

Connections for Learning Results Report 2023-2024

Connections
FOR LEARNING

Opening Statement

At Connections for Learning, our commitment to continuous improvement drives everything we do. Each year, we develop a comprehensive School Development Plan aimed at fostering growth, enhancing student learning, and creating a supportive environment for everyone in our school community.

The **Connections for Learning Results Report** shares the outcomes of our efforts, reflecting on our successes, areas for growth, and the collective impact of our shared dedication. This report is made available to all stakeholders, including staff, parents, students, community members, our School Council, and Program Advisory Councils, as part of our commitment to transparency and collaboration.

By reviewing these outcomes together, we aim to celebrate our achievements and identify opportunities to grow even stronger in the coming years. Thank you for your ongoing support as we work together to ensure the success of every student at Connections for Learning.

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CFL Area of Focus 2023-2024

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.

About Connections for Learning

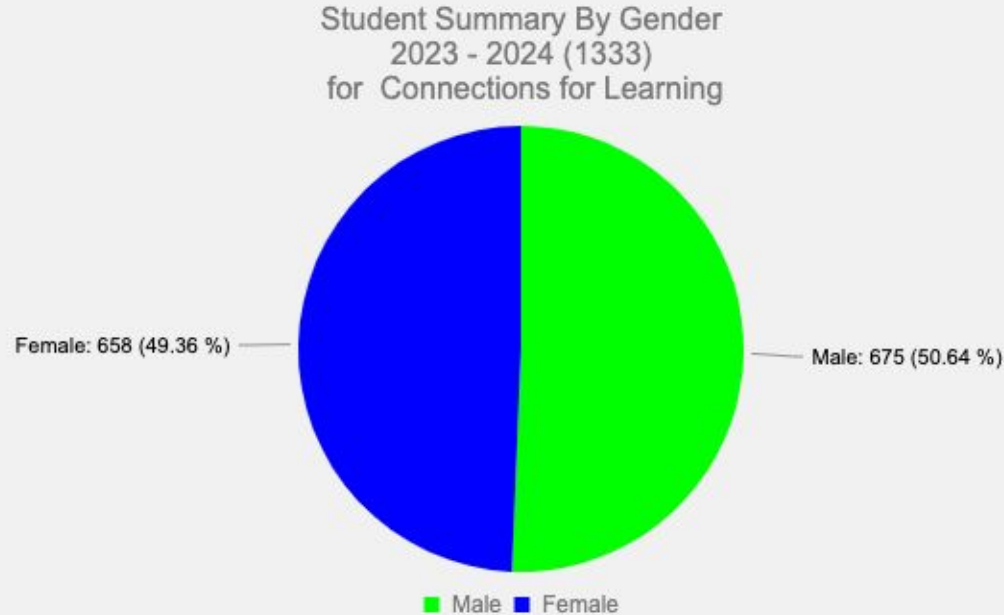
At Connections for Learning (CFL), our motto, *“Making Programs Fit Kids, Not Kids Fit Programs,”* reflects our unwavering commitment to meeting the unique needs of every student. As an alternative education site within Parkland School Division, CFL offers a diverse range of programs of choice and alternative education opportunities for students from Kindergarten to Grade 12.

With campuses in both Stony Plain and Spruce Grove, we provide flexible, personalized learning environments designed to empower students and families. Each of our programs is intentionally structured to support a wide variety of learning needs, interests, and circumstances, ensuring that students can thrive in a setting that best suits them.

At CFL, we celebrate diversity in learning and remain dedicated to fostering student success by offering innovative, supportive, and tailored educational experiences for all.

