

Development Plan

2023-2024

Connections
FOR LEARNING

Vision & Mission: CFL Area of Focus

Our Vision

Our students possess the confidence, resilience, insight and skills required to thrive in, and positively impact, the world.

Our Mission

We assure supportive learning environments, meaningful experiences and healthy relationships that create opportunities to develop resilience, to gain diversity in perspectives and to achieve enduring success.

CFL Area in Focus Connected to Parkland School Division Education Plan

All Programs: Outcome 3: CFL staff. build systems and structures that promote success and wellbeing.

- Additionally, each program has program specific goals.

1-9: Outcome 4 - CFL staff expand success in Literacy & Numeracy.

10-12: Outcome 1 & 2 - Students demonstrate success and wellbeing.

Opening Statement

Connections for Learning is a unique school with diverse programming from k-12. Our motto is “*making programs fit kids, not kids fit programs*”. During the 2023-2024 school year, we will continue to foster each programs’ pillars, goals and continue to develop the identity of each program. Additionally, we will continue to explore programming considering the needs of the stakeholders in Parkland School Division.

While recognizing that our programs are very unique, this past year we have had a common focus across all of our K-9 programs on literacy and numeracy. For the 2023-2024 school year we are excited to continue our foundational work in these areas in K-9. We are confident we will see continued growth and improvement in our students and staff learning while maintaining the integrity and pillars of each program. Additionally, in all programs we are committed to a comprehensive and integrated approach to success and wellness.

All CFL Programs: “The Why”

Outcome 3: CFL staff will build systems and structures that promote success and wellbeing.

- Students and families choose different programs for different reasons. In all programs we recognize the need for a holistic approach to supporting student success and wellbeing.
- Students continue to join our programs throughout the school year and come for various reasons.
- Due to unique programs, differing schedules, age ranges and method of delivery we need to continue to enhance and improve systems and structures that will meet the needs of students in all programs.
- Focus in this area will increase a sense of belonging, appreciation for equity, appreciation for diversity, and the demonstration of respect which is all essential to wellbeing.

Potential Roadblocks

- Time
- Staff resources and collaboration opportunities with external resources
- Staff expertise and training
- Diversity in programming and students (in person/virtual/part-time attendance students)
- Physical space restrictions within current buildings

1-9 Contextual Information: “Why?”

Outcome 4: CFL staff expands success in Literacy and Numeracy

- Literacy and numeracy foundational skills for every student that impacts every part of their lives
- We recognize that students lost learning during the Covid pandemic and we need to make up for those gaps in terms of literacy and numeracy
- There continues to be a significant number of students below grade level in literacy and numeracy
- Early intervention in both literacy and numeracy increases academic success in the future
- This work began in the 2021-2022 school year. Although we have seen growth in student success a continued focus to implement a data driven approach to literacy and numeracy is important.

Potential Roadblocks

- Time & funding
- Staff resources (Numeracy and Literacy Lead funding) and collaboration opportunities
- Teacher expertise and training
- Diversity in programming and students (in person/virtual/part-time attendance students)
- Physical space restrictions within current buildings
- Assessment fatigue

10-12 Contextual Information: “Why?”

Outcome 1 & 2: Students demonstrate success and wellbeing.

- CFL continues to collaborate with Memorial Composite High School and Spruce Grove Composite High School to create flexibility and pathways to graduation.
- High School students that are served through CFL enroll for a variety of reasons, have varying needs and require a personalized and flexible approach (eg. travel, job, distance learning, and complex life situations).
- Success looks differently for students depending on their short term goals and post graduation aspirations.
- We realize the importance of students engaging in healthy and fulfilling social behaviours and investing in their own wellbeing while promoting a positive sense of self and belonging in others.

Potential Roadblocks

- Time
- Staff resources and collaboration opportunities with outside supports and services
- Staff expertise and training
- Diversity in programming and students (in person/virtual/part-time attendance students)
- Physical space restrictions within current buildings
- External complex life situations

All CFL Programs Goals

Outcome 3: CFL staff will build systems and structures that promote success and wellbeing.

Goal 1

Further develop and implement our [Comprehensive School Health Action Plan](#) with specific goals for each program designed to improve student wellbeing and increase academic success.

All CFL Programs Goals: Measure of Success

Outcome 3: CFL staff will build systems and structures that promote success and wellbeing.

Measures of Success

- Number of students seeing school counsellor
- Number of students accessing Youth Mental Health Clinic
- Average time between referral and access to support
- Successful implementation of [Comprehensive School Health Plan](#)

All CFL Programs Goals: Strategies, Objectives & Tasks

Outcome 3: CFL staff will build systems and structures that promote success and wellbeing.

- Hire an an additional counsellor. Increase counselling time from 1.0 to 2.0 FTE.
- Refine CFL internal referral process to school counsellors.
- Bi-weekly meetings with admin and counsellors to review caseload and align services with students needs.
- Adopt divisional referral process and continue to collaborate to improve the process for students to access the Youth Mental Health Clinic.
- Staff education on supports and services available and associated referral processes.

