



School: Henry Wise Wood High School

Overall Theory of Action:

If teachers work collaboratively to design worthwhile tasks and impactful methods of instruction and assessment then engagement, well-being and student achievement will increase.

Data	Student Goals	Instructional Actions	Resources	Key Outcomes	Measures	Begin	End	Improvement
What story do last year's school data tell? How do these inform shifts in Instructional Actions, Resources and Key Outcomes for this school year?	Heart and integrity of the three-year Student Goal is maintained and should be the same as the previous two years.	Describe the professional learning opportunities planned that will directly support building staff capacity to advance the achievement of the Student Goal. Articulate the specific classroom and pedagogical actions planned. How will teachers work with students to achieve the Student Goal?	List the resources (structures, processes, physical, human, financial, technological) needed in order to achieve the Student Goal based on the identified Instructional Actions.	What smaller goal(s) do you expect to achieve in one school year through the specific Instructional Actions? Frame as an outcome; what will improve or increase? If we do this (Instructional Action) then this will be the result (Key Outcome).	Name the specific tool(s) or data source(s) that will be used to find evidence that Key Outcomes were achieved. Note this is not a target and the text of the Measure does not include numbers.	What data were first captured at the earliest point in the school year for each Measure? Include month for easy reference.	What data were last captured during the final sprint or point in the school year? Include month for easy reference.	When the data and narrative are considered together, what brief (5 sentences or less) story can be told about improvement? Context and audience matter.

Theory of Action for Literacy:

Literacy Data	Literacy Student Goals	Literacy Instructional Actions	Literacy Resources	Literacy Key Outcomes	Literacy Measures	Literacy Begin	Literacy End	Literacy Improvement
2020-21 Diagnostic Assessments at all levels demonstrated a significant decrease in skill set in comparison to last year's results.	2020-21 In English, students will address gaps in individual skill set in critical, analytical thinking and writing	2020-21 Staff will: Teachers will – at all grade and course levels – use a variety of teaching strategies to implement valuable writing tasks that reflect course outcomes Teachers will develop (create) a bank of exemplars for writing tasks at ALL levels Share outcomes-based learning requirements as stipulated in the Program of Studies using rubrics with outcomes clearly identified Use diagnostic tasks to assess current learning Articulate scope, sequence, and standards to facilitate accurate self-appraisals to inform learning (return to the basics) With students, staff will: Provide self-assessments using exemplars to improve on their previous work. At the end	2020-21 English PLC work (including assessment of student work, discussion of rubric standards, sharing of exemplars and instructional strategies) Individual PD (Diploma marking, system PD, PLC work, Item development workshops) PLC created documents that outline student expectations – that focus on writing skills – in each grade level Online resources: Department D2L Shells, LOR on D2L, Google Meet	2020-21 Students will apply their knowledge to improve their writing by providing strong connection to text/topic Teachers will be able to clearly identify growth in student writing, specifically when it comes to insightfully connecting topics and texts Students will begin to apply new learnings to their writing by demonstrating perceptive and illuminating interpretations that are supported in a deliberate manner.	Measure 1: Student will improve their understanding and awareness of the relationship between their work and the Alberta Ed standard. Measure 2: Diploma results for Part A and Part B Measure 3: Final Exam results from Power School Data for non-diploma courses	Measure 1: In January 2020, 20.4% of 30-1 students achieved less than acceptable standards on Thought and Understanding portion of the CRT. Measure 2: 6.1% of 30-1 students meet the Standard of Excellence in Thought and Understanding on the CRT Written Response. Measure 3: Non-diploma Courses: Grade 10 and 11 teachers will evaluate diagnostic data and identify areas in need of improvement	Measure 1: The percentage of students who achieve less than the Standard of Acceptable in Thought and Understanding on the CRT Written Response will lower by 2-5% over the next three years. Measure 2: % of 30-1 students who meet the Standard of Excellence in Thought and Understanding on the CRT Written Response will increase over three years Measure 3: Grade 10 and 11 teachers will reevaluate diagnostic data and compare with final written exam or final in-class response	Sept 2020 to June 2021- Diploma exams were optional in 2020-2021 so this data set cannot be gathered. Course data measures indicate 1.4% of 30-1 students and 7.9% of 30-2 students achieved less than acceptable standards in their course work. Diploma exams were optional in the 2020-2021 so this data set cannot be gathered. Course data measures indicate 38.7% of 30-1 students and 25.3% of 30-2 students met the Standard of Excellence in their course. Written final exams were not completed due to pandemic. This data set cannot be gathered. Course measures indicate that 15.6 % of ELA 10-2, 6.6 % of ELA 10-1, 15% of ELA 20-2, and 4.4% of ELA 20-1 did not meet acceptable standard for their course work.

