







## École Père Kenneth Kearns Catholic School School Education Assurance Plan

2022 -2026 Division Education Assurance Plan

**School Year: 2024-2025**

*Elk Island Catholic Schools will ensure success for all students.*

### 2024-2025 School Assurance Plan Overview

Strategic Priority	Faith Integration 		Learners and Learning 		Systemic Wellness 	Community Engagement 
<b>Goal</b>	<i>Our students, staff and EICS community will be provided a faith integrated environment through worship, witness and service.</i>		<i>Our students and staff will develop to their fullest potential through multiple pathways.</i>		<i>Staff and student well-being, in mind, body and spirit, will be supported through programming and education.</i>	<i>EICS provides enhanced opportunities to support student success through communication, engagement and partnership.</i>
<b>Division Outcome</b>	<i>Students are provided relevant religious education and faith integration in all curricula</i>	<i>Students and staff engage in living a sacramental life to deepen their faith journey..</i>	<i>Students achieve acceptable and excellence in literacy and math/numeracy.</i>	<i>Students access learning opportunities and support that address their diverse learning needs.</i>	<i>Provide faith filled....</i>	<i>Provide opportunities for all stakeholders (staff, students, and parents) to have involvement and provide feedback to improve the educational experience.</i>
<b>School Strategy</b>	<i>Plan and provide faith formation professional learning opportunities for ongoing teacher training and resources required for planning faith integrated lessons.</i>	<i>Share and develop professional experiences that help in the formation of responsible students who give witness to Catholic social teachings (Active Citizenship).</i>	<i>Provide professional learning using research based instruction to support writing in the targeted language.</i>	<i>Engage and support staff in the continued refinement of the collaborative response model and the continuum of supports and services aligned to the principles of inclusive education for All students (Alberta Education: Implementing a continuum of supports and services, 2022)</i>	<i>Support staff and students with universal strategies .....</i>	<i>School Promotion to impact student enrollment in partnership with OLPH and ABJ.</i>

# 2024-2025 School Education Assurance Plan

EICS Assurance and alignment to Alberta Education Domains and Alberta Education Assurance Measures - 2022-2023

## Strategic PRIORITY: Faith Integration

### Division Goal:

Our students, staff and EICS community will be provided a faith integrated environment through worship, witness and service.

### Division Outcome(s):

- Students are provided relevant religious education and faith integration in all curricula.
- Students and staff engage in living a sacramental life to deepen their faith journey.

### Targeted Success Measures:

- Elk Island Catholic Schools measures:
  - Catholic School Reviews
  - School faith environment
  - Staff faith formation
  - Student faith formation
- Alberta Education Assurance Measures:
  - Students model active citizenship

## 2024-2025 School Strategies and Corresponding Actions:

### Implementation Plan:

### School Strategies:

- Plan and provide faith formation professional learning opportunities for ongoing teacher training and resources required for planning faith integrated lessons.
- Share and develop experiences that help in the formation of responsible students who give witness to Catholic social teachings (Active Citizenship).

### Milestones - Evidence of Impact

#### **“What is the success criteria?”**

What will you accept as evidence that the school strategies you have chosen are having an impact?

How will you know that the school strategies you have chosen are implemented at a high level?

What additional support is needed if you are not achieving success?

