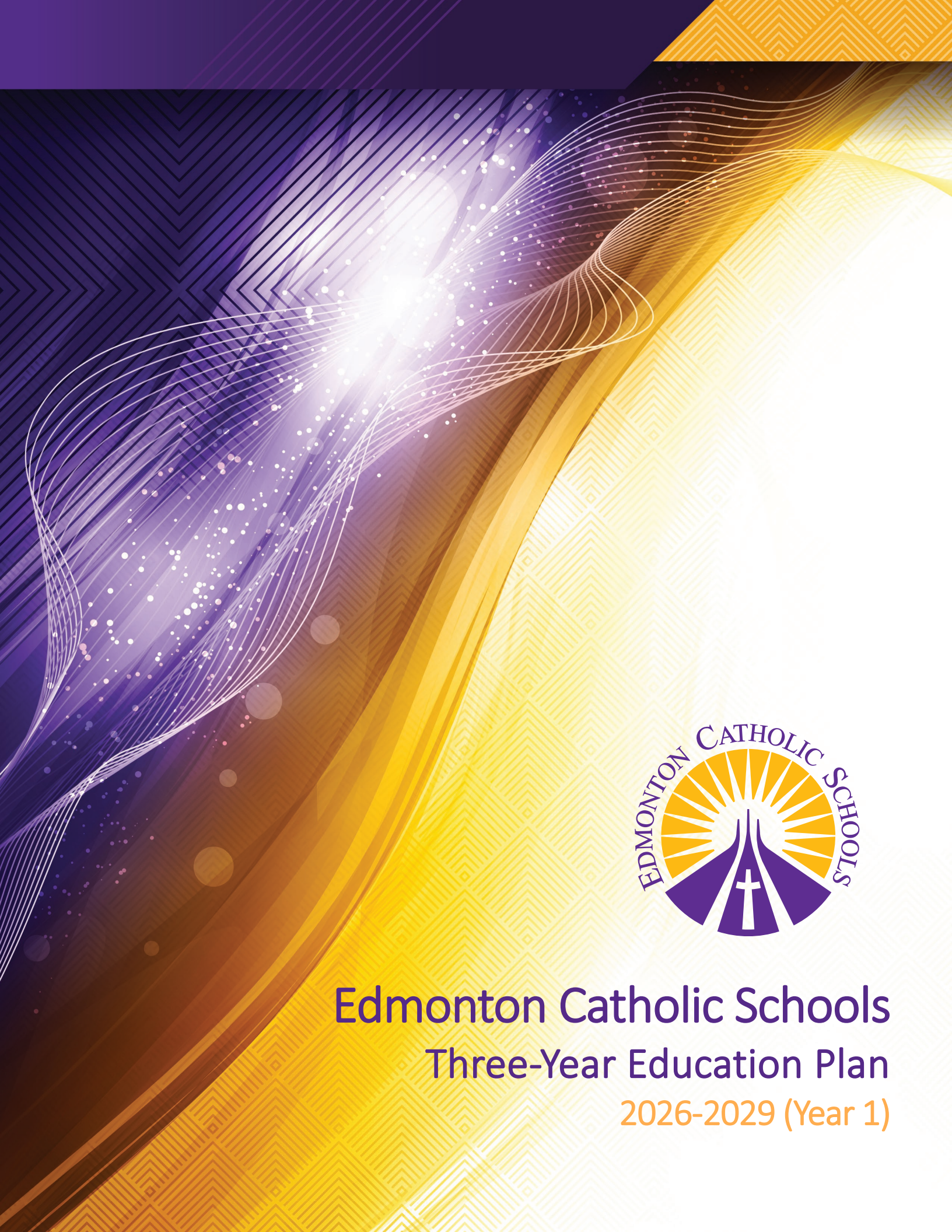

Edmonton Catholic Schools

Three-Year Education Plan

2026-2029 (Year 1)

Central to the Edmonton Catholic Schools (ECSD) Three-Year Education Plan is our mission to provide a Catholic education that inspires students to learn and that prepares them to live fully and to serve God in one another. We aim to develop strategies and priorities that will inspire our students and ensure their success by giving them the tools they need to succeed.

