



Four-Year Education Plan 2021-2025

<https://www.ecacs.ca>



Debra Klein, Chair
Provost Ward



On behalf of the Board of Trustees, I am very pleased to present the East Central Alberta Catholic School's Four-Year Education Plan 2021-2025, which marks the fourth year of a 4-Year Education Plan. This plan is the result of a collaborative process involving all stakeholders and has received final approval from the Board of Trustees. Additionally, our plan will continue to evolve as the division engages stakeholders in analyzing provincial and local data, enabling informed and timely decisions to ensure the success of all students within the context of our faith.

This document highlights the educational planning requirements and identifies our priorities, strategies, and performance measures to shape the program delivery for the years to come. We are in a time of significant change in education in Alberta. In light of the recent changes in the funding framework, the new curriculum and disruptions to instructional practices due to pandemic emergency response protocols. ECACS is preparing to meet the challenges and opportunities presented by the current environment to ensure our students will be ready and achieve success in the 21st century. We continue to explore options to expand programs and offerings to students to engage and support students to enter an ever-changing workforce.

ECACS has many areas to celebrate due to our passionate, committed staff, families, and external stakeholders who continue to provide the highest quality of Catholic education despite continuously evolving teaching and learning conditions. However, there are always a few areas that will require our continued focus and the application of new strategies to support our students, staff, parents and external stakeholders. These strategies are reflected in this year's plan. The board looks forward to implementing this plan and the results that it will have on student achievement.

Our Board encourages you to review this plan carefully, which will provide you with a snapshot of all of the work that is done each year for our students. Our commitment to Catholic education will ensure that our students continue to learn in a culture of faith and excellence.

Yours Truly

Debra Klein

Assurance and Accountability

The 2023-2024 Education Plan, 2024-2025 Budget and Three Year Capital Plan can be accessed on the ECACS website at <https://www.ecacs.ca>

In addition, contact information has been sent to community stakeholders and to parishes informing them of the website address and link. Copies of the Four-Year Education Plan will be distributed to schools. Principals will communicate the plan to staff and their school council. Highlights of the Four-Year Education Plan will be posted in school newsletters and shared with local parishes.

The Four-Year Education Plan commencing September 1, 2021 for East Central Catholic School Division was prepared under the direction of the Board in accordance with its responsibilities under the Education Act and the Fiscal Planning and Transparency Act. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the education plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved year four of the Four-Year Education Plan on May 23, 2024.



Debra Klein - Board Chair



East Central Alberta Catholic School Division is located in east-central Alberta and serves approximately 2700 students, with schools in the communities of Castor, Stettler, Provost, Wainwright and Vermilion, our Division office is located in Wainwright, Alberta. Our schools deliver K-12 Alberta curriculum, Outreach, and province-wide teacher-directed, shared, and home education programs in the context of our Catholic faith. ECACS currently employs 240 administrative, instructional and support staff throughout the division communities.

Board Mandate, Values, and Commitment

The mandate of the Board of Trustees of East Central Alberta Catholic Schools is to provide the students with a complete offering of learning opportunities delivered within the context of Catholic teachings and tradition, the means of the Division and the legislated requirements of the province. In order to fulfill its mandate, the Board has adopted the following mission, vision, values, and commitments:

We Value:

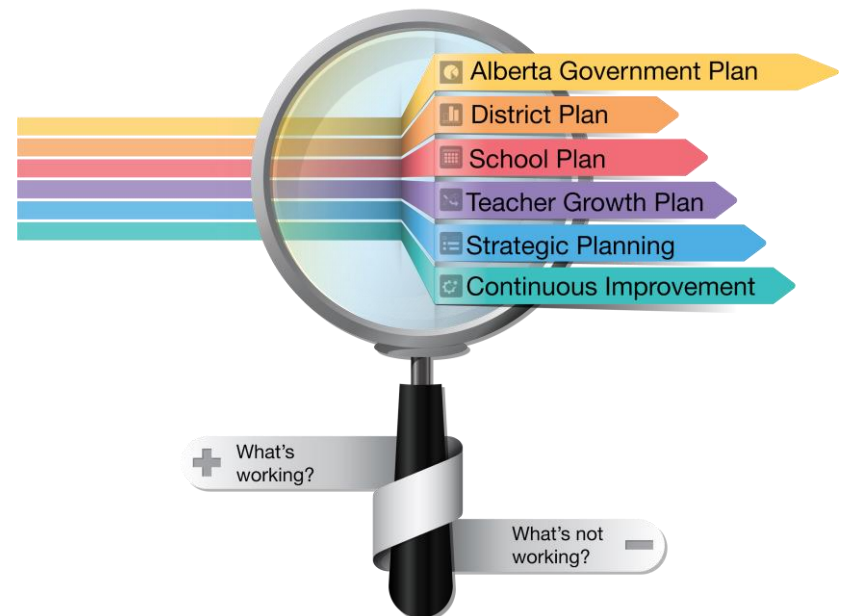
- Lifelong learning and achievement.
- The right to Catholic education and the responsibility, it entails.
- Strong and supportive relationships.
- Each person is a child of God.
- The gift of our resources.
- Our right and responsibility to our faith.

