

2021-2025  
Year Four

École Good Shepherd School  
**FOUR-YEAR EDUCATION PLAN**



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## SCHOOL PRIORITIES

### CATHOLIC FAITH

École Good Shepherd School (ÉGSS) enters into year two of our Three-year Faith Theme, Faith Seeking Understanding, inspired by and taken from St. Anselm of Canterbury's Proslogion. This theme seeks to meet the needs expressed in the Diocesan Synthesis of the 2021-2023 Synod on Synodality: the need for Encounter and Formation, service to the Family, and authentic Witness. Encountering the Catholic faith in science, reason, and society will help form staff to witness to the Catholic faith in the subject areas they teach.

### HEALTHY SCHOOLS

*Healthy Schools* remains as a division priority as it centres our faith lived out to provide care and support for our ÉGSS community. Healthy schools promote the spiritual, emotional, social, intellectual, and physical wellness of staff and students. Our Healthy Schools will continue to be an ongoing focus as we support students in becoming strong and resilient.



### ACADEMIC EXCELLENCE THROUGH COLLABORATIVE PRAXIS AND CONTINUOUS IMPROVEMENT



Alberta Education requires that school divisions actively pursue continuous improvement to support ongoing strategic planning based on evidence informed decision-making. ÉGSS utilizes praxis as a method to achieve continuous improvement. Praxis is a cycle of collaborative learning with three iterative components: theory, practice, and reflection. During the theory phase, teams of teachers identify research-based goals or strategies. Then teams of teachers put the theory into action in their classrooms. Teachers are then given time to collaboratively reflect on the impact of their practice on student learning.

### NEW CURRICULUM

ÉGSS teachers will continue to implement the English Language Arts and Literature, Math, Physical Education and Wellness, Science and French Immersion Language Arts and Literature curriculum for Kindergarten through Grade 6. They will again use the curriculum support documents (CSDs) developed by Christ the Redeemer (CTR)'s teachers. Additionally, ÉGSS will be piloting the draft Social Studies curriculum, incorporating real-time feedback and adaptations into the teaching process. Piloting the draft Social Studies curriculum will be invitational for grades K-6 teachers. The successful approach used previously to create Curriculum Support Documents will be replicated this summer, 2024. During this period, volunteer teachers will develop new CSDs for Social Studies, ensuring comprehensive support and understanding of the curriculum across all grade levels.

### STAKEHOLDER ENGAGEMENT

CTR's Board and administration engages Division Administration, Ward Committees, the ATA Liaison Committee, and Council of School Council meetings to engage parents, priests, students, and staff in reviewing results, identifying key issues, and developing strategies for improvement.

## LOCAL DOMAIN: CATHOLIC FAITH

### OUTCOMES

<b>Long Term:</b>	Perspective holders believe that students and staff are well-formed in the Catholic Christian faith as a result of being a part of ÉGSS.
<b>Medium Term:</b>	Perspective holders believe that ÉGSS continues to have a significant impact in the formation of staff and students in the Catholic Christian faith.
<b>Short Term:</b>	Perspective holders believe that ÉGSS has an impact in the formation of staff and students in the Catholic Christian faith.

MEASURES	2022-2023 RESULT	2024-2025 TARGET
% of students, parents, and teachers who are satisfied with how they have grown as a Christian because of their involvement in Catholic education.	94%	95%
% of students in Grade 5 achieving an Acceptable Standard on assessment.	n/a	98%
% of students in Grades 5 achieving an Excellence Standard on assessment.	n/a	60%
% of parents, students, and teachers who indicate they are satisfied with the religious celebrations that are held at the school.	98%	98%
% of parents, students, and teachers who indicate that the school is doing all things like Jesus would want them done.	97%	98%
% of parents, students, and teachers who indicate they are satisfied with what is learned in religious studies classes.	94%	95%
% of students, parents, and teachers who are satisfied with the level of Catholic faith formation of students in our school.	n/a	93%
% of teachers who are satisfied with the level of Catholic faith formation of staff in our school.	n/a	93%
% of students, parents, and teachers who are satisfied with efforts to live out Catholic Social Teaching in our school.	n/a	95%

