Domain One: Quality Catholic Education

Key Elements - Outcomes	Primary Strategies	Secondary/Ongoing Strategies	Local Performance Measure Reporting	Provincial Performance Measure Reporting	Stakeholder Engagement Reporting
-The Catholic faith provides a framework for learning and life. -The Catholic faith is permeated into our curriculum so that contemporary culture is critically evaluated in the light of "The Truth." -Our staff witness to others a life lived in relationship with Jesus Christ. -Our students, staff, and parents are honoured as distinct and unique while being brought together in a spirit of communion.	-Collaborate with the Church to increase school involvement in Sacramental preparation, in turn increasing student participation. -Development of school prayer. -Bible sponsorships for each student through the Parish. -Monthly school update in Parish bulletin to strengthen school/parish ties. -Develop comfortability with spontaneous prayer with staff to model for students. -Begin a youth group in collaboration with the local Parish. -Staff developed a school 3 year Faith plan, based on 5 Marks of a Catholic School.	-Invitations to parents/community to attend Celebrations. -Weekly Monday Morning Liturgy with Bible Challenge for students. -Daily teacher-led morning Catholic devotions in classrooms. -Monthly Mass. -Maintain visible "Faith" items throughout the school. -Bi-weekly Catholic Faith Meetings for all staff that address Catholic Faith topics to build their confidence in participating and leading Faith events. -Weekly Lectio Divina (prayer journals) to help staff understand and prepare for Monday Morning liturgies with students with Bible challenges. -Faith Friends - linking older students with younger students in Faith activities. -School choir led by Music Lead teacher. -Annual Advent play production. -Connections taught in Religion class between Fruits of the Spirit and CKCS Code (school rules). -"Faith Moment" in monthly school newsletter to explain current liturgical season/tradition to parents including fact sheets, videos etc. -Building religious resources within the school so they are accessible to staff and students (i.e. prayer buckets, class sets of rosaries). -Faith Builders (extra-curricular club) plan and implement Faith activities. -Religion Lead teacher with lead time to plan and implement Faith activities. -School sponsorship through Chalice (with fundraising).	Sacramental preparation enrolment. Staff informal feedback & Catholic Faith Meeting survey. Student Gr 4-6 Q3: I am involved in religious celebrations at my school 100% - Goal 100% Student Gr 7-9 Q15: How satisfied are you with your opportunity to be involved in the religious celebrations in your school 100% very satisfied or satisfied - Goal 100% Teacher Q3: How satisfied are you with the Catholic Christian atmosphere of the school 100% very satisfied or satisfied - Goal 100% Support Staff Q3: How satisfied are you with the Catholic Christian atmosphere of the school 100% very satisfied or satisfied - Goal 100% Parent Q3: How satisfied are you that the school is helping your child develop their faith 92.68% very satisfied or satisfied - Goal 95%	Welcoming, Caring, Respectful, and Safe Learning Environments - 86.1% Province, 95.8% CK - Goal 97% Citizenship - 81.4% Province, 94.4% CK - Goal 96%	-Who: Staff, students, parents, Priest, local parishioners. -What: Work together to build connection, and familiarity with the Catholic Faith. -Where: Making use of the school facilities and resources as well as the Parish resources. -When: 2022-2025 school years -Why: To increase awareness of the Catholic Faith and to create connection between it and the positive aspects in the school. **CHRIST-KING CATHOLIC SCHOOL**

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Domain Two: Student Growth & Achievement