We Commit To:

- Welcoming all with unconditional love, as Christ would.
- Catholicity being included in all our learning.
- Working together to achieve our common goals.
- Learning to learn, to think, to question, and too discern.
- Learners being engaged, challenged, reaching for undiscovered potential; and begin recognized for doing so.

Mission

Together with home and church, we respond to the needs of each student by providing quality learning experiences rooted in our Catholic faith.



Vision

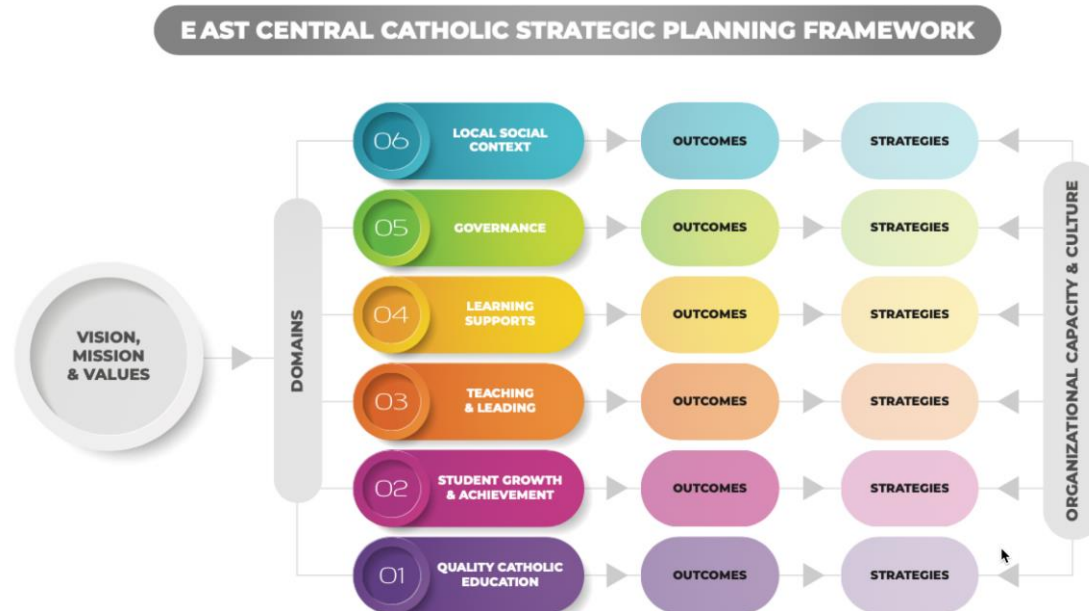
Together we live our faith and engage in lifelong learning. "Growing in Christ, Making a Difference!"



Our Education Plan

The school division will be engaging in the new Alberta Assurance Framework over the next school year. The Assurance Framework provides a collaborative opportunity to develop the guiding principles and domains centered around a culture of continuous improvement to enhance public trust and confidence that East Central Catholic is meeting students' needs and students are successful. ECACS will be exploring a variety of strategies to engage stakeholders that align with fundamental assurance guidelines such as:

- Fostering a collaborative process to engage all stakeholders to voice unique perspectives to create a shared responsibility for student growth and achievement.
- Building organizational capacity and a commitment to continuous improvement aligned with evidence from various sources to ensure responsive and transparent decision-making.
- Identifying and utilizing local and societal contexts, enabling innovative and flexible responses in classrooms, schools, school authorities and the government.
- Recognizing the unique learning needs of students and foster equitable and inclusive learning environments.



