

Elk Island Catholic Schools will ensure Success for all Students

[Elk Island Catholic Assurance Plan 2018-2022 \(updated March 2021\)](#)

Goal:	Faith Formation
<p>Provide students, staff and community with a faith permeated environment and enhance the Faith Formation of all staff and students.</p>	<p>Strategies:</p> <ul style="list-style-type: none"> ● Design and implement extracurricular faith formation activities. ● Develop a deeper understanding of the connection between our spiritual life and our wellness. <p>Targeted Success Measures:</p> <ul style="list-style-type: none"> ● Catholic School Review ● School Faith Environment ● Staff Faith Formation ● Student Faith Formation ● EICS Assurance Survey Measure: Students Model Active Citizenship
<p>Reflection on (Previous) Year Results:</p> <ul style="list-style-type: none"> ● For the 2020-2021 school year, we were unable to attend mass at our local Parish, host school-wide masses in our gymnasium, or invite our Parish priests into our classrooms. Even though we are deeply blessed to have an extremely strong partnership and relationship with OLA Parish and our priests, the fact that we were unable to offer nor participate in the usual faith-based activities listed above, quantitative and qualitative data indicated not only a decline in these areas, but also reiterated the importance and significance of returning to that practice as soon as possible. We did receive positive feedback from parents and students when we shifted to teacher-lead, classroom/cohort-based liturgical celebrations and liturgy of the word. <p>Successes:</p> <p>The school's most significant successes and initiatives which improved our measurable results include, but are not limited to the following:</p> <ul style="list-style-type: none"> ● Measures: <ul style="list-style-type: none"> ○ Staff (100%) and parents (95.0%) feel that the school embodies the teachings of Jesus Christ. ○ School community satisfied with student faith formation - 95.5% ○ Success with school faith environment - 94.3% ● Homeroom-based, teacher lead Ash Wednesday Celebration and monthly Liturgy of the Word ● Online-streamed Opening School Year, Advent, Easter, and Thanksgiving Masses for all Fort Sask EICS schools during pandemic ● Virtual classroom visits and Stations of the Cross with Fr. Kris ● Patron Saint Feast Day recognition on daily announcements ● Finalized a new school logo based upon Gospel values that will become a hallway mural near our front entrance ● Student-led classroom prayer resources from Chaplain (Advent, Lent) ● Patriot Post updates included a faith component ● Father Kris integrated videos ("A Beggars Heart") into Patriot Post <p>Opportunities for Improvement:</p> <ul style="list-style-type: none"> ● Measures: <ul style="list-style-type: none"> ○ Satisfied with the relationship between school and parish - 87.8% (decreased from 98.2% last year) ○ Students Model Active Citizenship - 77.0% (parents), 93.6% (staff) ○ The school is successful in enhancing the faith of the students - 90.1% ○ Students feel that the school embodies the teachings of Jesus Christ - 92.0% (decreased from 98.5% last year) ● Support the role of a new school Chaplain to increase and foster faith development during 2021-2022 school year ● Work with all teachers and support staff to integrate faith into their instructional practice through instructional walkthroughs feedback ● Paint new faith-based logo on wall near front entrance based on School Mission statement ● Return to the practice of inviting Fr. Kris and Fr. Danial to participate with students during 	