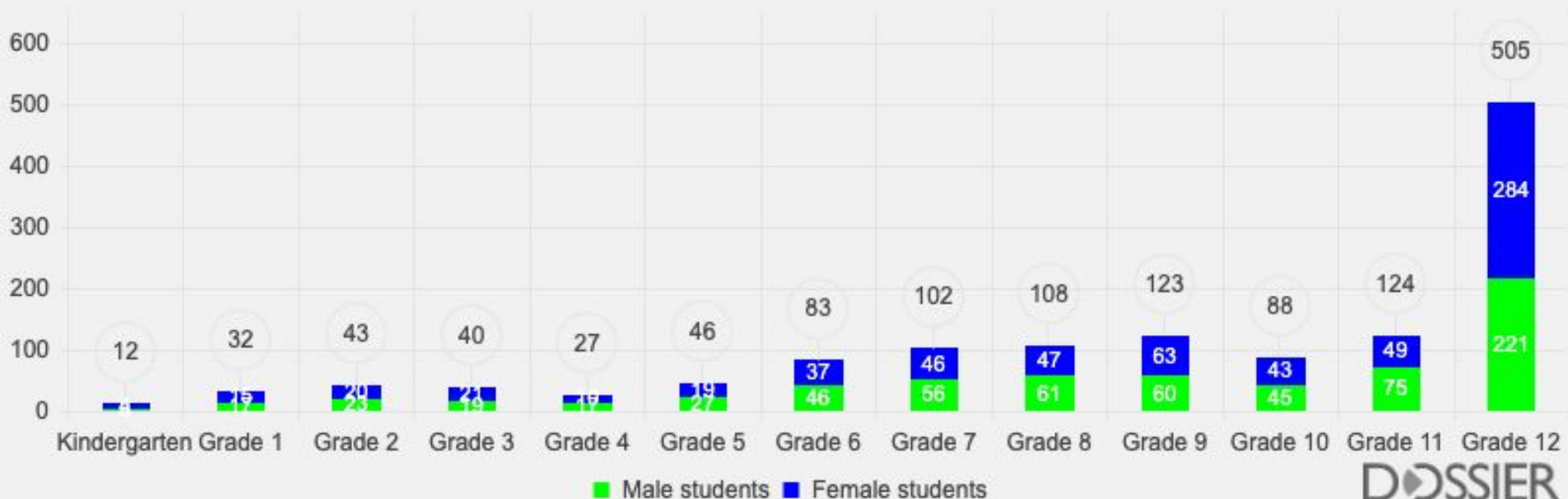


CFL Demographics: Student Summary

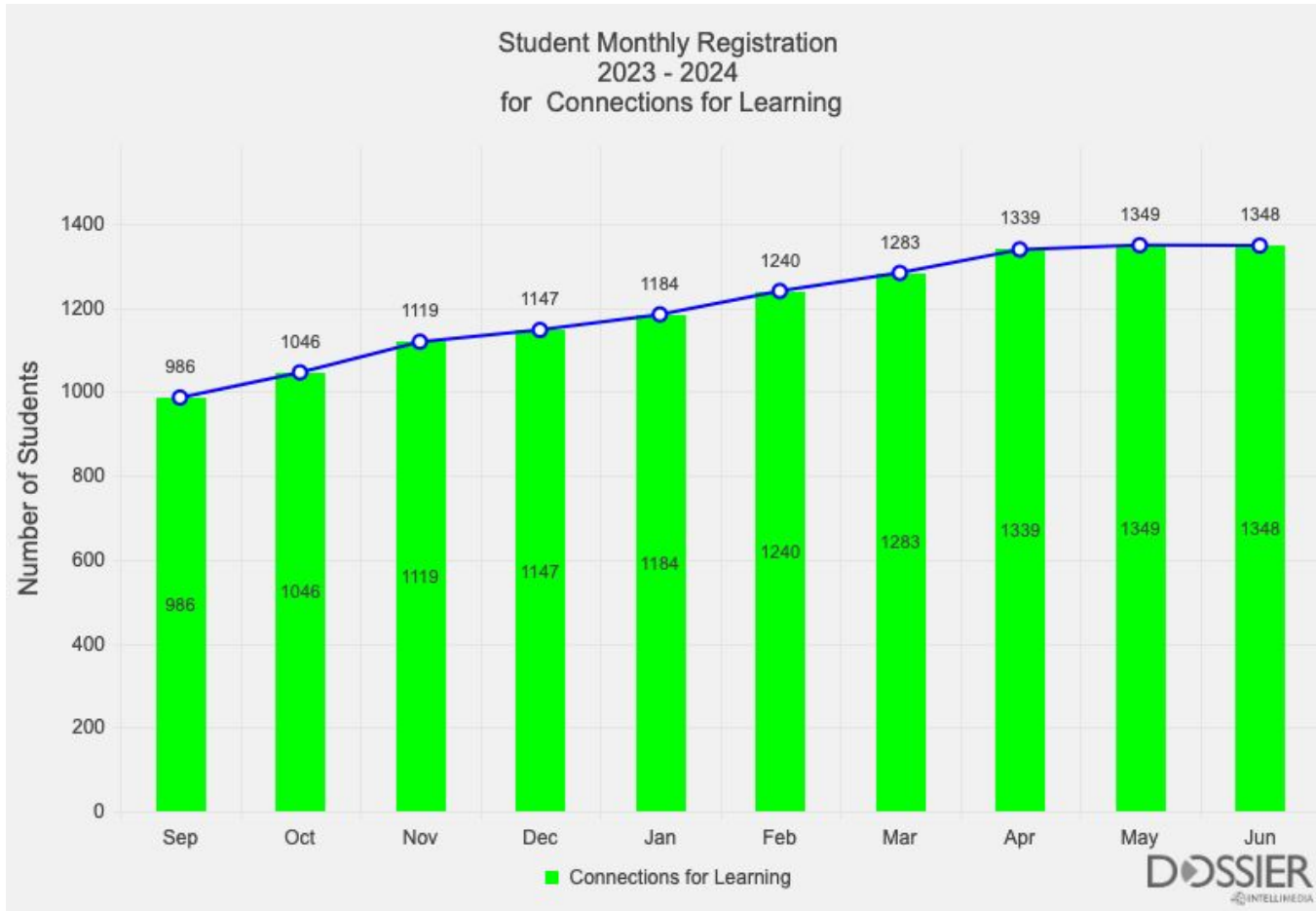


CFL Demographics: Student Distribution

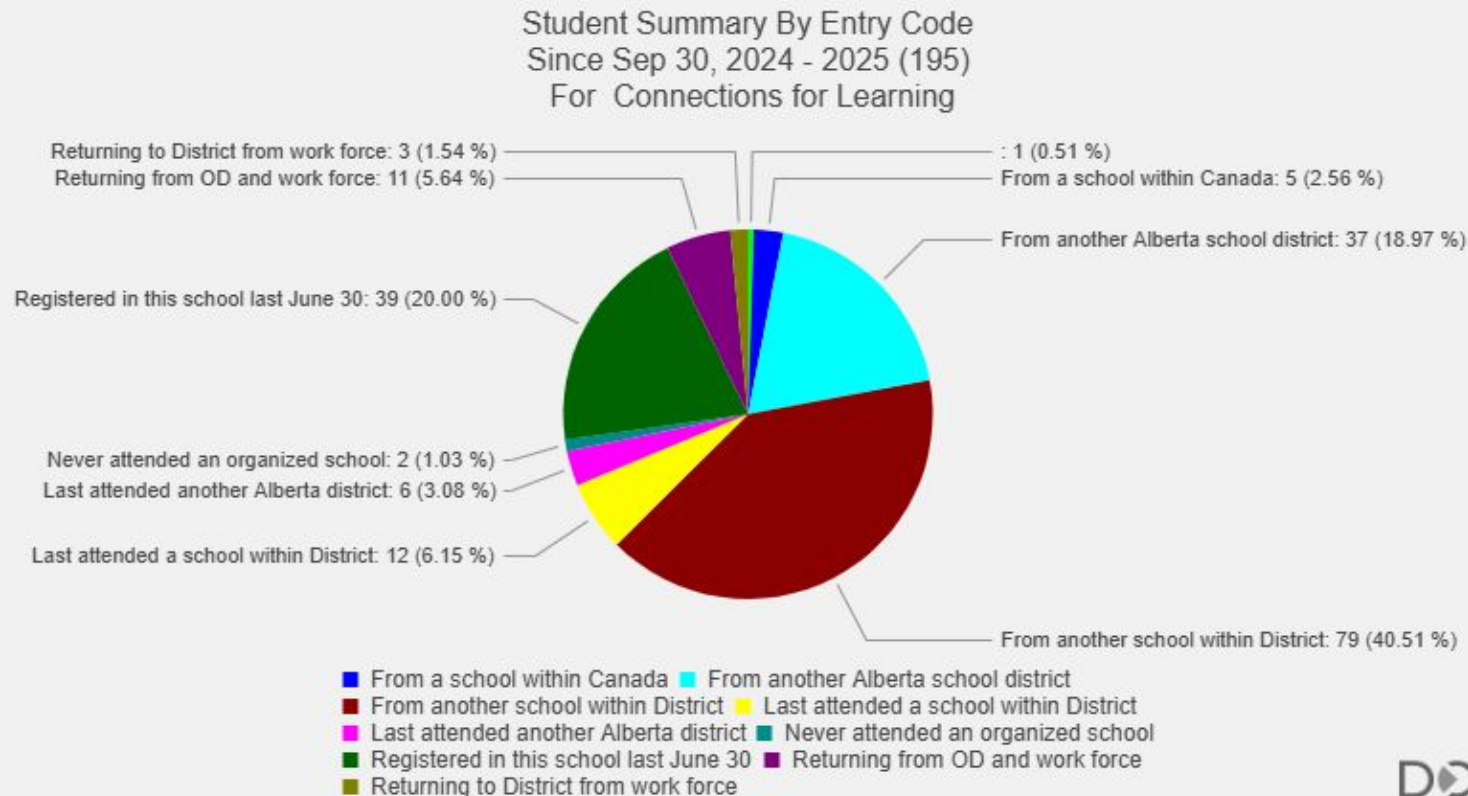
Student Gender Distribution
2023 - 2024 (1333)
for Connections for Learning



CFL Demographics: Monthly Registrations



CFL Demographics: Student Summary by Entry Code



CFL Programs

- Virtual Learning
- Building Futures
- High School Pathways
- High School Learning Hub
- Junior High Learning Hub
- Core
- Parent Partnership
- My Path
- Parkland Student Athlete Academy
- Home Education



Program Contexts - PSAA, Core & Parent Partnership

Core - 4 core are taught in the AM

- 1) MyPath afternoons
- 2) Half day academic program

Parkland Student Athlete Academy

- People choose PSAA high performance training environment in their athletics in which they are passionate about.
- Students do core academics in the morning.

Parent Partnership

- Traditionally, Language Arts and Math is taught through the Home programming portion of Parent Partnership with support from our staff.
- After evaluating literacy data we decided to add in a stronger literacy component to the school based portion of Parent Partnership for the 2022/2023 school year

Program Context: Virtual Learning & JHOR

Virtual Learning:

- A number of families previously chose Virtual Learning due to COVID and their concerns around in person learning. In the 2022/2023 school year COVID was not one of the main reasons families choose virtual learning
- Accurate assessment data is not always easy to attain for this group of students due to the nature of them working from home

Blended Parent Partnership and Virtual Learning

- Students complete Social Studies and Science through Parent Partnership and have the opportunity to take some or all of the remaining courses through virtual learning
- Approximately 25% of our students choose this blended program

Junior High Outreach

- JHOR attracts a diverse group of students. Often students who have struggled with academics and attendance in their previous school

Program Context: High School

High School Virtual Learning & Modules:

- Both modules and virtual learning attract a diverse group of students.
- Internal Transfers from the other high schools for: wellness, attendance, disciplinary, choice reasons (**156 students 2023/2024**)
- Adult students who are looking to complete their diploma/upgrade courses for university (**85 for 2023/2024**)
- Returning Students with a diploma that are looking to upgrade (**137 in 2023/2024**)
- Learning Hub Students who are looking for a holistic approach to their education in a 10-12 homeroom setting. Often these students are looking for a smaller class due to diagnoses that make it difficult to attend typical high school courses. (**25 in 2023/2024**)
- Regular enrollment students that are looking for choice and flexible scheduling for their high school learning (**450ish for 2023/2024**)

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.

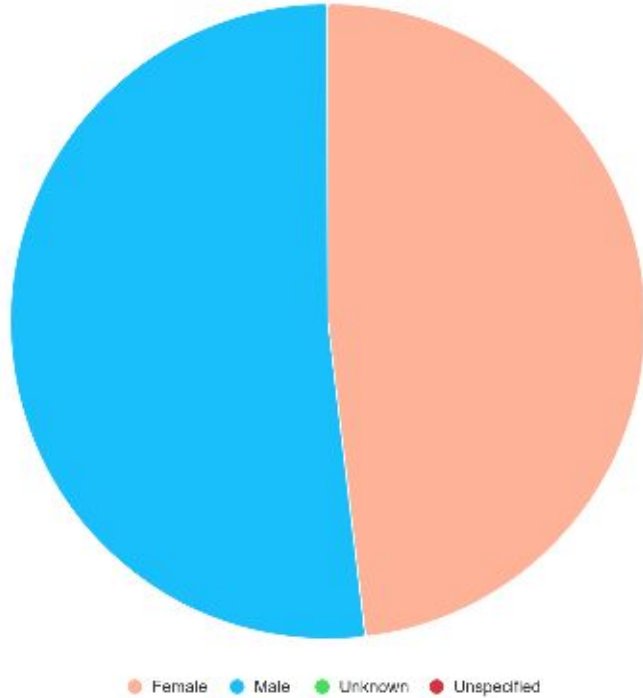
Measures of Success

- 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](#)

Counselling Student Referrals

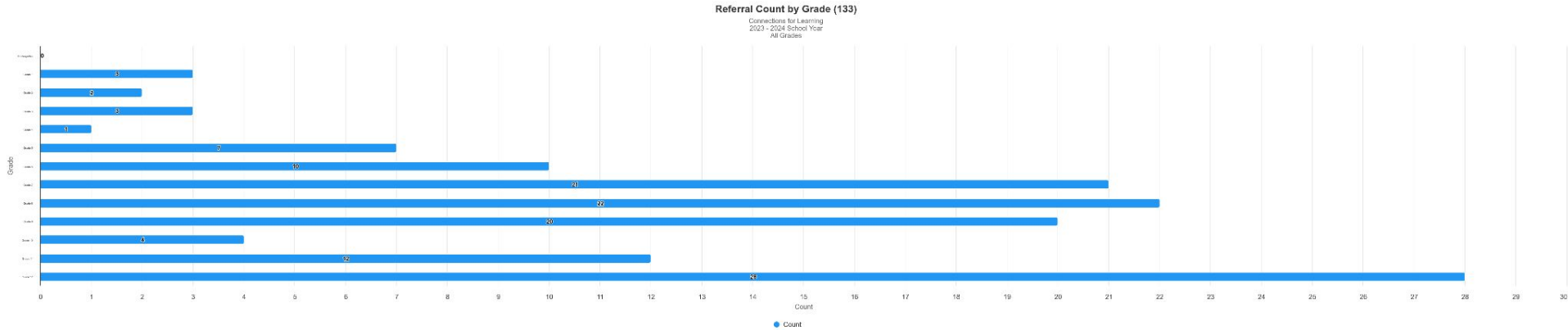
Student Gender Count by Student Referral (133)

Connections for Learning
2023 - 2024 School Year
All Grades



- 133 Student Referrals
- 51.9% Male
- 48.1% Female

Counselling Referral Count By Grade

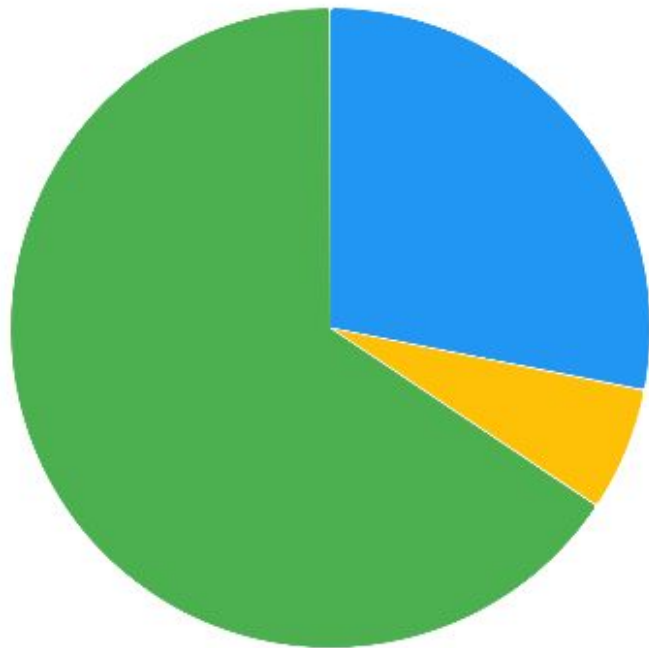


- Grade 12 was the highest referral
- Grade 6, 7, and 8 were the next highest referrals

Counselling Reason for Referral

Reason for Referral Breakdown (32)

