



CHINOOK'S EDGE SCHOOL DIVISION EDUCATION PLAN

2024-2027

2024-2025 - YEAR ONE

ACCOUNTABILITY STATEMENT

The Education Plan for Chinook's Edge School Division commencing September 1, 2024 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 one of the 2024/2025 Education Plan on May 28, 2024.



Holly Bilton
Chair of the Board of Trustees



Kurt Sacher
Superintendent of Schools

RESULTS ANALYSIS

Through an in depth strategic planning process, Chinook's Edge School Division is embracing three priority areas as part of our next three year education plan.

1. **Adaptive Learning** - Listed as part of our Academic Excellence goal, Chinook's Edge strives to find ways to be both flexible and responsive to public feedback around how education is delivered. Families engaging in travel, students pursuing passions and youth struggling to balance mental health needs are examples of situations where families are requesting the ability to learn away from the school. As a result, Chinook's Edge is exploring a learning management system which will allow students to participate in a quality education, maintain relationships with Chinook's Edge staff members, and learn at a time and place that makes sense for them.
2. **Complex Needs** - Increasing numbers of students are requiring significant supports to be successful at school. These supports may include both academic and social emotional interventions. Part of our Social Emotional Well-being goal, Chinook's Edge School Division is pursuing a model where supports are made available at the school rather than division level. Student Support Leads will be trained in building whole school capacity, responding to the complex needs of our students.
3. **Career Connections** - A continuation of the work already underway in our Career Connections goal, we will continue to open doors for students to a plan following graduation. Augmenting the number of off campus and dual credit opportunities, we strive to give students the chance to develop skills and provide them with experience to test out various career pathways. Chinook's Edge is partnering with Olds College and Red Deer Polytechnic to create a collegiate experience for our rural students. We believe that all of these efforts will support students in post-secondary transition, ensure high school completion, and move forward with confidence into the world of work.

EDUCATION PLAN SUMMARY

| 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 career opportunities. |
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| 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

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| <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> <ul style="list-style-type: none"> *Grade 1-8 students will participate in standardized assessments in literacy and numeracy to determine level of ability and inform teaching practice. *Grade 4,8,10,12 French Immersion students will have opportunity to write the DELF (Diplôme d'études en langue française) *Grade 9-12 teachers collaborate through professional learning days with a focus on resources, assessments and instructional delivery. *Teacher teams will analyze student data through the collaborative response model and put necessary interventions in place. *The division will support implementation of new curriculum through collaboration and professional learning. *Teacher teams will accommodate, adapt and modify content where appropriate to ensure students can reach their highest academic potential. *Exploration of an inclusive online learning platform for students gr 1-12. <hr/> <p>93% of CESD students will be reading at or above grade level.</p> <ul style="list-style-type: none"> *Grade 1-9 students will participate in standardized assessments in reading. *Divisional focus on supporting teachers and teams to use data to inform their teaching and provide appropriate intervention and support. <hr/> <p>Strengthen Foundational Knowledge and understanding regarding Indigenous students.</p> <ul style="list-style-type: none"> *Enhance visibility of Indigenous culture in our schools. *Create opportunities for adult learning through The Four Seasons of Reconciliation. *Applying and embedding Indigenous learning into classroom and division processes. *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. | <p>CESD staff will develop an inclusive mindset and plan that supports the social emotional well-being of students.</p> <ul style="list-style-type: none"> *There is a school-wide commitment to anticipate, value and support diversity and learner differences. *Staff commitment to ensuring all students are accepted and provided with a learning program at their community school. *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. *Students' personal, cultural and diverse strengths and interests are visible and incorporated into teaching and learning. *A strength based approach is used (rather than deficit based). Language focuses on equity rather than fairness and equality. *School staff will use the supportive process of response teams for social emotional regulation and safety. *School staff will use the Social Emotional Learning Framework to identify student needs and plan interventions. <hr/> <p>Staff will have access to professional development in order to build capacity around social emotional well being.</p> <ul style="list-style-type: none"> *All administrators, teachers and educational assistants will participate in the Social Emotional Well-being Learning Series. *Schools will facilitate a collaborative problem solving approach when supporting students. *Administrators will facilitate school based professional learning focused on collaborative problem solving and the development of an inclusive mindset. <hr/> <p>Each student will achieve an attendance rate of 90% or higher.</p> <ul style="list-style-type: none"> *Schools regularly examine attendance data to identify students in need of support *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) <hr/> <p>Foster Safe and Caring School Environments.</p> <ul style="list-style-type: none"> *The Division will continue to ensure all students, staff, friends and families entering our schools will be welcomed and supported. *Implementation of safety and emergency response protocols. (Hour Zero Emergency Procedures) <hr/> <p>Any staff member challenged in an area of social emotional well-being will have access to division supports and services.</p> <ul style="list-style-type: none"> *School administrators will work with Staff Wellness 'champions' to ensure that wellness is a priority through the 10 Key Division Supports in CESD. *CESD staff will complete the Social Emotional Well-being Certification Series. | <p>60% of CESD students will transition to post-secondary within 6 years of grade 10.</p> <ul style="list-style-type: none"> *The School Career Connections Team will: <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. *High schools will ensure exploration of post secondary opportunities including site visits and/or post secondary fairs. *Delivery of Career-based CTF/CTS awareness and skill development Gr. 6-12 *Dual credit and work integrated learning opportunities will be available to all high school students *Academic/Career coaching, advising, and tracking is in place for all students (9-12). <hr/> <p>90% of CESD students will achieve 3-year High School Completion.</p> <ul style="list-style-type: none"> *School plans will be focused on supporting and expanding highest leverage strategies, detailed in the <i>CESD Career Connection Strategic Actions Handbooks</i>, that impact graduation success. <hr/> <p>100% of graduating students will have support and guidance in determining a career plan after graduation.</p> <ul style="list-style-type: none"> *School plans will be focused on supporting and expanding highest leverage strategies, detailed in the <i>CESD Career Connection Strategic Actions Handbooks</i>, that impact career pathway success. *Students and parents will have information and access to scholarship and award opportunities. |
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SUCCESS MEASURES

