



St. John Paul II Catholic School





School Education Assurance Plan

2022 -2026 Division Education Assurance Plan

School Year: 2023-2024

Elk Island Catholic Schools will ensure success for all students.

2023-2024 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 are provided relevant religious education and faith integration in all curricula.	Implement curriculum through data-informed, responsive instruction and quality assessment.	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 the educational experience.
School Strategy	<ul style="list-style-type: none"><li>Plan professional learning opportunities for staff while providing collaboration</li></ul>	<ul style="list-style-type: none"><li>Support teacher professional learning and development opportunities</li></ul>	<ul style="list-style-type: none"><li>Provide opportunities that promote staff and student wellness through school-wide</li></ul>	<ul style="list-style-type: none"><li>Continue to build the partnerships between the school and home by providing meaningful</li></ul>

	time and supports to assist in the integration of faith across all curricula.	regarding new curriculum implementation and provide collaboration time for teacher resource acquisition and development.	initiatives (Apple Ally School, Here Comes the Sun, Wellness Action Plan).	and intentional opportunities for parents/guardians to be involved in the school community.
<b>Division Outcome</b>	Foster a meaningful connection with families, parishes, and Catholic organizations to be advocates and witnesses for the success of Catholic schools.	Students access learning opportunities and supports that address their diverse learning needs.		
<b>School Strategy</b>	<ul style="list-style-type: none"> <li>• Create opportunities for staff and students to engage with community partners to develop and share experiences that fosters meaningful and faith-filled connections.</li> </ul>	<ul style="list-style-type: none"> <li>• Support Universal Design for learning for all students through the Collaborative Response Model (CRM).</li> <li>• Implementation and integration of new Pathways Program</li> </ul>	<ul style="list-style-type: none"> <li>• Engage school resources (FWW, ILF &amp; Health Champions) and community partners in providing wrap-around supports for all of our students.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities through various mediums to gather parent/student feedback and input throughout the school year.</li> </ul>

# 2023-2024 School Education Assurance Plan

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

Strategic PRIORITY: Faith Integration		
<b>Division Goal:</b>  Our students, staff and EICS community will be provided a faith integrated environment through worship, witness and service.	<b>Division Outcome(s):</b> <ul style="list-style-type: none"><li>Students are provided relevant religious education and faith integration in all curricula</li><li>Foster a meaningful connection with families, parishes, and Catholic organizations to be advocates and witnesses for the success of Catholic schools</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>Catholic School Review</li><li>EICS Education Assurance Survey</li><li>School Faith Environment</li><li>Staff Faith Formation</li><li>Students Faith Formation</li></ul></li><li>Alberta Education Assurance Measures:<ul style="list-style-type: none"><li>Students Model Active Citizenship</li></ul></li></ul>	
2022-2023 School Strategies and Corresponding Actions:		
<b>Implementation Plan:</b>	<b>School Strategies:</b> “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)”	<b>Milestones - Evidence of Impact</b> “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?  Assurance survey results from staff, parents and
<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 so well, and what is the evidence?</li><li>What might be possible?</li></ul>	<b>Strategy 1:</b> Plan professional learning opportunities for staff while providing collaboration time and supports to assist in the integration of faith across all curricula. <ul style="list-style-type: none"><li>Provide structured time (during staff meetings and PD Days) for staff to develop faith integrated lesson plans and share best practices with colleagues</li><li>Continued implementation of a common religion block with structured weekly parish priest visits spread across all subject areas</li><li>Ensuring all grade-level teachers teach their homeroom religion block</li><li>Continued use of the Growing in Faith Growing in Christ resource at all grade levels</li></ul>	

