







Strategic Priority	Faith Integration 	Learners and Learning 	Systemic Wellness 	Community Engagement 
Goal	<i>Our students, staff and EICS community will be provided a faith-integrated environment through worship, witness and service.</i>	<i>Our students and staff will develop to their fullest potential through multiple pathways.</i>	<i>Staff and student well-being, in mind, body and spirit, will be supported through programming and education.</i>	<i>EICS provides enhanced opportunities to support student success through communication, engagement and partnership.</i>
Division Outcome	Students and staff engage in living a sacramental life to deepen their faith journey.	Students access learning opportunities and supports that address their diverse learning needs.	Support holistic well-being through education and professional development in physical literacy, weight neutral well-being and mental health.	Provide appropriate, transparent and timely communication with schools, families and community stakeholders.
School Strategy	Share and develop experiences that help in the formation of responsible students who give witness to Catholic social teachings (Active Citizenship).	Engage the staff in the refinement of the collaborative response model using a modified in school and after school delivery model.	Emphasizing the importance of physical activity for life at all grade levels (eg., movement in the classroom, PEW, DPA, nature programming)	Support school communication with families regarding student achievement and support.
Division Outcome	Students are provided with relevant religious education and faith integration in all curricula.	Students achieve acceptable and excellence in literacy and math/numeracy.	Provide faith-filled proactive, responsive and accessible support for the mental health and well-being of our students, staff and families.	
School Strategy	Plan and provide faith-formation professional learning opportunities for ongoing teacher training and resources required for planning faith-integrated lessons	Focus on visible learning (learning intentions, success criteria, visual aids and graphic organizers, feedback, and reflection), push-in support, and the continuum of supports to address gaps and improve achievement.		

2024-2025 School Education Assurance Plan

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

<p>Division Goal:</p> <p>Our students, staff and EICS community will be provided a faith integrated environment through worship, witness and service.</p>	<p>Division Outcome(s):</p> <ol style="list-style-type: none"> Students and staff live a sacramental life to deepen their faith journey. Students are provided with relevant religious education and faith integration in all curricula. <p>Targeted Success Measures:</p> <ul style="list-style-type: none"> Elk Island Catholic Schools measures: Alberta Education Assurance Measures: 	
<p>2024-2025 School Strategies and Corresponding Actions:</p>		
<p>Implementation Plan:</p>	<p>School Strategies:</p> <ol style="list-style-type: none"> Share and develop experiences that help in the formation of responsible students who give witness to Catholic social teachings (Active Citizenship). Plan and provide faith formation professional learning opportunities for ongoing teacher training and resources required for planning faith integrated lessons 	<p>Milestones - Evidence of Impact</p> <p><i>“What is the success criteria?”</i></p> <p>What will you accept as evidence that the school strategies you have chosen are having an impact?</p>
<p>School Strategy(ies):</p> <p>To achieve the Shared Vision</p> <p>Examine the present situation in the area of focus:</p> <ul style="list-style-type: none"> What are we doing well and what is the evidence? What are we not doing so well, and what is the evidence? What might be possible? 	<ul style="list-style-type: none"> Continue with the school-wide understanding of respect and expected behaviour with staff and with parents. Using the Safe and Caring school guidelines and EBS, as a school staff, Supported by ILS, develop and implement an Effective Behavior System program to address active citizenship concerns. Develop a common understanding of engaging in a sacramental life and then develop goals of how staff and students can demonstrate engaging in a sacramental life to deepen their faith journey by creating stronger relationships with Jesus and modelling how to live like Jesus through words, actions and attitudes. Create a school representation of the division faith theme. Staff PD includes the division theme, faith formation, EBS Student and staff use of the chapel: Open chapel, rosary club in October and May, prayer cards (intentions), Catholic meditation St. John XXIII Decalogue - connection at weekly assemblies and recognition of students Connect mindfulness and regulation to our Catholic faith Invitation for each class to lead one assembly and one faith celebration Parent-Parish rep integration Weekly faith integrated assemblies (Grade 4 leadership) (Faith & Wellness) Monday Memos and Weekly Smore with faith integration Grade 4 Servant Leadership Squad (SLS) Partnership with Catholic Social Services (Lurana House) Chaplain faith formation teaching at staff meetings 	<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>Research and Evidence</p> <p>What data, including research, evidence, lesson learned, is being used to inform your plan?</p>	<ul style="list-style-type: none"> Staff Assurance Development Plans (Reflections) Catholic Ed Review 	
<p>Resources</p> <p>What resources will be needed to support? (e.g., staff, supplies, etc)</p>	<ul style="list-style-type: none"> Growing in Faith, Growing in Christ Weekly newsletter: The Good News (Faith infused) Monday Memos Foundational Knowledge of FNMI for the benefit of all students <p>Foundational documents used:</p> <ul style="list-style-type: none"> Marks of an Excellent Catholic Leader The Excellent Catholic Teacher CLQS & CTQ Spiritual Practice for the Brain, Anne Kertz Kernion 	