NEW STRATEGIES	DESCRIPTION
<b>Staff Intellectual Faith Formation Professional Development</b>	Division administration and École Good Shepherd School Faith Leads will prepare four faith formation sessions focused on intellectual formation in the Catholic faith. These will be delivered in four Catholic Learning Communities (CLCs) sessions this year.
<b>Staff Professional Development in Catholic Leadership</b>	Division administration and École Good Shepherd School Faith Leads will prepare one professional development session focused on Catholic educators as joyful witnesses in Catholic faith. This will be delivered in one CLC session this year.
<b>Staff Catholic Social Teaching Professional Development</b>	Division administration and École Good Shepherd School Faith Leads will prepare one professional development session focused on addressing, identifying and designing initiatives that combat racism, discrimination, and marginalization, while also fostering inclusion through Catholic Social Teachings. This will be delivered in one Catholic Learning Communities session this year.
<b>Many and One School Plan</b>	Through the guidance of the division's Many and One Committee, École Good Shepherd School will create plans to address racism and discrimination through our Catholic Social Teachings. The committee will support the creation of resources for division-wide use for École Good Shepherd School to implement within our local context. ÉGSS Teachers will incorporate initiatives that combat racism and discrimination, while also fostering inclusion. ÉGSS will have a guest workshop with McMan that will teach students about anti-bullying through multiple lessons throughout the year.

<b>Faith Formation Component in Monthly School Newsletters</b>	École Good Shepherd School will include a Faith Formation component in the monthly newsletter with content produced by the Director of Catholic Education. This content will be focused on faith formation and correspond to the season or significant religious celebration in each month of the year.
<b>Religious Education Assessment</b>	École Good Shepherd School Grade 5 teachers will work with the Director of Catholic Education to review and develop standardized assessments, which CTR administers annually in targeted grades (5, 8, and 11).
<b>Establishment and Use of Sacred Spaces in Schools</b>	École Good Shepherd School administration and Faith Leads, in cooperation with the Director of Catholic Education, will ensure the establishment and use of sacred spaces in each of our school in accordance with diocesan guidelines.
<b>Celebration of School Patronage</b>	The Director of Catholic Education will support École Good Shepherd School to enhance the school's attention and focus on the member of the Godhead after which it was named.
<b>Implementation of new Kindergarten Growing in Faith, Growing in Christ</b>	<a href="#"><b>Growing in Faith, Growing in Christ</b></a> is the new elementary religious education program approved by the Canadian Council of Catholic Bishops and the Alberta Bishops. École Good Shepherd School will implement one grade per year with support from the Division.

<b>EXISTING ESSENTIAL STRATEGIES</b>	<b>DESCRIPTION</b>
<b>Catholic Learning Communities</b>	École Good Shepherd will devote six of their weekly Catholic Learning Communities (CLCs) to Faith Formation for staff.
<b>Eucharistic Adoration</b>	École Good Shepherd will participate in two days of Eucharistic Adoration, coinciding with Catholic Education Sunday (May) and Catholic Education Week (October).
<b>Liturgies and Masses</b>	École Good Shepherd School will host liturgies and Masses held at the start of the year, throughout liturgical season, and at the end of the school year. Providing opportunities for prayer and church sacraments is vital for the spiritual formation of staff and students.
<b>Catholic Education Sunday / Catholic Education Week</b>	<a href="#"><b>Catholic Education Sunday (November)</b></a> and <a href="#"><b>Catholic Education Week (May)</b></a> are celebrated by our local Catholic parish, ÉGSS, and families to recognize the good work of Catholic education in the Church's salvific mission.
<b>GrACE CTR Committee</b>	École Good Shepherd School supports the local GrACE CTR group. <a href="#"><b>GrACE</b></a> is a provincial movement whose mission is to inspire, invigorate, and embolden the spirit of Catholic education in order to unite, engage, educate, and communicate with one voice.
<b>Faith Days</b>	École Good Shepherd School participates in the CTR hosted Faith Days, a two-day event to offer faith formation for all teachers and administrators.
<b>Faith Leaders</b>	École Good Shepherd School has 2 designated <a href="#"><b>Faith Leaders</b></a> who, under the supervision of the Director of Catholic Education, plan and set direction for faith events and initiatives across the division and in their school.