	<p><b>Strategy 2:</b> Provide opportunities for staff and students to engage with community partners to develop and share experiences that fosters meaningful and faith-filled connections.</p> <ul style="list-style-type: none"> <li>• Implementation of grade-level religion retreats at OLA Parish</li> <li>• Create a Catholic school culture that develops active citizenship in our students and build a sense of community through an integration of parish, family and school life <ul style="list-style-type: none"> <li>◦ Invite parents/guardians and community members to school masses, celebrations, and faith-based activities</li> <li>◦ Facilitate staff collaboration and capacity building in order to develop and refine strategies to support positive student behavior and interrelations</li> </ul> </li> <li>• Align school-wide faith activities with Liturgical Season and Yearly Faith Formation Plan including Prayer Labyrinth, Living Rosary, Adoration, Benediction, Stations of the Cross, etc.</li> </ul>	<p>students regarding safe and caring schools and students model active citizenship will increase accordingly next spring. Furthermore, qualitative survey data, specifically from parents and students will indicate positive change.</p> <p>Ongoing conversations and survey feedback that indicates a changing narrative from a parental and student perspective.</p>
<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>• <b>97.1%</b> of parents, staff, and students agree that the school explores a deeper understanding of faith through the division faith theme</li> <li>• <b>92.5%</b> of parents, staff, and students agree that we are engaged in living a sacramental life in order to deepen our faith journey</li> <li>• <b>95.5%</b> of parents, staff, and students are satisfied with student faith formation</li> <li>• AEAM results for Active Citizenship improved from 75.3% to 79.1% (but still below division average)</li> <li>• AEAM Welcoming, Caring, Respectful and Safe Learning Environments <b>85.0%</b> (increased from 79.4%)</li> <li>• Students follow the rules (-16% overall) and treat each other with respect (-18% overall); lower than EICS average, closely aligned with other EICS middle schools</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>• School Chaplain (0.10 FTE)</li> <li>• Continued growth of students and staff faith development through Adoration, Benediction, and in-school Reconciliation activities</li> <li>• Participation of staff in Spice/Blueprints, EXCEL Academy, Division faith formation opportunities</li> <li>• Allocate funds for PD within and beyond the school for Faith Development as appropriate. ie, SPICE, Blueprints, Religious Congress and or EXCEL leadership</li> <li>• Allocate a budget to support the work of the school chaplain</li> </ul>	

	<ul style="list-style-type: none"> <li>• Time built into timetable to support weekly chaplain/admin and school/parish meetings</li> <li>• <a href="#">Marks of an Excellent Catholic Teacher</a></li> <li>• <a href="#">Marks of an Excellent Catholic Leader</a></li> </ul> <p><b>Strategy 1:</b></p> <ul style="list-style-type: none"> <li>• Opportunities for staff to share faith integration implementation successes at staff meetings</li> <li>• Provide time for staff to collaborate and develop classroom and teaching resources</li> </ul> <p><b>Strategy 2:</b></p> <ul style="list-style-type: none"> <li>• Refine Student Behavior Portfolios and the school-wide implementation of our Positive Behaviors Matrix</li> <li>• Ongoing dialogue during CTM's to assess overall effectiveness of strategies</li> <li>• Collaborative time during initial PD day to create a Yearly Calendar of faith celebrations, masses, and school-wide activities</li> </ul>	
<p><b>Professional Growth</b>  <i>What professional learning supports are needed?</i></p>	<ul style="list-style-type: none"> <li>• Continued faith development and growth of students and staff through a variety of faith formation activities linked to the Liturgical Year</li> <li>• Spice/Blueprints, EXCEL Academy</li> <li>• FORMED.org</li> <li>• Monthly faith formation PD during staff meetings focused on Marks of an Excellent Catholic Teacher</li> <li>• Faith connections and sharing at CTMs that address overarching faith integration goals <ul style="list-style-type: none"> <li>◦ Access support of Director of Student and Staff Formation to assist with connections to district initiatives such as “Here Comes The Sun”, PEPY, division faith theme, etc.</li> </ul> </li> <li>• Dedicated time at staff meetings and PD opportunities to discuss the impact of strategies on targeting areas for improvement</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>• Year long development - staff meeting collaboration time and PD days</li> <li>• Monthly staff meeting (faith formation component)</li> <li>• Professional learning opportunities with internal and external learning sessions supported by religious education consultant</li> </ul>	