<p>intramurals, PE class, lunch hour walks, classroom visits, lunch-and-learns, etc.</p> <ul style="list-style-type: none"> ○ (invite Fr. Kris for virtual classroom visits if in-person isn't possible or if it is more time efficient for him) ○ Whole school/grade virtual visits with Father Kris on selected topics (e.g. seven sacred teachings, Lent) that classes could sign up for. ○ Use our school Chapel once again for faith development of staff and students ● Host grade-level religion retreats at OLA Parish <ul style="list-style-type: none"> ○ Scaffolding for growth each year ● Student-led/teacher-led prayer during morning announcements ● Continue to encourage our parent community to attend school masses ● Share sacramental preparation information for older students that are interested in the sacraments that they might have missed (specifically with grade 6 homerooms) ● Weekly priest visits and involvement in school activities ie. PEP rally, Sport4Life program, prayer breakfast, classroom visits, etc. ● School-wide masses according to the liturgical year held in our gym and twice annually at the Parish (co-host Catholic Education Sunday) ● Adoration, Benediction, and Reconciliation planned for next year with community involvement ● St. JP II Patron Saint activities/projects 		
Implementation Plan:	Activities <i>“What are the activities that will help us in achieving the strategies and the purpose of the goal?”</i>	Milestones <i>“What is the success criteria?”</i>
<p>Shared Vision <i>Examine the present situation</i></p> <ul style="list-style-type: none"> ● <i>What are we doing well and what is the evidence?</i> ● <i>What are we not doing so well, and what is the evidence?</i> ● <i>What might be possible?</i> 	<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.</p> <p>Bi-monthly Admin/Parish/Chaplain Meetings. Weekly admin/chaplain meetings.</p> <p>Co-host 2 masses at OLA Parish (Catholic Education Sunday with St. JXXIII and Good Friday with SAB).</p> <p>Purposeful, structured visits by Parish priest (in person and/or virtual)</p> <p>Implementation of Positive Behaviours Supports Matrix (school-wide initiative)</p> <p>Progressive grade-level projects focussing on our Patron Saint.</p> <p>Implement a staff faith team-building retreat.</p> <p>Continuing to bring in faith resources/activities for classes to use. (i.e. the Prayer Labyrinth stations-creating sacred prayer space, Living Rosary activity)</p>	
<p>Leadership Required <i>What leadership is required to support the goal?</i></p>	<p>School Chaplain (0.18 FTE). Build a schedule for classes to participate in morning prayer. Staff leads for school-wide masses and liturgy assemblies.</p>	

<p>Research and Evidence <i>What data, including research, evidence, lesson learned, is being used to inform your plan? Rationale? Sources of evidence?</i></p>	<p>87.8% satisfied with the relationship between school and parish (decreased from 98.2%) 94.3% success with school faith environment</p> <p>Students Model Active Citizenship 77.0% (students & parents) 94.0% (staff)</p> <p>The school is successful in enhancing the faith of the students 90.1%</p> <p>Students feel that the school embodies the teachings of Jesus Christ 92.0% (students: decreased from 98.5%)</p>	
<p>Resources <i>What resources will be needed to support? (e.g., staff, supplies, etc)</i></p>	<ul style="list-style-type: none"> ● Continued growth of students and staff through school Adoration, Benediction, and in-school Reconciliation. ● Spice/Blueprints, EXCEL Academy. ● Allocate funds for PD within and beyond the school for Faith Development as appropriate. ie, SPICE, Blueprints, Religious Congress and or EXCEL leadership ● Budget to support work of the chaplain ● Time built into timetable to support weekly chaplain/admin meetings ● Marks of an Excellent Catholic Teacher ● Marks of an Excellent Catholic Leader 	
<p>Professional Growth <i>What professional learning supports are needed?</i></p>	<ul style="list-style-type: none"> ● Continued growth of students and staff through school Adoration, Benediction, and in-school Reconciliation. ● Spice/Blueprints, EXCEL Academy. ● FORMED.org 	
<p>Time <i>What is the timeframe needed to support the implementation of the plan?</i></p>	<p>Year long development - staff meeting and Prof. Learning days, monthly assembly, pockets of Prof. learning with internal and external learning sessions</p>	
<p>Community Engagement <i>What strategies are in place to share with stakeholders?</i></p>	<ul style="list-style-type: none"> ● Continue to extend the invitation to parents/families to attend and participate in all faith related activities - school assemblies, liturgies, adoration, etc. ● Use of the online resource Growing in Faith, Growing in Christ parent corner ● Investigate the possibility of 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	
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Goal:	Quality Teaching and Learning
Division Outcome: 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.	<p>Strategies:</p> <ul style="list-style-type: none"> ● Support staff collaboration to engage and improve in numeracy and math teaching practices across curricula and for all students, K-12 <ul style="list-style-type: none"> ○ Middle School Rich Math Strategies ● Continue to strengthen instructional leadership and practices to lead learning related to Indigenous foundational knowledge and its application within classrooms and the larger school community <ul style="list-style-type: none"> ○ Personal growth in foundational knowledge ○ Enhancing visibility of Indigenous culture in the school <p>Targeted Success Measures:</p> <ul style="list-style-type: none"> ● Satisfaction with broad program of studies ● Overall quality of basic education ● Provincial achievement test results