1-9 All Program Goals

Outcome 4: CFL staff expands success in Literacy and Numeracy

Goal 2

Our literacy and numeracy goal is for all students (1-9) to demonstrate growth in their literacy skills and numeracy, reduce the total number of students performing below grade level and close the gap on those significantly below grade level.

1-9 All Programs Goals: Measure of Success

Outcome 4 - CFL staff expand success in Literacy & Numeracy.

Literacy Measures of Success

- CC3, LeNS, F&P, Spelling Inventory, RCAT
- Writing Assessment (HLAT)
- Teacher Confidence on 10+1 Comprehensive Literacy Traits
- CFL Literacy Lead Feedback
- Parent feedback surveys

Numeracy Measures of Success

- Mipi, Alberta Ed Numeracy Assessment
- Numeracy Interviews
- CFL Numeracy Lead Feedback
- Explore additional tools for collecting data (eg. Mathinko, Division recommendations)
- Parent feedback surveys

1-9 Programs Goals: Strategies, Objectives & Tasks

Outcome 4 - CFL staff expand success in Literacy & Numeracy.

- Develop collaboration opportunities for staff
- Appoint literacy & numeracy leads
- Access and participate in divisional expertise and learning opportunities
- Align and plan professional development days with the school goal
- Identify resources and ensure staff have access. Maintain staff resource
- Encourage teachers to align PGP with school literacy and numeracy goals
- Ensure classroom based intervention. Every K-9 class will have small group intervention happening in the classroom. Further develop “push in” intervention groups instead of pull out interventions.
- Continual data cycles

10 -12 Program Goals

Outcome 1 & 2: Students demonstrate success and wellbeing.

Goal 3

Students will demonstrate improved academic success and overall wellbeing.

10-12 Programs Goals: Measure of Success

Outcome 1 & 2: Students demonstrate success and wellbeing.

Academic Measures of Success

- Course completion rates in all programs (AAC, VL, Outreach, Adult Education)
- Credits earned per student
- Graduation rates
- Anecdotal feedback from students on courses
- Number of courses updated and created through course development time
- Number of students enrolled in Building Futures, Building Future Apprenticeships, RAP and dual credit courses

Wellness Measures of Success

- Number of students who access YMHC
- Number of students who access counselor
- Student Orientation to School Questionnaire (SOS-Q)
- Anecdotal feedback from counsellor, CFL staff, and students

10-12 Programs Goals: Strategies, Objectives & Tasks

Outcome 1 & 2: Students demonstrate success and wellbeing.

Academic Strategies, Objectives and Tasks

- Provide regular and scheduled hands on learning experiences in core and complementary academics
- Provide curricular field trip opportunities
- Students and staff will have access to students' education/graduation plan
- Design and enhance intervention strategies when needed for when students fall behind in their graduation plan
- Implement [High School Professional Development Plan](#) with a focus on assessment
- Continue to update and develop existing courses
- Increase the course offerings and choices available to students through new course development with a focus on potential career exploration and develop a PSD certification for relevant courses
- Explore partnerships with post secondary institutions to improve dual credits
- Implement Building Future Apprenticeships program with the intention of increasing RAP students

10-12 Programs Goals: Strategies, Objectives & Tasks

Outcome 1 & 2: Students demonstrate success and wellbeing.

Wellbeing Strategies, Objectives and Tasks

- Hire an an additional counsellor. Increase counselling time from 1.0 to 2.0 FTE.
- Refine CFL internal referral process to school counsellors.
- Bi-weekly meetings with admin and counsellors to review caseload and align services with students needs.
- Adopt divisional referral process and continue to collaborate to improve the process for students to access the Youth Mental Health Clinic.
- Staff education on supports and services available and associated referral processes.
- Student community building events and celebrations

Development Plan Results Report

CFL's current Development Plan is informed by our results reports constructed through a variety of data sets. For context and details please refer to the following results reports:

- [2020-2021 Development Plan Results Report](#)
- [2021-2022 Development Plan Results Report](#)
- 2022-2023 Development Plan Results Report (will be completed in November 2023)

Further to fostering a data driven approach to inform decision making, we are going to improve our data collection and reporting processes by program in the 2023-2024 school year. The measures of success we are looking at by program can be found [in this link](#).

Professional Learning Plan

[Click the link to view CFL's Professional Learning Plan](#)

Parent Partnership Program Pillars & Focus Areas 2023-2024

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Parent Partnership Program Pillars

1. Facilitating and supporting opportunities to build connections between families within Parent Partnership.
2. Enhance and improve support for home and classroom learning environments through responsiveness to the diverse needs of students and families.

CORE Program Pillars & Focus Areas 2023-2024

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CORE Program Pillars

1. Working together to create year planning consistency across appropriate grade and subject levels to improve ongoing assessment and reporting to students and families.
2. Timely and consistent communication to inform parents of events and ongoing activities in the program.
3. Continue to foster a sense of community, connection and belonging for all.

