St. Theresa
School Education Assurance Plan
2022 -2026 Division Education Assurance Plan
School Year: 2022-2023

Elk Island Catholic Schools will ensure success for all students.

2022-2023 School Assurance Plan Overview

Strategic Priority	Faith Integration	Learners and Learning	Systemic Wellness	Community Engagement
Goal	Our students, staff and EICS community will be provided a faith integrated environment through worship, witness and service.	Our students and staff will develop to their fullest potential through multiple pathways.	Staff and student well-being, in mind, body and spirit, will be supported through programming and education.	EICS provides enhanced opportunities to support student success through communication, engagement and partnership.
Division Outcome	*Students and staff engage in living a sacramental life to deepen their faith journey*	*Students achieve acceptable and excellence in literacy and math/numeracy*	*Provide proactive, responsive and accessible supports for mental health and well-being of our students, staff and families*	*Provide opportunities for all stakeholders (staff, students and parents) to have involvement and provide feedback to improve educational experience*
School Strategy	• Students and staff participate in daily prayer, liturgies, assemblies, witness to Gospel teachings, and exploring their faith during daily interactions.	• Continued staff development and refinement of teacher selected strategies driven by our data and 2021-2022 CTM focus.	• Provide responsive professional development to promote staff mental health, connection and well-being. • Provide opportunities and programming to support mental health and well-being of students	• Continue with and enhance existing engagement and communication mediums with all stakeholders and monitor effectiveness

Division Outcome	*Students are provided relevant religious education and faith integration in all curricula*	*Implement Curriculum through data-informed, responsive instruction and quality assessment.*		
School Strategy	• Promote the Growing in Faith Growing in Christ curriculum and connections to home, school and parish.	• Provide Professional Learning opportunities in the application of competencies to support all courses at all grade levels.		

2021-2022 School Assurance Plan Analysis

Goal: Faith Formation

Division Objective: *Provide students, staff and community with a faith permeated environment and enhance the Faith Formation of all staff and students.*	**Division Strategy(ies):** • Engage students in relevant Religious education and curriculum faith integration which promotes hope and engagement in students • Develop a deeper understanding of the connection between our spiritual life and our wellness **School Activities:** • Engaged students in relevant Religious education and cross-curricular faith integration • Admin. attended some chaplin meetings and met with chaplain often to provide support • Staff participated in Religious Consultant led presentation on "Catholic Mindfulness" and integrating faith throughout your day. • Continued to work closely with OLPH and St. Sophia parishes • Entire school community participated in Ukrainian Catholic celebrations/ceremonies • Created a deeper awareness of our Patron Saint through daily prayer and whole school activities • Classes led virtual faith-infused assemblies/celebrations

- Weekly student led masses in our chapel

Targeted Success Measures:
- Elk Island Catholic Schools measures:
  - Catholic School Review
  - Student Faith Formation
  - Staff Faith Formation
  - School Faith Environment
- Alberta Education measures:
  - Students Model Active Citizenship

Reflection on the 2021-2022 School Year Results

DATA Analysis

Quantitative	Qualitative
- Students model Active Citizenship increased by 7.4% over last year. - Parents - increased by 8.9% - Students - increased by 11.0% - Staff - increased by 2.4% - Success with Staff Faith formation increased by 7.7% over last year. - Parents - increased by 8.7% - Students - increased by 5.2% - Staff - increased by 8.9%	- Active Citizenship - Fundraising for Ukraine ($6300) - Food Drive - Coat Drive - Shoe Drive - Called to More Carnival (Lurana Shelter fundraiser) - Linking Generations - Ukrainian Heritage Day Bilingual Celebration - Walk-throughs/talk-throughs revealed some teachers following through with SADP goals to integrate faith into subject areas other than Religion - Remembrance Day ceremony (First Facebook Live event - bringing this faith-infused event to all members of our school community including parents) - Holodomor ceremony (Facebook Live event) - Ukrainian students and staff all attended St. Sophia for a Byzantine Icon Workshop - School Celebration for the Feast of Jordan (Theophany, Facebook Live event) - EICS survey - student, staff and parent comments

Evidence of Success:

- Measures:
  - School Faith Environment 98%
  - Student Faith Formation 96%
  - Staff Faith Formation 95%
  - Active Citizenship 89%
- Priest visits
- Virtual Whole School Masses, with some classes in attendance at OLPH
- Linking Generations continued with lots of interest
- Many initiatives were supported (including Relief for Refugees of Ukraine raising $6300)

Opportunities for Improvement:

- Building in regular staff prayer to build on connection as recommended after our Catholic School Review
- Many staff requested being able to teach their own religion with their homeroom
- Continued support and PD with Growing in Faith, Growing in Christ which was shared from staff

Goal: Quality Teaching and Learning

| **Division Objective:**
Student success depends on quality instruction in an environment that respects learners' independent spirit. Quality teaching and learning promotes the development of innovation and creativity while attending to meaningful assessment and reporting practices. | **Division Strategy(ies):**
- Support staff collaboration to engage and improve in numeracy and math teaching practices across curricula and for all students, K-12 (CTQS, CLQS)
  - Middle Rich Math Strategies
- Support staff collaboration to engage and improve in literacy teaching practices across curricula and for all students, K-12 (CTQS, CLQS)
  - Middle School Interventions

School Activities:
- Introduced staff to the staff focused "Smore" - which features examples of great pedagogy observed in our school and a list of upcoming Professional Development opportunies
- Staff engaged in collaboration for CRM meetings
- With key input from consultants and key staff members, CRC and Admin, developed a literacy and numeracy framework for the school
- Built learning groups that work with Division consultants to build on numeracy and literacy strategies
- Used data driven results to determine next steps |

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- Implementation of Pathways to provide targeted support and instruction for complex needs students
- Integration of Pathways students into regular classrooms

Targeted Success Measures:
- Elk Island Catholic Schools measures:
  - BAS Assessment
  - STAR Reading Assessment
  - EICS Math Assessment (MIPI)
- Alberta Education measures:
  - Student Learning Engagement
  - Education Quality
  - Access to Supports and Services

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Reflection on the 2021-2022 School Year Results

DATA Analysis

Quantitative	Qualitative
- Satisfaction with Broad Program of Studies increased by 6.3% over last year. - Parents - increased by 13.8% - Students - increased by 6.9% - Staff - decreased by -1.8% - Satisfaction of Staff with Professional Development and Collaboration increased by 6.5% over last year. - Student Engagement increased by 6.6% over last year. - Parents - increased by 5.7% - Students - increased by 7.3% - Staff - increased by 6.8% - TQS increased by 19.9% over last year.	- Shift in school culture - An emerging willingness among teachers to use school data to select focused, purposeful teaching strategies. - Shift in school culture - An emerging willingness among teachers to work with division consultants to improve teaching and learning in CTMs. - Shift in school culture - An emerging willingness among teachers to invite division consultants into their classrooms to improve teaching and learning. - Shift in school culture - Teachers are becoming accustomed to and expressing an appreciation for Walk-throughs/Talk-throughs. - Walk-throughs/talk-throughs revealed some teachers using their selected strategy in their classroom (selected during the data driven process) - Walk-throughs/talk-throughs revealed some teachers following through with SADP goals to integrate faith into subject areas other than Religion - The formation of a new "St. Theresa Assessment Committee" - Key individuals were selected to form this committee. These individuals have earned the respect of their colleagues due to their in-depth knowledge of and passion for assessment. - Appointment of "Curriculum Leads"- These individuals have an in-depth knowledge of and passion for the study of curriculum and great pedagogy.

	- Formal (CTMs) and Informal Feedback from staff
	- Conversations that take place in School Council Meetings
	- Conversations that take place in Bilingual Ukrainian Catholic Parent Society (BUCPS) Meetings
	- EICS survey - student, staff and parent comments

Evidence of Success:

- Measures:
  - Literacy 97%
  - Math and Numeracy 56% (increase over last year)
  - Student Engagement 88%
  - Technology Integration 95%
  - Diverse Programming 86%
  - Progress from Student Interventions 75%
  - Basic Education 93%
- Positive staff feedback on strategies and support provided through CRM meetings (Focus Numeracy and Literacy). Staff asked for an additional year with their teacher selected strategies in order to implement them in a more in depth manner.
- Staff feedback was positive towards CRM meetings and the chance to discuss students and concerns, as well as focus in on goals that they could directly apply in their classrooms.
- Admin. have observed more focussed, purposeful teaching in classrooms during walk-throughs and talk-thoughs.