# PROVINCIAL DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

## OUTCOMES

<b>Long Term:</b>	Students will leave school with high academic engagement and achievement, while also being prepared with literacy levels and math skills to enable success in secondary grades.
<b>Medium Term:</b>	Student performance will be in the “very high” category as measured by aggregate pass and excellence rates on Provincial Achievement Tests.
<b>Short Term:</b>	Student performance will be in the “very high” category as measured by aggregate acceptable and excellence rates on Provincial Achievement Tests.

MEASURES	2022-2023 RESULTS	2024-2025 TARGET
<b>Provincial Achievement Test Acceptable Standard</b> Overall percentage of students in Grade 6 who achieved the <b>acceptable</b> standard on the test.	80.2%	100%
<b>Provincial Achievement Test Excellence Standard</b> Overall percentage of students in Grade 6 who achieved the standard of <b>excellence</b> on the test.	23.8%	30%
<b>Active Citizenship:</b> Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship.	93%	95%
<b>Academic Engagement</b> Percentage of teachers, parents, and students who agree that students are engaged in their learning at school.	92.3%	95%
<b>Catholic Learning Communities</b> Percentage of teachers who believe CLCs are leading to improved student learning.	n/a	80%

Strategies Used to Improve Rates of PAT, Active Citizenship, and Academic Engagement	
NEW STRATEGIES	DESCRIPTION
<b>K-6 Curriculum Implementation</b>	Master ÉGSS teachers will pilot the draft Social Studies curriculum and develop Curriculum Support Documents (CSDs) to support curriculum piloting. Professional learning sessions will be planned throughout the year for teachers to further unpack and successfully pilot the curriculum. ÉGSS will work with the Division to continue to focus on refining existing CSDs in subjects implemented in Grades K-6.
<b>Assessment</b>	Recognizing the critical role of effective assessment in education, ÉGSS will work with Divisional guidance to empower teachers and administrators with triangulated assessment strategies. These strategies—encompassing product evaluation, direct observations, and conversations—ensure valid and reliable measures of student learning that lead to student mastery. Assessment practices that allow students to achieve their potential is an extension of our Catholic faith. Guidance will be provided by the Division on the types of assessments and the quality of evidence needed to accurately gauge student progress while also providing knowledge and support of each learner as individuals. This initiative will help educators tailor their approaches to better meet the diverse needs of all students, enhancing both understanding and outcomes.
<b>Elementary Literacy</b>	ÉGSS is committed to fostering cohesion and developing best practices for literacy interventions within classrooms. Our focus is on enhancing the capacity of classroom teachers to deliver these interventions directly in their classrooms. This approach prioritizes targeted support for students while remaining in their learning environment, thereby avoiding disruptions in their learning. By empowering teachers with the necessary skills and strategies, we aim to make literacy support more integrated and effective across the division.
<b>Elementary Numeracy</b>	ÉGSS is dedicated to enhancing the understanding of foundational number sense among both teachers and students. To support this, we will integrate professional learning opportunities both inside and outside the classroom. This approach allows teachers to apply new strategies

	in real-time and reflect on their practice in a variety of settings, ensuring a comprehensive understanding and implementation of these essential skills that impact student learning.
<b>Artificial Intelligence</b>	ÉGSS will develop supports and best practices for teachers' and students' use of Artificial Intelligence in their learning.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
<b>Divisional Teams</b>	École Good Shepherd Teachers will support divisional teams in targeted areas to improve student learning and engagement. Teams will focus on curriculum, instruction, and/or assessment to collaboratively improve student learning in kindergarten through to Grade 6, Elementary Music, and Phys Ed through 6 specific teaching actions.
<b>Catholic Learning Communities</b>	Every Friday, time is set aside for Catholic Learning Communities (CLCs) where teachers collaborate vertically and within grade levels to improve student learning, build resources for the new curriculum, and address gaps through 6 teaching actions. CLCs answer the following questions: 1) What do we want our students to learn? 2) How do we ensure they learn it? 3) How do we assess if they've learned it? There is a focus on research-proven pedagogy to attain these goals through the praxis cycle (theory, action, reflection). Teachers will additionally focus praxis plans on continued Universal Mental Health strategies and build on supports already implemented in the areas of relationships, regulation and safety. Teachers will combine praxis with implementation of new curriculum in Social Studies, Science, Math, English Language Arts French Immersion Language Arts, and Literature or Phys Ed and Wellness.
<b>Mathology and Number Sense Professional Development</b>	ÉGSS teachers will have access to multiple webinars and PD days focused on the purpose, application, and implementation of the Mathology resource in alignment with Alberta curriculum and exploring effective number sense routines. Infused with the competencies, the Mathology resource and developed number sense routines provides a research-based developmental progression of concepts and processes designed to engage students in deep understanding and application of their learning.
<b>Coding</b>	Identified ÉGSS teachers will learn about and become leaders in coding in grades 4-6. Led by CTR's divisional STEM Lead Teacher, this opportunity will allow students to engage with computational thinking through coding and robotics.
<b><u>Readers' and Writers' Workshop</u></b>	The Readers' and Writers' Workshop philosophy is embedded in literacy instruction to foster fluency, engagement, increased stamina, and application of skills and strategies to improve students' reading and written language. An additional cohort of teachers will receive professional development in Readers' and Writers' workshop.
<b>Classroom Libraries</b>	All EGSS classrooms are equipped with Classroom Libraries.

