



<p><b>ACADEMIC EXCELLENCE</b></p> <p>CESD students will reach their highest academic potential.</p>	<p><b>SOCIAL EMOTIONAL WELL-BEING</b></p> <p>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></p> <p>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 Learning 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> <p>*Grade 1-4 students will participate in standardized assessments in literacy and numeracy to determine level of ability and inform teaching practice. *Grade 4 French Immersion students will have opportunity to write the DELF (Diplôme d'Études de Langue Française) *Teacher teams will analyze student data through the collaborative response model and put necessary interventions in place. *The division will support implementation of new curriculum through collaboration and professional learning. *Teacher teams will accommodate, adapt and modify content where appropriate to ensure students can reach their highest academic potential. *Exploration of an inclusive online learning platform for students gr 1-4.</p> <hr/> <p><i>93% of CESD students will be reading at or above grade level.</i></p> <p>*Grade 1-4 students will participate in standardized assessments in reading. *Divisional focus on supporting teachers and teams to use data to inform their teaching and provide appropriate intervention and support.</p> <hr/> <p><i>Strengthen Foundational Knowledge and understanding regarding Indigenous students.</i></p> <p>*Enhance visibility of Indigenous culture in our schools. *Create opportunities for adult learning through The Four Seasons of Reconciliation. *Applying and embedding Indigenous learning into classroom and division processes. *Facilitate pathways to access resources within, and external to, the division.</p>	<p><i>CESD staff will develop an inclusive mindset and plan that supports the social emotional well-being of students.</i></p> <p>*There is a school-wide commitment to anticipate, value and support diversity and learner differences. *Staff commitment to ensuring all students are accepted and provided with a learning program at their community school. *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. *Students' personal, cultural and diverse strengths and interests are visible and incorporated into teaching and learning. *A strength based approach is used (rather than deficit based). Language focuses on equity rather than fairness and equality. *School staff will use the supportive process of response teams for social emotional regulation and safety. *School staff will use the <a href="#">Social Emotional Learning Framework</a> to identify student needs and plan interventions.</p> <hr/> <p><i>Staff will have access to professional development in order to build capacity around social emotional well being.</i></p> <p>*All administrators, teachers and educational assistants will participate in the Social Emotional Well-being Learning Series. *Schools will facilitate a collaborative problem solving approach when supporting students. *Administrators will facilitate school based professional learning focused on collaborative problem solving and the development of an inclusive mindset.</p> <hr/> <p><i>Each student will achieve an attendance rate of 90% or higher.</i></p> <p>*Schools regularly examine attendance data to identify students in need of support *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> <hr/> <p><i>Foster Safe and Caring School Environments.</i></p> <p>*The Division will continue to ensure all students, staff, friends and families entering our schools will be welcomed and supported. *Implementation of safety and emergency response protocols. (Hour Zero Emergency Procedures)</p> <hr/> <p><i>Any staff member challenged in an area of social emotional well-being will have access to division supports and services.</i></p> <p>*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>, *CESD staff will complete the Social Emotional Well-being Certification Series.</p>	<p><i>60% of CESD students will transition to post-secondary within 6 years of grade 10.</i></p> <p>*Elementary students will be exposed to opportunities through guest speakers, and curricular activities to future careers and opportunities. *Provide students with Career Pathway experiences and skill development. *All students will be exposed to career pathways and opportunities. Kindergarten to Grade 4 students will expand their awareness of personal interests and strengths.</p> <hr/> <p><i>90% of CESD students will achieve 3-year High School Completion.</i></p> <p>*Various tools such as learning journals and picture books will be used by teachers to provide exposure to the many possibilities of career opportunities available to students.</p> <hr/> <p><i>100% of graduating students will have support and guidance in determining a career plan after graduation.</i></p> <p>*All students will be exposed to career pathways and opportunities. Kindergarten to Grade 4 students will expand their awareness of personal interests and strengths. *Students will develop a variety of skills and aptitudes to identify what they like and dislike through experiences, lessons and discussion. *Students will be exposed to different careers and opportunities throughout the year.</p> <ul style="list-style-type: none"> <li>● Musical Talent Days</li> <li>● Artist Day</li> <li>● Career Days with Parents/Guardians</li> <li>● Spirit Day - dress as your favorite career</li> <li>● Field Trips</li> <li>● Guest Speakers</li> </ul>
--	--	---

**SUCCESS MEASURES**

<p><b>CESD Measure:</b></p> <p>*Reading Support Level Data (1-4) *Writing Assessment (1-4) *Math Assessment (1-4)</p> <p><b>Alberta Education Measure:</b></p> <p>*Literacy and Numeracy Screening Gr 1-3 *First Nation, Metis, and Inuit Student Success *English Language Learning *Parental Involvement *Student Engagement</p> <p><b>International Measure:</b></p> <p>*DELFL (Diplôme d'Études de Langue Française) (4)</p>	<p><b>CESD Measure:</b></p> <p>*Student Attendance *Participation Rates for Social Emotional Well-being and Inclusion Learning Series (Leader, Teacher Educational Assistants) *Vital Actions of Effective Inclusion Self- Reflection Data</p> <p><b>Alberta Education Measure:</b></p> <p>*Citizenship *Safe and Caring Schools</p>	<p><b>CESD Measure:</b></p> <p>*School tracking of student participation with relevant career learning opportunities.</p> <p><b>Alberta Education Measure:</b></p> <p>*6-Year post-secondary transition rate *3-Year high school completion rate</p>
--	--	--

*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.*