



SGCHS ED PLAN 2024-2025

BUILDING
EXCELLENCE
AND SUCCESS
TOGETHER



Where are we coming from?

2020-2023: Student Success connecting to SGCHS Staff Modeling, Promoting and Supporting Success and Wellness (A focus on Resiliency)

2023-2024: SGCHS Staff Build Systems and Structures Which Promote Student Success and Well-Being (A focus on reviewing how we support our students to become Resilient)

Our two previous Ed Plan cycles have supported Student Success, which is our ultimate goal. We still feel there is much to do in order to BEST support our students' success.

Where do we want to be?

Our desired state continues to be Student Success. Of course, we are now approaching it from a different place. The efforts of the last four years have set us up well to refine what we are after.

We will be expanding our support of Social-Emotional Development and Increased Mental Well-Being for our students and staff as the competencies ensconced here are what will lead to the stick-to-it-ness required for Success. More specifically, we will also focus on Expanding Success at the Standard of Excellence and as an extension of this, we will also focus on Expanding Success in our French Immersion Program.





Student and Staff Social-Emotional Development and Increased Mental Well-Being

- Student Success is most easily found when both students and staff embody the competencies associated with a healthy sense of well-being. These competencies include empathy, resilience, and self-regulation. Continued work in this area will serve our staff and students in achieving, not just Success at School, but Success in Life.

Expanding Success at the Standard of Excellence

- Building off the resiliency work we have been doing and the supports we have in place, our next step is to move our students up the continuum of Success so that more of them are achieving at the Standard of Excellence.

Expanding Success in our French Immersion Program

- In order to expand Success in our FI program, we begin by expanding the program, itself.

How Do We Get There?

To achieve our end goals, we need to put in place, maintain from our previous Ed Plans, or review from more distant learnings, key strategies and BEST practices so that staff is able to assist students in Expanding Their Successes.





Student and Staff Social-Emotional Development and Increased Mental Well-Being

In order to support student growth in these areas, we will provide the following:

- Access to a variety of activities (curricular and non-curricular) that promote citizenship and demonstrate an appreciation for diversity;
- Access to tools and support systems via our Grade Level Teams of Coordinator and Counsellor/IEL to support social-emotional skill development and increased mental well-being;
- Support to develop self-strategies for improving mental well-being;
- Training for students and staff interested in reintroducing *Beyond the Hurt*.

Staff growth will be supported by

- Utilizing the Guarding Minds at Work Survey data, an internal document, to reveal workplace improvements to support workplace wellness.

Beyond the Hurt is a program SGCHS used to use prior to the Pandemic; when implemented, this program assisted our students with developing a strong sense of belonging, and our school community with a sense of caring and safety.

Expanding Success at the Standard of Excellence

Reviewing the past four years of professional learning including:

- Teaching strategies from our Book Study, Classroom Instruction That Works;
- Our SGCHS Problem Solving Model and the cross-curricular competencies it envelops;
- Our SGCHS Pyramid of Interventions;
- Review of Sound Assessment practices including diagnostic, formative and summative and the importance of professional discretion when triangulating the data gathered;
- Quality, subject specific PD.

One of the ways we are choosing to recognize the merits of Success is by separating the recognition of Honours, 80% and higher, which we have celebrated at our Annual Awards Ceremony into Honours, 80% through 89%, and Honours with Distinction, 90% through 100%, a subtle shift which serves to draw attention to the extra efforts required by students to make these gains. It is these gains we hope to see grow over the course of this year.



Expanding Success in our French Immersion Program

Success within our FI Program begins the same way; each of the four strategies above has as much impact here as they do in our English Program. In addition, though, we must also include:

- Timely, well-sourced, authentic French resources for both students AND staff;
- PD specific to FI teachers specific to language acquisition and how to improve overall comprehension leading to more success;
- Collaboration with our FI sister schools.

Since the early 2000s, SGCHS has offered a French Immersion Program which has only encompassed two subjects: French Language Arts 10-1/2-30-1/2 and Etudes Sociales 10-1/2-30-1/2. Two years ago, we had the opportunity to expand this to include les Sciences 10. The 2024-2025 school year will see the addition of Mathematiques 10. For the first time, all four cores will be available in French to our Grade 10 students. As well, we will also be expanding the Science program by offering Biologie 20. This expansion of the program assists us in expanding the Success of the students within it.



How Will We Know We Got There?

How we choose to measure our achievement of these two goals and one sub-goal does not need to be all that different because, of course, the goals, themselves, are not all that different. Whether we are assisting our students and staff in developing their social-emotional well-being or trying to increase our students' achievement in English or in French, we are still setting out to use similar strategies like quality teaching, learning and assessment. We will continue to track things like attendance, course completion/drop rates, diploma exam course success, and high school completion data. Data gathered through our Alberta Education Assurance Survey, our Grade 10 SOS-Q Survey and The Guarding Minds Survey will also be examined. To this, we will add staff reflection on the quality of the professional learning they receive and its impact on the learning within their classrooms. 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 collected.

