



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><i>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.</i></p> <p><i>*Grade K-8 students will participate in standardized assessments in literacy and numeracy to determine level of ability and inform teaching practice.</i></p> <p><i>*All teachers collaborate on common professional learning days with a focus on artificial intelligence and resource creation.</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>*The division will 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.</i></p> <p><i>*Flexible learning pilot for students new to CESD Grade 1-8.</i></p> <p><i>*Initiate the exploration of AI as a high leverage strategy to support instruction and assessment.</i></p> <hr/> <p>93% of CESD students will be reading at or above grade level.</p> <p><i>*Grade 1-9 students will participate in standardized assessments in reading.</i></p> <p><i>*Divisional focus on supporting teachers and teams to use data to inform their teaching and provide appropriate intervention and support.</i></p> <hr/> <p>Strengthen Foundational Knowledge and understanding regarding Indigenous students.</p> <p><i>*Enhance evidence of Indigenous culture in our schools through residencies.</i></p> <p><i>*Applying and embedding Indigenous learning into classroom and division processes.</i></p> <p><i>*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.</i></p>	<p><i>CESD staff will develop an inclusive mindset and plan that supports the social emotional well-being of students.</i></p> <p><i>*There is a school-wide commitment to anticipate, value and support diversity and learner differences.</i></p> <p><i>*Staff commitment to ensuring all students are accepted and provided with a learning program at their community school.</i></p> <p><i>*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.</i></p> <p><i>*Students’ personal, cultural and diverse strengths and interests are visible and incorporated into teaching and learning.</i></p> <p><i>*A strength based approach is used (rather than deficit based). Language focuses on equity rather than fairness and equality.</i></p> <p><i>*School staff will use the supportive process of response teams for social emotional regulation and safety.</i></p> <p><i>*School staff will use the <u>Social Emotional Learning Framework</u> to identify student needs and plan interventions.</i></p> <hr/> <p>Staff will have access to professional development in order to build capacity around social emotional well being.</p> <p><i>*All administrators, teachers and educational assistants will participate in the Social Emotional Well-being Learning Series.</i></p> <p><i>*Schools will facilitate a collaborative problem solving approach when supporting students.</i></p> <p><i>*Administrators will facilitate school based professional learning focused on collaborative problem solving and the development of an inclusive mindset.</i></p> <hr/> <p>Each student will achieve an attendance rate of 90% or higher.</p> <p><i>*Schools regularly examine at-risk data to identify students in need of support.</i></p> <hr/> <p>Foster Safe and Caring School Environments.</p> <p><i>*The Division will continue to ensure all students, staff, friends and families entering our schools will be welcomed and supported.</i></p> <p><i>*Schools will develop a variety of spaces that support student regulation.</i></p> <hr/> <p>Staff Wellness</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>*CESD survey to inform and improve a division wide strategy to support and address employee health and wellness.</i></p>	<p>60% of CESD students will transition to post-secondary within 6 years of grade 10.</p> <p><i>*The School Career Connections Team will:</i></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><i>*High schools will ensure exploration of post secondary opportunities including site visits and/or post secondary fairs.</i></p> <p><i>*Delivery of Career-based CTF/CTS awareness and skill development Grade 6-12.</i></p> <p><i>*Dual credit and work integrated learning opportunities will be available to all high school students.</i></p> <p><i>*Academic/Career coaching, advising, and tracking is in place for all students (9-12).</i></p> <hr/> <p>90% of CESD students will achieve 3-year High School Completion.</p> <p><i>*School plans will be focused on supporting and expanding highest leverage strategies, detailed in the CESD Career Connection Strategic Actions Handbooks, that impact graduation success.</i></p> <hr/> <p>100% of graduating students will have support and guidance in determining a career plan after graduation.</p> <p><i>*School plans will be focused on supporting and expanding highest leverage strategies, detailed in the CESD Career Connection Strategic Actions Handbooks, that impact career pathway success.</i></p> <p><i>*Students and parents will have information and access to scholarship and award opportunities.</i></p>
SUCCESS MEASURES		
<p>CESD Measure:</p> <p><i>*Reading Support Level Data (1-9)</i></p> <p><i>*Writing Assessment (1-8)</i></p> <p><i>*Math Assessment (4-8)</i></p> <p><i>*Student enrolment in flexible learning</i></p> <p>Alberta Education Measure:</p> <p><i>*Acceptable standard and standard of excellence</i></p> <ul style="list-style-type: none">• PAT 6 and 9• Diploma exams <p><i>*Literacy Numeracy Screening Grade 1-3</i></p> <p><i>*First Nation, Metis, and Inuit Student Success</i></p> <p><i>*English Language Learning</i></p> <p><i>*Parental Involvement</i></p> <p><i>*Student Engagement</i></p>	<p>CESD Measure:</p> <p><i>*Student Attendance</i></p> <p><i>*Participation Rates for Social Emotional Well-being and Inclusion Learning Series (Leader, Teacher Educational Assistants)</i></p> <p><i>*Staff absenteeism and leaves</i></p> <p>Alberta Education Measure:</p> <p><i>*Citizenship</i></p> <p><i>*Safe and Caring Schools</i></p>	<p>CESD Measure:</p> <p><i>*Dual Credit participation rate</i></p> <p><i>*Off-Campus participation rate</i></p> <p><i>*Grade 12 student school survey</i></p> <p>Alberta Education Measure:</p> <p><i>*6-Year post-secondary transition rate</i></p> <p><i>*3-Year high school completion rate</i></p>

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.