Connections for Learning
2023 - 2024 School Year
All Grades



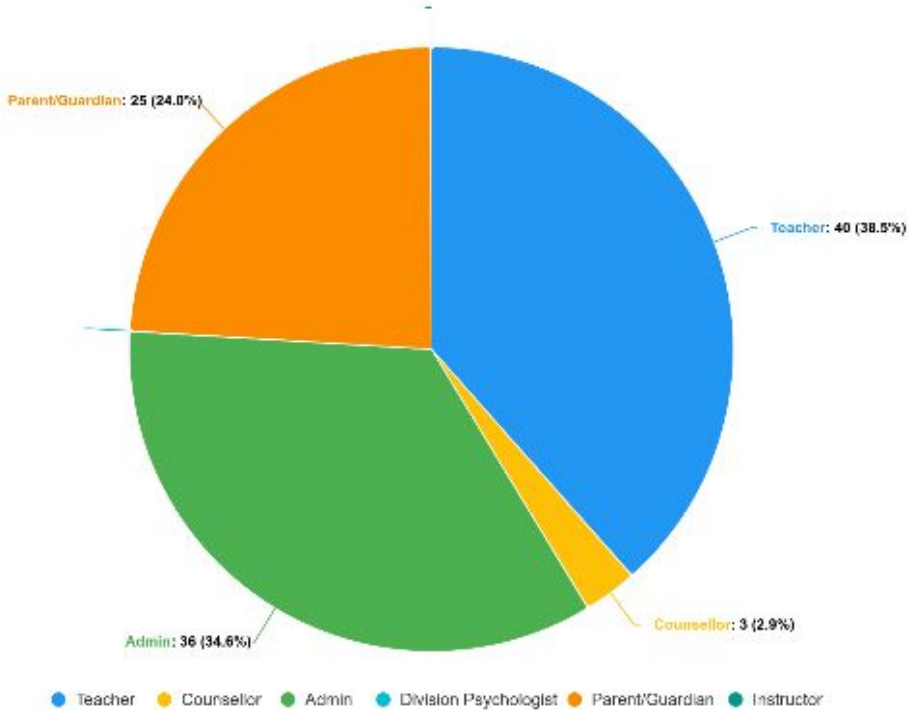
- Mental Health concerns = 65.6%
- Behavioural Regulation concerns = 28.1%
- Social Emotional Concerns = 6.3%

● Behavioural/Self Regulation Concern ● Social/Emotional Concerns ● Mental Health Concerns

Counselling Referrals by Position

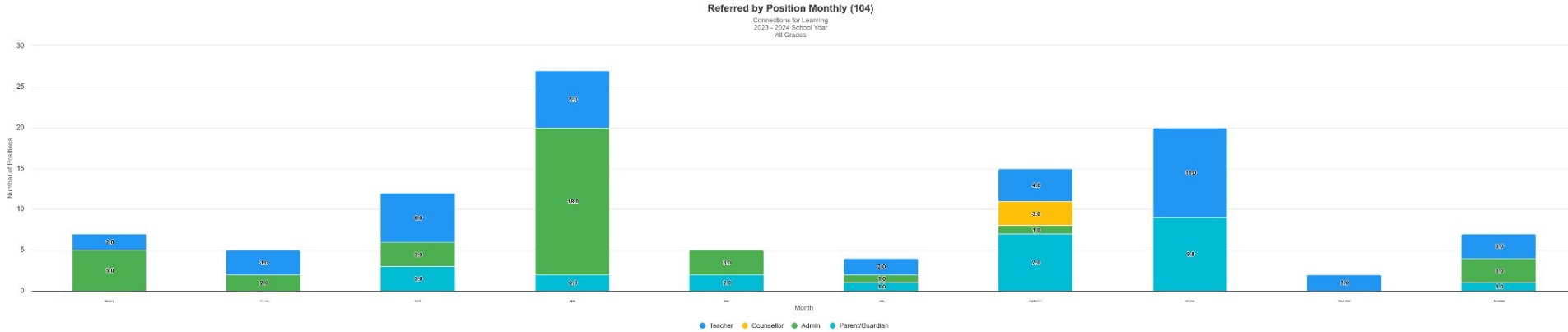
Referred by Position Counts (104)

Connections for Learning
2023 - 2024 School Year
All Grades



- Teacher Referrals = 38.5%
- Admin Referrals = 34.6%
- Parent/Guardian Referrals = 24%
- Counsellor Referrals = 2.9%

Counselling Referrals By Position Monthly

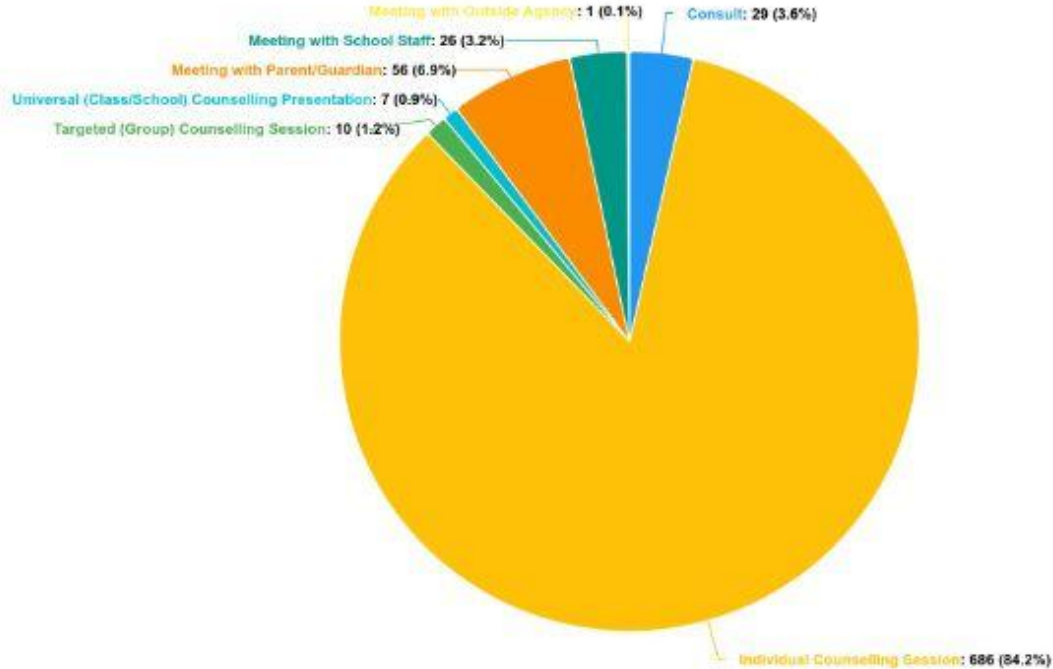


- September, October, and April were the busiest months for referrals

Counselling Log Types

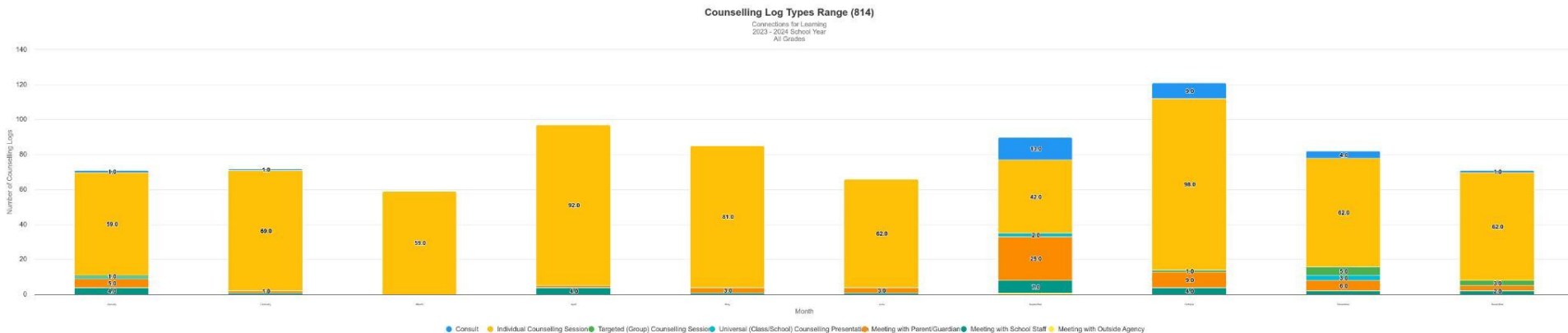
Counselling Log Types - Student Count (815)

Connections for Learning
2023 - 2024 School Year
All Grades



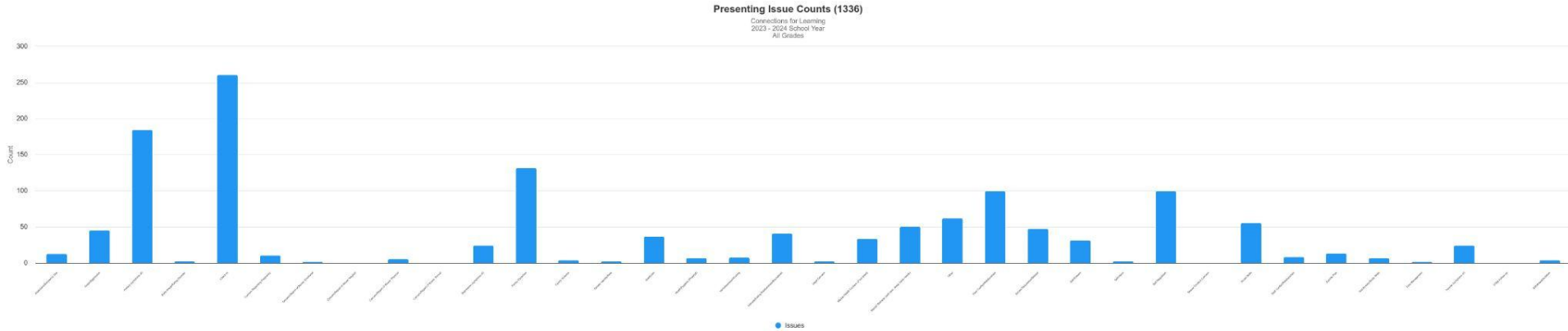
Consult Individual Counselling Session Targeted (Group) Counselling Session Universal (Class/School) Counselling Presentation Meeting with Parent/Guardian Meeting with School Staff Meeting with Outside Agency

Counselling Log Types Range By Month



- Relatively evenly distributed throughout the year
- October and April were the busiest months

Counselling Presenting Issue Counts



- The highest presenting issues were Anxiety, Family Dynamics, Peer Conflict/Relationships, and Self-regulation
- Regular Check-ins with students was the highest presenting issue

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
- Provincial Achievement Tests

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
- Provincial Achievement Tests

Comparison of Baseline Data - F&P

Sept to June 2023-2024

Reading:				
School Reading Results Grades 1-6	CFL: September 2023 38.6% below grade level 61.4% at or above grade level	Division September 2023 40.7% below grade level 59.3% at or above grade level	CFL: June 2024 29.5% below grade level 70.5% at or above grade level	Division June 2024 30% below grade level 70% at or above grade level
School Reading Results Grades 7-9 (RCAT)	CFL November 2023 24.2% below grade level 75.8% at or above grade level	Division November 2023 27.4% below grade level 72.6% at or above grade level	CFL June 2024 35.8% below grade level 64.2% at or above grade level	Division June 2024 34.9% below grade level 65.1% at or above grade level

The data indicates improvement in Grades 1-6 which is consistent with the overall division results.

Grades 7-9 data shows a slight decline by June 2024. This is also consistent with the overall division results but indicates a need to focus on interventions at the Grades 7-9 level to close the gap.

