

Delburne Centralized School Education Plan 2021-2024

2023-2024 - Year Three

Goals	Academic Excellence	Social Emotional Well-being	Career Connections
Connection to Alberta Education Domain	Student Growth and Achievement Teaching and Leading Learning Supports	Student Growth and Achievement Teaching and Leading Learning Supports Local and Societal Context	Student Growth and Achievement Local and Societal Context
Stakeholder Engagement			
Visionary Statement	Delburne School students will reach their highest academic potential.	Students and staff members will have the knowledge, skills and attributes to respond to their social emotional needs and the needs of others.	All students will graduate high school having had purposeful career pathway experiences that lead to a confident and successful transition to post-secondary career training (apprenticeship certification, certificates, diplomas, degrees.)
School Outcome, Targets, and Corresponding Strategies	<p>Delburne students will meet the acceptable/satisfactory standard, and one quarter or more of Delburne students will achieve the standard of excellence on grade level assessments.</p> <p><i>*Grade 1-10 students will write standardized assessments in writing and mathematics to determine level of ability and inform teaching practice.</i></p> <p><i>*Teacher teams will analyze student data through the collaborative response model and put necessary interventions in place.</i></p> <p><i>*Collaborative focus on assessment</i></p> <p><i>*Support implementation of new curriculum through collaboration and professional learning</i></p> <p><i>*Teacher teams will accommodate, adapt and modify content where appropriate to ensure students can reach their highest academic potential, including implementation of life skills programming.</i></p>	<p>Any student challenged in an area of social emotional well-being will have access to division supports and services</p> <p><i>Staff members will use the supportive process (KITE) for the most vulnerable students.</i></p> <p><i>*Delburne School staff will use the <u>Social Emotional Framework</u> tool to identify student needs and plan interventions.</i></p> <p><i>*Piloting of social emotional wellness course for grade 10 students.</i></p> <p><i>*Developing a K-9 social emotional wellness Google classroom.</i></p> <p><i>*Accessing a continuum of Social Emotional Wellness supports for students and families.</i></p>	<p>60% of DCS students will transition to post-secondary within 6 years of grade 10.</p> <p><i>*The School Career Connections Team will:</i></p> <p><i>*Develop three year school plans based on the strategic actions detailed in the <u>CESD Career Connection Strategic Actions Handbook</u>.</i></p> <p><i>*Provide students with multi-year Career/Collegiate Pathway experiences and skill development. This will occur through purposefully designed school-based and division-based learning that provide career pathway EXPLORATION, ENGAGEMENT & EXPERIENCES that lead to all students confident in their career choice i.e. Career-based CTF/CTS, Career Coaching and Advisory Time, Dual Credit Programming, Work Integrated Learning (WE, Internship 10, RAP), Green Certificate, Industry Partnerships, Post Secondary confidence etc.</i></p>
	<p>Staff will have access to professional development in order to build capacity around social emotional well being.</p> <p><i>*All administrators will participate in the Social Emotional Well-being and Inclusion Leader Learning Series</i></p> <p><i>All Educational Assistants within the School Division will participate in the Social Emotional Well-being and Inclusion Educational Assistant Learning Series.</i></p>		
School Outcome, Targets, and Corresponding Strategies	<p>93% of Delburne School students will be reading at or above grade level.</p> <p><i>*Grade 1-9 students will write standardized assessments in reading:</i></p> <ul style="list-style-type: none"> <i>Grade 1-3 using the provincially approved assessments</i> <i>Grade 1-9 using CESD approved Level A reading assessments</i> 	<p>Each student will achieve an attendance rate of 90% or higher.</p> <p><i>*Examination of attendance data and its impact on student success,</i></p> <p><i>*K-12 flexible learning options will be available for students unable to attend full time in the regular classroom.</i></p> <p><i>*Anxiety strategies and supports will be offered to all students through the Mental Health Capacity Building Grant Program (K-8), and Family School Wellness Supports.</i></p> <p><i>*Use of restorative language to support attendance</i></p>	<p>90% of DCS students will achieve 3-year High School Completion.</p> <p><i>*School three year plans will be focused on supporting and expanding highest leverage strategies that impact graduation success such as Dual Credit programming and career/academic coaching. The strategic actions detailed in the <u>CESD Career Connection Strategic Actions Handbook</u> focus on multiple high leverage strategies and will guide career and collegiate programming design of CESD schools.</i></p> <p><i>*Tracking, coaching and advising all students from grades 9-12 (13) to ensure multi-year Career Pathway experiences are designed across their high school journey and lead to confidence in career selection and transitioning to training following graduation.</i></p>
School Outcome, Targets and Corresponding Strategies	<p>Strengthen Foundational Knowledge and understanding regarding Indigenous students.</p> <p><i>*enhance visibility of Indigenous culture in our schools</i></p> <p><i>*create opportunity for student and staff growth and learning regarding Truth and Reconciliation through The Four Seasons of Reconciliation.</i></p>	<p>Any staff member challenged in an area of social emotional well-being will have access to division supports and services.</p> <p><i>*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>.</i></p> <p><i>*DCS staff will complete the Social Emotional Well-being Certification Series.</i></p>	<p>100% of graduating students will be confident in their career choice and transition plan and can articulate this with clarity.</p> <p><i>*School three year plans will develop multi-year career pathway experiences for all students based on the <u>CESD Career Connection Strategic Actions Handbook's</u> strategic actions and data to inform career pathway design.</i></p> <p><i>*Frequent coaching conversations with Career Counselors, and Career Practitioners</i></p> <p><i>*Reflection of personal Career Pathways is supported through classes such as CALM, Advisory or Health 9. Programs such as myBlueprint and AIIIS are used to navigate this.</i></p> <p><i>* Supported by CAREERS to build work related work integrated experiences and developed documents such as resumes and profiles in MyTradesecrets</i></p> <p><i>* Participating in career related experiences such as SKILLS CANADA, PSI presentations across multiple grade levels all building towards the Career</i></p>

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			<i>Connection goal for each student.</i>
<p>Success Measures</p>	<p>DCS Measure: *Reading Support Level Data *Writing Assessment *Math Assessment</p> <p>Alberta Education Measure: *Acceptable standard and standard of excellence <ul style="list-style-type: none"> • PAT 6 and 9 • Diploma exams *Literary Numeracy Screening Gr 1-3 *First Nation, Metis, and Inuit Student Success, English Language Learning *Parental Involvement *Student Engagement</p>	<p>DCS Measure: *Student Attendance</p> <p>*Participation Rates for Social Emotional Well-being and Inclusion Learning Series (Leader & Educational Assistants)</p> <p>*100% of students that have completed acceptable and excellence standard in the social emotional wellness course. (<i>coming 2023-24</i>)</p> <p>Alberta Education Measure: *Citizenship *Safe and Caring Schools</p>	<p>DCS Measure: *Grade 12 Exit Survey</p> <p>Alberta Education Measure: *6-Year transition rate *3-Year high school completion rate</p>
<p>CESD relies on Alberta Education and local measures found on the Division Assurance 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.</p>			