		or beginning of each unit to allow for student growth			Measure 5: Learning check-ins: anecdotal, self-assessment tools, grades, etc.			
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<p>2021-22 2020-2021 Diploma Course marks:</p> <p>Between September 2020 and June 2021 1.4% of 30-1 students and 7.9% of 30-2 students achieved less than acceptable standards in their course work meaning 98.4% of 30-1 students and 92.1 % of 30-2 students met the Acceptable Standard in their course.</p> <p>38.7% of 30-1 students and 25.3% of 30-2 students met the Standard of Excellence in their course.</p> <p>Non-Diploma course marks:</p> <p>Course measures indicate that 15.6 % of ELA 10-2, 6.6% of ELA 10-1, 15% of ELA 20-2, and 4.4% of ELA 20-1 did not meet acceptable standard for their course work.</p> <p>Diploma Part A written marks (most recent sitting Jan 2020):</p> <p>In January 2020, 20.4% of 30-1 students achieved less than acceptable standards on Thought and Understanding portion of the CRT.</p> <p>In January 2020, 6.1% of 30-1 students meet the Standard of Excellence in Thought and Understanding on the CRT Written Response.</p>	<p>2021-22 In English, students will be supported in continuing to address individual next steps in their developing critical/ analytical thinking and writing skills.</p> <p>Teachers will maintain consistency through department expectations in each grade and level</p> <p>Teachers will work to ensure that high expectations are maintained for all students” (Mind – To Know Holistic Lifelong Learning Framework)</p> <p>Through PLC work, create exemplars, leveled expectations, Process of Writing Booklet, AB standards, standards setting.</p> <p>Create Look Fors classroom visit guidelines to align with SDP Sprint.</p> <p>Teachers will collaborate with Indigenous Education strategist to create tasks, classroom modeling to build teacher capacity and familiarity with Indigenous Ways of Knowing.</p> <p>With students, staff will: Provide self-assessments using exemplars to improve on their previous work. At the end or beginning of each unit to allow for student growth</p> <p>Use student self-assessment rubrics that provide clear feedback on challenges and areas needing improvement</p> <p>Provide land based learning opportunities, instruct on the importance of oral practices and storytelling.</p>	<p>2021-22 Staff will: Diagnostic tests to assess current learning and growth: keeping in mind the “just in time” learning</p> <p>Teachers will maintain consistency through department expectations in each grade and level</p> <p>Indigenous Resources: -Indigenous Education Strategist support -Holistic Lifelong Learning Framework -Why Indigenous Literature Matters by Daniel Heath Justice -Braiding Sweetgrass</p>	<p>2021-22 CBE Education Plan</p> <p>Literacy Framework</p> <p>PLC created resources</p> <p>The Key, Edu-Best Educational Resources MC & active reading strategies</p>	<p>2021-22 Students will be able to self-assess their skills</p> <p>Students will use strategies and ongoing assessment feedback to maximize their academic growth</p> <p>Students will review expectations through provided exemplars</p> <p>Self-assess using exemplars to improve on their previous work at the end or beginning of each unit to allow for student growth.</p>	<p>Measure 1: Standard of Excellence in Diploma Course Marks- begin data June 2019 diploma data due to no January 2022 data.</p> <p>Measure 2: Acceptable Standard in Diploma Course Marks based on January 2019 exam results.</p> <p>Measure 3: CRTs (-1) marks from 30-1 Diploma Part A- beginning data will be based on January 2019 exam results</p> <p>Measure 4: Lit Ex (-2) marks from 30-2 Diploma Part A- beginning data will be based on January 2019 exam results.</p> <p>Measure 5: Non Diploma Course Data (-1)</p> <p>Measure 6: Non Diploma Course Data (-2 &-4)</p>	<p>Measure 1: In June 2019, 21.2% of 30-1 students and 11.1% of 30-2 students met the Standard of Excellence on their diploma.</p> <p>Measure 2: In June 2019 6.8% of 30-1 students and 9.3% of 30-2 students achieved less than Acceptable standard in their course.</p> <p>Measure 3: In June 2019 8.4% of 30-1 achieved less than Acceptable Standard on Thought and Understanding portion of the CRT. In June 2019 6.7% of 30-1 met the Standard of Excellence in Thought and Understanding on the CRT Written Response.</p> <p>Measure 4: In June 2019 11.2% of 30-2 Students received less than Acceptable Standard on Thought and Support portion of the LitEx. In June 2019 3.8% of 30-2 students received Standard of Excellence on Thought and Support portion of the LitEx</p> <p>Measure 5: New measure- baseline data</p> <p>Measure 6: New measure- baseline data</p>	<p>Measure 1: In June 2022 25.5% of 30-1 students and 7.7% of 30-2 students met the Standard of Excellence on their diploma.</p> <p>Measure 2: In June 2022 8.7% of 30-1 students and 2.5% of 30-2 students achieved less than Acceptable Standard on their diploma.</p> <p>Measure 3: In June 2022 21.4% of 30-1 students achieved less than Acceptable Standards on Thought and Understanding portion of the CRT. In order to fully achieve our student goal, we must work to lower this number. In June 2022 10.8% of 30-1 students meet the Standard of Excellence in Thought and Understanding on the CRT Written Response.</p> <p>Measure 4: In June 2022 13.4% of 30-2 students received less than Acceptable Standard on Thought and Support portion of the Lit Ex In June 2022 7.7% of 30-2 students received Standard of Excellence on Thought and Support portion of the Lit Ex</p> <p>Measure 5: In June 2022 98% of 10-1 and 98% of 20-1 students received Acceptable Standard in their course mark.</p> <p>Measure 6: In June 2022 5% of 10-2 and 24% of 20-2 and 0% of 10-4 and 0% of 20-4 students</p>	<p>The number of 30-1 students who achieved the Standard of Excellence on their diploma increased. The number of 30-2 students who achieved the Standard of Excellence decreased.</p> <p>The number of 30-1 students who achieved less than Acceptable Standard on their diploma increased. The number of 30-2 students who achieved less than Acceptable Standard decreased.</p> <p>The number of 30-1 students who achieved less than Acceptable Standards on Thought and Understanding on the CRT increased.</p> <p>The number of 30-1 students who achieved the Standard of Excellence in Thought and Understanding on the CRT increased.</p> <p>The number of 30-2 students who received less than Acceptable standard on the Lit Ex increased</p> <p>The number of 30-2 students who achieved a standard of excellence on the Thought and Support in the Lit Ex increased</p> <p>Strong results in 10-1, 20-1, 10-2. Need for improvement identified in 20-2.</p> <p>Continued focus identified for course completion in -4 courses.</p>
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<p>2022-23 A partial data set due to no January 2022 Diploma Exams being written. June 2022 Diploma Exam weighted at 10%- an increase in NR and INS was seen in the province. Variable results on our measures, some increase and some decrease. Two areas for growth identified, ELA 20-2 completion rates and ELA -4 course sequence.</p>	<p>2022-23 In English, students will reflect through exemplars, rubrics, self-assessment opportunities, on building skill sets in all levels of critical/analytical thinking and writing.</p>	<p>2022-23 Staff will: focus on formative work/assessment where they provide constructive and timely feedback in order to help create visible growth in student ability and skills – this will provide student agency for learning through transparency in next learning steps</p> <p>With students, staff will: Engage students to self assess using exemplars to improve on their previous work and take opportunities to reflect on their writing in order to find strengths and areas in need of growth.</p> <p>(Holistic Lifelong Learning framework: Mind- to know: mastery, confidence and purpose)</p>	<p>2022-23 CBE Education Plan CBE Literacy Framework The Key, Edu-Best Educational Resources MC & active reading strategies Indigenous Education Strategist support Holistic Lifelong Learning Framework Why Indigenous Literature Matters by Daniel Heath Justice Braiding Sweetgrass by Robin Wall Kimmerer PLC created resources D2L teacher shell with exemplars and units for new teachers</p>	<p>2022-23 Students will be able to recognize their growth as learners Students will reflect on feedback and demonstrate an understanding of the assessment</p>	<p>Measure 1: Diploma Results 30-1- Writing</p> <p>Measure 2: Diploma Results 30-1- Exam</p> <p>Measure 3: Diploma Results 30-2- Writing</p> <p>Measure 4: Diploma Results 30-2- Exam</p> <p>Measure 5: Course Completion ELA 20-2</p> <p>Measure 6: Course Completion ELA -4 Sequence</p>	<p>Measure 1: In June 2022, 21.4% of 30-1 students achieved less than Acceptable Standard on the Thought and Understanding portion of the CRT.</p> <p>Measure 2: In June 2022, 25.5% of 30-1 students and 7.7% of 30-2 students met the Standard of Excellence on their diploma.</p> <p>Measure 3: In June 2022, 13.4% of 30-2 students received less than Acceptable Standard on Thought and Support portion of the Literary Exploration.</p> <p>Measure 4: In June 2022, 7.7% of 30-2 students achieved a Standard of Excellence on the diploma.</p> <p>Measure 5: In June 2022, 76% of ELA 20-2 students successfully completed the course.</p> <p>Measure 6: In June 2022, in ELA 10-4 & 20-4, 100% of students successfully completed the course.</p>	<p>Measure 1: In June 2023, XX of 30-1 students achieve less than Acceptable Standard on the Thought and Understanding portion of the CRT.</p> <p>Measure 2: In June 2023, XX of 30-1 students meet the Standard of Excellence on their diploma.</p> <p>Measure 3: In June 2023, XX of 30-2 students achieve less than Acceptable Standard on the Thought and Support portion of the Literary Exploration.</p> <p>Measure 4: In June 2023, XX of 30-2 students achieve a Standard of Excellence on the diploma.</p> <p>Measure 5: In June 2023, XX of ELA 20-2 students successfully complete the course.</p> <p>Measure 6: In June 2023, in ELA 10-4 & 20-4, XX students successfully complete the course.</p>	
Literacy Data	Literacy Student Goals	Literacy Instructional Actions	Literacy Resources	Literacy Key Outcomes	Literacy Measures	Literacy Begin	Literacy End	Literacy Improvement
<p>2020-21 Students typically score lower on written Response portions of Final Exams/Diploma Exams than Multiple Choice/Numerical Response portions. This is based on January 2020 results from 10-30 levels.</p>	<p>2020-21 In Math, all grade/level teachers will start to implement strategies for student improvement in written response.</p>	<p>2020-21 Staff will: Begin incorporating the “Directing Words” and their definitions into our course notes (30-1, 30-2 and 20-1 courses).</p> <p>Begin incorporating into lessons, exemplars of questions requiring the understanding of the directing words .</p> <p>Begin including within written response portions of assessments, more diploma exam style written response questions (ie. rather than just “solve” or “simplify,” include</p>	<p>2020-21 Discussion of standards and exemplars when assessing student work - in Math PLCs.</p> <p>Information bulletins and diploma marking opportunities for 30 level courses.</p> <p>PLC and PD opportunities provided by the CRC or CBE, etc.</p> <p>PLC and PD time collaborating as whole group to continue providing consistency in the delivery of instruction and assessment.</p>	<p>2020-21 Teachers will, at all grade levels, improve their practice of instruction, facilitation and assessment of Math Written Response portions of assessments.</p> <p>Students will understand what is being asked of them when directing words are used in written assessments – their responses will be detailed and complete.</p> <p>Students will continue to develop their math fluency by not always relying on their calculator.</p>	<p>Measure 1: Results from the Written Response portion of the 30-1 and 30-2 Diploma Exams.</p> <p>Measure 2: The results from Part B – Written Response portions of</p>	<p>Measure 1: In the 2018-2019 year, 60.5% of 30-1 students met the standard of excellence in the Written Response portion of the Diploma Exam</p> <p>In the 2018-2019 year, 8.4% of 30-2 students met the standard of excellence in the Written Response portion of the Diploma Exam (before standardization/ equating occurred).</p> <p>Measure 2: Baseline data for non-diploma courses will be collected in the</p>	<p>Measure 1: In the 2020-2021 year, the percent of 30-1 students who meet the standard of excellence in the Written Response portion of the Diploma Exam will improve to 61.5 %.</p> <p>In the 2020-2021 year, the percent of 30-2 students who meet the standard of excellence in the Written Response portion of the Diploma Exam will improve to 10 %.</p> <p>Measure 2: In the 20-21 year, the Math 10C, 20-2 and 20-1 students</p>	<p>Diploma exams were optional in 2020-2021 so this data set cannot be gathered.</p> <p>This is a baseline data set.</p>