# PROVINCIAL DOMAIN: FIRST NATIONS, MÉTIS, AND INUIT STUDENT GROWTH AND ACHIEVEMENT

## OUTCOMES

<b>Long Term:</b>	ÉGSS's First Nations, Métis, and Inuit students experience achievement increases of 15% or more.
<b>Medium Term:</b>	ÉGSS's First Nations, Métis, and Inuit students experience achievement increases of 10% or more.
<b>Short Term:</b>	ÉGSS's First Nations, Métis, and Inuit students experience achievement increases of 5-10%.

MEASURES	2022-2023 RESULTS	2024-2025 TARGET
<b>Provincial Achievement Test Acceptable Standard</b> Overall percentage of First Nations, Métis, and Inuit students in Grades 6 who achieved the <b>acceptable</b> standard on the test.	n/a	100%
<b>Provincial Achievement Test Excellence Standard</b> Overall percentage of First Nations, Métis, and Inuit students in Grades 6 and 9 who achieved the standard of <b>excellence</b> on the test.	n/a	30%
<b>Active Citizenship</b> Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship.	n/a	95%
<b>Academic Engagement</b> Percentage of teachers, parents, and students who agree that students are engaged in their learning at school.	n/a	95%

**Programs, services, strategies, and local measures/data to demonstrate that First Nations, Métis, and Inuit students have access to a continuum of supports and services, including inclusive education.**

NEW STRATEGIES	DESCRIPTION
<b>K to Curriculum Support Documents</b>	ÉGSS Teachers will join other division teachers to prepare K to 6 curriculum support documents, ensuring First Nations, Métis, and Inuit outcomes are clearly addressed. Prior to the draft Social Studies curriculum pilot, ÉGSS will engage teachers in summer professional development where they create CSDs for Social Studies curriculum to ensure First Nations, Métis, and Inuit outcomes are clearly addressed. First Nations, Métis, and Inuit content and perspectives will be infused in Social Studies CSDs in collaboration with Elders, Knowledge Keepers and/or Indigenous Educators.
<b>Division Administrators Professional Development</b>	Administrators will grow their knowledge and understanding of Foundational Knowledge through professional development at administrator meetings.
<b>Indigenous Student Support</b>	There will be a review of the continuum of supports provided for all Indigenous students enrolled in ÉGSS with an emphasis on individual students.
<b>Academic Achievement for First Nation, Métis and Inuit Students and Other Measures</b>	There will be a segregated analysis of all data available for our Indigenous students on a yearly basis to ensure access to appropriate supports are in place.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
<b>School Representative</b>	ÉGSS is represented by a First Nations, Métis, and Inuit Teacher Representative who is responsible for attending divisional Indigenous meetings. They will share resources and attend professional development opportunities, in addition to leading the school in building awareness and action related to First Nations, Métis, and Inuit perspectives.

