Development Plan
2025-2026

PARKLAND
SCHOOL DIVISION

Connections
FOR LEARNING

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FOR LEARNING

Vision & Mission: CFL Area of Focus

Our PSD Vision

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

Our PSD 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.

Our CFL Motto

Making Programs Fit Kids, Not Kids Fit Programs

Our Values

Learning opportunities that are:

- Purposeful,
- Essential,
- Relevant,
- Authentic, and
- Responsive,
- Excellence in achievement,
- Trustworthy, respectful relationships, and
- Resilience with self-awareness.

Our Ultimate Goal

Essentially, the ultimate goal for any school division should be focused on the combined achievement of success and well-being of its students. "Success and Well-Being" indicates how we take a balanced approach to creating an environment that supports academic achievement while also fostering a sense of safety, inclusivity, and emotional support for all of our students. Student success and well-being go hand in hand; students who feel supported and valued are more likely to succeed academically and socially. By prioritizing student success and well-being, our schools help our students to possess the confidence, resilience, insight, and skills required to thrive in, and positively impact, the world.

Our Campuses

Connections for Learning
Stony Plain Campus

4300 43 St, Stony Plain, AB T7Y 1J4
780-963-0507

Our Programs

- CORE
- My Path
- Parent Partnership
- Home Education

Connections for Learning
Spruce Grove Campus

505 McLeod Ave, Spruce Grove, AB T7X 2Y5
780-962-1414

Our Programs

- Junior High Learning Hub
- Parkland Student Athlete Academy
- High School Learning Hub
- Building Futures
- Virtual Learning
- High School Pathways
- Adult Education
- Summer School

Student Enrolment

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Grades K-9	677	780	594	619	
High School	483	403	555	650	
Adult Education	8	22	85	73	
Totals (Sept - June)	1168	1205	1234	1342	1539
Summer School	760	733	1026	1490	
Total Students Served (Sept - Aug)	1928	1938	2260	2832	

Connections for Learning Staff

# of Staff	2022-2023	2023-2024	2024-2025	2025-2026
Teachers	34	36	36	38
Education Assistants	16	17	12	11
Counsellors	1	2	2	2
Additional Support Staff	2	2	1	2
Administrative Assistants	4	4	5	5
Administrators	3	3	4	4
Total Staff (Sept - June)	60	64	60	62

Opening Statement

Connections For Learning (CFL) is an innovative school, offering a diverse range of programs to meet the unique learning needs of students from Kindergarten to Grade 12. At CFL, we are committed to providing a supportive and inclusive environment where parental choice and student learning needs are at the forefront. Our motto is *"making programs fit kids, not kids fit programs"* and we take pride in offering programs that are tailored to fit the individual needs of each student and family, rather than expecting students to conform to a one-size-fits-all approach. As we look ahead to the 2025-2026 school year, we are dedicated to upholding the core values and goals of each program while also seeking new opportunities to better serve the stakeholders in the Parkland School Division.

During the 2025-2026 school year, our overarching goals are aligned with Parkland School Division's strategic outcomes, and are applicable to all programs ensuring that our entire school community moves forward cohesively and purposefully. In addition to these overarching goals, we have established specific targets for each of our unique programs in collaboration with staff. These program-specific goals reflect the distinct focus and aspirations of each educational program.

CFL Areas of Focus Connected to Parkland School Division Education Plan

Outcome 1: Students and staff demonstrate success.
- Objective 1.1: Staff will expand student success in literacy and numeracy.
- Objective 1.2: Staff will focus on expanding success at the standard of excellence.
- Objective 1.3: Students will access a diverse array of purposeful, essential, relevant and authentic learning opportunities to achieve enduring success.

