





**Our Lady of Mount Pleasant 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 
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	<i>Students and staff engage in living a sacramental life to deepen their faith journey.</i>	<i>Students access learning opportunities and support that address their diverse learning needs.</i>	<i>Provide faith filled proactive, responsive and accessible supports for mental health and well-being of our students, staff and families.</i>	<i>Provide opportunities for all stakeholders (staff, students, and parents) to have involvement and provide feedback to improve the educational experience.</i>
School Strategy	<i>OLMP will implement a school wide house system to foster a community of respect amongst our student population.</i> <i>OLMP will encourage active citizenship opportunities for students and staff and provide continued faith formation opportunities.</i>	<i>OLMP will continue the refinement of the Continuum of supports, to support the diverse needs of ALL learners.</i>	<i>Engage all staff to support well-being as a shared responsibility.</i>	<i>OLMP will support resource development through collaboration .</i> <i>OLMP will expand the assistive technology toolkit for staff.</i>
Division Outcome		<i>Implement curriculum through data-informed, responsive instruction and quality assessment.</i>		
School Strategy		<i>OLMP will collaborate to provide responsive instruction for all students.</i>		

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

<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): Students and staff engage in living a sacramental life to deepen their faith journey.</p> <p>Targeted Success Measures:</p> <ul style="list-style-type: none"> ● Elk Island Catholic Schools measures: <ul style="list-style-type: none"> ○ Catholic School Review ○ EICS Education Assurance Survey ○ School Faith Environment ○ Staff Faith Formation ○ Student Faith Formation ○ Community engagement ○ Active Citizenship ● Alberta Education Assurance Measures: <ul style="list-style-type: none"> ○ Students model active citizenship 	
<p>2024-2025 School Strategies and Corresponding Actions:</p>		
<p>Implementation Plan:</p>	<p>School Strategies:</p> <p><i>“What are the school strategies that will help us in achieving the division outcome and the objective of the goal?”</i></p> <p><i>“When will this take place? (include in Time)”</i></p>	<p>Milestones - Evidence of Impact</p> <p><i>“What is the success criteria?”</i></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? 	<p>OLMP develop an atmosphere of respect and responsibility through the implementation of a school wide house system</p> <ul style="list-style-type: none"> ● Student assemblies with faith/wellness connections ● Spirit events or challenges to build cross-grade student connections <p>OLMP will encourage active citizenship opportunities for students and staff and provide continued faith formation opportunities.</p> <ul style="list-style-type: none"> ● Develop “OLMP Student Rights and Responsibilities” collaboratively with staff and students. ● Connect the lens of Christian Discipleship with student mission work opportunities and community member connections (ie.food drive, CWL, senior community) ● Sharing of faith integration in classroom at staff meetings and/or PD days ● Class attendance at daily masses with Fr. Kris 	<p>What will you accept as evidence that the school strategies you have chosen are having an impact?</p> <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"> ● 51.6% of students feel students respect each other. ● 70% of students responded that students help each other when they can. ● 49% of students feel that students follow the rules. ● 62% of students believe we keep faith and Christ at the center of all that we do. 	<ul style="list-style-type: none"> ● Students can identify members of House system ● Increase of students participation and engagement in spirit activities ● Increase in engagement with active citizenship opportunities
<p>Resources</p> <p>What resources will be needed to support? (e.g., staff, supplies, etc)</p>	<ul style="list-style-type: none"> ● Time prior to August PD to plan out House System logistics and members. ● Pre-planned activities dates set, prior to the start of school year. ● Collaboration time with Student council members to build connections of the House system and Student leadership. ● Collaboration with other schools implementing the House System within the district. ● Teacher coverage for student mass attendance 	
<p>Professional Growth</p> <p>What professional learning supports are needed?</p>	<ul style="list-style-type: none"> ● Teachers need continued faith formation to foster comfort/competency in teaching through the lens of the Five Marks of an Excellent Catholic Teacher. ● This faith formation will help build their sacramental seeing and acting which will inform their pedagogy and teaching vocation. This faith formation will be guided by scripture, tradition, and experience. In addition, the formation will be guided by the Roman Catholic liturgical calendar, teachings of the magisterium, and the particular interests of the division. 	
<p>Time</p> <p>What is the timeframe needed to support the implementation of the school strategies?</p> <p>Link to School PD Plan</p>	<ul style="list-style-type: none"> ● House system framework to be developed prior to August PD ● Faith formation opportunities with Fr. Kris will be ongoing ● Student Rights and Responsibilities would be developed by November 	
<p>Community Engagement</p> <p>What strategies are in place to share with stakeholders?</p>	<ul style="list-style-type: none"> ● Use Smore and Instagram to promote service activities and spirit events 	