<b>Foundational Knowledge Professional Development</b>	<a href="#"><b>Foundational Knowledge Professional Development</b></a> is available for all ÉGSS Teachers to access through webinars, First Nations, Métis, and Inuit Lead Teacher sessions, Alberta Regional PD Consortium sessions, cultural awareness events, and resources available through CTR's Intranet.
<a href="#"><b>Success for First Nations, Métis, and Inuit Administrative Procedure</b></a>	ÉGSS uses innovative approaches to support success and close the achievement gap between First Nations, Métis, and Inuit students and all Alberta students. We will continue to invite our Elder Saa'Kokoto in to enrich and teach our students about Indigenous Ways of Knowing and the land.
<b>Land Acknowledgment</b>	The Land Acknowledgement is announced daily at École Good Shepherd School, including at the start of assemblies, meetings, and Parent Council meetings.
<a href="#"><b>Success in Schools (SIS) for Youth in Care Meetings Regarding Indigenous Students</b></a>	All Indigenous youth in care have their cases reviewed a minimum of two times per year.

# PROVINCIAL DOMAIN: TEACHING AND LEADING

## OUTCOMES

<b>Long Term:</b>	Education Quality surveys measuring satisfaction with the quality of teaching will indicate a perspective holder satisfaction rate of 95% or higher and the surveys measuring satisfaction with School Improvement will indicate a satisfaction rate of 90% or higher.
<b>Medium Term:</b>	Education Quality surveys measuring satisfaction with the quality of teaching will indicate a perspective holder satisfaction rate of 95% or higher and the surveys measuring satisfaction with School Improvement will indicate a satisfaction rate of 90% or higher.
<b>Short Term:</b>	Education Quality surveys measuring satisfaction with the quality of teaching will indicate a perspective holder satisfaction rate of 95% or higher and the surveys measuring satisfaction with School Improvement will indicate a satisfaction rate of 90% or higher.

MEASURES	2022-2023 RESULT	2024-2025 TARGET
<b>Education Quality:</b> Percentage of teachers, parents, and students satisfied with the overall quality of basic education.	93.7%	95%

**Supervision and Evaluation (processes, strategies, and local measures/data) to demonstrate that the division supports teaching and leadership quality through professional learning, supervision, and evaluation processes.**

NEW STRATEGIES	DESCRIPTION
<b>Teacher Leader Alignment</b>	ÉGSS Administration and team leads will engage in professional development, with the direction of Senior Administration, to develop leadership capacity of all team leads that is in line with the Teacher and Leadership Quality Standards.
<b>Aspiring Leaders Program</b>	ÉGSS will encourage and support teachers who aspire to leadership to join the Aspiring Leaders Program. Aspiring Leaders is a cohort-based program for teachers who aspire to school-based administration or other leadership roles in CTR at the school or division level. The program includes full day, in-person sessions with senior administration and site-based leaders. Participants will take part in sessions on the following leadership themes: <ul style="list-style-type: none"> <li>• Embodying Catholic Leadership</li> <li>• Fostering Effective Relationships</li> <li>• Modelling Commitment to Professional Learning</li> <li>• Embodying Visionary Leadership</li> <li>• Leading a Learning Community</li> <li>• Supporting the Application of Foundational Knowledge about First Nations, Métis, and Inuit.</li> <li>• Providing Instructional Leadership</li> <li>• Developing Leadership Capacity</li> <li>• Managing School Operations and Resources</li> </ul>

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
<b>Teacher Supervision, Growth and Evaluation and Enhanced Supervision</b>	ÉGSS administration will be supported by Senior Administration as they evaluate new teachers with the Teacher Supervision, Growth and Evaluation process. In addition, on a four-year cycle, each <u>teacher</u> and <u>administrator</u> with a continuous contract participates in <i>Enhanced Supervision</i> with their Principal or Superintendent. These processes will be calibrated with standardized timelines and suggested reflection questions that connect teaching and learning to the Four-Year Education Plan.

<b>Professional Development/ Teacher Quality Standards</b>	ÉGSS admin who lead professional development or meetings will continue to make specific reference to the TQS as an indicator to set expectations and encourage contribution to professional learning.
<b>Staff Wellness Initiative</b>	ÉGSS Vice Principals will facilitate interactive sessions with their faculty and staff members on staff health and well-being with guidance from professional development led by the CTR Human Resources Department. ÉGSS Administration will demonstrate a commitment to staff health and wellness by incorporating <i>The 13 Factors for Psychological Health and Safety in the Workplace</i> as part of leadership decisions.
<b>Leadership Support, Mentorship, and Networking</b>	Facilitated by CTR Senior Administration, new ÉGSS Administrators will participate in regular mentorship sessions with cohorts of new Principals and new Vice Principals with a focus on the Leadership Quality Standard. ÉGSS administration will continue to participate in Leadership Matchmaking at monthly administrator meetings.
<b>New Teacher Induction</b>	ÉGSS Administrators who present at New Teacher Induction Sessions will align sessions with CTR's focus on continuous improvement, including professional development on assessment, differentiation, and student regulation.