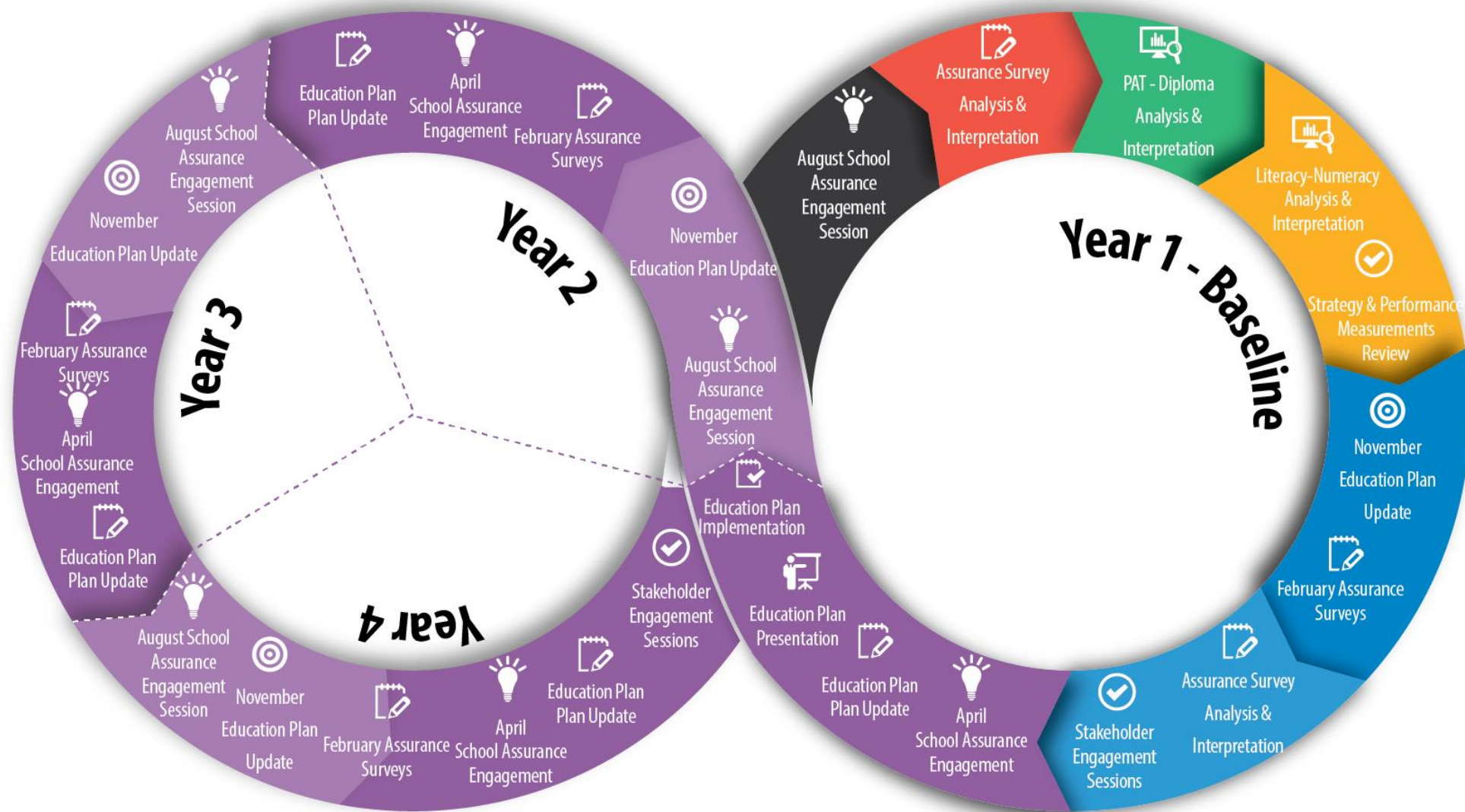
ECACS Targeted Domains

The Assurance Domains and associated vital elements provide the accountability framework to guide k-12 program delivery. School divisions are responsible for implementing and monitoring all domains and critical outcomes. Still, school divisions are encouraged to focus on key domains and outcomes that improve teaching and learning within the context of each school community. ECACS plan focuses on four domains: our faith domain, as well as three other domains, Teaching and Leading, Learning Supports, and Student Growth and Achievement. For each domain, we specify what outcomes we want to achieve, what strategies we will use to achieve the outcomes, what targets we want to reach, and what performance measures we will use to assess our progress.

Each school year will begin with an Assurance Framework engagement session with school administration, teachers, support staff, parent council members and trustees. The startup engagement sessions will allow each school admin team to provide an overview of the Assurance Framework as it aligns to the local context of each school community and the continuous improvement process based on strategies to improve teaching, learning, and assessment practices. School communities will review last year's local and province Assurance survey results and additional data sets such as PAT and Diploma results. The interpretation of these data sets will inform discussions and align strategies at each school to address outcomes under focused Domains within the Assurance Framework.

School admin teams will update the school education plan strategies and performance measures based on stakeholder feedback. In November, each school admin team will complete a presentation to senior administration and region trustees to identify the celebrations, challenges, and opportunities being addressed through the continuous improvement process. Schools will continue to implement local strategies and engage students, parents and community members through division Assurance surveys and engagement sessions to inform practice throughout the school year.