<p><b>School Strategy(ies): To achieve the Shared Vision</b> Examine the present situation in the area of focus:</p> <ul style="list-style-type: none"> <li>• What are we doing well and what is the evidence?</li> <li>• What are we not doing so well, and what is the evidence?</li> <li>• What might be possible?</li> </ul>	<p><b>Primary Strategies: Faith Integration</b></p> <ul style="list-style-type: none"> <li>• Incorporate the sacraments into the academic curriculum, where appropriate.</li> <li>• Designate regular collaborative planning sessions for teachers across different grade levels and subjects to discuss ways to infuse faith into their curriculum.</li> <li>• Offer regular professional development workshops focused on integrating faith into various subjects and grade levels.</li> <li>• Connect with Faith &amp; Wellness team at CLS for support with faith integration into new curricular areas.</li> <li>• Connect with CLS for support on facilitating a cross-school collaboration on faith integration in content areas.</li> </ul> <p><b>Primary Strategies: Sacramental Life</b></p> <ul style="list-style-type: none"> <li>• Explore The 5 Marks of an Excellent Catholic Teacher during staff meetings</li> <li>• Students will learn specific prayers as assigned by their curriculum</li> <li>• Students and Staff will use the learned prayers during assemblies/celebrations/morning prayer</li> <li>• Entire school mass - at school or at the parish</li> <li>• Organize school-wide events and celebrations that highlight religious holidays, feast days, and other significant moments in the liturgical calendar.</li> </ul> <p><b>Ongoing</b></p> <ul style="list-style-type: none"> <li>• To follow the teachings of Christ in our interactions with one another.</li> <li>• Collaborative time established for grade level meetings</li> <li>• Targeted PD and support</li> <li>• Faith integration check-ins/milestone reflection</li> <li>• Staff team building retreat at the beginning of the school year</li> <li>• Continue with school wide activities such as class buddies and active citizenship projects that will make our faith theme actionable.</li> <li>• Continue to make division faith theme visible in classroom prayer corner, the chapel, bulletin boards, the main office</li> <li>• Prayer club</li> <li>• Monthly assemblies highlighting sacraments, Gospel readings and songs related to Division Faith theme.</li> <li>• Celebrating Students Sacramental Achievement <ul style="list-style-type: none"> <li>○ Morning announcement highlighting the student receiving sacrament</li> <li>○ Staff attending Sacramental Mass</li> <li>○ Card and certificate presented to student</li> </ul> </li> <li>• Adoration Eucharistic</li> <li>• Welcoming weekly the clergy at school</li> <li>• Offer regular workshops, seminars, and classes that educate both students and staff about the sacraments in</li> </ul>	
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	<p>the Catholic tradition.</p> <ul style="list-style-type: none"> <li>● Encourage students and staff to cultivate a personal prayer life that includes reflection on the sacraments.</li> </ul>	
<p><b>Research and Evidence</b>  <i>What data, including research, evidence, lesson learned, is being used to inform your plan?</i></p>	<ul style="list-style-type: none"> <li>● Assurance Data</li> <li>● Administrative Walkthroughs</li> <li>● One-on-One Staff Check-in (3x/year) (Teachers, EAs, Support Staff)</li> <li>● Milestone reflection as staff, parents, and students</li> <li>● Chaplain Reflection</li> <li>● Parish Admin meeting conversations</li> <li>● On-going conversations with all stakeholders (informal, CRM PD/Collab, CTM)</li> <li>● Weekly leadership meetings (CRC, FWW, and Admin)</li> <li>● Gather feedback from teachers who have experience integrating faith into their curricula</li> </ul>	
<p><b>Resources</b>  <i>What resources will be needed to support? (e.g., staff, supplies, etc)</i></p>	<p>Foundational documents used:</p> <ul style="list-style-type: none"> <li>● Marks of an Excellent Catholic Leader</li> <li>● Marks of an Excellent Catholic Teacher</li> <li>● Book : <i>Educating For Eternity</i> by Brett Salkeld</li> </ul> <p>Additional Resources</p> <ul style="list-style-type: none"> <li>● Faith Growing in Christ Curriculum</li> <li>● CLS consultant support - PD and resources</li> <li>● Dedicated funds for SPICE and Blueprints - with integration lens</li> <li>● Scheduled time for chaplaincy support</li> <li>● Pastoral Assistant in content areas</li> </ul>	
<p><b>Professional Growth</b>  <i>What professional learning supports are needed?</i></p>	<ul style="list-style-type: none"> <li>● PD on how faith is intertwined into the new curricula</li> <li>● Create an inclusive learning environment where all students feel valued and supported in exploring their faith perspectives.</li> <li>● Aligning learning objectives, and assessments with religious themes and values while maintaining academic rigor.</li> <li>● Provide opportunities for educators to examine their personal spirituality, explore diverse perspectives, and deepen their understanding of religious diversity within the school community.</li> <li>● Collaboration time to develop resources</li> <li>● Potential for cross-school collaboration on faith integration</li> <li>● Opportunities for retreats, spiritual direction, and opportunities for personal prayer and reflection to nurture staff' own sacramental life and deepen their relationship with God.</li> </ul>	

