





**St. Luke Catholic School**  
**School Education Assurance Plan**  
2022 -2026 Division Education Assurance Plan  
**School Year: 2024-2025**

*Elk Island Catholic Schools will ensure success for all students.*

**2024-2025 School Assurance Plan Overview**

Strategic Priority	Faith Integration 	Learners and Learning 	Systemic Wellness 	Community Engagement 
<b>Goal</b>	<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>
<b>Division Outcome</b>	Students and staff engage in living a sacramental life to deepen their faith journey.	Students achieve acceptable and excellence in literacy and math/numeracy.	Provide faith filled proactive, responsive and accessible support for mental health and well-being of our students, staff and families.	Provide opportunities for all stakeholders (staff, students, and parents) to have involvement and provide feedback to improve the educational experience.
<b>School Strategy</b>	<i>Provide support to strengthen our Catholic identity through the integration of the Five Marks of The Excellent Catholic Leader, the Five Marks of an Excellent Catholic Teacher and the Marks of a Catholic</i>	<i>*Support implementation of the literacy continuum of supports based on assessment triangulation to address gaps. *Support implementation of the numeracy continuum of supports based</i>	<i>*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</i>	<i>Continue existing internal and external active division and school engagement process with key stakeholders</i>

	<i>School (Leadership and Staff formation, Instructional Walkthroughs, Faith infused classroom and school).</i>	<i>on assessment triangulation to address gaps.</i>	<i>and students. (eg., Strategies may include: EICS Circles, Connections Project, Circle of Security, PEPY) (AP 168 - Appendix B).</i>	
<b>Division Outcome</b>	<b>Students are provided relevant religious education and faith integration in all curricula.</b>	<b>Implement curriculum through data-informed, responsive instruction and quality assessment.</b>		
<b>School Strategy</b>	<i>*Plan and provide faith formation professional learning opportunities for ongoing teacher training and resources required for planning faith integrated lessons.</i>	<i>Support implementation of new curriculum with a focus on responsive teaching to support ALL students with access to and use of appropriate resources.</i>		

- ADD rows if necessary

# 2024-2025 School Education Assurance Plan

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

## Strategic PRIORITY: Faith Integration

### Division Goal:

Our students, staff and EICS community will be provided a faith integrated environment through worship, witness and service.

### Division Outcomes:

1. Students and staff engage in living a sacramental life to deepen their faith journey.
2. Students are provided relevant religious education and faith integration in all curricula.

### Targeted Success Measures:

- Elk Island Catholic Schools measures:
  - EICS Assurance Survey
  - School/Home/Parish Connection
  - Staff/Student Faith Formation
  - School Faith Environment
  - Community Engagement
- Alberta Education measures:
  - Alberta Education Assurance Survey

## 2024-2025 School Strategies and Corresponding Actions:

### Implementation Plan:

### School Strategies:

- *Provide support to strengthen our Catholic identity through the integration of the Five Marks of The Excellent Catholic Leader, the Five Marks of an Excellent Catholic Teacher and the Marks of a Catholic School (Leadership and Staff formation, Instructional Walkthroughs, Faith infused classroom and school).*
- *Plan and provide faith formation professional learning opportunities for ongoing teacher training and resources required for planning faith integrated lessons.*

**Ongoing throughout the 2024-2025 school year and at teacher/staff request.**

### Milestones

***“What is the success criteria?”***

*How will you know that the school strategies and actions you have chosen are implemented at a high level?*

- Data Collection via targeted success measures.

