

2025-2029 **FOUR-YEAR
EDUCATION
PLAN** *Year Two*



SCHOOL: 5372 THE CENTRE FOR LEARNING@HOME

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SCHOOL PRIORITIES

CATHOLIC FAITH

The Centre for Learning@HOME will follow the division's new three-year faith theme of Synodality: Communion, Participation, and Mission. Together, these themes reinforce a coherent approach to faith formation—journeying together, discerning together, and being sent forth—ensuring that our schools continue to form missionary disciples and serve as vibrant communities of faith, encounter, and witness. Rooted in the Church's call to journey together, this framework reflects a deepening of our Catholic identity and aligns closely with the diocesan renewal. This first year will focus on communion, emphasizing belonging, unity, and shared identity in Christ within our school communities.

HEALTHY SCHOOLS

Healthy Schools is a guiding touchstone woven throughout The Centre for Learning@HOME's school plan. A healthy school promotes the spiritual, emotional, social, intellectual, and physical well-being of both staff and students. At The Centre for Learning@HOME, this commitment remains central as we continue to support students in becoming strong, resilient individuals, empowered to reach their full potential in all areas of life.

ACADEMIC EXCELLENCE

The Centre for Learning@HOME is committed to continuous improvement in support of student success. One key strategy in this pursuit is the use of Catholic Learning Communities (CLCs), collaborative professional learning groups that focus on enhancing online teaching practices. Each Friday, teachers engage in structured collaboration, examining evidence from the implementation of high-impact instructional strategies tailored to online learning environments. CLCs are intentionally designed to support the unique context of online teaching while guiding educators through three essential questions: 1) What do we want our students to learn?, 2) How will we know they are learning it?, 3) What evidence demonstrates that student learning has improved as a result of this work? The CLC process is grounded in research-based pedagogy and emphasizes goal setting, strategic implementation, and evidence-informed reflection. Teachers are given dedicated time to design, trial, and refine effective teaching practices while evaluating their impact on student outcomes. This creates a cycle of ongoing continuous improvement and deepens our collective understanding of how best to support student learning in an online context.

COMMITMENT TO STAKEHOLDER ENGAGEMENT

The Centre for Learning@HOME remains transparent to our stakeholders by actively engaging with Division Administration, Ward Committees, and School Council to engage parents, priests, students, and staff in reviewing results, identifying key issues, and developing strategies for improvement.

PRESERVING EDUCATIONAL CHOICE

The Centre for Learning@HOME remains committed to preserving parent choice in education through parent-directed Home Education, Shared Responsibility and Online programs. We recognize and support the vital role parents play as primary educators, and we strive to provide resources, guidance, and flexibility that honor each family's unique educational vision and goals.

BUILDING LIFE-LONG LEARNERS

At The Centre for Learning@HOME, we are committed to nurturing lifelong learners from Grade 1 to 12 by creating robust, engaging lessons that reflect the learning outcomes of Alberta's new curriculum. Our approach emphasizes critical thinking, real-world connections, and active citizenship to prepare students for a dynamic and ever-changing world. We continue to enhance programming options through initiatives that are designed to support diverse student pathways and promote access to a broad range of career and post-secondary opportunities, empowering each student to pursue their passions with confidence and purpose.

LOCAL DOMAIN: CATHOLIC FAITH**OUTCOMES**

Long Term:	Perspective holders believe that students and staff are well-formed in the Catholic faith as a result of being a part of The Centre for Learning@HOME.
Medium Term:	Perspective holders believe that The Centre for Learning@HOME continues to have a significant impact in the formation of staff and students in the Catholic faith.
Short Term:	Perspective holders believe that The Centre for Learning@HOME has an impact in the formation of staff and students in the Catholic faith.