Reflection on Previous Year Results:

In April 2021, we completed a thorough data analysis of the 2020/2021 school year benchmark assessments including MIPI, STARS, and BAS. Specifically, MIPI results show that our “Patterns and Relations” strand has increased in grades 5, 6, and 7. Furthermore, in grade 6, all strands have improved or increased with the exception of “Shape and Space.” In order to positively impact teacher instruction and student learning, instructional walk-throughs have included follow-up conversations regarding number talks, manipulative use, and other best practices regarding math strategies. Our focus for the 2021/2022 school year is to do an item analysis of the 2020 MIPI results so that teachers can be more intentional with their instruction. Our grade 5 ELA teachers initiated a conversation about authentic voice in their novel study which has led to a division wide conversation resulting in a more rich and age-appropriate reading experience for our students. We plan to implement this reflective practice at the grade 6, 7, and 8 levels. While analysing the literacy data, we have noticed that the number of students at intervention level (requiring BAS) has increased this year. Next year’s PD planning will include a focus on supporting teachers with implementing guided-reading. With respect to ELL, we were unable to do small group pull-out so therefore students worked independently as teachers were provided with resources and our ELL Lead collaborated with teachers.

Strengths:

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

- Measures:
 - Overall quality of basic education - 93.8% (increased from 91.1%)
 - Success with Educational Transitions - 87.2% (increased from 86.5%)
 - Quality of Teaching - 96% (students)
 - Satisfied with the Quality of Education - 93% (parents)
- 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 differentiated instruction
- Continuing to cater CTF option courses to student needs/interests as well as teacher strengths that will support student growth
- Professional Development integrating Indigenous perspectives (7 Sacred Teachings with Elder Doreen)

Opportunities for Improvement:

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

- Measures:
 - Satisfaction with Broad Program of Studies - 78.3% (decreased from 90.3%)
 - Student Engagement - 85.1% (students decreased from 90.9%)
 - Student Interventions ISP Students - 88.3%
- 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
- Improve on vertical and horizontal alignment in literacy and numeracy in order to create building blocks from one grade to the next
- Ensuring option courses and programming aligns with CTF outcomes
- Introduction of new CTF courses that are possible within current health restrictions
- Providing Grade 7 and 8 students choices within CTF programming
- Promote literacy within the greater Fort Sask area (align strategies with K-4 schools)
- Focus on common assessment practise during CR meetings and Professional Learning days
- Collaborative grade 9 PAT analysis with SAB staff
- Facilitating teacher collaboration within grade levels/subject areas with access to Shared Drives

Implementation Plan:	Activities <i>“What are the activities that will help us in achieving the strategies and the purpose of the goal?”</i>	Milestones <i>“What is the success criteria?”</i>
<p>Shared Vision <i>Examine the present situation</i></p> <ul style="list-style-type: none"> ● <i>What are we doing well and what is the evidence?</i> ● <i>What are we not doing so well, and what is the evidence?</i> ● <i>What might be possible?</i> 	<ul style="list-style-type: none"> ● Dedicated Year PD plan for the school, created by PD Planning Team ● Creation of a Staff PD committee that contains a cross-section of all grade levels and staff groups. ● Seek observations of teachers demonstrating the Teacher Quality Standard as well as the Leadership standard, which sets the conditions for staff to be successful with CRM and student supports ● Target growth and student success in numeracy for all students as evidenced by targeted assessments. ● Blanket Exercise as a staff on a PD Day ● Preparation of space for Indigenous Art/Regulation path/medicine wheel ● Reinstigate programming options such as Sports4Life, Musical Theatre, Fine Arts, and other diverse CTF courses ● Hire more Educational Assistants (increase total FTE) 	