*What will you accept as evidence that the school strategies and actions you have chosen are having an impact?*

<p><b>School Strategy(ies):</b>  <b>To achieve the Shared Vision</b>  <i>Examine the present situation in the area of focus:</i></p> <ul style="list-style-type: none"> <li>• <i>What are we doing well and what is the evidence?</i></li> <li>• <i>What are we not doing so well, and what is the evidence?</i></li> <li>• <i>What might be possible?</i></li> </ul>	<p><b>School Strategies:</b></p> <ul style="list-style-type: none"> <li>• Facilitate professional development sessions at the start of the school year to emphasize the importance of faith integration and to equip teachers with strategies for incorporating faith into their teaching practices. - Focus on Mark 3 and 4.</li> <li>• Encouraging teachers to maintain open lines of communication with parents through regular updates on classroom activities, assignments, and student progress using the Growing in Faith resource</li> <li>• Provide staff with training and resources to help them explicitly integrate faith connections into curriculum and instruction. Utilize resources such as Growing in Faith, Growing in Christ to support teachers in making meaningful faith connections in their lessons.</li> <li>• Develop off-site social justice projects in consultation with students specifically tailored for junior high students to provide them with opportunities for hands-on service and community engagement. These projects can focus on addressing local needs and promoting social justice values.</li> <li>• Encourage greater utilization of the school's chapel for various celebrations, prayer services, and reflection activities. Extend invitations to parents to participate in chapel events, fostering a sense of community and spiritual connection.</li> <li>• Maintain momentum in implementing, supporting and discussing faith integration across all curricular areas. Provide ongoing opportunities for staff and students to engage in faith-based activities, prayer, and reflection.</li> <li>• Collaborate with stakeholders to refine the mission statement and create a motto</li> <li>• Provide clear and detailed information to parents about the service projects in collaboration with students, including their objectives, beneficiaries, and how they align with Catholic social teachings and values. Utilize social media platforms to share highlights, achievements, and important information with parents in a timely manner.</li> <li>• Incorporate discussions about the significance of service and social justice into classroom curriculum, ensuring students understand the purpose and</li> </ul>	<ul style="list-style-type: none"> <li>• Triangulation of data.</li> <li>• Feedback from all stakeholders</li> <li>• Track PD sessions staff attend</li> </ul> <p><i>What additional support is needed if you are not achieving success?</i></p> <ul style="list-style-type: none"> <li>• Reevaluation of targeted measures or perhaps a reconstitution of school strategies.</li> </ul>
---	---	--

	<p>impact of their service initiatives.</p> <ul style="list-style-type: none"> <li>● <b>Invite parents</b> to actively participate in service projects or volunteer opportunities, providing a sense of community involvement and shared commitment to Catholic values.</li> </ul>	
<p><b>Research and Evidence</b> <i>What data, including research, evidence, lesson learned, is being used to inform your plan?</i></p>	<ul style="list-style-type: none"> <li>● EICS Assurance Survey</li> <li>● Align with the 5 marks of an Excellent Catholic Leader/Teacher</li> <li>● Observation, anecdotal notes, conversations of impact - Evidence of impact</li> </ul>	
<p><b>Resources</b> <i>What resources will be needed to support? (e.g., staff, supplies, etc)</i></p>	<ul style="list-style-type: none"> <li>● Administration modeling Catholic leadership</li> <li>● Admin/OLPH parish meetings</li> <li>● OLPH Parish Parish Priests, Deacon and OLPH administration</li> <li>● School Chaplain</li> <li>● Division Student and Staff formation Director</li> <li>● Division Religion Consultant</li> <li>● Community Members (Parents, Elders)</li> <li>● <b>Faith/Wellness /Indigenous/MHCB</b> year plan</li> <li>● Five Marks of An Excellent Catholic Leader, Five Marks of an Excellent Catholic Teacher, Five Marks of An Excellent Catholic School</li> <li>● GRACE resources</li> <li>● Growing in Faith/Growing in Christ</li> <li>● Fully Alive</li> <li>● Face to Face ministries</li> </ul> <p><b>Budget Considerations:</b></p> <ul style="list-style-type: none"> <li>● Targeted funds to support PD opportunities for staff</li> <li>● Software costs for Growing in Faith resources</li> <li>● Busing costs to OLPH for mass</li> <li>● Booking costs for Faith Retreats</li> </ul>	
<p><b>Professional Growth</b> <i>What professional learning supports are needed?</i></p>	<ul style="list-style-type: none"> <li>● Faith Formation opportunities for staff: staff retreat, faith days focusing on 5 Marks of an Excellent Catholic Teacher</li> <li>● Faith goal as part of staff's SDAP</li> <li>● Schedule consultants to assist in CTM/PD on faith integration.</li> </ul>	

