Calgary Board of Education

|2022-23| School Development Plan

School: Chinook Learning Services

Data	Student Goals	Instructional Actions	Resources	Key Outcomes	Measures	Begin	End	Improvement
What story do last year's school data tell? How do these inform shifts in Instructional Actions, Resources and Key Outcomes for this school year?	Heart and integrity of the three- year Student Goal is maintained and should be the same as the previous two years.	Describe the professional learning opportunities planned that will directly support building staff capacity to advance the achievement of the Student Goal. Articulate the specific classroom and pedagogical actions planned. How will teachers work with students to achieve the Student Goal?	List the resources (structures, processes, physical, human, financial, technological) needed in order to achieve the Student Goal based on the identified Instructional Actions.	What smaller goal(s) do you expect to achieve in one school year through the specific Instructional Actions? Frame as an outcome; what will improve or increase? If we do this (Instructional Action) then this will be the result (Key Outcome).	Name the specific tool(s) or data source(s) that will be used to find evidence that Key Outcomes were achieved. Note | this is not a target and the text of the Measure does not include numbers.	What data were first captured at the earliest point in the school year for each Measure? Include month for easy reference.	What data were last captured during the final sprint or point in the school year? Include month for easy reference.	When the data and narrative are considered together, what brief (5 sentences or less) story can be told about improvement? Context and audience matter.

Literacy Data	Literacy Student Goals	Literacy Instructional Actions	Literacy Resources	Literacy Key Outcomes	Literacy Measures	Literacy Begin	Literacy End	Literacy Improvement
2020-21 At CLS we found that several courses have a completion rate lower than 80%. They are Biology 20, English Language Arts 20-1, English Language Arts 20-2, English Language Arts 30-1, English Language Arts 30-2, Mathematics 10C, Mathematics 20-1, Mathematics 20-2, Mathematics 30-2, Physics 20, Science 20, Science 24, Science 30, Social Studies 30-2. Survey data. D2L use data.	**2020-21** Course completion rates will increase in Biology 20, English Language Arts 20-1, English Language Arts 20-2, English Language Arts 30-1, English Language Arts 30-2, Mathematics 10C, Mathematics 20-1, Mathematics 20-2, Mathematics 30-2, Physics 20, Science 20, Science 24, Science 30, Social Studies 30-2.	**2020-21** **Staff will:** With admin support, Learning Leaders (LL) will facilitate protocols within their PLCs focused on: a. expanding resources inside digital classroom space to support student learning to meet the needs of students who regularly attend face-to-face classes and those who do not b. integrating rich media resources and scaffolded supports for students to develop their digital literacy skills. **With students, staff will:** a. Model how to effectively use all digital learning tools to support student learning, focusing on regular and targeted communication with students. b. Share with students effective use of communication tools, then provide targeted and timely learning supports that address individual learning needs using a variety of digital communication tools.	