MEASURES	2024-2025 RESULT	2026-2027 TARGET
% of students in Grades 5, 8 and 11 achieving an Acceptable Standard on assessment. (Grade 8 – N/A)	100% (G5) 99% (G11)	90%
% of students in Grades 5, 8 and 11 achieving an Excellence Standard on assessment. (Grade 8 – N/A)	0% (G5) 67% (G11)	30%
% of parents, students and teachers who indicate that they are satisfied with the relationship that exists between the school and the local parish.	80%	80%
% of parents, students, and teachers who indicate they are satisfied with the religious celebrations that are held at the school.	73%	80%
% of parents, students, and teachers who indicate they are satisfied with what is learned in religious education classes.	74%	80%
% of students, parents, and teachers who are satisfied with the level of Catholic faith formation of students in our schools.	70%	75%
% of teachers who are satisfied with the level of Catholic faith formation of staff in our schools.	87%	90%
% of students, parents, and teachers who are satisfied with efforts to live out Catholic Social Teaching in our schools.	73%	80%

NEW STRATEGIES	DESCRIPTION
Faith Formation Professional Development Resources	The Centre for Learning@HOME administration and Faith Leads will utilize divisional resources to deliver faith formation during Catholic Learning Communities (CLCs). These sessions will emphasize supporting teachers as authentic Catholic witnesses, a quality highly valued by our school community.
Staff Faith Retreat	To address the logistical challenges of retreat timing within a limited PD schedule, the school will explore flexible scheduling and Zoom for a school-wide faith retreat. This retreat aims to blend spiritual renewal with professional standards, specifically TQS and LQS Standard #5.
Faith Permeation	The Centre for Learning@HOME will continue to deliver divisional resources for faith permeation, focusing on bridging the gap between faith themes and the daily practice of our staff. This ensures faith is integrated naturally across all subject areas.
Many and One School Implementation	The Centre for Learning@HOME will continue to implement plans to support our Catholic Social Teachings within our morning Gospel readings, school newsletters, social media, liturgies, and other communal platforms, such as Canvas and hybrid homeschooling programs.

Implementation of New Religious Education Resources	As we onboard teachers with new Grade 9 and Grade 1 resources, we will prioritize practical, actionable faith activities that can be supported in the home learning environment, reflecting a preference for active spiritual development
Student-based Activities Related to Authentic Catholic Education	The Centre for Learning@HOME will support the implementation of student-based faith-based activities, including: <ul style="list-style-type: none"> • Student Bible Study group • Student Rosary Making, in cooperation with Totus Toos.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Sharing of Faith Formation with Broader Community	The Centre for Learning@HOME will continue to produce and incorporate faith formation content, including divisionally developed resources, into school newsletters, the school website, and social media platforms, ensuring themes correspond to liturgical seasons and significant religious celebrations throughout the year; these materials will further be integrated into online classrooms, graduation, school events, and school online liturgies. The school is committed to strengthening school-parish ties through liturgical school-wide online liturgies.
Divisional Religious Education Assessments	The Centre for Learning@HOME continues to identify and support teachers in grades 5, 8, and 11 to participate in divisional PD that will facilitate the refinement of standardized assessments administered annually in these grade levels.
Establishment and Use of Sacred Spaces in Schools	The Centre for Learning@HOME will continue to use its sacred space in accordance with guidance from the Religious Education Director and diocesan guidelines.
Faith Days	The Centre for Learning@HOME teachers will participate in Faith Days, a two-day event to offer faith formation for all teachers and administrators. Teachers are encouraged to share their faith testaments with their colleagues in breakout sessions.
Faith Leaders	The Centre for Learning@HOME has designated two Faith Leaders and in collaboration with school administration, will plan and set direction for religious events following the liturgical calendar, teacher faith formation, and related initiatives in our school.
Activities Related to Authentic Catholic Education	The Centre for Learning@HOME participates in spiritual practices, diocesan relationships, advocacy, and celebration as part of our communal faith and responsibility to uphold Catholic education. We will continue to offer diverse opportunities for students and staff to ensure faith is lived through actions, including: <ul style="list-style-type: none"> • Student reading of the daily Gospel broadcast to the school • Eucharistic adoration in schools and as a division • Bishop's Luncheon attended by school Administration • Masses and liturgies corresponding to the liturgical calendar • Catholic Education Sunday and Catholic Education Week are celebrated • Promotion of GrACE to staff and parent school community • Holding six faith CLCs delivering divisional directed faith permeation teachings • Acts of Service through the annual Adopted Family Program • Acts of Service through Staff Good Works projects • Faith-based Graduation Retreat

