

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
Engagement			
Division Target	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.	CESD students will have a plan beyond high school to enroll in post secondary learning, career training, or begin a career in their chosen field.
School Outcome and Corresponding Strategies	<p>100% of CESD students participating will meet the acceptable/satisfactory standard, and 25% of CESD students will achieve the standard of excellence/proficiency on grade level assessments.</p> <p>Numeracy Outcome: Grade 1-6 students will write standardized Division (MIPI +) and provincial assessments (PATs/mandatory numeracy assessments) in mathematics to determine level of ability in the fall to inform teaching practice and identify gaps and intervention/supports needed</p> <p>Strategies:</p> <ul style="list-style-type: none"> Teachers gr.2-6 will administer the MIPI by Sept. 21 for analysis on Sept. 22 Professional Learning Day Teachers gr.2-6 analyze MIPI data on Sept. 22 Professional Learning Day(determine intervention supports and groups) Teachers gr.1 administer the Math assessment(takes place of provincial assessment) and analyze the data in January Teachers will use the CESD Math Framework 	<p>Any student challenged in an area of social emotional well-being will have access to division supports and services.</p> <p>SEW Outcome: Staff members will use the supportive process (KITE) for the most vulnerable students and staff will use the <u>Social Emotional Framework</u> tool to identify student needs and plan interventions</p> <p>Strategies:</p> <ul style="list-style-type: none"> All staff K-3 implement and use the social emotional wellness program "A Little SPOT" to help students identify and develop emotions and develop regulation strategies. Student Success Program (YES) supports all students at PRS PRS staff all use the language of and strategies from the Mindfulness Curriculum daily in their classrooms to teach students healthy ways to regulate emotions PRS staff understand the different purposes 	<p>60% of CESD students will transition to post-secondary within 6 years of grade 10.</p> <p>Career Outcome: PRS staff will explore and plan for career connections in age and grade appropriate ways.</p> <p>Strategies:</p> <ul style="list-style-type: none"> PRS staff will plan a Career Fair or guest speakers to come into classes to talk about careers CTF options offered for grade 4, 5 & 6 (ie: cooking, art, STEM/STEAM learning, outdoor education, Genius Hours, coding) Investigate joining Skills Canada to promote trades skills in early middle Maker Space in LC will connect to STEM and STEAM

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2023-2024 - Year Three

	<p>to help plan lessons/assessments, identify interventions</p> <ul style="list-style-type: none"> ● Teachers will use the CESD content on CESD Google Classrooms to complement and enrich their own lessons ● School and Division will support implementation of new curriculum through collaboration and professional learning and PLC work ● 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. 	<p>of the Calm Room and Sensory Room and use it appropriately with students</p>	
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School Outcome and Corresponding Strategies

93% of CESD students will be reading at or above grade level.

Reading Outcome:

93% of PRS will be reading at or above grade level using universal strategies, reading intervention programming and supports.

Strategies:

- Teachers will complete Level A assessments in September, winter and spring on all students who are reading below grade level (yellow, orange and red) at the end of 2021-22 school year (see Dossier) using Division approved assessments
- Teachers will complete Level A assessments on students reading at or above grade level before end of May using Division approved assessments
- grade 1-3 students will also be assessed using the mandatory Provincial assessment for literacy (will add more when we know more)
- Teacher teams will analyze student data through the collaborative response model and put necessary interventions in place.
- Teachers will use the CESD Literacy Framework to plan lessons/assessments, interventions and supports
- Teachers will use the CESD content for CESD Google Classrooms to complement and enrich their own lessons
- School and Division will support implementation of new curriculum through collaboration and professional learning and PLC work
- Teacher teams will accommodate, adapt

Any staff member challenged in an area of social emotional well-being will have access to division supports and services.

Staff Wellness Outcome:

School leaders will work with Staff Wellness 'champions' to ensure that wellness is a priority through the [10 Key Division Supports in CESD](#), [Beyond the Binder](#) (CESD Wellness video)

Strategies:

- Funds allocated to PRS Wellness Team to ensure they have resources to carry out wellness initiatives/strategies
- Wellness Team has dedicated time at every staff meeting to share learning, resources and strategies with staff
- Wellness team, Social Committee and Leadership team work together to align events and resources
- Wellness Team has a designated board in staff room to highlight resources and strategies

90% of CESD students will achieve 3-year High School Completion.