**2020-21** 1. Leverage in-house and system expertise (CBe-learn staff, system teaching and learning with technology specialists) for resource creation, multi-media creation and capacity building through on-going, embedded professional learning opportunities. 2. Professional learning and review best practice for blended course development based on current literature including the online and blended learning guide from Alberta Education (https://education.alberta.ca/media/3795651/online-learningschool-and-school-authorityleaders-guide-january-2-2019.pdf). 3. Community of practice meetings that focus on sharing effective digital learning strategies 4. Staff meetings that share digital literacy tools and tips 5. Increased use of digital literacy tools for meetings and communication	**2020-21** Percentage of students experiencing success (achieving a passing grade) in targeted academic courses will increase. Students will increase the frequency with which they access a variety of digital communication tools that fit the learning needs of each student. Students will indicate an increase in the number and variety of digital tools they are utilizing both in class and outside of face to face class time.	**Measure 1:** Report Card Data: percentage of students successfully completing targeted academic courses. **Measure 2:** Student Survey: Increased use of digital communication tools from students seeking support for their learning.	**Measure 1:** January 2020 Report Card Data: Biology 20 73.91% English Language Arts 20-1 68.06% English Language Arts 20-2 49.18% English Language Arts 30-1 77.99% English Language Arts 30-2 65.25% Mathematics 10C 61.95% Mathematics 20-1 68.35% Mathematics 20-2 53.76% Mathematics 30-2 75.23% Physics 20 79.41% Science 20 78.41% Science 24 33.33% Science 30 71.07% Social Studies 30-2 58.01% **Measure 2:** Students will indicate in the student survey an increase in student requests for and opportunities to provide targeted student support. October 2020 Student Survey (168 respondents) reveals: -90% of students use D2L to help achieve learning goals and to keep up when class is missed -46% of students use YouTube	**Measure 1:** June 2021 Report Card Data: Course name June 2021 Completion Rates English Language Arts 20-2 75.00% English Language Arts 20-1 50.00% English Language Arts 30-2 50.00% English Language Arts 30-1 81.30% Mathematics 10C 68.80% Mathematics 20-1 100.00% Mathematics 20-2 99.90% Mathematics 30-2 87.50% Science 20 100.00% Chemistry 20 50.00% Physics 20 100.00% Science 30 100.00% Social Studies 30-2 60.00% **Measure 2:** D2L use Spring 2021: 94.2% of students reported using D2L as a learning resource 66% report using Youtube as a learning resource 83% of students feel they can easily find out what information and content was missed by accessing the teacher's D2L shell -78.7% of students report using the Remind App	ELA 20-2 course completion rate rose from 49% to 75% ELA 30-1 course completion rate rose from 78% to 81.3% Math 10C course completion rate rose from 62% to 68.8% Math 20-1 course completion rose from 68% to 100% Math 20-2 course completion rose from 75% to 100% math 30-2 completion rate rose from 75% to 87.5 % physics 20 course completion rose from 79.4% to 100% science 20 course completion rose from 78% to 100% Science 30 course completion rose from 72% to 100% social 30-2 course completion rose from 58% to 60%

