



# École H.J. Cody High School Education Plan 2021-2024

2023-2024 - Year Three

Goals	Academic Excellence	Social Emotional Well-being	Career Connections
<p>Connection to Alberta Education Domain</p>	<p>Student Growth and Achievement Teaching and Leading Learning Supports</p>	<p>Student Growth and Achievement Teaching and Leading Learning Supports Local and Societal Context</p>	<p>Student Growth and Achievement Local and Societal Context</p>
<p><u>Stakeholder Engagement</u></p>			
<p><b>Visionary Statement</b></p>	<p>CESD students will reach their highest academic potential.</p>	<p>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>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.)</p>
<p><b>School Outcome and Corresponding Strategies</b></p>	<p><b>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.</b></p> <ul style="list-style-type: none"> <li>-Grade 9 students will write standardized assessments in writing (HLAT) and mathematics (MIPI gr. 9 &amp; 10) to determine level of ability and inform teaching practice.</li> <li>-Numeracy 9 and Competencies in Mathematics 15 courses are offered for students requiring additional support in mathematics.</li> <li>-Teacher teams will analyze student data through the collaborative response model and department teams to put necessary interventions in place as well as adjust instruction and assessment to meet students' learning needs.</li> <li>-Teacher teams will accommodate, adapt and modify content where appropriate to ensure students can reach their highest academic potential, including implementation of life skills, and K&amp;E programming. This includes adaptations and modifications for instruction and assessment.</li> <li>-Reading 9, 15 and 25 classes are offered for students reading below grade level.</li> <li>-Instructional Leadership including biannual growth plan meetings, classroom observations, purposeful mentorship, peer observations, professional learning.</li> <li>-Professional development focussed on high leverage instructional practices &amp; assessment practices.</li> <li>-Summative assessments are aligned with the program of studies, blueprinted, and common among departments.</li> <li>-Semester end review including tutorials.</li> <li>-A focus on attendance and assignment completion (incentives and interventions). Alternative learning options will be available for students unable to attend full time in the regular classroom.</li> <li>-All Grade 11 and 12 students will meet with an academic counselor to ensure they are enrolled in the appropriate courses.</li> </ul>	<p><b>Any student challenged in an area of social emotional well-being will have access to division supports and services</b></p> <ul style="list-style-type: none"> <li>-All staff model ethical, respectful, kind, learning focused, and positive behavior.</li> <li>-LST will lead the use of the supportive process (<a href="#">KITE</a>) for the most vulnerable students.</li> <li>-Admin, LST, FSW, and division staff will use the <a href="#">Social Emotional Framework</a> tool to identify student needs and plan interventions.</li> <li>-Admin, LST, and FSW meet weekly to discuss and plan for students of concern.</li> <li>-Clear and regular communication with students and parents about how to access FSW.</li> <li>-Staff members will respond to the social emotional needs of their students through use of the collaborative response model.</li> <li>-Using Connect to make school community connections and form strong relationships between staff and students.</li> <li>-Second year of offering the social emotional wellness course to grade 10 students. Students will have the knowledge, skills and attributes to respond to their social emotional needs</li> <li>-Continued collaboration with the AHS's Community Helpers Program.</li> <li>-Health curriculum embedded into Physical Education 9.</li> <li>-Continued school-wide learning and acknowledgement of Mental health and SOGI.</li> <li>-Staff will have the knowledge and skills to respond to the social emotional needs of themselves, their students and colleagues (SEW training for those who have not yet received it).</li> <li>-Staff will provide accommodations to students who have anxiety during assessments.</li> </ul> <p><b>Staff will have access to professional development in order to build capacity around social emotional well being.</b></p> <ul style="list-style-type: none"> <li>-Administrators will participate in the Social Emotional Well-being and Inclusion Leader Learning Series</li> <li>-All Educational Assistants within the School Division will participate in the Social Emotional Well-being and Inclusion Educational Assistant Learning Series.</li> </ul>	<p><b>60% of CESD students will transition to post-secondary within 6 years of grade 10.</b></p> <ul style="list-style-type: none"> <li>-The School Career Connections Team will refine their three year school plan based on the strategic actions detailed in the <a href="#">CESD Career Connection Strategic Actions Handbook</a>. The careers scope and sequence will be delivered through the Connect class.</li> <li>-The Careers team will ensure that all gr. 10-12 students have an annual meeting to review career and post-secondary pathways. Information from these meetings will be documented in an email and is shared with the student, parents, admin, and Connect teachers.</li> <li>-MyBlueprint for career exploration beginning in grade 9.</li> <li>-HJC career tracking sheet to communicate students' planned pathways.</li> <li>-Students will explore career pathways through career-based CTF/CTS courses, career planning through CALM and Connect.</li> <li>-Career Days. Continue bringing professionals into HJC to speak of their profession using the inventory that is collected in Connect.</li> <li>-Continued focus on off-campus programming. Students will have access to Dual Credit Programming, Work Integrated Learning (WE, Career Internship 10, RAP), Green Certificate, Industry Partnerships</li> <li>-Post-secondary campus visits.</li> <li>-School administrators and Careers Teams will ensure a clear process to connect high school students to scholarships, bursaries and other opportunities including Rutherford Eligibility.</li> <li>-Career teams will identify strategies that positively impact FNMI high school completion and successful transition to post secondary or world of work</li> </ul>