<p><b>Time</b>  <i>What is the timeframe needed to support the implementation of the school strategies?</i>  <b>Link to School PD Plan</b></p>	<p>School Strategies Ongoing through the 2024-2025 school year:</p> <ul style="list-style-type: none"> <li>● Follow activities according to the timeline written in the Chaplain Plan</li> </ul>	
<p><b>Community Engagement</b>  <i>What strategies are in place to share with stakeholders?</i></p>	<ul style="list-style-type: none"> <li>● Invite school community to experience our faith focus through weekly Praise and Worship celebrations, school/parish mass, bible retreat, liturgical celebrations, faith day</li> <li>● Social justice projects to support EICS initiatives (Catholic Social Services)</li> <li>● Chaplain Corner in weekly SMORE communication to parents</li> <li>● Use of social media to highlight faith based activities and social justice projects within the school</li> <li>● Highlight activities through GRACE</li> </ul>	

### Strategic PRIORITY: Learners and Learning

<p><b>Division Goal:</b></p> <p><b>Our students and staff will develop to their fullest potential through multiple pathways.</b></p>	<p><b>Division Outcomes:</b></p> <ol style="list-style-type: none"> <li><b>1. Students achieve acceptable and excellence in literacy and math/numeracy.</b></li> <li><b>2. Implement curriculum through data-informed, responsive instruction and quality assessment.</b></li> </ol> <p><b>Targeted Success Measures:</b></p> <ul style="list-style-type: none"> <li>● Elk Island Catholic Schools measures: <ul style="list-style-type: none"> <li>○ EICS Assurance Survey</li> <li>○ Literacy Assessments: BAS benchmark testing results, Star Reading Assessments</li> <li>○ MIPI test results</li> <li>○ Insight testing</li> <li>○ Student/Staff/Parent Engagement Survey Results</li> <li>○ Kindergarten Screener Results</li> <li>○ Progress from student interventions</li> </ul> </li> <li>● Alberta Education measures: <ul style="list-style-type: none"> <li>○ Alberta Education Assurance Survey</li> <li>○ PAT Results</li> </ul> </li> </ul>
--	---

- Access to supports and services
- First Nations, Metis and Inuit Student Success