Key Elements - Outcomes	Primary Strategies	Secondary/Ongoing Strategies	Local Performance Measure Reporting	Provincial Performance Measure Reporting	Stakeholder Engagement Reporting
-Students use ongoing assessment feedback to reflect continuously on their progress, identify strengths and areas of need and set new learning goals. -Students achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy. -Students are active, healthy and well. -Students apply knowledge, understanding and skills in real life contexts and situations. -Students advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis and Inuit experiences. -Students demonstrate understanding and respect for the uniqueness of all learners.	-Develop more advanced programming (i.e. robotics etc.) for weekly makerspace visits. -Develop option courses that utilize the mobile classroom (CTF trailer). -Develop a band program for older students to incorporate into the music program; establish a relationship with a rental company to gain access to ukuleles and band instruments for students. -Develop relationships with local Elder to enhance Truth & Reconciliation Day and National Indigenous Day events. -FNMI Lead Teacher completing the "Indigenous Rights Blanket Exercise" training to run an annual event for Junior High students.	-Continue implementing a consistent literacy and numeracy program across K-9 to ensure proper foundational blocks are developed and built on. -Annual PAT review to identify areas of weakness in program planning. -Continue building a collection of diverse and high-interest reading material in the school library for weekly library visits to support literacy. -PowerSchool usage for easy access to assignment completion, grades, and teacher feedback for students. -Development of Junior High Leadership course that includes volunteer hours, portfolio building and JH Leadership Camp trip	Improved F&P assessment results. Improved MIPI assessment results. Student Gr 4-6 Q6: My school helps me understand FNMI cultures 100% very satisfied or satisfied - Goal 100% Student Gr 7-9 Q5: How satisfied are you with the school's help to learn about and respect FNMI cultures 100% very satisfied or satisfied - Goal 100% Support Staff Q5: How satisfied are you with the overall quality of education offered in your school 100% very satisfied or satisfied - Goal 100% Parent Q10: How satisfied are you that the school provides your child with activities that promote responsible citizenship, volunteerism, and community service? 87.80% very satisfied or satisfied - Goal 90%	Student Learning Engagement 85.1% Province, 87.7% CK - 90% Citizenship 81.4% Province, 94.4% CK - Goal 96% PAT Assessments	-Who: Staff, students, and parents. -What: Work together to create programming that is consistent, strong and versatile. -Where: School and community. -When: 2022-2025 -Why: To create diverse opportunities for students and to increase enrolment.
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Domain Three: Teaching & Leading

Key Elements - Outcomes	Primary Strategies	Secondary/Ongoing Strategies	Local Performance Measure Reporting	Provincial Performance Measure Reporting	Stakeholder Engagement Reporting
Teachers and leaders respond with skill and competence to the unique learning needs, interests and cultural, social and economic circumstances of all. Teachers and leaders improve their professional practice through collaborative engagement in processes of growth, supervision and evaluation. Collaboration amongst teachers, leaders, students and their families, and other professionals enables optimum learning. Teachers and leaders use a range of data arising from their practice to inform cycles of evidence-based continuous learning.	-SLP & OT PD for teachers to boost their confidence in recognizing students in need of service and implementing suggestions from specialists. -New Lead Teachers (FNMI, Numeracy, Makerspace, ESL) provided training in respective areas to increase their knowledge and expertise in that particular topic. -Both new and experienced teachers allowed time to watch other teaching practices in literacy and numeracy to expand and improve their own practices.	-Continued development of "How to" videos for teachers. -Teachers review PAT results to inform best practices. -Teachers review F&P and MIPI results to inform best practices. -Centralizing resources for equal access to all staff and students. -Bi-weekly collaboration meetings to learn, review, and plan on various topics throughout the year. -Experienced Lead Teachers (Literacy, Media Relations, Wellness, Religion, Inclusive Ed, Music, & Library) provided lead time in the schedule to complete the yearly assignments and provided PD to continue growth and learning. -Development of goals/initiative list for each Lead Teacher. -PD opportunities in difficult behaviour management for support staff. -New laptops and SMARTboards for teachers to enhance technology use in the classroom. -VTRA trained teachers in each division level. -Supervision visits by Admin to provide feedback on teaching strategies.	Student Gr 4-6 Q16: I know that my teacher wants me to do my best work 97.67% - Goal 100% Student Gr 7-9 Q21: How satisfied are you with the help and support you receive from teachers to help you learn 90% very satisfied or satisfied - Goal 95% Teacher Q8: How satisfied are you with the available professional development to support the implementation of technology that aligns with best practices research for instruction, assessment, and student learning 88.89% very satisfied or satisfied - Goal 95% Support Staff Q12: How satisfied are you with the quality of professional development at your school to help in your work 83.33% very satisfied or satisfied - Goal 100% Parent Q17: Overall, I am satisfied with how staff at this school work together to help my child 90.24% very satisfied or satisfied - Goal 95%	Education Quality - 85% Province, 92.8% CK - Goal 95%	-Who: Staff -What: Work together to create programming that is consistent and strong, and ensure teachers feel supported and prepared to deliver the content to students. -Where: School. -When: 2022-2025 -Why: To ensure teachers and EAs feel supported, capable and confident in the tasks they are assigned. To ensure there is a sense of "team" and that they have the proper time to reflect, learn and grow in their role.