	<ul style="list-style-type: none"> <li>● Dedicated funds for SPICE and Blueprints.</li> <li>● Incorporating religious themes, values, and discussions into lesson plans, instructional activities, and assessments.</li> </ul>	
<p><b>Time</b>  <i>What is the timeframe needed to support the implementation of the school strategies?</i>  <b>Link to School PD Plan</b></p>	<ul style="list-style-type: none"> <li>● Conduct a comprehensive assessment of the current state of faith integration within the school.</li> <li>● Faith Formation component at each staff meeting</li> <li>● Daily prayer <ul style="list-style-type: none"> <li>○ Every morning with staff</li> <li>○ during announcements</li> <li>○ lunch time</li> <li>○ at the end of the day</li> </ul> </li> <li>● Ongoing PD throughout the year <ul style="list-style-type: none"> <li>○ Initial curriculum integration PD early in the year</li> <li>○ Collaboration time embedded throughout the school year</li> </ul> </li> </ul>	
<p><b>Community Engagement</b>  <i>What strategies are in place to share with stakeholders?</i></p>	<ul style="list-style-type: none"> <li>● Stakeholder engagement meetings <ul style="list-style-type: none"> <li>○ At Parent council meetings</li> <li>○ With Students Leadership group</li> <li>○ With Teachers</li> <li>○ With CLS/Religious consultant</li> </ul> </li> <li>● Written communication <ul style="list-style-type: none"> <li>○ Summary of faith events during Admin report</li> <li>○ Focus on service projects for EICS initiatives and share success via social media.</li> <li>○ Faith formation in the weekly S'more communication with the school community.</li> <li>○ Share school faith events/faith integration (student led, school wide, etc.) via social media.</li> </ul> </li> <li>● Collaborative planning <ul style="list-style-type: none"> <li>○ Connect with the Parish about sharing faith integration initiatives with the pastoral support in their newsletter or through other mediums.</li> <li>○ With Teachers</li> <li>○ With CLS/Religious consultant</li> </ul> </li> <li>● Clergy visitation weekly</li> </ul>	

**Strategic PRIORITY: Learners and Learning**

<p><b>Division Goal:</b></p> <p>Our students and staff will develop to their fullest potential through multiple pathways.</p>	<p><b>Division Outcome(s):</b></p> <ul style="list-style-type: none"> <li>● Students achieve acceptable and excellence in literacy and math/numeracy.</li> <li>● Students access learning opportunities and support that address their diverse learning needs.</li> </ul> <p><b>Targeted Success Measures:</b></p> <ul style="list-style-type: none"> <li>● Elk Island Catholic Schools measures:             <ul style="list-style-type: none"> <li>○ Progress from student interventions</li> <li>○ Staff satisfaction survey results with professional development and collaboration</li> <li>○ Staff competency self-assessment survey (TQS and LQS)</li> <li>○ Student reading level data</li> <li>○ Student Math Intervention Programming Instrument (MIPI) data</li> </ul> </li> <li>● Alberta Education Assurance Measures:             <ul style="list-style-type: none"> <li>○ Class size averages</li> <li>○ Overall quality of basic education</li> <li>○ Provincial achievement test results</li> <li>○ Satisfaction with broad program of studies</li> </ul> </li> </ul>
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**2024-2025 School Strategies and Corresponding Actions:**

<p><b>Implementation Plan:</b></p>	<p><b>School Strategies:</b></p> <ul style="list-style-type: none"> <li>● Support implementation of the numeracy continuum of supports based on assessment triangulation to address gaps.</li> <li>● Engage and support school leadership teams and staff in the continued refinement of the collaborative response model and the continuum of supports and services aligned to the principles of inclusive education for All students (<u>Alberta Education: Implementing a continuum of supports and services, 2022</u>)</li> </ul>	<p><b>Milestones - Evidence of Impact</b></p> <p><b>“What is the success criteria?”</b></p> <p>What will you accept as evidence that the school strategies you have chosen are having an impact?</p>
<p><b>School Strategy(ies):</b></p> <p><b>To achieve the Shared Vision</b></p> <p><i>Examine the present situation in the area of focus:</i></p> <ul style="list-style-type: none"> <li>● <i>What are we doing well and what is the</i></li> </ul>	<p><b>Primary Strategies : Literacy and Numeracy</b></p> <ul style="list-style-type: none"> <li>● Utilize assessment data to identify students' strengths and areas for growth in literacy and math.</li> <li>● Use diagnostic assessments to inform instructional planning and target interventions to address specific learning needs.</li> <li>● Provide flexible grouping and personalized learning to support students at different skill levels in literacy and math.</li> <li>● Provide professional development opportunities to enhance teachers' content knowledge, pedagogical skills, and use of effective instructional strategies.</li> </ul>	<p>How will you know that the school strategies you have chosen are implemented at a high level?</p> <p>What additional support is needed if you are not achieving success?</p>

evidence?  
● What are we not doing so well, and what is the evidence?  
● What might be possible?

- Provide opportunities for teachers to attend conferences, participate in webinars, and pursue advanced coursework in literacy and math/numeracy education.
- Deepen our common understanding and application of effective literacy and numeracy practices (focus on conceptual understanding, differentiation, and assessment).
- Continue to develop Continuum of Supports as a Staff to deepen understanding of providing student interventions.
- Continue numeracy support through content literacy and targeted PD from SLS based on Math Assessments Results.

