

Domain One: Quality Catholic Education					
Key Elements - Outcomes	Primary Strategies	Secondary/Ongoing Strategies	Local Performance Measure Reporting	Provincial Performance Measure Reporting	Stakeholder Engagement Reporting
Our students, staff, and parents are honoured as distinct and unique while being brought together in a spirit of communion. The Catholic faith provides a framework for learning and life.	Implement a four-year faith plan - "Called By God". Review and integrate curriculum resources to support faith permeation across all grade levels and subject areas that align with REN, CCSSA, and Catholic bishop recommendations. Religion Lead Teacher supports religious curriculum integration through coordinating faith and social justice activities for students and staff across the Division. Staff collaborate with the Faith Coordinator to assess for professional, personal and environmental needs of the school and teachers. Provide stakeholder engagement sessions to share information and provide dialogue opportunities with families to review the purpose and mandate of religious activities involved in faith permeation. Provide opportunities for information and dialogue with families about why we're doing the religious programming, celebrations, and Masses we are.	Provide professional development opportunities for teachers to learn religious and cross-curricular programming. Educating staff about the Catholic faith and giving them the confidence to participate in our faith celebrations and liturgical seasons. Maintain and expand faith development opportunities and evangelization through fostering a safe inclusive learning environment, prayer, liturgies, celebrations and retreats for staff, students, and parents. One-on-one discussions with families, information via social media and print regarding celebrations, masses, etc. Father Roger's discussions with classes. Developing or sharing social media-related videos explaining religious beliefs and practices. Educating staff about Catholic faith and giving them the confidence to participate in our faith celebrations and liturgical seasons. School celebrations. (Lecto Divina, monthly masses, service projects, student led liturgies, etc.)	Gr. 7-9 Q-15 How satisfied are you with your opportunity to be involved in the religious celebrations in your school - 100% very satisfied or satisfied - Goal 100% Gr. 7-9 Q-14 How satisfied are you with the Christian atmosphere in the school - 96% very satisfied or satisfied - Goal 100% Gr. 4-6 Q-3 I am involved in religious celebrations at my school - 94% - Goal 100% Gr. 4-6 Q-5 My school gives me a chance to volunteer and help others - 94% - Goal 100% Parent Q-3 How satisfied are you that the school is helping your child develop their faith - 71% - Goal 85% Parent Q-5 How satisfied are you that gospel values are integrated into all subject areas - 71% - Goal 85%	Welcoming, Caring, Respectful, and Safe Learning Environments - 86.1% Province, 91.0% TH - Goal 95%  Citizenship - 81.4% Province, 92.9% TH - Goal 95%	Families, students, parish, Father Roger Masses involving students, teachers, parents, parish, Involve the faith community. Provide volunteer opportunities in the community (Paintearth Lodge, Long Term Care, IODE Rummage sale, etc.). Students through all courses and school experiences, staff through PD opportunities in the remainder of 2023 and 2023-24. The parish priest visits the school. Parents through providing opportunities for discussion of permeation of Gospel-centered environment at TCS.
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Domain Two: Student Growth & Achievement					
Key Elements - Outcomes	Primary Strategies	Secondary/Ongoing Strategies	Local Performance Measure Reporting	Provincial Performance Measure Reporting	Stakeholder Engagement Reporting
Students demonstrate understanding and respect for the uniqueness of all learners. Students advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis and Inuit experiences.	Inclusive Education Lead and FSL staff collaborate with wrap-around services to provide early intervention strategies aligned to developing learning environments designed to ensure the success of all students. Review IPPs regularly to ensure strategies aligned to develop learning environments designed to ensure the success of all students. PAT, MIPI and F and P analysis of individual students and class results on specific subject outcomes. Division wide Math and Language Art assessments for Grade 1-3 students. Identify resources, learning activities and professional development opportunities to support students and staff in the acquisition reconciliation and FNMI knowledge. Engaging with Indigenous Culture and Program Facilitator to support local cultural awareness.	Analyze PAT results to inform best practices and target needs. Implementing formative and summative feedback in a timely manner to inform and enhance student achievement. Utilize student information systems (SIS - PowerSchool, Extranet, IPP - Clevr) to provide relevant and timely updates to inform and guide student achievement progress updates. Identify resources, learning activities and professional development opportunities to support students and staff in the acquisition of reconciliation and FNMI knowledge. Equip the CTS mobile trailer with program equipment aligned to student interests within each community. Schedule the location of the CTS mobile trailer to align with the programming needs of each community. Collaboration with School of Hope to offer more programming opportunities for students.	Gr 4-6 Q-6 My school helps me understand First Nations, Métis, and Inuit cultures - 94% - Goal 98% Gr 7-9 Q-5 How satisfied are you with the school's help in learning about and respecting First Nations, Metis, and Inuit cultures - 85% - Goal 90% Gr 7-9 Q-7 How satisfied are you with the overall quality of education you receive at your school - 93% very satisfied or satisfied - Goal 97% Parents Q-12 How satisfied are you with the overall quality of education your child is receiving in their school - 86% are very satisfied or satisfied - Goal 95% Parents Q-18 Does the school provide diverse programming and a wide variety of learning opportunities at your child's school - 71% are very satisfied or satisfied - Goal 85% F and P, MIPI and PAT data evaluation.	Student Learning Engagement - 85.1% Province, 92.6% Theresetta - Goal - 95% Citizenship - 81.4% Province, 92.9% TH - Goal 95% Provincial PAT Results	Students through exposure to Ab Ed outcomes, parents through Power School, School Council with principal reports. Staff PD connected to curriculum and FNMI knowledge.