<p>Professional Growth What professional learning supports are needed?</p>	<ul style="list-style-type: none"> ● Continue to invite staff members to lead and attend Catholic Professional Development. ● Encourage attendance at SPICE & Blueprints. ● Incorporate faith formation mirroring admin/chaplain faith formation into staff meetings and school council ● Faith days and staff retreat ● Students are encouraged to take lead roles as young disciples ● All staff commit to having a faith formation goal as part of their Staff Assurance Plan 	
<p>Time What is the timeframe needed to support the implementation of the school strategies? Link to School PD Plan</p>	<ul style="list-style-type: none"> ● Daily prayer ● Faith formation component at every staff meeting ● Monthly staff mass ● Monday faith assemblies ● Chaplain release time & support to attend division Chaplain meetings 	
<p>Community Engagement What strategies are in place to share with stakeholders?</p>	<ul style="list-style-type: none"> ● Priest visits ● School Council Parent-Parish rep ● Invitations and engagement to parents for masses, weekly Faith assemblies, celebrations, Adoration, Rosary Prayer Walk ● Smore: faith formation and parish connection ● Continue with our 4-School Parish-Admin & chaplain committee meetings ● Continue with Sacramental Prep involvement at/with the church ● Continue with service projects (CSSA & community) 	

Strategic PRIORITY: Learners and Learning

<p>Division Goal: Our students and staff will develop to their fullest potential through multiple pathways.</p>	<p>Division Outcome(s):</p> <ol style="list-style-type: none"> 1. Students access learning opportunities and supports that address their diverse learning needs. 2. Students achieve acceptable and excellence in literacy and math/numeracy. <p>Targeted Success Measures:</p> <ul style="list-style-type: none"> ● Elk Island Catholic Schools measures: ● Alberta Education Assurance Measures:
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2024-2025 School Strategies and Corresponding Actions:

<p>Implementation Plan:</p>	<p>School Strategies:</p> <ol style="list-style-type: none"> 1. Engage the staff in the refinement of the collaborative response model using a modified in school and after school delivery model. 2. Support implementation of the literacy continuum of supports based on assessment triangulation to address gaps. 	<p>Milestones - Evidence of Impact “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?</p>
<p>School Strategy(ies): To achieve the Shared Vision Examine the present situation in the area of focus: <ul style="list-style-type: none"> ● What are we doing well and what is the evidence? ● What are we not doing so well, and what is the evidence? ● What might be possible? </p>	<ul style="list-style-type: none"> ● To continue developing skilled readers in K-2 using common instructional strategies such as small literacy groups and resources supporting language comprehension and word recognition (Heggerty, UFLi). <ol style="list-style-type: none"> 1. Integrate whole team CTMs opportunities in an embedded CRM model that integrates RTI (Response to Intervention) & PL (Professional Learning) 2. ● Ongoing: <ul style="list-style-type: none"> ● Support all students in an inclusive environment with appropriate accommodations, adaptations and modifications 	

