

**East Central
Catholic Schools**



**Education Plan
2025-2029**

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Blessed Sacrament School is proud to lead our students to excellence in their academics while fostering a safe, welcoming, and caring school community.

Blessed Sacrament Outreach – Wainwright, Alberta



Blessed Sacrament Outreach School (BSO) is a small, alternative high school that has been assisting students with their educational needs for over 20 years. BSO provides a warm, caring learning environment serving the needs of students who:

- were not successful in a traditional school setting.
 - need one or two courses to get their diploma
 - may not meet post-secondary entrance requirements.
 - wish to improve their classroom mark on a diploma course.
 - are facing timetable conflicts at their high school.
- are young parents requiring an flexible school schedule and setting.
 - are facing outside challenges that make attending a regular high school difficult.

St. Thomas Aquinas School – Provost, Alberta



Saint Thomas Aquinas is a K-12 school with approximately 200 students. Our students reside in the Town of Provost, communities within the MD of Provost, or surrounding rural areas.

At Saint Thomas Aquinas, our staff and families are dedicated to creating an inclusive, faith-based, and respectful learning environment where students can safely engage in active learning. We believe that elementary students need a strong foundation in numeracy and literacy for future success;

therefore, our programs are designed to provide additional support in these critical areas. We utilize guided reading, phonological awareness, vocabulary development, math manipulatives, and technological resources to create numerous cross-curricular applications and diverse learning opportunities that cater to each student's learning progression.

In Junior and Senior High, our student programming is flexible and offers various multi-dimensional learning opportunities. We provide multiple CTF/CTS electives that align with individual student interests, such as Outdoor Education and Foods. Our senior academic programming is tailored to meet the unique needs of each student, supported by divisional resources.

Beyond academics, we also value sports and extracurricular activities. Students are encouraged to participate in sports such as volleyball, basketball, badminton, cross-country running, curling, and golf. Additionally, students can develop their leadership skills through various clubs, including youth choir, student union, and yearbook.

Christ-King Catholic School – Stettler, Alberta



Christ-King Catholic School offers a Christ-centered education to over 150 students from Kindergarten to Grade 9. We integrate a Catholic worldview into all subject areas and aspects of our school culture.

In addition to our focus on academic subjects, we provide Religion classes for each grade and a robust physical activity program. We are a one-to-one device school, offering Chromebooks and iPads to all students. Our extracurricular athletics include cross-country, volleyball, basketball, badminton, curling, and track and field. We also provide swimming lessons for Kindergarten through Grade 6 students. Furthermore, students have opportunities to participate in Fine Arts activities such as the school choir and acting in our annual Advent concert.

Christ-King Catholic School offers a diverse range of Junior High options that cater to student interests. Beyond the classroom, we have access to the East Central Catholic Schools CTF Trailer, a mobile classroom that enables us to provide Industrial Arts education.

Founded in the Fall of 2003, Christ-King Catholic School emerged from humble beginnings. Concerned parents in the Stettler area sought a Catholic education for their children and dedicated countless hours to establish a wonderful school. Initially located in a small space in the Stettler mall, the school quickly developed into a close-knit community. As enrollment grew, we moved to our current location in the summer of 2005. After a couple of years, renovations were made to accommodate our ongoing growth.

Christ-King continues to foster a family atmosphere, ensuring that anyone who enters our doors feels comfortable and at home. Our staff is committed to educating students in Catholic Christian values while encouraging them to become the best versions of themselves. At CKCS, we are dedicated to helping all students achieve high levels of success, build community, and grow in their relationship with others through Jesus Christ. In line with this mission, we strive to create a safe and caring environment for all students to learn and grow.

Theresetta School – Castor, Alberta



Theresetta Catholic School provides a Christ-centered education for students in Kindergarten through Grade 9, welcoming individuals of all faith backgrounds. We are dedicated to offering strong programs in academics, athletics, and the fine arts.

In addition to our core academic subjects, we offer Religion classes at every grade level, a comprehensive physical activity program, and an outstanding Fine Arts curriculum. Our school is equipped with technology, as we provide each student with their own device, including Chromebooks and iPads.

We also have a variety of extra-curricular athletics, such as cross-country, volleyball, basketball, badminton, curling, archery, and track and field. Kindergarten to Grade 6 students are offered swimming lessons as well.

For our Junior High students, TCS presents a wide range of options tailored to their interests. Additionally, we have access to the East Central Catholic Schools CTF Trailer, a mobile classroom that allows us to offer Industrial Arts programs.

Theresetta Catholic School fosters a safe and caring environment for every student who walks through our doors. We celebrate and respect the uniqueness of each individual.

St. Jerome's School – Vermilion, Alberta



St. Jerome's School (STJ) is a Catholic School located in Vermilion, AB and is a part of ECCS (East Central Catholic Schools) based out of Wainwright, Alberta. We offer a Christ-centered education to students in Kindergarten to Grade 12, regardless of faith background.

Aside from our focus on academic subjects, we also have Religion classes in each grade and we offer French for Grades 4-12. In the area of technology, we are a one-to-one device school for all grades and have Chromebooks and iPad available to our students. We are home of the Spartans and we offer a thriving/competitive house league system for extra-curricular athletics in the sports of volleyball, basketball, badminton, golf, football, cross-country and track and field.

Grade 10 students have the opportunity to go beyond the classroom in Lakeland College's CTS program. Every spring they have the opportunity to take carpentry, automotive, interior design and welding studies at the Vermilion campus.

St. Jerome's is proud to lead our students to excellence in their academics while fostering a safe, welcoming, and caring school community.

School of Hope & Hope Home Schooling – Vermilion, Sherwood Park and Lethbridge



Founded in 1988, Hope Home Schooling began as a home education program through St. Jerome's School in Vermilion. In 1992, we became one of the first and largest non-resident school boards in Alberta to welcome students from across the province. That year, we supported approximately 500 students enrolled in basic home education. Our community grew rapidly—doubling in size the following year, and again the year after.

