



<p>ACADEMIC EXCELLENCE DHS students will reach their highest academic potential.</p>	<p>SOCIAL EMOTIONAL WELL-BEING 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>CAREER CONNECTIONS All students will graduate high school with career pathway experiences and skill development that lead to successful transition to post-secondary and career opportunities.</p>
<p>Connection to Alberta Education Domain: Student Growth and Achievement Teaching and Learning Learning Supports</p>	<p>Connection to Alberta Education Domain: Student Growth and Achievement Teaching and Learning Learning Supports Local and Societal Context</p>	<p>Connection to Alberta Education Domain: Student Growth and Achievement Local and Societal Context</p>
<p>STAKEHOLDER ENGAGEMENT</p>		
<p>DIVISION OUTCOME, TARGETS, AND CORRESPONDING STRATEGIES</p>		
<p><i>DHS students will meet the acceptable/satisfactory standard, and one quarter or more of DHS students will achieve the standard of excellence on grade level assessments.</i></p> <p><i>*Students and staff will continue to utilize Guided Learning Time (GLT) to improve personal success on grade level assessments.</i></p> <p><i>*Grade 9-12 teachers collaborate through professional learning days with a focus on resources, assessments and instructional delivery.</i></p> <p><i>*Teacher teams will analyze student data through the collaborative response model and put necessary interventions in place.</i></p> <p><i>*Teacher teams will accommodate, adapt and modify content where appropriate to ensure students can reach their highest academic potential.</i></p> <hr/> <p>93% of DHS students will be reading at or above grade level.</p> <p><i>*Grade 9 students will participate in standardized assessments in reading.</i></p> <p><i>*Divisional focus on supporting teachers and teams to use data to inform their teaching and provide appropriate intervention and support.</i></p> <hr/> <p>Strengthen Foundational Knowledge and understanding regarding Indigenous students.</p> <p><i>*Continue to enhance the visibility of Indigenous culture in our schools.</i></p> <p><i>*Create opportunities for adult learning through The Four Seasons of Reconciliation.</i></p> <p><i>*Applying and embedding Indigenous learning into classroom and division processes.</i></p> <p><i>*Facilitate pathways to access resources within, and external to, the division.</i></p>	<p><i>DHS staff will develop an inclusive mindset and plan that supports the social emotional well-being of students.</i></p> <p><i>*There is a school-wide commitment to anticipate, value and support diversity and learner differences.</i></p> <p><i>*Staff commitment to ensuring all students are accepted and provided with a learning program at their community school.</i></p> <p><i>*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.</i></p> <p><i>*Students' personal, cultural and diverse strengths and interests are visible and incorporated into teaching and learning.</i></p> <p><i>*A strength based approach is used (rather than deficit based). Language focuses on equity rather than fairness and equality.</i></p> <p><i>*School staff will use the supportive process of response teams for social emotional regulation and safety.</i></p> <p><i>*School staff will use the Social Emotional Learning Framework to identify student needs and plan interventions.</i></p> <hr/> <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 educational assistants will participate in the Social Emotional Well-being Learning Series.</i></p> <p><i>*Schools will facilitate a collaborative problem solving approach when supporting students.</i></p> <p><i>*Administrators will facilitate school based professional learning focused on collaborative problem solving and the development of an inclusive mindset.</i></p> <hr/> <p>Each student will achieve an attendance rate of 90% or higher.</p> <p><i>*Schools regularly examine attendance data to identify students in need of support</i></p> <p><i>*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)</i></p> <hr/> <p>Foster Safe and Caring School Environments.</p> <p><i>*The Division will continue to ensure all students, staff, friends and families entering our schools will be welcomed and supported.</i></p> <p><i>*Implementation of safety and emergency response protocols. (Hour Zero Emergency Procedures)</i></p> <hr/> <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>*DHS staff will complete the Social Emotional Well-being Certification Series.</i></p>	<p>60% of DHS students will transition to post-secondary within 6 years of grade 10.</p> <p><i>*The School Career Connections Team will:</i></p> <ul style="list-style-type: none"> - 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. <p><i>*High schools will ensure exploration of post secondary opportunities including site visits and/or post secondary fairs.</i></p> <p><i>*Delivery of Career-based CTF/CTS awareness and skill development Gr. 6-12</i></p> <p><i>*Dual credit and work integrated learning opportunities will be available to all high school students</i></p> <p><i>*Academic/Career coaching, advising, and tracking is in place for all students (9-12).</i></p> <hr/> <p>90% of DHS students will achieve 3-year High School Completion.</p> <p><i>*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.</i></p> <p><i>*The DHS Learning Hub will be utilized to help students recover credits and/or courses to ensure a pathway to graduation.</i></p> <hr/> <p>100% of graduating students will have support and guidance in determining a career plan after graduation.</p> <p><i>*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.</i></p> <p><i>*Students and parents will have information and access to scholarship and award opportunities.</i></p>
<p>SUCCESS MEASURES</p>		
<p>DHS Measure:</p> <p><i>*Reading Support Level Data (9-12)</i></p> <p><i>*Math Assessment (9 & 10)</i></p> <p>Alberta Education Measure:</p> <p><i>*Acceptable standard and standard of excellence</i></p> <ul style="list-style-type: none"> • Grade 9 PAT • Diploma exams <p><i>*First Nation, Metis, and Inuit Student Success</i></p> <p><i>*Parental Involvement</i></p> <p><i>*Student Engagement</i></p>	<p>DHS Measure:</p> <p><i>*Student Attendance</i></p> <p><i>*Participation Rates for Social Emotional Well-being and Inclusion Learning Series (Leader, Teacher Educational Assistants)</i></p> <p><i>*Vital Actions of Effective Inclusion Self- Reflection Data</i></p> <p>Alberta Education Measure:</p> <p><i>*Citizenship</i></p> <p><i>*Safe and Caring Schools</i></p>	<p>DHS Measure:</p> <p><i>*Dual Credit participation rate</i></p> <p><i>*Off-Campus participation rate</i></p> <p><i>*Grade 12 student school survey</i></p> <p>Alberta Education Measure:</p> <p><i>*6-Year post-secondary transition rate</i></p> <p><i>*3-Year high school completion rate</i></p>

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