Comparison of Baseline Data - Writing & Spelling Inventory Sept to June 2023-2024

Writing:				
Writing Results:	CFL November 2023 18.2% below grade level 79.8% at or above grade level	Division November 2023 22% below grade level 78% at or above grade level	CFL March 2024 17.1% below grade level 82.9% at or above grade level	Division March 2024 12.5% below grade level 87.5% at or above
Spelling Inventory:				
Results:	CFL September 2023 59% below grade level 41% at or above grade level	Division September 2023 51.8% below grade level 48.2% at or above grade level	CFL June 2024: below 52.2% below grade level 47.8% at or above grade level	Division June 2024: 50.8% below grade level 49.2% at or above grade level

Overall, slight gains were seen in both writing and spelling

Continual focus on interventions will be beneficial

Comparison of Baseline Numeracy Data: Mipi Grades 7-9 Sept. to June 2023-2024

	September 2023			June 2024		
	Grade 7	Grade 8	Grade 9	Grade 7	Grade 8	Grade 9
# of Students	60	70	89	71	70	91
Students not requiring attention	40%	37%	45%	59%	51%	64%
Students requiring attention	60%	63%	55%	41%	49%	36%

The data indicates interventions were successful throughout the school year, highlighting the importance of continual focus on interventions to further close gaps.

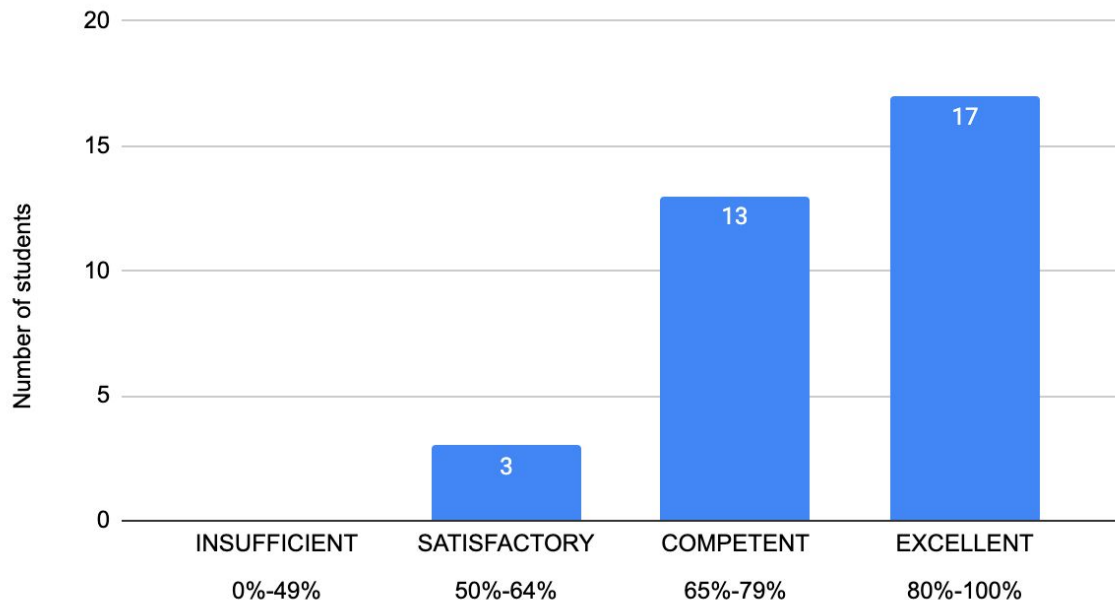
Grades 1-5 Numeracy Learning Loss Students

GRADE	September Elk Island Screen Average	Months Behind SEPT	MAY Elk Island Screen Average	Months Behind May	Months Gained	Months Remaining Behind (year prior curriculum)
1	62	9	83.5	6.75	2	-6
2	48	12	96	3	9	1
3	17	12	50	7.5	5	-4
4	39	12	83	3	9	1
5	13	12	19.4	9	3	-5

Overall, growth was seen at all grade levels. Grades 2 and 4 learning loss students demonstrated significant progress with an average of 9 months gained. Continual focus on interventions will be required.

PAT English Language Arts Part B Grade 6

PSAA Grade 6 ELA Part A Field Test June 2024



Did not write this year due to new curriculum implementation.

PSAA participated in field testing

PAT Science Grade 6

Table 2.2
Standards Achieved by Students Writing the Test, by Reporting Category

Reporting Category	Maximum Possible Score	Cut Score ^a	School n = 40		Province n = 18441	
			Number	Percent	Number	Percent
Acceptable Standard ^b						
Total Test	50	25	35	87.5	15004	81.4
Knowledge	20	9	37	92.5	15988	86.7
Skills	30	16	35	87.5	14154	76.8
Standard of Excellence						
Total Test	50	41	17	42.5	5298	28.7
Knowledge	20	17	16	40.0	5604	30.4
Skills	30	24	17	42.5	5996	32.5
Below Acceptable Standard						
Total Test	50	N/A	5	12.5	3437	18.6
Knowledge	20	N/A	3	7.5	2453	13.3
Skills	30	N/A	5	12.5	4287	23.2

Highlights

- 87.5% of CFL students achieved the Acceptable Standard in comparison to 81.4% in the province
- 42.5% of CFL students achieved the Standard of Excellence in comparison to 28.7% in the province

PAT Science Grade 6: Longitudinal

		Connections for Learning					Alberta				
		2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Participation	Students Enrolled	n/a	n/a	69	58	71	n/a	n/a	56,451	54,859	53,806
	Students Writing	n/a	n/a	33	42	40	n/a	n/a	48,395	46,184	45,578
	Students Writing (%)	n/a	n/a	47.8	72.4	56.3	n/a	n/a	85.7	84.2	84.7
Results Based on Number Enrolled	Acceptable Standard (%)	n/a	n/a	44.9	56.9	49.3	n/a	n/a	71.5	66.7	68.8
	Standard of Excellence (%)	n/a	n/a	14.5	19.0	23.9	n/a	n/a	23.7	21.8	24.8
	Below Acceptable Standard (%)	n/a	n/a	2.9	15.5	7.0	n/a	n/a	14.2	17.4	15.9
Results Based on Number Writing	Acceptable Standard (%)	n/a	n/a	93.9	78.6	87.5	n/a	n/a	83.4	79.3	81.2
	Standard of Excellence (%)	n/a	n/a	30.3	26.2	42.5	n/a	n/a	27.7	25.9	29.3
	Below Acceptable Standard (%)	n/a	n/a	6.1	21.4	12.5	n/a	n/a	16.6	20.7	18.8

Highlights

- CFL students improved both the Acceptable Standard & the Standard of Excellence from the previous year

PAT Social Studies Grade 6

Table 2.2
Standards Achieved by Students Writing the Test

Reporting Category	Maximum Possible Score	Cut Score ^a	School n = 49		Province n = 20383	
			Number	Percent	Number	Percent
Acceptable Standard ^b						
Total Test	50	24	43	87.8	16458	80.7
Standard of Excellence						
Total Test	50	42	16	32.7	4902	24.0
Below Acceptable Standard						
Total Test	50	N/A	6	12.2	3925	19.3

Highlights

- 87.8% of CFL students achieved the Acceptable Standard in comparison to 80.7% in the province
- 32.7% of CFL students achieved the Standard of Excellence in comparison to 24% in the province

PAT Social Studies Grade 6: Longitudinal

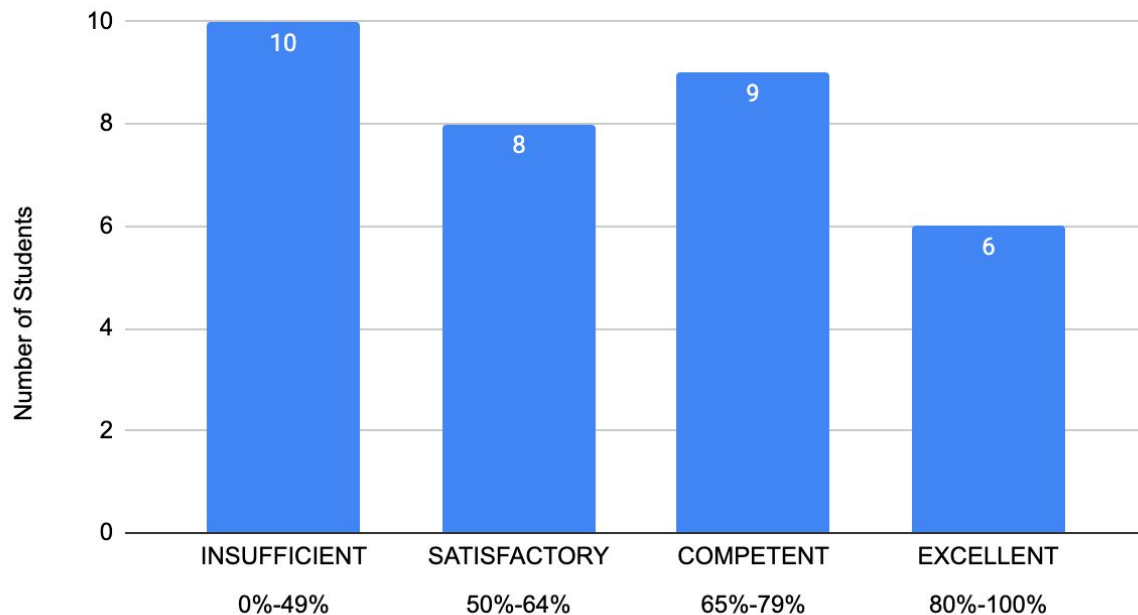
		Connections for Learning					Alberta				
		2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Participation	Students Enrolled	n/a	n/a	69	58	71	n/a	n/a	56,483	57,655	60,804
	Students Writing	n/a	n/a	32	37	49	n/a	n/a	48,283	48,742	52,610
	Students Writing (%)	n/a	n/a	46.4	63.8	69.0	n/a	n/a	85.5	84.5	86.5
Results Based on Number Enrolled	Acceptable Standard (%)	n/a	n/a	40.6	55.2	60.6	n/a	n/a	67.8	66.2	68.5
	Standard of Excellence (%)	n/a	n/a	17.4	13.8	22.5	n/a	n/a	20.1	18.0	19.8
	Below Acceptable Standard (%)	n/a	n/a	5.8	8.6	8.5	n/a	n/a	17.7	18.4	18.0
Results Based on Number Writing	Acceptable Standard (%)	n/a	n/a	87.5	86.5	87.8	n/a	n/a	79.3	78.3	79.2
	Standard of Excellence (%)	n/a	n/a	37.5	21.6	32.7	n/a	n/a	23.6	21.3	22.8
	Below Acceptable Standard (%)	n/a	n/a	12.5	13.5	12.2	n/a	n/a	20.7	21.7	20.8

Highlights

- CFL students improved both the Acceptable Standard & the Standard of Excellence from the previous year