In March - April, each school will engage in another local stakeholder session to review the current year's Assurance survey feedback to adjust the education plan strategies and performance measures for the upcoming school year. In April of each year, school admin teams will complete a division presentation of their updated school education plans and budget requirements for the upcoming school year. The Division and school education plans and budget frameworks will be submitted to the government in May for the next school year. The continuous improvement cycle will continue over four years, providing an opportunity to engage, reflect on practice, and refine strategies to improve teaching, learning, and assessment practices.



Goal

Provide opportunities for our students, staff, parents and trustees to encounter Jesus Christ in an explicitly Catholic environment throughout the division.

Key Elements - Outcomes

All members of our school communities are children of God and seek Him in their lives.

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 witness to others a life lived in relationship with Jesus Christ.

Our students, staff, and parents are honoured as distinct and unique while being brought together in a spirit of communion.

Primary Strategies

Implementing year four of the four year faith plan - “Called by God to Care.”

Analyze division assurance survey feedback to evaluate the performance of our strategies to improve domain one outcomes.

Review and integrate curriculum resources to support faith permeation across all grade levels and subject areas that align with Religion Education Network, Council of Catholic School Superintendents of Alberta, and Catholic bishop recommendations.

Director of Faith and Wellness supports religious curriculum integration through coordinating faith, social justice, truth and reconciliation resources and activities for students and staff across the Division.

School level Faith Coaches work with the Director of Faith and Wellness to implement and support faith initiatives, activities and liturgical seasons.

Collaborating with community and regional faith leaders to identify and implement strategies to improve home, school, and parish relationships.

On Going Strategies

Educating staff about 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. Advocate for quality Catholic education by participating in local and provincial initiatives such as Council of Catholic School Superintendents of Alberta, Alberta Catholic School Trustees Association, Religions and Moral Education Council (RMEC), Marked By God, SPICE, BluePrints, and GrACE committee events.

Performance Measures

Provincial Assurance Satisfaction Survey - Safe & Caring - 90%

Provincial Assurance Satisfaction Survey - Citizenship - 90%

ECCS Local Assurance Satisfaction Survey - Teachers - 85%

ECCS Local Assurance Satisfaction Survey - Support Staff - 85%

ECCS Local Assurance Satisfaction Survey - Student (4-6) - 90%

ECCS Local Assurance Satisfaction Survey - Student (7-12) - 80%

ECCS Local Assurance Satisfaction Survey - Parent - 85%

The Director of Faith and Wellness coordinates and supports school-based Faith Coaches through face-to-face, online meetings and Google Classroom resource sharing.

Staff and students continue to participate in division, regional and provincial faith sharing and professional development events.

Implementation of CCSSA and Alberta Education approve curriculum support resources through division coordinated professional development.

Goal

Students progress in their learning, relative to identified provincial learning outcomes and consistent with their needs, interests and aspirations.

Key Elements - Outcomes

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 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.

Primary Strategies

Collaborate with Learning Network to develop and implement a division professional development plan to support teachers implementing the new curriculum.

Providing divisional and school collaborative professional development opportunities for leadership teams and teachers to develop and share best practices in reading, writing, speaking, listening and numeracy.

Identifying and implementing provincial learning gap assessments to inform instructional practices and improve student success.

Collaborating with school leadership teams, teachers, and parents to develop common student progress reports that align with the new curriculum.

On Going Strategies

Recruiting and hiring certified lead teachers with expertise and passion in specific curriculum areas.

Analyzing PAT, DIP and provincially aligned literacy and numeracy assessment data to inform best practices and target needs.

Teachers providing formative and summative feedback in a timely manner to inform and enhance student achievement.

Teachers and school leaders utilize student information systems (SIS - PowerSchool, Extranet, IPP - Clevr) to provide relevant and timely updates to inform and guide student achievement progress updates.

Collaborating with Learning Network to identify resources, learning activities and professional development opportunities to support student and staff in the acquisition reconciliation and FNMI knowledge.

Providing Dual Credit course delivery through the School Of Hope in collaboration with Lakeland College as a Distance Education program offering.

Equip the CTS mobile trailer with career and technology program equipment aligned to student interest within each community.

Working collaboratively with other school divisions and Lakeland College to offer TAVE opportunities and dual credit programming.

Performance Measures

Provincial PAT - Diploma Assessments - 85% of students will achieve acceptable standard and 15% will achieve standard of excellence.

Provincial Assurance Survey - Continuous Improvement - 85%

Provincial Assurance Survey - HS Completion Rates - 78% of students complete high school three years after entering grade 10.