		<p>“compare,” “analyze” etc) – at the 30 level</p> <p>Add the “Directing Words” to all Schoology.com course websites and all formula sheets – for student use as well as formula sheets given on tests.</p> <p>Provide regular, timely feedback that is clear, descriptive and task specific.</p> <p>Model self assessment of mathematical work using reasoning skills that students will also need to use in order to succeed at the task at hand.</p> <p>With students, staff will: Organize and consolidate math thinking through written communication.</p> <p>Complete formative and summative assessments that include Written Response questions.</p> <p>Understand how to interpret questions and use the appropriate strategy.</p> <p>Monitor and reflect on the process of Math.</p> <p>Ask questions that seek clarity concerning concepts or tasks/what is being asked.</p>			<p>the Final exams for all non-diploma exams at all grade levels.</p> <p>Measure 3: Student understanding of the relationship between their work and the Alberta Education standards will begin to improve.</p> <p>Measure 4: Collected evidence of student learning will be monitored for improvement at regular intervals of time throughout the semester.</p> <p>Measure 5: Through questioning, anecdotal evidence will be collected as to students’ understanding of written response questions.</p>	<p>2020-2021 school year (written response results on all final exams will be recorded separately for SDP purpose</p>	<p>writing the Final Exam (made optional due to COVID) earned an average of 71% on the Written Response portion.</p>	
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This Literacy goal in Math has been migrated to a Math goal for this school year.								
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Literacy Data	Literacy Student Goals	Literacy Instructional Actions	Literacy Resources	Literacy Key Outcomes	Literacy Measures	Literacy Begin	Literacy End	Literacy Improvement
<p>2020-21 Diagnostics assessments showed students scoring lower on process skills than in previous years. Diagnostic tools results over the last three years: 2019-2020 students average was 23.7/45 = 60%. Students struggle with process skills - interpreting, analyzing scientific information. Mathematical computation is an area of growth.</p>	<p>2020-21 In Science, through the development of student metacognition, teachers will, increase student's understanding and application of process skills to increase student achievement.</p>	<p>2020-21 Staff will: Plan questions they will ask throughout the lesson to help students focus on important aspects of critical concepts and criteria for successful performance using exemplars In each grade level make lab checklists as a metacognitive tool as a part of what students do before, during and after their learning. Provide feedback on labs that is clear, descriptive, task specific and show students where they are in relation to their goal and what they should do next to close the gap Explore opportunities in D2L to support the development of process skills. PLC time to share resources PLC time to create checklists and rubrics using core competencies from Alberta Ed. Increase complexity of tasks to develop and target specific process skill outcomes in an online environment. Create and share lesson strategies to develop process skills through D2L platform to</p>	<p>2020-21 CBE Education Plan Holistic Lifelong Learning Framework Resources & lessons available through shared D2L shells. Individual PD, including school and system PD, item writing workshops</p>	<p>2020-21 Teachers will make rubrics, checklists, guides and other metacognitive tools an integral part of what students do before, during and after learning Students develop inquisitive and critical thinking skills Students utilize metacognitive strategies to self-assess in order to know their next steps Students will improve lab performance. Enriched online learning resources through D2L are collaboratively developed.</p>	<p>Measure 1: Lab checklist developed by teachers and utilized by students Measure 2: Diploma scores Measure 3: Final course marks in Science 10 Measure 4: Final course marks in Biology 20 Measure 5: Final course marks in Physics 20</p>	<p>Measure 1: Lab checklist created and used for all grade 10 science classes Measure 2: Science 30 Current: 86.7% of students have reached the acceptable standard. Measure 3: Science 10 Current: 10.3% in 60's, 13.7% in 70's. Measure 4: Biology 20 Current: 14.0% in 60's, 22.0% in 70's. Measure 5: Physics 20 Current: 20.2% in 60's, 20.2% in 70's.</p>	<p>Measure 1: Still in progress developing checklists for Grade 11 and 12. Measure 2: Science 30 – Raise to 90% of students reaching the acceptable standard. Measure 3: Science 10 Future: 8% in 60's, raise to 16% in 70's. Science 10 Actual 5.2% Fail In the 50's - 7.5 In the 60's - 9.6 Measure 4: Biology 20 Future: 12.0% in 60's, raise to 24.0% in 70's. Actual: % in 60's - 16.7 (4% improvement) % in 70's - 26% (2% improvement) Measure 5: Physics 20 Future: 18% in 60's, raise to 22% in 70's. Actual: Physics 20</p>	<p>Still in progress. Diploma exams were optional in 2020-2021 so this data set cannot be gathered. Surpassed Goal Surpassed Goal Did not yet meet goal.</p>

		<p>support all learners</p> <p>With students, staff will: Help students understand and explain what they do well and exactly what they should do next.</p> <p>Use teacher made rubrics, checklists and guides to monitor and adjust the quality of their learning</p> <p>Recognize when they are learning and when they are not, and implement a strategy for improvement.</p> <p>Use D2L to develop process skills.</p>			<p>Measure 6: Final course marks in Chemistry 20</p>	<p>Measure 6: Chemistry 20: Current: 10.9% in 60's, 20.5% in 70's.</p>	<p>% in 60's - 17.5%</p> <p>% in 70's - 19.2%</p> <p>Measure 6: Chemistry 20: Future: 8% in 60's, raise to 24% in 70's.</p> <p>Actual: Chemistry 20</p> <p>% in 60's - 13.2%</p> <p>% in 70's - 23.1%</p>	<p>Did not yet meet goal.</p>
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<p>2021-22 Surpassed passing course marks goal in Science 10 and Biology 20.</p> <p>Did not yet meet passing course marks goal in Physics 20 and Chemistry 20.</p>	<p>2021-22 In Science, through the development of student metacognition, teachers will, increase student's understanding and application of process skills to increase student achievement on tests and quizzes.</p>	<p>2021-22 Staff will: Have students effectively use self assessment tools.</p> <p>In each grade level make lab checklists as a metacognitive tool as a part of what students do before, during and after their learning</p> <p>Use a common assessment approach – checklists for assessing process skills on labs in Grade 10 and 20 level courses.</p> <p>PLC and PD time collaborating in subject/course teams to continue providing consistent assessment of labs and assignments through the use of checklists.</p> <p>Create classroom visit "look fors" as aligned with the Science SDP Sprint.</p> <p>With students, staff will: use self assessment tools they have created to .</p> <p>Understand and explain what they do well and exactly what they should do next. (Holistic Lifelong Learning framework: Mind- to know: mastery, confidence and purpose)</p> <p>Use Teacher made rubrics, checklists and guides to monitor and adjust the quality of their learning so they know where they are and what their next steps are. (Holistic learning framework: Mind- to know: mastery, confidence and purpose)</p> <p>Using the rubrics and checklists as assessment tools, students will set realistic goals for where they want to be, the strategy they will use to get there and the criteria they will apply to determine they</p>	<p>2021-22 CBE Education Plan</p> <p>Holistic Lifelong Learning Framework</p> <p>Assessment Champions</p> <p>Resources & lessons available through shared D2L shells.</p> <p>Individual PD, including school and system PD, item writing workshops</p>	<p>2021-22 All teachers will use checklists to assess labs.</p> <p>Students will better be able to know what is expected and their next steps in learning.</p>	<p>Measure 1: Sprint data- Twice per semester students will be asked to self assess on their learning and strategies they are currently using and planning to implement during the semester.</p> <p>Measure 2: Final Course marks</p>	<p>Measure 1: Sprint Data Term 1- 57.2% of students feel they are currently set to reach their goals. Want to increase to 70%.</p> <p>Measure 2: Science 14 16.9% failure rate. Goal to reduce to 10% failure rate</p> <p>Measure 3: Science 24 24.5% failure rate. Goal to reduce to 15% failure rate</p> <p>Measure 4: Science 20 12% Failure rate. Goal to reduce to 10% failure rate.</p> <p>Measure 5: 57.6% of students spend enough time studying. Want to increase to 70%.</p> <p>Measure 6: 60.5% of students suggest they need to get more sleep.</p>	<p>Measure 1: 83.9% of students felt they were set to reach their goals.</p> <p>Measure 2: Science 14-reduced to 7.3% failure rate. 92% of students successfully completed the course.</p> <p>Measure 3: Science 24-Failure rate reduced to 18.9%. 81% of students successfully completed the course.</p> <p>Measure 4: Science 20 Failure rate reduced to 7.7%. 92% of students successfully completed the course.</p> <p>Measure 5: 53.9% of students felt they spent enough time studying</p> <p>Measure 6: 29.1% of students worked towards getting more sleep.</p>	<p>Goal met.</p> <p>Science 14- exceeded goal</p> <p>Science 24- goal not met but improvement made.</p> <p>Science 20- exceeded goal</p> <p>Goal not met.</p> <p>Question changed, cannot measure.</p>
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	have succeeded. (Holistic learning framework: Mind- to know: mastery, confidence and purpose)			
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<p>2022-23 Variable results on our measures, some increase and some decrease. Two areas for growth identified, Science 14 completion rates and Science 24 completion rates.</p> <p>In non-diploma science courses, 94.5% of students succeeded to move on to next level.</p> <p>Sprint data goals- one met and one not yet met. We will migrate these goals to survey measures.</p>	<p>2022-23 In Science, through the development of student metacognition, teachers will, increase student's understanding and application of process skills to increase student achievement.</p>	<p>2022-23 Staff will: In each grade level create lab checklists as a metacognitive tool that students do before, during and after their learning. Use PLC and PD time to collaborate in subject/course teams to continue providing consistent assessment of labs and assignments through the use of checklists.</p> <p>With students, staff will: Engage students in the use of rubrics, checklists and guides to monitor and adjust the quality of their learning so they know where they are and what their next steps are. (Holistic Lifelong Learning framework: Mind- to know: mastery, confidence and purpose)</p>	<p>2022-23 CBE Education Plan</p> <p>Holistic Lifelong Learning Framework</p> <p>Resources & lessons available through shared D2L shells.</p> <p>Individual PD, including school and system PD, item writing workshops</p>	<p>2022-23 All teachers will use checklists to assess labs.</p> <p>Students will better be able to know what is expected and their next steps in learning.</p>	<p>Measure 1: In non-diploma science courses, there will be an increase in percentage of students succeeding to move on to next level.</p> <p>Measure 2: In non-diploma science courses, there will be an increase in percentage of students succeeding to move on to next level.</p> <p>Measure 3: In non-diploma science courses, there will be an increase in percentage of students succeeding to move on to next level.</p> <p>Measure 4: In survey data results, there will be an increase in percentage of students who identify they ask for help when they need it.</p> <p>Measure 5: In survey data results, there be an increase in the percentage of students who feel that the students are engaged in their learning.</p>	<p>Measure 1: In June 2022, in Science 14, 92% of students successfully completed the course.</p> <p>Measure 2: In June 2022, in Science 24, 81% of students successfully complete the course.</p> <p>Measure 3: In June 2022, in Science 20, 92% of students successfully complete the course.</p> <p>Measure 4: In June 2022, in the CBE Student Survey, 65% of students agree or strongly agree that they ask for help when they need it.</p> <p>Measure 5: In June 2022, in the Assurance survey, 75% of students feel that they are engaged in their learning.</p>	<p>Measure 1: In June 2023, in Science 14, XX of students successfully complete the course.</p> <p>Measure 2: In June 2023, in Science 24, XX of students successfully complete the course.</p> <p>Measure 3: In June 2023, in Science 20, XX of students successfully complete the course.</p> <p>Measure 4: In June 2023, in the CBE Student Survey, XX of students agree or strongly agree that they ask for help when they need it.</p> <p>Measure 5: In June 2023, in the Assurance survey, XX of students feel that they are engaged in their learning.</p>	
Literacy Data	Literacy Student Goals	Literacy Instructional Actions	Literacy Resources	Literacy Key Outcomes	Literacy Measures	Literacy Begin	Literacy End	Literacy Improvement
<p>2020-21 Social Studies Part A Written Response Marks, although above provincial average, remain lower than multiple choice marks. We anticipate a gap in skill acquisition due to interruptions in beginning in March 2020.</p>	<p>2020-21 In Social Studies, teachers will, at all grade and course levels, implement formative and summative writing tasks to reflect each Related Issue in the Program of Studies with a particular focus on interpretation of sources material as part of the writing process.</p>	<p>2020-21 Staff will: Develop and share scaffolded lessons targeted to strengthen student understanding of source interpretation and the components of writing at each grade and stream.</p> <p>Share outcomes-based learning requirements as stipulated in the Alberta Program of Studies with students so there is a clear understanding of course material that will be assessed.</p>	<p>2020-21 Social Studies PLC work (including assessment of student work, discussion of rubric standards, sharing of exemplars and instructional strategies).</p> <p>Collaboration with province-wide Social Studies PLC through the diploma marking network, system PD opportunities and individual teacher professional networks.</p> <p>PLC and PD time spent examining writing process at</p>	<p>2020-21 Teachers will, at all grade levels improve their practice of instruction, facilitation and assessment of Social Studies written assignments.</p> <p>Teachers will develop new lesson plans and practices in collaboration in order to best facilitate success in written assignments.</p> <p>Students can articulate their understanding of writing requirements as well as criteria to meet satisfactory,</p>	<p>Measure 1: Student achievement levels in summative written assignments including but not limited to the Diploma Exam, Final Exams and other assessments will improve.</p> <p>Measure 2: Written Response and final exam grades from Social Studies 10 and 20</p>	<p>Measure 1: Between January 2018 – January 2020, 35.98% of 30-1 students meet the Standard of Excellence in source interpretation categories in Written Response 1 and 2. This is 3.38% increase from the previous three-year average. Data set is impacted by COVID-19 a there are no diploma exams for June 2020.</p> <p>Measure 2: Between January 2018 and January 2020, 19.60% of Social Studies 30-2 students</p>	<p>Measure 1: The three year average of students who meet the Standard of Excellence in the source interpretation categories of Written Response 1 and 2 in Social Studies 30-1 will be increased to 37.98% following the 2020-21 school year.</p> <p>Measure 2: The three year average of student who meet the Standard of Excellent in</p>	<p>Diploma exams were optional in 2020-2021 so this data set cannot be gathered. However, the three-year average for standard of excellence in 30-1 written responses completed in class was 44.51% for 30-1. Although the comparison is not an even one the goal was met.</p> <p>The average cannot be calculated. However, the three-year average for</p>