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Domain Four: Learning Supports

Key Elements - Outcomes	Primary Strategies	Secondary/Ongoing Strategies	Local Performance Measure Reporting	Provincial Performance Measure Reporting	Stakeholder Engagement Reporting
-Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all. -Students and their families work in collaboration with education partners to support learning. -Cross-ministry initiatives and wraparound services enhance conditions required for optimal learning. -The school community applies the resources needed to support First Nations, Métis and Inuit student achievement. -Infrastructure (e.g., technology and transportation services) supports learning and meets the needs of Alberta students and their families, staff and communities.	-Numeracy focuses on Daily 3 to provide time for small group instruction. -A Certified Level B Assessor in each division group. -Loss of Learning Grant supporting LLI (literacy intervention) and NI (numeracy intervention). -Develop a local tutoring list for parents. -Developing classroom sensory buckets. -Parish volunteer readers make weekly visits to complete pull-out reading.	-Literacy focuses on the Daily 5 structure to provide time for small group instruction. -Support in high school transition through course selection meetings, information booklets sent to parents, and school tours. -Weekly after school homework tutorial with a certified teacher for extra support or work catch-up. -Monthly SLP visits with weekly SLP-A sessions to support students. -Monthly OT visits. -Access to FSL 2-3 days a week. -Access to a fully equipped sensory room. -Daily supplementary breakfast program and lunch cupboard program are available to students. -Use of real-time platforms (Clevr) for IPP development to ensure effective and applicable learning plans. -Community services run programs in-house to support students (i.e. Rainbows & CARS).	Domain Four Local Measures: Percentage of students receiving FSL support services. Percentage of students receiving SLP & OT services. Percentage of students receiving the intervention. Improved F&P assessment results (currently 75% reading level one grade or more below). Improved MIPI assessment results (currently 75% MIPI results below grade level). Student Gr 4-6 Q15: My teacher gives me extra help 93.02% Yes - Goal 95% Student Gr 7-9 Q21: How satisfied are you with the help and support you receive from teachers to help you learn 90% very satisfied or satisfied - Goal 95% Teacher Q28: How satisfied are you with the school-level resources and support offered for integrating students with special needs into your classroom 77.78% satisfied - Goal 85% Support Staff Q14: How satisfied are you with the school-level resources and support offered to help at-risk students succeed? 83.34% very satisfied or satisfied - Goal 90% Parent Q12: How satisfied are you with the school's support for your child's success in school? 82.92% very satisfied or satisfied - Goal 90%	Welcoming, Caring, Respectful, and Safe Learning Environments - 86.1% Province, 95.8% CK - Goal 97% Access To Learning Supports - 81.6% Province, 90.1% CK - Goal 93%	-Who: Students, parents, staff, professional services and community members/volunteers. -What: Utilize scarce resources in the best way possible to create the best learning environment possible. -Where: School -When: 2022-2025 -Why: To ensure students do not get left behind in their learning and staff do not feel too taxed.
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Domain Five: Governance					
Key Elements - Outcomes	**Primary Strategies**	**Secondary/Ongoing Strategies**	**Local Performance Measure Reporting**	**Provincial Performance Measure Reporting**	**Stakeholder Engagement Reporting**
-Engage students and their families, staff and community members in the creation and ongoing implementation of a shared vision for student success. -Manage and allocate financial resources in the interests of ensuring student success, in alignment with system goals and priorities and in accordance with all statutory, regulatory and disclosure requirements. -Support relevant curriculum and programs, clearly articulated and designed for implementation within local contexts. -Develop and employ a cycle of evidence-based continuous improvement to inform ongoing planning and priority setting, and to build capacity.	-Continue to invest in training and resources for 12 identified program areas by staff (literacy, numeracy, ESL, religion, inclusive education, FNMI, music, makerspace, Little Steps, Kindergarten, science and physical education). -Registration promotional plan revised and added to increase community awareness of Little Steps & Kindergarten programs.	-Monthly virtual School Council meeting; all parents are invited to attend. -Open House event & Parent/Teacher Interviews to establish parent-teacher relationships and open communication. -Media Lead Teacher given lead time to create engaging and informative graphics, videos and update school website. -Virtual monthly school newsletter. -Digital Signage to advertise school events. -AEA Survey reminders sent to parents to increase participation. -School events and reminders posted on school social media accounts. -"Parent Weekly News" schedule posted on school social media accounts. -Class/team remind accounts used to send out reminders to parents. -PowerSchool usage for easy access to assignment completion, grades, and teacher feedback for parents. -PAT information packages sent to parents.	Monthly School Council Attendance Teacher Q35: How satisfied are you with the school Division being a good place to teach, learn, and grow 100% satisfied - Goal 100% Parent Q36: How satisfied are you that the School Division is a good place for children to learn and grow 95.12% very satisfied or satisfied - Goal 100%	Parent Involvement 78.8% Province, 87.3% CK - Goal 90% The number of parents completing the Alberta Assurance Feedback Surveys: 2018 - 12 2019 - 19 2020 - 23 2021 - 20 2022 - 16	-Who: Students, parents, staff, community members. -What: Be a unified team with collaborated goals on what area we improve/address next. -Where: School & Stettler community -When: 2022-2025 -Why: To ensure budget is wisely spent and that there is transparency with CKCS actions/decisions so that parents and community members remain confident in their child's education at CKCS.
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Christ-King Catholic School