Provincial Assurance Survey - Work Preparation - 88%

ECCS Local Assurance Survey - Teachers - 85%

ECCS Local Assurance Survey - Support Staff - 80%

ECCS Local Assurance Survey - Students (4-6) - 90%

ECCS Local Assurance Survey - Students (7-12) - 80%

ECCS Local Assurance Survey - Parents - 80%

Standardized literacy and numeracy assessment data used to inform instruction and assessment practices.

Goal

Teachers and leaders will have the capacity to analyzing the learning context; attending to local and societal considerations; and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading and optimum learning for all.

Key Elements - Outcomes

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.

Primary Strategies

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 data visualizations for staff and stakeholders to analyze provincial and local metrics to inform the design of school strategies and performance measurements.

Provide professional development and collaboration opportunities for school administrative teams to review and develop common supervision and evaluation practices.

Develop a catholic leadership program to identify and support teachers interested in pursuing leadership positions.

Equipping classrooms with lecture capture systems to support high school course offering flexibility across the Division.

Working with current school administrators to improve instructional leadership through job embedded PD.

On Going Strategies

Developing a continuous improvement planning cycle to engage educational stakeholders in the development of division goals, strategies, and performance measures that support the success of all students.

Providing professional development support for school leadership teams and teachers who are reviewing assessment results to inform practice.

Provide teacher collaboration time to develop and share best practices aligned to the new curriculum instructional and assessment guidelines.

Performance Measures

Provincial Assurance Satisfaction Surveys - Quality of Education - 90%

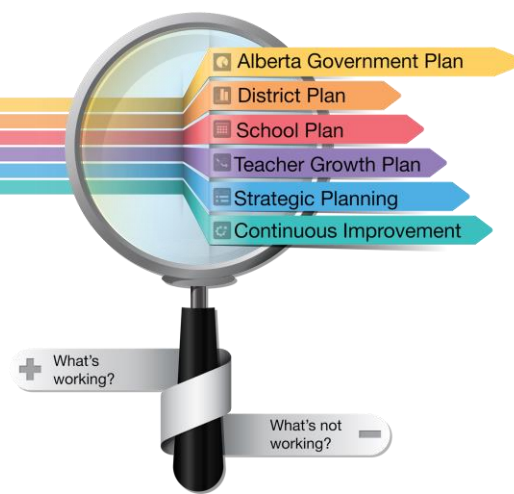
ECCS Local Assurance Surveys - Teachers - 80%

ECCS Local Assurance Surveys - Support Staff - 80%

ECCS Local Assurance Surveys - Students (4-6) - 90%

ECCS Local Assurance Surveys - Student (7-12) - 85%

ECCS Local Assurance Surveys - Parents - 85%



Goal

The mobilization of resources (including expertise, facilities, human and community services) required to demonstrate shared, system-wide responsibility for all children and students.

Key Elements - Outcomes

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 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.

Primary Strategies

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 service aligned to school community learning needs.

Develop division and school Inclusive Education Lead Teacher roles and responsibilities that align with education plan priorities to support the success of all students.

Learning Support Teachers provide guidance and professional development support for inclusive education practices (differentiation and UDL strategies).

Implement FSLW program support (3.4 FTE), to target specific areas of need within the school Division.

On Going Strategies

Identify and implement IT (Infrastructure Technology) and ET (Education Technology) aligned to support modern learning, teaching and assessment practices.

Identify and implement instructional design professional develop to support blended and online instruction and assessment practices aligned to current best practice research.

Provide instructional design professional development aligned to creating personalized instruction and assessment activities to enhance student learning in a blended or online learning environment.

Provide workflows to improve accessibility of student learning accommodations

Implement and support health and wellness and nutrition activities aligned the needs of each school community.

Performance Measures

Assurance Satisfaction Surveys - Quality of Education - 90%

Assurance Satisfaction Surveys - Safe and Caring - 90%

ECCS Local Satisfaction Surveys - Teachers - 80%

ECCS Local Satisfaction Surveys - Support Staff - 85%

ECCS Local Satisfaction Surveys - Students (4-6) - 90%

ECCS Local Satisfaction Surveys - Student (7-12) - 85%

ECCS Local Satisfaction Surveys - Parents - 80%

Percentage of students receiving FSL support services.

Percentage of students receiving AHS and wrap around services.



1018-1st Avenue

Wainwright, Alberta

T9W 1G9

780-842-3992

reception@ecacs16.ab.ca



*"Growing in Christ,
Making a Difference."*



Four-Year Education Plan
2021-2025

<https://www.ecacs.ca>