



St. Theresa Catholic School

2025-26 School Assurance Plan Overview

2022 -2026 Division Education Assurance Plan

Elk Island Catholic Schools will ensure success for all students

Strategic Priority	Faith Integration	Learners and Learning	Systemic Wellness	Community Engagement
Goal	Through worship, witness, and service, we will provide our students, staff, and EICS community with a faith-integrated environment.	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 live a sacramental life to deepen their faith journey.	Implement curriculum through data-informed, responsive instruction and quality assessment.	Honour the dignity of the human person by providing and supporting diversity education and supports for equity and inclusion.	Provide appropriate, transparent, timely communication with schools, families, and community stakeholders.
School Strategy	Students participate in service projects, food drives, environmental initiatives, and outreach campaigns that support compassion, justice, and care for creation. These experiences help them live out Catholic Social Teachings in meaningful, real-world ways.	Teachers use division tools and assessments to guide instruction and identify student needs. Instruction is adjusted based on data, and responsive teaching practices are used to ensure all students experience academic success.	Classroom practices and school events promote diversity, inclusion, and belonging for all students. Presenters and learning experiences reflect various cultural perspectives, while staff approach discipline grounded in Catholic teaching.	School communication is shared through newsletters, social media, and the school website to keep families informed and engaged. Families are invited to contribute through surveys, volunteerism, and input opportunities that build a shared commitment to student success.
Division Outcome	Students are provided with relevant religious education and faith integration in all curricula.	Students access learning opportunities and supports that address their diverse learning needs.		
School Strategy	Staff participate in division-led faith formation days and engage in school-based Faith development. Students participate in retreats and cross-grade mentorships that deepen faith, build Catholic identity, and promote spiritual growth.	Teachers collaborate in regular team meetings using the Collaborative Response Model to plan supports based on student evidence. Strategies such as visible learning, success criteria, and timely feedback consistently enhance instruction and assessment.		

## 2025-26 School Education 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): <div>1. Students and staff live a sacramental life to deepen their faith journey.</div> <div>2. Students are provided with relevant religious education and faith integration in all curricula.</div>	
	Targeted Success Measures: <div><div>Elk Island Catholic Schools measures:</div><div><div>Catholic School Review</div><div>EICS Education Assurance Survey</div><div>School Faith Environment</div><div>Staff Faith Formation</div><div>Student Faith Formation</div><div>Community engagement</div><div>Active Citizenship</div></div></div> <div><div>Alberta Education measures:</div><div><div>Students model active citizenship</div></div></div>	
2025-26 School Strategies and Corresponding Actions:		
Implementation Plan:	School Strategies: <div>1. Students participate in service projects, food drives, environmental initiatives, and outreach campaigns that support compassion, justice, and care for creation. These experiences help them live out Catholic Social Teachings in meaningful, real-world ways.</div> <div>2. Staff participate in division-led faith formation days and engage in school-based Faith development. Students participate in retreats and cross-grade mentorships that deepen faith, build Catholic identity, and promote spiritual growth.</div>	Milestones

<p><b>Actions to achieve the Shared Vision</b></p>	<ul style="list-style-type: none"> <li>● School-wide daily prayer begins each morning on the intercom, often led by students.</li> <li>● Celebration of the Eucharist with regularly scheduled school Masses - practice with students so they are prepared.</li> <li>● Classroom prayer tables and sacred spaces are maintained and used to mark the liturgical seasons and promote student-led prayer.</li> <li>● Faith-focused activities such as weekly “Secret Mission Mondays” classroom challenges encourage students to live out values like forgiveness, humility, or generosity.</li> <li>● Teachers regularly integrate Catholic Social Teachings and Gospel values into classroom discussions across subject areas—not just in Religion class.</li> <li>● Staff intentionally use a pastoral approach to discipline to restore relationships and guide students through compassion, truth, and accountability.</li> <li>● School culture reflects inclusive practices, where all students feel welcome, valued, and respected, and differences are celebrated. ( presenters to support this)</li> <li>● Staff faith formation - participation in division-wide faith development days deepens personal and communal spirituality. ( led by division, for example, Opening Day, Division Faith Day, Faith at staff mtgs)</li> <li>● Student retreats or reflection days are offered for each grade, focused on identity, relationships, and faith journeys (e.g., Confirmation preparation, service leadership).</li> <li>● Cross-grade mentorship (5-7, 6-8) builds connections rooted in Catholic identity.</li> <li>● The school actively participates in social justice projects such as food bank drives, Chalice sponsorships, or local outreach initiatives.</li> </ul>	
<p><b>Research and Evidence</b>  <i>What data, including research, evidence, lessons learned, is being used to inform your plan?</i></p>	<ul style="list-style-type: none"> <li>● Assurance and AEAM 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>● Ongoing conversations with all stakeholders (informal, CRM PD/Collab, CTM)</li> <li>● Bi-weekly leadership meetings (CRC, FWW, and Admin)</li> <li>● Faith integration staff survey - pre/post</li> </ul>	