This is the first year of a new three-year fixed plan cycle. Implementing a fixed plan allows us to carry out sustained work in each of our priorities with the intent to create the conditions to foster consistency of practice in identified areas for lasting impact. This plan is contextualized through three priorities which have been established by the Board in response to multiple engagements in advance of this new plan. The three priorities are ***Learning and Living our Faith, Excellent Learning Experiences***, and ***Nurturing Student Well-being***. Each priority provides a lens through which the goals can be viewed. Each of the goals is reflective of at least one of the priorities. This methodology empowers schools to approach the work of continuous improvement in a manner that honors their strengths and local context. The priorities and goals will remain fixed for the three-year planning cycle.

The goals within this three-year plan are reflective of the deep work that has taken place over the past two years in the Division to develop a framework to ensure that every student experiences the conditions that are necessary for their optimal learning, appropriately referred to as the Optimal Learning Framework. The strategic focus that is provided through this educational plan will ensure consistency of language and practice across all schools, thus developing coherence in our journey. We will evaluate our progress on a yearly basis and modify or develop additional actions to target areas of growth required in order to actualize our Division's commitment to ensuring that every student will experience optimal learning.

Accountability Statement for the Education Plan

Under the direction of the Board of Trustees, the Education Plan for The Edmonton Catholic Separate School Division commencing August 13, 2026, was prepared under the direction of the Board of Trustees in accordance with the 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 learning and results.

The Board of Trustees reviewed and approved the Three-Year Education Plan for 2026-2029 (Year 1) on April 29, 2026.*

**Original Signed*

Sandra Palazzo
Board Chair

Lynnette Anderson
Chief Superintendent

Accountability Statement for Compliance with the Provincial Strategic Priorities for Education Regulation

The Board of Trustees of Edmonton Catholic Schools has reviewed its 2026/27 Education Plan in accordance with the requirements of the Provincial Strategic Priorities for Education Regulation. The Board confirms that the Education Plan aligns with the provincial strategic priorities of Strong Foundations, Academic Mastery, and Engaged and Responsible Members of Society and includes outcomes, measures, and strategies that will enable the school authority to report results related to each priority in its 2026/27 Annual Education Results Report (AERR).

Where necessary, the school authority updated its Education Plan or identified actions that will be taken to achieve alignment with the provincial strategic priorities and improve student learning and results.

The Board approved this statement and confirmed the school authority's compliance with the Provincial Strategic Priorities for Education Regulation on November 25, 2026.

GOAL 1:

Students will experience the Catholic faith as a living presence, woven into learning, relationships, and daily experiences across all aspects of school life.

Key Strategies:

- Catholic faith is meaningfully integrated into all aspects of school life. Teachers plan intentionally with Gospel values.
- Catholic Social Teaching is lived out through service and advocacy rooted in learning. Service, stewardship, and ethical reflection are part of daily school life.
- Faith-based conversations are embedded in classroom and school culture. Teachers pose Gospel-rooted questions so that students engage in reflective, respectful dialogue around values and beliefs.

GOAL 2:

Students are nurtured with a whole-child approach, shaped by our Catholic identity, that fosters emotional, physical, spiritual, and moral development.

Key Strategies:

- Students are supported through a coordinated approach that addresses emotional, mental, physical, and spiritual well-being. Staff intentionally embed wellness practices throughout the school day and build strong, trusting relationships with students and families.
- Staff utilize intentional faith experiences, reflection, and restorative practices with students. Staff model Gospel values, foster conscience formation, and promote a sense of purpose grounded in Catholic teaching.
- Physical, emotional, and social environments are intentionally designed to support student well-being. Classrooms and common spaces are welcoming, inclusive, and calm.
- Catholic virtues such as Faith, Fortitude, Charity, and Prudence are explicitly taught, modelled, and celebrated.

GOAL 3:
Students work together to solve real-world problems, practicing teamwork, communication, and critical thinking in authentic contexts.