In 1996, the *School of Hope* was established to provide enhanced support for students and families, following provincial funding cuts to basic home education. This marked the beginning of our evolution into a leader in home-based and distance learning. Today, School of Hope and Hope Home Schooling serve thousands of students throughout Alberta, offering flexible, engaging, and inclusive educational experiences rooted in a faith-based, family-centered approach.

At the heart of our work is a strong commitment to personalized learning. We strive to offer sound, accessible, and engaging courses across all subject areas and grade levels, empowering students to build an educational journey that reflects their individual needs, learning environments, and interests. Our vision is to help every learner thrive by meeting them where they are and supporting their unique educational path.

Our team of Alberta Education-certified teachers are active in their faith communities and are passionate about life-long learning. They bring this commitment into the classroom by providing adaptable instructional approaches, nurturing meaningful relationships with students and families, and modeling excellence in teaching and learning. At School of Hope, we believe that when students are supported by flexible instruction and strong community connections, they can achieve both academic success and personal growth.

FOUNDATIONAL STATEMENT

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.

Nothing in this policy is to be interpreted so as to limit or be a waiver of the East Central Alberta Catholic School Board's rights and powers pursuant the Constitution Act, 1867 (Section 93) and the Canadian Charter of Rights and Freedoms (Section 29) to maintain the denominational character of Catholic schools. If any of the provisions in this policy conflict with the East Central Alberta Catholic School Board's rights and powers pursuant to the Constitution Act, 1867 (Section 93) and the Canadian Charter of Rights and Freedoms (Section 29) to maintain the denominational character of Catholic schools, the East Central Alberta Catholic School Board's rights and powers pursuant the Constitution Act, 1867 (Section 93) and the Canadian Charter of Rights and Freedoms (Section 29) to maintain the denominational character of Catholic schools will govern.

In order to fulfill its mandate, the Board has adopted the following mission, vision, values, and commitments:

Mission Statement:

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

Vision Statement:

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

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 to discern. Learners being engaged, challenged, reaching for undiscovered potential; and begin recognized for doing so.

ACCOUNTABILITY STATEMENT

Under the direction of the School Board, the Education Plan for East Central Catholic Separate School Division commencing September 1, 2025, was prepared under the direction of the Board in accordance with its responsibilities under the *Education Act* and the *Sustainable Fiscal Planning and Reporting Act*. This plan was developed in the context of the provincial government's business and fiscal plans. The School Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student and learning results.

The Board approved the 2025-2029 Education Plan, on May 22, 2025. (Year 1)

The School Board reviewed and approved the 2025-2029 Education Plan on May 28, 2026. (Year 2)

"Original Signed"

Derek Collins
Board Chair



BOARD CHAIR'S MESSAGE

Derek Collins

On behalf of the Board of Trustees, I am pleased to present East Central Alberta Catholic Schools' Four-Year Education Plan for 2025-2029, now entering its second year of this strategic cycle. This plan was developed through a collaborative effort involving all stakeholders and has been formally approved by the Board of Trustees.

As we continue moving forward, our plan will adapt and grow as we engage with stakeholders in analyzing both provincial and local data. This ongoing process enables us to make informed, timely decisions that support the success of all students within the framework of our Catholic faith.

This document outlines our educational priorities, strategies, and performance measures guiding program delivery across the remaining years of this plan. Education in Alberta continues to undergo significant transformation, with an evolving funding framework, the ongoing implementation of a new curriculum, and the continued effects of pandemic-related disruptions. ECACS remains committed to navigating these challenges and seizing new opportunities to ensure our students are well-prepared for success in the 21st century. We continue to explore ways to expand program offerings that engage and support students as they prepare to enter a rapidly changing workforce.

There is much to celebrate within ECACS, thanks to the dedication of our passionate staff, supportive families, and engaged external stakeholders, who continue to provide the highest quality of Catholic education despite evolving teaching and learning conditions. Building on the foundation established in our first year, we remain focused on applying effective strategies to support our students, staff, parents, and partners. These strategies are reflected in this year's plan, and the Board looks forward to their continued positive impact on student achievement.

We encourage you to review this plan, which provides a comprehensive snapshot of the ongoing work being done to support our students. Our unwavering commitment to Catholic education ensures that our students will continue to learn and grow in a culture of faith and excellence.

“Original Signed”

Derek Collins
Board Chair



SUPERINTENDENT'S MESSAGE

Jim Taplin

It is with great pride that I present the East Central Alberta Catholic Schools (ECACS) Education Plan for its second year. This document reflects our continued commitment to excellence in all areas of education, rooted firmly in our Catholic faith and guided by our mission to educate the whole person: mind, body, and spirit.

At ECACS, we continue to grow and affirm our Catholic identity while supporting academic achievement, student well-being, and meaningful family involvement. We remain equally dedicated to promoting mental health, fostering strong school-parish relationships, and maintaining the highest standards in teaching and learning.

Building on the progress made in our first year, these efforts continue to be made possible through the dedication of our staff, the enthusiasm and potential of our students, and the support of our families and community partners. Together, we are sustaining safe, inclusive, and faith-filled environments where every student is empowered to thrive.

As Superintendent, I am proud of the growth being realized across our Division and confident that this Education Plan continues to reflect the shared values and aspirations that unite us. We remain steadfast in our commitment to continuous improvement and innovation, ensuring every student is prepared for a bright and purposeful future.

Jim Taplin
Superintendent

MEET OUR TRUSTEES



Derek Collins
Board Chair
Vermilion Trustee



Mardy Charlebois
Vice Chair
Wainwright Trustee



Alan Rogan
Vermilion Trustee



Angelique Peeters
Wainwright Trustee



Rebecca Scherger
Provost Trustee



Noel Wirachowsky
Provost Trustee



Carolyn Fetaz
Castor Trustee



Ryan Bolin
Stettler/Killam Trustee



STAKEHOLDER ENGAGEMENT

ECACS is dedicated to meaningful engagement with a broad range of community partners and stakeholders. This includes students, staff, parents and families, school councils, parishes, government representatives, sister school boards, and members of the wider community.