**2024-2025 School Strategies and Corresponding Actions:**

<p><b>Implementation Plan:</b></p>	<p><b>School Strategies:</b></p> <ul style="list-style-type: none"> <li>● <i>Support implementation of the literacy continuum of supports based on assessment triangulation to address gaps.</i></li> <li>● <i>support implementation of the numeracy continuum of supports based on assessment triangulation to address gaps.</i></li> <li>● <i>Support implementation of new curriculum with a focus on responsive teaching to support ALL students with access to and use of appropriate resources.</i></li> </ul> <p><b>Ongoing throughout the 2024-2025 school year and at teacher/staff request.</b></p>	<p><b>Milestones - Evidence of Impact</b> <b>"What is the success criteria?"</b></p> <p>How will you know that the school strategies and actions you have chosen are implemented at a high level?</p> <ul style="list-style-type: none"> <li>● Data Results</li> </ul> <p>What will you accept as evidence that the school strategies and actions you have chosen are having an impact?</p> <ul style="list-style-type: none"> <li>● Increase in attendance rates</li> <li>● Increase in baseline assessments (BAS, Insights)</li> <li>● Teacher observations and conversations</li> </ul>
<p><b>School Strategy(ies):</b> <b>To achieve the Shared Vision</b> <i>Examine the present situation in the area of focus:</i></p> <ul style="list-style-type: none"> <li>● <i>What are we doing well and what is the evidence?</i></li> <li>● <i>What are we not doing so well, and what is the evidence?</i></li> <li>● <i>What might be possible?</i></li> </ul>	<p><b>School Strategies:</b> <i>Support implementation of the literacy &amp; numeracy continuum of supports based on assessment triangulation to address gaps:</i> <i>Literacy gaps specifically in phonetic awareness, morphology and writing skills, Numeracy gaps particularly in problem solving and critical thinking skills</i></p> <ol style="list-style-type: none"> <li><b>1. Assessment Triangulation</b> - Data gathering using standardized assessments (Kindergarten screener, PA assessment, BAS assessment, Insight Testing, Star reading, EICS math assessment &amp; MIPI), informal observations (walkthroughs and teacher observation), &amp; teacher created assessments and observations <ul style="list-style-type: none"> <li>● Based on assessments conducted in May, we will reassess student groupings for intervention in both literacy and numeracy, refining our approach for September 2025</li> </ul> </li> <li><b>2. Identify Gaps</b> - analyze assessment data to pinpoint gaps <ul style="list-style-type: none"> <li>● Continued focus of CTM's on intervention strategies to reinforce literacy strategies through: phonemic\phonological awareness, guided reading, grade level sight words, grade level phonics.</li> <li>● Continued focus of CTM's on the development of math literacy skills</li> </ul> </li> </ol>	<p>What additional support is needed if you are not achieving success?</p> <ul style="list-style-type: none"> <li>● Reevaluation of targeted measures or perhaps a reconstitution of school strategies.</li> </ul>

by increasing students ability to problem solve and critical thinking skills using math talks and Jump Math.

**3. Identify tiered support for each student** (whole group/small focused groups)

- Maintaining a dedicated and scheduled time for intervention, we adopt an "all hands on deck" approach, ensuring that numeracy is integrated into our intervention efforts. To maximize support, we will increase Educational Assistant (EA) time during intervention periods, particularly in the mornings when intervention is prioritized. Grades 5 through 8 will be the focus of targeted support initiatives.
- Maintain the high level of satisfaction for student on Individual support Plans (ISP) or Regulation Support Plans (RSP)

**4. Collaboration**

- Continue to leverage the expertise of consultants at CLS and ILS collaborating on ways to optimize our intervention strategies.
- CTM with Elementary teachers grouped together and middle school grouped to collaborate on students interventions. Revisit strategies through responsive intervention practices to group students according to abilities.

**5. Professional Development**

- CTM and Pd days focus on using the new resources purchased to empower staff with a more comprehensive understanding of the resources and the process for accessing them to better support students specifically in:
  - Phonemic Awareness
  - Writing skills
  - Morphology
  - Basic Number Skills
  - Problem solving

*Support implementation of new curriculum with a focus on responsive teaching to support ALL students with access to and use of appropriate resources.*

**1. Collaboration:**

- Continue to leverage the expertise of consultants at CLS and ILS collaborating on ways to optimize the understanding of the new curriculum in particular:



	<ul style="list-style-type: none"> <li>● Literacy and numeracy continuums from K - 6</li> <li>● Integration of the New Science curriculum K-6</li> <li>● Grades 2/3, 5/6, piloting the New Social Studies curriculum</li> </ul> <p>2. <b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>● CTM and Pd days focus on using the new resources purchased to empower staff with a more comprehensive understanding of the resources and the process for accessing them to better support students.</li> <li>● Develop the Nature infused Pre-Kindergarten, Kindergarten and Grade 1 program through PD opportunities (Outdoor Play Conference) and the development of the outdoor learning space</li> </ul> <p>3. <b>Community Engagement</b> Review and enhance our <b>diverse programming</b> options to better cater to student interests and needs. This includes exploring potential community partnerships and expanding the range of activities offered within our option program. Look at introducing new options that cater to a variety of interests, talents, and hobbies, ensuring a broader array of choices for students to explore keeping in mind our staff ability and the class size.</p>	
<p><b>Research and Evidence</b>  <i>What data, including research, evidence, lesson learned, is being used to inform your plan?</i></p>	<ul style="list-style-type: none"> <li>● Learning Walk throughs, Instructional coaching</li> <li>● CTM - Data analysis</li> <li>● BAS Results</li> <li>● MIPI Results</li> <li>● Star reading Assessments</li> <li>● Insight testing</li> </ul>	
<p><b>Resources</b>  <i>What resources will be needed to support? (e.g., staff, supplies, etc)</i></p>	<ul style="list-style-type: none"> <li>● Collaboration with ILS Director</li> <li>● SLS and ILS consultants to provide support with new curriculum</li> <li>● Indigenous Elders</li> <li>● Library Tech (Learning Commons integration)</li> </ul> <p><b>Budget Considerations:</b></p> <ul style="list-style-type: none"> <li>● Allocate funds to ensure the continuation of intervention programs for all students. This includes resources for materials, technology, and personnel necessary to implement effective intervention strategies in literacy and</li> </ul>	

	<p>numeracy.</p> <ul style="list-style-type: none"> <li>● Allocate funds for the outdoor learning space</li> <li>● Enhance professional development opportunities for Educational Assistants (EAs) to better support diverse learners in the classroom. This may include funding for workshops, courses, or conferences focused on special education, differentiated instruction, and behavior management techniques.</li> <li>● Provide funding for professional development opportunities tailored to teachers involved in nature-infused programs. This could involve workshops, seminars, or certifications related to outdoor education, environmental science, and nature-based learning pedagogies.</li> </ul>	
<p><b>Professional Growth</b> <i>What professional learning supports are needed?</i></p>	<ul style="list-style-type: none"> <li>● Dedicated CTM time to discuss and determine best strategies and how to implement best practices</li> <li>● ERLC sessions</li> <li>● PD to build foundational knowledge that will enrich relationships with our indigenous community</li> </ul>	
<p><b>Time</b> <i>What is the timeframe needed to support the implementation of the school strategies?</i> <b>Link to School PD Plan</b></p>	<p>School Strategies Ongoing through the 2024-2025 school year:</p> <ul style="list-style-type: none"> <li>○ Monthly CTM</li> <li>○ PD days</li> <li>○ Staff meetings</li> <li>○ Embedded time into the daily schedule for intervention</li> <li>● Follow activities according to the timeline written in the Indigenous/ESL Plan</li> </ul>	
<p><b>Community Engagement</b> <i>What strategies are in place to share with stakeholders?</i></p>	<ul style="list-style-type: none"> <li>● School Highlights through Social media Platforms (SMORE, Website, Facebook, X, Instagram, OLPH Bulletin)</li> <li>● School council highlighting student activities</li> <li>● Elders and Metis community members to support indigenous activities</li> <li>● Parent and community members to volunteer in classrooms</li> <li>● Review of the Assurance data with all staff and school council</li> <li>● Increase parental involvement in ISP process</li> </ul>	