Outcome 2: Students and staff demonstrate well-being
- Objective 2.1: Students and staff will cultivate and thrive in an environment that fosters social-emotional growth and promotes mental well-being.
- Objective 2.2: Staff will build support systems and structures that promote success and well-being

All CFL Programs: "The Why"

Objective 1.1: Staff will expand student success in literacy and numeracy. *(grade 1-9 programs)*

- 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.
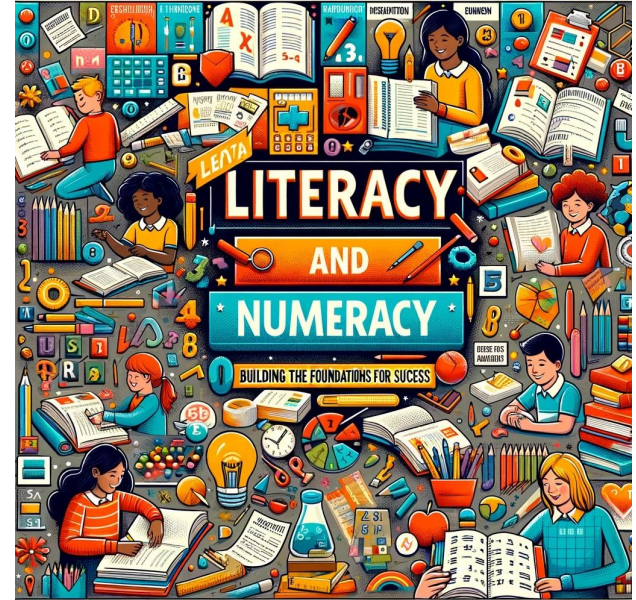
Outcome 1: Goal 1 (grade 1-9 programs)

Objective 1.1: Staff will expand student success in literacy and numeracy.

Our literacy and numeracy goal is for all students (1-9) to demonstrate growth in their literacy skills and numeracy, by implementing evidence-based instructional strategies and tools to close achievement gaps for students performing below grade level.

Outcome 1: Goal 1: Strategies, Objectives & Tasks

Objective 1.1: Staff will expand student success in literacy and numeracy.

- Develop collaboration opportunities for staff
- Maintain literacy & numeracy leads
- Access and participate in divisional expertise and learning opportunities
- Align and plan professional development days with the school goal
- Identify and maintain resources and ensure staff have access
- Encourage teachers to align PGP with school literacy and numeracy goals
- Ensure classroom based intervention. Every 1-9 class will have small group intervention happening in the classroom. Further develop "push in" intervention groups within the classroom.
- Maintain and continue data cycles - teachers to purposefully analyze screen and assessment data to plan accordingly, and to inform programming and instruction.
- Use emerging technologies to support literacy and numeracy. Staff will integrate tools like AI and adaptive platforms to personalize learning and improve outcomes.

Outcome 1: Goal 1: Measure of Success

Objective 1.1: Staff will expand student success in literacy and numeracy.

Literacy Performance Measures

- CC3, LeNS, F&P, Spelling Inventory, RCAT
- Writing Assessment (HLAT)
- CFL Literacy Lead Feedback
- Grade 6 & 9 PAT Results

Numeracy Performance Measures

- MIPI, Elk Island Numeracy Assessment
- Numeracy Interviews
- CFL Numeracy Lead Feedback
- Grade 6 & 9 PAT Results

All CFL Programs: "The Why"

Outcome 1: Students and staff demonstrate success.

Objective 1.2: Staff will focus on expanding success at the standard of excellence.

- Students and families choose different programs for different reasons. In all programs we recognize that families are choosing their specific program in order to meet their child's academic goals.
- We recognize that students have diverse abilities and aspirations and aim to ensure that every student is challenged academically.
- When students are challenged, they develop essential skills such as critical thinking, problem-solving, and analytical reasoning. These skills are crucial for their academic success and future career readiness.
- Challenging tasks encourage students to think creatively and approach problems from different perspectives. This innovation mindset is vital in an ever-changing world.
- Facing and overcoming academic challenges helps students build resilience. They learn to persist in the face of difficulties, developing a growth mindset that views challenges as opportunities for growth rather than insurmountable barriers.
- Students who are not challenged can become bored and disengaged. By ensuring that every student is appropriately challenged, we maintain high levels of engagement and motivation, which are key to fostering a love for learning.
- Challenging and relevant content encourages active participation, keeping students interested and invested in their education.

Outcome 1: Goal 2

Objective 1.2: Staff will focus on expanding success at the standard of excellence.