<b>Community Engagement</b> <i>What strategies are in place to share with stakeholders?</i>	<ul style="list-style-type: none"> <li>• Continue to extend the invitation to parents/families to attend and participate in all faith related activities - school assemblies, liturgies, adoration, etc.</li> <li>• Universal usage of the online resource Growing in Faith, Growing in Christ parent corner</li> <li>• Distribute a monthly ‘check in’ with parents - via an online survey, or a Google Form, in order to reach out more often to encourage parents to touch base with what they are seeing, not seeing in order to address concerns consistently and appropriately in a timely manner</li> <li>• Continue to share good news via social media and newsletter in consultation with OLA Parish and School Council</li> </ul>	
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Strategic PRIORITY: Learners and Learning		
<b>Division Goal:</b>  <b>Our students and staff will develop to their fullest potential through multiple pathways.</b>	<b>Division Outcome(s):</b> <ul style="list-style-type: none"> <li>• <i>Implement curriculum through data-informed, responsive instruction and quality assessment</i></li> <li>• <i>Students access learning opportunities and supports that address their diverse learning needs</i></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>○ EICS Education Assurance Survey</li> <li>○ EICS Literacy Assessments</li> <li>○ BAS Assessment</li> <li>○ STAR Reading Assessment</li> <li>○ EICS Math Assessments</li> </ul> </li> <li>• Alberta Education Assurance Measures: <ul style="list-style-type: none"> <li>○ PAT Results</li> <li>○ Education Quality</li> <li>○ Access to Supports and Services</li> <li>○ Student Learning Engagement</li> </ul> </li> </ul>	
2022-2023 School Strategies and Corresponding Actions:		
<b>Implementation Plan:</b>	<b>School Strategies:</b> <b><i>“What are the school strategies that will help us in achieving the division outcome and the objective of the goal?”</i></b>	<b>Milestones - Evidence of Impact</b> <b><i>“What is the success criteria?”</i></b> What will you accept as evidence that the school

	<b>“When will this take place? (include in Time)”</b>	
<p><b>School Strategy(ies):</b>  <b>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>Strategy 1:</b> Support teacher professional learning and development opportunities regarding new curriculum implementation and provide collaboration time for teacher resource acquisition and development.</p> <ul style="list-style-type: none"> <li>• Continued collaboration with division consultants to further support new curriculum implementation</li> <li>• Co-construct new curriculum teaching resources, lesson plans, and assessment with grade-level colleagues</li> <li>• Research, access, and utilize supplemental teacher resource materials and supports</li> <li>• Employ data-driven instructional strategies in order to align assessment practices with teaching and student learning</li> </ul> <p><b>Strategy 2:</b> Support Universal Design for Learning for all students through the Collaborative Response Model (CRM).; effectively implement and integrate our new Pathways Program into our school culture; refine our CTM framework so that it more effectively impacts student support services.</p> <ul style="list-style-type: none"> <li>• Co-create Individualized supports (ISP/RSP) with teacher and parent/guardian with the oversight of the ILF and Learning Support Team <ul style="list-style-type: none"> <li>◦ Educate and communicate available services and supports to families</li> </ul> </li> <li>• Expansion of our W.I.N. (What I Need) room for student academic supports to include all students</li> <li>• Support students in an inclusive environment with appropriate accommodations, adaptations and modifications</li> <li>• Investigate alternative methods to support teachers and educational assistants in their work supporting students on ISPs/RSPs <ul style="list-style-type: none"> <li>◦ Create more structured levels of accountability (checks &amp; balances) during ISP/RSP development</li> </ul> </li> </ul>	<p>strategies you have chosen are having an impact?</p> <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> <p>During instructional walkthroughs and talk-throughs, teachers will be observed implementing new curriculum using effective and appropriate instructional strategies. Conversations in CRM will organically focus on these two key areas.</p> <p>Continued growth in the areas of student engagement and progress from student interventions.</p> <p>An increase in the qualitative data surrounding the communication and implementation of supports available to parents and staff for students on ISPs/RSPs.</p>
<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>• <b>92.3%</b> students achieve acceptable and excellence in literacy and math/numeracy</li> <li>• <b>90.3%</b> implement curriculum through data-informed, responsive instruction and quality assessment</li> <li>• <b>94.1%</b> strengthen foundational knowledge and understanding through holistic approaches within the division to enhance instructional practices related to First Nations, Metis, and Inuit education</li> </ul>	