The insights and feedback gathered through these engagement efforts have been thoughtfully integrated into this Four-Year Education Plan. School councils were engaged in alignment with Section 12 of the School Council Regulation.

Our Engagement Process:

- Parent Surveys
- Staff Surveys
- Student Surveys
- Priest Engagement

Forms of Engagement:

- Regular conversations between local Trustees and families, Division staff, parishioners, and other community members.
- Relationships and discussions between staff, students, and families
- Public board meetings
- School Council meetings
- Review of insights and implications from the Alberta Education Results Report with stakeholders

KEY INSIGHTS FROM THE 2024–2025 ANNUAL EDUCATION RESULTS REPORT (AERR)

This section describes the provincial and local data reviewed in developing this plan and summarizes the key insights, including identified strengths, areas for improvement, emerging growth trends, and developing needs, drawn from the 2024–2025 Annual Education Results Report (AERR). The insights are organized by Assurance Domain and reflect a synthesis of provincial Alberta Education Assurance Measures (AEAMs) and ECCS local assurance survey results.

Note: "Overall" figures reflect the combined parent, student, and teacher responses, where applicable, for the 2024–2025 school year compared with the previous three-year provincial average. Where local survey results differ meaningfully from provincial AEAM results on a related question, both are identified.

Domain 1 Quality Catholic Education

Measure	Current Result	Evaluation
Citizenship	83.8% (ECCS) vs. 79.8% (AB)	Very High / Good
Welcoming, Caring, Respectful & Safe Learning Environments	86.7% (ECCS) vs. 84.4% (AB)	Intermediate / Issue
Safe & Caring	89.7% (ECCS) vs. 87.3% (AB)	Strong, stable

Strengths

- Citizenship results are Very High overall (83.8%), well above the provincial average, and rated “Good” on improvement.
- Safe & Caring results are strong (90% overall), with every stakeholder group parents, students, and teachers at 84% or higher.
- Local survey results specific to Quality Catholic Education are very strong, averaging 94% satisfaction across parents, teachers, students, and support staff.

Areas for Improvement

- Citizenship is very high overall, but student-specific results sit lower at 76%, indicating a gap between adult and student perception.
- Welcoming, Caring, Respectful & Safe Learning Environments (WCRSLE) is rated “Intermediate/Issue” due specifically to student results (79%), even though parent and teacher results remain strong (86–94%).

Developing Needs

- Continued faith formation for Board, Senior Administration, staff, students, parents, and parish partners (currently being delivered through the Saints Toolkit).
- Ongoing stakeholder involvement in refining Domain One local survey questions so they continue to track yearly improvement strategies.

Domain 2 Student Growth & Achievement

Measure	Current Result	Evaluation
Student Learning Engagement	85.3% (ECCS) vs. 83.9% (AB)	Intermediate / Acceptable
3-Year High School Completion	72.9% (ECCS) vs. 81.4% (AB)	Low / Issue
5-Year High School Completion	80.8% (ECCS) vs. 87.1% (AB)	Intermediate / Acceptable
PAT9: Acceptable Standard	57.3% (ECCS) vs. 62.5% (AB)	Very Low / Concern
PAT9: Standard of Excellence	12.9% (ECCS) vs. 15.6% (AB)	Low / Issue
Diploma: Acceptable Standard	75.2% (ECCS) vs. 82.0% (AB)	Low / Issue
Diploma: Standard of Excellence	13.2% (ECCS) vs. 23.0% (AB)	Intermediate / Acceptable

Strengths

- Student Learning Engagement is strong overall (85%), above the provincial average.
- Work Preparation results are strong overall (87%), with a 10-percentage-point year-over-year improvement in parent satisfaction.
- Teachers report very high satisfaction that students are gaining lifelong learning skills (91–97% across years).
- Grade 6 PAT results are strong across ELA, Social Studies, and (where written) other subjects, with the exception of Math.

Areas for Improvement

- 3-Year High School Completion is rated “Low/Issue” the most significant achievement gap relative to the provincial average (72.9% vs. 81.4%).
- PAT9 Acceptable Standard is rated “Very Low/Concern,” the most urgent flag on the entire AEAM summary table.
- PAT9 Excellence and Diploma Acceptable Standard are both rated “Low/Issue.”

- Program of Studies satisfaction falls below 80% overall (78%), with parents at 75% and students at 74%, driven largely by limited elective/option course viability in small rural schools.
- Math achievement is a consistent weak point at both Grade 6 and Grade 9 relative to other subjects.
- Online (School of Hope) students are contributing disproportionately to lower exam participation rates division wide.

Emerging Growth Trends

- While the provincial survey shows parent satisfaction with Lifelong Learning at 71% overall, ECCS's local survey asking a more contextually specific question, shows 89% parent satisfaction, suggesting the gap is partly a measurement artifact rather than an actual concern.
- Work Preparation shows a clear upward trend in parent satisfaction (+10 points year-over-year).

Developing Needs

- Targeted strategies to close the Math achievement gap at Grade 6 and Grade 9.
- Continued use of School of Hope to provide program flexibility to widen course offerings for small rural schools. To also improve pathways to graduation.
- Review of absent-student procedures to ensure all schools are aware of flexibility for makeup PAT writing.
- Facilitating professional development for Administrators regarding instructional leadership.

Domain 3 Teaching & Leading

Measure	Current Result	Evaluation
Education Quality	89.8% (ECCS) vs. 87.7% (AB)	Very High / Excellent
In-Service Jurisdictional Needs	81.4% (ECCS) vs. 81.7% (AB)	Improved (+11 pts YoY)
Satisfaction with Program Access	72.3% (ECCS) vs. 72.1% (AB)	Stable, low 70s

Strengths

- Education Quality is rated Very High/Excellent (90% overall), the strongest-performing measure in the entire report, consistent across all four years of data.
- In-Service Jurisdictional Needs improved by 11 percentage points year-over-year.
- Local survey results show strong satisfaction with technology integration in classrooms.

Areas for Improvement

- Satisfaction with Program Access has remained consistently in the low 70s for several years, with parent satisfaction the lowest of any stakeholder group (65–68% in recent years).
- The primary driver of low parent satisfaction is academic and career counselling, specifically (56% and 50% satisfaction respectively on the provincial survey).