PAT Math Part A Grade 6

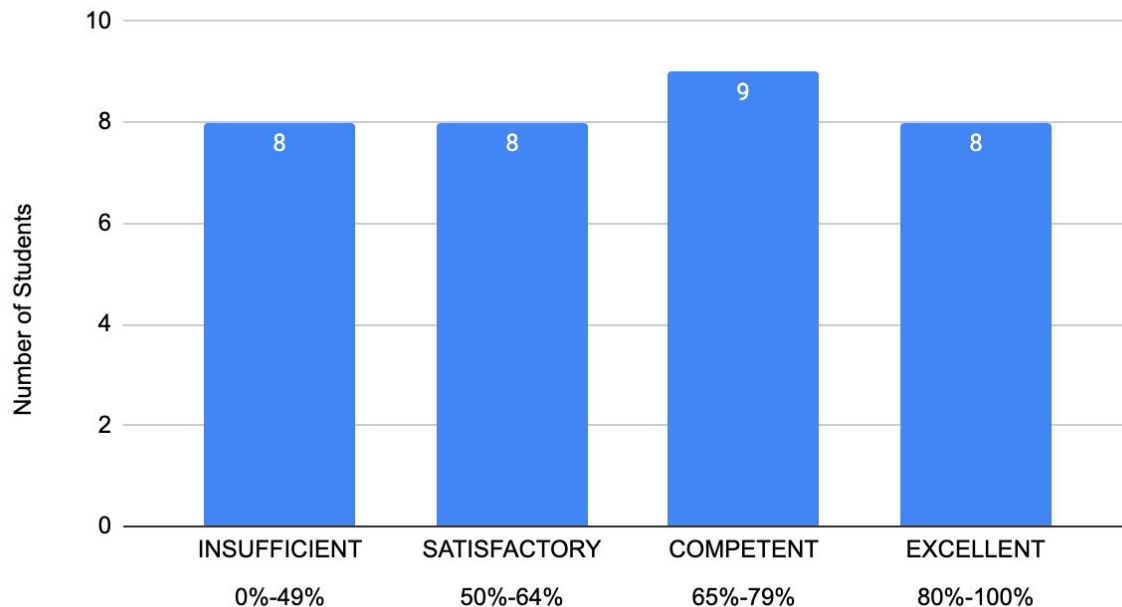
PSAA Grade 6 Math Part A Field Test June 2024



- Did not write this year due to new curriculum implementation
- PSAA participated in field testing

PAT Math Part B Grade 6

PSAA Grade 6 Math Part B Field Test June 2024



- Did not write this year due to new curriculum implementation
- PSAA participated in field testing

PAT English Language Arts Grade 9

Table 2.2
Standards Achieved by Students Writing the Test, by Reporting Category

Reporting Category	Maximum Possible Score	Cut Score ^a	School n = 72		Province n = 19369	
			Number	Percent	Number	Percent
Acceptable Standard ^b						
Total Test	100	50	65	90.3	16145	83.4
Writing	55	28	63	87.5	16779	86.6
Reading	55	27	63	87.5	15291	78.9
Standard of Excellence						
Total Test	100	81	8	11.1	2663	13.7
Writing	55	44	5	6.9	3157	16.3
Reading	55	45	24	33.3	3911	20.2
Below Acceptable Standard						
Total Test	100	N/A	7	9.7	3224	16.6
Writing	55	N/A	9	12.5	2590	13.4
Reading	55	N/A	9	12.5	4078	21.1

Highlights

- 90.3% of CFL students achieved the Acceptable Standard in comparison to 83.4% in the province
- 11.1% of CFL students achieved the Standard of Excellence in comparison to 13.7% in the province

PAT English Language Arts Grade 9: Longitudinal

		Connections for Learning					Alberta				
		2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Participation	Students Enrolled	n/a	n/a	102	91	113	n/a	n/a	35,521	56,255	59,096
	Students Writing	n/a	n/a	55	54	72	n/a	n/a	28,956	47,191	48,994
	Students Writing (%)	n/a	n/a	53.9	59.3	63.7	n/a	n/a	81.5	83.9	82.9
Results Based on Number Enrolled	Acceptable Standard (%)	n/a	n/a	50.0	52.7	57.5	n/a	n/a	69.6	71.4	69.5
	Standard of Excellence (%)	n/a	n/a	7.8	15.4	7.1	n/a	n/a	12.9	13.4	11.8
	Below Acceptable Standard (%)	n/a	n/a	3.9	6.6	6.2	n/a	n/a	11.9	12.5	13.4
Results Based on Number Writing	Acceptable Standard (%)	n/a	n/a	92.7	88.9	90.3	n/a	n/a	85.4	85.1	83.8
	Standard of Excellence (%)	n/a	n/a	14.5	25.9	11.1	n/a	n/a	15.8	15.9	14.2
	Below Acceptable Standard (%)	n/a	n/a	7.3	11.1	9.7	n/a	n/a	14.6	14.9	16.2

Highlights

- CFL students improved in the Acceptable Standard from the previous year

PAT Math Grade 9

Digital

Table 2.2

Standards Achieved by Students Writing Both Parts of the Test, by Reporting Category

Reporting Category	Maximum Possible Score	Cut Score ^a	School n = 7		Province n = 28326	
			Number	Percent	Number	Percent
Acceptable Standard ^b						
Total Test	100	48	7	100.0	17282	61.0
Part A	20	10	7	100.0	13295	46.9
Part B	40	19	7	100.0	19362	68.4
Standard of Excellence						
Total Test	100	82	7	100.0	4662	16.5
Part A	20	16	7	100.0	5621	19.8
Part B	40	33	7	100.0	5113	18.1
Below Acceptable Standard						
Total Test	100	N/A	0	0.0	11044	39.0
Part A	20	N/A	0	0.0	14710	51.9
Part B	40	N/A	0	0.0	8964	31.6

Paper

Table 2.2

Standards Achieved by Students Writing Both Parts of the Test, by Reporting Category

Reporting Category	Maximum Possible Score	Cut Score ^a	School n = 63		Province n = 18017	
			Number	Percent	Number	Percent
Acceptable Standard ^b						
Total Test	100	46	50	79.4	11009	61.1
Part A	20	10	42	66.7	8110	45.0
Part B	40	18	52	82.5	12409	68.9
Standard of Excellence						
Total Test	100	82	18	28.6	2862	15.9
Part A	20	16	16	25.4	3593	19.9
Part B	40	33	19	30.2	3064	17.0
Below Acceptable Standard						
Total Test	100	N/A	13	20.6	7008	38.9
Part A	20	N/A	20	31.7	9671	53.7
Part B	40	N/A	11	17.5	5608	31.1

Highlights

- 81.4% of CFL students achieved the Acceptable Standard in comparison to 62% in the province
- 35.7% of CFL students achieved the Standard of Excellence in comparison to 16.5% in the province

PAT Math Grade 9: Longitudinal

		Connections for Learning					Alberta				
		2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Participation	Students Enrolled	n/a	n/a	103	92	112	n/a	n/a	32,890	55,447	58,577
	Students Writing	n/a	n/a	56	54	70	n/a	n/a	27,331	46,587	49,797
	Students Writing (%)	n/a	n/a	54.4	58.7	62.5	n/a	n/a	83.1	84.0	85.0
Results Based on Number Enrolled	Acceptable Standard (%)	n/a	n/a	28.2	46.7	50.9	n/a	n/a	53.0	54.4	52.7
	Standard of Excellence (%)	n/a	n/a	5.8	7.6	22.3	n/a	n/a	16.7	13.5	14.0
	Below Acceptable Standard (%)	n/a	n/a	26.2	12.0	11.6	n/a	n/a	30.1	29.6	32.3
Results Based on Number Writing	Acceptable Standard (%)	n/a	n/a	51.8	79.6	81.4	n/a	n/a	63.7	64.7	62.0
	Standard of Excellence (%)	n/a	n/a	10.7	13.0	35.7	n/a	n/a	20.1	16.0	16.5
	Below Acceptable Standard (%)	n/a	n/a	48.2	20.4	18.6	n/a	n/a	36.3	35.3	38.0

Highlights

- CFL students improved both the Acceptable Standard & the Standard of Excellence from the previous year

PAT Science Grade 9

Table 2.2
Standards Achieved by Students Writing the Test, by Reporting Category

Reporting Category	Maximum Possible Score	Cut Score ^a	School n = 73		Province n = 19234	
			Number	Percent	Number	Percent
Acceptable Standard ^b						
Total Test	55	25	67	91.8	15089	78.4
Knowledge	22	11	67	91.8	14742	76.6
Skills	33	14	67	91.8	15524	80.7
Standard of Excellence						
Total Test	55	45	33	45.2	4525	23.5
Knowledge	22	19	30	41.1	4228	22.0
Skills	33	26	37	50.7	5496	28.6
Below Acceptable Standard						
Total Test	55	N/A	6	8.2	4145	21.6
Knowledge	22	N/A	6	8.2	4492	23.4
Skills	33	N/A	6	8.2	3710	19.3

Highlights

- 91.8% of CFL students achieved the Acceptable Standard in comparison to 78.4% in the province
- 45.2% of CFL students achieved the Standard of Excellence in comparison to 23.5% in the province

PAT Science Grade 9: Longitudinal

		Connections for Learning					Alberta				
		2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Participation	Students Enrolled	n/a	n/a	104	91	111	n/a	n/a	31,215	56,311	59,072
	Students Writing	n/a	n/a	57	54	73	n/a	n/a	25,840	47,397	50,395
	Students Writing (%)	n/a	n/a	54.8	59.3	65.8	n/a	n/a	82.8	84.2	85.3
Results Based on Number Enrolled	Acceptable Standard (%)	n/a	n/a	37.5	49.5	60.4	n/a	n/a	68.0	66.3	67.6
	Standard of Excellence (%)	n/a	n/a	7.7	14.3	29.7	n/a	n/a	22.6	20.1	20.8
	Below Acceptable Standard (%)	n/a	n/a	17.3	9.9	5.4	n/a	n/a	14.8	17.8	17.7
Results Based on Number Writing	Acceptable Standard (%)	n/a	n/a	68.4	83.3	91.8	n/a	n/a	82.1	78.8	79.2
	Standard of Excellence (%)	n/a	n/a	14.0	24.1	45.2	n/a	n/a	27.3	23.9	24.4
	Below Acceptable Standard (%)	n/a	n/a	31.6	16.7	8.2	n/a	n/a	17.9	21.2	20.8

Highlights

- CFL students improved both the Acceptable Standard & the Standard of Excellence from the previous year

PAT Social Studies Grade 9

Table 2.2
Standards Achieved by Students Writing the Test

Reporting Category	Maximum Possible Score	Cut Score ^a	School n = 75		Province n = 18824	
			Number	Percent	Number	Percent
Acceptable Standard ^b						
Total Test	50	25	60	80.0	13332	70.8
Standard of Excellence						
Total Test	50	41	22	29.3	3692	19.6
Below Acceptable Standard						
Total Test	50	N/A	15	20.0	5492	29.2

Highlights

- 80% of CFL students achieved the Acceptable Standard in comparison to 70.8% in the province
- 29.3% of CFL students achieved the Standard of Excellence in comparison to 19.6% in the province

PAT Social Studies Grade 9: Longitudinal

		Connections for Learning					Alberta				
		2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Participation	Students Enrolled	n/a	n/a	103	91	111	n/a	n/a	30,108	56,309	59,125
	Students Writing	n/a	n/a	57	53	75	n/a	n/a	25,130	47,410	50,440
	Students Writing (%)	n/a	n/a	55.3	58.2	67.6	n/a	n/a	83.5	84.2	85.3
Results Based on Number Enrolled	Acceptable Standard (%)	n/a	n/a	37.9	42.9	54.1	n/a	n/a	60.8	58.4	60.5
	Standard of Excellence (%)	n/a	n/a	10.7	11.0	19.8	n/a	n/a	17.2	15.9	15.8
	Below Acceptable Standard (%)	n/a	n/a	17.5	15.4	13.5	n/a	n/a	22.7	25.8	24.8
Results Based on Number Writing	Acceptable Standard (%)	n/a	n/a	68.4	73.6	80.0	n/a	n/a	72.8	69.3	70.9
	Standard of Excellence (%)	n/a	n/a	19.3	18.9	29.3	n/a	n/a	20.6	18.9	18.5
	Below Acceptable Standard (%)	n/a	n/a	31.6	26.4	20.0	n/a	n/a	27.2	30.7	29.1

Highlights

- CFL students improved both the Acceptable Standard & the Standard of Excellence from the previous year

Contextualizing the Data

Sept to June 2023-2024

- CFL's registration never closes; thus, throughout the year CFL continues to welcome new students. Programs most impacted by increasing enrollment throughout the year are Virtual Learning and Junior High Learning Hub. It is important to note that June data will include students that are not reflected in September data.
- PAT results indicate growth in both literacy and numeracy at the Grade 9 level.
- Grade 6 students from one program participated in Math and ELA Field Testing.