Key Strategies:

- Students work with peers to explore ideas, solve problems, and share responsibility for learning. Teachers coach students on how to listen, lead, compromise, and share responsibility.
- Tasks and projects are grounded in real-life challenges or scenarios. Students make decisions, design solutions, and reflect on outcomes, connecting learning to the world beyond the classroom.
- Teachers co-plan interdisciplinary units, and students apply skills from multiple disciplines to explore meaningful questions or issues.
- Assessment includes reflection on process, impact, and collaboration. Students present or publish their learning to authentic audiences, classmates, families, and community partners.

PERFORMANCE MEASURES:

Alberta Education and Childcare Measures:

- *Parental Involvement*
- *Access to Supports and Services*
- *Citizenship*
- *Welcoming, Caring, Respectful, and Safe Learning Environments*

Local Measures - ECSD Annual Survey Themes:

- *Catholic Faith Permeating*
- *Well-being and Catholic Spiritual Formation*
- *Applied and Collaborative Learning*

GOAL 4:

Students feel known, challenged, and supported. Learning is joyful and meaningful, with varied approaches that honour different needs and spark curiosity.

Key Strategies:

- Learning is designed for student engagement: it is joyful, meaningful, and active.
- Teachers use UDL (Universal Design for Learning) to ensure all learners can access and express learning in multiple ways. Students see their identities reflected in classroom content and materials.
- Learning targets and success criteria are clear. Expectations are high and visible, but so is support. Students understand the "why" of learning and are guided through productive struggle.
- Student learning is shared through portfolios, assemblies, exhibitions, or classroom showcases. Growth is acknowledged frequently, formally and informally, by peers, teachers, and leaders.

GOAL 5:

Students understand what they are learning and why, receive timely feedback, and reflect on their progress.

Key Strategies:

- Teachers regularly use student interest, feedback, and self-assessments to guide lesson design. Students reflect on their growth and use feedback to take ownership of their learning.
- Teachers analyze and act on evidence collaboratively during team meetings, Professional Learning Community and Collaborative Response Team meetings, assessment results, observational data, and student reflections inform planning and support.
- Students receive timely, actionable feedback from teachers and peers. Students know how to use feedback to revise, improve, and grow. Teachers model how to give and receive constructive input.
- Schools use data and conversations to make decisions.

PERFORMANCE MEASURES:

Alberta Education and Childcare Measures:

- *Access to Supports Services*
- *Student Learning Engagement*
- *Three-Year High School Completion Rate*
- *Education Quality*
- *Five-Year High School Completion Rate*
- *Diploma Acceptable/Excellence*
- *PAT Acceptable/Excellence*

Local Measures - ECSD Annual Survey Themes:

- *Joy and Rigour*
- *Assessment and Feedback*

GOAL 6:
Students think boldly, explore new ideas, and express themselves creatively. Students take risks, try again, and persevere through challenges.

Key Strategies:

- Classrooms promote experimentation, “what if” thinking, and play. Students are encouraged to generate ideas, test them, revise, and share without needing a perfect product.
- Students engage in learning that invites choice, design, and personal expression. Assignments have room for creativity, and final products reflect the student, not just the task.
- Teachers celebrate effort and iteration, model vulnerability, and create routines that normalize revision and improvement.
- Teachers provide time, tools, and structure to support creative thinking and expression. Students use art, media, storytelling, performance, prototyping, or other creative modes to show what they know.

GOAL 7:
Teachers co-create learning experiences where students set goals, reflect on progress, and persevere through challenges, with encouragement and timely support.

Key Strategies:

- Students are taught how to set goals, reflect on their progress, and understand how they learn best.
- Teachers normalize struggle and teach strategies for perseverance. Support is responsive and timely, adjusted to meet students where they are.
- Students regularly receive timely, specific feedback that helps them grow. They learn to give, receive, and act on feedback to improve their work and thinking.
- Students have voice and choice in how they learn and show what they know. Teachers offer options for tasks, grouping, tools, or modalities.

GOAL 8:

Students see the relevance of what they're learning and understand how it applies beyond the classroom. Learning is connected to real-world contexts, experiences, and challenges.