<p>Leadership Required <i>What leadership is required to support the goal?</i></p>	<ul style="list-style-type: none"> • Dedicated Year PD plan for the school, created by PD Team. • Creation of a PD committee that contains a cross-section of all grade levels and staff groups. • Embed CRM sessions approximately every 4 weeks for professional learning and responsive teaching. 	
<p>Research and Evidence <i>What data, including research, evidence, lesson learned, is being used to inform your plan?</i></p>	<p>Student Engagement 82.1% Overall quality basic education 93.8% Satisfaction with Broad Program of Studies 78.3% Progress of Student Interventions 81.7% Success with Educational Transitions 87.2%</p> <ul style="list-style-type: none"> • Data mine for evidence using BAS (Fountas and Pinnell), STAR literacy as well as MIPI data to drive conversations about students during CRM 	
<p>Resources <i>What resources will be needed to support? (e.g., staff, supplies, etc)</i></p>	<ul style="list-style-type: none"> • Literacy Continuum. • Numeracy Continuum. • Staff creation of St. JPll Pyramid of Interventions focusing on Tier 1 and 2 strategies, interventions and accommodations. • 0.15 ELL Lead. • 0.5 CRC. • Principal and AP as instructional leaders. • Shared Google Drives for teacher collaboration within grade levels/subject areas. 	
<p>Professional Growth <i>What professional learning supports are needed?</i></p>	<ul style="list-style-type: none"> • Professional learning with internal and external learning sessions • Staff meetings and PD days • Division consultants for support in numeracy and literacy 	
<p>Time <i>What is the timeframe needed to support the implementation of the plan?</i></p>	<ul style="list-style-type: none"> • Weekly, monthly and specific pockets of learning for staff • Observations of staff will occur over the course of the year. • Teaching practices will be responsive to student assessments, so this will also be a yearlong process. 	
<p>Community Engagement <i>What strategies are in place to share with stakeholders?</i></p>	<ul style="list-style-type: none"> • Creation of a Student Advisory committee, who will meet monthly to discuss issues within the school 	

	<ul style="list-style-type: none"> ● Check in with parents via the Patriot Post ● Monthly 'touch-points' with parents through School Council meetings 	
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Goal:	Wellness
Division Outcome: 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>Strategies:</p> <ul style="list-style-type: none"> ● Action the Wellness Administrative Procedure (AP 168) - Nutrition, Physical Literacy and Mental Health, to continue to support staff and student well-being ● Engage Wellness Teams in the Division and Schools to prioritize workplace wellness <p>Targeted Success Measures:</p> <ul style="list-style-type: none"> ● Employee engagement survey ● Success with Comprehensive Student Health programs ● Success with safe and caring schools

Reflection on Previous Year Results:

As schools were unable to offer extra-curricular programming such as lunchtime intramurals programs, athletic teams, lunch clubs, student groups, etc., we noticed a significant decline in the health and wellness of students across quantitative data measures. Qualitative feedback provided from the students indicated that they highly value these extracurricular activities and that its absence negatively impacted their individual health and wellbeing this school year. Assurance survey feedback also indicated that parents and students remain hopeful about next year.

Strengths:

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

- Measures:
 - Success with Safe and Caring Schools - 90.0%
 - Staff Wellness - 96.0% (increased from 94.6%)
 - Progress from Student Interventions - 83.1%
- 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 (EverActive "Don't Walk in the Halls")
- Students enjoyed virtual wellness activities (Zumba, AfroFit, yoga)
- Teachers have been taking students for outdoor walks and utilizing outdoor spaces for learning
- Educational Transitions are discussed through collaborative meetings for class structure and input from other teachers is valued
- School Playground is finalized with construction commencing June 2021

Opportunities for Improvement:

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

- Measures:
 - Success with School Faith Environment - 94.3% (decreased from 99.1%)
 - Student Health and Wellness - 83.6% (decreased from 88.6%)
 - Satisfaction with School Improvement - 70.1% (decreased from 76.0%)
- Continue to encourage the use of log entries to track student behavior
- Implement our Positive Behavior Supports Matrix
- Re-opening of Wellness/Unwind Room outside FWW's office
- Increase knowledge and understanding of what constitutes bullying; information series for staff, students, and parents with preventative actions implemented

