



<p style="text-align: center;"><b>ACADEMIC EXCELLENCE</b></p> <p>CESD students will reach their highest academic potential.</p>	<p style="text-align: center;"><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 style="text-align: center;"><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>RVS students will meet the acceptable/satisfactory standard, and 25% or more of CESD students will achieve the standard of excellence on grade level assessments.</i></p> <ul style="list-style-type: none"> <li>*Grade 1-8 students will write standardized assessments in literacy and mathematics to determine level of ability and inform teaching practice.</li> <li>*Teacher teams will analyze student data through the collaborative response model and put necessary interventions in place.</li> <li>*Teachers will continue to use Google Classrooms for instructional support.</li> <li>*Collaborative focus on resources, instructional delivery, assessment, and effective reporting of learning to parents</li> <li>*Support implementation of new curriculum through collaboration and professional learning</li> <li>*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.</li> <li>*Collective staff work on this goal will occur on professional learning days.</li> <li>*Exploration of an inclusive online learning platform for students in gr 1-12.</li> </ul> <hr/> <p><i>90% of RVS students will be reading at or above grade level.</i></p> <ul style="list-style-type: none"> <li>*Grade 1-8 students will participate in standardized assessments in reading.</li> <li>*Teachers and teams will use data to inform their teaching and provide appropriate intervention, enrichment and support.</li> </ul> <hr/> <p><i>Strengthen Foundational Knowledge and understanding regarding Indigenous students.</i></p> <ul style="list-style-type: none"> <li>*Enhance visibility of Indigenous culture in our schools.</li> <li>*Create opportunities for adult learning through The Four Seasons of Reconciliation.</li> <li>*Applying and embedding Indigenous learning into classroom and division processes.</li> <li>*Facilitate pathways to access resources within, and external to, the division.</li> </ul>	<p><i>RVS 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"> <li>*There is a school-wide commitment to anticipate, value and support diversity and learner differences.</li> <li>*Staff commitment to ensuring all students are accepted and provided with a learning program at their community school.</li> <li>*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.</li> <li>*Students’ personal, cultural and diverse strengths and interests are visible and incorporated into teaching and learning.</li> <li>*A strength based approach is used (rather than deficit based). Language focuses on equity rather than fairness and equality.</li> <li>*School staff will use the supportive process of response teams for social emotional regulation and safety. The school will continue to use the Collaborative Response framework (CR) to address the needs of struggling students.</li> <li>*School staff will use the <a href="#">Social Emotional Learning Framework</a> to identify student needs and plan interventions.</li> <li>*Student focused YES program, Family School Wellness, and mentorship will continue to support all students.</li> <li>*A potential professional read on executive skills will engage staff in reflection on designing classrooms and learning opportunities to support the development of executive skills.</li> </ul> <hr/> <p><i>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"> <li>*All administrators, teachers and educational assistants will participate in the Social Emotional Well-being Learning Series.</li> <li>*Schools will facilitate a collaborative problem solving approach when supporting students.</li> <li>*Administrators will facilitate school based professional learning focused on collaborative problem solving and the development of an inclusive mindset.</li> </ul> <hr/> <p><i>Each student will achieve an attendance rate of 80% or higher.</i></p> <ul style="list-style-type: none"> <li>*Schools regularly examine attendance data to identify students in need of support</li> <li>*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, mentorship)</li> </ul> <hr/> <p><i>Foster Safe and Caring School Environments.</i></p> <ul style="list-style-type: none"> <li>*RVS will continue to ensure all students, staff, friends and families entering our schools will be welcomed and supported.</li> <li>*Implementation of safety and emergency response protocols. (Hour Zero Emergency Procedures)</li> </ul> <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> <ul style="list-style-type: none"> <li>*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>.</li> <li>*RVS staff will complete the Social Emotional Well-being Certification Series.</li> </ul>	<p><i>100% of RVS middle school students (Gr 6-8) will explore career possibilities and how that will impact their high school choices as well as reflecting on possible post-secondary learning or career training beyond high school.</i></p> <ul style="list-style-type: none"> <li>*Middle school students will use MyBlueprint/ All About Me for career exploration beginning in grade 6.</li> <li>*The RVS Career Connections team will develop a career connections scope and sequence of resources.</li> <li>*Students will be exposed to future career opportunities through guest speakers, field trips and curricular activities.</li> <li>*One to one high school / career conversations completed with all grade 8 students and communication home.</li> </ul> <hr/> <p><i>90% of CESD students will achieve 3-year High School Completion.</i></p> <ul style="list-style-type: none"> <li>*Collaborative transition plan between Sundre High School and River Valley for grade 8 students</li> </ul>
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### SUCCESS MEASURES

<p><b>RVS Measure:</b></p> <ul style="list-style-type: none"> <li>*Reading Support Level Data (1-8)</li> <li>*Writing Assessment (1-8)</li> <li>*Math Assessment (1-8)</li> </ul> <p><b>Alberta Education Measure:</b></p> <ul style="list-style-type: none"> <li>*Acceptable standard and standard of excellence                             <ul style="list-style-type: none"> <li>• PAT 6</li> </ul> </li> <li>*Literacy and Numeracy Screening Gr 1-3</li> <li>*First Nation, Metis, and Inuit Student Success</li> <li>*English Language Learning</li> <li>*Parental Involvement</li> <li>*Student Engagement</li> </ul>	<p><b>RVS Measure:</b></p> <ul style="list-style-type: none"> <li>*Student Attendance</li> <li>*Participation Rates for Social Emotional Well-being and Inclusion Learning Series (Leader, Teacher Educational Assistants)</li> <li>*Vital Actions of Effective Inclusion Self- Reflection Data</li> <li>*Data collected and reviewed from collaborative response meetings</li> <li>*Family School Wellness data</li> <li>*Office referral data</li> </ul> <p><b>Alberta Education Measure:</b></p> <ul style="list-style-type: none"> <li>*Citizenship</li> <li>*Safe and Caring Schools</li> </ul>	<p><b>RVS Measure:</b></p> <ul style="list-style-type: none"> <li>*% of Gr 6-8 students engaging with MyBlueprint</li> </ul> <p><b>Alberta Education Measure:</b></p> <ul style="list-style-type: none"> <li>*6-Year post-secondary transition rate</li> <li>*3-Year high school completion rate</li> </ul>
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*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.*