## Strategic PRIORITY: Systemic Wellness

<p><b>Division Goal:</b></p> <p>Staff and student well-being, in mind, body and spirit, will be supported through programming and education.</p>	<p><b>Division Outcomes:</b></p> <p>Provide faith filled proactive, responsive and accessible supports for mental health and well-being of our students, staff and families.</p> <p><b>Targeted Success Measures:</b></p> <ul style="list-style-type: none"> <li>● Elk Island Catholic Schools measures:             <ul style="list-style-type: none"> <li>○ EICS Assurance Survey</li> <li>○ Staff and Student health and Wellness</li> <li>○ Attendance Dashboard</li> </ul> </li> <li>● Alberta Education measures:             <ul style="list-style-type: none"> <li>○ Alberta Education Assurance Survey</li> <li>○ Welcoming, Caring, Respectful and Safe Learning Environments</li> </ul> </li> </ul>	
<p><b>2024-2025 School Strategies and Corresponding Actions:</b></p>		
<p><b>Implementation Plan:</b></p>	<p><b>School Strategies:</b></p> <ul style="list-style-type: none"> <li>● <i>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. (eg., Strategies may include: EICS Circles, Connections Project, Circle of Security, PEPY) (AP 168 - Appendix B).</i></li> </ul> <p><b>Ongoing throughout the 2024-2025 school year and at teacher/staff request.</b></p>	<p><b>Milestones - Evidence of Impact</b>  <b>“What is the success criteria?”</b>            How will you know that the school strategies and actions you have chosen are implemented at a high level?</p> <p>What will you accept as evidence that the school strategies and actions you have chosen are having an impact?</p> <ul style="list-style-type: none"> <li>● Reduction on referrals to FWW</li> <li>● Staff accessing supports from MHCB</li> </ul> <p>What additional support is needed if you are not achieving success?</p>
<p><b>School Strategy(ies):</b>  <b>To achieve the Shared Vision</b>  <i>Examine the present situation in the area of focus:</i></p> <ul style="list-style-type: none"> <li>● <i>What are we doing well and what is</i></li> </ul>	<p><b>School Strategies:</b></p> <ul style="list-style-type: none"> <li>● Increase opportunities for staff to feel valued. Look at how each person wants to be recognized and what their language of appreciation is.</li> <li>● Reverse the staff meeting allowing for more discussion time at the beginning of the meetings where we will have all staff in attendance.</li> </ul>	

<p><i>the evidence?</i></p> <ul style="list-style-type: none"> <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>• Implementing a system for student and staff shout outs fosters a culture of recognition and appreciation for positive contributions and achievements. This not only boosts morale but also reinforces a sense of community and support within the school.</li> <li>• Prioritize wellness activities, we can create opportunities for individuals to come together, engage in shared experiences, and support staff and student's well-being.</li> <li>• Continuing wellness initiatives is crucial for building and maintaining connections among students and staff. These initiatives provide opportunities for individuals to come together, engage in activities that promote well-being, and strengthen relationships, ultimately enhancing the overall school environment.</li> <li>• Sustaining existing mental health programs and introducing new ones, such as Roots of Empathy, to support the mental and emotional well-being of students and staff. These programs offer valuable resources and opportunities for growth, empathy-building and connections.</li> <li>• Continuing with the Nutritional Program ensures that students have access to nutritious meals, supporting their physical health and overall well-being. By prioritizing healthy eating habits, the school contributes to the holistic development and success of its students.</li> </ul>	
<p><b>Research and Evidence</b> <i>What data, including research, evidence, lesson learned, is being used to inform your plan?</i></p>	<ul style="list-style-type: none"> <li>• Staff and student feedback</li> <li>• Staff and student engagement and attendance</li> <li>• Benefits of PLAY</li> <li>• Research on outdoor learning spaces</li> </ul>	
<p><b>Resources</b> <i>What resources will be needed to support? (e.g., staff, supplies, etc)</i></p>	<ul style="list-style-type: none"> <li>• FWW/ILF/Administration support for students and families</li> <li>• Community programs</li> <li>• Health Champion/Wellness Lead</li> <li>• Apple Schools</li> </ul> <p><b>Budget Considerations:</b></p> <ul style="list-style-type: none"> <li>• Allocate funds to support mental health for staff and students. Programs to support Mental wellness: Roots of Epiphany</li> <li>• Allocate funds to staff professional development</li> <li>• Funds to build and support the Nature Program: Outdoor spaces</li> </ul>	