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| <p>CESD Measure:</p> <ul style="list-style-type: none"> *Reading Support Level Data (1-9) *Writing Assessment (1-8) *Math Assessment (4-10) *Focus group feedback regarding pilot of learning management system <p>Alberta Education Measure:</p> <ul style="list-style-type: none"> *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>International Measure:</p> <ul style="list-style-type: none"> *DELFL (Diplôme d'études en langue française) (4,8,10,12) | <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) *Vital Actions of Effective Inclusion Self- Reflection Data <p>Alberta Education Measure:</p> <ul style="list-style-type: none"> *Citizenship *Safe and Caring Schools | <p>CESD Measure:</p> <ul style="list-style-type: none"> *Dual Credit participation rate *Off-Campus participation rate *Grade 12 student school survey <p>Alberta Education Measure:</p> <ul style="list-style-type: none"> *6-Year post-secondary transition rate *3-Year high school completion rate |
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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.

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.

During the 2024-25 school year, a learning management system will be introduced to our career high schools. We will also pilot the system with a small number of students in grades 1-8 who are currently unable to attend in person learning. Moving forward, we hope to expand enrollment with clear criteria around who may access the online platform to complete their schooling with our division.

Staff members have been hired to serve as Student Support Leads in each school. In the coming months, our leads and administrators will participate in training around such topics as collaborative problem solving, SIVA (*Supporting Individuals through Valued Attachments*), and inclusive leadership. We will be closely connected at the division level to these staff members as they work to apply their learning to meet the needs of students in our schools. Secondly, as a division, we will work to create or enhance spaces for students in each school for students experiencing dysregulation.

Work on our career connections goal will continue to expand as partnerships and seats with post-secondary institutions increase. Our exploration of the collegiate model will result in potential learning opportunities for our students, expanding course offerings so that they can earn post-secondary credit and hours of experience while completing their high school diploma.

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.

2024-2025 OPERATING BUDGET

Our 2024-2025 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.

Construction has started on the new Penhold Waskasoo Middle School. The school is projected to open for the 2025-2026 school year.

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.