<b>Resources</b> <i>What resources will be needed to support? (e.g., staff, supplies, etc)</i>	Foundational documents used: <ul style="list-style-type: none"><li>• The Five Essential Marks of Catholic Schools</li><li>• Marks of an Excellent Catholic Leader</li><li>• Marks of an Excellent Catholic Teacher</li></ul> Additional Resources <ul style="list-style-type: none"><li>• Faith Growing in Christ Curriculum</li><li>• SSF consultant support - PD and resources</li><li>• Scheduled time for chaplaincy support</li><li>• Pastoral Assistant in content areas</li></ul>	
<b>Professional Growth</b> <i>What professional learning supports are needed?</i>	<ul style="list-style-type: none"><li>• PD on integration of faith into content areas/ support</li><li>• Collaboration time to develop resources</li><li>• Bite-sized faith formation sessions for staff at staff meetings</li></ul>	
<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>	<ul style="list-style-type: none"><li>• Ongoing PD throughout the year</li><li>• Explore collaboration time throughout the school year</li></ul>	
<b>Community Engagement</b> <i>What strategies are in place to share with stakeholders?</i>	<ul style="list-style-type: none"><li>• Parent council meetings - summary of faith events during the Admin portion</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 - principal message</li><li>• Share school faith events/faith integration (student-led, school-wide, etc.) via social media.</li><li>• Connect with the Parish about sharing faith integration initiatives with the pastoral support in their newsletter or through other media.</li></ul>	

**Strategic PRIORITY: Learners and Learning**

<div>Division Goal:</div> <div>Our students and staff will develop to their fullest potential through multiple pathways.</div>	<div>Division Outcome(s):</div> <div><div>1. Implement curriculum through data-informed, responsive instruction and quality assessment.</div><div>2. Students access learning opportunities and supports that address their diverse learning needs.</div></div> <div>Targeted Success Measures:</div> <div><div><div>Elk Island Catholic Schools measures:</div><div><div>Progress from student interventions</div><div>Staff satisfaction survey results with professional development and collaboration</div><div>Staff competency self-assessment survey (TQS and LQS)</div><div>Student reading level data</div><div>Student EICS Math Assessment data &amp; Math Intervention Programming Instrument (MIPI) data</div></div></div><div><div>Alberta Education Assurance Measures:</div><div><div>Class size averages</div><div>Overall quality of basic education</div><div>Provincial achievement test results</div><div>Satisfaction with the broad program of studies</div></div></div></div>	
2025-26 School Strategies and Corresponding Actions:		
Implementation Plan:	<div>School Strategies:</div> <div><div>1. Teachers use division tools and assessments to guide instruction and identify student needs. Instruction is adjusted based on data, and responsive teaching practices are used to ensure all students experience academic success.</div><div>2. Teachers collaborate in regular team meetings using the Collaborative Response Model to plan supports based on student evidence. Strategies such as visible learning, success criteria, and timely feedback consistently enhance instruction and assessment.</div></div>	<div>Milestones</div> <div>“What is the success criteria?”</div> <div>How will you know that the school strategies and actions you have chosen are implemented at a high level?</div> <div>What will you accept as evidence that the school strategies and actions you have chosen are having an impact?</div> <div>What additional support is needed if you are not achieving success?</div>
Actions to achieve the Shared Vision	<div><div>Common assessments and rubrics across grade teams ensure consistency and fairness in grading.</div><div>Teachers share classroom observations and assessment data to co-create responsive strategies, such as adjusted instruction, accommodations, or targeted check-ins.</div></div>	

