

**St. John Paul II Catholic School Assurance Plan 2018-2022 (2019 Version)**

**Elk Island Catholic Schools will ensure Success for all Students**

[Elk Island Catholic Assurance Plan 2018-2022](#)

Goals:	Faith Formation	
<p><b>Division Outcome:</b> Provide students, staff and community with a faith permeated environment and enhance the Faith Formation of all staff and students.</p>	<p><b>Strategies: The school will:</b></p> <ul style="list-style-type: none"> <li>● Continue a focus on faith formation learning opportunities for staff and students</li> <li>● Continue parish collaboration</li> <li>● Work with Parish to Sacramental preparation opportunities</li> <li>● Engage community partners in engaging all staff and students in faith-based Social Justice and Charitable initiatives</li> </ul> <p><b>Targeted Success Measures:</b></p> <ul style="list-style-type: none"> <li>● Catholic School Review</li> <li>● School Faith Environment</li> <li>● Staff Faith Formation</li> <li>● Student Faith Formation</li> <li>● Alberta Education Measure: Students Model Active Citizenship</li> </ul>	
<p><b>Reflection on Previous Year Results:</b></p> <p><b>Strengths:</b></p> <p>The school's most significant successes and initiatives which improved our measurable results include but are not limited to:</p> <ul style="list-style-type: none"> <li>● Measures: <ul style="list-style-type: none"> <li>○ Staff (100%), students (98.53%) and parents (96.84%) feel that the school embodies the teachings of Jesus Christ.</li> <li>○ 90% satisfied with the relationship between school and parish</li> <li>○ 95.4% satisfied with student faith formation</li> </ul> </li> <li>● Weekly priest visits and involvement in school activities ie. PEP rally, Sport4Life program, prayer breakfast, classroom visits, etc.</li> <li>● Frequent school-wide masses held in our gym and twice annually at the Parish</li> <li>● Adoration, Benediction, and Reconciliation held twice this year with community involvement</li> <li>● Full-day religion retreats for all grades</li> <li>● Parents are satisfied that students model the characteristics of active citizenship</li> <li>● Collaboratively developed a new school mission statement and school logo based on Gospel values</li> </ul> <p><b>Opportunities for Improvement:</b></p> <ul style="list-style-type: none"> <li>● Measures: <ul style="list-style-type: none"> <li>○ Students Model Active Citizenship - 84.4%</li> <li>○ Students feel that their experiences at school enhance their relationship with Jesus Christ - 87.3%</li> </ul> </li> <li>● Continue to support the role of our school Chaplain to increase and foster faith development during 2019-20 school year</li> <li>● Work with all teachers and support staff to integrate faith into their instructional practice</li> <li>● Display new faith-based logo on wall near front entrance</li> <li>● Continue to invite Fr. Kris and Fr. Anthony to participate with students during intramurals, PE class, lunch hour walks, classroom visits, etc.</li> <li>● Use our school Chapel more frequently for faith development and growth of staff and students</li> <li>● Host grade-level religion retreats at the Parish</li> <li>● Student-led/teacher-led prayer during morning announcements</li> <li>● Continue to encourage our parent community to attend school masses</li> <li>● More sacramental information for older students that are interested in sacraments they might have missed</li> </ul>		
<b>Implementation Plan:</b>	<b>Activities</b>	<b>Milestones</b>