<ul style="list-style-type: none"> ● Provide extracurricular opportunities such as Athletics, intramurals, lunch clubs, etc. ● Reintroduce a SWAT Team and Teacher sign-up for wellness initiatives in the Wellness Year at a Glance- teachers sign up for what they are passionate about. ● Retreats for staff and students ● Prepare an emergency class schedule in the event we move back to an online setting ● Provide a greater variety of student groups/clubs 		
Implementation Plan:	Activities <i>“What are the activities that will help us in achieving the strategies and the purpose of the goal?”</i>	Milestones <i>“What is the success criteria?”</i>
Shared Vision <i>Examine the present situation</i> <ul style="list-style-type: none"> ● <i>What are we doing well and what is the evidence?</i> ● <i>What are we not doing so well, and what is the evidence?</i> ● <i>What might be possible?</i> 	<ul style="list-style-type: none"> ● Continue implementing ideas/strategies from the Connections Project ● Re-creation of a Student Advisory committee, who will meet monthly to discuss issues within the school ● Creation of lunchtime intramural program ● Re-institute the ‘Breakfast at Lunch’ club ● Re-involvement of students in Student Leadership team ● Create a Bullying Hotline for students (“Patriot HelpLine”) ● Continue to support “Still I Rise” Conference ● Continue to integrate movement activities like Afrofit ● Re-introduce Clubs/Groups ● Charitable events: pink shirt day, Sock Drive, food bank, etc. 	
Leadership Required <i>What leadership is required to support the goal?</i>	Health Champions Student Leadership Team Full Time 1.0 FTE FWW	
Research and Evidence <i>What data, including research, evidence, lesson learned, is being used to inform your plan?</i>	Success with Safe and Caring Schools 90.0% Success with School Faith Environment 94.3% Student Health and Wellness 83.6% (decreased from 89%)	
Resources <i>What resources will be needed to support? (e.g., staff, supplies, etc)</i>	<ul style="list-style-type: none"> ● Additional mental health support ● Full-time Family Wellness Worker (FWW) ● Create a Bullying Hotline for students 	
Professional Growth <i>What professional learning supports are needed?</i>	<ul style="list-style-type: none"> ● Build CRM time into monthly PD schedule ● School Leads to attend divisional meetings, Professional Learning as required both within the school and through external supports (ie. wellness conference, PD for school 	

	wellness group - including parents	
Time <i>What is the timeframe needed to support the implementation of the plan?</i>	<ul style="list-style-type: none"> Plan will continue throughout the year, with touch-points at staff meetings and CRM meetings 	
Community Engagement <i>What strategies are in place to share with stakeholders?</i>	<ul style="list-style-type: none"> Monthly Student Advisory Committee meetings Parent feedback surveys to go out monthly on the S'more School council support with Nutrition AP, Hot Lunch program, Food Bank. school cafeteria, breakfast-at-lunch club: supported through the fall school wellness symposium and health champions 	

Goal:	Engagement and Improvement
Division Outcome: Elk Island Catholic Schools is committed to ongoing communication and engagement with educational partners to improve decision-making and assurance.	<p>Strategies:</p> <ul style="list-style-type: none"> Maintain transparency through continued generative stakeholder engagements and communication strategies Enable on-going communication through various mediums between the division, classroom, and home <p>Targeted Success Measures:</p> <ul style="list-style-type: none"> Satisfaction with communications Success of community Engagement Success with School and Parish partnerships Success with School Facilities
<p>Reflection on Previous Year Results:</p> <p>A key measure on our Assurance Survey data that experienced a substantial decline during the 2020-2021 school year was parental involvement; noting a 16.6% decrease from the previous year. In analyzing the data, parents commented that even though opportunities such as virtual School Council meetings and virtual classroom visits were offered, health restrictions significantly limited their ability to feel a sense of involvement in the traditional sense such as attending field trips, watching sporting events, attending musical theater performances, etc.</p> <p>Strengths:</p> <p>The school's most significant successes and initiatives which improved our measurable results include but are not limited to:</p> <p>Measures:</p> <ul style="list-style-type: none"> Success with School Facilities - 91.0% Satisfaction with School Communications - 89.0% (increased from 84.0%) Success with Transportation Services - 90.6% Feedback from the weekly use of SMORE (Patriot Post) has been exceptional Increase in satisfaction with school communications (newsletter, School Council, letters, surveys, Google Forms, etc.) Positive feedback from transition to new school building with increased space and specialization of facilities Ability to expand CTF programs due to specialized spaces such as CTS lab, Art room, Musical Theater room 	