**Primary Strategies : Student diverse needs**

- Provide professional development, peer coaching, and collaborative planning time to support teachers in implementing effective strategies and interventions.
- Provide targeted interventions, progress monitoring, and adjustments to instruction based on students' response to support tiers.
- CRM Coverage with students will focus on mini-pd for students in the following areas:
  - Faith
  - Technology
  - Literacy
  - Numeracy
  - Indigenous education
  - Wellness
- Language support to facilitate academic language acquisition and content mastery.

**Ongoing**

- Provide challenging tasks, projects, and enrichment programs to foster higher-order thinking skills and academic excellence.
- Provide timely feedback to students on their performance, identify areas for improvement, and adjust instruction accordingly to ensure continuous growth and achievement.
- Share Evidence of Learning with parents regularly; Use of Class Dojo or portfolio
- Continued use of student reflection in instruction
- Collaborative environment (designated time every week and during PD days)
- Continue using CTM meeting for PD and professional conversations
- Learning outcome identified on all summative evaluations
- Reinforce our numeracy practices through the continued work with Math Talks and Jump Math
- Reinforce our literacy practices through the continued work with phonemic/phonological awareness, use of decodable text, guided reading, grade level sight words, grade level phonics

	<ul style="list-style-type: none"> <li>● Prepare a phonics scope and sequence for English Language Arts that takes in consideration our time constraints</li> <li>● Provide collaboration with other teachers in French Immersion outside of EICS</li> </ul>	
<p><b>Research and Evidence</b>  <i>What data, including research, evidence, lesson learned, is being used to inform your plan?</i></p>	<ul style="list-style-type: none"> <li>● Results of previous tests, such as PATs, Insight, Math Assessments, F &amp; P, GB+ etc</li> <li>● Utilize data to inform PD choices and instructional practices. <ul style="list-style-type: none"> <li>○ Narrow our focus</li> <li>○ Whole Class/Individual Interventions</li> </ul> </li> <li>● Assurance Survey</li> <li>● Administrative Walkthroughs</li> <li>● One-on-One Staff Check-in (3x/year)</li> <li>● Whole Staff Reflection</li> <li>● Numeracy Lead Reflection</li> <li>● Literacy Lead Reflection</li> <li>● CRC Reflection</li> <li>● On-going conversations with all stakeholders (informal, CRM PD/Collab, CTM)</li> </ul>	
<p><b>Resources</b>  <i>What resources will be needed to support? (e.g., staff, supplies, etc)</i></p>	<ul style="list-style-type: none"> <li>● Funding to support small class sizes</li> <li>● AP and CRC used as a classroom coach/support</li> <li>● Peer coaching will be encouraged between teachers and continued mentorship of student teachers.</li> <li>● Inservice for Lead Teachers</li> <li>● Utilize SLS staff (Curriculum, and ILS)</li> <li>● Utilize SLS website for resources</li> <li>● Utilize school wide - resources that facilitates small group work <ul style="list-style-type: none"> <li>○ SLS consultation</li> </ul> </li> <li>● Leveled reading initiative</li> <li>● Follow CRM Framework with embedded time <ul style="list-style-type: none"> <li>○ CTM</li> <li>○ PD</li> <li>○ Collab</li> </ul> </li> <li>● Artist in Residence (TBD)</li> <li>● Partnership with community agencies (e.g., Linking Generations, St.John Ambulance)</li> </ul>	
<p><b>Professional Growth</b>  <i>What professional learning supports are</i></p>	<ul style="list-style-type: none"> <li>● Sending staff members to professional development in regards to literacy, numeracy, assessment, and new curriculum. <ul style="list-style-type: none"> <li>○ Dedicated funds to send staff to PD</li> </ul> </li> </ul>	



