

UPDATED 2024-09-30

Bilan annuel  
CSC - Plan d'Action 2024-2025

2024-2025 PRT Action Plan

OBJECTIVES	STRATEGY	INDICATORS	TARGETS
<b>VOLET 1.1 - FORMATIONS PROFESSIONNELLES POUR LES PARTIES PRENANTES DES CSC</b>			
PRT provides training opportunities to increase the competency and capacity of CLC personnel to implement the CLC approach throughout the English school system in Quebec	<p>PRT will make PD sessions available to CLC personnel throughout 2024-2025. After reviewing feedback from the 2023-2024 year end surveys and CLC action plans, PRT will focus on back to basics as a priority for PD this year. Experienced CDAs are always invited to share their expertise with their new teammates.</p> <p>PD workshops will focus on CLC needs as expressed in the year-end surveys: mental health, family engagement, and CLC development. Additional focus areas may be added as needed, but early childhood and EDI themes will be integrated into the above 3 focus areas.</p> <p>Additionally, reconnecting with CLC teams in the school boards is a priority. PRT will offer CLC team training sessions to interested school boards, allowing them to come together, share best practices and learn from both the PRT and each other.</p>	<p># participants attending PRT workshops</p> <p># participating school boards</p> <p>% respondents to feedback forms</p> <p>% respondents with positive feedback</p>	<p>37 full to half-day workshops developed and delivered as per Entente de services between LEARN and the DSREA:</p> <ul style="list-style-type: none"> <li>• 27 focused on identified outcome areas</li> <li>• 10 on themes of our/DSREA choice</li> </ul> <p>75% of participants provide positive feedback on PRT full to half day workshops</p>
<b>VOLET 1.2 Sessions d'orientation au réseau de centre scolaires et communautaires</b>			
Training and onboarding of new CDAs in the CLC network	<p>PRT will offer <u>two</u> 2-day orientation/onboarding sessions for new CDAs to provide them with a comprehensive understanding of their role, responsibilities, and the context in which they will be working.</p> <p>New CDAs are obliged to participate as per the signed entente between DSREA and the school boards.</p> <p>School board reps will be encouraged to ensure they have hired staff in a timely manner so they can participate in PRT New CDA training opportunities.</p>	<p># of new CDAs attending PRT new CDA training workshops</p>	<p>2 two-day orientation/onboarding sessions</p> <p>100% of new CDAs participate in the training and onboarding workshop/activities offered by the PRT</p> <p>75% of participants repond positively in the workshop feedback form</p>
<b>VOLET 1.3 - Ateliers de moins d'une demi-journée pour diverses parties prenantes du réseau éducatif anglophone oeuvrant dans le réseau des CSC</b>			
Meetings for various stakeholders in the English-speaking educational network working in the CLC network.	Workshops for parents/families focused on at-riskstudent populations and transitions	<p># participants attending workshops</p> <p># participating school boards</p> <p>% respondents to feedback forms</p> <p>% respondents with positive feedback</p>	5 workshops aimed at empowering parents and families to better support their at-risk students and contribute to their academic success and well-being.
	Support early transitions agents across the school boards. Theme of training identified/confirmed by the Liaison Committee	<p># participants attending workshops</p> <p># participating school boards</p> <p>% respondents to feedback forms</p> <p>% respondents with positive feedback</p>	3 Workshops developed and delivered focused on the importance of recognizing and building upon the contribution of parents to their children's success in school, as well as strengthening or consolidating the links between the school environment, community stakeholders, and families
	Webinar for students focused on the transition to CEGEP	<p>Title of the workshop / Theme</p> <p>Target Audience</p> <p>Date</p> <p># of Participants</p> <p># participating school boards</p> <p>% respondents to feedback forms</p> <p>% respondents with positive feedback</p>	1 workshop delivered to secondary 4 and 5 students as they start to explore transition from Secondary School to post-Secondary
	Ensure new CLC principals have the tools and capacity to implement and support the community school approach	<p># participants attending workshops</p> <p># participating school boards</p> <p>% respondents to feedback forms</p> <p>% respondents with positive feedback</p>	2 webinars scheduled for CLC Principals to support their development as Principals in a Community School.