Opportunities for Improvement:
- Overall percentage of staff satisfied with professional development opportunities rated at 73% (A drop from 84%)
- Overall percentage of staff and parents who view positively the progress from student interventions - staff belief all students are supported rating dropped from 70% to 67%
- Promotion of the Performing Arts program in order for it to run next year
- Build capacity in staff to program for our Pathways and modified students
- Support staff in CRM meetings to talk about students other than those on ISPs and RSPs - who are the other students who we need to flag and provide interventions for?
- Creating PD opportunities to focus in on good pedagogical teaching practices to support all learners in our classrooms

Goal: Goal: Wellness

Division Objective:	**Division Strategy(ies):**
Elk Island Catholic Schools is committed to	- Engage Wellness Teams in the Division and Schools to prioritize workplace wellness

success and well-being for all students. The Division recognizes that, as a system, school community wellness must be present for all stakeholders.

School Activities:
- Built relationships with students and staff through retreats and field trips
- Increased walkthroughs to enrich relationships
- Provided weekly/monthly calendar of events
- Introduced staff to the staff focused "Smore" - this communication tool is used to thank and acknowledge the efforts of staff members each week. It is our weekly "Thank you Card" to staff.
- Worked to reduce expectations and streamline activities to reduce initiative fatigue
- Introduction of George Miok Scholarship

Targeted Success Measures:
- Elk Island Catholic Schools measures:
  - EICS Education Assurance Survey
  - Employee Engagement
  - Staff Health and Wellness measured through absenteeism
  - Students Health and Wellness measured through absenteeism
- Alberta Education measures:
  - Welcoming, Caring, Respectful and Safe Learning Environments
  - Access to Supports and Services

Reflection on the 2021-2022 School Year Results

DATA Analysis

Quantitative	Qualitative
- Student Health and Wellness increased by 14.9% over last year. - Parents - increased by 22.3% - Students - increased by 7.7% - Staff - increased by 14.5% - Q12 Employee Engagement increased by 8.7% over last year. - Success with Educational Transitions increased by 8.0% over last year. - Parents - increased by 9.5% - Students - increased by 6.4%	- Shift in School Culture - The collaborative building of our new school "Vision and Mission" statement has sparked a new willingness for staff members to: - Reconnect with each other. - Support each other. - Heal broken relationships. - Extend an olive branch. - Build trust. - The formation of a "Staff Social Committee" - influential individuals were invited to form a "Staff Social Committee". These individuals have the ability to motivate and persuade staff to

participate in school social activities.

- Members of CLS were invited to offer coffee to our staff - creating an opportunity to build rapport with our staff.
- Appointed a new school "Health Champion" - This individual is passionate about the role and is very visible in her efforts to promote healthy practises in our school - She is having a positive impact of school wellness.
- "Kudos & Bouquets" - standing item on the staff meeting agenda - provided a formalized time for staff to recognize and acknowledge their efforts of their colleagues
- EICS survey - student, staff and parent comments
- Formal (CTMs) and Informal Feedback from staff
- Conversations that take place in School Council Meetings
- Conversations that take place in Bilingual Ukrainian Catholic Parent Society (BUCPS) Meeting
- Walk-throughs/Talk-throughs
- Decrease in frequency of student and staff dysregulation
- Review of PowerSchool Log Entries
- Staff and Student absenteeism

Evidence of Success:
- Measures:
  - Employee Engagement 85%
  - Educational Transitions 89%
  - Safe and Caring Schools 92%
  - Student Health and Wellness 89%
  - Staff Health and Wellness 87%
- Maintain a timetable that supports homeroom time built in for connection and relationship
- Continue to support the School Health Champion to initiate programs in the school
- Continue to support the FWW and MHCB in presenting Mental Health and Wellness programming and lunch clubs to the students
- Spirit Activities
- Staff building in opportunities for movement breaks for students