						videos -83% of students feel they can easily find out what information and content was missed by accessing the teacher's D2L shell -66% of students report using the Remind App *Will add email to the student survey. *Will collect baseline Brightspace D2L course access data early in December.		
					Measure 3: Greater use of D2L.	**Measure 3:** TBD		

2021-22 Students attend Chinook to complete courses for graduation or post-secondary entrance. Report card data from 2020-2021 shows us that 25.3% of courses were not completed successfully and only 18% of courses were completed with a final grade of 80% or greater.	**2021-22** Course completion rates and students achieving levels of excellence (80%) will increase.	**2021-22** **Staff will:** continue to facilitate protocols within their PLCs focused on: a. integrating rich media resources and supports for students to develop their digital literacy skills. b. expanding resources inside digital classroom space to support student learning to meet the needs of students who regularly attend face-to-face classes and those who do not c. analyze the effectiveness of the feedback provided to students. d. Develop curricular team consistent tools for identifying learning gaps e. Assign challenging disciplinary tasks to provide students with both a reason to investigate texts and a means of applying their thinking. f. Demonstrate how to read across specific texts providing students with a model of literate disciplinary reasoning. g. Pay attention to student interaction with texts and respond to fallacies in thinking. h. include a wide variety of multimodal primary and secondary source texts **With students, staff will:** a. Model how to effectively use all digital learning tools to support student learning, focusing on regular and targeted communication with students.	**2021-22** Leverage in-house and system expertise for resource creation, multi-media creation and capacity building through on-going, embedded professional learning opportunities. Professional learning and review best practice for online course development based on current literature including: https://figshare.com/articles/Handbook_of_Research_on_K-12_Online_and_Blended_Learning_Second_Edition_/6686813 CBE K-12 Literacy Framework. CBE Assessment and Reporting Guidelines (https://insite.cbe.ab.ca/teaching/learningresources/Assessment-and-Reporting-in-the-CBE.pdf)	**2021-22** Report Card Data: percentage of students successfully completing all academic courses. Students will increase the frequency with which they access a variety of digital communication tools that fit the learning needs of each student. Students will indicate an increase in the number and variety of digital tools students are utilizing both in class and outside of face to face class time. Percentage of students achieving level of excellence (final grade of 80% or above) in all classes will increase.	**Measure 1:** Report Card Data: percentage of students successfully completing academic courses has increased overall. **Measure 2:** Student survey: continued increased use of digital communication tools from students seeking support for their learning. **Measure 3:** Report Card Data: percentage of students achieving a level of excellence (80% or above) will increase.	**Measure 1:** June 2021 Report Card Data: Course name June 2021 Completion Rates English Language Arts 20-2 75.00% English Language Arts 20-1 50.00% English Language Arts 30-2 50.00% English Language Arts 30-1 81.30% Mathematics 10C 68.80% Mathematics 20-1 100.00% Mathematics 20-2 99.90% Mathematics 30-2 87.50% Science 20 100.00% Chemistry 20 50.00% Physics 20 100.00% Science 30 100.00% Social Studies 30-2 60.00% **Measure 2:** Student survey results from June 2021. D2L use Spring 2021: 94.2% of students reported using D2L as a learning resource. 66% report using Youtube as a learning resource. 83% of students feel they can easily find out what information and content was missed by accessing the teacher's D2L shell. 78.7% of students report using the Remind App. **Measure 3:** Course Name June 2021 Students with 80% or above English Language Arts 20-2 0.00% English Language Arts 20-1 0.00%	**Measure 1:** January & June 2022 Report Card Data June 2022 Aboriginal Studies 30: N/A Biology 20: N/A Biology 30: 99 : 86% : 60% Chemistry 20: 21 : 81% : 67% Chemistry 30: 92 : 83% : 66% ELA 20E: 21 : 77% : 67% ELA 20-1: __ : 29% : 29% ELA 20-2 __: 48% : 38% ELA 30-1: 179 : 81% : 60% ELA 30-1E: 17 : 83% : 71% ELA 30-2: 60 : 98% : 65% Physics 20: N/A Physics 30: 23 : 91% : 70% Science 20/24: 24 : 74% : 63% Sci. 24: __ : 17% : 13% Sci. 20: __ : 67% : 50% Sci. 30: 23 : 78% : 61% SSt. 30-1: 22 : 68% : 59% SSt 30-2: 26 : 85% : 46% **Measure 2:** Student Survey Spring 2022 D2L use Spring 2022 **Measure 3:** January & June 2022 Report Card Data	

		b. Share with students effective use of communication tools, then provide targeted and timely learning supports that address individual learning needs using a variety of digital communication tools. c. Implement intervention strategies to fill learning gaps. d. expand the ways in which students use texts as tools for thinking.			**Measure 4:** Staff use of D2L for supporting Student Learning.	English Language Arts 30-2 0.00% English Language Arts 30-1 9.40% Mathematics 10C 25.00% Mathematics 20-1 0.00% Mathematics 20-2 33.30% Mathematics 30-1 14.30% Mathematics 30-2 25.00% Science 20 0.00% Chemistry 20 25.00% Physics 20 0.00% Biology 30 58.30% Science 30 50.00% Chemistry 30 30.00% Physics 30 0.00% Social Studies 30-2 40.00% **Measure 4:** Fall 2021: 100% of Chinook Learning courses contain online supports through D2L.	**Measure 4:** 2021-2022 School year, Staff use of D2L	All courses use D2L