	<p>through our Pathways, Pre-K and Response to Intervention model.</p> <ul style="list-style-type: none"> 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 (CTQS, CLQS) 	
<p>Research and Evidence What data, including research, evidence, lesson learned, is being used to inform your plan?</p>	<ul style="list-style-type: none"> Science of Reading Learning Walk-Throughs Classroom assessments and observations CTMs Benchmark Assessment System - Literacy EICS Math Assessment 	
<p>Resources What resources will be needed to support? (e.g., staff, supplies, etc)</p>	<ul style="list-style-type: none"> Heggerty professional learning and resources for K-2 UFli K-4 CTMs Student Competencies (Alberta Ed) Continuum of Supports Science of Reading resources Learning Commons integration TRC Commission Reports 	
<p>Professional Growth What professional learning supports are needed?</p>	<ul style="list-style-type: none"> Small group literacy/numeracy groups Heggerty K-2 School PD Plan and CRM Plan Division SLS consultants PLN-Twitter, Book study, linked articles 	
<p>Time What is the timeframe needed to support the implementation of the school strategies? Link to School PD Plan</p>	<ul style="list-style-type: none"> PD days CTMs Staff Meetings Teacher Collaboration Time Release time for teachers to visit each others' classrooms 	
<p>Community Engagement What strategies are in place to share with stakeholders?</p>	<ul style="list-style-type: none"> Monthly teacher communication to parents highlighting learning outcomes Sharing literacy and numeracy strategies with families Community connection with partners for tech integration and STEM resources School Council highlights with student sharing 	

Strategic PRIORITY: Systemic Wellness

Division Goal:
Staff and student well-being, in mind, body and spirit, will be supported through programming and education.

- Division Outcome(s):**
- Support holistic well-being through education and professional development in physical literacy, weight neutral well-being and mental health.
 - Provide faith filled proactive, responsive and accessible support for the mental health and well-being of our students, staff and families.
- Targeted Success Measures:**
- Elk Island Catholic Schools measures:
 - Alberta Education Assurance Measures:

2024-2025 School Strategies and Corresponding Actions:

Implementation Plan:	School Strategies: <ol style="list-style-type: none"> 1. Emphasizing the importance of physical activity for life at all grade levels (eg., movement in the classroom, PEW, DPA, nature programming) 2. Support integrated curriculum resources and professional learning opportunities that develop an understanding of holistic wellness (body, mind and spirit) by providing universal, proactive strategies to enhance the mental health of our staff and students. 	Milestones - Evidence of Impact “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?
School Strategy(ies): To achieve the Shared Vision Examine the present situation in the area of focus: <ul style="list-style-type: none"> • What are we doing well and what is the evidence? • What are we not doing so well, and what is the evidence? • What might be possible? 	<ul style="list-style-type: none"> • 1. Nature-based programming affects physical health, mental well-being, environmental awareness, social skills, and cognitive growth. Ongoing; <ul style="list-style-type: none"> • Work together as a staff to create opportunities to provide proactive, responsive and accessible support for the mental health and well-being of staff. The focus is on building a culture of positivity, encouragement and connection so that all staff recognize their importance on the school team. • Action the Wellness AP with specific targets to executive functioning, physical literacy (Trail Tales), and continued focus on regulation, mindfulness, emotional and trauma-aware responsive teaching and supports • Loose Parts Play, Outdoor Play, Outdoor Classroom, Nature Programming • Integration of ongoing mental health support (responsive and trauma-informed teaching) • Develop an understanding & awareness of one’s mental health and emotions • Increase knowledge & understanding of the nutrition guidelines • Environment: Places & Spaces of St. John: Chapel, Regulation, sensory pathways, and calm corners (and the “Nest”) • Daily prayers • Wellness lead section in Monday Memo 	What additional support is needed if you are not achieving success?
Research and Evidence What data, including research, evidence, lesson learned, is being used to inform your plan?	<ul style="list-style-type: none"> • Trauma informed lens • All lead teachers - to create implementation and review plans that encompass faith and wellness (See essential conditions in action resources http://essentialconditions.ca/essential-conditions-in-action/) • Create and use an implementation plan for CRM • Wellness supports & strategies are evident in weekly Monday Memos and Smore. 	
Resources What resources will be needed to support? (e.g., staff, supplies, etc)	<ul style="list-style-type: none"> • Ever Active Schools • APPLE Schools resources • Circles research • ILS, SLS, and Faith & Wellness Divisional Leads • Incorporate faith & wellness focus on each PD day • Division Wellness Administrative Procedure 	
Professional Growth What professional learning supports are needed?	<ul style="list-style-type: none"> • Focus on Physical Literacy as a means of better health. Include an understanding of the correlation between nutrition, physical literacy, and mental health. • Incorporating loose parts initiative into our curriculum and play • Physical Literacy PD 	
Time What is the timeframe needed to support the implementation of the school strategies? Link to School PD Plan	<ul style="list-style-type: none"> • CTMs • PD days • Daily Prayer and Announcements • Health Champion lead release time • Build activities and PD opportunities into CTMs, Staff meetings and PD Days • Integrated learning into assemblies, announcements, daily classroom responses 	