Opportunities for Improvement:

Although there were no overall decreases, some areas to focus on would be:
- Staff wellness rated at 87% with teacher feedback - focus on staff wellness next year

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- Employee Engagement overall rated at 85% - our lowest score in the wellness category.
- Student mental health rated at 78%
- Focus on building connection opportunities for staff (in and outside of school).
- Support for families transitioning from Grade 6 to 7 with changes in reporting and Gradebook

Goal: Engagement and Improvement

Division Objective:
Elk Island Catholic Schools is committed to ongoing communication and engagement with educational partners to improve decision-making and assurance.

Division Strategy(ies):
- Enable ongoing communication through various mediums between the division, classroom and home.

School Activities:
- As a staff we revisited the vision and mission of the school to bring the community together
- Selected teachers with a very positive social media footprint to increase the size of the "Social Media" team. Initially, the team consistent of just one person. Adding more teachers to the team ensures we can capture more of what is happening in this very busy school
- Changed home/school weekly communication to include visuals/movies that show activities/celebrations in our school - The Smore
- Introduced staff to the staff focused "Smore" - contains list of upcoming events helping teachers feel prepared for the week
- Ensured ongoing and open conversations with staff
- Worked with FWW, CRC, to build parent engagement activities. (Eg. Parenting in Social Media Age, etc). - Pandemic dependent
- Continued relationship with Linking Generations
- Worked with Strathcona County Mental Health Capacity Building Project
- Promoted activities that support Ukrainian BIlingual Program by working with BUCPS

Targeted Success Measures:
- Elk Island Catholic Schools measures:
  - EICS Education Assurance Survey
- Alberta Education measures:
  - Satisfaction with Parental Involvement in Decision about their child's education

Reflection on the 2021-2022 School Year Results

DATA Analysis

Quantitative	Qualitative
- Satisfaction with School Improvement increased by 24.8% over last year. - Parents - increased by 27.8% - Students - increased by 8.6% - Staff - increased by 38.0% - Success of Community Engagement in Divisional Decisions increased by 19.7% over last year. - Parents - increased by 19.7% - Satisfaction with Parental Involvement increased by 16.5% over last year. - Parents - increased by 27.4% - Staff - increased by 5.6% - Success with School and Parish Partnership increased by 12.2% over last year. - Parents - increased by 10.4% - Students - increased by 15.1% - Staff - increased by 11.3% - Staff and Student absenteeism	- Introduced school community to "The Smore". Our staff and parents report liking this form of communication. It is proving to be an effective way to communicate how our school is achieving our Assurance Plan goals. - Our teachers have expressed an appreciation for the multiple opportunities (CTMs, staff meetings, formal/informal conversations, open door policy) we have provided to give feedback. Our teachers feel like they have a voice. - EICS survey - student, staff and parent comments - Formal (CTMs) and Informal Feedback from staff - Conversations that take place in School Council Meetings - Conversations that take place in Bilingual Ukrainian Catholic Parent Society (BUCPS) Meetings

Evidence of Success:
- Measures:
  - Parent Involvement 88%
  - School Improvement 80%
  - Community Engagement 80%
  - School and Parish Partnership 95%
- Staff specific weekly Smore
- Weekly Smore for parents with important upcoming events and highlighting events that happened that week
- Continue supporting engagement with Parish and community events
- Increased engagement with Social Media
- Creation of a space with resources for staff to gather materials for students utilizing a modified or adapted program
- Creation of a space for all lead teachers to add resource links in (St Theresa Learning Room) for staff to easily access - added to every staff meeting and reminders given.

Opportunities for Improvement:

- Overall percentage of staff who felt they had the materials and equipment to do their job rated at 59.52% (11% drop). Through conversation, staff shared it was related to lack of student interventions (reading groups or pullouts) and lack of Educational Support for students.
- Promoting the resource folder for modified and adapted resources
- Support staff request for PD and collaboration time by reconfiguring the set up of staff meeting agenda to have information and discussion or action items allowing for time then.
- Initiate a student ambassador group to provide frequent feedback to staff
- Provide opportunities for staff to be a part of the decision making process for students' support, budget, etc to help build their understanding and engagement in the process.

