

The Community Association for Lasting Success Strategic Plan: September - August

<p>Our Vision:</p> <p><i>A community where every child has the opportunity to achieve to his/her potential.</i></p>	<p>Our Mission:</p> <p><i>To make a positive difference in children's lives by responding to the needs of families and fostering an environment for life-long learning.</i></p>		<p>What we do well:</p> <ul style="list-style-type: none"> • Skilled, dedicated staff • Provide good programming • Efficient use of resources • Great space • CALS good reputation • Strong board • Innovative problem solving • Committed volunteers • Good leadership
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Organization's Foundation:

Strategy	Goals and Objectives	Outcomes	Person	Deliverables	Timeline	Measures
<p>Goal 1: A clearly stated vision and mission statements.</p>	<p>1.1 To create a Vision statement that is reflective of the future outcomes of the organization.</p> <p>1.2 Revise the mission statement to create a statement that can be remembered easily and repeated – like a motto.</p>	<p>A statement clearly defining the future direction of the organization.</p> <p>A statement that clearly defines the work of the organization</p>	<p>Dee/Tammy/ CALS Board</p> <p>Dee/Tammy/ CALS Board</p>	<p>Present at AGM February 10/16</p>	<p>Feb/2016</p>	<p>A statement that is easily repeated and expresses what the organization hopes to achieve.</p> <p>A “moto” for the organization that is easily stated, remembered and defines the work of the organization.</p>

Instructional Focus								
Strategy	Goals and Objectives	Outcomes	Person(s)	Deliverables	Timeline	Measures		
						2016	2017	2018
Goal 2: Promoting early learning and development of children and youth	CALS will: <ul style="list-style-type: none"> Expand programming to meet the educational and multi-cultural needs of children, youth and families to foster a positive attitude towards life-long learning Work with community partners to develop and align program curricula to provide an inclusive program that supports children and youth to meet developmental competencies. <p>Action steps:</p> <p>2.1 Articulate and align the Head Start program, curriculum, benchmarks and assessments with the Alberta Kindergarten Statement to help children reach their full potential</p> <p>2.2 Align the Family Literacy programs with Alberta Innovation and Advanced Education outcome measures.</p> <p>2.2 Streamline documentation and recording process to make it easier to track program outcomes and success.</p> <p>2.3 Expand Head Start and Family Literacy programming and support to children, youth and families to meet diverse needs; to include but not be limited to:</p> <ul style="list-style-type: none"> ELL programming Parenting support and programming full day and or evening programming 	<ul style="list-style-type: none"> Children in need have access to an inclusive early learning programming Children reach their individual, learning goals. Children are ready to learn Children and families adopt a positive attitude towards learning Families recognize and understand their child's learning needs and developmental milestones. Children's language, literacy and social interaction skills are enhanced so they are better able to achieve success in everyday literacy activities in school. Head Start Preschool early learning program achieves accreditation. 	Dee/Tammy/ CALS Staff Dee/Tammy/ CALS Staff CALS Staff and Parents CALS Staff/Parents Dee/Tammy/ CALS Staff Dee	Updates provided monthly to Board; yearly progress at AGM. Information collected through: anecdotal records, parent/participant surveys. Accreditation obtained. Results shared at Preschool and CALS' AGM.	Sept/ 2015- June/2018	70% of Head Start children ready for Kindergarten 70% of children achieving individual goals. 70% of parents indicate that their child's language, literacy and social interaction skills are enhanced so they are better able to achieve success in everyday literacy activities in school. 70% of parents/caregivers indicate an increased understanding of the role of literacy in child development. Feasibility assessment and program development for the family mentoring/tutelage program.	75% of Head Start children ready for Kindergarten 75% of children achieving individual goals. 75% of parents indicate that their child's language, literacy and social interaction skills are enhanced so they are better able to achieve success in everyday literacy activities in school 75% of parents/caregivers indicate an increased understanding of the role of literacy in child development Offering mentoring & tutelage to children ages 5-12 years.	80% of Head Start children ready for Kindergarten 80% of children achieving individual goals. 80% of parents indicate that their child's language, literacy and social interaction skills are enhanced so they are better able to achieve success in everyday literacy activities in school 80% of parents/caregivers indicate an increased understanding of the role of literacy in child development Offering mentoring & tutelage to children ages 5-15 years.