Emerging Growth Trends

- ECCS's local survey question on career-options support for Grade 10–12 students show 82% parent satisfaction markedly higher than the provincial career-counselling figures, suggesting local supports may be performing better than the provincial measure captures.
- The Division has created a new Artificial Intelligence Procedure, reflecting a growing focus on responsible AI use in teaching practice.

Developing Needs

- Dedicated academic and career counselling capacity the plan explores options such as a divisional career-counselling resource.
- Expansion of Career Day presentations and promotion of Dual Credit, Work Experience, RAP, and Green Certificate opportunities.
- Implementation of a Learning Management System (Canvas) to support blended course delivery and address high school staffing challenges in small rural schools.

Domain 4 Learning Support

Measure	Current Result	Evaluation
Welcoming, Caring, Respectful & Safe Learning Environments	86.7% (ECCS) vs. 84.4% (AB)	Intermediate / Issue
Access to Supports & Services	81.8% (ECCS) vs. 80.1% (AB)	Intermediate / Acceptable
Program of Studies – Students at Risk	82.1% (ECCS) vs. 80.5% (AB)	Strong overall

Strengths

- Safe & Caring results remain strong overall (90%), with all stakeholder groups at 84% or higher.
- Access to Supports & Services shows strong overall results (82%).
- Parent satisfaction on local survey questions about their child receiving suitable support (86%) and support for success (90%) is notably strong.

Areas for Improvement

- WCRSLE shows strong overall results (87%) but a clear concern at the student level (79%) though local survey questions on being treated with respect score higher for most grade

bands (84% Gr. 4–6, 85% Gr. 10–12), pointing to Grade 7–9 (74%) as the specific area of concern.

- Access to Supports & Services and Program of Studies – Students at Risk both show a parent-specific concern (77% and 75% respectively) despite strong overall results.
- English as an Additional Language (EAL) Math results are low: 29% Acceptable Standard at Grade 6 and 43% at Grade 9.

Emerging Growth Trends

- Inclusive Education, FNMI, and EAL enrollment have shown some fluctuation over the past four years, with Inclusive Education enrollment recovering after a dip in 2023/2024.

Developing Needs

- Increased Family School Liaison (FSL) Worker and Learning Support Teacher (LST) time in schools, to expand direct and community-referred supports.
- Continued implementation of the Truth and Reconciliation Commission's 94 Calls to Action, including foundational staff learning, holistic data collection for self-identified Indigenous students, and relationship-building with Indigenous families and Elders.
- Continued professional learning to support English Language Learners, particularly in Math.
- Pursuit of inter-jurisdictional supports (e.g., the Division's ISSP application with Clearview School Division) to expand specialized service capacity.

Domain 5 Governance

Measure	Current Result	Evaluation
Parental Involvement	76.2% (ECCS) vs. 80.0% (AB)	Intermediate / Acceptable
School Improvement	82.1% (ECCS) vs. 76.6% (AB)	Improving trend

Strengths

- School Improvement results show a clear improving trend, now exceeding the provincial average (82.1% vs. 76.6%).
- Local survey results are very strong across all stakeholder groups for governance-related questions (e.g., 94% of teachers satisfied with Assurance Planning engagement sessions; 95% of parents would recommend their school).

Areas for Improvement

- Parental Involvement is flagged as a concern, with overall results at 76% and parent-specific results at just 67% the lowest parent figure in this measure's recent history.

Emerging Growth Trends

- Despite the low provincial Parental Involvement figure, ECCS's own local survey question asking whether the school considers, respects, and values parent input shows 92% satisfaction. This is one of the clearest examples in the report of a gap between the

provincial instrument's wording and parents' actual lived experience, reinforcing the value of the Division's local assurance survey workflow.

Developing Needs

- Continued, consistent deployment of local assurance surveys across all schools (timed for February/March) to ensure full and comparable participation.
 - Continued promotion of parent engagement channels (newsletters, social media, Bright Arrow notifications, parent council meetings) to support feedback collection.
-

Domain 6 Local Societal Context

Strengths

- Across all stakeholder groups, recommendation rates remain high: 94% of Grade 4–6 students, 89% of Grade 7–9 students, and 84% of Grade 10–12 students would recommend their school to a friend; 91% of teachers and support staff agree their school is a good place to teach, learn, and grow; 95% of parents would recommend their school to another parent.

Developing Needs

- Mental health and wellness challenges, which vary across the Division and across school communities.
 - Substitute teacher availability division wide.
 - Recruitment and retention of teachers, specialized high school teachers, and wraparound support personnel (LST, FSLW, AHS) in small rural communities.
 - Long-term sustainability of rural and in-town transportation services, and recruitment of transportation personnel.
-

Theme: Local vs. Provincial Measurement Gaps

A recurring pattern across multiple domains is a meaningful gap between provincial AEAM results and ECCS's own local assurance survey results on related questions with the local survey consistently showing higher satisfaction (Lifelong Learning, Domain 2; Program Access/career counselling, Domain 3; WCRSLE respect items, Domain 4; Parental Involvement, Domain 5). This pattern suggests that in several areas, the provincial instrument's specific wording may not fully capture ECCS's local context and supports the Division's continued investment in a local assurance survey workflow covering groups and topics (support staff, Grades 4–12 students, Domain One, FNMI strategies) not addressed by the provincial format as a key source of evidence for this plan.

Theme: Math Achievement

Math achievement emerges as a need across nearly every relevant measure: Grade 6 and Grade 9 PAT results, EAL-specific results, and overall Diploma performance. This positions Math instruction as a priority area threading through the Student Growth & Achievement (Domain 2) and Learning Support (Domain 4) sections of this plan, and directly informs the goals and strategies set out below.

FAITH PERMEATION

Our goal is to ensure meaningful opportunities for faith development and integration across all aspects of learning and growth for students, staff, and board members. We are committed to delivering high-quality Catholic education rooted in Christ that nurtures the formation of faith-filled citizens, encourages the pursuit of excellence in everyone's God-given talents, and models the teachings of Christ in a just, inclusive, and faith-infused learning environment.