	<ul style="list-style-type: none"> <li>• AEAM Education Quality <b>91.5%</b> (increased from 85.5%)</li> <li>• AEAM Access to Supports and Services <b>86.3%</b> (increased from 76.6%)</li> <li>• AEAM PAT Acceptable <b>81.0%</b> and PAT Excellence <b>18.0%</b> (provincial average)</li> <li>• Parents/guardians aware of services and supports beyond regular instruction (-17%)</li> <li>• Staff satisfaction with access to supports available to accommodate, adapt, or modify programming for student learning (-22%)</li> <li>• Parent/guardian satisfaction with co-creation of their child's ISP (-18%)</li> <li>• Staff satisfaction with services beyond regular instruction to help students read and write (-34%)</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>• 0.15 EAL Lead</li> <li>• 0.5 Inclusive Learning Facilitator (ILF)</li> <li>• Principal and Assistant Principal as instructional leaders, coaches, and co-learners with respect to new curriculum implementation and resource acquisition</li> </ul> <p><b>Strategy 1:</b></p> <ul style="list-style-type: none"> <li>• Provide time during PD days as well as collaboration time during staff meetings to support staff in new curriculum implementation</li> <li>• Continue working alongside division consultants and grade-level colleagues to ensure robust instructional strategies, lesson planning and assessment practices</li> <li>• Utilize teaching and student learning reflections as a diagnostic tool to determine effective curriculum implementation</li> </ul> <p><b>Strategy 2:</b></p> <ul style="list-style-type: none"> <li>• Build capacity amongst staff regarding ISP/RSP development</li> <li>• Increase communication with parents and guardians regarding ISP/RSP creation and available supports</li> <li>• Provide time for teachers to co-create ISP/s/RSPs with Learning Support Team</li> <li>• Connect teachers with ILS team to support them in their journey (provide time for meetings and collaboration)</li> </ul>	
<b>Professional Growth</b> <i>What professional learning supports are needed?</i>	<ul style="list-style-type: none"> <li>• Work with division consultants and attend district-level offered professional development to help support and implement new curriculum</li> <li>• Provide intentional and structured planning time for teachers to connect with parents/guardians regarding ISP/RSP development</li> </ul>	



	<ul style="list-style-type: none"> <li>Build the capacity of our teachers in the area of ISP/RSP creation</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>Entire year with specific check-ins at CTM's, staff meetings, and Professional Development days</li> <li>Weekly, monthly, and annual check-ins completed over the course of 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>Check in with parents via the Patriot Post and Google Forms</li> <li>Monthly 'touch-points' with parents through School Council meetings</li> <li>Intentional sharing of available supports with parents through various mediums (ie. newsletter, school communication, Google Classroom)</li> </ul>	

Strategic PRIORITY: Systemic Wellness		
<b>Division Goal:</b>  <b>Staff and student well-being, in mind, body and spirit, will be supported through programming and education.</b>	<b>Division Outcome(s):</b> <ul style="list-style-type: none"> <li>Provide proactive, responsive, and accessible supports for mental health and well-being of our students, staff, and families</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>EICS Education Assurance Survey</li> <li>Employee Engagement</li> <li>Staff Health and Wellness</li> <li>Student Health and Wellness</li> </ul> </li> <li>Alberta Education Assurance Measures:               <ul style="list-style-type: none"> <li>Welcoming, Caring, Respectful, and Safe Learning Environments</li> <li>Access to Supports and Services</li> </ul> </li> </ul>	
2022-2023 School Strategies and Corresponding Actions:		
<b>Implementation Plan:</b>	<b>School Strategies:</b> <i>“What are the school strategies that will help us in achieving the division outcome and the objective of the goal?”</i> <i>“When will this take place? (include in Time)”</i>	<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?