		<p>Provide opportunities for students to consider feedback and make revisions at appropriate stages throughout the writing process.</p> <p>Use the PLC to conduct reliability reviews of writing to strengthen assessment practice.</p> <p>Provide report card comments that include a strengths-based comment as well as an area of growth based on core skills in the social studies program of studies.</p> <p>Use the PLC to focus on informed teacher reporting of student feedback, evolving data sets, and ongoing teacher professional development in order to stay current with best practice.</p> <p>With students, staff will: Support students to demonstrate an understanding of Social Studies topics from multiple perspectives.</p> <p>Support students to take personal ownership for their learning by guiding them to complete formative and summative writing tasks and reflect throughout the writing process.</p>	<p>all levels to establish a continuum of effective source interpretation and writing strategies from Grade 10 through to Grade 12.</p> <p>At the –1 level there are two styles of writing. Teachers will complete a minimum of our summative assessments including the final written exam.</p> <p>At the –2 level, there are three writing styles. Teachers will complete minimum of one summative assessment each as well as a written final exam.</p> <p>At –4 level teachers will adapt a minimum of three summative assessments patterned after the three styles of –2 writing.</p> <p>Students will utilize common rubrics, writing guides, editing strategies, and released student exemplars to complete written responses according to Alberta Education standards, at all levels (-1, -2 and -4) from grade 10-12</p> <p>Ongoing evaluation of data and modification of strategies to support student learning.</p>	<p>proficient and excellent standards of work at each grade level.</p> <p>Students will apply their knowledge to improve their writing throughout their three years providing increasingly detailed and accurate support and explanations of their ideas.</p>	<p>Measure 3: Student understanding of the relationship between their coursework and Alberta Education standards will improve.</p>	<p>score at a Standard of Excellence in exploration and analysis of source. This is a 2.76% increase from our previous three-year average. Data set is impacted by COVID-19 as there are no diploma exams for June 2020.</p> <p>Measure 3: Students show some awareness and understanding of their learning and their proficiency with these writing skills reflection and self-evaluation skills.</p>	<p>exploration and analysis of source in Social Studies 30-2 will be increased to 20.36% following the 2020-21 school year.</p> <p>Measure 3: Students show greater awareness and understanding into their learning and their proficiency with these writing skills as a result of practice in reflection and self- evaluation skills.</p>	<p>standard of excellence in 30-2 written responses completed in class was 17.78% % for 30-2. Although the comparison is not an even one the goal was not met.</p>
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<p>2021-22 The three-year average for standard of excellence in 30-1 written responses completed in class was 44.51% for 30-1. The goal was met.</p> <p>The three-year average for standard of excellence in 30-2 written responses completed in class was 17.78% % for 30-2. The goal was not yet met.</p>	<p>2021-22 In Social Studies, teachers will, at all grade and course levels, implement formative and summative writing tasks to reflect each Related Issue in the Program of Studies.</p>	<p>2021-22 Staff will: Develop and share scaffolded lessons targeted to strengthen student understanding of argumentation as a component of writing at each grade and stream.</p> <p>Share outcomes-based learning requirements as stipulated in the Alberta Program of Studies with students so there is a clear understanding of course material that will be assessed. (Holistic Learning Framework: Heart to belong: Indigenous Values, Languages, Culture)</p> <p>Provide opportunities for students to consider feedback and make revisions at appropriate stages throughout the writing process. (Holistic Learning Framework: Body – to be: independence and collaboration, risk-taking and resiliency)</p> <p>Through PLC teachers will conduct reliability reviews of writing to strengthen assessment practice. (Holistic Learning Framework - Mind – To Know: mastery, confidence, and purpose, accountability and leadership)</p> <p>Report card comments will include a strengths-based comment as well as an area of growth based on core skills in the social studies program of studies. (Holistic Learning Framework: Spirit – To Be: generosity and interconnectedness, healing and wellbeing)</p> <p>Create classroom visit "Look Fors" document to reflect SDP Sprint.</p> <p>Ongoing evaluation of data and modification of strategies to support student learning.</p>	<p>2021-22 CBE Education Plan</p> <p>Social Studies PLC created resources</p> <p>Individual and collective Professional Learning</p> <p>Holistic Lifelong Learning Framework</p>	<p>2021-22 Teachers will at all grade levels improve their practice of instruction, facilitation and assessment of argumentation as a part of all Social Studies written assignments.</p> <p>Teachers will develop new lesson plans and practices in collaboration in order to best facilitate success in written assignments.</p> <p>Students can articulate their understanding of writing requirements as well as criteria to meet satisfactory, proficient and excellent standards of work at each grade level.</p> <p>Students will apply their knowledge to improve their writing throughout their three years providing increasingly detailed and accurate support and explanations of their ideas.</p>	<p>Measure 1: The argumentation categories in Part A Written Response portion of the diploma for Social 30-1.</p> <p>Measure 2: The argumentation categories in Part A Written Response portion of the diploma for Social 30-2.</p> <p>Measure 3: The percentage of students who pass the K&E course sequence will increase.</p>	<p>Measure 1: In January 2020, the last diploma exam sitting, 31.00% of students scored a standard of excellence on the argumentation category.</p> <p>Measure 2: In January 2020, the last diploma exam sitting, 18.1% of 30-2 students scored a standard of excellence on the defense of position categories</p> <p>Measure 3: new measure</p>	<p>Measure 1: In the 2021-22 school year, the Standard of Excellence score for Social Studies 30-1 students in the category of argumentation was 30.1%.</p> <p>Measure 2: In the 2021-2022 school year, the Standard of Excellence of Social Studies 30-2 students was improved in defense of position, Assignment 2 was 31.7% (increased by 4.1%) and Assignment 3 was 26.7% (increased by 18.1 %).</p> <p>Measure 3: In Knowledge and Employability the 2 year average of success rate (pass) is 74% for grade 10 and 71% for grade 11.</p>	<p>Goal not met. Slight decrease.</p> <p>Goal met.</p> <p>Baseline data</p>
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PLC focus will be informed on teacher reporting of student feedback, evolving data sets, and ongoing teacher professional development in order to stay current with best practice. (Holistic Learning Framework: Body – to do: independence and collaboration)

Social Studies PLC work (including assessment of student work, discussion of rubric standards, sharing of exemplars and instructional strategies).

Collaboration with province-wide Social Studies PLC through the diploma marking network, system PD opportunities and individual teacher professional networks.

PLC and PD time spent examining writing process at all levels to establish a continuum of effective source interpretation and writing strategies from Grade 10 through to Grade 12.

With students, staff will:
At the–1 level there are two styles of writing. Teachers will complete a minimum of one of each summative assessments including the final written exam.

At the–2 level, there are three writing styles. Students will complete a minimum of one summative assessment of each style as well as a written final exam.

At –4 level teachers will adapt a minimum of three summative assessments patterned after the three styles of–2 writing.