DOMAIN 1: QUALITY CATHOLIC EDUCATION

Goal: Through intentional faith formation opportunities, we invite our students, staff, parents, and trustees to encounter Jesus Christ in an explicitly Catholic environment and to recognize God's truth revealed through Scripture, tradition, and the teachings of the Church.

Outcomes:

- Students, staff, parents, and trustees will demonstrate a deeper understanding and lived experience of the Catholic faith, focusing on the transcendental of Truth, Beauty and Goodness.
- Faith formation opportunities and integration of Catholic teachings across the curriculum.
- Staff will confidently live, articulate, and witness the faith with Gospel values and a love of Jesus Christ and live more fully as disciples of Christ.
- Schools will model faith-infused learning environments that foster moral decision-making, spiritual growth, and a recognition of God's truth revealed through Christ and the Church.

Strategies: Year 2

Host a division-wide Mission & Ministry Day centered on the theme "*Seeking the Beauty of Creation and the Divine*," exploring how we encounter God through the beauty of creation and the gift of Catholic education.

Facilitate a divisional Mid-Year Faith Day focused on the beauty of prayer, Christian witness, and living out the Gospel in our schools and communities.

Implement East Central Catholic's Catholic School Review process in alignment with the Bishops' Assurance Framework to strengthen Catholic identity, faith permeation, and continuous growth.

Explore the Parable of the Lost Coin and the Parable of the Mustard Seed as models for Catholic educators, emphasizing the dignity, worth, and spiritual growth of every student.

Provide faith-based resources and formation materials for key events and initiatives, including Catholic Education Week, Pink Shirt Day, and Truth and Reconciliation learning opportunities.

Provide meaningful retreat experiences for all students that foster personal and communal spiritual growth through prayer, reflection, and encounter with Christ.

Engage in collaborative formation opportunities with new teachers to deepen understanding of the division's mission, vision, and Catholic culture through the liturgical year, prayer, approved faith resources, evangelization, and permeation, enabling them to support students in their spiritual formation journey.

Support the implementation of the new *Grade 9 Growing in Faith, Growing in Christ* curriculum through professional learning, collaboration, and faith-centered instructional support.

Strengthen relationships between the division, schools, parishes, and the broader Catholic community by fostering collaboration among parish priests, trustees, administrators, senior administration, and faith leaders through the annual Priest Engagement Meeting.

Create opportunities for students to witness and live out Catholic teachings through faith-filled school, parish, and community service activities rooted in Gospel values.

Promote the formation of responsible, compassionate, and faith-filled students who embody the teachings of Christ in their daily lives by taking part in the Archbishops Student Advisory Committee and Archbishops Leadership Award.

Support Faith Coaches in serving as leaders of faith formation, Catholic permeation, liturgical life, and prayer within their school communities.

Provide ongoing faith formation opportunities for trustees, administrators, staff, and students through the lens of the Five Marks of an Excellent Catholic School and the characteristics of exemplary Catholic leaders, teachers, students, and support staff. Faith formation will continue to be reinforced through board, administrative, and staff meetings.

Measures of Success:

Results of the ECCS Assurance Survey Responses

- Percentage of grade 4-6 students satisfied that the school provides opportunities to grow in my faith and become closer to God.
- Percentage of grade 7-12 students satisfied with the opportunities to be involved in volunteer work and community service.
- Percentage of grade 7-12 students satisfied with the Catholic atmosphere in your school
- Percentage of grade 7-12 students satisfied that the school helps them grow in faith and become closer to God.
- Percentage of parents satisfied that the school is helping their child grow in their faith.
- Percentage of parents satisfied with the relationship between home, school, and parish.
- Percentage of parents satisfied that Gospel values are integrated into all subject areas.
- Percentage of parents satisfied with the opportunity to be involved in school-level religious celebrations.
- Percentage of teachers satisfied with the Catholic atmosphere in your school.
- Percentage of parents satisfied with the sharing of and access to faith-based information and resources to create a more dynamic Catholic community in your school.



DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT



Student growth and achievement encompass the ongoing progress learners make toward meeting provincial learning outcomes, in ways that reflect their unique needs, interests, and aspirations. Public assurance is fostered when the community sees that students are actively engaged in learning, demonstrate responsible citizenship, and show continuous intellectual and personal development.

Goal: Foster Inclusive, Culturally Responsive Learning to Support First Nations, Métis, Inuit and All Learners

Outcomes:

- First Nations, Métis, and Inuit students are supported in achieving academic success.
- All students gain understanding and appreciation of Indigenous histories, cultures, and contributions.
- Culturally responsive teaching practices are embedded across classrooms to benefit all learners.

Strategies: Year 2

The Indigenous Education and Curriculum Facilitator will support staff in building foundational knowledge of First Nations, Métis, and Inuit histories, cultures, and perspectives that enrich learning for all students. The facilitator will model best practices and provide teachers with strategies to authentically integrate Indigenous teachings into classroom learning.

Support the implementation of the new Grades 7–9 curriculum by connecting outcomes and competencies with Indigenous knowledge, histories, perspectives, and ways of knowing.

Model lessons and co-teaching opportunities that build staff capacity to respectfully teach and appreciate Indigenous histories, cultures, and worldviews.

Provide professional learning opportunities for staff and students focused on Indigenous history, Truth and Reconciliation, and inclusive educational practices.

Incorporate Indigenous perspectives, voices, and teachings into daily instruction across subject areas and grade levels.

Build meaningful relationships with Indigenous families, Elders, Knowledge Keepers, and community partners to strengthen student support, belonging, and success.

Facilitate access to Indigenous education resources, agencies, and experts, including the Indigenous Culture-Based Learning site and related supports, to enhance student learning and development.

Continue to expand and update the ECCS Indigenous Google Drive with lessons, teaching resources, and culturally responsive supports for staff.