<p><i>needed?</i></p>	<ul style="list-style-type: none"> <li>● Time in PD to analyze results of previous year’s data and decided on response</li> <li>● Teachers tailor instruction to meet individual student needs more effectively.</li> <li>● Development on fostering a positive classroom climate, teaching self-regulation skills, and promoting resilience among students</li> <li>● In school PD with a focus on literacy, numeracy, assessment, and differentiation <ul style="list-style-type: none"> <li>○ SLS support on potential narrowed focus</li> </ul> </li> <li>● Inviting SL/ILs to school to work with staff <ul style="list-style-type: none"> <li>○ PD and CRM PD days - with a follow up session for reflection and accountability embedded</li> </ul> </li> <li>● Understanding diversity in the classroom</li> <li>● Differentiated instruction is delivered</li> <li>● English Language Learner support is in place</li> <li>● Special Education and inclusion practices</li> <li>● Continuous learning and reflection</li> </ul>	
<p><b>Time</b>  <i>What is the timeframe needed to support the implementation of the school strategies?</i>  <b>Link to School PD Plan</b></p>	<ul style="list-style-type: none"> <li>● Monitor progress toward goals and objectives, collecting and analyzing data on student performance, instructional practices.</li> <li>● Monitor progress toward goals and objectives, collecting and analyzing data on student engagement, participation, and academic achievement.</li> <li>● Adjust strategies and interventions as needed based on ongoing assessment data and feedback from teachers, students, and other stakeholders.</li> <li>● Conduct regular evaluations of the effectiveness of the school's improvement initiatives in improving student achievement in literacy and math/numeracy.</li> <li>● Use evaluation findings to make data-driven decisions about allocating resources, adjusting instructional strategies, and scaling up successful practices.</li> <li>● Continuously refine and improve the school's strategies for supporting student achievement in literacy and math/numeracy based on lessons learned and emerging best practices.</li> <li>● Ongoing <ul style="list-style-type: none"> <li>○ Staff meetings</li> <li>○ PD days</li> <li>○ Embedded CRM Framework <ul style="list-style-type: none"> <li>■ CTM</li> <li>■ PD</li> </ul> </li> </ul> </li> <li>● Collaborative time (2 days/teacher) - more if needed</li> </ul>	

<p><b>Community Engagement</b> What strategies are in place to share with stakeholders?</p>	<ul style="list-style-type: none"> <li>● Assurance surveys for students and parents</li> <li>● Reworking the S'MORE and included tips and tricks to support parents with the learning of their child</li> <li>● Share community resources with families</li> <li>● School Council Meetings</li> <li>● Volunteering opportunities</li> <li>● Community partnerships</li> <li>● Celebration and recognition</li> <li>● Parent workshops</li> </ul>	
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**Strategic PRIORITY: Systemic Wellness**

<p><b>Division Goal:</b> Staff and student well-being, in mind, body and spirit, will be supported through programming and education.</p>	<p><b>Division Outcome(s):</b></p> <ul style="list-style-type: none"> <li>● Support holistic well-being through education and professional development in the areas of physical literacy, weight neutral well-being and mental health.</li> </ul> <p><b>Targeted Success Measures:</b></p> <ul style="list-style-type: none"> <li>● Elk Island Catholic Schools measures: <ul style="list-style-type: none"> <li>○ Employee engagement survey</li> <li>○ Staff health and wellness as measured by absenteeism</li> <li>○ Student attendance as measured by the attendance dashboard</li> <li>○ Success with Comprehensive Student Health programs</li> </ul> </li> <li>● Alberta Education Assurance Measures: <ul style="list-style-type: none"> <li>○ Success with educational transitions</li> <li>○ Success with safe and caring schools</li> </ul> </li> </ul>
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**2024-2025 School Strategies and Corresponding Actions:**