NA

and modify content where appropriate to ensure students can reach their highest academic potential, including implementation of life skills programming.

- PRS teachers will ensure access to and effective use of technology is embedded in instruction, assessment and student learning. This includes use of Assistive Tech such as Google Read and Write, Kami and Google Classroom

Writing Outcome:

In the 2023-24 school year, PRS students in grade 1-5 will write the HLAT in the last two weeks of April 2024 once the prompt has been released from Edmonton Public.

Strategies:

- Teachers will use the data collected in 2023 to guide instruction and intervention in writing
- Every teacher will choose 5 exemplars of writing to bring to the May 3 PL Day to collaboratively analyze writing and set standards. Then teachers assess their own students' writing afterwards
- Teachers will use the CESD content from CESD Google Classrooms and Literacy Framework to complement and enrich their own lessons
- School and Division will support implementation of new curriculum through collaboration and professional learning and PLC work
- Teacher teams will accommodate, adapt and modify content where appropriate to ensure students can reach their highest academic potential,

	<p>including implementation of life skills programming.</p> <ul style="list-style-type: none"> Resources for writing will be explored and aligned with Division recommendations PRS teachers will ensure access to and effective use of technology is embedded in instruction, assessment and student learning. This includes use of Assistive Tech such as Google Read and Write, Kami, Google Classroom 		
<p>School Outcome and Corresponding Strategies</p>	<p>Strengthen Foundational Knowledge and understanding regarding Indigenous students.</p> <p>Indigenous Education Outcome: PRS will create opportunities for student and staff growth and learning regarding Truth and Reconciliation through Indigenous Lead teachers and division Indigenous Coordinator</p> <p>Strategies:</p> <ul style="list-style-type: none"> Teachers and staff will enhance visibility of Indigenous culture in our school stating and teaching about Land Acknowledgements. This includes stating and teaching about reconciliation and Treaty, PRS will utilize the Legacy Schools Foundation: Downie Wenjack Fund <ul style="list-style-type: none"> This provides authentic, accurate and age appropriate lessons for students This provides professional development for teachers to develop their foundational knowledge PR Indigenous Lead team will use 	<p>Each student will achieve an attendance rate of 90% or higher.</p> <p>Attendance Outcome: PRS teachers and leaders will examine attendance data and its impact on student success, working through a system of support with students and families.</p> <p>Strategies:</p> <ul style="list-style-type: none"> K- 6 flexible learning options will be available for students unable to attend full time in the regular classroom. This is a collaborative approach with teacher, LST and Alternative Learning teacher PRS staff will use restorative language and practice to support attendance When a student's attendance begins to dip, the teacher makes first contact with parents/family to develop a relationship, seek to understand and build a plan If attendance continues to be an issue, leaders will work in collaboration with teacher and family 	<p>100% of grade twelve students will create a plan following graduation.</p> <p>NA</p>

	<p>Empowering the Spirit to plan for PD to build staff foundational knowledge as per LQS and TQS Standard 5</p> <ul style="list-style-type: none"> • Teachers will embed Indigenous education in all subject areas • PRS will continue to recognize, teach about and celebrate Indigenous events throughout the year as a whole school • PRS will align their school values with the seven teachings • Indigenous Learning Centers will be used in the Learning Commons 	<p>to find a solution which may include a learning plan to catch up, FSW, or flexible learning plan.</p>	
<p>Success Measures</p>	<p>CESD Measure:</p> <ul style="list-style-type: none"> • Reading Support Level Data grade • CESD HLAT Writing Assessment grade 1-5 • MIPI Math Assessment grade 1-6 <p>Alberta Education Measure:</p> <ul style="list-style-type: none"> • Acceptable standard and standard of excellence • PAT 6 • Literacy, Numeracy Screening Gr 1-3 • First Nation, Metis, and Inuit Student Success, English Language Learning Achievement • Parental Involvement • Student Engagement • Alberta Education Assurance Survey results 	<p>CESD Measure:</p> <ul style="list-style-type: none"> • CESD weekly Student Attendance reports and Failing Grade reports • Teacher teams will monitor CRM referrals in the area of SEW to assess school needs and plan for proactive and responsive interventions and programming <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"> • CESD Survey for staff, students and parents • School-based Survey <p>Alberta Education Measure:</p> <ul style="list-style-type: none"> • Alberta Education Assurance Survey results
<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 their stakeholders on a regular basis to provide input in the Division and corresponding School Education Plans.</p>			