Key Strategies:

- Teachers use local and global examples to ground instruction in meaningful contexts. Curriculum is connected to authentic issues, events, and challenges that impact students' lives.
- Teachers select texts, tasks, and visuals that honour diverse identities and invite every student's voice.
- Teachers guide students to reflect on multiple perspectives as they explore big questions and moral dilemmas across the curriculum. Lessons include dialogue around fairness, justice, truth, and responsibility.
- Schools partner with local organizations and individuals such as Elders, artists, and knowledge keepers to extend classroom learning.
- Students develop an understanding of their rights and responsibilities as Canadians, Albertans, and members of society, together with an appreciation of our shared history and democratic institutions and their role as informed, responsible citizens.

PERFORMANCE MEASURES:

Alberta Education and Childcare Measures:

- *Student Learning Engagement*
- *Education Quality*

Local Measures - ECSD Annual Survey Themes:

- *Creativity and Risk-Taking*
- *Ownership of Learning*
- *Real World Connections*

GOAL 9:

Staff actively pursue professional learning, reflect on their practice, and adapt to meet the evolving needs of students. Teachers and leaders model a mindset of continuous growth and curiosity.

Key Strategies:

- Professional learning time, mentorship, and PD budgets are built into school planning. Teachers participate in school-driven PD days, collaborate with support professionals (e.g., Multi-Disciplinary Teams and Educational Assistants), and engage in learning cycles.
- Adults talk openly with students and one another about their learning. Learning is visible in newsletters, hallway boards, staffroom displays, and walkthroughs.
- Leaders and teachers are seen learning: participating in sessions, co-planning with coaches, sharing what's working, and showing vulnerability.
- Schools cultivate environments where professional learning is expected, supported, and celebrated.

PERFORMANCE MEASURES:

Alberta Education and Childcare Measures:

- *Education Quality*

Local Measures - ECSD Annual Survey Theme:

- *Lifelong Learning*

KEY INSIGHTS FROM RESULTS ANALYSIS:

In addition to the implementation supports which are outlined in a subsequent section, the Division also plans responsive supports to address specific areas of concern with respect to Provincial Achievement Tests and Diploma Examinations on an annual basis. The most recent set of supports were presented in the Provincial Achievement Testing Response Report and Diploma Examinations Response Report in November 2025. Here are some key insights from the fall analysis:

K-9 Provincial Achievement Test Results

Edmonton Catholic Schools' analysis of the 2024–2025 Provincial Achievement Test (PAT) results reflects a strong overall system performance, with student achievement exceeding provincial averages in multiple subject areas. At the same time, the data identifies targeted opportunities to strengthen literacy and numeracy outcomes, particularly in foundational and conceptual skill development. As this is the first year of PATs aligned to the new provincial curriculum, results represent an important baseline and should be interpreted with caution.

Areas of Strength: Overall, ECSD students continue to demonstrate high levels of achievement across core subject areas. In English Language Arts and Literature (ELAL), both Grade 6 and Grade 9 students exceeded provincial benchmarks in achieving the Acceptable Standard and the Standard of Excellence. Notably, Grade 9 students sustained a multi-year trend of strong performance, with results above the provincial average in both reading comprehension (Part B) and writing (Part A). Reading achievement represents a particular area of strength across the Division. While provincial data indicates a gradual decline, ECSD students have demonstrated steady improvement in reading outcomes over the past three years, highlighting the impact of intentional instructional and intervention strategies.

In Mathematics (Grade 6), students similarly outperformed the province in both achievement standards, indicating effective instructional practices and alignment with curricular expectations.

Literacy: Key Needs and Opportunities

Despite overall strong literacy results, the data identifies several areas requiring focused attention. Students would benefit from deeper understanding of text forms, structures, and language comprehension, which are critical to both reading and writing success. Writing remains an important area for growth, particularly in expanding students' ability to write across multiple genres and forms. Current patterns suggest a need to move beyond limited writing formats and strengthen students' adaptability and confidence in selecting appropriate structures for different purposes.

Additionally, continued emphasis is required on vocabulary development, morphology, and reading comprehension, especially in the middle elementary years. Strengthening these foundational literacy skills will support students in engaging with increasingly complex texts and improve overall achievement outcomes.