PROVINCIAL DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

OUTCOMES

Long Term:	Students will leave school with high academic engagement and achievement, while also being prepared with literacy levels and math skills to enable post-secondary admission or success as they enter the workforce.
Medium Term:	Student performance will be in the “very high” category as measured by aggregate pass and excellence rates on Provincial Achievement Tests and Diploma Exams, and with a continued increase of the three-year average of high school completion rates.
Short Term:	Student performance will be in the “very high” category as measured by aggregate acceptable and excellence rates on Provincial Achievement Tests and Diploma Exams. Additionally, our focus on high school mathematics and science courses will result in increased diploma examination acceptable and excellence rates.

MEASURES	2024-2025 RESULT	2026-2027 TARGET
Provincial Achievement Test Acceptable Standard Overall percentage of students in Grade 9 who achieved the acceptable standard on the test.	74.2%	80%
Provincial Achievement Test Excellence Standard Overall percentage of students in Grade 9 who achieved the standard of excellence on the test.	28.7%	30%
Diploma Acceptable Standard Overall percentage of students who achieved the acceptable standard on examinations.	88.4%	90%
Diploma Excellence Standard Overall percentage of students who achieved the standard of excellence on examinations.	28.3%	30%
High School Completion Rate Percentage of students who completed high school within three years of entering Grade 10.	86.8%	88%
Active Citizenship: Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship.	86.1%	90%
Student Learning Engagement Percentage of teachers, parents, and students who agree that students are engaged in their learning at school.	85.1%	90%
Catholic Learning Communities Percentage of teachers who believe CLCs are leading to improved student learning.	73%	80%

Strategies used to improve rates of PAT and Diploma, High School Completion, Active Citizenship, and Academic Engagement	
NEW STRATEGIES	DESCRIPTION
Assessment for Mastery	The Centre for Learning@HOME will transition to full implementation of Assessment for Mastery best practices. This initiative is driven by strong department/division collaboration, focusing on ongoing feedback and the re-demonstration of learning to enhance student outcomes. Teachers will execute school-based plans to tailor assessment practices to the diverse needs of all students, enhancing understanding and outcomes, while regularly reflecting on these practices during team meetings, CLCs, and Educational Council meetings.
Expanded Literacy and Numeracy Screening	The Centre for Learning@HOME will expand screening and targeted interventions into Grades 4 and 5. This reinforces our commitment to early literacy and numeracy as foundational school priorities.
Early Literacy Intervention / Home-School Partnership	Teachers will implement UFLI pedagogical practices to scaffold classroom instruction. By providing parents with corresponding home activities, we ensure foundational literacy remains a primary focus through a cohesive home-school partnership.
Digital Expansion of Provincial Assessments	The Centre for Learning@HOME will expand upon our initial implementation of digital provincial assessments to include all partnerships as we prepare for full integration, including digital PATs and humanities Part A diploma exams. We will continue to encourage teachers and students to utilize digital practice tests and field tests within the provincial platform to build familiarity with digital tools and question types, while ensuring our staff receives ongoing onboarding and support through divisional professional development and online learning resources.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
New Elementary Social Studies Curriculum Implementation	The Centre for Learning@HOME will support the final transition phase from initial implementation to sustained support for teachers in the K–6 Social Studies curriculum, following the completion of the final implementation years for Grades 4, 5, and 6. This support will continue through ongoing professional development, the use of Curriculum Support Documents (CSDs), and collaboration within Catholic Learning Communities (CLCs).
Elementary Literacy	<p>The Centre for Learning@HOME will support the implementation of the divisional literacy framework, Readers’ and Writers’ Workshop, to ensure students master foundational skills while developing a purposeful identity as readers and writers. We remain committed to fostering cohesion between classroom and home-based interventions, enhancing the capacity of teachers to deliver targeted support, including Structured Early Reading Interventions in for students in grades 1–3 and Enhanced/Precision Reading for Grades 4-6.</p> <p>Through provincial literacy screening and daily opportunities for authentic reading, writing, and conferring, we will ensure a clear alignment between foundational skills and higher-level literacy behaviors to drive equitable student outcomes.</p>
Elementary Numeracy	The Centre for Learning@HOME continues to support the divisional balanced mathematics model, emphasizing conceptual understanding and foundational fluency. We recognize that additional time is required for staff to fully implement and align learning outcomes covered in the new math curriculum with math resources; therefore, we will continue integrating professional learning into CLC cycles to allow for real-time reflection and practice. By utilizing divisional numeracy professional development opportunities and screening tools, we will continue to provide targeted interventions, enrichment, and opportunities for students to re-