2022-23 2021-22 Data # registered : % completed : % successfully completed (received credit) e.g., 100 : 80% : 60% FALL Aboriginal Studies 30: N/A Biology 20: N/A Biology 30: 133 : 77% : 62% Chemistry 20: 23 : 83% : 48% Chemistry 30: 111 : 79% : 64% ELA 20E: 33 : 97% : 79% ELA 20-1: __ : 33% : 27% ELA 20-2 __: 64% : 52% ELA 30-1: 258 : 83% : 62% ELA 30-1E: 23 : 78% : 48% ELA 30-2: 66 : 89% : 73% Physics 20: 19 : 89% : 68% Physics 30: 23 : 91% : 83% Science 20/24: N/A Sci. 30: 15 : 100% : 93% SSt. 30-1: 23 : 100% : 83% SSt 30-2: 34 : 88% : 74% WINTER Aboriginal Studies 30: N/A Biology 20: N/A Biology 30: 99 : 86% : 60% Chemistry 20: 21 : 81% : 67% Chemistry 30: 92 : 83% : 66% ELA 20E: 21 : 77% : 67% ELA 20-1: __ : 29% : 29% ELA 20-2 __: 48% : 38% ELA 30-1: 179 : 81% : 60% ELA 30-1E: 17 : 83% : 71% ELA 30-2: 60 : 98% : 65% Physics 20: N/A Physics 30: 23 : 91% : 70% Science 20/24: 24 : 74% : 63% Sci. 24: __ : 17% : 13% Sci. 20: __ : 67% : 50% Sci. 30: 23 : 78% : 61% SSt. 30-1: 22 : 68% : 59% SSt 30-2: 26 : 85% : 46%	**2022-23** Successful course completion rates will increase.	**2022-23** **Staff will:** continue to facilitate protocols within their PLCs focused on: a. Identify learning gaps using common diagnostic assessments. b. Implementing High Impact Instructional Strategies to address identified learning gaps and (re-)engage students in their learning. c.Analyze the effectiveness of assessment type, environment, and student options for demonstrating understanding of course outcomes. c. Examples: Assessment Type: MC, NR, WR, presentation, seminar. Assessment Environment: whole class, small group, audio, 1:1 discussion with teacher. Student Options: presentation to whole class, oral exam. d. Maintain the use of rich media and digital resources and supports for students to develop their digital literacy skills. **With students, staff will:** a. Provide targeted and timely learning supports that address individual learning needs. b. Provide students with choice in how they demonstrate their understanding of course outcomes.	**2022-23** Leverage in-house and system expertise for task design, assessment, and capacity building through on-going, embedded professional learning opportunities. CBE Assessment and Reporting Guides	**2022-23** Completion Data: percentage of students completing all academic courses will increase. Completion Data: percentage of students successfully completing all academic courses will increase. Students continue to utilize a number and variety of digital tools both in class and outside of class time.	**Measure 1:** Completion Data: percentage of students successfully completing all academic courses. **Measure 2:** Student survey: continued use of multimedia resources that support student learning.	**Measure 1:** January 2023 # registered : % completed : % successfully completed (received credit) e.g., 100 : 80% : 60% Aboriginal Studies 30: n/a Biology 20: Biology 30: Chemistry 20: Chemistry 30 ELA 20-1: ELA 20-2: ELA 30-1: ELA 30-2: Physics 20: Physics 30: Science 24: Science 20: Science 30: Social Studies 30-: Social Studies 30-2: **Measure 2:** Fall 2022 - Students will indicate in the student survey that they continue to utilize a variety of digital tools.	**Measure 1:** June 2023 # registered : % completed : % successfully completed (received credit) e.g., 100 : 80% : 60% Aboriginal Studies 30: n/a Biology 20: Biology 30: Chemistry 20: Chemistry 30 ELA 20-1: ELA 20-2: ELA 30-1: ELA 30-2: Physics 20: Physics 30: Science 24: Science 20: Science 30: Social Studies 30-: Social Studies 30-2: **Measure 2:** Spring 2023 - Fall 2022 - Students will indicate in the student survey that they continue to utilize a variety of digital tools.	