Community Engagement <i>What strategies are in place to share with stakeholders?</i>	<ul style="list-style-type: none"> ● Continue to showcase this practice in our weekly s'more and the positive benefits we are seeing in the classroom ● Through ISPs/RSPs, and meetings, share best practices for regulation and connections ● Highlight nutrition and wellness information during school council, conferences and open house ● FWW to continue working closely with the families and Fort Saskatchewan agencies 	
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Strategic PRIORITY: Community Engagement

Division Goal: EICS provides enhanced opportunities to support student success through communication, engagement and partnership.	Division Outcome(s): 1. Provide appropriate, transparent and timely communication with schools, families and community stakeholders. Targeted Success Measures: <ul style="list-style-type: none"> ● Elk Island Catholic Schools measures: ● Alberta Education Assurance Measures:
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2024-2025 School Strategies and Corresponding Actions:

Implementation Plan:	School Strategies: 1. Support school communication to families regarding student achievement and support	Milestones - Evidence of Impact <i>“What is the success criteria?”</i>
School Strategy(ies): To achieve the Shared Vision <i>Examine the present situation in the area of focus:</i> <ul style="list-style-type: none"> ● What are we doing well and what is the evidence? ● What are we not doing so well, and what is the evidence? ● What might be possible? 	<ul style="list-style-type: none"> ● Continue to build opportunities for staff to be aware of the Division and School Assurance Plans and how they are connected to the development of their Staff Assurance Development Plan. ● Work together as a staff to build a culture of positivity, encouragement and connection so that all staff recognize their importance on the school team. ● We have had great attendance at our community engagement functions. We will continue working with all stakeholders to improve engagement ● The administration will work with the School Council Executive to establish structures and protocols ● Continue continuity of weekly classroom communication ● Strategic communication of EICS news (guiding parents to the website, smore) ● The Good News ● As a school, continue to communicate regularly using Social Media, the Weekly newsletter-The Good News 	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?
Research and Evidence <i>What data, including research, evidence, lesson learned, is being used to inform your plan?</i>	<ul style="list-style-type: none"> ● On-going feedback and conversations ● Level of engagement with school communication (School Council, Weekly newsletter, classroom newsletter) 	
Resources <i>What resources will be needed to support? (e.g., staff, supplies, etc)</i>	<ul style="list-style-type: none"> ● Administration ● Parish connections ● Chaplain ● FWW ● ASBA ● Communication platforms (SMore, G Suite, Animoto, Social Media) 	
Professional Growth <i>What professional learning supports are needed?</i>	<ul style="list-style-type: none"> ● CLQS & CTQS ● G suite ● ASBA workshops ● agencies. ● Focus on ESL/ELL PD for ELL lead to support ALL language learners in the classroom 	

	<ul style="list-style-type: none"> ● Online School Council Meetings - develop guidelines 	
Time <i>What is the timeframe needed to support the implementation of the school strategies?</i> Link to School PD Plan	<ul style="list-style-type: none"> ● Highlight school activities regularly (daily and weekly) ● Share highlights and engage parents at monthly School Council meetings ● Monthly parish/admin, Chaplain meetings 	
Community Engagement <i>What strategies are in place to share with stakeholders?</i>	<ul style="list-style-type: none"> ● Multiple Social Media sources ● Create new opportunities for family connections ● Whole school events-community celebrations ● Open suggestions or prompted survey questions in weekly smore 	