<p><b>Implementation Plan:</b></p>	<p><b>School Strategies:</b></p> <ul style="list-style-type: none"> <li>● Support integrated curriculum resources and professional learning opportunities that develop an understanding of holistic wellness (body, mind and spirit) by: - emphasizing the importance of physical activity for life at all grade levels (eg., movement in the classroom, connection to PEW, DPA )(AP 168 - Appendix A).</li> </ul>	<p><b>Milestones - Evidence of Impact</b> <b>“What is the success criteria?”</b> What will you accept as evidence that the school strategies you have chosen are having an impact?  How will you know that the school strategies you have chosen are</p>
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<p><b>School Strategy(ies): To achieve the Shared Vision</b> <i>Examine the present situation in the area of focus:</i></p> <ul style="list-style-type: none"> <li>● <i>What are we doing well and what is the evidence?</i></li> <li>● <i>What are we not doing so well, and what is the evidence?</i></li> <li>● <i>What might be possible?</i></li> </ul>	<p><b>Primary Strategies : Holistic Approach to Well-being</b></p> <ul style="list-style-type: none"> <li>● Continue the understanding and the implementation of AB 168</li> <li>● Provide PD on holistic and weight-neutral well-being to staff, student and parents</li> <li>● Dig deeper into Here Comes The Sun</li> </ul> <p><b>Ongoing</b></p> <ul style="list-style-type: none"> <li>● Engage school wellness team to support school wellbeing (for both students and staff) and enhance mental health literacy. <ul style="list-style-type: none"> <li>○ Wellness Team - Chaplain and Health Champion</li> <li>○ FWW</li> <li>○ MHCB</li> <li>○ Admin</li> </ul> </li> <li>● Throughout the school year, all activities will loop in wellness components <ul style="list-style-type: none"> <li>○ Prayers (whole school/classroom)</li> <li>○ Announcements</li> <li>○ PD</li> <li>○ Staff Meetings</li> <li>○ School celebrations</li> <li>○ Faith celebrations (Advent/Lent)</li> </ul> </li> <li>● Through the CRC model, continuing to have discussions around ways to be support our students social emotional needs</li> <li>● CRM Coverage with students will focus on mini-pd for students in the following areas: <ul style="list-style-type: none"> <li>○ Wellness &amp; Physical Literacy</li> </ul> </li> <li>● PD supports <ul style="list-style-type: none"> <li>○ Here Comes the Sun</li> </ul> </li> <li>● Student Wellness Action Group (SWAG) <ul style="list-style-type: none"> <li>○ Student lead group that will plan and coordinate wellness initiatives (physical literacy or mental health focused) for whole school)</li> <li>○ Wellness Day for Students</li> </ul> </li> <li>● Implement staff wellness initiatives that prioritize the well-being of school staff.</li> <li>● Offer mindfulness training, stress management workshops, and wellness challenges to support staff in maintaining their own physical and mental health.</li> <li>● Foster a culture of support, collaboration, and self-care among staff members.</li> <li>● Foster a culture of continuous improvement by regularly reviewing and refining well-being initiatives based on feedback and evaluation findings.</li> <li>● Identify opportunities for collaboration with community partners, leveraging external resources and</li> </ul>	<p>implemented at a high level?</p> <p>What additional support is needed if you are not achieving success?</p>
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	<p>expertise to support ongoing initiatives.</p> <ul style="list-style-type: none"> <li>○ Weekly visit from our St.John Ambulance partnership - Therapy dog</li> <li>○ Regularly visits from our Linking Generation Program - Grandparent to School</li> <li>○ Regularly visits Capital Care Housing - Linking Generation Program</li> </ul> <ul style="list-style-type: none"> <li>● Ensure sustainability of well-being efforts by integrating them into the school's policies, practices, and budgeting processes.</li> <li>● Incorporate ongoing support and coaching to help teachers implement supportive practices in the classroom.</li> <li>● Integrate lessons on physical literacy, weight-neutral well-being, and mental health into the school curriculum across grade levels and subject areas.</li> <li>● Develop age-appropriate materials and resources that align with academic standards and promote healthy behaviors, self-esteem, and emotional resilience.</li> <li>● Ensure that curriculum materials reflect diversity, inclusion, and cultural relevance.</li> </ul>	
<p><b>Research and Evidence</b>  <i>What data, including research, evidence, lesson learned, is being used to inform your plan?</i></p>	<ul style="list-style-type: none"> <li>● Administrative Walkthroughs</li> <li>● One-on-One Staff Check-in (3x/year)</li> <li>● Whole Staff Reflection</li> <li>● FWW Reflection</li> <li>● CRC Reflection</li> <li>● On-going conversations with all stakeholders</li> <li>● SWAG working with MHCB and FWW reflection</li> </ul>	
<p><b>Resources</b>  <i>What resources will be needed to support? (e.g., staff, supplies, etc)</i></p>	<ul style="list-style-type: none"> <li>● MHCB provides classroom presentations and staff PD on social &amp; emotional intelligence</li> <li>● FWW provides mental health supports</li> <li>● Wellness team</li> <li>● SWAG group</li> <li>● CLS Wellness team support</li> </ul>	
<p><b>Professional Growth</b>  <i>What professional learning supports are needed?</i></p>	<ul style="list-style-type: none"> <li>● To encourage staff to include a wellness goal in their SADP.</li> <li>● Professional development <ul style="list-style-type: none"> <li>○ PEPY</li> <li>○ Faith &amp; wellness day for students</li> <li>○ Faith &amp; Wellness day for staff</li> <li>○ Staff meetings include physical literacy &amp; wellness component</li> <li>○ “Coup d’oeil” communication for staff includes wellness aspect (faith, gratitude, and wellness)</li> <li>○ Physical literacy PD supported by Ever Active, CLS staff, and/or school Health Champion.</li> </ul> </li> <li>● Collaborative time offered to all staff</li> </ul>	

