities including Rutherford Eligibility.</p> <p>HSS administrators and staff will use MyBlueprint for career exploration beginning in Grade 7.</p> <p>HSS staff, along with division staff, will support the implementation of online distributed learning opportunities to enhance high school course offerings for students.</p> <p>HSS staff, along with division staff, will continue to support 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 style="text-align: center;">Success Measures</p>	<p>Acceptable standard and standard of excellence:</p> <ul style="list-style-type: none"> ● PAT 6 and 9 (AE) ● Diploma exams (AE) ● HLAT (CESD) ● MIPI (CESD) ● Gradebooks (CESD) <p>CESD Reading Support Level Data (RSL Data)</p> <p>Interventions will be identified as needed to support Indigenous student success.</p>	<p>Student Attendance data (CESD)</p> <p>All staff will have completed the Social Emotional Well-being Certification Series. (CESD)</p> <p>Data collected on students who have successfully participated in the social emotional wellness course. (CESD)</p> <p>On the Education Plan Survey, measures reflecting social emotional wellness will be above the provincial average.</p>	<p>Annual Education Plan Survey Data:</p> <ul style="list-style-type: none"> ● Transition Rates ● 3-Year High school completion rate <p>School based data:</p> <ul style="list-style-type: none"> ● Grade 12 survey