Building Excellence & Success Together

**SGCHS Education Plan
2023-2024**

Where we are coming from…

For three consecutive years (Fall,2020-Spring, 2023), SGCHS Staff took on an Education Plan with a focus on *Student Success*; in support of this, we also *Modelled, Promoted and Supported Success and Wellness.* Upon reflection of the work we have been doing, the staff observed that our next, BEST step in moving forward would be to critically examine and evaluate thoroughly the *Systems and Structures* we have embedded into SGCHS which we believe *Promote Student Success and Well-Being*; this would allow us to not only continue to grow in our learning, but also continue to ensure the work we did on *Student Success* and *Modelling, Promoting and Supporting Success and* Wellness would continue.

Systems/Structures + Modeling, Promoting and Supporting Success and Wellness = Student Success

Systems and Structures…

We started by identifying the following Systems/Structures we currently have in place:

- · AAC/OutReach Flexibility/Credit Recovery Model
- · Due Dates and Deadlines
- · Alternate Time Table (Block 0 and Block 5)
- · Plagiarism and Cheating Procedure
- · Attendance Pyramid
- · Problem Solving Model
- · Cell Phone Procedure
- · Reporting/Report Card Comments/Parent Teacher Interviews
- · Directed Learning Room (DLR)
- · Seminar
- · Discipline Procedure
- · Teacher Collaborative Time (TCT)
- · Dress Code Procedure

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SGCHS Staff Build Systems and Structures Which Promote Student Success and Well-Being…

Some of these systems and structures have been with us for an extended period of time while others are fairly new to us. Our Faculty Council (Department Head Committee) determined that the examination of the majority of these Systems/Structures be undertaken by themselves with input from their various departments as needed/required. They did feel, however that The Attendance Pyramid and The Cell Phone Procedure were two areas where gathering whole staff input would be beneficial.

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SGCHS Staff Model, Promote and Support Success and Wellness…

Through Faculty Council, it was also agreed that some form of Reciprocal/Cross-Department/Cross-Experience Critical Teaching Partnerships should be utilized to assist teachers in strengthening their practice of the various Instructional Strategies and the Problem Solving Model work which was done over the last three years. These Reciprocal Critical Teaching Partnerships can also be used to examine the various systems and structures as we work through them. As well, other aspects of teaching including classroom management, parent communication, pyramid of intervention/differentiated instruction/universal design for learning, planning strategies and assessment, etc., can be explored through these partnerships.

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Student Success…

Student Success is not just measured by academic standing; it is a result of the student's resiliency, their ability to stick to tasks which may become difficult, to chart a path through or around an obstacle, to accept that failure is a part of learning and growth, in fact, it may be the most crucial part.

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The Lenses We Use to See Our Vision

SGCHS

It was agreed by staff that the anti-oppression learning we had been doing the past three years be one of the lenses through which we examine our work; the other lens the staff feel is important to this work is school culture, for both students and staff. This leads us to two critical questions:
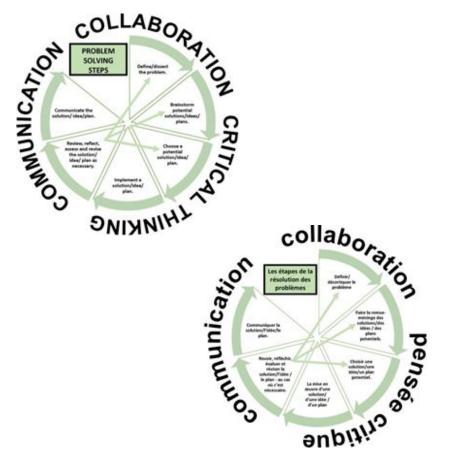
1) Is what we are doing Inclusive? Does it promote Anti-Oppression?

2) How does it build Culture?

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Where we want to go…

The desired state which the staff of SGCHS are all after is for the Systems and Structures we have in place to promote Student Success and Well-Being to be effective and efficient in doing so. We hope to lose those Systems/Structures which do not fulfill this purpose at all, revise those which are somewhat effective and create others, if needed, to provide more support for Student Success and Well-Being.

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Also included in this desired state is for the work done to support classroom instruction and problem solving to become embedded and natural in teachers' practice so that they are effectively modelling, promoting and supporting success and wellness. Ultimately, we see this making gains in the overall success and resiliency of our students.

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How we know we got there…

The simple answer is our students will have success. They will use the problem solving model successfully as they gain resiliency. This will be confirmed by successful completion of their high school program next year.

We will be tracking attendance, course completion/drop rates, diploma exam success, and high school completion data. We will survey students, parents and staff both at the beginning of the school year and at the end. Time will be put aside on our Site-based PD Days, during our department TCT meetings, and during our Faculty Council meetings so that staff can reflect and analyze the data we've collected.

The data collected from this year will be compared to data collected which is most appropriate--ie. diploma exam results from this year will be compared to those collected in years prior to Covid as exams may not have been written and weightings were different.

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