2022-2023 School Assurance Plan

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

Targeted Success Measures:
- Elk Island Catholic Schools measures:
    ○ School Faith Environment
    ○ Staff Faith Formation
    ○ Student Faith Formation
    ○ Community Engagement
    ○ EICS Education Assurance Survey
    ○ Active School Engagement Meetings
    ○ Student Ambassador Feedback
    ○ Feedback from CTM/PD meetings
- Alberta Education measures:
    ○ Students model active citizenship |

2022-2023 School Strategies and Corresponding Actions:

Implementation Plan:	School Strategies: *"What are the school strategies that will help us in achieving the division outcome and the objective of the goal?"* *"When will this take place? (include in TIme)*	Milestones *"What is the success criteria?"* How will you know that the school strategies and actions you have chosen are implemented at a high level?
School Strategy(ies): **To achieve the Shared Vision** *Examine the present situation in the area of focus:* ● *What are we doing well and what is the evidence?* ● *What are we not doing so well, and what is the evidence?* ● *What might be possible?*	**Students and staff participate in daily prayer, liturgies, assemblies, witness to Gospel teachings, and exploring their faith during daily interactions.** ==New==: Continue with Fundraising and Charity Opportunities - with a new focus on supporting Lurana Shelter - **Form committee to develop school-wide plan to support Lurana Shelter** ==New==: **Promote the Growing in Faith Growing in Christ curriculum and connections to home, school and parish** ● Supporting staff with integrating approved resources in their Religion classes (Growing in Faith, Growing in Christ) ● Consultant support to enhance knowledge of approved resources ==New==: **Implement Regular Staff Prayer** ● Regularly scheduled prayer in school chapel ● Birch Bay Staff Retreat to encourage staff community and connection	What will you accept as evidence that the school strategies and actions you have chosen are having an impact? What additional support is needed if you are not achieving success?
Research and Evidence *What data, including research, evidence, lesson learned, is being used to inform your plan?*	● Catholic School Review recommendation ● Survey Results from Assurance Plan ● Staff feedback through CTMs ● Five Marks of an Excellent Catholic Teacher	

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Resources *What resources will be needed to support? (e.g., staff, supplies, etc)*	- Growing in Faith, Growing in Christ - Fully Alive - Priest Visits (Formal & informal) - School Chaplain - Health & Wellness Champion - Reintroducing use of Chapel Space - District Faith and Wellness Consultant - FMNI Lead - Catholic Social Services - Linking Generations
Professional Growth *What professional learning supports are needed?*	- Faith Days and assemblies to promote themes - Partnerships with non-profit organizations to create an understanding of needs in our community - ATA workshops - Birch Bay Retreat
Time *What is the timeframe needed to support the implementation of the school strategies?* ***Link to School PD Plan***	**Students and staff participate in daily prayer, liturgies, assemblies, witness to Gospel teachings, and exploring their faith during daily interactions.** - Year round **Promote the Growing in Faith Growing in Christ/Fully Alive curriculum and connections to home, school and parish.** - During Professional Development Days or Collaboration time through CTM
Community Engagement *What strategies are in place to share with stakeholders?*	- Smore Newsletter emailed weekly (Staff and Parent one) - Parish Visits - OLPH Parish - St. Sophia - Continue to extend invitation to parents/families to attend and participate in faith related activities - Continue with presentations/activities with Indigenous leaders/elders - Continue to have students/classes lead religious celebrations/prayer

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Strategic PRIORITY: Learners and Learning

| Division Goal:

Our students and staff will develop to their fullest potential through multiple pathways. | **Division Outcome(s):**
• Students achieve acceptable and excellence in literacy and math/numeracy
• Implement Curriculum through data-informed, responsive instruction and quality assessment.