The results also highlight the importance of early identification and targeted intervention for struggling readers, supported by ongoing use of screening tools and responsive instructional practices.

Numeracy: Key Needs and Opportunities

While Grade 6 mathematics results indicate performance above provincial averages, the data shows a simultaneous increase in the proportion of students achieving below the Acceptable Standard, pointing to a widening range of student achievement and the need for targeted support.

At the junior high level, more pronounced gaps are evident in key conceptual areas of mathematics. Students demonstrated weaker performance compared to the province in Algebraic expressions, equations, and inequalities; Rational numbers; and Powers and exponents.

These findings indicate a need to strengthen foundational numeracy concepts and conceptual understanding, particularly in areas requiring abstract reasoning and algebraic thinking. Patterns across assessment components also suggest variability in student performance depending on task type, with differences observed between procedural and non-calculator-based problem-solving tasks. This underscores the need for balanced instruction that develops both procedural fluency and deep conceptual understanding.

Diploma Examination Results Insights

Division-Level Performance Trends: The Division is maintaining high overall achievement while growing top-end performance, indicating effective instructional practices and system supports. ECSD students consistently exceed provincial standards across many diploma courses. Strength is particularly evident in English Language Arts, Social Studies, and select Mathematics and Science courses. There is growth in the Standard of Excellence, including a 2% increase in English 30-1 excellence rates

Alignment Between School-Awarded and Diploma Results: The analysis identifies a need to better align classroom assessment with diploma exam outcomes. There is potential variability in classroom assessment practices and interpretation of provincial standards that provide us with opportunity to strengthen assessment literacy with our high school teachers.

Across all subjects, consistent themes emerge:

Writing and Communication - Need for greater clarity, precision, and sophistication in written responses

Higher-Order Thinking- Emphasis on critical thinking, interpretation, and application of knowledge in unfamiliar contexts

Assessment Coherence – Strengthening the alignment between instruction, assessment, and provincial standards

Subject-Specific Insights

English Language Arts (30-1 & 30-2) Literacy foundations are strong; improvement lies in higher-level analytical thinking and expressive precision.

Strengths: Students exceed provincial averages in Acceptable Standard and Standard of Excellence with a strong performance across most writing categories.

Areas for Growth: Personal Response writing shows a need for greater insight, precision, and depth. Reading comprehension (30-2) has poetry identified as a specific area requiring targeted support.

Mathematics (30-1 & 30-2) Students demonstrate solid procedural knowledge; continued focus is needed on complex problem-solving and transfer of learning.

Strengths: ECSD students meet or exceed provincial standards in Acceptable Standard (Math 30-1) and Acceptable and Excellence standards (Math 30-2)

Areas for Growth: The analysis indicates a need for continued attention to alignment between instruction and diploma expectations and strengthening application of knowledge and problem-solving under exam conditions.

Science (Biology 30, Chemistry 30, Physics 30, Science 30) Science results reflect strong foundational knowledge, with opportunity to deepen analytical reasoning and application skills.

Strengths: Students show strong achievement at the Acceptable Standard in multiple courses and the Standard of Excellence in Science 30 and Biology 30)

Areas for Growth: Analysis shows a need for enhanced application of scientific concepts and deeper conceptual understanding in complex contexts.

Social Studies (30-1 & 30-2) Students perform well overall; gains will come from strengthening depth of reasoning and sophistication of written responses.

Strengths: ECSD students exceed the province in Acceptable Standard (both courses) and Standard of Excellence (30-1).

Areas for Growth: We need a continued focus on critical thinking and analysis, and written argumentation and evidence-based responses.

French Language Arts / French Immersion- Results are strong and stable; continued emphasis on language precision and fluency will sustain excellence.

Strengths: Students meet or exceed provincial standards in Acceptable Standard and Standard of Excellence (French Language Arts 30-1)

Areas for Growth: We need a continued focus on language proficiency development across contexts and consistency between classroom assessment and diploma performance

ENGAGEMENT:

Development of the ECSD Education Plan 2026-2029 (Year 1) involved effective engagement with educational partners. The Optimal Learning Framework upon which this plan is based was developed through an iterative, collaborative process grounded in research, professional standards, and system voice.

