Domain One: Quality Catholic Education

Key Elements - Outcomes	Primary Strategies	Secondary/Ongoing Strategies	Local Performance Measure Reporting	Provincial Performance Measure Reporting	Stakeholder Engagement Reporting
The Catholic faith provides a framework for learning and life. The Catholic faith is permeated into our curriculum so that contemporary culture is critically evaluated in the light of “The Truth.” Our staff witnesses to others a life lived in a relationship with Jesus Christ. Our students, staff, and parents are honoured as distinct and unique while being brought together in a spirit of communion.	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. Staff collaborate with the Religion Lead & the local parish to address the Faith needs of the school community. Encourage students/parents to attend Sunday mass by using elementary classes to be the choir on a given month so that their families may come to watch their children and engage in mass. Ensure our Faith is visible in each classroom and throughout the school by maintaining a reflective prayer space in each classroom where possible. Utilize The Third Path framework to enhance positive connections with Christ and each other. Lectio Divina Prayer activities used at monthly staff meetings will help staff make connections to the gospel readings and stimulate faith discussions among staff.	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. Provide professional development opportunities for teachers to learn religious and cross-curricular programming. Hiring and evangelization of faith-based educators and support staff. 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. Enhancing quality Catholic education by participating in local and provincial initiatives such as SPICE, Religions and Moral Education Council (RMEC), Marked By God, and GrACE committee events. Purchase relevant equipment/books/icons/artifacts/images to effectively represent our faith. Livestream/record religious ceremonies and activities where appropriate.	Student Gr 4 Q5 I am involved in religious celebrations at my school. - 96% - Goal - 100% Student Gr 7-12 Q7 How satisfied are you with your opportunity to be involved in the religious celebrations in your school? 92% very satisfied or satisfied - Goal 95% Teachers Q4 - How satisfied are you with the Catholic Christian atmosphere of the school? 100% very satisfied or satisfied - Goal 100% Support Staff Q4 - How satisfied are you with the Catholic Christian atmosphere of the school? 93% very satisfied or satisfied - Goal 95% Parent Q5 How satisfied are you with the relationship that exists between the home, school, and parish? - 78% very satisfied or satisfied - Goal 80%	Welcoming, Caring, Respectful, and Safe Learning Environments - 87.8% Province, 89.0% St.J - Goal 90% Citizenship - 83.2% Province, 85.6% St.J - Goal 87%	Who: Students and staff What: Growing in satisfaction to encounter Jesus Christ Where: At St. Jerome, Holy Name Parish and within our school community Why: We are a Catholic School and want our entire school community to identify as such. How: As listed in the Primary and Ongoing strategies

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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 use ongoing assessment feedback to reflect continuously on their progress, identify strengths and areas of need and set new learning goals. Students achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy. Students are active, healthy and well. Students apply knowledge, understanding and skills in real-life contexts and situations. Students advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis and Inuit experiences. Students demonstrate understanding and respect for the uniqueness of all learners.	Developing numerous literacy strategies in Elementary. F & P expanded beyond a diagnostic to a broader reading program. Utilizing the learning loss intervention lessons/activities. Involving parents in literacy/numeracy (Specific strategy to follow) parent night idea etc. Training teachers and support staff in diagnostic and reading intervention programs. Timetable alterations were created to focus more teaching time on literacy and numeracy.	Teachers continue to research and review new resources for new literacy and numeracy programs that align with the new curriculum and assessment expectations. Engaging parents who have abdicated their time during COVID. Reorganizing support staff scheduling to be more efficient.	Student Gr 4 - Q8 - I know that my teacher wants me to do my best work. - 100% - Goal - 100% Student Gr 7-12 Q11 How satisfied are you with teachers challenging you to do your best at school? - 93% very satisfied or satisfied - Goal 95% Teachers Q37 - How satisfied are you the school Division is a good place to teach, learn and grow? 100% very satisfied or satisfied - Goal 100% Support Staff - Q23 How satisfied are you that the school Division is a good place to teach, to learn and grow? 100% very satisfied or satisfied - Goal 100% Parent Q17 How satisfied are you that your child's teachers use methods that help your child learn? 89% very satisfied or satisfied - Goal 90% Benchmark testing of F & P for grades 1,2 and 3 Learning Loss year-end assessments.	Student Learning Engagement - 86.6% Province, 85.6% St.J - Goal 88% Citizenship - 83.2% Province, 85.6% St.J - Goal 88% PAT & Diploma Assessments	Who- All learners but a focus on 1 -6, teachers, support staff and parents What- Literacy level deficit reversal When- 2021-2024 school years Where- Elementary school but also including engaging parents Why- Deficit has coincided with Covid How- Multiple strategies as listed in Primary and Ongoing strategies.