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
- Diploma Exams

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

High School Achievement Data

	2023/2024	2022/2023
Completed CUs	8262	6409
Grad Rates	Diploma: 116 Certificate: 4 Equivalency: 7	Diploma: *unable to calculate due to concurrent AAC enrollments. In 2021/2022 it was 74 Certificate: 10 Equivalency: 10
Courses Updated	15-20	5-10

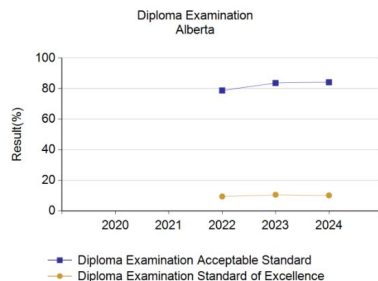
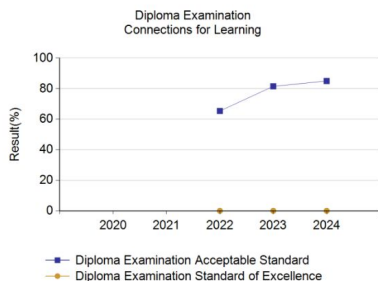
Highlights

- Increasing student enrollment in addition to content development and redesign of courses is contributing to increased credit completion and graduation completion

Diploma Results: English 30-1 & English 30-2

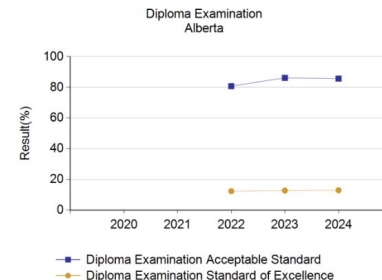
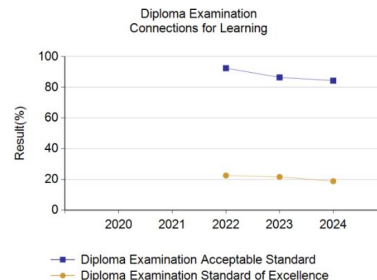
English Lang Arts 30-1

	Connections for Learning					Alberta				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Students Writing	n/a	n/a	26	27	40	n/a	n/a	17,372	31,493	33,001
Diploma Examination Acceptable Standard (%)	n/a	n/a	65.4	81.5	85.0	n/a	n/a	78.8	83.7	84.2
Diploma Examination Standard of Excellence (%)	n/a	n/a	0.0	0.0	0.0	n/a	n/a	9.4	10.5	10.1
School Awarded Acceptable Standard (%)	n/a	n/a	100.0	100.0	100.0	n/a	n/a	98.2	98.4	98.6
School Awarded Standard of Excellence (%)	n/a	n/a	34.6	63.0	20.0	n/a	n/a	44.6	42.4	42.1



English Lang Arts 30-2

	Connections for Learning					Alberta				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Students Writing	n/a	n/a	40	37	32	n/a	n/a	8,903	17,112	19,219
Diploma Examination Acceptable Standard (%)	n/a	n/a	92.5	86.5	84.4	n/a	n/a	80.8	86.2	85.7
Diploma Examination Standard of Excellence (%)	n/a	n/a	22.5	21.6	18.8	n/a	n/a	12.3	12.7	12.9
School Awarded Acceptable Standard (%)	n/a	n/a	100.0	97.3	100.0	n/a	n/a	96.6	96.7	96.7
School Awarded Standard of Excellence (%)	n/a	n/a	30.0	29.7	18.8	n/a	n/a	19.9	18.7	19.1

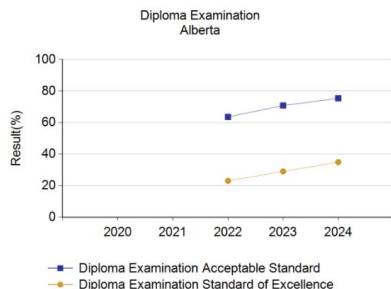
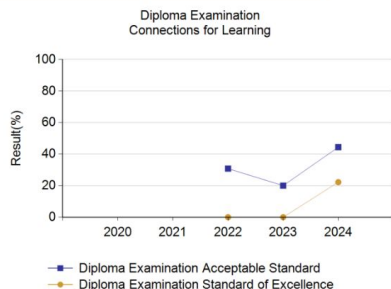


- 85% (ELA 30-1) and 84.4% (ELA 30-2) of CFL students achieved acceptable standard compared both of these numbers are up from last year
- 0% (ELA 30-1) and 19% (ELA 30-2) of CFL students achieved standard of Excellence compared to 10% (ELA 30-1) and 13% (ELA 30-2) of the province

Diploma Results: Math 30-1 & Math 30-2

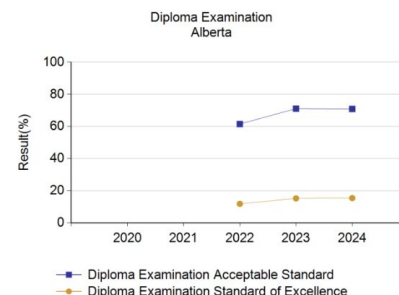
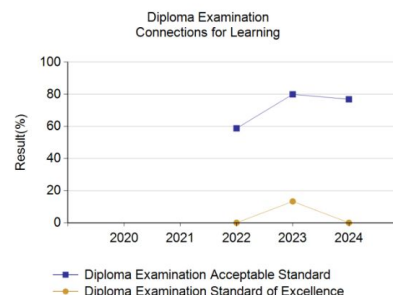
Mathematics 30-1

	Connections for Learning					Alberta				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Students Writing	n/a	n/a	13	10	9	n/a	n/a	9,102	19,763	21,035
Diploma Examination Acceptable Standard (%)	n/a	n/a	30.8	20.0	44.4	n/a	n/a	63.6	70.8	75.4
Diploma Examination Standard of Excellence (%)	n/a	n/a	0.0	0.0	22.2	n/a	n/a	23.0	29.0	34.9
School Awarded Acceptable Standard (%)	n/a	n/a	100.0	100.0	88.9	n/a	n/a	95.4	96.1	96.4
School Awarded Standard of Excellence (%)	n/a	n/a	69.2	60.0	66.7	n/a	n/a	51.6	54.1	54.8



Mathematics 30-2

	Connections for Learning					Alberta				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Students Writing	n/a	n/a	17	15	13	n/a	n/a	7,872	14,418	15,676
Diploma Examination Acceptable Standard (%)	n/a	n/a	58.8	80.0	76.9	n/a	n/a	61.5	71.1	70.9
Diploma Examination Standard of Excellence (%)	n/a	n/a	0.0	13.3	0.0	n/a	n/a	11.8	15.2	15.4
School Awarded Acceptable Standard (%)	n/a	n/a	100.0	100.0	100.0	n/a	n/a	94.3	94.1	94.3
School Awarded Standard of Excellence (%)	n/a	n/a	47.1	40.0	38.5	n/a	n/a	29.7	29.2	30.9

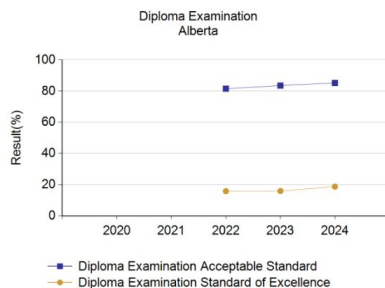
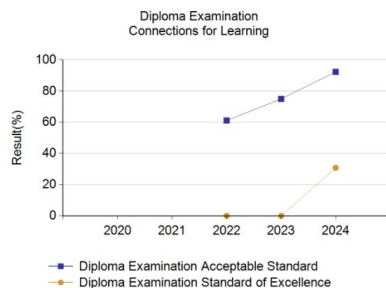


- 44% (Math 30-1) and 77% (Math 30-2) of CFL students achieved acceptable standard which is up from last year for 30-1
- 0% (Math 30-1) and 0% (Math 30-2) of CFL students achieved standard of Excellence

Diploma Results: Social 30-1 & 30-2

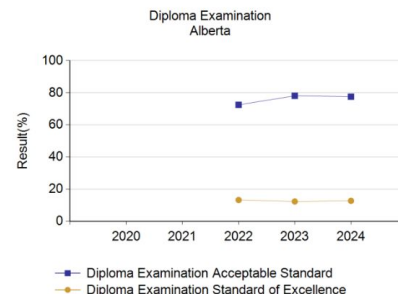
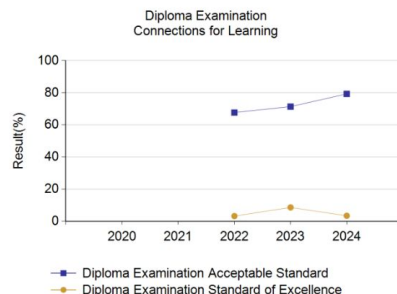
Social Studies 30-1

	Connections for Learning					Alberta				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Students Writing	n/a	n/a	18	24	13	n/a	n/a	13,811	24,023	25,167
Diploma Examination Acceptable Standard (%)	n/a	n/a	61.1	75.0	92.3	n/a	n/a	81.5	83.5	85.2
Diploma Examination Standard of Excellence (%)	n/a	n/a	0.0	0.0	30.8	n/a	n/a	15.8	15.9	18.7
School Awarded Acceptable Standard (%)	n/a	n/a	100.0	100.0	100.0	n/a	n/a	99.3	99.3	99.3
School Awarded Standard of Excellence (%)	n/a	n/a	50.0	70.8	23.1	n/a	n/a	50.6	50.0	50.1



