



<div>ACADEMIC EXCELLENCE</div> <div>BGS students will reach their highest academic potential.</div>	<div>SOCIAL EMOTIONAL WELL-BEING</div> <div>Students and staff members will have the knowledge, skills and attributes to respond to their social emotional needs and the needs of others.</div>	<div>CAREER CONNECTIONS</div> <div>All students will graduate high school with career pathway experiences and skill development that lead to successful transition to post-secondary and careers.</div>
<div>Connection to Alberta Education Domain:</div> <div>Student Growth and Achievement</div> <div>Teaching and Leading</div> <div>Learning Supports</div>	<div>Connection to Alberta Education Domain:</div> <div>Student Growth and Achievement</div> <div>Teaching and Leading</div> <div>Learning Supports</div> <div>Local and Societal Context</div>	<div>Connection to Alberta Education Domain:</div> <div>Student Growth and Achievement</div> <div>Local and Societal Context</div>
STAKEHOLDER ENGAGEMENT		
DIVISION OUTCOME, TARGETS, AND CORRESPONDING STRATEGIES		
<div>BGS students will meet the acceptable/satisfactory standard, and one quarter or more of BGS students will achieve the standard of excellence on grade level assessments.</div> <div>*Grade 1-8 students will participate in standardized assessments in literacy and numeracy to determine level of ability and inform teaching practice.</div> <div>*Grade 9-12 teachers collaborate through professional learning days with a focus on resources, assessments and instructional delivery.</div> <div>*Teacher teams will analyze student data through the collaborative response model and put necessary interventions in place.</div> <div>*The division will support implementation of the new curriculum through collaboration and professional learning.</div> <div>*Teacher teams will accommodate, adapt and modify content where appropriate to ensure students can reach their highest academic potential.</div> <div>93% of BGS students will be reading at or above grade level.</div> <div>*Grade 1-9 students will participate in standardized assessments in reading.</div> <div>*Divisional focus on supporting teachers and teams to use data to inform their teaching and provide appropriate intervention and support.</div> <div>Strengthen Foundational Knowledge and understanding regarding Indigenous students.</div> <div>*Enhance visibility of Indigenous culture in our schools.</div> <div>*Create opportunities for adult learning through The Four Seasons of Reconciliation.</div> <div>*Applying and embedding Indigenous learning into classroom and division processes.</div> <div>*Facilitate pathways to access resources within, and external to, the division.</div>	<div>BGS staff will develop an inclusive mindset and plan that supports the social emotional well-being of students.</div> <div>*There is a school-wide commitment to anticipate, value and support diversity and learner differences.</div> <div>*Staff commitment to ensuring all students are accepted and provided with a learning program at their community school.</div> <div>*Staff understand that emotional dysregulation is caused by a lack of specific cognitive skills. Students do well if they can and interventions are based on skill development.</div> <div>*Students’ personal, cultural and diverse strengths and interests are visible and incorporated into teaching and learning.</div> <div>*A strength based approach is used (rather than deficit based). Language focuses on equity rather than fairness and equality.</div> <div>*School staff will use the supportive process of response teams for social emotional regulation and safety.</div> <div>*School staff will use the Social Emotional Learning Framework to identify student needs and plan interventions.</div> <div>Staff will have access to professional development in order to build capacity around social emotional well being.</div> <div>*All administrators, teachers and educational assistants will participate in the Social Emotional Well-being Learning Series.</div> <div>*Schools will facilitate a collaborative problem solving approach when supporting students.</div> <div>*Administrators will facilitate school based professional learning focused on collaborative problem solving and the development of an inclusive mindset.</div> <div>Each student will achieve an attendance rate of 90% or higher.</div> <div>*Schools regularly examine attendance data to identify students in need of support</div> <div>*Access to a continuum of Social Emotional Wellness school supports for students and families. (e.g regulation and wellness spaces, regulation strategies, Mental Health Capacity Building Grant - YES, Family School Wellness)</div> <div>Foster Safe and Caring School Environments.</div> <div>*The Division will continue to ensure all students, staff, friends and families entering our schools will be welcomed and supported.</div> <div>*Implementation of safety and emergency response protocols. (Hour Zero Emergency Procedures)</div> <div>Any staff member challenged in an area of social emotional well-being will have access to division supports and services.</div> <div>*School administrators will work with Staff Wellness ‘champions’ to ensure that wellness is a priority through the 10 Key Division Supports,</div> <div>*BGS staff will complete the Social Emotional Well-being Certification Series.</div>	<div>50% of BGS students will transition to post-secondary within 6 years of grade 10.</div> <div>*The School Career Connections Team will:</div> <div>- Develop three year school plans based on the strategic actions detailed in the BGS Career Connection Strategic Actions Handbook.</div> <div>- Provide students with multi-year Career/Collegiate Pathway experiences and skill development.</div> <div>*High schools will ensure exploration of post secondary opportunities including site visits and/or post secondary fairs.</div> <div>*Delivery of Career-based CTF/CTS awareness and skill development Gr. 6-12</div> <div>*Dual credit and work integrated learning opportunities will be available to all high school students</div> <div>*Academic/Career coaching, advising, and tracking is in place for all students (9-12).</div> <div>95% of BGS students will achieve 3-year High School Completion.</div> <div>*School plans will be focused on supporting and expanding highest leverage strategies, detailed in the CESD Career Connection Strategic Actions Handbook, that impact graduation success.</div> <div>100% of graduating students will have support and guidance in determining a career plan after graduation.</div> <div>*School plans will be focused on supporting and expanding highest leverage strategies, detailed in the CESD Career Connection Strategic Actions Handbook, that impact career pathway success.</div> <div>*Students and parents will have information and access to scholarship and award opportunities.</div>
SUCCESS MEASURES		
<div>BGS Measure:</div> <div>*Reading Support Level Data (1-9)</div> <div>*Writing Assessment (1-8)</div> <div>*Math Assessment (4-10)</div> <div>Alberta Education Measure:</div> <div>*Acceptable standard and standard of excellence<ul style="list-style-type: none">PAT 6 and 9Diploma exams</div> <div>*Literary Numeracy Screening Gr 1-3</div> <div>*First Nation, Metis, and Inuit Student Success</div> <div>*English Language Learning</div> <div>*Parental Involvement</div> <div>*Student Engagement</div>	<div>BGS Measure:</div> <div>*Student Attendance</div> <div>*Participation Rates for Social Emotional Well-being and Inclusion Learning Series (Leader, Teacher Educational Assistants)</div> <div>*Vital Actions of Effective Inclusion Self- Reflection Data</div> <div>Alberta Education Measure:</div> <div>*Citizenship</div> <div>*Safe and Caring Schools</div>	<div>BGS Measure:</div> <div>*Dual Credit participation rate</div> <div>*Off-Campus participation rate</div> <div>*Grade 12 student school survey</div> <div>Alberta Education Measure:</div> <div>*6-Year post-secondary transition rate</div> <div>*3-Year high school completion rate</div>