	<p>2.4 Expand programming to school aged children and offer after school family mentoring tutelage in the areas of language and math concepts.</p> <p>2.5 Work through accreditation process for the Head Start Preschool Program.</p>					<p>Vegreville Preschool/Head Start Early Education program receive accreditation.</p>	<p>Program maintains accreditation.</p>	<p>Program maintains accreditation.</p>
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Community and Family Engagement								
Strategy	Goals and Objectives	Outcomes	Person(s)	Deliverables	Timeline	Measures		
<p>Goal 3: Promote community collaboration to support the learning needs of children</p> <p>Collaborate to increase family supports to strengthen families' well-being and self-reliance.</p>	<p>CALS will:</p> <ul style="list-style-type: none"> Engage families to develop program and services for children, youth and families. Work with community partners to expand programs and services and to connect families to these services. Work with the local school systems and community partners to offer an after school family leaning support programs for youth ages 5-15 years in the areas of mathematics and literacy. Work with local school systems and community partners to expand the School Snack from 3 days per week to 4 <p>Action steps:</p> <p>3.1 Involve families in the development and implementation of individual program goals and outcomes for their child.</p> <p>3.2 Input on programs will be solicited from participants and community members through yearly surveys.</p> <p>3.3 Partner with local school systems in the development and implementation of the family mentoring/tutoring program.</p> <p>3.4 Secure additional funding to expand the School Snack program to 4 days per week through grant process, partnerships with local schools, community members and businesses.</p>	<ul style="list-style-type: none"> Families are involved in the decisions that affect them. Families are connected to community and community resources Community resources are available, coordinated and integrated to support the early learning of children and families. Parents are engaged in their child's development and learning. Families feel supported. Children receive a nutritious mid-morning snack 4 mornings per week. 	Dee/Tammy Iftody/ Heather Giebelhaus/ CALS Staff/ CALS Board	<p>Updates provided monthly to Board; yearly progress at AGM.</p> <p>Information collected through: anecdotal records, parent/participant surveys.</p>	Sept/ 2015- June/2018	<p>2016</p> <p>70% of families involved with CALS programming will be satisfied that the programming benefited their child and family.</p> <p>70% of families indicate that they are better connected to the community.</p> <p>70% of families are better able to support their child's development</p> <p>Funding secured to increase school snack to 4 mornings per week.</p>	<p>2017</p> <p>75% of families involved with CALS programming will be satisfied that the programming benefited their child and family.</p> <p>75% of families indicate that they are better connected to the community.</p> <p>75% of families are better able to support their child's development</p> <p>Children receive a nutritious school snack 4 mornings per week.</p>	<p>2018</p> <p>80% of families involved with CALS programming will be satisfied that the programming benefited their child and family.</p> <p>80% of families indicate that they are better connected to the community.</p> <p>80% of families are better able to support their child's development</p> <p>Children receive a nutritious school snack 4 mornings per week.</p>

Staff and Board Development

Strategy	Goals and Objectives	Outcomes	Person(s)	Deliverables	Timeline	Measures		
						2016	2017	2018
<p>Goal 4: Promote service excellence</p>	<p>CALS will:</p> <ul style="list-style-type: none"> Attract, retain, engage and recognize outstanding staff Attract, retain, engage and recognized diversified Board members. <p>Action steps:</p> <p>4.1 Yearly staff surveys will be distributed and reviewed.</p> <p>4.2 Standard staff training and orientation process developed and implemented.</p> <p>4.3 Standard board orientation process developed and implemented.</p> <p>4.4 Yearly board evaluation process to be developed and implemented.</p>	<ul style="list-style-type: none"> CALS will meet the learning needs of children and families Program staff will feel supported and appreciated. CALS will have a Board recruitment and training process 	<p>Dee/Tammy/ CALS Staff/ CALS Board</p>	<p>Yearly, board will be updated on staffing, recruitment and training needs.</p> <p>Board committees will be implemented; committee members to provide quarterly updates to board members.</p>		<p>71.5 % (10) staff are satisfied with the quality of their work environment</p> <p>75% (6) Board members indicate an opportunity to understand the work of CALS</p>	<p>Greater than 85% (11 or more) staff are satisfied with the quality of their work environment.</p> <p>87.5% (7) Board members indicate an opportunity to understand the work of CALS</p>	<p>Greater than 85% (11 or more) staff are satisfied with the quality of their work environment.</p> <p>87.5% (7) Board members indicate an opportunity to understand the work of CALS</p>

Organizational and Financial Engagement								
Strategy	Goals and Objectives	Outcomes:	Person(s)	Deliverables	Timeline	Measures		
						2016	2017	2018
Goal 5: Promote accountability and increase visibility.	CALS will: <ul style="list-style-type: none"> Develop sustainable and diversified funding Develop a plan to communicate through the various social media sites. Develop a plan and evaluation tools for all programs. <p>Action steps:</p> <p>5.1 Implement a funding strategy to achieve sustainable, diversified, and flexible funding.</p> <p>5.2 Implement plan to identify major strategic and operational risks and how to mitigate and minimize risks.</p> <p>5.3 Develop and implement a HR process for hiring, orientation, training and development, recognition and performance management.</p> <p>5.4 Develop and implement a Board recruitment and succession plan.</p> <p>5.5 Implement a process for the Board to annual review its performance.</p> <p>5.6 Implement an organizational marketing and public information strategy.</p>	<ul style="list-style-type: none"> CALS will be known in the community and recognized for its high standards and accountability 	Dee/CALS Board	Board committees to be developed in the following areas: Promotion and fundraising Policy development and risk management. Human resource and board recruitment and evaluation. Committees will provide progress quarterly to the board.	Sept/ 2015- June/ 2018	Plan developed to consider alternate funding sources and partnerships. Organization more recognizable Board committees developed and implemented.	An increase of 5%(\$2,981.00) to alternate funding sources and partnerships secured Survey of community partners, program participants indicate increase awareness of programs and services offered by CALS. 50% (4) Board members indicate that they are more involved with the operations of CALS. Organization has reviewed and updated 50% of human resource policies Board has implemented a	An increase of 7% (\$4,173.00) to alternate funding sources and partnerships secured Survey of community partners, program participants indicate increase awareness of programs and services offered by CALS. 60% (5) Board members indicate that they are more involved with the operations of CALS. Organization has reviewed and updated 100% of the human resource policies. 50% (4) board members indicate

							Executive Director has identified and implemented training plan to address staff training needs	training plan for board members. 64% (9) staff indicate that their training needs have been met.	that their board training needs have been met. 71.5% (10) staff indicate that their training needs have been met.
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