<p><b>Shared Vision</b>  <i>Examine the present situation</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>Faith formation learning opportunities for staff and students through professional development, student retreats, staff retreats, school assemblies, masses, morning announcements, classroom activities, visits from Parish Priests.  Admin/Parish/Chaplain Meetings.  Weekly admin/chaplain meetings.  Co-host 2 masses at OLA Parish.  Purposeful, structured visits by Parish priests.  ALL staff engage, integrate, and implement Catholic teachings within their classrooms and curriculum.  Yearly focus on one area of faith development for staff:  Year One - "We Are All God's Masterpiece"  Year Two - TBA  Year Three - TBA  New Mission, values, motto, logo.</p>	
<p><b>Leadership Required</b></p> <ul style="list-style-type: none"> <li>• <i>What leadership is required to support the goal?</i></li> <li>• <i>The activities to achieve the goal?</i></li> </ul>	<p>School Chaplain.  Morning Prayer and Announcements.  Teacher/Staff leads for masses, liturgy, assemblies.  Entire staff integration of Catholic teachings and faith.</p>	
<p><b>Research and Evidence</b></p> <ul style="list-style-type: none"> <li>• <i>What data, including research, evidence, lesson learned, is being used to inform your plan?</i></li> </ul>	<p><b>Success with Student Faith Formation - 95.4%</b>  <b>Student model active Citizenship - 84.4%</b>  <b>Success with Staff Formation 96.5%</b>  Would be nice to see more families at school faith assemblies and masses (this can be encouraged through SchoolMessenger reminders)</p>	
<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• <i>What resources will be needed to support? (e.g., staff, supplies, etc)</i></li> </ul>	<ul style="list-style-type: none"> <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>• Budget to support work of the chaplain</li> <li>• Purchase of resources for new Religion Program for grade 5 -8 over the next 2 years</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>Professional Growth</b></p> <ul style="list-style-type: none"> <li>• <i>What professional learning supports are needed? (Provide PD plan in chart below)</i></li> </ul>	<ul style="list-style-type: none"> <li>• Continued growth of students and staff through school Adoration, Benediction, and in-school Reconciliation.</li> <li>• Spice/Blueprints, EXCEL Academy.</li> </ul>	

	<ul style="list-style-type: none"> <li>FORMED.org</li> </ul>	
<b>Time</b> <ul style="list-style-type: none"> <li>What is the timeframe needed to support the implementation of the plan?</li> </ul>	Year long development - staff meeting and Prof. Learning days, monthly assembly, pockets of Prof. learning with internal and external learning sessions	
<b>Community Engagement</b> <ul style="list-style-type: none"> <li>What strategies are in place to share with stakeholders?</li> </ul>	<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>Investigate the possibility of a monthly 'check in' with parents - via a survey, or a SMORE request, 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> </ul>	

<b>Goal:</b>	<b>Quality Teaching and Learning</b>
<b>Division Outcome:</b> Student success depends on quality instruction in an environment that respects learner's independent spirit. Quality teaching and learning promotes the development of innovation and creativity while attending to meaningful assessment and reporting practices.	<b>Outcome:</b> Provide appropriate supports to ensure success for all students  <b>Strategies: The school will</b> <ul style="list-style-type: none"> <li>Support staff collaboration to engage and improve in literacy teaching practices across curricula and for all students, K-12</li> <li>Support Universal Design for Learning for all students through the Collaborative Response Model</li> <li>Support improvements to instructional practices to develop conceptual thinking and understanding that increases student achievement, engagement and the development of the 8 competencies</li> <li>Support responsive teaching through data informed decision-making</li> </ul> <b>Targeted Success Measures:</b> <ul style="list-style-type: none"> <li>Progress from student interventions</li> <li>Staff satisfaction survey results with professional development and collaboration</li> <li>Student engagement survey results</li> <li>Student reading level data</li> <li>Student Math Intervention Programming Instrument (MIPI) data</li> </ul>
<b>Reflection on Previous Year Results:</b> <b>Strengths:</b> The school's most significant successes and initiatives which improved our measurable results include, but are not limited to: <ul style="list-style-type: none"> <li>Measures:             <ul style="list-style-type: none"> <li>Progress from Student Interventions - 90.1%</li> </ul> </li> </ul>	

- Satisfaction with Broad Program of Studies - 91.4%
- The creation of collaborative response allows teachers to identify the needs of our students in an effort to help them find success
- Staff PD is geared to areas of concern such as literacy, numeracy and ELL (focus on Literacy 2019, numeracy 2020, social-emotional 2021)
- Teachers offer a diverse range of activities within their programs to help engage students who might normally be disengaged.
- Continued support of programs such as Razkids, Mathletics, etc. to support engagement and differentiated instruction
- Continuing to strive to cater option courses to student needs/interests that will support student growth

**Opportunities for Improvement:**

Areas of Focus and new initiatives for the upcoming school year include, but are not limited to:

- Measures:
  - Students are interested and motivated in their learning - 69.6%
  - Overall quality of basic education - 89.6%
- Use assessment data (STAR, BAS, MIPI, etc.) constructively to identify areas of concern in literacy/numeracy and create St JPII's pyramid of interventions that will support students with areas of concern
- Fully implement common LA blocks where students can attend sessions that help them in areas of need
- Implementation of Indigenous Studies into all subject areas throughout areas.
- Improve on vertical and horizontal alignment in literacy and numeracy in order to create building blocks from one grade to the next.
- Professional Development with Indigenous Studies
- Ensuring option courses and programming aligns with CTF outcomes
- Promote literacy within the greater Fort Sask area (align strategies with K-4 schools)
- Focus on increasing student engagement and assessment practises during CR meetings and Professional Learning days

Implementation Plan:	Activities	Milestones
<p><b>Shared Vision</b>  <i>Examine the present situation</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>	<ul style="list-style-type: none"> <li>● Develop a Middle School Literacy Framework</li> <li>● Use of data from this year's surveys, PAT results.</li> <li>● CRM assessment discussions to identify gaps in literacy and numeracy and provide supports in these areas.</li> <li>● Build a <b>team commitment to CRM</b> which relies on a lead team - Principal, Assistant Principal, Collaborative Response Coordinator, and Family Wellness Worker</li> <li>● Continue to <b>embed 80 minutes</b> CRM sessions approximately every 4 weeks for professional learning and responsive teaching which leans on the above for supports for teachers, staff and students during embedded CRM times</li> <li>● <b>When required, bring in division leads - consultants, psychologists or division connections - OT's, SLP's as required to support teachers, staff and students during CRM</b></li> <li>● Seek training and utilize the Dossier Dashboard for tracking student progress and growth as well as track whether interventions and strategies are viable and appropriate for students</li> </ul>	

	<p>requiring support</p> <ul style="list-style-type: none"> <li>● Create, embed and re-visit as appropriate, the <b>St. JP II Pyramid of supports</b> for teachers, staff and students during CRM</li> <li>● Dedicated Year PD plan for the school</li> <li>● Unpack the new Teacher Quality Standard as well as the Leadership standard, which sets the conditions for staff to be successful with CRM and student supports</li> <li>● Target growth and student success in both <b>literacy and numeracy</b> for all students as evidenced by targeted assessments.</li> <li>● <b>Data mine</b> for evidence using Fountas and Pinnell, STAR literacy as well as MIPI data to drive conversations about students during CRM</li> <li>● Seek <b>observations of teacher use of professional learning and embedded strategies and interventions</b> gleaned through from CRM sessions</li> <li>● Utilize <b>common literacy block to increase student growth in literacy and numeracy.</b> Student need drives the sessions lead by teachers or trained staff.</li> </ul>	
<p><b>Leadership Required</b></p> <ul style="list-style-type: none"> <li>● <i>What leadership is required to support the goal?</i></li> <li>● <i>The activities to achieve the goal?</i></li> </ul>	<p>Division Consultants for support in Literacy and Numeracy.  School Leads in curriculum, literacy, numeracy indigenous, assessment and CTF, etc.  CRM sessions dedicated to literacy and numeracy professional learning.</p>	
<p><b>Research and Evidence</b></p> <ul style="list-style-type: none"> <li>● <i>What data, including research, evidence, lesson learned, is being used to inform your plan?</i></li> </ul>	<p>Overall quality of basic education <b>89.6%</b>  <b>Student Engagement 76.9%</b>  Progress from student interventions <b>90.1%</b>  Satisfaction with broad program of studies <b>91.4%</b></p> <ul style="list-style-type: none"> <li>● <b>Data mine</b> for evidence using Fountas and Pinnell, STAR literacy as well as MIPI data to drive conversations about students during CRM</li> </ul>	
<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>● <i>What resources will be needed to support? (e.g., staff, supplies, etc)</i></li> </ul>	<p>Literacy Continuum  Numeracy Continuum  Staff creation of St. JP II Pyramid of Interventions focusing on Tier 1 and 2 strategies, interventions and accommodations  0.15 ELL Lead  0.5 CRC  AP as instructional leader</p>	
<p><b>Professional Growth</b></p> <ul style="list-style-type: none"> <li>● <i>What professional learning supports are needed? (Provide PD plan in chart below)</i></li> </ul>	<p>Embedded CRM time (as opposed to merely booking subs).  Professional learning with internal and external learning session.  Staff meeting and PD days.</p>	