Strategic PRIORITY: Learners and Learning

Division Goal: Our students and staff will develop to their fullest potential through multiple pathways.	Division Outcome(s): <ul style="list-style-type: none"> Students access learning opportunities and support that address their diverse learning needs. Implement curriculum through data-informed, responsive instruction and quality assessment. Targeted Success Measures: <ul style="list-style-type: none"> Elk Island Catholic Schools measures: <ul style="list-style-type: none"> EICS Education Assurance Survey EICS Literacy Assessments *BAS Assessment *STAR Reading Assessment EICS Math Assessments Alberta Education Assurance Measures: <ul style="list-style-type: none"> Diploma Exam Results Provincial Achievement Test Results High School Completion Results Citizenship Student Learning Engagement Education quality Access to Supports and Services First Nations, Métis and Inuit Student Success English Language Learners
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2024-2025 School Strategies and Corresponding Actions:

Implementation Plan:	School Strategies: “What are the school strategies that will help us in achieving the division outcome and the objective of the goal?” “When will this take place? (include in Time)”	Milestones - Evidence of Impact “What is the success criteria?”
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? 	OLMP will continue the refinement of the Continuum of supports, to support the diverse needs of ALL learners. <ul style="list-style-type: none"> Continue to use the Collaborative Response Model to provide professional development for diverse needs. Collaboratively refine Tier 1 Continuum of supports and share with stakeholders OLMP will collaborate to provide engaging opportunities and responsive instruction for all students. <ul style="list-style-type: none"> Continue to engage stakeholders on diverse programming opportunities (after school homework support, options programming, student led extra-curriculars, “real world” outcomes in PEW and CALM) Support triangulation of data to support responsive teaching (Math assessment, STAR, PATs, DIPs in fall; spring) Collaboration on resources for new curriculum for grade 5/6 ONGOING: <ul style="list-style-type: none"> Alignment of assessment practices within subjects Teacher led professional learning in various CTS courses (Construction, Coding, etc). 	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 What data, including research, evidence, lesson learned, is being used to inform your plan?	<ul style="list-style-type: none"> 67% of staff are satisfied with student assessment services for students with learning disabilities. 68% of staff believe students have access to programs and services to access support with school work. 65% of staff are satisfied with access to supports to accommodate, adapt or modify for student learning (consultants, professional learning, coaching). 53% of staff are satisfied with opportunities for students to read and write beyond regular instruction 61% of students feel school work is interesting 75% of students and parents are satisfied with the variety of courses. 5.4% decline that students are learning what they need to know to be successful. 75% of students are satisfied with opportunities for access to library or learning commons. 	
Resources What resources will be needed to support? (e.g., staff, supplies, etc)	<ul style="list-style-type: none"> Time for collaboration during professional development days Collaborative time between ILFs Supplied to enlarge and make visible the Continuum of supports for all 	
Professional Growth What professional learning supports are needed?	<ul style="list-style-type: none"> Use of ILFs and consultants to provide presentations and coaching on adaptations and modifications for staff Humanities PD on reading/writing to focus our assessment. 	
Time What is the timeframe needed to support the implementation of the school strategies?	<ul style="list-style-type: none"> Data triangulation in fall and spring Continuum of supports should be revised by December 2024 Communication of opportunities will be weekly within Smore August PD: Sign up for CTS learning opportunities 	
Community Engagement What strategies are in place to share with stakeholders?	<ul style="list-style-type: none"> Use of Smore and school website for stakeholder information “Teachers Teaching Teachers” promotion in S’more to make visual lifelong learning for parents and community. 	

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): <i>Provide faith filled proactive, responsive and accessible supports for mental health and well-being of our students, staff and families.</i> Targeted Success Measures: <ul style="list-style-type: none"> ● Elk Island Catholic Schools measures: <ul style="list-style-type: none"> ○ EICS Education Assurance Survey ○ Employee Engagement ○ Staff Health and Wellness ○ Student Health and Wellness ● Alberta Education Assurance Measures: <ul style="list-style-type: none"> ○ Welcoming, Caring, Respectful and Safe Learning Environments ○ Access to Supports and Services
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2024-2025 School Strategies and Corresponding Actions:

Implementation Plan:	School Strategies: “What are the school strategies that will help us in achieving the division outcome and the objective of the goal?” “When will this take place? (include in Time)”	Milestones - Evidence of Impact “What is the success criteria?”
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? 	Staff promote wellness as a shared responsibility. <ul style="list-style-type: none"> ● Share EICS Circles training at staff meetings ● Increase visibility and understanding of Here Comes the Sun wellness supports for stakeholders (ie. Monthly Wellness/Mental Health Information in the Smore, bulletin board, staff meetings) ● The use of PEPY framework and terminology across all grade levels and within all health, wellness, physical education, and CALM courses. ● Develop the OLMP Charter of Rights and Responsibilities collaboratively with students. Videos to inform others of the Charter. ONGOING: <ul style="list-style-type: none"> ● Alumni Discussion Panel with Grade 12 students to help students understand the journey beyond school, the importance of well-being, and the reality of life outside of school. ● Programming for community engagement nights to build connection between families (Belonging) 	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? -Improved attendance -
Research and Evidence What data, including research, evidence, lesson learned, is being used to inform your plan?	<ul style="list-style-type: none"> ● 76.1% believe students respect each other and treat each other well at the school. (9.2% decrease from last year overall) ● 12.9% decreased in satisfaction with the wellness and engagement strategies in child's ISP &/or RSP in supporting their mental health and wellbeing ● 24% of parents are unsure whether the school’s comprehensive health program is supporting mental health at school 	
Resources What resources will be needed to support? (e.g., staff, supplies, etc)	<ul style="list-style-type: none"> ● Time to plan and organize the class lists into House System teams ● Supplies to create House System design and gear ● Time to plan and organize OLMP wellness activities ● Tools and strategies 	
Professional Growth What professional learning supports are needed?	- Collaboration with ILS Consultant and/or PE/PEW/Health/Wellness/CALM teachers to streamline and plan PEPY ideas.	
Time What is the timeframe needed to support the implementation of the school strategies? Link to School PD Plan	-House system organization by August -Charter of Rights and Responsibilities document by end of September -Create student videos by Fall break	
Community Engagement What strategies are in place to share with stakeholders?	<ul style="list-style-type: none"> ● Use of social media accounts and weekly newsletters ● Visibility of Charter of Rights and Responsibilities (ie. posted, student videos, etc). 	

Strategic PRIORITY: Community Engagement

Division Goal: EICS provides enhanced opportunities to support student success through communication, engagement and partnership.	Division Outcome(s): <i>Provide opportunities for all stakeholders (staff, students, and parents) to have involvement and provide feedback to improve the educational experience.</i> Targeted Success Measures: <ul style="list-style-type: none"> ● Elk Island Catholic Schools measures: <ul style="list-style-type: none"> ○ EICS Education Assurance Survey ● Alberta Education Assurance Measures: <ul style="list-style-type: none"> ○ Satisfaction with Parental Involvement in decisions about their child’s education
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2024-2025 School Strategies and Corresponding Actions:

Implementation Plan:	School Strategies: “What are the school strategies that will help us in achieving the division outcome and the objective of the goal?” “When will this take place? (include in Time)”	Milestones - Evidence of Impact “What is the success criteria?”
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? 	OLMP will support resource development through collaboration . <ul style="list-style-type: none"> ● Collaboration for development of new curriculum resources ● Collaboration time to build toolkit of Tier 1 and Tier 2 Continuum of Supports and share with stakeholders OLMP will expand the assistive technology toolkit for staff. <ul style="list-style-type: none"> ● Support professional development of assistive technology among staff and students ● Teacher led professional learning on technology supports used in classrooms ● Strive to supply technology for all staff (ie. EAs) 	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"> ● The school provides the instructional tools, materials and strategies needed to ensure quality teaching and student learning (10.8% below EICS; Staff 15% decrease from last year) ● I am satisfied with the technology resources available. (eg., computers and software) - 9.7% below EICS ● 85% of staff are satisfied with my collaboration with colleagues to meet the needs of all students. (Decrease of 10% from last year) 	
Resources <i>What resources will be needed to support? (e.g., staff, supplies, etc)</i>	<ul style="list-style-type: none"> ● Funding for ATA workshop ● Collaborative time and/or sub release time ● New technology money to support technology upgrades 	
Professional Growth <i>What professional learning supports are needed?</i>	<ul style="list-style-type: none"> ● ATA PD workshops for technology (ie. AI tools) 	
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"> ● August PD ~ Introduce sign up for leading tech based PL for each other. ● Build presentations into Staff Meeting/PD Fridays to revisit the goal throughout the year. 	
Community Engagement <i>What strategies are in place to share with stakeholders?</i>	<ul style="list-style-type: none"> ● “Teachers Teaching Teachers” promotion in S’more to make visual lifelong learning for parents and community. 	