Social Studies 30-2

	Connections for Learning					Alberta				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Students Writing	n/a	n/a	31	35	29	n/a	n/a	11,131	21,045	23,985
Diploma Examination Acceptable Standard (%)	n/a	n/a	67.7	71.4	79.3	n/a	n/a	72.5	78.1	77.6
Diploma Examination Standard of Excellence (%)	n/a	n/a	3.2	8.6	3.4	n/a	n/a	13.2	12.3	12.7
School Awarded Acceptable Standard (%)	n/a	n/a	100.0	94.3	93.1	n/a	n/a	97.1	97.0	96.9
School Awarded Standard of Excellence (%)	n/a	n/a	29.0	34.3	6.9	n/a	n/a	24.7	22.6	23.9



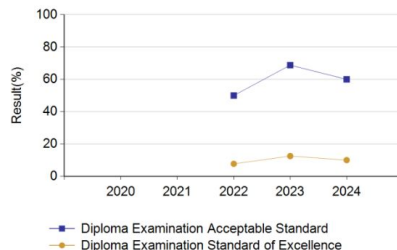
- 92% (Social 30-1) and 79% (Social 30-2) of CFL students achieved acceptable standard which is up from last year
- 31% (Social 30-1) and 3% (Social 30-2) of CFL students achieved standard of Excellence

Diploma Results: Biology 30

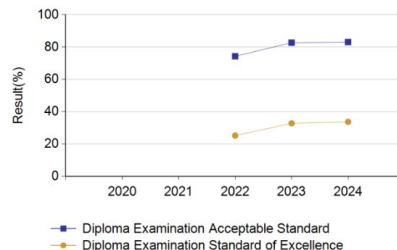
Biology 30

	Connections for Learning					Alberta				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Students Writing	n/a	n/a	26	16	20	n/a	n/a	13,449	23,270	24,414
Diploma Examination Acceptable Standard (%)	n/a	n/a	50.0	68.8	60.0	n/a	n/a	74.3	82.7	83.1
Diploma Examination Standard of Excellence (%)	n/a	n/a	7.7	12.5	10.0	n/a	n/a	25.2	32.8	33.7
School Awarded Acceptable Standard (%)	n/a	n/a	100.0	100.0	100.0	n/a	n/a	97.0	97.2	97.3
School Awarded Standard of Excellence (%)	n/a	n/a	50.0	81.3	50.0	n/a	n/a	51.1	51.6	51.3

Diploma Examination
Connections for Learning



Diploma Examination
Alberta

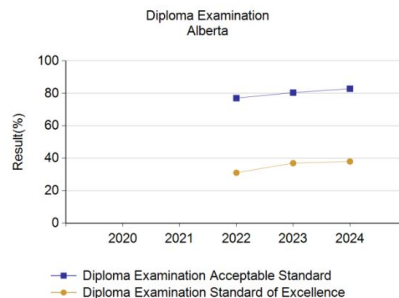
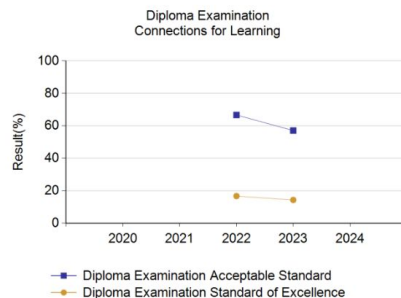


- 60% of CFL students achieved acceptable standard compared to 83% of the province
- 10% of CFL students achieved standard of Excellence compared to 33% of the province

Diploma Results: Chemistry 30

Chemistry 30

	Connections for Learning					Alberta				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Students Writing	n/a	n/a	6	7	4	n/a	n/a	10,196	18,364	19,955
Diploma Examination Acceptable Standard (%)	n/a	n/a	66.7	57.1	*	n/a	n/a	77.1	80.5	82.9
Diploma Examination Standard of Excellence (%)	n/a	n/a	16.7	14.3	*	n/a	n/a	31.1	37.0	38.0
School Awarded Acceptable Standard (%)	n/a	n/a	100.0	100.0	*	n/a	n/a	97.4	97.4	97.4
School Awarded Standard of Excellence (%)	n/a	n/a	66.7	71.4	*	n/a	n/a	56.6	56.3	57.4

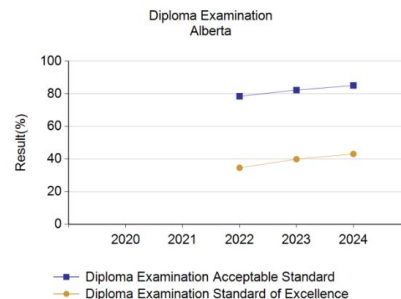
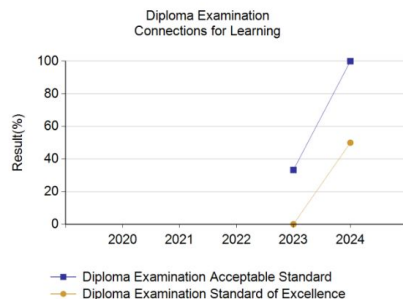


- Not enough students wrote for valid data to be shared

Diploma Results: Physics 30

Physics 30

	Connections for Learning					Alberta				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Students Writing	n/a	n/a	3	6	6	n/a	n/a	5,560	9,241	9,955
Diploma Examination Acceptable Standard (%)	n/a	n/a	*	33.3	100.0	n/a	n/a	78.5	82.3	85.1
Diploma Examination Standard of Excellence (%)	n/a	n/a	*	0.0	50.0	n/a	n/a	34.6	39.9	43.1
School Awarded Acceptable Standard (%)	n/a	n/a	*	100.0	100.0	n/a	n/a	97.9	98.1	97.8
School Awarded Standard of Excellence (%)	n/a	n/a	*	83.3	100.0	n/a	n/a	64.0	61.2	60.9

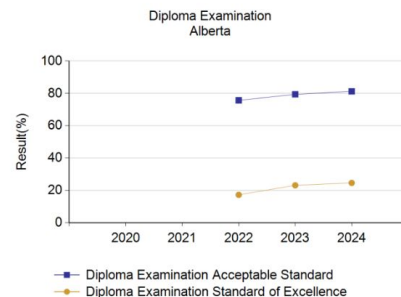
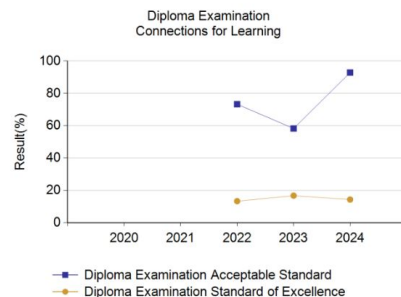


- 100% of CFL students achieved acceptable standard which is WAY up from last year
- 50% of CFL students achieved standard of Excellence which is WAY up from last year

Diploma Results: Science 30

Science 30

	Connections for Learning					Alberta				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Students Writing	n/a	n/a	15	12	14	n/a	n/a	4,887	8,007	8,439
Diploma Examination Acceptable Standard (%)	n/a	n/a	73.3	58.3	92.9	n/a	n/a	75.7	79.4	81.3
Diploma Examination Standard of Excellence (%)	n/a	n/a	13.3	16.7	14.3	n/a	n/a	17.2	23.1	24.6
School Awarded Acceptable Standard (%)	n/a	n/a	100.0	100.0	100.0	n/a	n/a	96.5	96.2	96.7
School Awarded Standard of Excellence (%)	n/a	n/a	46.7	16.7	21.4	n/a	n/a	36.8	35.5	36.0



- 93% of CFL students achieved acceptable standard which is up from last year
- 14% of CFL students achieved standard of Excellence compared to 24% of the province

Diploma Conclusions

Why do we think so many courses saw an increase in achievement (and in some cases exponential increase in achievement?)

- Course redevelopment.
- The courses with the largest swing in achievement (Physics, Science) are the courses that were targeted for redevelopment by students and staff because the old content was difficult to navigate and learn from
- The new courses were enhanced with: instructional videos, labs, performance assessments (Show Me), greater student choice, and immediate feedback for learning through formative assessments

Education Quality 2023-2024

	Connections for Learning													Alberta											
	2020		2021		2022		2023		2024					Measure Evaluation			2020		2021		2022		2023		2024
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%		
Overall	65	93.3	76	90.7	138	83.5	140	84.3	128	86.9	Intermediate	Maintained	Acceptable	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6		
Parent	10	93.3	12	84.1	20	80.3	9	81.1	13	79.2	Intermediate	Maintained	Acceptable	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8		
Student	39	90.9	46	88.9	85	80.7	99	78.2	84	84.8	Intermediate	Maintained	Acceptable	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9		
Teacher	16	95.8	18	99.1	33	89.3	32	93.7	31	96.8	High	Maintained	Good	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9		

Overall Satisfaction:

2024 CFL Results: 86.9% - 2024 Province Results: 87.6%

- Trend: Overall satisfaction rates have shown a slight decline from 93.3% in 2020, reflecting a generally positive view of education quality, though slightly below the provincial average.

Parent Satisfaction:

- 2024 CFL Results: 79.2% - 2024 Province Results: 83.8%
- Trend: Parent satisfaction has decreased significantly from 93.3% in 2020, suggesting a critical need for improvement in engagement and support for parents. The low survey completion (only 13 parents) highlights the necessity for strategies to better engage the parent community.

Education Quality 2023-2024 Continued

Student Satisfaction:

2024 CFL Results: 84.8% - 2024 Province Results: 84.9%

- Trend: Student satisfaction has fluctuated, peaking at 90.9% in 2020, dipping to 78.2% in 2023, but recovering to 84.8% in 2024, indicating ongoing engagement efforts are needed.

Teacher Satisfaction:

2024 CFL Results: 96.8% - 2024 Province Results: 93.9%

- Trend: Teacher satisfaction remains the highest among all categories, improving from 95.8% in 2020, reflecting a positive environment for educators.

Overall, CFL results show strengths, particularly in teacher satisfaction, which exceeds the provincial average. The school maintains acceptable satisfaction levels across various categories.