Student Voice: The Board of Trustees and Administration of ECSD meet with the Student Voice Team five times per school year. Comprised of two students from each of our high schools, the students provide perspective on matters of educational importance to the Division. These engagements take place in a workshop format that allows them to dialogue on their experiences and needs. We asked our Student Voice Team members to help us determine what competencies they expect a student to develop over their time with Edmonton Catholic Schools as they experience an excellent Catholic education. These conditions form the backbone of the Optimal Learning Framework that was developed by the Administration and Board of Trustees to achieve those competencies. Student Voice was further engaged during their meetings/workshops to help refine the language of the Optimal Learning Framework, and finally to provide student perspective what the goals and key strategies of the Education Plan look like currently in our schools.

Educator Voice: Following the establishment of the Learner Competencies from the work of Student Voice, Administration, and the Board, the Division identified a set of learning conditions to support the development of those student competencies so that reflect both provincial direction and ECSD's Catholic context. This was achieved through multiple cycles of engagement and refinement with specific groups of educators. Grounded in research, the initial conditions were crafted by Division Leadership, who then gathered insights on the conditions from principals during their monthly meetings and from our consultant teams This work ensured that the framework is both research-informed and grounded in classroom reality. The result is a shared language that supports alignment across classrooms, schools, and the system, while still allowing for professional judgment and local context. Drawing on Alberta's Teaching, Leadership, and Superintendent Quality Standards, as well as the provincial curriculum architecture and the Ministerial Order on Student Learning #005/2024, the framework brings coherence to existing expectations rather than introducing something new.

Parent/Guardian Voice: The Division engaged the voice of our School Councils through the Board of Trustees' Community of School Councils (COSC) meeting on November 18, 2025. This workshop saw School Council Executive members partner with the school Administrators to provide their feedback on what was most important to them and their school context as this plan was developed. A clear message emerged: there is strong confidence in our educators, alongside a desire for greater clarity and consistency in how learning is experienced across schools. School leaders have echoed this need. It is from the COSC engagement, in conjunction with ongoing Student Voice Team engagement, that the Board of Trustees established the priorities which provide the guidance for this plan.

This cycle of engagement with educational partners took place over the course of almost three years. It has resulted in an Education Plan that is deeply reflective of the voices of those partners in shaping the strategic direction of the Division for the next cycle of continuous improvement.

FIRST NATION, MÉTIS, AND INUIT STUDENT SUCCESS:

Edmonton Catholic Schools' Indigenous Learning Services has a mission to provide support to First Nations, Métis, and Inuit students, families, and all Division staff as we work together with a holistic approach to encourage high levels of success for each learner within a faith-based community. This outcome is achieved by providing individual and group programs to increase school engagement, cultivate a sense of belonging, build mastery, share generosity, and encourage independence.

In addition to direct student support through programs such as Braided Journeys, Indigenized course options for students include a summer CALM program, locally designed courses for junior high and high school, cultural wellness supports, and Truth and Reconciliation Lead Teachers. The Division offers expanded student opportunities such as Indigenous career mentoring, land-based learning, cultural arts, and Medicine Wheel–based wellness practices that strengthen identity, belonging, and engagement.

Ongoing strategies ensure effective learning for all students and staff with respect to Indigenous Knowledge and to ensuring Indigenous students are connected to school and the supports and services that support their success. The support to schools is individualized and specific to their context and the needs of their students including:

Truth and Reconciliation Lead Teachers:

- Support Indigenous students in achieving personal, emotional, spiritual, mental, physical, and academic success.
- Lead school-wide initiatives that support the implementation of the Truth and Reconciliation Commission's Calls to Action.
- Support teachers in embedding Indigenous content and perspectives across subject areas
- Facilitate professional learning for staff on Indigenous education, cultural safety, anti-racism, and Indigenous foundational knowledge.
- Build relationships with local Indigenous communities, Elders, and Knowledge Keepers to support authentic, land-based, and relational learning experiences.
- Coordinate cultural events, land-based learning opportunities, and student-led reconciliation projects.
- Support the shift from scripted learning (e.g., land acknowledgements) to authentic, relational practices embedded in daily learning)
- Serve as a liaison between the school and Indigenous families to promote engagement and student success

Whole school learning opportunities:

- School-wide and classroom-based experiences such as Treaty education, Métis perspectives, local Indigenous histories, and cultural protocols (e.g., smudging, sacred medicines).
- Experiential and land-based learning opportunities, including river walks, outdoor learning, and connections to local context and community.