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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**
Teachers and leaders respond with skill and competence to the unique learning needs, interests and cultural, social and economic circumstances of all. Teachers and leaders improve their professional practice through collaborative engagement in processes of growth, supervision and evaluation. Collaboration amongst teachers, leaders, students and their families, and other professionals enables optimum learning. Teachers and leaders use a range of data arising from their practice to inform cycles of evidence-based continuous 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 with the school context. Providing professional development, purchase of resources and mentoring to support staff instructional and assessment needs.	Provide teacher collaboration time to develop teaching and assessment practices that assist teachers in preparing to teach grades or courses that require PAT or Diploma assessments. Communication for student transition. Provide professional staff with adequate time/resources to collaborate with support staff to create and implement optimal programming. This can include scheduled common prep time to meet. Continue to provide staff supervision and evaluation feedback and support to improve instruction and assessment practices.	Student Gr 4 - Q8 I know that my teacher wants me to do my best work. - 100% - Goal - 100% Student Gr 7-12 - Q11 How satisfied are you with teachers challenging you to do your best at school? - 93% very satisfied or satisfied - Goal 95% Teachers - Q13 - How satisfied are you that the professional development activities offered are of high quality? 79% very satisfied or satisfied - Goal 85% Support Staff - Q9 How satisfied are you with the collaboration time available to work with the school staff? 57% very satisfied or satisfied - Goal 80% Parent Q17 How satisfied are you that your child's teachers use methods that help your child learn? - 90% - Goal 95%	Quality Of Education - 88.2% Province, 89.6% St.J - Goal 90%	Who: All students and staff at STJ What: Create the optimal learning situation for students Where: The classroom is #1 but will include all parts from administration to the gymnasium Why: With such scarce resources, optimizing resources and strategy is primary to success. How: Collaboration of the entire school community
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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. Cross-ministry initiatives and wraparound services enhance the conditions required for optimal learning. The school community applies the resources needed to support First Nations, Métis and Inuit student achievement. Infrastructure (e.g., technology and transportation services) supports learning and meets the needs of Alberta students and their families, staff and communities.	Identify and contract wrap-around support services aligned to school community learning needs. Develop division and school Inclusive Education Lead Teacher roles and responsibilities that align with education plan priories to support the success of all students. Learning Support Teachers provide guidance and professional development support for inclusive education practices (differentiation and UDL strategies). Ensure teachers and support staff have appropriate PD and support for learning, behaviour and medically challenged students. Identifying and implementing assistive technology to support student learning and assessment practices.	Provide workflows to improve the accessibility of student learning accommodations. Implement and support health and wellness and nutrition activities aligned with the needs of each school community. Continue to hire, support and maintain quality staff doing a very difficult job. Maintaining a high-quality culture to attract students and staff.	Student Gr 4 - Q11 - My teacher gives me extra help if I need it. - 93% - Goal - 95 Student Gr 7-12 - Q10 - How satisfied are you with the help and support you receive from teachers to help you learn? - 91% very satisfied or satisfied - Goal 95% Teachers - Q28 How satisfied are you with the school-level resources and support offered for integrating students with special needs into your classroom? 74% very satisfied or satisfied - Goal 80% Support Staff - Q18 How satisfied are you with the support services provided by non-school agencies or specialists? 73% very satisfied or satisfied - Goal 80% Parent - Q20 How satisfied are you with the career guidance and information available for your child at this school? - 57% very satisfied or satisfied - Goal 75%	Welcoming, Caring, Respectful, and Safe Learning Environments - 87.8% Province, 89.0% St.J - Goal 90% Access To Supports & Services - 82.6% Province, 84.7% St.J - Goal 88%	Who: Financial department, district administration, school administration along with teachers and Support What: Create and implement equitable financial plans so that students with diagnosed needs can be best served. Where: Divisional financial divisions are made for the division but sound decisions for St. Jerome must be made here. Why: Financial resources are very limited but students with learning needs must be provided with an equitable division of Inclusive Education funding. How: Division/School must develop strategies that reflect equitable distribution of resources to students that the help can benefit the most.
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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. Recruiting and supporting quality Catholic teachers and school administrators who have the capacity to adapt and lead their school communities in these uncertain times. Supporting faith development and service opportunities for school communities. Developing partnerships with local businesses and post-secondary educational institutions to enhance program offerings throughout the communities. Celebrating and recognizing student and staff accomplishments.	Student Gr. 4-6 Q6 My school gives me a chance to volunteer and help others. 96% very satisfied or satisfied - Goal 98% Student Gr. 7-12 Q32 I would recommend my school to a friend. 92% very satisfied or satisfied - Goal 95% Teachers Q37 How satisfied are you the school Division is a good place to teach, learn and grow? 100% very satisfied or satisfied - Goal 100% Support Staff Q23 How satisfied are you the school Division is a good place to teach, to learn and grow? 100% very satisfied or satisfied - Goal 100% Parents Q35 Would you recommend your school to another parent? 96% yes - Goal 100% Monthly School Council Attendance & Feedback. Community engagement and participation in school-based events. Stakeholder completion rates of division assurance surveys.	Parent Involvement 79.5% Alberta, 81.1% St.J - Goal 85%	Why - Who - When - What - Where -
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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**
Engage education partners to develop a baseline understanding of the local and societal needs and circumstances. Develop and implement a continuous improvement engagement process to support a shared vision for quality Catholic education taking into account the local context of each community within the division. Identify the local context variables to inform decision-making and inform practice.	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.	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.	Yearly review of the ECCS local assurance surveys with school administration to improve the validity and alignment of questions that can be used to inform the continuous improvement process. Developing a school assurance presentation template to provide stakeholder assurance updates. School administration completing assurance presentations to parent council and board members. The number of parents who participate in the local school assurance surveys. Student Gr 7-12 - Q32 -Would you recommend your school to a friend? -92% Yes - Goal 95% Teachers - Q37 How satisfied are you that the school Division is a good place to teach, learn and grow? 73% very satisfied or satisfied - Goal 75% Support Staff - Q23 How satisfied are you that the school Division is a good place to teach, learn and grow? 100% very satisfied or satisfied - Goal 100% Parent - Q34 How satisfied are you that East Central Alberta Catholic Schools are good places for children to learn and grow? - 96% very satisfied or satisfied - Goal 98%	Parent Involvement 79.5% Alberta, 81.1% St.J - Goal 85%	Why - Who - When - What - Where -

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