<p><b>School Strategy(ies):</b>  <b>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>Strategy 1:</b> Provide opportunities that promote student and staff wellness through school-wide initiatives including a Mental Health Strategic Plan (Apple Ally School, PEPY, Healthy Relationships with Food &amp; Body, Health Champion Action Plan).</p> <ul style="list-style-type: none"> <li>• Continue to develop a sense of Catholic school culture rooted in inclusion and belonging <ul style="list-style-type: none"> <li>○ Fostering respect and shared responsibility as well as by establishing intentional in-school connections</li> <li>○ Creating an understanding that mental health is a shared responsibility (educating our parents/guardians and connecting them with appropriate community resources)</li> </ul> </li> </ul> <p><b>Strategy 2:</b> Engage school resources (FWW, Health Champion, Chaplain, ILF) and community partners in providing wrap-around supports for all of our students</p> <ul style="list-style-type: none"> <li>• Continue the engagement work of seeing mental health as shared responsibility ie. FCSS, Families First, etc.</li> <li>• Organize student workshops through 3rd party agencies ie. Saffron</li> <li>• Communicate available community supports to students, parents, and families</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> <p>New connections made between our FWW and students with mental health concerns, students at risk, and students in crisis.</p> <p>Increased awareness and utilization of community supports, ie. FCSS, The Bridge, etc.</p> <p>Increased participation in existing school supports, ie. Patriot Hotline, FWW, wellness chat group, etc.</p>
<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>• <b>92.2%</b> support holistic well-being through education and professional development in the areas of physical literacy, weight neutral well-being, and mental health</li> <li>• <b>90.0%</b> provide proactive, responsive and accessible supports for mental health and well-being of our students, staff, and families</li> <li>• <b>91.0%</b> honor the dignity of the human person by providing and supporting diversity education and supports for equity and inclusion</li> <li>• AEAM Student Learning Engagement <b>90.4%</b> (increased from 83.8%)</li> </ul>	<p>Implementation of workshops and in-services provided by third party agencies, ie Saffron, Families First, etc.</p>
<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>• Additional mental health support via connections with community mental health partners</li> <li>• Family Wellness Worker (FWW) with increased FTE</li> <li>• Continuation of the Patriot Helpline for students</li> <li>• Ongoing engagement with community partners in order to provide staff and students education in the areas of inclusion, diversity, and positive/respectful school culture <ul style="list-style-type: none"> <li>○ Restorative Justice, FCSS, The Bridge, Fort Sask. Multicultural Society, School Resource Officer (SRO), EICS Gender and Sexuality Working</li> </ul> </li> </ul>	

	<p>Group, Safe Community Youth Council Initiative</p> <ul style="list-style-type: none"> <li>• Provide dedicated time for staff at CTM’s, staff meetings, and/or PD opportunities to learn how to navigate and manage related issues</li> <li>• Time during staff meetings for highlighting ways that we can encourage inclusion and respond to diversity and mental health concerns</li> </ul>	
<p><b>Professional Growth</b>  <i>What professional learning supports are needed?</i></p>	<ul style="list-style-type: none"> <li>• Staff and student professional development regarding PEPY and Healthy Relationships with Food &amp; Body AP</li> <li>• School Health Champions to attend divisional “ Here Comes the Sun” meetings</li> <li>• Professional Learning as required both within the school and through external supports ie. Wellness Conference, etc.</li> <li>• Knowledge gained and resources shared from community partners</li> <li>• Targeted usage of CTM time to support students and issues of inclusion and respect</li> <li>• Continue to promote the Caregiver Education and community-based informational workshops/seminars</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>• Plan will continue throughout the entire school year, with touch-points at staff meetings and CRM meetings</li> <li>• Intentional and focused check-ins with staff and students by our FWW, Learning Support Team, Health Champions, and School Chaplain</li> <li>• Embedding reflective practices into Learning Support Team meetings to determine effectiveness of interventions and strategies</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>• Monthly Student Leadership Team meetings</li> <li>• Parent feedback surveys to go out monthly on the Patriot Post</li> <li>• School Council support with Healthy Relationships with Food &amp; Body AP, Hot Lunch program, Food Bank, school cafeteria, breakfast-at-lunch club: supported through the fall school wellness symposium and health champions</li> <li>• Utilizing social media and Patriot Post Newsletter to highlight partnerships with diverse and inclusive groups throughout the community</li> <li>• Engaging School Council with updates about our partnerships and their successes</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>EICS Education Assurance Survey</li></ul></li><li>Alberta Education Assurance Measures:<ul style="list-style-type: none"><li>Satisfaction with Parental Involvement in decisions about their child’s education</li></ul></li></ul>	
2022-2023 School Strategies and Corresponding Actions:		
<b>Implementation Plan:</b>	<b>School Strategies:</b> “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)”	<b>Milestones - Evidence of Impact</b> “What is the success criteria?” 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 so well, and what is the evidence?</li><li>What might be possible?</li></ul>	<b>Strategy 1:</b> Continue to build the partnerships between school and home by providing meaningful and intentional opportunities for parents/guardians to be involved in the school community.; provide opportunities through various mediums to gather parent/student feedback and input throughout the school year. <ul style="list-style-type: none"><li>Invite parents/guardians to be involved in school activities such as field trips, school masses and celebrations, Meet the Staff Night, Open House</li><li>Enhance parent engagement through increased intentional communication from teachers regarding student learning</li><li>Increase the opportunity for and availability for students to connect with the Admin Team and share their perspectives and student voice</li><li>Re-establish our St. JP II Student Leadership Team<ul style="list-style-type: none"><li>Provide students with purposeful involvement through a variety of activities</li><li>Engage the wider community through continued invitation for school involvement</li></ul></li><li>Provide PD sessions for parents on how to effectively support their child’s education</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?  Increased parent participation in School Council and other school-based activities such as volunteering for field trips, attending school celebrations, and extracurricular events and performances.  An increase in survey data relating to engagement, improvement, and satisfaction

