



<p><b>ACADEMIC EXCELLENCE</b> CESD students will reach their highest academic potential.</p>	<p><b>SOCIAL EMOTIONAL WELL-BEING</b> Students and staff members will have the knowledge, skills and attributes to respond to their social emotional needs and the needs of others.</p>	<p><b>CAREER CONNECTIONS</b> All students will graduate high school with career pathway experiences and skill development that lead to successful transition to post-secondary and career opportunities.</p>
<p><b>Connection to Alberta Education Domain:</b> Student Growth and Achievement Teaching and Leading Learning Supports</p>	<p><b>Connection to Alberta Education Domain:</b> Student Growth and Achievement Teaching and Leading Learning Supports Local and Societal Context</p>	<p><b>Connection to Alberta Education Domain:</b> Student Growth and Achievement Local and Societal Context</p>

**STAKEHOLDER ENGAGEMENT**

**DIVISION OUTCOME, TARGETS, AND CORRESPONDING STRATEGIES**

<p><i>CESD students will meet the acceptable/satisfactory standard, and one quarter or more of CESD students will achieve the standard of excellence on grade level assessments.</i></p> <ul style="list-style-type: none"> <li>*Grade 1-8 students will participate in standardized assessments in literacy and numeracy to determine level of ability and inform teaching practice.</li> <li>*Teacher teams will analyze student data through the collaborative response model and put necessary interventions in place.</li> <li>*The division will support implementation of new curriculum through collaboration and professional learning.</li> <li>*Teacher teams will accommodate, adapt and modify content where appropriate to ensure students can reach their highest academic potential.</li> <li>*Exploration of an inclusive online learning platform for students gr 1-8</li> </ul> <p><i>93% of CESD students will be reading at or above grade level.</i></p> <ul style="list-style-type: none"> <li>*Grade 1-8 students will participate in standardized assessments in reading.</li> <li>*Divisional focus on supporting teachers and teams to use data to inform their teaching and provide appropriate intervention and support.</li> </ul> <p><i>Strengthen Foundational Knowledge and understanding regarding Indigenous students.</i></p> <ul style="list-style-type: none"> <li>*Enhance visibility of Indigenous culture in our schools.</li> <li>*Create opportunities for adult learning through The Four Seasons of Reconciliation.</li> <li>*Applying and embedding Indigenous learning into classroom and division processes.</li> <li>*Facilitate pathways to access resources within, and external to, the division.</li> <li>* Partner with Reed Ranch</li> </ul>	<p><i>CESD staff will develop an inclusive mindset and plan that supports the social emotional well-being of students.</i></p> <ul style="list-style-type: none"> <li>*There is a school-wide commitment to anticipate, value and support diversity and learner differences.</li> <li>*Staff commitment to ensuring all students are accepted and provided with a learning program at their community school.</li> <li>*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.</li> <li>*Students' personal, cultural and diverse strengths and interests are visible and incorporated into teaching and learning.</li> <li>*A strength based approach is used (rather than deficit based). Language focuses on equity rather than fairness and equality.</li> <li>*School staff will use the supportive process of response teams for social emotional regulation and safety.</li> <li>*School staff will use the <a href="#">Social Emotional Learning Framework</a> to identify student needs and plan interventions.</li> </ul> <p><i>Staff will have access to professional development in order to build capacity around social emotional well being.</i></p> <ul style="list-style-type: none"> <li>*All administrators, teachers and educational assistants will participate in the Social Emotional Well-being Learning Series.</li> <li>*Schools will facilitate a collaborative problem solving approach when supporting students.</li> <li>*Administrators will facilitate school based professional learning focused on collaborative problem solving and the development of an inclusive mindset.</li> <li>*Staff will participate in SILA skills training over the summer.</li> <li>*EA staff will participate in the EA coaching model</li> </ul> <p><i>Each student will achieve an attendance rate of 90% or higher.</i></p> <ul style="list-style-type: none"> <li>*Schools regularly examine attendance data to identify students in need of support</li> <li>*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)</li> <li>* Implementing adaptive learning environment for students already accessing off-site learning</li> </ul> <p><i>Foster Safe and Caring School Environments.</i></p> <ul style="list-style-type: none"> <li>*The Division will continue to ensure all students, staff, friends and families entering our schools will be welcomed and supported.</li> <li>*Implementation of safety and emergency response protocols. (Hour Zero Emergency Procedures)</li> </ul> <p><i>Any staff member challenged in an area of social emotional well-being will have access to division supports and services.</i></p> <ul style="list-style-type: none"> <li>*School administrators will work with Staff Wellness 'champions' to ensure that wellness is a priority through the <a href="#">10 Key Division Supports in CESD</a>.</li> <li>*CESD staff will complete the Social Emotional Well-being Certification Series.</li> </ul>	<p><i>60% of CESD students will transition to post-secondary within 6 years of grade 10.</i></p> <ul style="list-style-type: none"> <li>*The School Career Connections Team will:             <ul style="list-style-type: none"> <li>- Develop three year school plans based on the strategic actions detailed in the CESD Career Connection Strategic Actions Handbook.</li> <li>- Provide students with multi-year Career/Collegiate Pathway experiences and skill development.</li> </ul> </li> <li>*Delivery of Career-based CTF/CTS awareness and skill development Gr. 5-8</li> <li>*Elnora students will participate in opportunities provided by Career Connections</li> <li>*Elnora grade eight students will connect with Delburne School prior to complete grade eight for high school orientation</li> </ul>
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**SUCCESS MEASURES**

<p><b>CESD Measure:</b></p> <ul style="list-style-type: none"> <li>*Reading Support Level Data (1-8)</li> <li>*Writing Assessment (1-8)</li> <li>*Math Assessment (4-8)</li> </ul> <p><b>Alberta Education Measure:</b></p> <ul style="list-style-type: none"> <li>*Acceptable standard and standard of excellence             <ul style="list-style-type: none"> <li>• PAT 6</li> </ul> </li> <li>*Literary Numeracy Screening Gr 1-3</li> <li>*First Nation, Metis, and Inuit Student Success</li> <li>*English Language Learning</li> <li>*Parental Involvement</li> <li>*Student Engagement</li> </ul>	<p><b>CESD Measure:</b></p> <ul style="list-style-type: none"> <li>*Student Attendance</li> <li>*Participation Rates for Social Emotional Well-being and Inclusion Learning Series (Leader, Teacher Educational Assistants)</li> <li>*Vital Actions of Effective Inclusion Self- Reflection Data</li> </ul> <p><b>Alberta Education Measure:</b></p> <ul style="list-style-type: none"> <li>*Citizenship</li> <li>*Safe and Caring Schools</li> </ul>	<p><b>CESD Measure:</b></p> <ul style="list-style-type: none"> <li>*CESD Survey</li> </ul> <p><b>Alberta Education Measure:</b></p> <ul style="list-style-type: none"> <li>* Assurance Survey</li> <li>* Career Connections</li> </ul>
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*CESD relies on Alberta Education and local measures found on the Division Dashboard. The Division and School Leadership teams engage in ongoing data analysis and engage with all stakeholders on a regular basis to provide input in the Division and corresponding School Education Plans.*