Staff will focus on expanding student success at the standard of excellence by challenging every student, fostering the development of essential skills and mastery of concepts in an engaging learning environment.

Outcome 1: Goal 2: Strategies, Objectives & Tasks

Objective 1.2: Staff will focus on expanding success at the standard of excellence.

- Goal setting survey for parents and students: what does success look like in each subject?
- Differentiate instruction to meet the diverse learning needs of all students, ensuring each student is appropriately challenged.
- Develop enrichment activities and projects for students who excel in specific subjects to deepen their understanding and skills.
- Continue & expand accelerated math program for students who demonstrate a strong aptitude in numeracy.
- Implementation of outcome-based assessment practices and procedures with a focus on performance based assessments and triangulation of evidence.
- PAT and diploma exam analysis to identify areas of strength and areas needing improvement.
- Utilize Artificial Intelligence to personalize learning and ensure every student is challenged to reach their full potential.
- Explore advanced learning programs and practices that excel high achieving students beyond the standard curricula, encourage critical thinking, and promote complex problem-solving skills.
- Continue to expand recognition of student success and achievement specific to each program.

Outcome 1: Goal 2: Performance Measures

Objective 1.2: Staff will focus on expanding success at the standard of excellence.

Standard of Excellence & Student Success Performance Measures

- % of students achieving the standard of Excellence on Provincial Achievement Tests and Diploma exams
- % of students achieving their academic goals based on student/parent survey
- % of students being provided academic enrichment opportunities
- % of students participating in the accelerated math program
- % of students being recognized for academic achievement (eg. honour role, Principal's list etc.)

All CFL Programs: "The Why"

Outcome 1: Students and staff demonstrate success.

Objective 1.3: Students will access a diverse array of purposeful, essential, relevant and authentic learning opportunities to achieve enduring success.

- Students and families choose different programs for different reasons. In all programs we recognize the need for diversity in programming in order to meet students' learning needs and foster enduring success.
- *Personalized Learning:* Tailoring educational experiences to focusing on the individual learner, personalized learning seeks to create a more inclusive, effective, and engaging educational experience.
- *Career Preparation:* Diverse educational pathways prepare students for a variety of future careers, equipping them with the skills necessary for success in the workforce.
- *Engagement:* Offering a range of relevant and authentic learning opportunities increases student engagement and motivation.
- *Skill Development:* Purposeful learning experiences help students develop essential life skills, such as critical thinking, problem-solving, and collaboration.
- *Lifelong Learning:* Encouraging diverse learning pathways instills a love for life-long learning and fosters a mindset of continuous improvement and growth.
- *Community & Partner Involvement:* Diverse educational programs often involve partnerships with local organizations and businesses, enriching the learning experience and fostering community connections.
- *AI & Emerging Technologies:* Empower students to develop foundational knowledge and practical skills in Artificial Intelligence (AI) and emerging technology by integrating these concepts into curricular planning , fostering critical thinking, ethical awareness, and problem-solving abilities for real-world applications.

Outcome 1: Goal 3 *(all programs)*

Objective 1.3: Students will access a diverse array of purposeful, essential, relevant and authentic learning opportunities to achieve enduring success.

Provide students with diverse, meaningful, and authentic learning opportunities by developing new programs, enhancing existing ones, fostering community partnerships, and incorporating real-world experiences into classrooms, ensuring lasting success.

Outcome 1: Goal 3: Strategies, Objectives & Tasks

Objective 1.3: Students will access a diverse array of purposeful, essential, relevant and authentic learning opportunities to achieve enduring success.

- Expand and grow dual credit offerings through partnerships with post-secondary institutions.
- Explore beginning an internship program.
- Develop a Parkland School Division workforce certification that encompasses dual credits and internships.
- Implementation of the Provincial Collegiate Model for alternative programming.
- Integrate the use of artificial intelligence to enhance student learning and improve teacher pedagogy and practice, and to foster improvements in resource development.
- Continue to foster existing community partnerships and develop new ones to support existing and new programming/learning opportunities (PSAA, Building Futures, My Path, Registered Apprenticeship Program etc.)
- Enhance professional learning to enable teachers to provide authentic, project-based learning, where students tackle real-world problems connected to the curriculum in order to foster deep learning that prepares them for the future.
- Explore implementation of the Alberta Equivalency Diploma as part of adult education programing.