Students will utilize common rubrics, writing guides, editing strategies, and released

		<p>student exemplars to complete written responses according to Alberta Education standards, at all levels (-1, -2 and -4) from grade 10-12</p> <p>Student understanding of the relationship between their coursework and Alberta Education standards will improve.</p> <p>Teachers will support students to demonstrate an understanding of Social Studies topics from multiple perspectives. (Holistic Learning Framework: Body – to be: independence and collaboration, risk-taking and resiliency)</p> <p>Teachers will support students to take personal ownership for their learning by guiding them to complete formative and summative writing tasks and reflect throughout the writing process.</p>			
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<p>2022-23 Goal met in Social Studies 30-2 but not yet met on Social Studies 30-1. Only June Diploma Data available.</p> <p>Added focus on K&E course sequence completion based on baseline data of 74% course completion SS 10-4 and 71% SS 20-4.</p>	<p>2022-23 In Social Studies, teachers will, at all grade and course levels, implement formative and summative writing tasks to reflect each Related Issue in the Program of Studies.</p>	<p>2022-23 Staff will: Develop and share scaffolded lessons targeted to strengthen student understanding of how to use factual evidence and integrate it as a component of writing at each grade and sequence.</p> <p>(Holistic Learning Framework: Body – to be: independence and collaboration, risk-taking and resiliency)</p> <p>With students, staff will: Expose students to disciplinary literacy strategies in history to call attention to the interpretive nature of historical text and the importance of identifying sources and bias. (CBE K-12 Literacy Framework, p. 18) Engage in multiple strategies to help students understand and master their own use of factual information about social studies in their writing and lives. This will include multiple attempts at Diploma style written work, scaffolding and formative assessments, opportunities for peer and self assessment and the use of exemplars to help clearly illustrate standards and expectations.</p> <p>(Holistic Learning Framework - Mind – To Know: mastery, confidence, and purpose, accountability and leadership)</p>	<p>2022-23 CBE Education Plan</p> <p>Social Studies PLC created resources</p> <p>Individual and collective Professional Learning</p> <p>Holistic Lifelong Learning Framework</p>	<p>2022-23 Teachers will at all grade levels improve their practice of instruction, facilitation and assessment of Social Studies written assignments.</p> <p>Teachers will develop new lesson plans and practices in collaboration in order to best facilitate success in written assignments.</p> <p>Students can articulate their understanding of writing requirements as well as criteria to meet satisfactory, proficient and excellent standards of work at each grade level.</p> <p>Students will apply their knowledge to improve their writing throughout their three years providing increasingly detailed and accurate support and explanations of their ideas.</p>	<p>Measure 1: The evidence categories in Part A Written Response portion of the diploma for Social 30-1</p> <p>Measure 2: The evidence categories in Part A Written Response portion of the diploma for Social 30-2.</p> <p>Measure 3: K&E course completion rates.</p>	<p>Measure 1: In June 2022, the Standard of Excellence score for Social Studies 30-1 students in the category of argumentation was 30.1%.</p> <p>Measure 2: In June 2022, the Standard of Excellence of Social Studies 30-2 students was improved in defense of position, Assignment 2 was 31.7% and Assignment 3 was 26.7%.</p> <p>Measure 3: In Knowledge and Employability the 2 year average of success rate (pass) is 74% for grade 10 and 71% for grade 11.</p>	<p>Measure 1: In June 2023, the Standard of Excellence of Social Studies 30-1 students in the category of argumentation will be XX.</p> <p>Measure 2: In June 2023, the Standard of Excellence of Social Studies 30-2 students was XX for Assignment 2 and XX for Assignment 3.</p> <p>Measure 3: In June 2023, XX of Knowledge and Employability 10-4 students passed the course, and XX of 20-4 students passed the course.</p>	
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Mathematics Data	Mathematics Student Goals	Mathematics Instructional Actions	Mathematics Resources	Mathematics Key Outcomes	Mathematics Measures	Mathematics Begin	Mathematics End	Mathematics Improvement
<p>2021-22 In the 2018-2019 year, 60.5% of 30-1 students met the standard of excellence in the Written Response portion of the Diploma Exam</p> <p>In the 2018-2019 year, 8.4% of 30-2 students met the standard of excellence in the Written Response portion of the Diploma Exam (before standardization/ equating occurred).</p> <p>In the 2020-2021 year, the Math 10C, 20-2 and 20-1 students writing the Final Exam (made optional due to COVID) earned an average of 71% on the Written Response portion.</p>	<p>2021-22 In Math, all grade/level teachers will continue to implement strategies for advancement in students' reasoning about important mathematical ideas and relationships (CBE Math Framework – Teaching Practice #4), resulting in student improvement in written response portions of assessments.</p>	<p>2021-22 Staff will: Pose purposeful questions (CBE Math Framework – Teaching Practice #4): clear up misconceptions, deepen understanding, focus on critical concepts.</p> <p>Facilitate meaningful mathematical discourse (CBE Math Framework – Teaching Practice #6): - Incorporate opportunities for students to demonstrate and evaluate their understanding to their peers. (Holistic Learning Framework – Body – To do: risk-taking and resiliency; independence & collaboration)</p> <p>- Continue to model self assessment of mathematical work using reasoning skills that students will also need to use in order to succeed at the task at hand.</p> <p>Continue to incorporate the “Directing Words” and their definitions into our course notes, as well as exemplars of written response questions.</p> <p>Continue to provide regular and timely feedback that is clear, descriptive and task specific.</p> <p>Discussion of standards and exemplars when assessing student work - in Math PLCs.</p> <p>PLC and PD time collaborating as whole group to continue providing consistency in the delivery of instruction and assessment.</p> <p>Create classroom visit "look fors" as aligned with the Math SDP Sprint.</p>	<p>2021-22 CBE Education Plan</p> <p>CBE K-12 Mathematics Framework</p> <p>Taking Action – NCTM</p> <p>Holistic Lifelong Learning Framework</p> <p>Written Response student work. (Work in PLCs to assess and compare.)</p> <p>Information bulletins and diploma marking opportunities for 30 level courses.</p> <p>PLC and PD opportunities provided by the CRC and CBE</p>	<p>2021-22 Teachers will, at all grade levels, improve their practice of instruction, questioning, facilitation of mathematical discourse, and assessment of Math Written Response portions of assessments.</p> <p>Students will understand what is being asked of them when directing words are used in written assessments – their responses will be detailed and complete.</p> <p>Students will continue to develop their math fluency by not always relying on their calculator.</p> <p>Students will be better able to reflect and justify their knowledge with their teacher and peers.</p>	<p>Measure 1: Results from the Written Response portion of the 30-1 Diploma Exam will improve by 1%.</p> <p>Measure 2: Results from the Written Response portion of the 30-2 Diploma Exam will improve to 10%.</p> <p>Measure 3: The results from Written Response portions of the Final exams for all non-diploma exams at all grade levels will improve by 2%.</p>	<p>Measure 1: In the 2018-2019 year, 60.5% of 30-1 students met the standard of excellence in the Written Response portion of the Diploma Exam.</p> <p>Measure 2: In the 2018-2019 year, 8.4% of 30-2 students met the standard of excellence in the Written Response portion of the Diploma Exam.</p> <p>Measure 3: In the 20-21 year, the Math 10C, 20-2 and 20-1 students writing the Final Exam (made optional due to COVID) earned an average of 71% on the Written Response portion.</p>	<p>Measure 1: In the 2021-2022 year, 40.8% of 30-1 students met the standard of excellence in the Written Response portion of the Diploma Exam.</p> <p>Measure 2: In the 2021-2022 year, 7.3% of 30-2 students met the standard of excellence in the Written Response portion of the Diploma Exam</p> <p>Measure 3: In the 2021-2022 year, the average score on the written response portion of the final exam in 10C, 20-2, 20-1 was 66.5%</p>	<p>Not met</p> <p>Not met</p> <p>Not met</p>