	<ul style="list-style-type: none"> <li>● Collaborative time offered to Wellness/New Curriculum leads</li> <li>● Curriculum integration training</li> <li>● Movement in the classroom</li> <li>● Meaningful connections between Physical Education and Wellness</li> </ul>	
<p><b>Time</b>  <i>What is the timeframe needed to support the implementation of the school strategies?</i>  <b>Link to School PD Plan</b></p>	<ul style="list-style-type: none"> <li>● Wellness Teams established in September</li> <li>● Physical Literacy PD October or November</li> <li>● District Faith &amp; Wellness Day</li> <li>● Student Faith &amp; Wellness Day <ul style="list-style-type: none"> <li>○ TBD</li> </ul> </li> <li>● Ongoing throughout the year <ul style="list-style-type: none"> <li>○ Staff meeting</li> <li>○ PD</li> <li>○ Collaboration time</li> </ul> </li> <li>● Time will be given at staff meetings for OH&amp;S awareness.</li> <li>● Time will be given at staff meetings for the Health Champion.</li> <li>● Ensure that initiatives to promote holistic wellness and physical activity are sustainable over the long term by embedding them into the school's culture, policies, and practices.</li> <li>● Identify opportunities for scaling up successful strategies to reach more students and educators within the school community.</li> <li>● Foster partnerships with external organizations, community stakeholders, and funding sources to support ongoing efforts to promote holistic wellness and physical activity.</li> </ul>	
<p><b>Community Engagement</b>  <i>What strategies are in place to share with stakeholders?</i></p>	<ul style="list-style-type: none"> <li>● Workshops for parents for mental health supports / student supports / tech supports / health in conjunction with Strathcona County</li> <li>● Share resources through the SMORE</li> <li>● Engage community supports MHC, Saffron, and Ever Active Schools</li> <li>● School website and SMORE to provide wellness tips and opportunities for families</li> <li>● Coup d'oeil (Staff weekly info bulletin)</li> <li>● Use social media to highlight the activities taking place within the school</li> <li>● School Council Meetings</li> </ul>	

**Strategic PRIORITY: Community Engagement**

<b>Division Goal:</b>  EICS provides enhanced opportunities to support student success through communication, engagement and partnership.	<b>Division Outcome(s):</b> <ul style="list-style-type: none"> <li>● Provide opportunities for all stakeholders (staff, students, and parents) to have involvement and provide feedback to improve the educational experience.</li> </ul> <b>Targeted Success Measures:</b> <ul style="list-style-type: none"> <li>● Elk Island Catholic Schools measures:                         <ul style="list-style-type: none"> <li>○ Funds allocated to support Divisional priorities</li> <li>○ Satisfaction with communications</li> <li>○ Success of community Engagement in Divisional decisions</li> <li>○ Success with adequacy of resources</li> <li>○ Success with School and parish partnerships</li> <li>○ Success with School Facilities and Transportation Services</li> </ul> </li> <li>● Alberta Education Assurance Measures:                         <ul style="list-style-type: none"> <li>○ Satisfaction with parental involvement</li> <li>○ Satisfaction with school improvement</li> </ul> </li> </ul>
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**2024-2025 School Strategies and Corresponding Actions:**

<b>Implementation Plan:</b>	<b>School Strategies:</b> <ul style="list-style-type: none"> <li>● Continue existing internal and external active Division and school engagement processes with key stakeholders (assurance survey, Catholic school review, active school engagement, parent advisory council, CEPAC, ATA, CUPE, Unifor, Non-Association, Transportation Association, student voice).</li> </ul>	<b>Milestones - Evidence of Impact</b> <b>“What is the success criteria?”</b> What will you accept as evidence that the school strategies you have chosen are having an impact?
<b>School Strategy(ies):</b> <b>To achieve the Shared Vision</b> Examine the present situation in the area of focus: <ul style="list-style-type: none"> <li>● What are we doing well and what is the evidence?</li> <li>● What are we not doing</li> </ul>	<b>Primary Strategies : Ongoing Communication</b> <ul style="list-style-type: none"> <li>● Provide opportunities for more frequent and continuous feedback in school newsletter and social medias</li> <li>● Enhance visibility of school communication (school initiatives, promotion, events and information) through multiple mediums to improve parent/community engagement and involvement.                         <ul style="list-style-type: none"> <li>○ Provide parents with information regarding school events on an ongoing basis (update/clean up S'MORE).</li> <li>○ Maintain the school website with relevant documents based on policies and results.</li> <li>○ Continue to share pictures of students' engagement in learning activities at school via Smore and social media.</li> <li>○ Weekly communication with our school community through a S'MORE to highlight our faith,</li> </ul> </li> </ul>	How will you know that the school strategies you have chosen are implemented at a high level?  What additional support is needed if you are not achieving success?

