

Innisfail High School Assurance Plan 2021-2022

Goals	Academic Excellence	Social Emotional Well-Being	Career Connections
Understanding the Context	CESD students will reach their highest academic potential.	<p>Students will have the knowledge, skills and attributes to respond to their social emotional needs.</p> <p>Staff will have the knowledge and skills to respond to the social emotional needs of themselves, their students and colleagues.</p>	CESD students will enrol in formalized post secondary learning or career training beyond high school.
Target	<p>93% of CESD students will be reading at or above grade level.</p> <p>100% of CESD students will meet the acceptable or satisfactory standard, and 25% of CESD students will achieve the standard of excellence/ proficiency on grade level assessments.</p> <p>The achievement gap seen in Indigenous students will be eliminated.</p>	<p>Any student or staff member challenged in an area of social emotional well-being will have access to division supports and services.</p> <p>Each student will achieve an attendance rate of 90% or higher.</p> <p>85% of CESD staff will complete the Social Emotional Well-being Certification Series.</p> <p>100% students completing the social emotional wellness course.</p>	<p>60% of CESD students will transition to postsecondary within 6 years of grade 10.</p> <p>90% of CESD students will achieve 3-year High School Completion.</p>
Refined Strategies	<p>Grade 9 students will write diagnostic, standardized assessments in reading, writing, and mathematics to determine level of ability and inform teaching practice.</p> <p>Using Collaborative Response, teacher teams will analyze student data and put necessary supports 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>Staff members will respond to the social emotional needs of their students through use of the collaborative response and support plans.</p> <p>Staff members will 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>Division staff will use a self-evaluation survey to enhance their skill set in supporting student social emotional well-being.</p> <p>School teams will examine attendance data and its</p>	<p>High school career teams will identify strategies that positively impact FNMI high school completion and successful transition to post secondary or world of work.</p> <p>The 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.</p> <p>School administrators and Careers Teams will ensure a clear process to connect high school students to scholarships, bursaries and other opportunities including Rutherford Eligibility.</p>

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Refined Strategies	<p>Effective use of technology will be embedded into instruction, assessment, and student learning.</p> <p>School teams will identify interventions to support our Indigenous students.</p> <p>Flexible learning options will be available for students unable to attend full time in the regular classroom.</p>	<p>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>All grade 10 students will engage in a social emotional wellness course.</p>	<p>Administrators and their staff will use MyBlueprint for career exploration continuing from their work in grade 7 and 8.</p> <p>Division staff will support the implementation of online distributed learning opportunities to enhance high school course offerings for students.</p> <p>Division staff will continue to support Dual Credit opportunities, processes, and funding.</p>
Success Measures	<p>Acceptable standard and standard of excellence</p> <ul style="list-style-type: none"> ● PAT 9 (AE) ● Diploma exams (AE) ● HLAT (CESD) ● MIPI (CESD) ● Gradebooks (CESD) <p>CESD Reading Support Level Data (RSL Data)</p> <p>Indigenous student achievement:</p> <ul style="list-style-type: none"> ● Assurance data (AE) ● Division level RSL (CESD) ● Attendance data (CESD) 	<p>Student Attendance data (CESD)</p> <p>Percentage of staff that have completed the Social Emotional Well-being Certification Series. (CESD)</p> <p>Percentage of students that have completed acceptable standard and standard of excellence in the social emotional wellness course. (CESD)</p> <p>Beyond the Binder (CESD Wellness video)</p>	<p>Annual Education Assurance 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