		<p>With students, staff will: Organize and consolidate math thinking through written communication.</p> <p>Complete formative and summative assessments that include Written Response questions.</p> <p>(Holistic Learning Framework: Mind – To Know: Mastery, Confidence and Purpose)</p> <p>Understand how to interpret questions and use the appropriate strategy.</p> <p>Monitor and reflect on the process of Math by assessing their own work in completing Written Response questions</p> <p>(Holistic Learning Framework: Mind – To Know: Mastery, Confidence and Purpose)</p> <p>Ask questions that seek clarity concerning concepts or tasks/what is being asked.</p>			
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<p>2022-23 Though goals are not met, results remain high. Factors include a smaller cohort of students writing and the adjustment Diploma Exam weighting.</p> <p>Additional baseline data gathered:</p> <p>Course completion of Math 20-3 is 82%</p> <p>Course completion of Math 20-4 is 0%.</p>	<p>2022-23 In Math, all grade/level teachers will continue to implement strategies for student improvement in written response.</p>	<p>2022-23 Staff will: Support productive struggle (CBE Math Framework – Teaching Practice #8). When appropriate, provide opportunities for reflective growth on formative and summative assessments – ex. self evaluations, checklists.</p> <p>With students, staff will: Engage students to monitor and reflect on the process of Math by assessing their own work in completing written response questions. (Holistic Learning Framework: Mind – To Know: Mastery, Confidence and Purpose)</p>	<p>2022-23 CBE Education Plan</p> <p>CBE K-12 Mathematics Framework</p> <p>Taking Action – NCTM</p> <p>Holistic Lifelong Learning Framework</p> <p>Written Response student work. (Work in PLCs to assess and compare.)</p> <p>Information bulletins and diploma marking opportunities for 30 level courses.</p> <p>PLC and PD opportunities provided by the CRC and CBE</p>	<p>2022-23 Teachers will, at all grade levels, improve their practice of instruction, facilitation and assessment of Math Written Response portions of assessments.</p> <p>Students will understand what is being asked of them when directing words are used in written assessments – their responses will be detailed and complete.</p> <p>Students will be better able to share their knowledge with their teacher/peers.</p> <p>Students will have a good understanding of where they are at in their learning</p>	<p>Measure 1: Results from the Written Response portion of the 30-1 Diploma Exam.</p> <p>Measure 2: Results from the Written Response portion of the 30-2 Diploma Exam.</p> <p>Measure 3: The results from Part B – Written Response portions of the Final exams for all non-diploma exams at all grade levels.</p> <p>Measure 4: Course Completion for Math 20-3</p> <p>Measure 5: Course Completion for Math 20-4</p>	<p>Measure 1: In the 2021-2022 year, 40.8% of 30-1 students met the standard of excellence in the Written Response portion of the Diploma Exam.</p> <p>Measure 2: In the 2021-2022 year, 7.3% of 30-2 students met the standard of excellence in the Written Response portion of the Diploma Exam</p> <p>Measure 3: In the 2021-2022 year, the average score on the written response portion of the final exam in 10C, 20-2, 20-1 was 66.5%.</p> <p>Measure 4: In the 2021-2022 year, 82% of Math 20-3 students passed the course.</p> <p>Measure 5: In the 2021-2022 year, 0% of Math 20-4 students passed the course.</p>	<p>Measure 1: In the 2022-2023 year, XX of 30-1 students meet the standard of excellence in the Written Response portion of the Diploma Exam.</p> <p>Measure 2: In the 2022-2023 year, XX of 30-2 students met the standard of excellence in the Written Response portion of the Diploma Exam</p> <p>Measure 3: In the 2022-2023 year, the average score on the written response portion of the final exam in 10C, 20-2, 20-1 was XX.</p> <p>Measure 4: In the 2022-2023 year, XX of Math 20-3 students passed the course.</p> <p>Measure 5: In the 2022-2023 year, XX of Math 20-4 students passed the course.</p>	
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Well-Being for Learning Data	Well-Being for Learning Student Goals	Well-Being for Learning Instructional Actions	Well-Being for Learning Resources	Well-Being for Learning Key Outcomes	Well-Being for Learning Measures	Well-Being for Learning Begin	Well-Being for Learning End	Well-Being for Learning Improvement
<p>2020-21 Wellbeing survey 2018/2019 indicated that only 67% of student addressed their emotional health needs.</p>	<p>2020-21 Students will develop self-advocacy skills regarding identifying the supports that they need academically, emotionally and physically.</p>	<p>2020-21 Staff will: Engage in PLC work and professional learning regarding student wellbeing to increase staff capacity.</p> <p>Collaboratively develop meeting model to identify struggling learners and their required supports to ensure adequate programming.</p> <p>Continue to access and seek out mental help supports (in school, community) for student well-being.</p>	<p>2020-21 FNMI mental model- Shared FNMI strategist</p> <p>Holistic Learning Approach-System</p> <p>CBE supports</p> <p>Build and maintain relationship with various CBE community supports/organization</p> <p>PowerSchool Data Analytics tools</p> <p>Student services D2L shell</p>	<p>2020-21 Increase in high school diploma and high completion certification.</p> <p>Decrease dropout rate.</p> <p>Stronger resiliency skills</p> <p>Alternate pathways will be explored to meet the requirements of high school completion.</p>	<p>Measure 1: 2020-21 CBE Our School Student Survey collect baseline data</p> <p>Measure 2:</p>	<p>Measure 1: In 2018-2019, 66.9% of students reported in agreement within the emotional health summary measure. Three areas of the emotional health summary include asking for help, talking about how they feel, and strategies for dealing with stress.</p> <p>Measure 2:</p>	<p>Measure 1: In the 2020-2021 data results, students were in agreement with 3 identified areas as previously reported:</p> <p>-Asking for help (68%)</p> <p>-Speak to trusted other about feelings (58%)</p> <p>-Strategies for dealing with stress (63%)</p> <p>Measure 2:</p>	<p>-Asking for help (Same)</p> <p>-Speak to trusted other about feelings (<10%)</p> <p>-Strategies for dealing with stress (<10%)</p> <p>*Note*-Most recent survey results were completed during the midst of COVID-19 pandemic, which may have impacted survey results</p>

		<p>Disciplinary team will implement resiliency supports such as accessing mental health supports shared in D2L, review with exemplars to build confidence in understanding and make expectations clear, model and share strategies with students' strategies for self-reflect, identifying wellness strategies, and implementing pro-social coping strategies, and students will be given opportunities to practice self-advocacy in their interactions with peers and with their teacher.</p> <p>With students, staff will: Implement an intervention plan and share responsibility for it's success.</p> <p>Be aware of and equitably access community services as required.</p> <p>Engage in in-school supports.</p> <p>Utilize strategies and ongoing assessment feedback to maximize their social, emotional and academic growth.</p> <p>Be aware of off campus educational opportunities/Work Experience.</p>	<p>Access Mental health help</p> <p>Access to poverty relief initiatives</p> <p>Access community and CBE supports serving marginalized populations (YMCA, Miskanawah, CIWA, DSLA worker, Indigenous Learning Strategist, School/Family Liaison worker).</p> <p>Access to supportive adults such as School Guidance Counsellors, Administrators, teachers and various CBE community supports/ organization</p> <p>These strategies include in-school academic supports and transition planning.</p> <p>TA, Work Experience, CBE Unique Opportunities, RAP, Junior Achievement, HCS series, Green Certificate</p>		<p>Develop tracking system to monitor progress of all learners.</p> <p>Measure 3: Accountability Pillar - High School Completion Rate.</p> <p>Measure 4: Accountability Pillar - Dropout Rate</p> <p>Measure 5: Accountability Pillar - Work Preparation</p>	<p>Grade 10 students will be tracked at the end of each semester to gather data with respect to grade 10 students being on target to graduate will be determined. Fall 2020 end of S1 __% of grade 10 students have maxed out on their credits earned.</p> <p>Measure 3: The high school completion rate for all HWW students in 2019 - 2020 was 76.4%.</p> <p>Measure 4: The high school dropout rate for all HWW students in 2019 - 2020 was 3.5%.</p> <p>Measure 5: In 2019-2020 97.5% of students successfully completed their course work for off-campus education opportunities and work experience.</p>	<p>In August 2021, 86.6% of Grade 10 students have earned all credits from registered courses.</p> <p>Measure 3: The 3 year high school completion rate for all HWW students in 2020-2021 was 81.9%.</p> <p>Measure 4: The high school dropout rate for all HWW students in 2020-2021 was 3%.</p> <p>Measure 5: In 2020-2021, >99% of students successfully completed the off campus education or work experience opportunities in which they were enrolled</p>	<p>This will be our baseline data moving forward. Of note in this data, of those students who were unsuccessful in 1 or more class, 14% accessed schooling through HUB learning. All final exams were no jeopardy and diploma exams were optional for the 2020-2021 school year.</p> <p>The 3 year high school completion rate for all HWW students increased by 5.5%. There continued to be no diploma exams and final exams for courses were no jeopardy.</p> <p>The dropout rate for all students decreased by 0.5%.</p> <p>The off campus education completion rate increased by 1.5%. Of significance, only 1 student was unsuccessful in their Work Experience opportunity in 2020-2021</p>
2021-22	2021-22	2021-22	2021-22	2021-22	Measure 1:	Measure 1:	Measure 1:	