Outcome 1: Goal 3: Performance Measures

Objective 1.3: Students will access a diverse array of purposeful, essential, relevant and authentic learning opportunities to achieve enduring success.

- Number of dual credit courses being offered
- Number of students completing dual credit courses
- Number of students participating in the PSD Collegiate
- Number of students receiving Parkland School Division Workforce Certification
- Staff survey on integration of artificial intelligence
- Number of community partners supporting programing and learning experiences
- Number of adult students enrolled
- Number of adult students completing the Alberta Equivalency Diploma
- Increased student engagement in authentic, project-based learning opportunities within classrooms

All CFL Programs: "The Why"

Outcome 2: Students and staff demonstrate well-being

Objective 2.1: Students and staff will demonstrate social-emotional development and increased mental well-being.

- 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.
- Prioritizing social-emotional development and enhanced mental well-being for both students and staff is a crucial element in promoting success.
- Academic achievement is closely tied to the emotional and psychological well-being of everyone in the school community.
- 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.
- By fostering social-emotional skills like empathy, resilience, and self-regulation, we empower students to navigate challenges, collaborate successfully, and support one another.
- 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.

Outcome 2: Goal 1 *(all programs)*

Objective 2.1: Students and staff will demonstrate social-emotional development and increased mental well-being.

Student Goal:

Promote and strengthen social-emotional development and mental well-being for students across all programs, ensuring a holistic approach to their overall success and well-being.

Staff Goal:

Enhance workplace wellness and staff mental well-being by fostering a balanced work-life environment, ensuring psychological safety, recognizing and rewarding accomplishments, and addressing feelings of workplace loneliness.

Outcome 2: Goal 1: Strategies, Objectives & Tasks

Objective 2.1: Students will demonstrate social-emotional development and increased mental well-being.

Students

- Further develop and implement our [Comprehensive School Health Action Plan](#) with specific goals for each program designed to enhance social-emotional development and increased mental well-being
- Develop a variety of activities (curricular and non-curricular) that promote citizenship and an appreciation for diversity
- Encourage the inclusion of SEL activities in daily Grades 1-9 classroom routines and integrate them into the academic curriculum

Outcome 2: Goal 1: Strategies, Objectives & Tasks

Objective 2.1: Staff will demonstrate social-emotional development and increased mental well-being.

Staff

- Leaders and staff utilize the Guarding Minds at Work Survey data to reveal workplace improvements to support workplace wellness.
- Target Areas of Workplace Wellness: Balance, Psychological Competencies/Demands, and Recognition & Rewards
- Examine a target area during PD days and meetings with staff and collaborate on ways to improve and create awareness.
- Utilize social innovation tools to engage in conversations with staff, create awareness, and generate solutions.

Outcome 2: Goal 1: Strategies, Objectives & Tasks

Objective 2.1: Staff will demonstrate social-emotional development and increased mental well-being.

Staff

- Target Area: Balance
  - Identify workplace factors that impact burnout in collaboration with staff and implement strategies to alleviate
  - Provide opportunity for staff to complete the **Plan for resilience**.
  - Share **Burnout in the workplace: a focus on prevention** as a PD opportunity in self-directed learning time.
  - Share **Healthy break activities** as a resource and encourage during time off and break time.
  - Continue to foster flexibility and autonomy within staff assignments where possible.
  - To support staff in maintaining their well-being and balance while fostering self-awareness through targeted professional development (PD) and regular reflective practices.

Outcome 2: Goal 1: Strategies, Objectives & Tasks

Objective 2.1: Staff will demonstrate social-emotional development and increased mental well-being.

Staff

- Target Area: Psychological Competencies & Demands
  - Engage staff entire in reviewing the factors that impact **psychological competencies and demands**
  - **Explore**
  - Implement **team building strategies** to improve team effectiveness, increase self-awareness, foster civility and respect, build emotional intelligence or develop mindfulness

Outcome 2: Goal 1: Strategies, Objectives & Tasks

Objective 2.1: Staff will demonstrate social-emotional development and increased mental well-being.