Welcoming, Caring, Respectful & Safe 2023-2024

	Connections for Learning													Alberta									
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	76	93.3	138	87.2	140	80.0	129	88.1	n/a	Improved	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0
Parent	n/a	n/a	12	98.5	20	89.1	9	84.7	13	92.8	n/a	Maintained	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3
Student	n/a	n/a	46	85.4	85	76.9	99	67.5	84	73.9	n/a	Maintained	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2
Teacher	n/a	n/a	18	95.8	33	95.6	32	87.7	32	97.7	n/a	Improved	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6

Highlights

- Parents, students, and teachers all improved from the previous year in this category
- Although our parent participation in this survey increased, it is important to note that this is a small participation rate and is not necessarily an accurate representation of parents across the various programs
- Reporting data by program would provide a greater level of insight due to the variety of programs offered by CFL

Access to Supports and Services 2023-2024

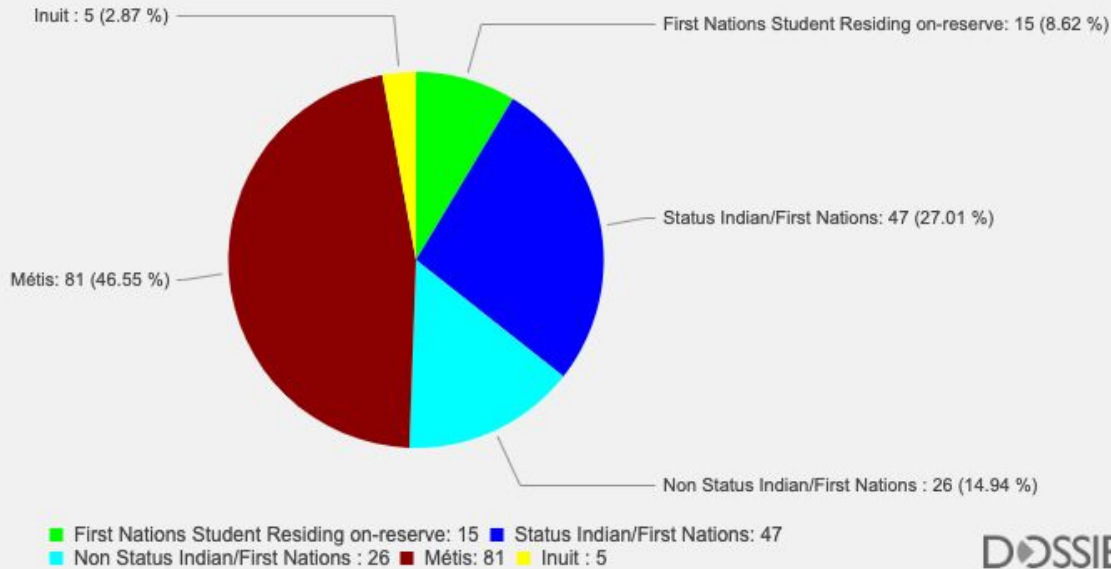
	Connections for Learning													Alberta									
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	76	81.9	138	76.8	140	74.2	129	84.7	n/a	Improved	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9
Parent	n/a	n/a	12	70.4	20	75.5	9	65.9	13	82.3	n/a	Maintained	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4
Student	n/a	n/a	46	88.9	85	75.1	99	63.5	84	73.8	n/a	Maintained	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7
Teacher	n/a	n/a	18	86.5	33	79.8	32	93.1	32	98.1	n/a	Improved	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6

Highlights

- Parents, students, and teachers all improved from the previous year in this category
- Although our parent participation in this survey increased, it is important to note that this is a small participation rate and is not necessarily an accurate representation of parents across the various programs
- Reporting data by program would provide a greater level of insight due to the variety of programs offered by CFL

First Nations, Metis and Inuit 2023-2024: Demographics

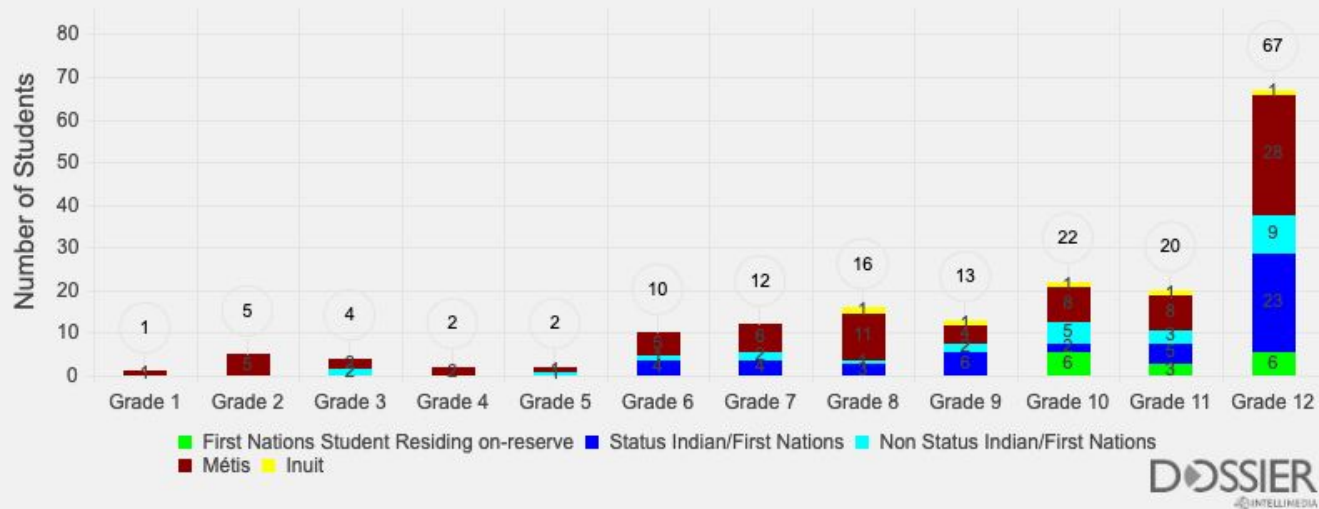
Student Summary By First Nation
2023 - 2024 (174)
For Connections for Learning



Approximately 13% of our student population is First Nation, Metis or Inuit

First Nations, Metis and Inuit 2023-2024: Demographics

Student Summary By First Nation
2023 - 2024 (174)
For Connections for Learning



39% of our students who are First Nation, Metis or Inuit are in grade 12

First Nations, Metis and Inuit 2023-2024

- All high school courses now include a land acknowledgment, recognizing the traditional territories of Indigenous peoples.
- Aboriginal Studies 10, 20, and 30 courses have been updated to reflect the diverse histories and cultures of Indigenous peoples.
- Many staff members have completed the "Four Seasons of Indigenous Learning" professional development program, which better equips them to integrate Indigenous perspectives effectively.
- Indigenous ways of knowing are being integrated into core subjects throughout the year, moving beyond just special observances like Orange Shirt Day and Truth and Reconciliation Day.
- Elders have been invited to share their knowledge and experiences, further enriching our students' understanding of Indigenous traditions
- Various activities such as beading and creating ribbon skirts have been introduced to engage students in Indigenous ways of knowing



Parental Involvement 2023-2024

	Connections for Learning													Alberta									
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	26	90.8	30	78.9	52	83.3	41	80.0	44	87.3	Very High	Maintained	Excellent	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5
Parent	10	98.0	12	76.4	20	84.2	9	73.3	13	82.5	Very High	Maintained	Excellent	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4
Teacher	16	83.5	18	81.4	32	82.4	32	86.7	31	92.1	High	Maintained	Good	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6

Highlights

- Parents and teachers all improved from the previous year in this category
- Although our parent participation in this survey increased, it is important to note that this is a small participation rate and is not necessarily an accurate representation of parents across the various programs
- Reporting data by program would provide a greater level of insight due to the variety of programs offered by CFL

Professional Learning Plan

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

- A primary focus for all staff was work with Dave Martin on outcomes based assessment and essential outcomes. Now that building foundational knowledge is complete, we will continue to move this work forward.
- The use of Artificial Intelligence and how this can improve learning and create efficiencies also became a focus. This also became an important focus in our High School programming in terms of redesigning assessments and implementing performance based assessments. Our staff continue to be agile to adapt to emerging technologies and societal trends.
- Personalized professional learning that is program and individual specific that aligns with program goals and individual professional growth plans will continue to be a focus in order to meet the needs of staff and students and is an essential component of CFL professional learning plan due to the variety of programs offered at CFL.

Program Pillars & Goals

[Parkland Student Athlete Academy](#)

[Building Futures](#)

[Parent Partnership](#)

[High School Pathways](#)

[Core](#)

[Virtual Learning 1-9 & JHOR](#)

[My Path](#)

Our program pillars and goals are integral to defining the identity and direction of each of our various programs. They provide a vision for each program, build a cohesive community around shared values, and ultimately enhance the learning experiences of our students. Alongside the pillars, we have specific goals tailored for each program. These goals serve as a guiding framework as we consistently strive to further promote student growth and achieve excellence within our programs.

Development Plan Summary 2023-2024

- Increased capacity for counselling services to improve student wellness was a focus
 - Literacy and Numeracy interventions and practiced continued to be developed
 - Outcome based assessment was a primary academic focus in professional development
 - Program pillars was a focus in Professional Development for all staff specific to their program to develop program identity, best practices and goal setting specific to each program
-
- Click [this link to view](#) the CFL Professional Development Plan for the 2021-2022 school year
 - Click [this link to view](#) the CFL Professional Development Plan for the 2022-2023 school year
 - Click [this link to view](#) the CFL Professional Development Plan for the 2023-2024 school year

Moving Forward

- Click [this link to view](#) the CFL Professional Development Plan for the 2024-2025 school year

Literacy & Numeracy Report Summary 2023-2024

- Learning gaps appear to be closing with concentrated focus
- CFL's F&P, MiPi and Elk Island Screen data shows that attention to literacy and numeracy has been successful and continues to be paramount.
- Although the majority of grades 1-6 students improved their literacy levels as expected, further intervention is required to continue our pursuit of students at grade level.
- At the high school level attention needs to be paid to our Math and Science departments to better align our course content and class awarded mark with the diploma exam.

Unexpected Results of Baseline Data 2023-2024

Literacy

- Our ELA PAT data appears promising; however, it's important to note that only Grade 9 students participated in the assessment this year, with approximately 64% of them writing.
- We have seen an increase in students writing PATs, rising from about 59% to 64%
- Our RCAT data shows there continues to be a need for literacy intervention in grades 7-9
- Although we have seen marked improvement where we targeted Learning Loss students, literacy intervention needs to be distributed across all grades
- Teachers need to continue to work towards the push-in model of literacy intervention

Unexpected Results of Baseline Data 2023-2024

Numeracy

- Our Math PAT data appears promising; however, it's important to note that only Grade 9 students participated in the assessment this year, with approximately 63% of them writing.
- We have seen an increase in students writing Math PATs, rising from about 59% to 63%
- Grade 7-9 MIPI and Elk Island Screens data indicates interventions were successful throughout the school year

Lessons Learned of Development Plan 2023-2024

- Adding an additional counsellor was needed as number of students accessing this service has increased
- Continual focus and guidance for professional learning around literacy and numeracy is essential to responding to student needs.
- Although growth is happening, supporting staff with tangible classroom intervention strategies relating to literacy and numeracy is necessary to continue to support student learning
- Ongoing assessment will be important to measure progress and respond with interventions
- We are limited in our ability to pull data specific to each program. Establishing processes that allow for program specific analysis would be beneficial
- Program pillars have assisted with program clarity and consistency for staff. Adding goal setting specific to each program has helped bring focus among staff specific to the program they are working within.
- High school reflection :

High school enrollment is increasing as is student success through diplomas and credit completion. We feel this is because of the focus on redeveloping our courses to be more engaging and interactive for students as well as focusing on student engagement and communication. We are working with students to create new courses and hands on opportunities they find value in now that we have the space in our new facility.