<p>CBE Student Survey indicated three emotional health measures went down or stayed the same: Asking for help (Same)</p> <p>-Speak to trusted other about feelings (<10%)</p> <p>-Strategies for dealing with stress (<10%)</p> <p>*Note*-Most recent survey results were completed during the midst of COVID-19 pandemic, which may have impacted survey results</p> <p>In August 2021, 86.6% of Grade 10 students have earned all credits from registered courses.</p> <p>The 3 year high school completion rate for all HWW students increased by 5.5%. There continued to be no diploma exams and final exams for courses were no jeopardy.</p> <p>The dropout rate for all students decreased by 0.5%.</p> <p>The off campus education completion rate increased by 1.5%. Over 99% of students successfully completed their work experience during 2020-2021.</p>	<p>Students will develop self-advocacy skills regarding identifying the supports that they need academically, emotionally and physically.</p>	<p>Staff will: Guidance counsellors will:</p> <p>Engage in PLC work and professional learning regarding student wellbeing to increase staff capacity. (Holistic Lifelong Learning Framework: Spirit-To Be: Healing and Wellbeing)</p> <p>Collaboratively develop meeting model to identify struggling learners and required supports to ensure adequate programming (Holistic Lifelong Learning Framework: Mind-To Know: Accountability and Leadership)</p> <p>Continue to access and seek out mental help supports (in school, community) for student well-being.(Holistic Lifelong Learning Framework: Heart-To Belong: Harmony with self, others, and natural world)</p> <p>Disciplinary team will implement resiliency supports such as accessing mental health supports shared in D2L, review with exemplars to build confidence in understanding and make expectations clear, model and share strategies with students' strategies for self-reflect, identifying wellness strategies, and implementing pro-social coping strategies, and students will be given opportunities to practice self-advocacy in their interactions with peers and with their teacher. (Holistic Lifelong Learning Framework: Body-To Do: Risk-Taking and Resiliency)</p> <p>With students, staff will: With staff, students will implement intervention plan and share responsibility for its success. (Holistic Lifelong Learning Framework: Body-To Do: Independence and</p>	<p>CBE Education Plan</p> <p>Collaborative Response Model</p> <p>Holistic Lifelong Learning Framework</p> <p>Wellbeing for Learning Framework</p> <p>Access Mental Health help</p> <p>Access to poverty relief initiatives</p> <p>Access community and CBE supports serving marginalized populations (YMCA, Miskanawah, CIWA, DSLA worker, Indigenous Education Strategist, School/Family Liaison worker).</p> <p>Access to supportive adults such as School Guidance Counsellors, Administrators, teachers and various CBE community supports/ organization</p> <p>TA, Work Experience, CBE Unique Opportunities, RAP, Junior Achievement, HCS series, Green Certificate.</p> <p>CBE supports</p> <p>PowerSchool Data Analytics tools</p> <p>Student Services D2L shell</p>	<p>Improvement in student emotional health</p> <p>Increase in high school diploma and high completion certification.</p> <p>Decrease dropout rate.</p> <p>Stronger resiliency skills.</p> <p>Alternate pathways will be explored to meet the requirements of high school completion.</p>	<p>CBE Our School Student Survey data. In 2021-2022 there will be an increase of students reported in agreement within the emotional health summary measure, including asking for help, speak to trusted other about feelings, and strategies for dealing with stress</p> <p>Measure 2: Credits earned in Grade 10 (PASI). By August 2022, the % of grade 10 students earning all credits from previously registered courses will increase</p> <p>Measure 3: Assurance Survey- High school completion rate. In 2021-2022 the 3 year high school completion rate will increase for all students.</p> <p>Measure 4: Assurance Survey- High school Dropout Rate. In 2021-2022, the dropout rate will decrease for all students.</p> <p>Measure 5: Assurance Survey- Work Preparation. In 2021-2022, the successful completion of off campus education opportunities will be maintained.</p>	<p>In 2020 the following students reported in agreement within the emotional health summary measure. Three areas of the emotional health summary include asking for help (68%), speak to trusted others about feelings (58%) , and strategies for dealing with stress (63%).</p> <p>Measure 2: As of August 2021, 86.6% of grade 10 students earned all credits from previously registered courses. This number will increase in August 2022.</p> <p>Measure 3: The high school completion rate for all HWW students in 2020-2021 was 81.9%.</p> <p>Measure 4: In 2020-2021 >99% of students successfully completed their course work for off-campus education opportunities and work experience.</p>	<p>In 2021-2022, 65.3% of students reported they ask for help when they need it. In 2021-2022, 54.6% of students reported that they speak to others about feelings. In 2021-2022, 68.5% of students reported that they have strategies for dealing with stress</p> <p>Measure 2: By August 2022, 91.2% of grade 10 students earned all credits from previously registered courses.</p> <p>Measure 3: In 2021-2022, the high school completion rate was 80.5%.</p> <p>Measure 4: In 2021-2022, successful completion of off campus education opportunities was maintained at >99%</p>	<p>This represents a 2.7% decline. This represents a 3.4% decline. This represents a 5.5% increase from 2020-2021.</p> <p>This represents a 4.6% increase from 2020-2021</p> <p>This represents a 1.4% decline from 2020-2021</p> <p>Maintained</p>
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		<p>Collaboration)</p> <p>In-school academic supports and transition planning.</p> <p>All students will be aware of and equitably access community services as required (Holistic Lifelong Framework: Spirit-To Be: Healing & Well-Being).</p> <p>Students will engage in in-school supports. (Holistic Lifelong Framework: Heart-To Belong: Belonging & Relationships)</p> <p>Students will utilize strategies and ongoing assessment feedback to maximize their social, emotional and academic growth. (Holistic Lifelong Framework: Body-To Do: Risk-Taking & Resiliency)</p> <p>Students will be aware of off campus educational opportunities/Work Experience. (Holistic Lifelong Framework: Body-To Do: Holistic & Lifelong)</p>						
<p>2022-23 School year 2021-2022 data shows a variance with some measures met and some not yet met. Goals remain the same for the 2022-2023 school year.</p>	<p>2022-23 Students will develop self-advocacy skills regarding identifying the supports that they need academically, emotionally and physically.</p>	<p>2022-23 Staff will: Disciplinary team will implement resiliency supports such as accessing mental health supports shared in D2L, review with exemplars to build confidence in understanding and make expectations clear, model and share strategies with students' strategies for self-reflection, identifying wellness strategies, and implementing pro-social coping strategies, and students will be given</p>	<p>2022-23 CBE Education Plan</p> <p>Collaborative Response Model</p> <p>Holistic Lifelong Learning Framework</p> <p>Wellbeing for Learning Framework</p> <p>Access Mental Health</p> <p>Access to poverty relief initiatives</p>	<p>2022-23 Improvement in student emotional health</p> <p>Increase in high school diploma and high completion certification.</p> <p>Stronger resiliency skills.</p> <p>Alternate pathways will be explored to meet the requirements of high school completion.</p>	<p>Measure 1: 2022-23 CBE Our School Student Survey data</p> <p>Measure 2: Credits earned in grade 10</p>	<p>Measure 1: In 2022-2023 there will be an increase of students reported in agreement within the three dimensions of emotional wellbeing, including asking for help, speak to trusted other about feelings, and strategies for dealing with stress.</p> <p>Measure 2: By August 2022, the percentage of grade 10 students earning all credits from previously registered courses will increase</p>		

		<p>opportunities to practice self-advocacy in their interactions with peers and with their teacher. Warrior Connect will serve as the opportunity for information delivery and engaging students and staff in helping develop community and sense of belonging through increased connection resulting in increased student well-being and resilience (Holistic Lifelong Learning Framework: Body-To Do: Risk-Taking and Resiliency)</p> <p>With students, staff will: Work to ensure that all students will be aware of and equitably access community services as required (Holistic Lifelong Framework: Spirit-To Be: Healing & Well-Being).</p> <p>Students will engage in Warrior Connect learning and activities to increase knowledge, build capacity in resiliency and wellness as well as increased sense of belonging through connection (Holistic Lifelong Framework: Heart-To Belong: Belonging & Relationships)</p>	<p>Access community and CBE supports serving marginalized populations (YMCA, Miskanawah, CIWA, DSLA worker, Indigenous Education Strategist, School/Family Liaison worker).</p> <p>Access to supportive adults such as School Guidance Counsellors, Administrators, teachers and various CBE community supports/organization</p> <p>TA, Work Experience, CBE Unique Opportunities, RAP, Junior Achievement, HCS series, Green Certificate.</p> <p>CBE supports</p> <p>Build and maintain relationship with various CBE community supports/organization</p> <p>PowerSchool Data Analytics tools</p> <p>Student services D2L shell</p>		<p>Measure 3: Assurance Survey - High School Completion Rate.</p> <p>Measure 4: Assurance Survey- Drop Out Rate</p> <p>Measure 5: Assurance Survey - Work Preparation</p>	<p>Measure 3: In 2022-2023 the 3 year high school completion rate will increase for all students.</p> <p>Measure 4: In 2022-2023, the dropout rate will decrease for all students.</p> <p>Measure 5: In 2022-2023, the successful completion of off campus education opportunities will be maintained</p>		
Well-Being for Learning Data	Well-Being for Learning Student Goals	Well-Being for Learning Instructional Actions	Well-Being for Learning Resources	Well-Being for Learning Key Outcomes	Well-Being for Learning Measures	Well-Being for Learning Begin	Well-Being for Learning End	Well-Being for Learning Improvement
<p>2021-22 Our data story also indicates that 10% of all students reported that they learned about the contributions of Indigenous peoples, 39% learned about Indigenous perspectives, 17% use learning materials created by</p>	<p>2021-22 In the spirit of the HLLF, a goal has been created of EACH quadrant.</p> <p>East, Spring, Spirit-"To Be"</p> <p>All students will gain a better understanding of truth THEN</p>	<p>2021-22 Staff will: East, Spring, Spirit-"To Be"</p> <p>-Targeted PD opportunities for teachers on land acknowledgement, HLLF, truth and then reconciliation</p>	<p>2021-22 CBE Education Plan</p> <p>Holistic Lifelong Learning Framework</p> <p>East, Spring, Spirit-"To Be"</p> <p>Developing a relationship with</p>	<p>2021-22 East, Spring, Spirit-"To Be"</p> <p>Increased awareness and sense of community within the school community</p> <p>Increased interconnectedness between Indigenous and non-</p>	<p>Measure 1: Increase in data from CBE/School surveys indicating that students are learning about the contributions of Indigenous peoples</p> <p>Measure 2: Increase in data from</p>	<p>Measure 1: 10% of students reported that they learned about the contributions of Indigenous peoples,</p> <p>Measure 2: 39% learned about Indigenous</p>	<p>Measure 1: 40.94% of students either strongly agree or agree that they get to learn from Indigenous Knowledge Keepers and Elders.</p> <p>Measure 2: 50.78% of students either</p>	<p>Increase of 31%. Goal met.</p> <p>Increase of 20%. Goal met.</p>

