

Bowden Grandview School Assurance Plan 2021-2022



Goals	Academic Excellence	Social Emotional Well-being	Career Connections (Grade 7-12)
<p>Understanding the Context</p>	<p>BGS students will reach their highest academic potential.</p>	<p>BGS Students will have the knowledge, skills and attributes to respond to their social emotional needs.</p> <p>BGS Staff will have the knowledge and skills to respond to the social emotional needs of themselves, their students and colleagues.</p>	<p>BGS students will enrol in formalized post secondary learning or career training beyond high school.</p>
<p>Target</p>	<p>93% of BGS students will be reading at or above grade level.</p> <p>100% of BGS students will meet the acceptable/satisfactory standard, and 25% of BGS students will achieve the standard of excellence/ proficiency on individual program plans and/or grade level assessments.</p> <p>The achievement gap seen in Indigenous students will be eliminated.</p>	<p>Any BGS student or staff member challenged in an area of social emotional well-being will have access to division supports and services.</p> <p>Each BGS student will achieve an attendance rate of 90% or higher.</p> <p>100% of BGS teachers and support staff will complete the Social Emotional Well-being Certification Series.</p> <p>100% students completing the social emotional wellness course within the next three years.</p>	<p>60% of BGS students will transition to postsecondary within 6 years of grade 10.</p> <p>98% of BGS students will achieve 3-year High School Completion.</p>
<p>Refined Strategies</p>	<p>Grade 1-9 BGS students will write diagnostic, standardized assessments in reading, writing, and mathematics to determine level of ability and inform teaching practice.</p> <p>BGS Teacher teams will analyze student data and put necessary interventions in place. Teachers, parents, and students will work together in creating an academic plan to support students unable to achieve at grade level.</p> <p>Teachers and BGS school teams will accommodate, adapt and modify content where appropriate to ensure students can reach their highest academic potential.</p>	<p>BGS Staff members will respond to the social emotional needs of their students through the use of the collaborative response model and intervention plans.</p> <p>BGS Staff members will use the supportive process (KITE) for the most vulnerable students. Teachers will be supported by the BGS Student Services team in the creation and implementation of KITE plans.</p> <p>BGS staff will use the Social Emotional Framework tool to identify student needs and plan interventions. Teachers will be supported by the BGS Student Services Team and the Family</p>	<p>The BGS Career Connections Team will identify strategies that positively impact FNMI high school completion and successful transition to post secondary or world of work.</p> <p>The BGS Career Connections Team will refine promising practices for careers planning including planning regular high school student meetings with members of the BGS Career Connection Team.</p> <p>BGS high school students will be provided with opportunities for career exploration and for students to visit post-secondary campuses.</p> <p>The BGS Careers Connection</p>



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<p>Refined Strategies</p>	<p>Effective use of technology will be embedded into instruction, assessment, and student learning.</p> <p>BGS School teams will identify interventions to support our Indigenous students.</p> <p>K-12 flexible learning options will be available for students unable to attend full time in the regular classroom.</p>	<p>School Wellness Worker in analyzing the data and creating intervention plans for students with Social Emotional needs.</p> <p>BGS staff will use a self-evaluation survey to enhance their skill set in supporting student social emotional well-being.</p> <p>BGS SST, Admin and CRM School teams will examine attendance data and its impact on student success, working through a system of support with students and families.</p> <p>BGS administrators will work with Staff Wellness 'champions' to ensure that wellness is a priority through the 10 Key Division Supports in CESD.</p> <p>Student Success (YES) Program will continue to support BGS students.</p> <p>The BGS Family School Wellness worker will continue to support students.</p> <p>All BGS grade 10-12 students will engage in a social emotional wellness course within the next 3 years. .</p>	<p>Team will ensure a clear process to connect high school students to scholarships, bursaries and other opportunities including Rutherford Eligibility.</p> <p>BGS middle and high school administrators and staff will use MyBlueprint for career exploration beginning in grade 7.</p> <p>BGS staff will support the implementation of online distributed learning opportunities to enhance high school course offerings for students.</p> <p>BGS staff will continue to support Dual Credit opportunities, processes, and funding.</p> <p>Elementary students will be exposed through guest speakers, and curricular activities to future careers and opportunities.</p>
<p>Success Measures</p>	<p>Acceptable standard and standard of excellence</p> <ul style="list-style-type: none"> ● SLA 3 (AE) ● PAT 6 and 9 (AE) ● Diploma exams (AE) ● HLAT (CESD) ● MIPI (CESD) ● Gradebooks (CESD) <p>CESD Reading Support Level Data (RSL Data)</p> <p>Indigenous student achievement:</p> <ul style="list-style-type: none"> ● Assurance data (AE) ● Division level RSL (CESD) ● Attendance data (CESD) 	<p>BGS Student Attendance data</p> <p>100% of BGS Staff will have completed the Social Emotional Well-being Certification Series. (CESD)</p> <p>100% of students will have achieved the acceptable standard or the standard of excellence in the social emotional wellness course.</p> <p>Beyond the Binder (CESD Wellness video)</p>	<p>Annual Education Assurance Survey Data:</p> <ul style="list-style-type: none"> ● Transition Rates ● 3-Year High school completion rate <p>School based data:</p> <ul style="list-style-type: none"> ● Grade 12 survey



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