

**East Central
Catholic Schools**



Education Plan

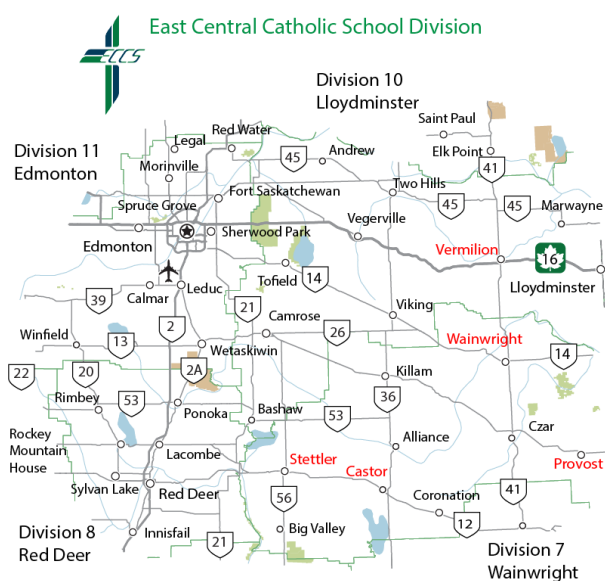
2025-2029

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LOCAL & SOCIETAL CONTEXT

East Central Alberta Catholic Separate Schools Regional 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 Online and Home-Based Learning programs in the context of our Catholic faith. The academic needs of our students are achieved by permeating our faith, life and culture through Alberta Education curriculum-aligned learning activities. We live our faith throughout the entire school day and we teach our faith in all subjects. ECACS currently employs 240 administrative, instructional and support staff throughout the division communities.



DIVISION PROFILE

Blessed Sacrament School – Wainwright, Alberta



Blessed Sacrament School (BSS) is a Catholic school located in Wainwright, Alberta, and is a part of ECCS (East Central Catholic Schools), which is based out of Wainwright, Alberta. We offer a Christ-centered Catholic education to students in Kindergarten to Grade 12, regardless of faith background.

Aside from our focus on core academic subjects, we also have Religion classes in each grade and we offer French for Grades 4 to Grade 12. In the area of technology, we are a one-to-one device school for all grades and have Chromebooks and iPads available to our students. We are home to the BSS Thunder and we offer extracurricular athletics in the sports of cross-country, volleyball, basketball, badminton, curling, golf and track and field.

Senior High students are able to earn college/university credits by taking courses through the division's Dual Credit program which is operated by School of Hope.

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. Senior High students are able to earn college/university credits by taking courses through the division's Dual Credit program which is operated by School of Hope.

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. 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 too 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 22, 2005.

A handwritten signature in black ink, appearing to read 'Harry Loonen', written in a cursive style.

Harry Loonen
Board Chair



BOARD CHAIR'S MESSAGE

Harry Loonen

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

As we move forward, our plan will continue to adapt and grow as we engage with stakeholders in analyzing both provincial and local data. This will enable 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 that will guide program delivery over the next four years. Education in Alberta is undergoing significant transformation, with recent changes to the funding framework, the introduction of a new curriculum, and the ongoing impacts of pandemic-related disruptions. ECACS is preparing to navigate these challenges and seize new opportunities to ensure our students are well-prepared for success in the 21st century. We are also exploring 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. While there are areas that require continued focus, we are committed to applying new strategies to support our students, staff, parents, and partners. These strategies are reflected in this year's plan, and the Board looks forward to the positive impact they will have 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.

Harry Loonen
Board Chair



SUPERINTENDENT'S MESSAGE

Jim Taplin

It is with great pride that I present the East Central Alberta Catholic Schools (ECACS) Education Plan. This document outlines our ongoing 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 strive to grow and affirm our Catholic identity while supporting academic achievement, student well-being, and meaningful family involvement. We are equally dedicated to promoting mental health, fostering strong school-parish relationships, and maintaining the highest standards in teaching and learning.

These efforts are 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 creating safe, inclusive, and faith-filled environments where every student is empowered to thrive.

As Superintendent, I am proud of the work being done across our Division and confident that this Education Plan reflects the shared values and aspirations that unite us. We remain committed to continuous growth and innovation, ensuring every student is prepared for a bright and purposeful future.

Jim Taplin
Superintendent

MEET OUR TRUSTEES



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.

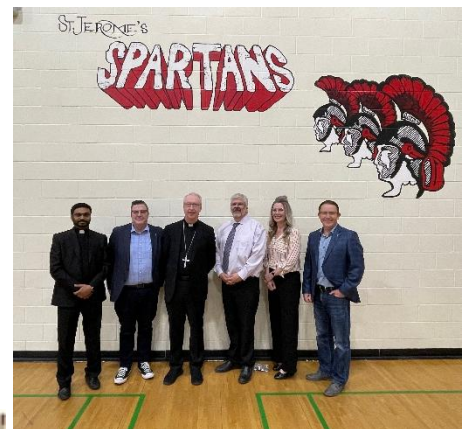
The insights and feedback gathered through these engagement efforts have been thoughtfully integrated into this Four-Year Education Plan. School councils were engaged in alignment with Section 12 of the School Council Regulation.

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



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 that nurtures the formation of faith-filled citizens, encourages the pursuit of excellence in each individual'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 1

- Host a division-wide mid-year Faith Day focused on *Catholic Worldview and Servant Leadership*, emphasizing charity and social justice as integral components of Christian living.
- Provide meaningful retreat experiences for all students, fostering both personal and communal spiritual growth through prayer, reflection, and encounter with Christ.
- Deliver in-service and support for new teachers to familiarize them with division-approved faith resources, enabling them to support students on their journey of spiritual formation.
- Engage new staff in implementing the *Growing in Faith, Growing in Christ* curriculum, encouraging strong connections between home, school, and parish.
- Strengthen the connection between the division, the school, the parish, and the broader faith community.
- Create opportunities for students to witness and live out these teachings through school and community activities.
- Promote the formation of responsible students who embody Gospel values.
- Faith Coaches to serve as leaders and supports for faith formation, permeation, and prayer life within their schools.

- Provide formation opportunities for trustees, administrators, staff, and students through the lens of the *Five Marks of the Excellent Catholic Leader, Catholic Teacher, and Catholic Student*. Faith formation will be reinforced through board and administrative meetings.
- Provide professional development opportunities that explore working in a Catholic school and the dignity of the human person.

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 1

- Incorporate Indigenous perspectives into daily instruction across subjects and grade levels.
- Build relationships with Indigenous families and communities to strengthen student support.
- Provide professional learning for staff and students on Indigenous history, Truth and Reconciliation, and inclusive practices.
- Use whole-school events, guest speakers, land-based learning, and cultural days to engage all students.
- Monitor FNMI student success through individual learning supports, attendance tracking, and academic data.

Measures of Success:

- Increased sense of belonging and engagement among FNMI 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 FNMI 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 1

- 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, BrainPOP, Gizmos)
- Use of K-3 universal screeners
- Explore the option of using Acadience Reading K-6 as the literacy screener
- Professional development for teachers around quality intervention strategies for literacy and numeracy
- Train 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

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 1

- 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.

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 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 dual credit 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 1

- Implement and integrate comprehensive career education programs (e.g., Career and Life Management (CALM), RAP, dual credit, 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.

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 dual credit, 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.
- Increased number of dual credit programs offered.
- 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 1

- 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.

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 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 1

- Develop and 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.
- Implementation of Student Aware.

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 1

- 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.

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](#).

SENIOR ADMINISTRATIVE STAFF

Jim Taplin – Superintendent

Kelly Ehalt – Deputy Superintendent

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