	demonstrate learning, ensuring they develop the number sense and independence needed to apply mathematics flexibly across all contexts.
Career Exploration and Dual Credit	The Centre for Learning@HOME will continue its work and promotion of career exploration, work experience, post-secondary transitions, and dual credit opportunities to support student success in high school, post-secondary education, and the workforce.
Divisional Teams	The Centre for Learning@HOME will continue to support and utilize the divisional team model, identifying and working alongside CTR lead teachers to collaboratively focus on high-yielding instructional and assessment strategies that positively impact student learning.
Catholic Learning Communities (CLCs)	Dedicated time every Friday allows teachers to collaborate on research-proven pedagogy. This collaborative environment is the primary vehicle for elementary divisions and secondary departments to align on school-wide plans, including: Assessment for Mastery practices, refining new curriculum resources, and school-wide digital platforms, including Gemini and Canvas.
Readers' and Writers' Workshop	The Centre for Learning@HOME will support new teachers to attend Readers' Writers' Workshop training led by the division. Teachers will participate in the mentoring opportunities and classroom visits supporting their new learning and instructional practices.
Mathematics Support	Administrators will continue to support math teachers through professional development and high-yield instructional practices. This ongoing support is designed to provide the necessary time and resources for teachers to refine their instruction at all levels.
Coding	The Centre for Learning@HOME will continue to support coding instruction as outlined in the new Science curriculum within our hybrid homeschooling program, Connections@CFL. To facilitate high-quality instruction, the school will continue to invest and provide teachers and students with specialized resources, including Microbits, robotics, and website subscriptions, ensuring the successful integration of these technical competencies into the classroom.
Artificial Intelligence	The Centre for Learning@HOME remains a leader in leveraging technology. Our AI professional development remains highly valued as staff utilize Gemini, Google Gems, and NotebookLM to improve instructional precision and deepen student learning engagement. By integrating these divisional supports into their daily practice, staff will continue to lead the way in leveraging AI to improve instructional precision and academic outcomes.

PROVINCIAL DOMAIN: FIRST NATIONS, MÉTIS, AND INUIT STUDENT GROWTH AND ACHIEVEMENT

OUTCOMES

Long Term:	CFL's First Nations, Métis, and Inuit students experience achievement increases of 15% or more.
Medium Term:	CFL's First Nations, Métis, and Inuit students experience achievement increases of 10% or more.
Short Term:	CFL's First Nations, Métis, and Inuit students experience achievement increases of 5-10%.