Mathematics Data	Mathematics Student Goals	Mathematics Instructional Actions	Mathematics Resources	Mathematics Key Outcomes	Mathematics Measures	Mathematics Begin	Mathematics End	Mathematics Improvement
2021-22 January 2020 diploma written response results: Written score results on January 2020 diploma are below provincial average.	**2021-22** Student achievement in procedural (problem-solving) fluency will improve.	**2021-22** **Staff will:** Increase the use of written assessments that make use of the directing words Provide intentional scaffolding of directing words In PLC meetings, staff will share high impact instructional strategies on approaches to reinforce meanings for vocabulary in math contexts. Staff will share high impact approaches to instructing students on solving multi-step math problems. Model and foster the use of multiple strategies to solve problems or use procedures. Include contextual and mathematical problems at all points in the learning progression to reinforce conceptual understanding and give students opportunities to choose appropriate and efficient procedures. **With students, staff will:** Identify key words and processes necessary for reading mathematical problems and identifying effective strategies and mathematical processes for solving complex problems. Implement a variety of forms of practice that includes all aspects of student learning. Provide actionable feedback supporting student metacognitive process and awareness of problem solving processes. Communicate areas of	**2021-22** Math Directing Words from Alberta Education CBE Assessment & Reporting Network Diploma written exemplars and scoring guides. CBE k-12 Mathematics Framework	**2021-22** Teachers incorporate specific problem-solving techniques in their math lessons by selecting tasks that provide multiple entry points through the use of varied tools and representations every day. Increase in student ability to identify effective problem-solving techniques. Increase ability to demonstrate all steps when solving multi-step problems. Increase student ability to identify errors in problem solving processes.	**Measure 1:** Diploma results on written portion of exam 2022 **Measure 2:** Student Survey Question for Math Students: "The teacher promotes problem solving and critical thinking in classroom instruction and on assignments."	**Measure 1:** January 2020 Diploma Results: Math 30-1: 46.8% average score on written response Math 30-2: 46.1% average score on written response **Measure 2:** November 2021: 91.5%	**Measure 1:** January and June 2022 Diploma Results No January Diplomas June 2022 - Math 30-1 38.8% success rate on written problem-solving response June 2022 - Math 30-2 14.5% success rate on written problem-solving resonse. **Measure 2:** Spring 2022 Student Survey 81% agree 16% somewhat agree. 97% Total (All teachers)	No improvement Increase of 5.5%, however, data for spring 2022 included all teachers.

		strength and areas of improvement with regards to written communication of mathematics. Build student familiarity with mathematical thinking routines. Include intentional instruction about the process of problem solving to make the required thinking explicit, and talk with students “about productive struggle, about making mistakes, and about adaptive reasoning” Ensure students understand and can explain the mathematical basis for the procedures that they are using.			

2022-23 Chinook's Student Survey data shows a strong positive response in students' perceptions of teachers providing instruction on problem solving and critical thinking. Diploma exam data, particular from the problem solving and procedural fluency areas, reflect lower scores for Chinook students than at the CBE and provincial level. (30-1 students scored 19.2% below the provincial average on the problem-solving measure and 30-2 students 5.7% below the provincial average.)	**2022-23** Student achievement in procedural (problem-solving) fluency in mathematics will improve	**2022-23** **Staff will:** Model and foster the use of multiple strategies to solve problems or use procedures. **With students, staff will:** Include intentional instruction about the processes of problem solving to make the required thinking explicit, and talk with student about productive struggle, making mistakes, and adaptive reasoning.	**2022-23** Staff work in PLC Team to design assessments of procedural fluency and problem-solving specific to the course outcomes. Math Directing Words from Alberta Education CBE Assessment & Reporting Network CBE K-12 Mathematics Framework Diploma written exemplars and scoring guides.	**2022-23** Continued increase in overall written communication of student work. Continued increase in student ability to identify effective problem-solving techniques, demonstrate all steps when solving multi-step problems, and identify errors in problem solving processes.	**Measure 1:** Diploma results on written portion of exam 2023 **Measure 2:** Math 30-2: Compare written response results on common unit tests.	**Measure 1:** June 2022 Diploma Results: Math 30-1: X% average score on written response - problem solving success rate Math 30-2: X% average score on written response problem solving success rate **Measure 2:** Fall semester unit test results	**Measure 1:** June 2023 Diploma Results: Math 30-1: X% average score on written response problem solving success rate Math 30-2: X% average score on written response problem solving success rate **Measure 2:** Winter semester unit test results	

