



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>ÉOES 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> <ul style="list-style-type: none">Grade 1-4 students will participate in standardized assessments in literacy and numeracy to determine level of ability and inform teaching practiceGrade 4 French Immersion students will have an opportunity to write the DELF (Diplôme d'études en langue française)All ÉOES teachers will collaborate on common professional learning days with a focus on artificial intelligence and curricular resource creationÉOES teacher teams will analyze student data through the collaborative response model and put necessary interventions in placeÉOES teachers will use embedded grade team time, collaboration meetings and common planning days to support the implementation of the new curriculumWith the support of the Student Support Lead (SSL) and Learning Support Interventionist (LSI), teacher teams will accommodate, adapt and modify content where appropriate to ensure students can reach their highest academic potentialÉOES teachers will explore the use of AI as a high leverage strategy to support instruction and assessment (e.g., AI Time Machine, Diffit, etc.) <p><i>ÉOES students will be reading and writing at or above grade level and achieving high standards in their mathematical skills</i></p> <ul style="list-style-type: none">Grade 1-4 students will participate in standardized assessments in reading, writing, and mathematics<ul style="list-style-type: none">95% of students will be reading at a standard of acceptable or excellence85% of students will be writing at a standard of acceptable or excellence85% of students will meet mathematical skills at a standard of acceptable or excellence95% of Grade 4 students will be awarded the DELF CertificationReading, writing and math assessments, including EAL Proficiency Benchmarks, will be used to support the development of targeted intervention groups that will be supported by the Learning Support Interventionist in collaboration with classroom teachersAdministrative focus on supporting teachers and teams to use data to inform their teaching and provide appropriate intervention and support <p><i>Strengthen Foundational Knowledge and understanding regarding Indigenous students</i></p> <ul style="list-style-type: none">Enhance evidence of Indigenous culture in our school (e.g., residencies, literature, etc.)Applying and embedding Indigenous learning into the classroomsAll ÉOES students will participate in Indigenous Education learning regularlyThe Learning Support Interventionist will work with administration to coordinate school-wide cultural events, share resources and foundational learning at staff meetings, and support FNMI students and families in connecting with community servicesThe 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><i>ÉOES 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">There is a school-wide commitment to anticipate, value and support diversity and learner differencesStaff commitment to ensuring all students are accepted and provided with a learning program at the schoolStaff 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 developmentStudents' personal, cultural and diverse strengths and interests are visible and incorporated into teaching, learning and the school community (e.g., accommodations, adaptations, modifications, differentiation, student-centered planning, strength-based goals, language focuses on equity rather than fairness and equality, etc.)School staff will use the supportive process of response teams (e.g., KITE teams) for social emotional regulation and safetyStaff will participate in Collaborative Response Meetings (CRM) to identify key issues and collaborate on strategies, supports and interventionsStaff will create and implement a Continuum of Supports to help identify universal, targeted and specialized strategies in the areas of academics and social-emotional learningTeachers will build a school-wide positive behaviour matrix centered around Hoopers Code to clearly define and teach expected positive behaviours across different environmentsSchool staff will use the Social Emotional Learning Framework to identify student needs and plan interventions <p><i>ÉOES 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">All ÉOES administrators, teachers and educational assistants will participate in the Social Emotional Well-being Learning Certification Series provided by the divisionÉOES staff will facilitate a Collaborative Problem Solving (CPS) approach when supporting studentsAdministrators will facilitate school based professional learning focused on Collaborative Problem Solving (CPS) and the development of an inclusive mindset <p><i>Each student will achieve an attendance rate of 90% or higher</i></p> <ul style="list-style-type: none">Administration and teachers will regularly examine at-risk data to identify students in need of supportTeachers will intentionally connect with parents / guardians to discuss the importance of consistent attendanceTeachers will connect with the parent / guardian in a timely manner when students are absent from school <p><i>Foster Safe and Caring School Environments</i></p> <ul style="list-style-type: none">ÉOES will continue to ensure all students, staff, friends and families entering our school will be welcomed and supportedÉOES will develop a variety of spaces that support student regulation and sensory needs (e.g., Feelings/Calming Space, Sensory Room, OT/Movement Room)ÉOES staff will use a Collaborative Problem Solving (CPS) approach to supporting student behaviour and creating a safe and caring school environmentStudents will have access to a variety of social-emotional supports (e.g., Family School Wellness, YES Program, access to alternative spaces such as regulation, sensory and OT room)ÉOES students and teachers will participate in regular universal social-emotional programming provided by the YES CoachAdministration will ensure students, staff and parents / guardians are aware and confident in safety and emergency response protocols - Hour Zero <p><i>Staff Wellness</i></p> <ul style="list-style-type: none">Administration will work with the Staff Wellness Champion to ensure that wellness is a priority through the 10 Key Division Supports in CESDStaff will participate in a CESD survey to inform and improve a division wide strategy to support and address employee health and wellness	<p><i>ÉOES students will develop an awareness of different career paths and potential careers through exposure</i></p> <ul style="list-style-type: none">ÉOES students will be exposed to opportunities through guest speakers and curricular activities to future careers and opportunitiesÉOES students will expand their awareness of their personal interests and strengthsVarious instructional tools and literature will be used by staff to provide insight into many possibilities of career opportunities available to studentsStudents will develop a variety of skills and aptitudes to identify what they like and dislike through experiences, lessons and discussionÉOES will coordinate a variety of career specific events:<ul style="list-style-type: none">Guest SpeakersCareer FairCareer Spirit DaysField Trips

SUCCESS MEASURES		
<p>CESD Measure:</p> <ul style="list-style-type: none">● Reading Support Level Data (1-4)● Writing Assessment (1-4)● Math Assessment (4)● Student enrolment in flexible learning <p>Alberta Education Measure:</p> <ul style="list-style-type: none">● Literacy Numeracy Screening Grade 1-3● First Nation, Metis, and Inuit Student Success● *English Language Learning● Parental Involvement● Student Engagement <p>International Measure:</p> <ul style="list-style-type: none">● DELF (Diplôme d'études en langue française) (Grade 4)	<p>CESD Measure:</p> <ul style="list-style-type: none">● Student Attendance● Participation Rates for Social Emotional Well-being and Inclusion Learning Series (Leader, Teacher Educational Assistants)● Staff absenteeism and leaves <p>Alberta Education Measure:</p> <ul style="list-style-type: none">● Citizenship● Safe and Caring Schools	<p>School Measures:</p> <ul style="list-style-type: none">● Career Presentations <p>Alberta Education Measure:</p> <ul style="list-style-type: none">● 6-Year post-secondary transition rate● 3-Year high school completion rate

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.