Ongoing professional learning at the Division and school levels:

- Division-wide and targeted professional learning focused on Indigenous pedagogy, Medicine Wheel approaches, cultural safety, anti-Indigenous racism, and curriculum integration.
- Beginning teacher training and mentorship (including Indigenous teacher mentorship).
- Teacher working groups, communities of practice, and collaborative inquiry to support curriculum implementation and shared practice.
- Development of curriculum-aligned resources, including grade-level supports, lesson materials, and "crates" (e.g., Land as Text, Treaty education, Métis perspectives)
- Creation of practical classroom tools such as one-page guides, infographics, and discussion resources
- Support for integrating Indigenous perspectives authentically across subject areas (Science, Math, Social Studies, and ELA)

Truth and Reconciliation Consultant:

- Provides system-wide support for the development of Indigenous Knowledge in all schools through the work of Truth and Reconciliation Lead Teachers
- Develops division-wide resources for Division-wide initiatives such as Truth and Reconciliation Day, Metis Week, Moose Hide Campaign and National Indigenous Peoples Month.
- Supports school-based planning, co-teaching, and leadership teams to align Indigenous education with school education plans

Additionally, the Nehiyaw Pimatisiwin family of schools provides a cultural and language base to the education of our students who are looking for a more immersive experience, alongside ongoing efforts to create culturally responsive and Indigenized learning environments across all schools.

Success in this work is not only measured by traditional student achievement in subject areas. These supports and services are designed to increase student engagement, high school completion rates, and post-secondary transitions. At the root of this success is a deep sense of belonging, cultural identity, and connection to community.

DATA REVIEW CYCLE:

Edmonton Catholic Schools has an ongoing cycle of data review throughout the school year that aligns with the release of various results. As outlined above, the release of the Alberta Education and Childcare Fall Assurance Report results in an immediate review of the associated measures at the Division and school level with Departments and schools providing targeted interventions to address achievement gaps at their relative levels. These interventions can be short-, medium-, or long-term strategies depending on the nature of the gap. Our ECSD Annual Survey is administered in the winter months, and those results are analyzed in the early spring to inform any supports and adjustments that need to be made in instructional practice. The final data touchpoint in the data review cycle occurs with the release of the Spring Assurance report by the Ministry in late May or early June. Review of this data allows the Division to plan response to begin right at school start.

In order to support data transparency, as results are released, they are published on our Division's Assurance Dashboard on ecsd.net. Those results remain posted for the three-year cycle of the education plan and present the data in a highly visual way. Similarly, each school's results are posted on their School Assurance Dashboard on the school website to support public engagement in student success.

IMPLEMENTATION:

The Division has developed a robust internal SharePoint site to support each of the goals in this three-year plan. Within the site's High Impact Strategy Suite, relevant goals include specific school actions to improve achievement for First Nations, Métis, and Inuit students and advance the Truth and Reconciliation Commission's Calls to Action for all students.

The overview of this implementation plan can be found here: Implementation Plan

This Education Plan is the key priority of the Authority, and thus, it is the focus of the work of the Departments that support the implementation. This document defines the work of the Division over the upcoming 3-year cycle, and the human and financial resources necessary to implement the plan are embedded in their service delivery.

ECSD WEB LINKS:

ECSD Operating Budget webpage: ECSD Division Operating Budget
Capital Plans webpage: ECSD Capital Plans
Three-Year Education Plan webpage: ECSD Three-Year Education Plans
Assurance Dashboard webpage: ECSD Assurance Dashboard

LUMEN CHRISTI CATHOLIC EDUCATION CENTRE

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Education Plan Report
2026-2029 (Year 1)