<p><b>Time</b></p> <ul style="list-style-type: none"> <li>• <i>What is the timeframe needed to support the implementation of the plan?</i></li> </ul>	<p>Weekly, monthly and specific pockets of professional Learning for staff</p>	
<p><b>Community Engagement</b></p> <ul style="list-style-type: none"> <li>• <i>What strategies are in place to share with stakeholders?</i></li> </ul>	<ul style="list-style-type: none"> <li>• Investigate the possibility of a monthly ‘check in’ with parents - via a survey, or a SMORE request, 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>• Monthly “touch-points” with parents</li> </ul>	

<p><b>Goal:</b></p>	<p><b>Wellness</b></p>
<p><b>Division Outcome:</b> Elk Island Catholic Schools is committed to success and well-being for all students. The Division recognizes that, as a system, school community wellness must be present for all stakeholders.</p>	<p><b>Outcome:</b> Provide students, staff, and community with a safe and caring environment.</p> <p><b>Strategies: <i>The school will</i></b></p> <ul style="list-style-type: none"> <li>• Continue to provide and develop services and model initiatives that promote staff and student health and wellness eg., Mental Health Strategic Plan, Nutrition Procedures, transition plans for students.</li> <li>• Continue the engagement work of seeing mental health as a shared responsibility.</li> <li>• Support all students in an inclusive environment with appropriate accommodations, adaptations and modifications.</li> </ul> <p><b>Targeted Success Measures:</b></p> <ul style="list-style-type: none"> <li>• Employee engagement survey</li> <li>• Success with Comprehensive Student Health programs</li> <li>• Success with safe and caring schools</li> </ul>

Reflection on Previous Year Results:

**Strengths:**

The school’s most significant successes and initiatives which improved our measurable results include but are not limited to:

- Measures:
  - Success with Educational Transitions - 84.6%,
  - Satisfaction with Broad Program of Studies 91.4%,
  - Success with Safe and Caring Schools 91.2%
- Satisfaction of Staff with Professional Development 100% and Collaboration 100%
- Student Leadership Team developing physical, mental and spiritual health initiatives on a monthly basis.
- Parents are pleased with the Implementation of healthy choices in the cafeteria and development of the student lounge and closed-campus.
- Increase in health and movement initiatives posted throughout our school
- Students enjoyed wellness activities (zumba, skiing, swimming, birch bay)
- Educational Transitions are discussed through collaborative meetings for class structure and input from other teachers is valued.
- Improved relationship with OLA Parish

- Student lounge area (cafeteria and lounge chairs)
- Fitness Center

In general, staff, parent, and student responses were overall positive across the board in our areas. Of note, the only real concern was a lot of student/parent responses mentioned concern about a lack of a playground and a perception of lack of respect among students.

**Opportunities for Improvement:**

Areas of Focus and new initiatives for the upcoming school year include, but are not limited to:

- Measures:
  - Parent and student satisfaction with the success of Comprehensive Health Programs in our school dropped from 86.6% to 82.5%
  - 23% dissatisfied with Mental Health Programming and Supports
- Improvements in the areas of literacy and numeracy support are still needed for students to increase student success
- Continue to encourage the use of log entries to track student behavior
- Develop a positive behavior supports matrix
- Development of a Wellness/Unwind Room
- Increase knowledge and understanding of what constitutes bullying; information series for staff, students and parents with preventative actions implemented