Staff

- Target Area: Recognition & Rewards
  - Review and implement strategies from **Evidence Based Actions for Rewards & Recognition**
  - Review the results of **Putting recognition and reward on the agenda: creating awareness**, for employee input.
  - Gather feedback from staff using **Recognition preferences form** to learn more about what motivates staff.
  - Review **Recognition strategies for leaders** and implement to help express respect and appreciation.

Outcome 2: Goal 1: Performance Measures

Objective 2.1: Students and staff will demonstrate social-emotional development and increased mental well-being.

Students

- Student Attendance Data
- Grades 4-9 SOSQ Data
- Assurance Measure Results for Grades 4, 7 & 10
- Parent and student feedback surveys
- Successful implementation of Comprehensive School Health Plan

Staff

- Assurance Measure Results
- Guarding Minds at Work Survey Results
- Staff Absence Reports
- Staff conversations

All CFL Programs: "The Why"

Outcome 2: Students and staff demonstrate well-being
Objective 2.2: Staff will build support systems and structures that promote success and well-being.

- 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, seeking various opportunities that support their academic growth, personal development, and overall well-being.
- 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.
- Focusing on this area will foster a greater sense of belonging, promote appreciation for equity and diversity, and encourage respect—essential elements for overall well-being.
- Continued focus in this area will promote strong communication between home and school.

Outcome 2: Goal 2 *(all programs)*

Objective 2.2: Staff will build support systems and structures that promote success and well-being.

Staff will develop and implement a comprehensive and integrated approach to success and wellness, ensuring that every member of the school community has access to the support they need to thrive academically, socially, and emotionally.

Outcome 2: Goal 2: Strategies, Objectives & Tasks

Objective 2.2: Staff will build support systems and structures that promote success and well-being.

- Identify at-risk students early and provide targeted support
- Leaders and teachers will review assessment and communication plans as part of each teacher's annual year plan to ensure parents have a clear understanding of learning requirements and assessment methods
- Develop clear, concise, and accessible assessment and communication plans to be shared with parents at the beginning of the school year.
- Continue with and improve live reporting in PowerSchool
- Continue to improve and streamline supports and services for students who need them eg. counselling, youth mental health clinic, etc.

Outcome 2: Goal 2: Performance Measures

Objective 2.2: Staff will build support systems and structures that promote success and well-being.

- Number of students seeing school counsellor
- Number of students accessing Youth Mental Health Clinic
- Successful implementation of [Comprehensive School Health Plan](#)
- Feedback surveys from parents and students
- PowerSchool gradebooks and comments

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](#)
- [2023-2024 Development Plan Results Report](#)
- 2024-2025 Development Plan Results Report (will be completed in November 2025)

Further to fostering a data driven approach to inform decision making, we are going to continue to improve our data collection and reporting processes by program in the 2025-2026 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

Parent Partnership Program Pillars

1. Striving to utilize parent strengths and community partners to enhance program and curriculum goals.
2. Intentionally analyze and use literacy and numeracy data to embed targeted literacy and numeracy outcomes within Social Studies and Science multi-age group activities, facilitated in collaboration with parent volunteers.

CORE Program Pillars & Focus Areas

CORE Program Pillars

1. Creating an inclusive community where all students see themselves represented within the school community
2. Increasing staff collaboration across sites and within programs
3. Enhancing targeted literacy and numeracy intervention based on data

My Path Program Pillars & Focus Areas

My Path Program Pillars

1. Establish CORE and My PATH cohesiveness by documenting connections to provincial curriculum.
2. Build and promote the Graminia School My PATH Program for grades 4-6 students.
3. Provide opportunities to improve student success and wellbeing by accomplishing the following:
   a. Create clear expectations for student behaviour within the school and in the community, and
   b. Build positive relationships between students and between groups to facilitate belonging.
4. Work with current partners to improve program delivery, assessment practices, and curricular connections.
5. Establish relationships with new providers, particularly in the areas of Outdoor Education/Nature, Arts instruction and Technology learning opportunities.
6. Support staff training and development, including a focus on staff wellness initiatives and behaviour management strategies.
7. Reduce financial barriers for families by growing the Community of Kindness Fund and looking for grant funding opportunities to support the program.