	<ul style="list-style-type: none"> <li>• The team uses a tiered continuum of supports, ranging from universal classroom strategies to targeted small group instruction and individualized interventions.</li> <li>• Teachers refer to learning intentions and success criteria daily, using student-friendly language (e.g., “Today we are learning how to...”).</li> <li>• Visual organizers, checklists, or exemplars help students understand what success looks like before they begin a task.</li> <li>• Student self-assessments and goal setting are built into learning routines so students can track their own progress and take ownership.</li> <li>• Teachers use formative assessments (e.g., exit slips, observations, quick quizzes) to adjust instruction and groupings in real time.</li> <li>• The Collaborative Response Model (CRM) and team meetings are used to analyze trends in student data and determine targeted support.</li> <li>• Differentiation is evident: small group instruction, flexible tasks, or scaffolds.</li> </ul>	
<b>Research and Evidence</b> <i>What data, including research, evidence, lesson learned, is being used to inform your plan?</i>	<ul style="list-style-type: none"> <li>• Results of previous tests, such as PATs, CAT4, Insight, MIPI, F &amp; P, 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>• Staff survey on foundational knowledge (pre/post)</li> <li>• PowerSchool Indigenous education information</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>• Ongoing conversations with all stakeholders (informal, CRM PD/Collab, CTM)</li> </ul>	
<b>Resources</b> <i>What resources will be needed to support? (e.g., staff, supplies, etc)</i>	<ul style="list-style-type: none"> <li>• Funding to support small class sizes</li> <li>• Maintain increased Math instructional minutes in grades 7 &amp; 8</li> <li>• Professional development opportunities for staff</li> <li>• Admin and CRC used as a classroom coach/support</li> <li>• Peer coaching will be encouraged between teachers, and continued mentorship</li> </ul>	

	<ul style="list-style-type: none"> <li>of student teachers.</li> <li>● Inservice for Lead Teachers</li> <li>● Utilize SLS staff (Indigenous, Curriculum, and ILS)</li> <li>● Utilize the SLS website for resources</li> <li>● Utilize school-wide systems - resources that facilitate small group work</li> <li>● Follow the CRM Framework with embedded time <ul style="list-style-type: none"> <li>○ CTM</li> <li>○ PD</li> <li>○ Collab</li> </ul> </li> <li>● Partnership with community agencies (eg, Linking Generations, parish connection)</li> </ul>	
<b>Professional Growth</b> <i>What professional learning supports are needed?</i>	<ul style="list-style-type: none"> <li>● Able to send staff members to professional development in regards to literacy, numeracy, assessment, and the new curriculum.</li> <li>● Time in PD to analyze the previous year's data results and decide on a response.</li> <li>● In school PD with a focus on literacy, numeracy, and differentiation. <ul style="list-style-type: none"> <li>○ SLS support on potential narrowed focus</li> </ul> </li> <li>● Inviting SLS/ILS to the school to work with the 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> </ul>	
<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>	<ul style="list-style-type: none"> <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</li> </ul>	
<b>Community Engagement</b> <i>What strategies are in place to share with stakeholders?</i>	<ul style="list-style-type: none"> <li>● Assurance surveys for students and parents</li> <li>● Reworking the SMORE and including tips and tricks to support parents with their child's learning.</li> <li>● Share community resources with families around teenage learning/brain (FWW)</li> <li>● School Council Meetings</li> </ul>	

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): 1. Honour the dignity of the human person by providing and supporting diversity education and supports for equity and inclusion.	
	Targeted Success Measures: <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>	
2025-26 School Strategies and Corresponding Actions:		
Implementation Plan:	School Strategies: 1. Classroom practices and school events promote diversity, inclusion, and belonging for all students. Presenters and learning experiences reflect various cultural perspectives, while staff approach discipline grounded in Catholic teaching.	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?



<p><b>Actions to achieve the Shared Vision</b></p>	<ul style="list-style-type: none"> <li>• Morning messages, assemblies, and newsletters reinforce the idea that St. Theresa is a place where everyone belongs and that diversity is a strength.</li> <li>• Staff intentionally greet students by name and foster positive relationships, especially during transitions (e.g., entry, lunchtime, dismissal).</li> <li>• Classrooms and common spaces display inclusive language and visuals, such as quotes from Scripture that affirm human dignity.</li> <li>• Faith integration emphasizes the Gospel teaching that all people are children of God, deserving of love, compassion, and respect.</li> <li>• Restorative practices address behaviour, focusing on relationship repair, fairness, and growth instead of punishment.</li> <li>• Clear school-wide expectations for respectful behaviour are taught, modelled, and reinforced, with students engaged in co-creating class agreements.</li> <li>• Staff participate in professional learning opportunities focused on Indigenous education, anti-racism, equity, and inclusive practices, ensuring they teach with cultural awareness and sensitivity.</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>• Active Citizenship results in the Assurance Survey</li> <li>• Observation and Reflection on Student Unkindness</li> <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>• Ongoing conversations with all stakeholders</li> <li>• House System/Leadership group reflection (Health Champ &amp; Chap)</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 - year 4 (capacity shifted to staff)</li> <li>• Health Champion &amp; Chaplain FTE</li> <li>• FWW provides mental health supports</li> <li>• Wellness team (Health Champion, Chaplain, FWW, open to all staff)</li> <li>• Leadership group</li> <li>• CLS Wellness team support</li> <li>• School Council</li> </ul>	