Engage students through whole-school events, guest speakers, cultural learning opportunities, and land-based learning experiences that foster authentic understanding and move beyond performative gestures toward meaningful reconciliation.

Monitor Indigenous student success through individualized supports, attendance tracking, and academic achievement data to promote growth, well-being, and equitable outcomes for all learners.

Measures of Success:

- Increased sense of belonging and engagement among Indigenous students (measured via surveys or student voice activities)
- Evidence of Indigenous content and perspectives integrated into lesson planning
- Growth in staff confidence and cultural competency
- Improved achievement and attendance for Indigenous students
- Participation of all students in cultural learning experiences



Goal: Improve foundational skills in literacy and numeracy for students in grades kindergarten to grade 6

Outcomes:

- Increased proficiency in reading and writing as measured by local and provincial assessments
- Increased student engagement around literacy and numeracy tasks
- Decrease number of students in the below acceptable category on the provincial achievement tests
- Reduction in number of students requiring additional support in literacy and numeracy

Strategies: Year 2

- Teachers consistently utilizing formative assessment data to inform teaching practices and improve quality of instruction
- Effective use of resources to support student learning (Reading Eggs, Math Seeds, Jolly Phonics, Gizmos (K-6), Exam Bank)
- Use of K-5 universal screeners
- Professional development for teachers around quality intervention strategies for literacy and numeracy
- Continue training school administration teams around instructional leadership to support literacy and numeracy instruction
- All schools will host a minimum of one parent learning opportunity focused on literacy and numeracy.
- Implement the revised divisional Administrative Procedure 316 on assessment practices, with a focus on strengthening both formative and summative assessment to support improved student learning, achievement, and success.
- Support consistent PowerSchool gradebook implementation across the division, including clear assessment weighting, reporting practices, and meaningful communication of student learning.
- Build staff capacity in creating purposeful gradebooks through clear titles, descriptions, feedback, and report card comments that accurately communicate the story of student growth and achievement.

Measures of Success:

- 85% of students meet or exceed provincial standards on PATs
- 80% of grade 3 students will be at the proficient or excellence level of achievement by end of the school year based on report card data
- Reduction of the literacy achievement gap between Indigenous and non-Indigenous students
- Number of families who participated in the parent learning opportunity

Goal: Enhance language proficiency and academic achievement for English as an Additional Language (EAL) learners to ensure equitable access to curriculum outcomes and improved student well-being.

Outcomes:

- EAL students demonstrate consistent progress in listening, speaking, reading, and writing based on the Alberta K–12 EAL Proficiency Benchmarks.
- EAL learners show improved achievement on school-based assessments, Provincial Achievement Tests (PATs), and Diploma Exams.
- All schools foster welcoming and inclusive cultures where EAL students feel a sense of belonging and safety.
- Division staff are equipped and confident in using evidence-based instructional strategies for EAL learners.
- EAL families are actively engaged as partners in student learning and school life.

Strategies: Year 2

- Implement the Alberta EAL Proficiency Benchmarks consistently across all schools for instructional planning and progress monitoring.
- Provide tiered EAL support services, including direct instruction and in-class integration.
- Deliver division-led training on EAL pedagogy.
- Promote school-wide practices that reflect and respect students' cultural and linguistic identities.
- Embed EAL student voice and cultural celebrations into school and classroom life.
- Provide translated communications and interpreter services for all division schools.
- Host multilingual family nights, newcomer orientations, and information sessions to build relationships and trust.
- Continue to strengthen high-impact instructional practices through intentional classroom routines, visual supports, and structured learning environments that enhance student engagement and success.
- Deepen staff understanding and implementation of Dr. Ross Greene's Collaborative & Proactive Solutions (CPS) model and Third Path Conditions to support positive relationships, student well-being, and responsive learning environments.
- Implement the EAL checklist of strategies for administrator walkthroughs.

Measures of Success:

- A minimum of 80% of EAL students demonstrate annual growth on the EAL Proficiency Benchmarks.
- Improved results for EAL students on Provincial Achievement Tests (PATs), Diploma Exams, and classroom-based assessments.
- Increased satisfaction among EAL students and parents in Alberta Education Assurance Surveys (e.g., engagement, safe and caring schools, parental involvement).
- All schools report evidence of EAL instructional strategies during school administrative team supervision and walkthroughs.
- Increased EAL family attendance at school parent-teacher conferences, cultural events, and learning workshops (tracked through school event data).

DOMAIN 3: TEACHING & LEADING

Teaching and leading involve understanding the learning context, responding to local and societal needs, and applying professional knowledge and skills to ensure high-quality instruction, effective leadership, and optimal learning for all students.

Public assurance is achieved when there is trust and confidence that certified teachers and leaders uphold the professional standards outlined in the Teaching Quality Standard, Leadership Quality Standard, and Superintendent Leadership Quality Standard.

Goal: Enhance Student Preparation for Career Pathways

Outcomes:

- Students develop a strong awareness of their strengths, interests, and values to make informed career and learning choices.
- Students reflect on their identities and explore how their personal attributes align with career possibilities and life goals.
- Students engage in diverse, hands-on learning experiences that connect classroom learning with real-world applications.
- Students apply skills and knowledge in authentic contexts such as work experience, Registered Apprenticeship Program, and Catholic community service.
- Students demonstrate competence in key 21st-century skills such as collaboration, communication, digital literacy, and critical thinking.
- Students are aware of and have access to multiple post-secondary and career pathways, including skilled trades, college, university, and entrepreneurship.
- Students are supported in identifying and pursuing pathways that match their aspirations, including flexible options like work experience and apprenticeship.
- Students and families are engaged in meaningful conversations about post-secondary transitions and career readiness.
- Schools provide timely information and guidance to help families support students in planning for the future.
- Students transition smoothly from high school to post-secondary education, the workforce, or other opportunities.