## PROVINCIAL DOMAIN: LEARNING SUPPORTS

### OUTCOMES

<b>Long Term:</b>	ÉGSS will support students with strong universal supports that allow for classroom and school-based intervention, with triaging to divisional supports as needed. Satisfaction will remain or increase in safe and caring, inclusive environments, where students have appropriate access to supports and services. Division data will refine areas of support and need.
<b>Medium Term:</b>	ÉGSS will support students with strong universal supports that allow for classroom and school-based intervention, with triaging to divisional supports as needed. Satisfaction will remain or increase in safe and caring, inclusive environments, where students have appropriate access to supports and services. Division data will be established to understand areas of support and need.
<b>Short Term:</b>	ÉGSS will support students with strong universal supports that allow for classroom and school-based intervention, with triaging to divisional supports as needed. Satisfaction will remain or increase in safe and caring, inclusive environments, where students have appropriate access to supports and services.

MEASURES	2022-2023 RESULT	2024-2025 TARGET
<b>Safe and Caring:</b> Percentage of teachers, parents, and students who agree that their learning environments are welcoming, caring, respectful, and safe.	96.1%	100%
<b>Access to Supports and Services:</b> Percentage of teachers, parents, and students who agree that students have access to the appropriate supports and services at schools, including inclusive education.	88.8%	95%

- Programs, services, strategies, and local measures/data used to demonstrate that all students have access to a continuum of supports and services, including specialized supports and services, consistent with the principles of inclusive education.

NEW STRATEGIES	DESCRIPTION
<b>Behavioral Supports</b>	Behavioral supports and services for students needing targeted support are established by providing increased professional development for teachers, administrators and educational assistants.
<b>Refresh #Relationships in a Digital Age</b>	Through the <a href="#"><i>#Relationships in a Digital Age</i></a> initiative, ÉGSS teachers will deliver lessons to students focusing on the foundational priorities of building positive relationships, developing a capacity for sustained attention, being conscious of the impacts of screens on mental health, and responsible decision making around screen time. Topics include navigating social media, engaging in face-to-face conversations, dealing with conflict, building healthy relationships, replacement activities, etc. In addition, school staff members model responsible use of screens while being intentional about creating opportunities for students to use critical thinking when engaging with technology. Lessons will be updated and finalized to reflect current trends and issues that are relevant to student responsible use of screens and positioned within the lens of our Catholic faith.
<b>Universal Regulation Supports</b>	Strengthen universal regulation supports through targeted instructional support provided through professional development and the work of our occupational therapists.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
<a href="#"><b>Family School Liaison Workers (FSLWs) and Connections Workers</b></a>	ÉGSS continues to have access to services provided by <a href="#"><b>Family School Liaison Workers (FSLWs) and Connections Workers.</b></a>
<a href="#"><b>Universal Mental Health Supports</b></a>	Universal mental health continues to be a focus for ÉGSS and teachers will continue to build upon the mental health strategies they have previously implemented