Well-Being for Learning Data	Well-Being for Learning Student Goals	Well-Being for Learning Instructional Actions	Well-Being for Learning Resources	Well-Being for Learning Key Outcomes	Well-Being for Learning Measures	Well-Being for Learning Begin	Well-Being for Learning End	Well-Being for Learning Improvement
2020-21 October Student Survey (168 respondents) reveals: -20% of students feel connected to other students in their class -38% of students contact classmates to help achieve learning goals and to keep up when class is missed - 35% of students rate their level of involvement in class discussion, assignments and activities for their course(s) as very involved - 73% of students feel that the teacher has created opportunities for them to interact with each other to improve their understanding of content	**2020-21** Teachers will use digital teaching strategies to encourage student interactions that promote greater learning and agency.	**2020-21** **Staff will:** -expand their knowledge and use of a variety of digital communication tools and model their effective use - identify current gaps in connection and create meaningful opportunities to establish a sense of community **With students, staff will:** -use digital teaching strategies to encourage student interactions that promote greater learning and independence/agency -Create opportunities to develop and maintain a sense of community within the classroom, whether in a virtual or face-to-face environment.	**2020-21** -professional learning opportunities provided through in house and system expertise focusing on best practices for using digital communication tools -community of practice meetings that focus on sharing effective digital communication tools -staff meetings that share digital communication tools and tips -increased use of a variety of digital communication tools for meetings and communication -exploring and implementing ways to improve student agency	**2020-21** Students will feel connected and supported by their classmates in achieving their learning goals. Students will use D2L more often to support their learning. Anecdotally, teachers will report greater engagement and participation levels in classroom activities and discussions.	**Measure 1:** Student Survey Fall 2020 & Spring 2021	**Measure 1:** -20% of students feel connected to other students in their class **Measure 2:** -38% of students contact classmates to help achieve learning goals and to keep up when class is missed **Measure 3:** - 35% of students rate their level of involvement in class discussion, assignments and activities for their course(s) as very involved **Measure 4:** - 73% of students feel that the teacher has created opportunities for them to interact with each other to improve their understanding of content	**Measure 1:** Student Survey Spring 2021 33% of students feel connected to other students in their class 52 % of students contact classmates to help achieve learning goals and to keep up when class is missed will increase **Measure 2:** 52 % of students contact classmates to help achieve learning goals and to keep up when class is missed **Measure 3:** 40 % of students rate their level of involvement in class discussion, assignments and activities for their course(s) as very involved **Measure 4:** 72 % of students feel that the teacher has created opportunities for them to interact with each other to improve their understanding of content	13% increase in students feel connected to other students in their class 14% increase in students contact classmates to help achieve learning goals and to keep up 5% increase in students rate their level of involvement in class discussion, assignments and activities for their course(s) as very involved students continue to feel that the teacher has created opportunities for them to interact with each other to improve their understanding of content