Strategies: Year 2

- Implement and integrate comprehensive career education programs (e.g., Career and Life Management (CALM), RAP, CTF and CTS programming).
- Provide authentic learning opportunities including work experience, job shadowing, and mentorships in partnership with local businesses and industry.
- Use career interest inventories and post-secondary planning tools to help students set personal learning goals aligned with career aspirations.
- Engage students, parents, and the community in regular conversations about post-secondary and occupational opportunities.
- Enhance student engagement and career readiness by providing equitable, hands-on learning experiences through a rotating CTF trailer program across St. Thomas Aquinas, Theresetta, and Christ the King Catholic School.
- Recruitment of community instructors to support and enhance trade programming within the CTF trailer.
- Host parent awareness nights around post-secondary programming.

- Support School of Hope with summer school opportunities that support student's career pathways.
- Support ECCS post-secondary career fair for high school students.

Measures of Success:

- Increased percentage of students who agree that they are learning skills that will help them in their future careers.
- Higher participation rates in CTS, work experience, and apprenticeship programs.
- Improved transitions to post-secondary or the workforce within six months of high school completion (provincial data).
- Positive feedback from students, parents, and employers about the effectiveness of career preparation initiatives based on local survey.
- Number of students participating in summer school programming.



Goal: Minimize the gap between school-awarded marks and diploma examination marks by aligning assessments, improving instructional practices, and increasing student preparedness across all high schools in the division.

Outcomes:

- The division demonstrates a reduction in the average mark discrepancy between school-awarded grades and diploma examination results, reflecting improved alignment with provincial standards.
- Teachers consistently apply high-quality, standards-aligned assessment practices that accurately reflect diploma-level expectations, supported by strong instructional leadership and professional collaboration.
- Students show improved results on diploma exams due to aligned instruction, assessment, and targeted supports.

Strategies: Year 2

- Establish subject-specific Professional Learning Communities across all high schools.
- Organize regular collaboration sessions where diploma-level teachers work together to develop common final assessments, consistent marking guides, curriculum-aligned instructional materials, and effective exam preparation resources.
- Provide professional development focused on aligning classroom assessment with diploma standards, including understanding exam blueprints, designing valid assessments, calibrating marking practices, and using exemplars and rubrics effectively.
- Facilitate ongoing cross-school collaboration among diploma-level teachers to jointly develop common assessments, standardized marking guides, and aligned instructional resources.
- Use diploma exam and school-awarded mark data to identify areas of strength and need across the division.
- Share disaggregated data with teachers to guide targeted interventions and track progress in reducing mark discrepancies.
- Ensure students regularly engage in diploma-style assessments and receive formative feedback throughout the course.
- Provide training and support for principals and vice principals to strengthen their instructional leadership by guiding collaborative assessment moderation processes that promote consistency, accuracy, and alignment with diploma exam standards.
- Continue to strengthen high-impact instructional practices through intentional classroom routines, visual supports, and structured learning environments that enhance student engagement and success.
- Teachers from adjacent grade levels will work together around analysis of school academic data in order to align and enhance practices.
- Teachers will be encouraged to observe other teachers to enhance pedagogy and classroom practices.

Measures of Success:

- 100% of principals and vice principals complete training focused on instructional leadership in assessment and diploma alignment.
- Increase in the number of professional development sessions focused on assessment practices and diploma preparation.

- Reduction in the average discrepancy between school-awarded and diploma exam marks in core 30-level subjects, with a target of $\leq 10\%$ division-wide.
- Improvement in average diploma exam scores in historically high-discrepancy subjects.
- 100% participation of diploma-course teachers in cross-school PLCs
- Number of teachers who participate in peer-to-peer observations.
- Number of classroom walkthroughs via principals and vice principals that include a focus on assessment practices and instructional alignment to diploma expectations



DOMAIN 4: LEARNING SUPPORTS

Learning support involves coordinating and applying a range of resources—including professional expertise, facilities, and community services to reflect a shared, system-wide commitment to the success of every child and student. These supports are essential in fostering quality teaching, effective leadership, and optimal learning for all.

Public assurance is achieved when there is confidence that resources are used responsibly to create inclusive learning environments that recognize local and societal contexts, celebrate diversity, promote belonging, and ensure all students feel welcomed, cared for, respected, and safe.

Goal: To ensure technology is leveraged to support personalized, inclusive and equitable learning environments for the success of all students.

Outcomes:

- Students have equitable access to appropriate technologies.
- Teachers effectively use technology to differentiate instruction and support diverse learners.
- Staff demonstrate competency in implementing technology and/or assistive technology.
- Teachers use AI as a tool to enhance inclusive and equitable learning environments.
- All students have equitable access to AI powered tools.

Strategies: Year 2

- Provide professional learning sessions on the use of AI tools in the classroom.
- Conduct regular technology access audits.
- Upgrade classroom technology to support 21st century learning environment.
- Embed assistive technology into IPPs when applicable.
- Development of an evergreen plan to ensure up-to-date technology is available.
- Administrators monitor staff's effective use of technology in the classroom.
- Developing a system to manage technology inventory across the Division.
- Implementation of a 'one to one' ratio for technology usage for grades 4-12.
- Develop strategies to ensure a return of investment regarding technology programming.
- Continue use of Student Aware.
- Continue use of the digital assessment platform.
- Engage in ongoing professional development to strengthen instructional technology practices.
- Utilize staff expertise around various technology programs to support teaching and learning.
- Ensure all staff and students are familiar with AP 139 Responsible Use of Artificial Intelligence.

Measures of Success:

- Percentage of students with IPPs using assistive technology.
- Percentage of teachers using technology to support diverse learning.
- Percentage of classrooms using AI tools for instruction and learning.
- Percentage of teachers satisfied with the availability of technology support during instructional time.
- Percentage of students flagged as high risk in the Student Aware Program.

DOMAIN 5: GOVERNANCE AND LOCAL AND SOCIETAL CONTEXT

Governance refers to the processes through which policy leaders respond to local and societal contexts, set strategic direction, evaluate the impact of policies, and manage fiscal resources to support quality teaching, strong leadership, and optimal student learning. Public assurance is built when communities trust that policy leaders demonstrate responsible stewardship of resources, prioritize student success, and uphold principles of transparency, accountability, and meaningful community engagement.