<b>The MANDT System</b>	Multiple school staff members have been trained in the implementation of the <a href="#">MANDT System</a> .
<b>Mental Wellness Facilitator</b>	The Mental Wellness Facilitator works closely with schools and division personnel to identify and meet the complex mental health needs within ÉGSS through a partnership with McMan Youth, Family and Community Services Association. Through a facilitated process, the learner, family, and school develop and implement a plan to support the learning in continuing their participation in school and provide safety and prevention planning to address mental health concerns. This initiative will continue until the end of December 2024 when the pilot concludes.
<b>Zones of Regulations</b>	Elementary school personnel have received training in the underlying principles and functional implementation of <a href="#">Zones of Regulation</a> .
<b>Sensory Rooms</b>	Students throughout the school continue to access <a href="#">Sensory Rooms</a> on both a scheduled and as-needed basis.
<b>Screening and Early Intervention</b>	All Kindergarten students are invited to participate in <a href="#">screening and early intervention</a> , if identified during the screening process, specifically in the areas of occupational and speech language therapy.
<b>Intervention Programs</b>	<a href="#">Early Reading Intervention</a> (ERI), <a href="#">Enhanced Reading</a> (ER), will continue to be accessible for identified students in grades 1-6. Interventions in early numeracy skills support grades 1 to 3 students in the acquisition of strong number sense through additional targeted instruction ERI and ER interventions enhance excellent classroom instruction and provide additional and targeted reading instruction for students that are not reading at grade level.
<b>Speech Language Pathology, Occupational Therapy, Physical Therapy, Low Incidence, and Behavior Supports</b>	ÉGSS continues to have access to <a href="#">specialized support services</a> including speech language pathology, occupational therapy, physical therapy, low incidence, and behavior supports. EGSS staff will have access to professional learning through lunch and learn PD and a catalogue of learning opportunities provided by Student Services.
<b>Individualized Support Plan</b>	All ÉGSS students who have received an Alberta Education Special Education Code have an <a href="#">Individualized Program Plan</a> on Template A, B or C, as determined by student need. ÉGSS staff will work with Student Services to refine best practices during completion of the new digital format.
<b>Request for Support Process</b>	ÉGSS has access to CTR's divisional Psychologist through the <a href="#">request for support process</a> for Psychological Assessments for students.
<a href="#">Attachment, Regulation, and Competency (ARC) Educational Assistants</a>	ÉGSS continues to focus on developing the ARC model in the school through professional learning opportunities for school staff. This innovative approach addresses issues of attachment, regulation, and competency to ensure success for all students.
<b>Movement and Regulation Circuits</b>	<a href="#">Movement and Regulation Circuits</a> These circuits, designed by CTR's occupational therapists, provide students of ÉGSS with a consistent, reliable, positive adult relationship on a regular basis, create knowledge and understanding about their inner state of being, provide sensory opportunities to calm the nervous system, and support a targeted and intentional cool down period to prepare their minds and bodies to learn.
<b>Success In School for Youth in Care</b>	The Student Services team meets with the ÉGSS Learning Support team minimally three times per year for <a href="#">Case Conferences and Success in Schools for Youth In Care</a> .
<b>Nutrition Program</b>	ÉGSS continues to support student wellbeing through a <a href="#">Nutrition Program</a> . This program helps to support the school's overall Healthy Schools initiative.

\*See First Nations, Metis, and Inuit Student Growth and Achievement Domain for more strategies.

## PROVINCIAL DOMAIN: GOVERNANCE

### OUTCOMES

<b>Long Term:</b>	Stakeholders view ÉGSS as strong in the areas of faith, learning, creating safe and caring schools, and stewardship and feel valued and heard through the engagement process.
<b>Medium Term:</b>	New Four-Year Education Plan development is increasingly reflective of input from various stakeholders.
<b>Short Term:</b>	Engagement initiatives communicate ÉGSS's successes and seek input about areas to improve. The Board of Trustees invests in strong partnerships with member groups and co-terminus boards, while also advocating with local government to benefit CTR.

MEASURES	2022-2023 RESULT	2024-2025 TARGET
<b>Parental Involvement:</b> Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	82.3%	90%

- **Processes, strategies, and local measures/data to demonstrate that the school authority has effectively managed its resources including collaboration with other school authorities, municipalities, and community agencies.**
- **Processes, strategies, and local measures/data to demonstrate that stakeholders were engaged to develop priorities and share progress and results, including how the school board met its obligations under the School Councils Regulation, Section 12.**

NEW STRATEGIES	DESCRIPTION
<b>Telling Our Stories</b>	All leaders within ÉGSS will continue to focus on Telling Our Stories, locally at the school levels, and more broadly across the division.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
<b>Ward Meeting and School Council Meetings</b>	The Four-Year Education Plan is presented annually to both School Council and Ward Committees.
<b>Superchats</b>	All teachers are consulted about Four-Year Education Plan strategies and priorities via the Superchat process.
<b>Joint Use Agreements</b>	ÉGSS has a joint use agreement with our community.
<b>Council of School Councils Meetings</b>	ÉGSS School Council Chair will be invited two times per year to <i>Council of School Councils</i> Meetings, in which parents are provided information and the opportunity to engage on various topics essential to the Four-Year Education Plan.