	<ul style="list-style-type: none"> <li>• Develop grade-level parent Google forms to receive feedback each semester</li> <li>• Continue to encourage parents to attend and engage in School Council meetings (combination of in-person and virtual for next year)</li> </ul>	with parental involvement. Qualitative feedback obtained through interactions with parents.
<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>• <b>94.6%</b> provide appropriate, transparent, and timely communication with families and community stakeholders</li> <li>• <b>94.2%</b> provide opportunities for stakeholders (staff, students, and parents) to have involvement and provide feedback to improve the educational experience</li> <li>• <b>85.4%</b> enhance EICS divisional operational performance through increasingly effective, efficient, and streamlined processes and practices to contribute to a positive school culture</li> <li>• AEAM Parental Involvement <b>78.6%</b> (increased from 72.2%)</li> </ul>	Increased engagement in weekly Patriot Post (number of likes/views should equal or be more than the number of students).
<b>Resources</b> <i>What resources will be needed to support? (e.g., staff, supplies, etc)</i>	<ul style="list-style-type: none"> <li>• Utilize common communication tools (ie. Gr. 5 agenda book, Class Dojo, SeeSaw app, PowerSchool, etc.) used by teachers to send home communication</li> <li>• Patriot Post newsletter (maintain Smore annual subscription)</li> <li>• Staff liaison responsible for updating Facebook/Twitter/Instagram/Snapchat</li> <li>• Monitor school Website update/usage</li> </ul>	
<b>Professional Growth</b> <i>What professional learning supports are needed?</i>	<ul style="list-style-type: none"> <li>• Plan a CRM meeting focused on effective communication with parents - difficult conversations, brainstorming simple ways to keep parents informed of their child's success and other class activities</li> <li>• Plan a School Council presentation informing parents on teacher communication methods and accessing PowerSchool/Google Classroom features</li> <li>• Shared best practices and exemplars of regular teacher-parent communication</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>• Plan will continue to evolve throughout the year, with touch-points at monthly School Council meetings</li> <li>• All teachers will have a predetermined method of communication that they will use prior to the end of Sept. 2022</li> </ul>	
<b>Community Engagement</b> <i>What strategies are in place to share with stakeholders?</i>	<ul style="list-style-type: none"> <li>• Qualitative feedback gathered during monthly School Council meetings</li> <li>• Ongoing conversations with parents during Meet the Staff Night, 3-Way Conferences, Open House, and other events that provide an opportunity to seek parent input/feedback</li> </ul>	