Implementation Plan:	Activities	Milestones
<p><b>Shared Vision</b>  <i>Examine the present situation</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>Continue to develop wrap-around supports for our students and staff through the Connections Project and integration of our Family Wellness Worker.</p> <ul style="list-style-type: none"> <li>● Continue with Connections Project</li> <li>● Support the role of CRC Lead Teacher</li> <li>● Utilize Alberta Education's <a href="#">Safe and Caring Schools</a></li> <li>● Integrate and expand the role of the FWW</li> <li>● Involvement of students in Student Leadership team</li> <li>● Increase in accountability pillar results</li> <li>● Seek both Qualitative and Quantitative results for school improvement in this area</li> </ul>	
<p><b>Leadership Required</b></p> <ul style="list-style-type: none"> <li>● <i>What leadership is required to support the goal?</i></li> <li>● <i>The activities to achieve the goal?</i></li> </ul>	<p>Health Champions            Full Time 1.0 FTE FWW            Mental Health Worker</p>	
<p><b>Research and Evidence</b></p> <ul style="list-style-type: none"> <li>● <i>What data, including research, evidence, lesson learned, is being used to inform your plan?</i></li> </ul>	<p>Satisfaction with broad program of studies <b>91.4 %</b>            Success with Comprehensive Student Health program <b>82.5%</b> (down from <b>86.6%</b>)            Success with safe and caring schools <b>91.2%</b>            Satisfaction of Staff with Professional Development <b>100%</b> and Collaboration <b>100%</b></p>	

<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• <i>What resources will be needed to support? (e.g., staff, supplies, etc)</i></li> </ul>	<p><a href="#">Safe and Caring Schools Tools and Resources</a></p> <ul style="list-style-type: none"> <li>• <a href="#">AB Ed Walk around for school leaders:</a></li> <li>• <a href="#">Walk Around for Teachers</a></li> <li>• <a href="#">Guidelines for Best Practices</a></li> </ul>	
<p><b>Professional Growth</b></p> <ul style="list-style-type: none"> <li>• <i>What professional learning supports are needed? (Provide PD plan in chart below)</i></li> </ul>	<p>Embedded CRM time in timetable. School Leads to attend divisional meetings, Professional Learning as required both within the school and through external supports ( ie ERLC, wellness conference, PD for school wellness group ( includes parents).</p>	
<p><b>Time</b></p> <ul style="list-style-type: none"> <li>• <i>What is the timeframe needed to support the implementation of the plan?</i></li> </ul>	<p>Staff meetings, In-school PD days.</p>	
<p><b>Community Engagement</b></p> <ul style="list-style-type: none"> <li>• <i>What strategies are in place to share with stakeholders?</i></li> </ul>	<ul style="list-style-type: none"> <li>• Investigate the possibility of a monthly ‘check in’ with parents - via a survey, or a SMORE request, 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>• School council support with Nutrition AP, hot lunch in the school, school cafeteria, breakfast program - supported through the fall school wellness symposium and health champions</li> </ul>	

<p><b>Goal:</b></p>	<p><b>Engagement and Improvement</b></p>
<p><b>Division Outcome:</b> Elk Island Catholic Schools is committed to ongoing communication and engagement with educational partners to improve decision-making and assurance.</p>	<p><b>Outcome:</b> Provide partners with the opportunity to contribute to student success</p> <p><b>Strategies: <i>The school will:</i></b></p> <ul style="list-style-type: none"> <li>• Maintain transparency through continued generative stakeholder engagements and communication strategies</li> <li>• Enable on-going communication through various mediums between the classroom and home</li> <li>• Collaborate with the parish and faith community</li> <li>• <b>Maintain continuous operational review and improvements</b></li> <li>• Continue ongoing funding allocation reviews to achieve priority-based budgeting</li> </ul> <p><b>Targeted Success Measures:</b></p> <ul style="list-style-type: none"> <li>• Satisfaction with communications</li> <li>• Success of community Engagement</li> </ul>



	<ul style="list-style-type: none"> <li>● Success with School and parish</li> <li>● Community partnerships</li> <li>● Success with School Facilities</li> </ul>
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**Reflection on Previous Year Results:**

*Comprehensive Comment:*

All data suggests St. JPII staff are feeling empowered and supported. Scores are above average in all areas except for school improvement (lacking a playground).