Domain Six: Local Societal Context

Key Elements - Outcomes	Primary Strategies	Secondary/Ongoing Strategies	Local Performance Measure Reporting	Provincial Performance Measure Reporting	Stakeholder Engagement Reporting
-Engage education partners to develop a baseline understanding of the local and societal needs and circumstances. -Develop and implement a continuous improvement engagement process to support a shared vision for quality Catholic education taking into account the local context of each community within the division. -Identify the local context variables to inform decision-making and inform practice.	-Advertise local business sponsors on the outdoor digital signage to increase awareness of community connections. -Bring awareness to parents about separate school establishments to encourage the creation of more.	-Develop community relationships to obtain knowledgeable personnel to volunteer to teach Industrial Arts options. -Mail out school brochures and advertise on a local radio station to increase community awareness of CKCS programming. -Social media postings on local pages. -Participate in a local Trade Show to showcase CKCS to the community.	Several new separate school establishments were created to expand school boundaries. Community participation rates in school engagement events. Student enrollment numbers.	Parent survey feedback on school and school division improvement over the last three years.	-Who: Students, parents, staff, community members. -What: Create a positive and well-known reputation amongst the Stettler community. -Where: School & Stettler community -When: 2022-2025 -Why: To develop community connections, more opportunities for our students and increase enrolment.

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