Local and Societal Context involves the active engagement of schools, communities, and the broader education system in recognizing and addressing the diverse learning needs, interests, and cultural, social, and economic realities of all students. Public assurance is fostered when the education system is seen to be responsive, inclusive, and adaptive. These contextual considerations are not standalone—they are embedded across all domains, shaping decisions and practices system-wide

Goal: Enhance opportunities to support student success by fostering effective communication, increasing engagement, and strengthening partnerships across the educational community.

Outcomes:

- Stakeholders are actively engaged in school planning and decision-making processes.
- School decisions reflect the voices, needs, and values of the local community.
- Strong partnerships exist between schools, families, and community organizations that support student learning and well-being.
- Communication practices are inclusive, responsive, and build trust across all stakeholder groups.

Strategies: Year 2

- Establish inclusive consultation practices such as surveys, focus groups, and School Council engagement to ensure diverse voices are heard.
- Develop a local communication framework that is timely, accessible, and culturally responsive to community needs.
- Strengthen partnerships with local organizations, Indigenous communities, cultural groups, and service providers to align supports with student and community priorities.
- Increase visibility of leadership through regular reporting on school decisions and responsiveness to feedback.
- Offer professional learning for staff on building respectful, reciprocal relationships with families and communities, emphasizing cultural competence and equity.
- Encourage regular feedback from students, families and staff to guide continuous improvement.
- Develop opportunities for students to engage in leadership, Christian service and community learning.
- Promote welcoming school environments that encourage family and community participation.
- Build partnerships with community organizations and service groups.

Measures of Success:

- Improved results on Alberta Education Assurance Measures, especially:
 - Parental Involvement
 - Involvement in Decision-Making
- Increased participation rates in school councils, and community partnerships.
- Documented use of stakeholder feedback in school planning and improvement efforts (e.g., School Development Plans, newsletters, meeting minutes).
- Growth in the number and variety of local partnerships supporting student learning, cultural connection, and well-being.
- Positive feedback in annual local surveys or stakeholder consultations indicating improved communication, trust, and engagement.



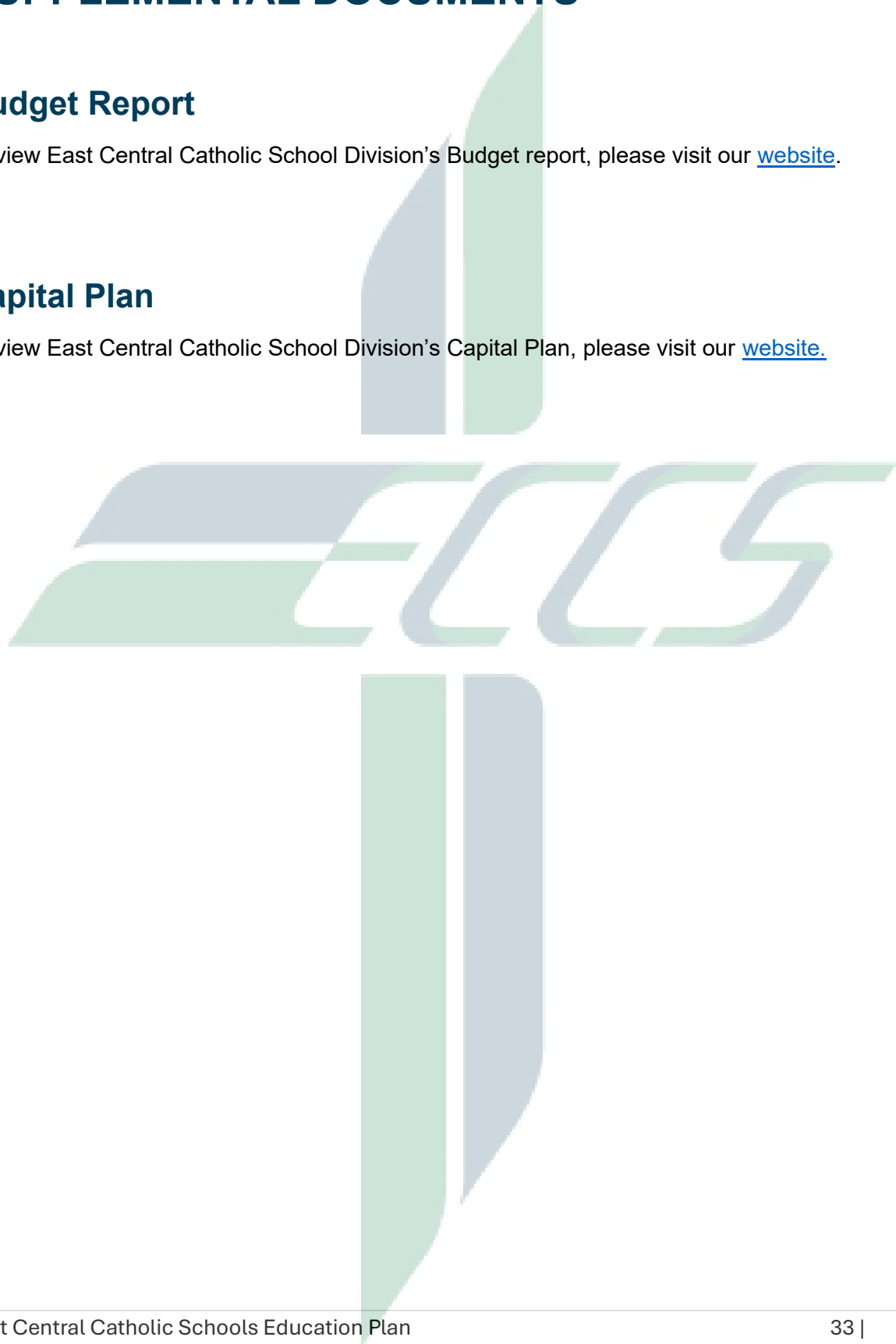
SUPPLEMENTAL DOCUMENTS

Budget Report

To view East Central Catholic School Division's Budget report, please visit our [website](#).

Capital Plan

To view East Central Catholic School Division's Capital Plan, please visit our [website](#).



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