



CHINOOK'S EDGE SCHOOL DIVISION

EDUCATION PLAN 2021-2024

2023-2024 – YEAR THREE



ACCOUNTABILITY STATEMENT

The Education Plan for Chinook's Edge School Division commencing September 1, 2021 was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results. The Board approved year three of the 2021/2024 Education Plan on May 31, 2023.

Holly Bilton
Chair of the Board of Trustees

Kurt Sacher
Superintendent of Schools

RESULTS ANALYSIS

As Chinook's Edge School Division embraces the Assurance Model, particular focus continues to be placed on stakeholder feedback. This feedback, along with provincial and division measures, assisted us in identifying the following priority areas as reflected in the one page summary document.

1. Student Attendance is a high priority across the division. We are experiencing higher rates of absenteeism due to illness, and our stakeholders are identifying anxiety as a key contributing factor.
2. School leaders, teachers, support staff and central office teams are working hard to support increasingly complex student needs. Social emotional well-being continues to be a challenge as students and families return to a new normal following the pandemic context.
3. Following the pandemic, parents identified a challenge regarding connection and involvement in their children's education. A division focus on parental involvement has resulted in a significant positive increase in satisfaction. Parents are noting a variety of ways that they are welcomed into their children's schools as well as appreciation of communication tools to stay informed of academic progress.
4. Although tiered supports are provided for all students as needed, we look forward to customizing high leverage strategies for our Indigenous student population. In order to identify supports, we will prioritize building background knowledge and strengthening relationships as we know that they are key to addressing barriers and subsequently breaking them down.

EDUCATION PLAN SUMMARY

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	CESD 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.)
Division Outcome, Targets, and Corresponding Strategies	<p>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.</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 division focus on assessment 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>*Division 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> <hr/> <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>	<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> <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 having confidence 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>Division Outcome, Targets, and Corresponding Strategies</p>	<p>93% of CESD 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"> • Grade 1-3 using the provincially approved assessments • Grade 1-9 using CESD approved Level A reading assessments 	<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. Vocabulary will be shared with administrators with the intention to use consistent language across grades and the division.</i></p>	<p>90% of CESD 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 CESD Career Connection Strategic Actions Handbook 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>
<p>Division Outcome, Targets and Corresponding Strategies</p>	<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 10 Key Division Supports in CESD.</i></p> <p><i>*CESD 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 CESD Career Connection Strategic Actions Handbook's 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 ALIS 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 Connection goal for each student.</i></p>
<p>Success Measures</p>	<p>CESD Measure:</p> <p>*Reading Support Level Data</p> <p>*Writing Assessment</p> <p>*Math Assessment</p> <p>Alberta Education Measure:</p> <p>*Acceptable standard and standard of excellence</p> <ul style="list-style-type: none"> • PAT 6 and 9 • Diploma exams <p>*Literary Numeracy Screening Gr 1-3</p> <p>*First Nation, Metis, and Inuit Student Success, English Language Learning</p> <p>*Parental Involvement</p> <p>*Student Engagement</p>	<p>CESD Measure:</p> <p>*Student Attendance</p> <p>*Participation Rates for Social Emotional Well-being and Inclusion Learning Series (Leader & Educational Assistants)</p> <p>*% of students that have completed acceptable and excellence standard in the social emotional wellness course. (coming 2023-24)</p> <p>Alberta Education Measure:</p> <p>*Citizenship</p> <p>*Safe and Caring Schools</p>	<p>CESD Measure:</p> <p>*Grade 12 Exit Survey</p> <p>Alberta Education Measure:</p> <p>*6-Year transition rate</p> <p>*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>			

IMPLEMENTATION PLAN

Chinook's Edge school based administrators, as well as division office leaders, are acutely aware of the balance regarding responsibility to our students and moving at a pace our staff members can manage. It is clear that students cannot wait for academic interventions and universal support of social emotional needs. Simultaneously, staff members are implementing new curriculum and working to diagnose learning gaps and student supports.

In order to support regular collaborative response processes, many school leaders are embedding these meetings into their school timetables. As a result, professional learning dates are available for staff members to access division-led professional development, support collaborative opportunities between schools, and create the opportunity for schools to conduct student support meetings.

The Year at a Glance calendar identifies monthly administrative meetings where school leaders will be apprised of next steps regarding new curriculum implementation, diagnostic assessments, and creation of division resources at every level to support teachers in the classroom. The Central Office Leadership Team convenes quarterly to review progress of division goals and chart next steps. Monthly instructional leadership visits allow for connection between school based and division leaders as data is examined and intervention strategies are considered. Information regarding progress and feedback is gathered from the Board of Trustees as well as all stakeholders at regular intervals over the course of the school year.

The 2023-2024 school year will invite specific professional development to all staff members around supporting the complex needs of our students. Through administrator meetings and professional learning days, a series of sessions will be delivered with the intent of increasing confidence and competence in this area.

Chinook's Edge School Division continues to enhance the visibility of Indigenous culture in our schools. Building upon the artwork and flag displays, we will be moving forward with the creation of a customized land acknowledgement for our school division. It is important that our Indigenous students see themselves in our schools.

2023-2024 OPERATING BUDGET

Our 2023-2024 Operating Budget is available online on our [Plans & Reports](#) page. For more information, please contact Nadeem Altaf, Treasurer at 403-227-7070.

2024-2027 CAPITAL PLAN

The number one priority for Chinook's Edge School Division is a new high school in the Town of Sylvan Lake.

Details about these and other priorities can be found in our [2024-2027 Capital Plan](#). For more information, please contact Shawn Russell, Associate Superintendent Corporate Services at 403-227-7070.