Targeted Success Measures:
• Elk Island Catholic Schools measures:
  ○ EICS Education Assurance Plan
  ○ EICS literacy Assessments
    ■ BAS Assessment
    ■ STAR Reading Assessment
  ○ EICS Math Assessments
    ■ MIPI assessment
• Alberta Education measures:
  ○ Provincial Achievement Test Results
  ○ Student Learning Engagement
  ○ Education Quality
  ○ Access to Supports and Services
  ○ First Nations, Metis and Inuit Student Success
  ○ English Language Learners |

2022-2023 School Strategies and Corresponding Actions:

Implementation Plan:	**School Strategies:** *"What are the school strategies that will help us in achieving the division outcome and the objective of the goal?"* *"When will this take place? (include in TIme)*	**Milestones** *"What is the success criteria?"* How will you know that the school strategies and actions you have chosen are implemented at a high level?
School Strategy(ies): **To achieve the Shared Vision** *Examine the present situation in the area of focus:* *• What are we doing well and what is the evidence?* *• What are we not doing so well, and*	==New==: **Continued staff development and refinement of teacher selected strategies driven by our data and 2021-2022 CRM focus.** • Continue to work on teacher selected strategies as decided on from the data in our 2021-2022 CRMs • CRM time dedicated to: ○ ==New== - staff collaboration (whole grade or subject specific)	What will you accept as evidence that the school strategies and actions you have chosen are having an impact? What additional support is needed if you are not achieving success?

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| *what is the evidence?*
● *What might be possible?* | ○   student focused conversations
○   <mark>New</mark> - Pathways specific CRM consistently scheduled
● Adjust frequency and duration of CRMs

<mark>New</mark>: Support Indigenous Leads with development of School Wide Indigenous Activities Plan.
● Build capacity with two teachers sharing the Indigenous Lead position.
● Support Indigenous Leads in the development of a sustainable, engaging School Wide Indigenous Activities Plan

<mark>New</mark>: Continue with Admin. classroom visits (walk-throughs) with a feedback component - shift from focus on building relationships to encouraging growth in teaching practises.

<mark>New</mark>: Provide professional development/guidance around report card expectations.
● Growth of a Learner Comment guidelines
● Report Card implications for English Language Learners and students with ISPs
● When to use icodes

<mark>New</mark>: Provide Professional Learning opportunities in the application of the competencies to support all courses at all grade levels.
● Pedagogy and Supports (EAs, Competencies, Assessment) - This is a long term goal with support from our Assessment leads, curriculum leads and admin team
● Scheduled time for Pathways Teacher, Inclusive Teachers, EAs and CRC to meet to discuss reporting, programming, and assessment
● Providing opportunities to have staff collaborate through CTM structure
● Provide time with consultants to continue working on teacher selected strategies
● Streamline Staff Meeting Agenda Items in order to offer Professional Development and Collaboration time
● Work with consultants to develop solid pedagogy - focused, purposeful teaching that addresses the competencies and allows for differentiated instruction so that there is less of a need for Educational Assistants in classrooms.

<mark>New</mark>: Relaunch of the Performing Arts Program.
● Admin. Team support with the promotion of the program. (Social Media | |

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	campaign, emailing information to parents, creation of promotional videos, St. Theresa Road Show) ==** Some of these strategies will also address Systemic Wellness==	
Research and Evidence *What data, including research, evidence, lesson learned, is being used to inform your plan?*	- STAR reading assessment - BAS reading Assessment - MIPI results - CAT.4 results - Anecdotal records - Teacher observations - ELL benchmarking - CTM conversations - Overall percentage of staff satisfied with professional development opportunities rated at 73% - Overall percentage of staff and parents who view positively the progress from student interventions - staff belief all students are supported rating dropped from 70% to 67% - Overall percentage of staff who felt they had the materials and equipment to do their job rated at 59.52%. Through conversation, staff shared it was related to lack of student interventions (reading groups or pullouts) and lack of Educational Support for students.	
Resources *What resources will be needed to support? (e.g., staff, supplies, etc)*	- BAS kits - STAR resources - Literacy Continuum, Numeracy Continuum and Pyramid of Intervention - Staff leads in areas of ELL, CRC, FWW, Indigenous Lead - Resources based on previous focuses (Open Middles, splats, etc) - SLS support for teacher development - Competency Resources - Elders or Indigenous Leaders	
Professional Growth *What professional learning supports are needed?*	- Align school PD plan to provide time for professional development in both PD days, CRM meetings, and staff meetings - Create PD Committee to align PD Plan with Staff Assurance Development Plans	