My Path Program Pillars & Focus Areas 2023-2024

My Path Program Pillars

1. Implement and establish the My Path program in Graminia School in collaboration with their staff.
2. Continue to collaborate with Duffield, Wabamun, Entwistle, and Tomahawk school to establish the My Path program in their schools long term by accomplishing the following:
 - a. Redesign the model through the process of co-design so families have the option to do a cycle of My Path vs an all year program.
3. Continue to grow the program and provide opportunities to improve student success and wellbeing by accomplishing the following:
 - a. Update the website with the options available in different communities.
 - b. Explore expanding My Path into more grades in summer school.
 - c. Explore offering an after school program of extended hours for families.

Building Futures Program Pillars & Focus Areas 2023-2024

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Building Futures Program Pillars

1. Expand Building Futures 10 into Building Future Apprenticeships for grades 11-12 and foster opportunities for increased students getting RAP placements by accomplishing the following:
 - a. Set up processes to collaborate with SGCHS and MCHS for students in grade 11-12 to be a part of Building Future Apprenticeships.
 - b. Improve the website and communication around the opportunities for students in RAP and Building Future Apprenticeships.
 - c. Develop an on demand entrepreneurial course that focuses on the trades that allows students to run their own business as a part of the RAP program.

PSAA Program Pillars & Focus Areas 2023-2024

PSAA Program Pillars

1. Culture goal: Improve Psychological Safety for Students by focussing on the following:
 - a. Emphasis on self-reflection (self-regulation)
 - b. Improve consistency of reflection surveys
 - c. Focus in on interpersonal relationships
 - d. Improve consistency of PSAA Cup
 - e. Collaborative Response
 - f. Classroom equally distributed with house cup
 - g. Using the data from App and supporting partners to do the same
2. Enhancing and improving afternoon Sports Science and Total Athlete Development programming by accomplishing the following:
 - a. Create/improve units and year plan that focuses on overall athletic development
 - b. Create more authentic hands on learning experiences connected to the students personal athletic development eg. Less lecture, more assignments
 - c. Embed general athleticism as part of TAD eg. Track and Field, Sprint, jump, agility, mobility training
 - d. Integrate and enhance sport psychology and self regulation programming as part of TAD
 - e. Foster connections between academic core subjects and Sports Science/TAD through cross-curricular approaches
 - f. Implement a sports science/tech fair event

PSAA Program Pillars & Focus Areas 2023-2024 (continued)

PSAA [Program Pillars](#)

3. Improve collaboration and support with sport partners by focussing on the following:
 - a. A staff member will be on site to support sport programming in the afternoon 1 day every 6 weeks with each partner.
 - b. Quarterly meetings with all partners together eg. 4 meetings per year
 - c. Continue to provide feedback to sport partners at the end of each season of play and debrief feedback results with each partner on a one on one basis.
4. Continue to focus on improving academic performance in our students by focussing on the following:
 - a. Focus on assessment in PD
 - b. Continue to foster the accelerated math program
 - c. Improve consistency and processes for intervention strategies eg. BENCHED
 - d. Continue to foster a data driven approach to literacy and numeracy interventions

High School Pathways Program Pillars & Focus Areas 2023-2024

High School Pathways Program Pillars

1. Our goal is to improve our process for personalized education plans, developing and communicating with students and relevant stakeholders. This means:
 - a. Students will have access to their education/graduation plan
 - b. Education/graduation plans will be updated and modified regularly when appropriate
 - c. Design a process for staff and students to collaborate on to update on timely basis:
 - i. As students complete courses
 - ii. As an intervention strategy when needed for when students fall behind their plan
2. Our goal is to intentionally create new routines, build culture, and create a positive environment integrated within Broxton Park.
3. Our goal is to continue our work on developing an effective assessment plan that outlines, formative and summative strategies in all course delivery methods.
4. Course Development: Our focus is to continue to improve our existing courses and add additional courses that provide student choice. This means:
 - a. Explore enhancing dual credit courses
 - b. Increase elective course offerings through development of new courses.
 - c. Continue to improve existing courses

Virtual Learning 1-9 & JHOR Program Pillars & Focus Areas 2023-2024

Virtual Learning & JHOR Program Pillars

Virtual Learning Program Goals / Areas of Focus

1. Course Development: Our goal is to update grades 1-6 core courses to align with the new curriculum implementation in relevant courses.
2. Community Building: Enhance in person opportunities for community building for those students wishing to participate.

Junior High Outreach Program Goals / Areas of Focus

1. Our goal is to improve student success and wellbeing through focussing on social-emotional learning and activities.
2. Our focus is to improve how we provide alternative programming to students in order to maximize student success by accomplishing the following:
 - a. Identify criteria or guidelines for students that would be best supported through Virtual Learning, JHOR, Distance Learning through CFL or the students' community school.
 - b. Update the website as a communication tool to build understanding with other schools and families.
3. Collaborate with external and internal support services to meet the needs of students and families.

Roles & Responsibilities

- Literacy Leads
 - Designing & implementing literacy interventions
- Numeracy Lead
 - Designing & implementing numeracy interventions
- Administration
 - PD Planning, Facilitating Leadership Team
- Program Specific Lead Teachers
 - Support implementation of numeracy and literacy goals within their program
- Teachers
 - Benchmarking and Implement classroom based strategies and interventions
- Support Staff
 - Support with programming