		<p>-Administration will work with Staff Wellness 'champions' to ensure that wellness is a school priority.</p> <p>-All staff will complete the Social Emotional Well-being Certification Series.</p> <p>-Accessing the Wellness representative at division to support staff on-site.</p>	
<p><b>School Outcome and Corresponding Strategies</b></p>	<p><b>93% of CESD students will be reading at or above grade level.</b></p> <p>-Grade 9 students will write standardized assessments in reading (Level A- Jerry Johns).</p> <p>-Embedded time for student reading in all ELA classes.</p> <p>-All staff have classroom libraries for students to have quick access to reading material.</p> <p>-Staff-wide understanding and implementation of Allington's big 6.</p> <p>-Three sections of Reading 9 and three sections of Reading 15/25</p>	<p><b>Each student will achieve an attendance rate of 90% or higher.</b></p> <p>-Examination of attendance data and its impact on student success. Flexible learning options will be available for students unable to attend full time in the regular classroom.</p> <p>-Use of restorative language to support attendance.</p> <p>-Revisit our attendance policy to ensure that it is learner-centered.</p> <p>-School teams (teacher, admin, LST, division staff) will examine attendance data and its impact on student success, working through a system of support with students and families.</p> <p>-Partnership with community members to raise awareness about the importance of attendance.</p>	<p><b>90% of CESD students will achieve 3-year High School Completion.</b></p> <p>-A focus on supporting and expanding highest leverage strategies that impact graduation success such as Dual Credit programming and career/academic coaching. The strategic actions detailed in the <a href="#">CESD Career Connection Strategic Actions Handbook</a> focus on multiple high leverage strategies and will guide career and collegiate programming design of CESD schools.</p> <p>-Monitoring DARs, Failing grades reports.</p> <p>-Building capacity with students, parents, and staff so that they are aware of graduation requirements.</p> <p>-Tracking, coaching and advising all students from grades 9-12 (13) to ensure multi-year Career Pathway experiences are designed across their high school journey and lead to confidence in career selection and transitioning to training following graduation.</p>
<p><b>School Outcome and Corresponding Strategies</b></p>	<p><b>Strengthen Foundational Knowledge and understanding regarding Indigenous students.</b></p> <p>-Enhance visibility of Indigenous culture in our school.</p> <p>-Create opportunities for students and staff growth and learning regarding Truth and Reconciliation through our Indigenous Lead teacher and administration. Staff novel study and The Four Seasons of Reconciliation.</p> <p>-Embedded Indigenous teachings in instructional classes.</p> <p>-Academic counselors and administration will identify and implement interventions to support our Indigenous students.</p> <p>-Recognition of FNMI students at our graduation ceremony.</p>	<p><b>Any staff member challenged in an area of social emotional well-being will have access to division supports and services.</b></p> <p>-Administrators will work with Staff Wellness 'champions' to ensure that wellness is a priority through the <a href="#">10 Key Division Supports in CESD</a>.</p> <p>-All staff will complete the Social Emotional Well-being Certification Series.</p>	<p><b>100% of graduating students will be confident in their career choice and transition plan and can articulate this with clarity.</b></p> <p>-School three year plans will develop multi-year career pathway experiences for all students based on the <a href="#">CESD Career Connection Strategic Actions Handbook</a>'s strategic actions and data to inform career pathway design.</p> <p>-Frequent coaching conversations with Career Counselors, and Career Practitioners and Connect teachers.</p> <p>-Reflection of personal Career Pathways is supported through classes such as CALM, Connect, Health 9. Programs such as myBlueprint are used to navigate this.</p> <p>-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.</p>
<p><b>Success Measures</b></p>	<p><b>CESD Measure:</b></p> <p>-Reading Support Level Data (gr. 9)</p> <p>-Writing Assessment (gr. 9 &amp; 10)</p> <p>-Math Assessment (gr. 9 &amp; 10)</p> <p><b>Alberta Education Measure:</b></p> <p>-Acceptable standard and standard of excellence</p> <ul style="list-style-type: none"> <li>● PAT gr. 9</li> <li>● Diploma exams</li> </ul> <p>-First Nation, Metis, and Inuit Student Success, English Language Learning</p> <p>-Parental Involvement</p> <p>-Student Engagement</p> <p><b>École H.J. Cody Measure:</b></p> <p>-Improved attendance</p> <p>-Increase in the number of courses passed.</p> <p>-All essential outcomes are explicitly communicated during classroom instruction</p> <p>-Formative assessment is purposefully embedded into daily instruction.</p> <p>-Teachers regularly use high leverage assessment and instructional strategies.</p>	<p><b>CESD Measure:</b></p> <p>-Student Attendance</p> <p>-Participation Rates for Social Emotional Well-being and Inclusion Learning Series (Leader &amp; Educational Assistants)</p> <p>-Percentage of students that have completed acceptable and excellence standard in the social emotional wellness course.</p> <p><b>Alberta Education Measure:</b></p> <p>-Citizenship</p> <p>-Safe and Caring Schools</p> <p><b>École H.J. Cody Measure:</b></p> <p>-100% of Staff will complete the Social Emotional Well-being Certification Series.</p> <p>-Improved attendance: 60% of students achieve 90% or higher attendance.</p> <p>-Improved assurance model data relating to school pride</p> <p>-Decreased discipline issues</p>	<p><b>CESD Measure:</b></p> <p>-Grade 12 Exit Survey</p> <p><b>Alberta Education Measure:</b></p> <p>-6-Year transition rate</p> <p>-3-Year high school completion rate</p> <p><b>École H.J. Cody Measure:</b></p> <ul style="list-style-type: none"> <li>● Grade 12 survey</li> <li>● Increased student use of My Blueprint.</li> <li>● An increase in the number of students who are attending post secondary.</li> <li>● Increased number of students enrolled in RAP, work experience, Green Certificate, and dual credit.</li> <li>● All gr. 10-12 students have met with an academic counselor.</li> </ul>



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	-Teacher- initiated conversations that are data informed and solution focussed.	-Decreased vandalism	
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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.