MEASURES	2024-2025 RESULT	2026-2027 TARGET
Provincial Achievement Test Acceptable Standard Overall percentage of First Nations, Métis, and Inuit students in Grade 9 who achieved the acceptable standard on the test.	N/A	70%
Provincial Achievement Test Excellence Standard Overall percentage of First Nations, Métis, and Inuit students in Grades 6 and 9 who achieved the standard of excellence on the test.	N/A	30%
Diploma Acceptable Standard Overall percentage of First Nations, Métis, and Inuit students who achieved the acceptable standard on examinations.	95.2%	97%
Diploma Excellence Standard Overall percentage of First Nations, Métis, and Inuit students who achieved the standard of excellence on examinations.	14.3%	15%
High School Completion Rate Percentage of First Nations, Métis, and Inuit students who completed high school within three years of entering Grade 10.	88.9%	90%
Active Citizenship Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship.	N/A	80%
Student Learning Engagement Percentage of teachers, parents, and students who agree that students are engaged in their learning at school.	N/A	80%

Programs, services, strategies, and local measures/data to demonstrate that First Nations, Métis, and Inuit students have access to a continuum of supports and services, including inclusive education.

NEW STRATEGIES	DESCRIPTION
Implementation of Rupertsland Institute Partnership Resources	Rupertsland resources will be incorporated into classroom lessons, support for Indigenous students, and teacher foundational learning. Opportunities to have Rupertsland host an event at the school with Knowledge Keepers and Elders will be pursued.
Implementation of K to 6 Social Studies Curriculum Support Documents (CSDs)	Teachers will be supported by Curriculum Support Documents prepared by the division for the new social studies curriculum that include First Nations, Métis, and Inuit outcomes, foundational knowledge, and perspectives. These documents have been created in collaboration with Elders, Knowledge Keepers, and Indigenous Educators.
Division Administrators' Professional Development	Administrators will grow their knowledge and understanding of Foundational Knowledge through professional development at administrators' meetings.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Indigenous Student Support	The Centre for Learning@HOME will continue to utilize and promote specialized resources, such as those from the Rupertsland Institute. We are committed to providing supports that respect the unique background of every student.
Success of First Nation, Métis and Inuit Students	The Centre for Learning@HOME will continue to review all data available for our Indigenous students on a yearly basis to ensure access to appropriate supports are in place. We recognize that lower ratings or "N/A" data points often reflect our small Indigenous populations rather than a lack of importance; therefore, our focus remains on the success of each individual student.
School Representatives	The Centre for Learning@HOME has identified a First Nations, Métis, and Inuit Teacher Representative who is responsible for attending divisional Indigenous meetings. She will share resources and attend professional development opportunities, in addition to leading the school in building awareness and action related to First Nations, Métis, and Inuit perspectives.
Foundational Knowledge Professional Development	The school will continue to provide staff-based learning opportunities and guest speakers. By fostering foundational knowledge for all staff, we ensure that the importance of Indigenous perspectives is upheld school-wide, independent of the number of Indigenous students enrolled at any one time.
<u>Success in Schools (SIS) for Youth in Care Meetings Regarding Indigenous Students</u>	All Indigenous youth in care have their cases reviewed a minimum of two times per year at the CFL. This process ensures that even with a small population, we are maintaining a high standard of oversight and care.

PROVINCIAL DOMAIN: TEACHING AND LEADING

OUTCOMES

Long Term:	Education Quality surveys measuring satisfaction with the quality of teaching will indicate a perspective holder satisfaction rate of 95% or higher and the surveys measuring satisfaction with School Improvement will indicate a satisfaction rate of 90% or higher.
Medium Term:	Education Quality surveys measuring satisfaction with the quality of teaching will indicate a perspective holder satisfaction rate of 95% or higher and the surveys measuring satisfaction with School Improvement will indicate a satisfaction rate of 90% or higher.
Short Term:	Education Quality surveys measuring satisfaction with the quality of teaching will indicate a perspective holder satisfaction rate of 95% or higher and the surveys measuring satisfaction with School Improvement will indicate a satisfaction rate of 90% or higher.