<p>so well, and what is the evidence?          ● What might be possible?</p>	<p>wellness, and student learning.</p> <ul style="list-style-type: none"> <li>○ Work with the School Council to enhance parent communication and involvement.</li> <li>○ Encourage staff to invite parents: to various school events, as guest speakers, coaches, volunteers for field trips/activities, supervision, etc.</li> <li>○ Continue to invite parents to school events (both virtual and in-person)</li> <li>○ Connect with school council regarding ‘Family Night’ events</li> </ul> <p><b>Ongoing</b></p> <ul style="list-style-type: none"> <li>● Participate in the Catholic school review process</li> <li>● Continue with highlighting the pillars in our school communication</li> <li>● Ensure that Parish news and Divisional news are included in our newsletters</li> <li>● Include in newsletter information pertaining to how Trustees support, maintain and protect Catholic Education</li> <li>● Ongoing student progress communicated to parents</li> <li>● Participate in School Council meetings and encourage all parents to participate</li> <li>● Continue to promote the cultural aspect of the French language</li> <li>● Share with the greater community about the value of council</li> <li>● School spirit days - every first Wednesday of each month</li> <li>● Increase visibility of our school in the greater community through use of social media, local newspaper</li> <li>● Seek regular feedback from stakeholders on the effectiveness of engagement processes and activities.</li> <li>● Evaluate the impact of engagement efforts on stakeholder satisfaction, trust, and collaboration.</li> <li>● Use feedback and evaluation findings to refine engagement strategies, address emerging issues, and improve stakeholder relations over time.</li> <li>● Acknowledge and celebrate successes, achievements, and contributions of stakeholders to the school division's mission and goals.</li> <li>● Recognize individuals and groups who demonstrate exemplary engagement, collaboration, and commitment to advancing the interests of students and the broader community.</li> </ul>	
<p><b>Research and Evidence</b>          What data, including research, evidence, lesson learned, is being used to inform your plan?</p>	<ul style="list-style-type: none"> <li>● School Council Reflection</li> <li>● On-going conversations with all stakeholders</li> <li>● One-on-One Staff Check-in (3x/year)</li> <li>● Whole Staff Reflection</li> <li>● Collect data on the number of responses to interactively initiatives</li> </ul>	

<p><b>Resources</b>  <i>What resources will be needed to support? (e.g., staff, supplies, etc)</i></p>	<ul style="list-style-type: none"> <li>● Communication Lead Teacher (FTE)</li> <li>● Involve more staff in the implementation of community engagement through tools like Hootsuite</li> <li>● Improve interactivity of online communication through various tools (e.g., draws, polls, student tag/pin school events, etc.)</li> <li>● Continue to offer the ability to attend monthly School Council meetings virtually to increase engagement/involvement.</li> <li>● School swag to promote engagement online.</li> </ul>	
<p><b>Professional Growth</b>  <i>What professional learning supports are needed?</i></p>	<ul style="list-style-type: none"> <li>● Refresher PD on media posting resources</li> <li>● Collaborative time to develop an enhanced communication plan</li> <li>● Staff and encouraged to share their ideas towards the upcoming transition and to take on new roles.</li> <li>● Student voice empowerment</li> <li>● Parent and family engagement workshops</li> <li>● Feedback collection and analysis</li> <li>● Continuous improvement and reflection</li> </ul>	
<p><b>Time</b>  <i>What is the timeframe needed to support the implementation of the school strategies?</i>  <b>Link to School PD Plan</b></p>	<ul style="list-style-type: none"> <li>● Ongoing event throughout the school year</li> <li>● August - Refresher PD on communication</li> <li>● School Council Engagement Team establish in the first quarter of the year</li> <li>● Implement action plans and initiatives developed in collaboration with stakeholders to improve the educational experience based on feedback received.</li> <li>● Monitor progress towards goals and objectives related to stakeholder involvement and feedback mechanisms, and adjust strategies as needed to address emerging needs or challenges.</li> <li>● Communicate progress updates and outcomes to stakeholders regularly to maintain transparency and accountability in the implementation process.</li> <li>● Foster a culture of continuous improvement and reflection within the school community, where stakeholders are encouraged to provide ongoing feedback and suggestions for enhancing the educational experience.</li> <li>● Evaluate the effectiveness of stakeholder engagement strategies and feedback mechanisms on an ongoing basis, and make adjustments based on lessons learned and best practices identified.</li> <li>● Celebrate successes and achievements resulting from collaborative efforts to involve stakeholders in improving the educational experience for all members of the school community.</li> </ul>	



<p><b>Community Engagement</b>  <i>What strategies are in place to share with stakeholders?</i></p>	<ul style="list-style-type: none"> <li>● Regular communication channels <ul style="list-style-type: none"> <li>○ S'MORE updates</li> <li>○ Social media</li> <li>○ School Council</li> </ul> </li> <li>● School Council</li> <li>● Open house and information sessions</li> <li>● Parent-Teacher Conferences</li> <li>● Surveys</li> <li>● Student Leadership and involvement</li> <li>● Open school events to parents (virtually if possible)</li> </ul>	
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