<p><b>Professional Growth</b> <i>What professional learning supports are needed?</i></p>	<ul style="list-style-type: none"> <li>• PD on Outdoor learning space</li> <li>• PD for Nature infused curriculum</li> <li>• Targeted PD for wellness</li> </ul>	
<p><b>Time</b> <i>What is the timeframe needed to support the implementation of the school strategies?</i> <b>Link to School PD Plan</b></p>	<p>School Strategies Ongoing through the 2024-2025 school year:</p> <ul style="list-style-type: none"> <li>• Follow activities according to the timeline written in the Health Champion Plan and the Apple schools plan</li> </ul>	
<p><b>Community Engagement</b> <i>What strategies are in place to share with stakeholders?</i></p>	<ul style="list-style-type: none"> <li>• Consistent weekly community connection via SMORE</li> <li>• Social Media updates and information</li> <li>• Apple Schools</li> <li>• Strathcona County Outdoor Learning Space</li> <li>• Parents/School Council</li> </ul>	

**Strategic PRIORITY: Community Engagement**

<p><b>Division Goal:</b></p> <p>EICS provides enhanced opportunities to support student success through communication, engagement and partnership.</p>	<p><b>Division Outcomes:</b></p> <p>Provide opportunities for all stakeholders (staff, students, and parents) to have involvement and provide feedback to improve the educational experience.</p> <p><b>Targeted Success Measures:</b></p> <ul style="list-style-type: none"> <li>• Elk Island Catholic Schools measures: <ul style="list-style-type: none"> <li>○ Assurance Survey success with engagement and improvement</li> <li>○ Improve satisfaction with School Improvement and Parental Involvement</li> </ul> </li> <li>• Alberta Education measures: <ul style="list-style-type: none"> <li>○ Alberta Education Assurance Survey</li> </ul> </li> </ul>
--	--

**2024-2025 School Strategies and Corresponding Actions:**

<p><b>Implementation Plan:</b></p>	<p><b>School Strategies:</b></p> <ul style="list-style-type: none"> <li>• <i>Continue existing internal and external active division and school engagement process with key stakeholders</i></li> </ul> <p><b>Ongoing throughout the 2024-2025 school year and at teacher/staff request.</b></p>	<p><b>Milestones - Evidence of Impact</b>  <b>“What is the success criteria?”</b>          What will you accept as evidence that the school strategies you have chosen are having an impact?</p>
<p><b>School Strategy(ies):</b>  <b>To achieve the Shared Vision</b>  <i>Examine the present situation in the area of focus:</i></p> <ul style="list-style-type: none"> <li>• <i>What are we doing well and what is the evidence?</i></li> <li>• <i>What are we not doing so well, and what is the evidence?</i></li> <li>• <i>What might be possible?</i></li> </ul>	<p><b>School Strategies:</b></p> <ul style="list-style-type: none"> <li>• Organize regular community events such as open houses, family fun days, and community service projects to foster connections and involvement. Collaborate with local organizations and businesses to host joint initiatives or sponsorships, further integrating the school into the broader community.</li> <li>• Enhance Parent Feedback by implementing regular surveys or feedback forms to gather input from parents on various aspects of their child's educational experience, including curriculum, extracurricular activities, and school policies. Hosting parent focus groups or town hall meetings to provide a platform for open dialogue and discussion between parents, school administration, and educators. Utilizing online platforms or mobile apps for convenient and accessible feedback submission, allowing parents to provide input at their convenience.</li> <li>• Improve Communication and Presence on Social Media by maintaining active and engaging social media accounts on platforms such as Instagram, Facebook, and the website to share updates, events, and achievements within the school community. Regularly post photos, videos, and stories showcasing student activities, academic achievements, and community involvement to highlight the vibrant school culture.</li> <li>• Increase Communication from Division and Trustees by facilitating regular communication channels between the school, division, and Trustees to keep families informed about broader educational policies, initiatives, and advocacy efforts.</li> <li>• Implement a comprehensive communication strategy that includes regular updates via school newsletters, class newsletters, and week-at-a-glance announcements to keep parents informed about the exciting events and activities happening at St. Luke.</li> </ul>	<p>How will you know that the school strategies and actions you have chosen are implemented at a high level?</p> <ul style="list-style-type: none"> <li>• Increase in Assurance data results</li> <li>• Increase in stakeholder involvement in activities</li> </ul> <p>What will you accept as evidence that the school strategies and actions you have chosen are having an impact?</p> <ul style="list-style-type: none"> <li>• Increase in people viewing social media platforms</li> <li>• Increase in number of parents involved in school council</li> <li>• Increase in number of parents volunteers</li> <li>• Increase in number of parents attending activities</li> <li>• Increase in number of parents attending 3 way conferences</li> <li>• Feedback from parents</li> </ul> <p>What additional support is needed if you are not achieving success?</p> <ul style="list-style-type: none"> <li>• Support from division communications</li> </ul>