<b>VOLET 1.4 - Rencontres pour différentes parties prenantes du réseau éducatif anglophone oeuvrant dans le réseau des CSC</b>			
Meetings for difference CLC Stakeholders groups in the CLC Network	A Peer Learning Community (PLC)/Community of Prractice (CoP) will serve as a venue for CDAs to come together to learn from each other and share their expertise. It fosters a sense of shared knowledge and encourages continuous improvement.	# of PLC meetings held # people (CDA, Principals, SB Reps) participating in PLC sessions # participants attending workshops # participating school boards % respondents to feedback forms % respondents with positive feedback	4 PLC meetings developed and delivered  50% of PLC participants participate in all 4 sessions throughout the year
	Collaborate with School Board Representatives of CLCs. PRT will meet with representatives from each of the School boards, CSS du Littoral and Hebrew Academy three times throughout the school year with the aim of sharing knowledge and best practices related to the development of the Community School approach in the individual school boards.	# meetings held between PRT and SB Reps # participants attending workshops # participating school boards % respondents to feedback forms % respondents with positive feedback	3 meetings with the designated School Board representatives from each SB/CSS to leverage their expertise and focus on helping CLCs achieve better outcomes.
<b>VOLET 2 - Outils pour soutenir la mission es Centres scolaires communautaires (CSC)</b>			
Develop digital tools and video training capsules to support the CLC network	To support the professional practices of CLC teams the PRT will develop or revamp extensively, a series of tools  Video training capsules will be created to support CDAs and CLC school teams to	# tools focused on helping CDAs do their job better. # tools focused on supporting CLC teams in the promotion and development of the community school approach. Learning objective of each of the training capsules. Theme of the tools. # video capsules produced and disseminated to support CLC development. Publication Date of tools and training capsules.	10 tools developed to support CDA development  10 tools developed to support the professional practices of CLC teams  3 training capsules and/or video vignettes for CLC teams  All of the above published/available on the LEARN website
	CLC Website is a resource for CLC Teams	LEARN to host and maintain the PRT/CLC website as part of the LEARN website  PRT will update the website regularly with information about upcoming PD sessions, CLC conference, tools, resources, partner and grant opportunities  PRT will share updates with the CLC network on a regular basis	# of updates to the CLC section of the LEARN website  Description of each update
<b>VOLET 3 - Expertise-conseil par le biais d'accompagnement</b>			
Accompaniment of CLC Teams	PRT will provide coaching, consulting and accompaniment support for CLC Teams implementing the CLC Approach  PRT will provide tailored assistance, as requested, to help CLC teams develop their skills, navigate challenges effectively, connecting with various government agencies or community organizations that can help them expand their reach, access resources, and collaborate on projects.  PRT will support CLC teams, if requested, with the establishment of monitoring and evaluation systems to track the impact of their programs and make data-driven decisions.  PRT will support CLC teams to develop and implement their Action Plans to ensure they have set clear goals, objectives, and have a roadmap for achieving their mission.	# requests for PRT accompaniment  # CDAs requesting support from the PRT  # CLC Principals requesting support from PRT  # SB Reps requesting support from PRT  Objective of the Accompaniment  Role of Person Accompanied  School board of person accompanied	1400 hours of accompaniment support to CLC teams

Partnership Development and Maintenance	<p>PRT will create new and maintain existing community partnerships to enhance services offered by the CLCs</p> <p>PRT will establish 1 new partnership agreement</p> <p>PRT will participate on regional/provincial development tables to forge links and connect with community organizations that can support the community school approach</p> <p>PRT will share relevant partner information with CLC teams and request reciprocity</p>	<p># community tables PRT sits on</p> <p># partnerships agreements entered into</p> <p># new potential partners</p> <p>Purpose of support</p> <p>Table / organization Supported</p>	Provide 1190 hours of support to partners
<b>VOLET 4 - Plans d'action, bilans, rapports</b>			
Reporting	<p>PRT will develop and disseminate annual surveys in June to CLC teams (CDAs, CLC Principals, SB Reps) - survey results will be shared with the SB Rep committee and will feed development of the PRT Action plan for the coming year</p> <p>PRT will review and provide feedback on the CLC Online journals submissions from the CDAs, three times a year.</p> <p>PRT will post the PRT Action Plan on the LEARN/PRT Website</p> <p>PRT will submit a progress report on the Action Plan to the DSREA, three times a year</p> <p>PRT will complete required documentation from the DSREA</p>	<p># surveys disseminated to the CLC network (CDAs, Principals, SB Reps)</p> <p># surveys completed by CLC Network (CDAs Principals, SB Reps)</p> <p># DSREA Progress reports submitted each year</p> <p>PRT Action Plan developed and posted on LEARN Website</p>	<p>100% of CDAs complete the PRT year-end survey</p> <p>100% of CDAs complete the 3 online journal submissions as required throughout the year</p> <p>50% of Principals complete the PRT year-end survey</p> <p>75% of SB Reps complete the PRT year-end survey</p> <p>3 DSREA Progress reports submitted by PRT</p> <p>1 PRT Action Plan developed and submitted to DSREA</p>