	and Assurance Goals • Utilize divisional personnel and consultants on an ongoing basis
Time *What is the timeframe needed to support the implementation of the school strategies?* **Link to School PD Plan**	**Continued staff development and refinement of teacher selected strategies driven by our data and 2021-2022 CRM focus.** • Throughout the year - reestablish goals and review strategies in CRM and PD time **Provide Professional Learning opportunities in the application of competencies to support all courses at all grade levels.** • Throughout the year - establish time in PD days, Staff Meetings and/or CRM time
Community Engagement *What strategies are in place to share with stakeholders?*	• Accessing EICS consultants • Successes and Celebrations shared with parents and school community through weekly Smore. • Competency information shared to parents through weekly Smore • Evidence of Learning - competencies and pedagogy should be apparent

Strategic PRIORITY: Systemic Wellness

Division Goal:
 	
Staff and student well-being, in mind, body and spirit, will be supported through programming and education.
	Division Outcome(s):
	• Provide proactive, responsive and accessible supports for mental health and well-being of our students, staff and families
	
	Targeted Success Measures:
	• Elk Island Catholic Schools measures:
	   ○ EICS Education Assurance Survey
	   ○ Employee Engagement
	   ○ Staff and Health Wellness
	   ○ Student Health and Wellness
	   ○ Student Ambassador Feedback
	• Alberta Education measures:
	   ○ Welcome, Caring, Respectful and Safe Learning Environments
	   ○ Access to Supports and Services

2022-2023 School Strategies and Corresponding Actions:

Implementation Plan:	School Strategies: *"What are the school strategies that will help us in achieving the division outcome and the objective of the goal?"* *"When will this take place? (include in TIme)*	Milestones *"What is the success criteria?"* How will you know that the school strategies and actions you have chosen are implemented at a high level? What will you accept as evidence that the school strategies and actions you have chosen are having an impact? What additional support is needed if you are not achieving success?
School Strategy(ies): **To achieve the Shared Vision** *Examine the present situation in the area of focus:* *● What are we doing well and what is the evidence?* *● What are we not doing so well, and what is the evidence?* *● What might be possible?*	**Provide responsive professional development to promote staff mental health connection and well-being.** ● <mark>New</mark> - Structuring School-based PD days to address professional development across a multitude of areas, a faith component, and a time for teacher-directed work time (to work on ISPs/RSPs, report card, benchmarks, group planning, collaboration) ● <mark>New</mark> - Being cognisant of initiative fatigue and teacher wellness when introducing a new initiative ● <mark>New</mark> - Staff retreat to Birch Bay with focus on connection ● Continue with Admin. classroom visits (walk-throughs) to maintain relationships **Provide opportunities and programming to support mental health and well-being of students** ● Continue to utilize the MHCB to do classroom visits and lunch groups focused on mental health through all grades. ● <mark>New</mark> - Provide opportunities for the FWW and MHCB to collaborate on focuses and goals for the year. <mark>**New:**</mark> **Implement a more formalized procedure for building class lists that will result in more equitable classes.**	
Research and Evidence *What data, including research, evidence, lesson learned, is being used to inform your plan?*	● Staff engagement and attendance will increase (Staff wellness rated at 87%) ● Employee Engagement overall rated at 85% - our lowest score in the wellness category. ● Student mental health rated at 78% ● Survey results will continue to increase	
Resources *What resources will be needed to support? (e.g., staff, supplies, etc)*	● Division leaders in faith and wellness ● FWW and MHCB - time structured in for collaboration of focus for school ● Professional learning opportunities (at school and outside of school)	