<p>Indigenous peoples, 31.62% learn from the land or learn on the land, and 86% learn through story.</p> <p>South, Summer, Heart-"To Belong"</p> <p>Students will gain a sense of belonging and build relationships with peers and staff as we engage community members such as Elders and families to infuse Indigenous values, language and culture into our curricula.'</p> <p>West, Fall, Body-"To Do"</p> <p>Students will foster independence and resiliency as they move through the incorporation of Indigenous Ways of Knowing and land-based learning opportunities. Students will benefit from experiential learning and risk-taking that will be reflected in course completion.</p> <p>North, Winter, Mind-"To Know"</p> <p>Students will achieve mastery, confidence and purpose as they gain success moving towards their goal of high school completion.</p>	<p>reconciliation in order to learn the truth of Canadian history. This work will foster generosity, interconnectedness among the student body and promote healing and connectedness within the school community.</p> <p>South, Summer, Heart-"To Belong"</p> <p>Students will gain a sense of belonging and build relationships with peers and staff as we engage community members such as Elders and families to infuse Indigenous values, language and culture into our curricula.'</p> <p>West, Fall, Body-"To Do"</p> <p>Students will foster independence and resiliency as they move through the incorporation of Indigenous Ways of Knowing and land-based learning opportunities. Students will benefit from experiential learning and risk-taking that will be reflected in course completion.</p> <p>North, Winter, Mind-"To Know"</p> <p>Students will achieve mastery, confidence and purpose as they gain success moving towards their goal of high school completion.</p>	<p>-Early interventions and collaborative meetings with key stakeholders for students we have identified as needing supports early</p> <p>Ongoing conversations with previous Indigenous Strategist</p> <p>South, Summer, Heart-"To Belong"</p> <p>-Open conversations with parents and develop relationships with families</p> <p>-Continue to collaborate with CBE Liaison for Tssut'ina Nation) and other community supports</p> <p>-PD centred around Indigenous Ways of knowing, experiences on the land and discussions with Elders at Blackfoot Crossing</p> <p>West, Fall, Body-"To Do</p> <p>-Incorporate the Collaborative Response Model for students who are starting to be missed</p> <p>-collaboration with community members to allow for authentic voice</p> <p>North, Winter, Mind-"To Know"</p> <p>-Targeted supports and PD opportunities for teachers to gain a better understanding and incorporation of the HLLF</p> <p>With students, staff will: East, Spring, Spirit-"To Be" -I do, we do, you do modelling for teachers to help gather and incorporate a foundational knowledge of treaties, the TRC calls to action, Land Acknowledgements</p>	<p>Tsuu T'ina, DLSA, system-level supports and YMCA Brave Dogs</p> <p>South, Summer, Heart-"To Belong"</p> <p>Resources include access of technological platforms, Elder protocols and teaching for staff and students</p> <p>PD on community/worldview structure of Indigenous communities</p> <p>West, Fall, Body-"To Do</p> <p>Usage of the Collaborative Response Model</p> <p>Usage of SLT/ALT process</p> <p>Use of Indigenous Education team</p> <p>Providing meaningful PD for staff</p> <p>Text Resources including "Ensouling Our Schools" and "Braiding Sweetgrass"</p> <p>Mentoring strategies in departments</p> <p>North, Winter, Mind-"To Know"</p> <p>Continued collaboration among strategists</p> <p>1.0 FTE Indigenous Strategist</p> <p>Continued collaboration among key stakeholders for each student</p> <p>Access to DLSA, area supports when required</p>	<p>indigenous youth</p> <p>South, Summer, Heart-"To Belong"</p> <p>-Increased presence of Indigenous knowledge systems and understandings across all disciplines</p> <p>West, Fall, Body-"To Do"</p> <p>-Increased levels of participation and engagement for all students</p> <p>-Increased awareness of Indigenous worldview, knowledge systems and contributions</p> <p>North, Winter, Mind-"To Know"</p> <p>-Increase student engagement team</p> <p>-Increased credit counts</p> <p>-Increased attendance</p>	<p>CBE/School surveys indicating that students learn about Indigenous perspectives</p> <p>Measure 3: Increase in data from CBE/ School surveys indicating that students have a connection to the land.</p> <p>Measure 4: Increase in data from CBE/School surveys indicating that students have one adult they connect with.</p> <p>Measure 5: Increase in data from CBE/ School surveys indicating that students learn things that are meaningful to them.</p>	<p>perspectives, 17% use learning materials created by Indigenous peoples,</p> <p>Measure 3: 32% learn from the land or learn on the land, and 86% learn through story.</p> <p>Measure 4: 53% of students stated they have at least one adult they connect with.</p> <p>Measure 5: 52% of students stated they learn things that are meaningful to them.</p>	<p>strongly agree or agree that they learn about Indigenous ways of being, belonging, doing and knowing</p> <p>Measure 3: 43.24% students either strongly agree or agree that they are given opportunities to learn from the land</p> <p>Measure 4: 64.04% of students stated that they have at least one adult they connect with</p> <p>Measure 5: 62.23% agree that they learn things that are meaningful to them</p>	<p>Increase of 10%. Goal met.</p> <p>Increase of 11%. Goal met.</p> <p>Increase of 10%. Goal met.</p>
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<p>2022-23 We have seen a marked increase in student understanding in all four domains. These goals are will continue to build on each other due to the cyclical nature of the Holistic Life-Long Learning Framework.</p>	<p>2022-23 In the spirit of the HLLF, a goal has been created of EACH quadrant.</p> <p>East, Spring, Spirit-"To Be"</p> <p>All students will gain a better understanding of truth THEN reconciliation in order to learn the truth of Canadian history. This work will foster generosity, interconnectedness among the student body and promote healing and connectedness within the school community.</p> <p>South, Summer, Heart-"To Belong"</p> <p>Students will gain a sense of belonging and build relationships with peers and staff as we engage community members such as Elders and families to infuse Indigenous values, language and culture into our curricula.'</p> <p>West, Fall, Body-"To Do"</p> <p>Students will foster</p>	<p>2022-23 Staff will: Continue to participate in professional learning opportunities that will enhance their understanding of framework and implementation in their classrooms through the collaborative response model.</p> <p>With students, staff will: Support students in being able to articulate their ability to use the Holistic Life-long learning framework in their wellbeing.</p>	<p>2022-23 East, Spring, Spirit-"To Be"</p> <p>-Continue to foster and grow our relationship with Tsuu T'ina, DLSA, system-level supports, YMCA Brave Dogs, Diamond Wilon Youth Lodge and Ótáp ímisskaan</p> <p>South, Summer, Heart-"To Belong"</p> <p>- Resources include access of technological platforms, Elder protocols and teaching for staff and students</p> <p>-Continue to create teaching opportunities from Elders, Knowledge Keepers and community members throughout the year</p> <p>-PD on community/worldview structure of Indigenous communities</p> <p>West, Fall, Body-"To Do</p> <p>-Usage of the Collaborative</p>	<p>2022-23 East, Spring, Spirit-"To Be"</p> <p>Increased awareness and sense of community within the school community</p> <p>Increased interconnectedness between Indigenous and non-Indigenous youth</p> <p>South, Summer, Heart-"To Belong"</p> <p>-Increased presence of Indigenous knowledge systems and understandings across all disciplines</p> <p>-Increased sense of representation within the building</p> <p>West, Fall, Body-"To Do"</p> <p>-Increased levels of participation and engagement for all students</p> <p>-Increased awareness of</p>	<p>Measure 1: Data from CBE/School surveys indicating that students are learning about the contributions of Indigenous peoples, perspectives, and connection to the land.</p> <p>Measure 2: Data from CBE/School surveys indicating that students are learning about the contributions of Indigenous peoples, perspectives, and connection to the land.</p> <p>Measure 3: Data from CBE/School surveys indicating that students are learning about the contributions of Indigenous peoples, perspectives, and connection to the land.</p> <p>Measure 4: Data from CBE/School surveys indicating that students are learning about the contributions of Indigenous peoples, perspectives, and connection to the land.</p> <p>Measure 5:</p>	<p>Measure 1: Increase in percentage of students reporting that they learned about the contributions of Indigenous peoples.</p> <p>Measure 2: Increase in percentage of students reporting that they learned about Indigenous perspectives.</p> <p>Measure 3: Increase in percentage of students reporting that they use learning materials created by Indigenous peoples.</p> <p>Measure 4: Increase in percentage of students reporting that they learn from the land or learn on the land and learn through story.</p> <p>Measure 5:</p>	

<p>independence and resiliency as they move through the incorporation of Indigenous Ways of Knowing and land-based learning opportunities. Students will benefit from experiential learning and risk-taking that will be reflected in course completion.</p> <p>North, Winter, Mind-"To Know"</p> <p>Students will achieve mastery, confidence and purpose as they gain success moving towards their goal of high school completion.</p>			<p>Response Model</p> <ul style="list-style-type: none"> -Usage of SLT/ALT process -Use of IET team -Providing meaningful PD for staff -Mentoring strategies in departments -Continue to provide land-based learning opportunities for staff and students North, Winter, Mind-"To Know" -Continued collaboration among strategists -1.0 FTE Indigenous Strategist -Continued collaboration among key stakeholders for each student Access to DLSA, area supports when required 	<p>Indigenous worldview, knowledge systems and contributions</p> <ul style="list-style-type: none"> -Increased understanding of reciprocity, respect and interconnectedness within the student community North, Winter, Mind-"To Know" -Increase student engagement -Increased credit counts -Increased attendance -Increased participation of students who self-identify as Indigenous in extra-curricular activities 	<p>Data from CBE/School surveys indicating that students have one adult they connect with.</p> <p>Measure 6:</p> <p>Data from CBE/ School surveys indicating that students learn things that are meaningful to them.</p>	<p>Increase in percentage of students indicating that they have one adult they connect with.</p> <p>Measure 6:</p> <p>Increase in percentage of students indicating that they learn things that are meaningful to them.</p>		
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Additional Program of Study Data	Additional Program of Study Student Goals	Additional Program of Study Instructional Actions	Additional Program of Study esources	Additional Program of Study Key Outcomes	Additional Program of Study Measures	Additional Program of Study Begin	Additional Program of Study End	Additional Program of Study Improvement
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