	<ul style="list-style-type: none"> <li>• Facilitate initiatives that encourage parents to actively participate in their child's education by collaborating on projects such as science experiments, reading activities, and research projects.</li> <li>• Provide resources and guidance for teachers to develop home-school collaboration projects that align with curriculum goals and promote meaningful family involvement in student learning.</li> <li>• promote the benefits of parent involvement in the school council and highlight the valuable contributions parents can make in shaping school policies and initiatives.</li> <li>• Organize information sessions or workshops to educate parents about the role and responsibilities of the school council and encourage them to join and participate actively.</li> <li>• Coordinate opportunities for trustees to interact with the school community, share insights, and gather feedback on educational priorities and initiatives.</li> <li>• Expand upon the success of student wellness days by enhancing connections with community partners and offering a diverse range of wellness activities and resources</li> <li>• Increase communication and collaboration with existing community partnerships and explore opportunities to establish new partnerships that support student well-being, academic success, and community engagement.</li> </ul>	
<p><b>Research and Evidence</b>  <i>What data, including research, evidence, lesson learned, is being used to inform your plan?</i></p>	<ul style="list-style-type: none"> <li>• Assurance Survey</li> <li>• Increase involvement of parents in school activities</li> <li>• Increase involvement of parents at school and the parish</li> <li>• Feedback from our school community</li> </ul>	
<p><b>Resources</b>  <i>What resources will be needed to support? (e.g., staff, supplies, etc)</i></p>	<ul style="list-style-type: none"> <li>• Engagement from our school community</li> <li>• Weekly communication for parents via SMORE</li> <li>• Increased communication through social media (Facebook, twitter, instagram) and STL Website</li> <li>• Increased communication from teachers through newsletter, agendas</li> </ul> <p><b>Budget Considerations:</b></p> <ul style="list-style-type: none"> <li>• Allocated funds for advertising</li> </ul>	

	<ul style="list-style-type: none"> <li>● Allocated funds for Community Engagement events</li> <li>● Provide Families in Need with Christmas and Easter baskets (Nutritional Program)</li> </ul>	
<b>Professional Growth</b> <i>What professional learning supports are needed?</i>	<ul style="list-style-type: none"> <li>● Focus PD time on effective communication between staff and parents (various methods to use)</li> <li>● Community based information workshops offer to school community</li> </ul>	
<b>Time</b> <i>What is the timeframe needed to support the implementation of the school strategies?</i> <b>Link to School PD Plan</b>	<ul style="list-style-type: none"> <li>● Dedicated time on PD days and CTM's</li> <li>● Time as needed during staff meeting</li> <li>● Teachers to select method of communication to inform parents of classroom activities</li> </ul>	
<b>Community Engagement</b> <i>What strategies are in place to share with stakeholders?</i>	<ul style="list-style-type: none"> <li>● Share budget and school plan with parents</li> <li>● Create new opportunities for interaction with parents during school activities such as Adoration, 3 way conferences (gallery walk)</li> <li>● Staff and school council meetings</li> <li>● Indigenous Elders and Knowledge Keepers</li> </ul>	