- Received final approval and confirmed construction of school playground
- “Playground Purgatory” fundraiser

Opportunities for Improvement:

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

Measures:

- Satisfaction with Parental Involvement - 73.5% (decreased from 90.0%)
- Satisfaction with School Improvement - 70.2% (decreased from 75.5%)
- Success with School and Parish Partnership - 87.8% (decreased from 98.2%)
- Success of Community Engagement in Divisional Decisions - 63.1% (decreased from 85.5%)
- Continue to follow the Collaborative Response Model for both teachers and support staff
- Investigate strategies to positively impact school improvement
- Ability to re-host division athletic events in school gymnasium
- 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
- Collaborate with Student Leadership Team to gain student perspective regarding student engagement and school improvement

Implementation Plan:	Activities <i>“What are the activities that will help us in achieving the strategies and the purpose of the goal?”</i>	Milestones <i>“What is the success criteria?”</i>
<p>Shared Vision <i>Examine the present situation</i></p> <ul style="list-style-type: none"> ● <i>What are we doing well and what is the evidence?</i> ● <i>What are we not doing so well, and what is the evidence?</i> ● <i>What might be possible?</i> 	<ul style="list-style-type: none"> ● Continue open conversations with staff, students, and parents regarding needs and next steps - classroom, community, etc. ● Engage with EICS Communications, Division Connection to the community and the school division Facebook, Twitter, and Website development ● Continue to encourage parents to attend and engage in School Council meetings (combination of in-person and virtual for next year) ● Continue to invite parents to school events/masses/assemblies ● Increase fluid communication with parents and students regarding program changes or changes to process. (ie. CTF options, fees and fee collection, etc.) ● Share more photos and videos from class activities on the weekly newsletter 	
<p>Leadership Required <i>What leadership is required to support the goal? The activities to achieve the goal?</i></p>	<ul style="list-style-type: none"> ● Creation, implementation, and facilitation of Student Advisory Committee 	
<p>Research and Evidence <i>What data, including research, evidence, lesson learned, is being used to inform your plan?</i></p>	<p>Satisfaction with Parental Involvement 73.5% (decreased from 90%)</p> <p>Success with School Facilities 91.0%</p> <p>Satisfaction with School Improvement</p>	

	70.2% (decreased from 75.5%) Success with Transportation Services 90.6%	
Resources <i>What resources will be needed to support? (e.g., staff, supplies, etc)</i>	<ul style="list-style-type: none"> • Common communication tool (ie. Gr. 5/6 agenda book) used by teachers to send home communication. • Patriot Post (Smore annual subscription)/ Facebook/ Twitter/Instagram/Snapchat • School Website update/usage 	
Professional Growth <i>What professional learning supports are needed?</i>	<ul style="list-style-type: none"> • Plan a CRM meeting focused on communicating with parents - difficult conversations, brainstorming simple ways to keep parents informed of their child's success and class activities. • Continue to promote the Caregiver Education informational workshops 	
Time <i>What is the timeframe needed to support the implementation of the plan?</i>	<ul style="list-style-type: none"> • Plan will continue throughout the year, with touch-points at school council and student advisory council meetings 	
Community Engagement <i>What strategies are in place to share with stakeholders?</i>	<ul style="list-style-type: none"> • Monthly Student Advisory Committee meetings • Parent feedback surveys (Google Forms) to go out monthly on the Patriot Post 	

*Budget Report to be Attached