<b>Professional Growth</b> <i>What professional learning supports are needed?</i>	<ul style="list-style-type: none"><li>● PL around the Cardinal and Theological Virtues</li><li>● PL around the power of gratitude for staff</li><li>● Encourage staff to include a wellness goal in their SADP.</li><li>● Professional development<ul style="list-style-type: none"><li>○ Here Comes the Sun + PEPY (holistic wellness approach)</li><li>○ Faith &amp; Wellness Day for staff</li><li>○ Staff meetings include physical literacy &amp; wellness component</li><li>○ “Week at a Glance” 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><li>● Collaborative time offered to Wellness/New Curriculum leads</li></ul>	
<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>	<ul style="list-style-type: none"><li>● Wellness Teams established in September</li><li>● Physical Literacy - PEW PD</li><li>● District Faith &amp; Wellness Day</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>● Community Building events throughout the year</li></ul>	
<b>Community Engagement</b> <i>What strategies are in place to share with stakeholders?</i>	<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 MHCB, Saffron, and Ever Active Schools</li><li>● School website and SMORE to provide wellness tips and opportunities for families</li><li>● Week at a glance for staff</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> 1. Provide appropriate, transparent, and timely communication with schools, families, and community stakeholders.  <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>	
2025-26 School Strategies and Corresponding Actions:		
<b>Implementation Plan:</b>	<b>School Strategies:</b> 1. School communication is shared through newsletters, social media, and the school website to keep families informed and engaged. Families are invited to contribute through surveys, volunteerism, and input opportunities that build a shared commitment to student success	<b>Milestones</b> <b>“What is the success criteria?”</b> How will you know that the school strategies and actions you have chosen are implemented at a high level?
<b>Actions to achieve the Shared Vision</b>	<ul style="list-style-type: none"><li>Restructure the school website according to the results of the 2025 school website survey.</li><li>Weekly S’more to reflect our assurance plan goals</li><li>Social media posts to highlight St. Theresa School</li></ul>	What will you accept as evidence that the school strategies and actions you have chosen are having an impact?
<b>Research and Evidence</b> <i>What data, including research, evidence, lesson learned, is being used to inform your plan?</i>	<ul style="list-style-type: none"><li>School Council Reflection</li><li>Ongoing conversations with all stakeholders</li><li>One-on-One Staff Check-in (3x/year)</li><li>Whole Staff Reflection</li><li>Student surveys and ongoing conversations with prefects and ambassadors</li></ul>	What additional support is needed if you are not achieving success?
<b>Resources</b> <i>What resources will be needed to</i>	Parent Engagement <ul style="list-style-type: none"><li>Incentives for school council meetings</li></ul>	

<i>support? (e.g., staff, supplies, etc)</i>	<ul style="list-style-type: none"><li>● SMORE subscription</li><li>● Conversation with staff from feeder schools to gather info on parent engagement and school council</li></ul> Student Voice <ul style="list-style-type: none"><li>● House system resources/swag</li><li>● Time for staff to collaborate on House initiatives</li><li>● Dedicated ‘house coordinators’ on staff</li><li>● Time for students to meet</li></ul>	
<b>Professional Growth</b> <i>What professional learning supports are needed?</i>	<ul style="list-style-type: none"><li>● PD on House System and virtue education</li><li>● Conversation with other schools about successes with Parent engagement/School Council engagement</li><li>● Collaboration time staff</li></ul>	
<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>	<ul style="list-style-type: none"><li>● End of the 2024 school conversation with feeder schools about active parents to connect early with them</li><li>● Push early in the school year to gain as much parent involvement in school council as possible</li><li>● Ongoing events throughout the school year</li></ul>	
<b>Community Engagement</b> <i>What strategies are in place to share with stakeholders?</i>	<ul style="list-style-type: none"><li>● SMORE updates</li><li>● Social media</li><li>● Open school events to parents (virtually if possible)</li><li>● School Council</li></ul>	