MEASURES	2024-2025 RESULT	2026-2027 TARGET
Education Quality: Percentage of teachers, parents, and students satisfied with the overall quality of basic education.	89.6%	93%
School Improvement: Percent of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	N/A	90%

Supervision and Evaluation (processes, strategies, and local measures/data) to demonstrate that the division supports teaching and leadership quality through professional learning, supervision, and evaluation processes.

NEW STRATEGIES	DESCRIPTION
Ed Council Engagement	The Centre for Learning@HOME administration team executes bi-monthly meetings with school Team Leads to identify and enact school priorities. This collaborative structure serves as a primary venue for shadowing opportunities, which are seen as highly beneficial for new and aspiring administrators as they learn to navigate leadership challenges.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Teacher Leader Alignment	In collaboration with senior administration, the school is aligning Team Leader application criteria with provincial Teaching and Leadership Quality Standards. We remain committed to the ongoing professional development of our Team Leads to build robust leadership capacity across the school.
Teacher Supervision, Growth and Evaluation and Enhanced Supervision	Our leadership team guides new teachers through the TSGE process while facilitating Enhanced Supervision for continuous-contract teachers. We recognize that the teacher evaluation workload is challenging, particularly in years with high numbers of new staff. To address this, the school is working toward more manageable evaluation processes that maintain high standards without compromising the quality of support provided to each educator.
Aspiring Leaders Program	The administration identifies and supports candidates for the Aspiring Leaders program. A key component of our internal success is the mentorship provided for teachers seeking leadership opportunities, which is highly valued for ensuring a smooth transition into leadership roles.
Staff Wellness Supports	The Centre for Learning@HOME supports divisional initiatives by identifying available staff health and well-being supports in the monthly staff meetings and providing instructions on how to access these supports.

Retention Efforts	The Centre for Learning@HOME strives to retain new and existing teachers through new teacher mentorship, a supportive supervision and evaluation process, and a high level of collaboration with administration. Teachers receive specific onboarding related to delivering instruction online.
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PROVINCIAL DOMAIN: LEARNING SUPPORTS

OUTCOMES

Long Term:	The Centre for Learning@HOME will provide students with strong universal supports that allow for classroom and school-based intervention, with triaging to divisional supports as needed. Satisfaction will remain or increase in safe and caring, inclusive environments, where students have appropriate access to supports and services. Division data will refine areas of support and need.
Medium Term:	The Centre for Learning@HOME will provide students with strong universal supports that allow for classroom and school-based intervention, with triaging to divisional supports as needed. Satisfaction will remain or increase in safe and caring, inclusive environments, where students have appropriate access to supports and services. Division data will be established to understand areas of support and need.
Short Term:	The Centre for Learning@HOME will provide students with strong universal supports that allow for classroom and school-based intervention, with triaging to divisional supports as needed. Satisfaction will remain or increase in safe and caring, inclusive environments, where students have appropriate access to supports and services.

MEASURES	2024-2025 RESULT	2026-2027 TARGET
Safe and Caring: Percentage of teachers, parents, and students who agree that their learning environments are welcoming, caring, respectful, and safe.	90.8%	95%
Access to Supports and Services: Percentage of teachers, parents, and students who agree that students have access to the appropriate supports and services at schools, including inclusive education.	83.6%	88%

- **Programs, services, strategies, and local measures/data used to demonstrate that the school is improving First Nations, Métis, and Inuit student success and ensuring all students, teachers, and administrators learn about First Nations, Métis, and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools.**
- **Programs, services, strategies, and local measures/data used to demonstrate that all students have access to a continuum of supports and services, including specialized supports and services, consistent with the principles of inclusive education.**