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Domain Three: Teaching & Leading					
Key Elements - Outcomes	Primary Strategies	Secondary/Ongoing Strategies	Local Performance Measure Reporting	Provincial Performance Measure Reporting	Stakeholder Engagement Reporting
Staff has more confidence and abilities in the subject areas they are teaching and use data to enhance teaching and evaluation practices. Collaboration amongst teachers, leaders, students and their families, and other professionals enables optimum learning.	Creating opportunities for school and divisional Professional Learning Networks (PLN) to collaborate on developing strategies that focus on the development of the whole child in alignment with the Third Path conditions. Develop localized Third Path cohorts to support the implementation of the eight condition strategies that best align to the school context. Provide teachers and support staff with the opportunity to analyze stakeholder Assurance survey results to inform the design of school strategies and performance measurements. Providing professional development, purchase of resources and mentoring to support staff instructional and assessment needs.	Developing an Assurance continuous improvement planning cycle to engage educational stakeholders in the development of the division goals, strategies, and performance measures that support the success of all students. Professional development support focuses on analyzing PAT results to inform instruction and assessment practices. Provide teacher collaboration time to develop teaching and assessment practices that assist teachers in preparing to teach grades or courses that require PAT assessments. Shared tech video files for staff to reference. Provide teacher collaboration time to develop teaching and assessment practices that assist teachers in preparing to teach grades or courses that require PAT assessments.	Teacher Q-10 How satisfied are you with the amount of collaboration time available between you and other staff across the division - 50% satisfied - Goal - 80% Teacher Q-11 How satisfied are you with the Learning Network professional development opportunities at your school - 75% very satisfied or satisfied - Goal 85% Teacher Q-16 How satisfied are you with the school-level support in providing high-quality professional development activities - 88% satisfied - Goal 95% They have scheduled PD days to include PLNs, and collaboration time with Christ King.	Quality of Education 89% Province, 96.2% Theresetta - Goal 98%	During professional development days teachers and support staff will collaborate with other ECACS schools and staff virtually and in person to share resources, learn new teaching strategies, and promote the implementation of Third Path.
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Domain Four: Learning Supports					
Key Elements - Outcomes	Primary Strategies	Secondary/Ongoing Strategies	Local Performance Measure Reporting	Provincial Performance Measure Reporting	Stakeholder Engagement Reporting
Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all. Students and their families work in collaboration with education partners to support learning.	Developing an equitable and sustainable inclusive education model that can accommodate the service delivery model changes for the recent RCSD, AHS, and student funding changes. Identify and contract wrap-around support services aligned to school community learning needs. Promote and utilize FSL program support further, to target specific areas of need within the greater school community and for individual students.	Provide workflows to improve the accessibility of student learning accommodations. Implement and support health, wellness and nutrition activities aligned with the needs of the school community. Provide workflows to improve the accessibility of student learning accommodations.	Gr 4-6 Q8 - I feel safe at school - 75% - Goal 90% Gr 4-6 Q12 - I know that my teacher wants me to do my best work - 94% - Goal 100% Gr 7-9 - Q21 - How satisfied are you with the help and support you receive from teachers to help you learn - 93% very satisfied or satisfied - Goal 97% Gr 7-9 Q20 - How satisfied are you with teachers challenging you to do your best at school - 93% very satisfied or satisfied - Goal 97% Parents Q17 - Overall, I am satisfied with how the staff at this school work together to help my child - 86% - Goal 95% Parents Q25 - How satisfied are you with the support the school provides to your child's/children's success in school - 86% very satisfied or satisfied - Goal 95% Percentage of students receiving FSL support services.	Welcoming, Caring, Respectful, and Safe Learning Environments - 86.1% Province, 91% TH - Goal 95% Access To Supports and Services - 81.6% Province, 94.5% TH - Goal 97%	Provide information to parents regarding FSL and wrap around services available to families and students. Provide consultation time between LST, teachers and parents of students on IPPs, and behaviour plans. Staff PD connected to supporting exceptional students through current best practices.
