



ACADEMIC EXCELLENCE CESD students will reach their highest academic potential.	SOCIAL EMOTIONAL WELL-BEING Students and staff members will have the knowledge, skills and attributes to respond to their social emotional needs and the needs of others.	CAREER CONNECTIONS All students will graduate high school with career pathway experiences and skill development that lead to successful transition to post-secondary and careers.
Connection to Alberta Education Domain: Student Growth and Achievement Teaching and Leading Learning Supports	Connection to Alberta Education Domain: Student Growth and Achievement Teaching and Leading Learning Supports Local and Societal Context	Connection to Alberta Education Domain: Student Growth and Achievement Local and Societal Context
STAKEHOLDER ENGAGEMENT		
DIVISION OUTCOME, TARGETS, AND CORRESPONDING STRATEGIES		
<p>CESD students will meet the acceptable / satisfactory standard, and at least one quarter of CESD students will achieve the standard of excellence on grade level assessments.</p> <p>*Grade 1-8 students will participate in standardized assessments in literacy and numeracy to determine level of ability and inform teaching practice.</p> <p>*All teachers collaborate on common professional learning days with a focus on artificial intelligence and resource creation.</p> <p>*Teacher teams will analyze student data through the collaborative response model and put necessary interventions in place.</p> <p>*The division will support implementation of new curriculum through collaboration and professional learning.</p> <p>*Teacher teams will accommodate, adapt and modify content where appropriate to ensure students can reach their highest academic potential.</p> <p>*Initiate the exploration of AI as a high leverage strategy to support instruction and assessment.</p>	<p>CESD staff will develop an inclusive mindset and plan that supports the social emotional well-being of students.</p> <p>*There is a school-wide commitment to anticipate, value and support diversity and learner differences.</p> <p>*Staff commitment to ensuring all students are accepted and provided with a learning program at their community school.</p> <p>*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.</p> <p>*Students’ personal, cultural and diverse strengths and interests are visible and incorporated into teaching and learning.</p> <p>*A strength based approach is used (rather than deficit based). Language focuses on equity rather than fairness and equality.</p> <p>*School staff will use the supportive process of response teams for social emotional regulation and safety.</p> <p>*School staff will use the <u>Social Emotional Learning Framework</u> to identify student needs and plan interventions.</p> <p>* Staff meet regularly to discuss students needs in a CRM meeting and follow through on the next steps</p> <p>* Procedures and accessibility rules are being developed to efficiently access regulation spaces</p>	<p>60% of CESD students will transition to post-secondary within 6 years of grade 10.</p> <p>*The School Career Connections Team will:</p> <ul style="list-style-type: none">- Develop three year school plans based on the strategic actions detailed in the CESD Career Connection Strategic Actions Handbook.- Provide students with multi-year Career/Collegiate Pathway experiences and skill development. <p>*Delivery of Career-based CTF/CTS awareness and skill development Gr. 5-8</p> <p>*Elnora students will participate in opportunities provided by Career Connections</p> <p>*Elnora grade eight students will connect with Delburne School prior to completing grade eight for high school orientation</p>
<p>93% of CESD students will be reading at or above grade level.</p> <p>*Grade 1-8 students will participate in standardized assessments in reading.</p> <p>*Divisional focus on supporting teachers and teams to use data to inform their teaching and provide appropriate intervention and support.</p> <p>* implement and embed the morphology practices across the grades within our classrooms</p> <p>* literacy power hour once a week to have targetted groups rather than grade based groups to work on explicitly teaching literacy skills</p>	<p>Staff will have access to professional development in order to build capacity around social emotional well being.</p> <p>*All administrators, teachers and educational assistants will participate in the Social Emotional Well-being Learning Series.</p> <p>*Schools will facilitate a collaborative problem solving approach when supporting students.</p> <p>*Administrators will facilitate school based professional learning focused on collaborative problem solving and the development of an inclusive mindset.</p> <p>*Staff will participate in PD training over the year around social emotional wellness</p> <p>*EA staff will participate in the EA coaching model</p> <p>* All staff will participate in Studio 3 training</p> <p>* 2 staff in the fall, and 2 staff in spring will complete SIVA training</p> <p>* collaborate with another school to provide direct programming around social emotional skills for our students and schedule it into our timetables</p>	
<p>Strengthen Foundational Knowledge and understanding regarding Indigenous students.</p> <p>*Enhance evidence of Indigenous culture in our schools through residencies.</p> <p>*Applying and embedding Indigenous learning into classroom and division processes.</p> <p>*The division Indigenous Learning Coordinator will streamline and facilitate pathways to access resources within, and external to, the division to further support Indigenous student success.</p>	<p>Each student will achieve an attendance rate of 90% or higher.</p> <p>*Schools regularly examine at-risk data to identify students in need of support.</p> <p>*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)</p>	
	<p>Foster Safe and Caring School Environments.</p> <p>*The Division will continue to ensure all students, staff, friends and families entering our schools will be welcomed and supported.</p> <p>*Schools will develop a variety of spaces that support student regulation.</p> <p>*Implementation of safety and emergency response protocols. (Hour Zero Emergency Procedures)</p>	
	<p>Staff Wellness</p> <p>*School administrators will work with Staff Wellness ‘champions’ to ensure that wellness is a priority through the <u>10 Key Division Supports in CESD</u></p> <p>*CESD survey to inform and improve a division wide strategy to support and address employee health and wellness.</p>	

SUCCESS MEASURES		
CESD Measure: *Reading Support Level Data (1-8) *Writing Assessment (1-8) *Math Assessment (1-8) Alberta Education Measure: *Acceptable standard and standard of excellence <ul style="list-style-type: none">• PAT 6 *Literacy Numeracy Screening Grade 1-3 *First Nation, Metis, and Inuit Student Success *Parental Involvement *Student Engagement	CESD Measure: *Student Attendance *Participation Rates for Social Emotional Well-being and Inclusion Learning Series (Leader, Teacher Educational Assistants) *Staff absenteeism and leaves *Risk factor checks on PowerSchool *Students accessing specialized supports Alberta Education Measure: *Citizenship *Safe and Caring Schools	CESD Measure: *CESD Survey Alberta Education Measure: * Assurance Survey * Career Connections

CESD relies on Alberta Education Assurance Measures and local measures found on the Division Dashboard. The Division and School Leadership teams engage in ongoing data analysis and engage with stakeholders on a regular basis to provide input in the Division and corresponding School Education Plans.