Building Futures Program Pillars & Focus Areas

Building Futures Program Pillars

1. **Strengthen Grade 10 Foundations**
   Refine programming to support student success in Grade 10, focusing on trades, academics, and workplace readiness.
2. **Expand Post–Grade 10 Options**
   Grow opportunities after Grade 10—RAP, work experience, mentorship—and explore flexible pathways back to SGCHS/MCHS.
3. **Grow Apprenticeship & Mentorship**
   Develop roles for returning students through mentorship, RAP credits, and work experience, based on program capacity.
4. **Boost Program Awareness & Access**
   Increase enrollment, especially at MCHS. Create entry points for mid-year students with beginner-level project options.
5. **Strengthen School Partnerships**
   Keep SGCHS and MCHS aligned and informed. Ensure new admin teams understand and support program goals.

PSAA Program Pillars & Focus Areas

PSAA Program Pillars

1. Maintain Standards Through Growth
 Streamline staffing, timelines, and operations to ensure consistency and efficiency as the program expands.

2. Strengthen Student Retention & Engagement
 Improve Grade 8 retention through better alignment, targeted support, and increased connection to the program.

3. Enhance Data & Communication Systems
 Integrate Jeff Krushell's performance data and increase collaboration between teachers and coaches through structured meetups.

4. Grow and Diversify Sport Participation
 Rebuild the Ringette program, strengthen sport partner relations, and focus on increasing female student-athlete involvement.

5. Advance Academic Supports
 Implement grade-level Essential Learning Outcomes and expand access to accelerated math to meet students' academic needs.

High School Pathways Program Pillars & Focus Areas

High School Pathways Program Pillars

1. To design and implement outcome-based assessment practices that align with curricular outcomes, ensure transparency, and promote student learning and growth.
2. To develop and refine essential learning outcomes (EO's) for each core course and implement balanced assessment strategies (assessment *as*, *for*, and *of* learning) that promote student engagement and success.
3. To effectively utilize artificial intelligence (AI) tools to enhance instructional planning, resource development, and student engagement, while fostering digital literacy and responsible AI use among students.

Virtual Learning 1-9 Program Pillars & Focus Areas

Virtual Learning Program Pillars

1. **Course Development:** Our goal is to update Grades 1–6 core courses (Social Studies and Language Arts) to align with Alberta's new curriculum. We will begin planning for Grades 7–9 as curriculum updates become available to teachers**.**

2. **Community Building:** Enhance in-person opportunities for community building for students who wish to participate, creating stronger connections beyond the virtual classroom.

3. **Assessment for Mastery:** Design purposeful formative and summative assessments that include self-checks, student choice, and real-world applications. Students will receive timely feedback and have opportunities to improve before final evaluations.

4. **Literacy & Parent Partnership:** Support literacy through targeted virtual interventions and parent collaboration. Provide resources and "how-to" guides so parents can assist with learning at home, especially in early grades.

5. **Technology & Personalized Learning:** Ensure all students can confidently use assistive and digital tools. Provide flexible ways to access content, demonstrate learning, and meet personalized goals through small-group instruction and targeted support.Incorporate AI as a supportive tool to enhance instruction and make learning more accessible for all students, including those with learning challenges

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Junior High Learning Hub Program Pillars & Focus Areas

JH Learning Hub Program Pillars

1. **Executive Functioning:** Help students build organization, time management, and task initiation skills. Each student will use at least one personalized strategy.
2. **Individualized Pathways:** Offer flexible programming aligned with student goals. Each student will have a clear, family-supported learning plan.
3. **Balanced Schedule:** Provide academic learning, wellness, interventions, options, and career prep. By mid-year, all students engage in one option and one intervention or enrichment.
4. **Mental Health Support:** Use in-house and community supports for mental health. Students with ongoing needs will have individual support plans.
5. **Family Engagement:** Maintain regular, meaningful communication with families. Every student will have at least one contact home per month.
6. **Attendance & Engagement:** Promote consistent attendance for all learners. Review monthly and reinforce expectations from intake onward.