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Domain Five: Governance					
Key Elements - Outcomes	Primary Strategies	Secondary/Ongoing Strategies	Local Performance Measure Reporting	Provincial Performance Measure Reporting	Stakeholder Engagement Reporting
Engage students and their families, staff and community members in the creation and ongoing implementation of a shared vision for student success. Manage and allocate financial resources in the interests of ensuring student success, in alignment with system goals and priorities and in accordance with all statutory, regulatory and disclosure requirements. Support relevant curriculum and programs, clearly articulated and designed for implementation within local contexts. Develop and employ a cycle of evidence-based continuous improvement to inform ongoing planning and priority setting, and to build capacity.	Developing and implementing local surveys and engagement opportunities to engage stakeholders in the continuous improvement process. Advocating for Catholic education and engaging local, parish and provincial officials and stakeholders. Developing sustainable cooperative or independent transportation services through collaboration with local transporting boards and local and provincial governing bodies. Develop an equitable and sustainable budget to support a shared vision for Catholic education taking into account the local realities of each community.	Providing timely focused communication assurance updates to key stakeholders through engagement meetings, website updates, social media postings, and community newspaper articles. Supporting faith development and service opportunities for school communities. Celebrating and recognizing student and staff accomplishments. Utilize survey results from division and province for staff, parents, and students to continue to identify the academic needs of the school, Catholic enrichment and faith identity and overall progress of our student body mentally, socially and academically.	Student Gr 4-6 Q5 My school gives me a chance to volunteer and help others - 94% Yes - Goal 100% Student Gr 7-9 Q13 How satisfied are you with the opportunities to be involved in volunteer work and community service- 96% very satisfied or satisfied - Goal 100% Teacher Q35 How satisfied are you with the school Division being a good place to teach, learn, and grow 100% satisfied - Goal 100% Support Staff Q6 How satisfied are you with the school Division being a good place to teach, learn, and grow - 100% satisfied - Goal 100% Parent Q36 How satisfied are you that East Central Alberta Catholic Schools are good places for children to learn and grow - 100% very satisfied or satisfied - Goal 100% Monthly School Council attendance. Community engagement and parent attendance at events. Parental involvement in school and division engagement activities.	Parent Involvement 78.8 % Provincial, 83.2% Theresetta - Goal 90%	Teachers, support staff, parents, and students will use local and provincial surveys to provided feedback on enhanced student learning and achievement. Parents and students will be actively engaged with school events.
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Domain Six: Local Societal Context					
Key Elements - Outcomes	Primary Strategies	Secondary/Ongoing Strategies	Local Performance Measure Reporting	Provincial Performance Measure Reporting	Stakeholder Engagement Reporting
Families feel more connected with the school and wider district, increasing engagement at events and celebrations.	Engaging stakeholders to develop a shared vision aligned to a continuous improvement framework. Developing a budgeting framework to provide a sustainable, equitable staffing model, contracted services, resource allocation, and professional development to implement the Division's shared vision for education in each community. Engage and provide stakeholder feedback sessions to document local context variables and demographic information that can be accessed or gathered to inform decision-making and practice. Using social media and digital signage to improve the school event communications.	Developing budget frameworks to subsidize student transportation based on current transportation funding models. Supporting parents in the separate school establishment process to expand Catholic education boundaries. Providing diversified and flexible program opportunities. Engaging local businesses and learning opportunities through the use of the division CTS trailer. Engaging stakeholders in the context of their local school communities to improve the understanding of FNMI culture, knowledge and reconciliation. Promotion of school events by sharing our successes and accomplishments within the local community by utilizing our social media, newsletters, local paper, and digital signage to share our successes and events.	The number of FNMI professional development and stakeholder engagement sessions. Student 4-6 Q17 I would recommend my school to a friend - 81% Yes - Goal 90% Student 7-9 Q29 I would recommend my school to a friend - 93% Yes - Goal 95% Teacher Q35 How satisfied are you with the school Division being a good place to teach, learn, and grow - 100% satisfied - Goal 100% Support Staff Q6 How satisfied are you with the school Division being a good place to teach, learn, and grow - 100% satisfied - Goal 100% Parent Q36 How satisfied are you that East Central Alberta Catholic Schools are good places for children to learn and grow - 100% very satisfied or satisfied - Goal 100%	Parent Involvement 78.8 % Provincial, 83.2% Theresetta - Goal 90%	Parents, students, community members, extended family will develop a stronger relationship to the school by participating in school events and engaging in online platforms. Parent and student feedback provided by provincial and local surveys.
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