**Strengths:**

- Measures:
  - Satisfaction of Staff with Professional Development **100%** and Collaboration **100%**
- Feedback from the weekly use of SMORE (Patriot Post) has been exceptional
- Increase in satisfaction with parental involvement in school decisions and communications
- Positive feedback from transition to new school building with increased space and specialization of facilities
- Ability to host division athletic events in gym
- Expand CTF programs due to specialized spaces such as CTS lab, Art room, Musical Theater room

**Opportunities for Improvement:**

Areas of Focus and new initiatives for the upcoming school year include, but are not limited to:

- “How often do you take part in School Clubs” **27.75% (76.14% never/hardly ever)**
- “How often does an adult discuss with me how well I am doing in my courses” **55.61% never/hardly ever**
- Continue to follow the Collaborative Response Model for both teachers and support staff
- Investigate strategies to improve student engagement
- Shared literacy block and DEAR with the whole school
- Staff would like to see a more balanced workload and involvement in extracurricular school wide activities. Consider instructional time - all staff have ample additional minutes in their contractual work day to be able to support school programs for students
- Investigate the possibility of a monthly ‘check in’ with parents - via a survey, or a SMORE request, 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
- Collaborate with Student Leadership Team to gain student perspective regarding student engagement and school improvement

Implementation Plan:	Activities	Milestones
<p><b>Shared Vision</b>  <i>Examine the present situation</i></p> <ul style="list-style-type: none"> <li>● What are we doing well and what is the evidence?</li> <li>● What are we not doing so well, and what is the evidence?</li> <li>● What might be possible?</li> </ul>	<ul style="list-style-type: none"> <li>● Continue open conversations with staff, students, and parents regarding needs and next steps - classroom, community, other</li> <li>● Meet with Student Leadership group monthly to gather student perspective</li> <li>● Continue with the Sunday SMORE weekly Newsletter</li> <li>● Continue with Student Lunch Club as facilitated by our FWW</li> <li>● Engage with EICS Communications, Division Connection to the community and the school division Facebook, Twitter and Website development</li> <li>● Working elbow-to-elbow with the Parent Playground Society</li> </ul>	

	<ul style="list-style-type: none"> <li>Continue to provide dedicated opportunities for parent and student feedback on upcoming school next-steps and decision-making</li> <li>Continue to encourage parents to attend and engage in School Council meetings and Playground Society Meetings</li> <li>Continue to invite parents to school events ( ie guest speakers, mass, adoration, monthly assembly)</li> <li>Increase fluid communication with parents and students regarding program changes or changes to process ( ie. CTF options, fees and fees collection, etc.)</li> <li>Support teachers to continue to develop formative assessments in order to provide more frequent feedback with students.</li> </ul>	
<b>Leadership Required</b> <ul style="list-style-type: none"> <li>What leadership is required to support the goal?</li> <li>The activities to achieve the goal?</li> </ul>	Admin. will have conversations with teachers to tease out how expectations can be communicated more clearly.	
<b>Research and Evidence</b> <ul style="list-style-type: none"> <li>What data, including research, evidence, lesson learned, is being used to inform your plan?</li> </ul>	Participation in School Clubs <b>28%</b> Feedback from an Adult <b>45%</b>	
<b>Resources</b> <ul style="list-style-type: none"> <li>What resources will be needed to support? (e.g., staff, supplies, etc)</li> </ul>		
<b>Professional Growth</b> <ul style="list-style-type: none"> <li>What professional learning supports are needed? (Provide PD plan in chart below)</li> </ul>	Possibility of a CRM session in communicating with parents - tough conversations, brainstorming simple ways to keep parents informed of their child’s success and class activities	
<b>Time</b> <ul style="list-style-type: none"> <li>What is the timeframe needed to support the implementation of the plan?</li> </ul>	Year long process	
<b>Community Engagement</b> <ul style="list-style-type: none"> <li>What strategies are in place to share with stakeholders?</li> </ul>	<ul style="list-style-type: none"> <li>Investigate the possibility of a monthly ‘check in’ with parents - via a survey, or a SMORE request, 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</li> </ul>	

	and appropriately in a timely manner	
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\*Budget Report to be Attached