NEW STRATEGIES	DESCRIPTION
Learning Support Teacher Review	The Centre for Learning@HOME Student Services team will collaborate with school administration to ensure professional development addresses diverse student needs. This process will emphasize our ability to adapt to changing student needs by providing teachers with the specific tools required for a shifting demographic.
Implementation of Continuum of Supports and Student Services	The school will follow CTR's framework to better meet the needs of all learners. This includes targeted professional development for Family School Liaison Workers (FSLW), whose presence remains a core strength in our support model.
Behavioral Supports and Professional Learning	Our Student Services team and administration collaborate with teachers and educational assistants to provide behavioral supports. These efforts are enhanced through the schools' Family School Liaison Worker, whose role continues to evolve as our school programs grow to ensure no student is overlooked.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Student Safety in an Online Environment	We have integrated digital safety modules to align with the #Relationships CTR initiative. We remain mindful that our online school faces different support visibility challenges compared to traditional settings; therefore, we are committed to enhancing our digital safety practices to proactively identify students requiring assistance.
SIVA Training	Staff who work with students in face-to-face programs are supported by the schools' FSLW and Student Services team who are trained in SIVA to work effectively with students who display challenging behaviors and complex needs.
Accessing Community Resources	Our FSLW will continue to strengthen communication pathways to community resources. The ability to bridge the gap between the home and the school is essential in addressing needs that extend beyond the virtual classroom.
Universal Mental Health Supports	Processes are established for teachers and educational assistants to identify and initiate universal supports for students.
Sensory Kits	Students in Connections@CFL program continue to have access to sensory kits on both a scheduled and as-needed basis.
Speech Language Pathology, Occupational Therapy, Physical Therapy, and Low Incidence	On a consultant basis, CFL students have access to specialized support services , speech language pathology, occupational therapy, physical therapy, low incidence, and behavior supports. Families will also be made aware of supports available through Kahn Communication Services.
Data Collection and Referral Processes	The Student Services team will continue to use school-wide data collection to ensure that support and intervention structures are cohesive, equitable, and responsive across all The Centre for Learning@HOME's programs. This data identifies students who may require additional support and guide the timely triaging of interventions to best meet student needs.
*See First Nations, Métis, and Inuit Student Growth and Achievement Domain for more strategies.	

PROVINCIAL DOMAIN: GOVERNANCE**OUTCOMES**

Long Term:	Perspective holders view CFL as strong in the areas of faith, learning, creating safe and caring schools, and stewardship, and feel valued and heard through the engagement process.
Medium Term:	Engagement initiatives communicate CFL's successes and seek input about areas to improve. The Board of Trustees and administration invest in strong partnerships with member groups and co-terminus boards, while also advocating with local government to benefit the CFL.
Short Term:	New Four-Year Education Plan development is increasingly reflective of input from various perspective holders.

MEASURES	2024-2025 RESULT	2026-2027 TARGET
Parental Involvement: Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	90.6%	93%

STRATEGIES	DESCRIPTION
Ed Council Engagement	The Centre for Learning@HOME's administrators will support engagement opportunities with Ed Council surrounding the schools' Education Plan, Faith Formation, Assessment for Mastery, alongside the developing and ongoing needs of the school.
Telling Our School Story	The Centre for Learning@HOME continues to expand its provincial footprint by engaging with home education and online learning communities across Alberta. Supported by our Communications Lead, we maintain a vibrant social media presence, while administrators and teachers connect with families through in-person information sessions, retreats, and the AHEA conference.
Ward Meetings	The Centre for Learning@HOME administration supports and encourages engagement with staff, parents and students at Okotoks Ward meetings.
School Council Meetings	The Centre for Learning@HOME will continue to invite Trustees to attend school council meetings. Time will be included in the monthly meeting agendas for trustees to provide their Trustee report.
Superchats	The Centre for Learning@HOME teachers attend Superchats, led by CTR Superintendents joined by the local trustee.
Four-Year Education Plan Input	The Centre for Learning@HOME Administrators and Ed Council members, parents, and students are provided with opportunities for input in the Four-Year Education Plan development.

This Plan has been posted on our school website and can be found on the homepage by clicking on the banner titled "Education Plan + Results".