	• School Health Champion • In school expertise (Assessment Committee and Curriculum leaders)
Professional Growth *What professional learning supports are needed?*	• Professional Learning through ERLC • Professional Learning through in school experts • CRM team meetings • Professional Development Days • Staff Meeting time
Time *What is the timeframe needed to support the implementation of the school strategies?* **Link to School PD Plan**	**Provide responsive professional development to promote staff mental health connection and well-being.** • Throughout the year, in classes and during staff meetings, PD days, CRM meetings **Provide opportunities and programming to support mental health and well-being of students.** • Throughout the year, in classes and through lunch clubs.
Community Engagement *What strategies are in place to share with stakeholders?*	• Throughout surveys with staff, students and parents • Student Ambassador feedback and conversations • School Council • School Health Champion • Strathcona County Partnership

Strategic PRIORITY: Community Engagement

| **Division Goal:**

EICS provides enhanced opportunities to support student success through communication, engagement and partnership. | **Division Outcome(s):**
• Provide opportunities for all stakeholders (staff, students and parents) to have involvement and provide feedback to improve educational experience

Targeted Success Measures:
• Elk Island Catholic Schools measures:
 ○ EICS Education Assurance Survey
 ○ Student Ambassadors
• Alberta Education measures: |

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	○ Satisfaction with Parental Involvement in decisions about their child's education

2022-2023 School Strategies and Corresponding Actions:		
Implementation Plan:	**School Strategies:** *"What are the school strategies that will help us in achieving the division outcome and the objective of the goal?"* *"When will this take place? (include in TIme)*	**Milestones** *"What is the success criteria?"* How will you know that the school strategies and actions you have chosen are implemented at a high level?
School Strategy(ies): **To achieve the Shared Vision** *Examine the present situation in the area of focus:* *● What are we doing well and what is the evidence?* *● What are we not doing so well, and what is the evidence?* *● What might be possible?*	**Continue with and enhance existing engagement and communication mediums with all stakeholders and monitor effectiveness.** ● New - Transparent leadership - show staff a detailed breakdown of staff budget. Provide opportunities for staff to be a part of the conversation on supports for students (EA supports in the school, reading support, etc) and budgeting decisions ● New - More structured class list building process to build equitable classes ● New - Reconfigure staff meetings to have information items, action items and then time to collaborate or have professional development ● New - Initiate a Student Ambassador or Representative group to gather feedback from students ● New - Ensure all activities or events are listed in the school calendar and Weekly Smore ● School Council and Bilingual Ukrainian Catholic Parent Society are given continued opportunities to share feedback on decision at the school ● New - Invite parents to in-person "Meet the Teacher" event at the school ● New - Revisit School Assurance Plan at each staff meeting. Invite staff to generate list of milestones accomplished each month.	What will you accept as evidence that the school strategies and actions you have chosen are having an impact? What additional support is needed if you are not achieving success?
Research and Evidence *What data, including research, evidence, lesson learned, is being used to inform your plan?*	● Overall percentage of staff who felt they had the materials and equipment to do their job rated at 59.52%. Through conversation, staff shared it was related to lack of student interventions (reading groups or pullouts) and lack of Educational Support for students. ● Conversations with staff during CRM meetings ● Assurance Plan Survey	

	- Budget Allocations - Accountability Pillar Results - Q12 results - Engagement stats on Social Media and Smore
Resources *What resources will be needed to support? (e.g., staff, supplies, etc)*	- Parish visits - Smore weekly newsletters to both parents and staff with upcoming events and information - Parent Council - BUCPS Partnership - Initiate Student Ambassador Group - Time allotted to discuss decisions regarding budget and staffing (staff meeting time) - Linking Generations
Professional Growth *What professional learning supports are needed?*	- Team Building and PD through Birch Bay Retreat to build relationships and connection - Continue to attend parish/school connection meetings - PD time allotted to work on class list creation with all staff - Parent engagement with student pairing requests for class lists in April - Technology tools for enriching home/school communication and engagement - PD time to discuss use of school calendar to facilitate communication between staff
Time *What is the timeframe needed to support the implementation of the school strategies?* **Link to School PD Plan**	**Continue with and enhance existing engagement and communication mediums with all stakeholders and monitor effectiveness** - Year long - continue to facilitate and touch base through informal and formal conversations in PD, CRM meetings or Staff Meetings
Community Engagement *What strategies are in place to share with stakeholders?*	- Continue to enhance relationship with County agencies - Continue connections with Linking Generations

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