						(data from the fall 2020 student survey)		
2021-22 Student Survey Spring 2021 (689 respondents) 78% of students feel connected or somewhat connected to other students in their class 52 % of students contact classmates to help achieve learning goals and to keep up when class is missed will increase 40 % of students rate their level of involvement in class discussion, assignments and activities for their course(s) as very involved 72 % of students feel that the teacher has created opportunities for them to interact with each other to improve their understanding of content	**2021-22** Teachers will use digital teaching strategies to encourage student interactions that promote greater learning and agency.	**2021-22** **Staff will:** continue to expand their knowledge and use of a variety of digital communication tools and teach their effective use; promote greater confidence and independence in student learning identify current gaps in connection and create meaningful opportunities to establish a sense of community **With students, staff will:** use digital teaching strategies to encourage student interactions that promote greater learning; model how students can be more independent in their learning Create opportunities to develop and maintain a sense of community within the classroom, whether in a virtual or face-to-face environment.	**2021-22** -professional learning opportunities provided through in house and system expertise focusing on best practices for using digital communication tools -community of practice meetings that focus on sharing effective digital communication tools -staff meetings that share digital communication tools and tips & strategies that promote greater student agency -increased use of a variety of digital communication tools for meetings and communication	**2021-22** Student Survey: students will feel connected and supported by their classmates and their own agency in achieving their learning goals. Students will use D2L more often to support their learning. Anecdotally teachers will report greater student agency. Anecdotally, teachers will report greater engagement and participation levels in classroom activities and discussions.	**Measure 1:** Student Survey Fall 2021 and Spring 2022	**Measure 1:** Student Survey Spring 2021 78% of students feel connected or somewhat connected to other students in their class **Measure 2:** 52 % of students contact classmates to help achieve learning goals and to keep up when class is missed will increase **Measure 3:** 40 % of students rate their level of involvement in class discussion, assignments and activities for their course(s) as very involved **Measure 4:** 72 % of students feel that the teacher has created opportunities for them to interact with each other to improve their understanding of content	**Measure 1:** Student Survey Spring 2022 - 79.9% of students feel connected and supported at **Measure 2:** Student Survey Spring 2022- 57% of students contact classmates to help achieve learning goals and to keep up when class is missed **Measure 3:** Student Survey Spring 2022- 40% of students rate their level of involvement in class discussion, assignments and activities for their course(s) as very involved **Measure 4:** Spring 2022 - 77% of students feel that the teacher has created opportunities for them to interact with each other to improve their understanding of content will increase	1.9% increase 5% increase No change 5% increase
2022-23 Student Survey Spring 2022 (593 respondents) 94% of students feel welcome 57% of students contact classmates to help achieve learning goals and to keep up when class is missed	**2022-23** Teachers will use digital teaching strategies to encourage student interactions that promote greater learning and agency.	**2022-23** **Staff will:** continue to expand their knowledge and use of a variety of digital communication tools and teach their effective use; promote greater confidence and independence in student learning	**2022-23** professional learning opportunities provided through in house and system expertise focusing on best practices for using digital communication tools -community of practice meetings that focus on sharing	**2022-23** Students will feel connected and supported by their classmates and their own agency in achieving their learning goals. Students will use D2L more often to support their learning.	**Measure 1:** CLS Student Survey - Engagement and Interaction	**Measure 1:** Student Survey Spring 2022 - 94% of students feel welcome **Measure 2:** 57% of students contact classmates to help achieve learning goals and to keep up when class is missed	**Measure 1:** Student Survey Spring 2023- % of students who feel welcome **Measure 2:** % of students contact classmates to help achieve learning goals and to keep up when class is missed	

40% of students rate their level of involvement in class discussion, assignments and activities for their course(s) as very involved 77% of students feel that the teacher has created opportunities for them to interact with each other to improve their understanding of content will increase		identify current gaps in connection and create meaningful opportunities to establish a sense of community **With students, staff will:** use digital teaching strategies to encourage student interactions that promote greater learning; model how students can be more independent in their learning Create opportunities to develop and maintain a sense of community within the classroom, whether in a virtual or face-to-face environment.	effective digital communication tools -staff meetings that share digital communication tools and tips & strategies that promote greater student agency -increased use of a variety of digital communication tools for meetings and communication	Anecdotally teachers will report greater student agency. Anecdotally, teachers will report greater engagement and participation levels in classroom activities and discussions.		**Measure 3:** 40% of students rate their level of involvement in class discussion, assignments and activities for their course(s) as very involved **Measure 4:** 77% of students feel that the teacher has created opportunities for them to interact with each other to improve their understanding of content will increase	**Measure 3:** % of students rate their level of involvement in class discussion, assignments and activities for their course(s) as very involved **Measure 4:** % of students feel that the teacher has created opportunities for them to interact with each other to improve their understanding of content will increase	