

JV (St. Nicholas)2018-2022 School Education Assurance Plan- School Year: 2020-2021

Elk Island Catholic Schools will ensure Success for all Students

[Elk Island Catholic Assurance Plan 2018-2022 \(updated March 2020\)](#)

Goal:	Faith Formation	
<p>Provide students, staff and community with a faith permeated environment and enhance the Faith Formation of all staff and students.</p>	<p>Strategies:</p> <ol style="list-style-type: none"> Engage students in relevant religious education and faith integration which promotes hope and engagement in students <p>Targeted Success Measures:</p> <ol style="list-style-type: none"> Student Faith Formation opportunities Staff Faith Formation opportunities School faith environment 	
<p>Reflection on (Previous) Year Results</p> <p>EICS survey results:</p> <p>School embodies the teaching of Jesus Christ</p> <ul style="list-style-type: none"> Parents - 100% (98%) Teachers -100% (100%) Students - 98% (100%) <p>School enhances the faith of its students</p> <ul style="list-style-type: none"> Parents - 99% (98%) Teachers - 100% (100%) Students - 100% (100%) <p>Successes:</p> <ul style="list-style-type: none"> Staff faith retreat pulled staff together to focus on our yearly division faith theme and staff wellness and building connections Weekly visit by Priest for classroom sign up opportunities Celebration/Assemblies to nurture our Catholic faith and build a harmonious culture where we work, reflect and pray together <p>Opportunities for Improvement:</p> <ul style="list-style-type: none"> 95% (86%) of teachers, parents, and students who are satisfied that students model the characteristics of active global citizens and model Christ's presence amongst one another. (9% increase from the previous year) Guide and sustain staff in developing a community of faith through intentional ongoing Professional Development opportunities and faith connections. Many students do not have the opportunity to attend weekly Mass with their families on a regular basis to continue to integrate our Catholic identity through celebrations, symbols and other visible signs: Develop Catholic Faith connections to Indigenous spirituality and our faith through seven sacred teachings. <ul style="list-style-type: none"> Weekly assemblies integration of the Seven sacred teachings Class time devoted to discussing seven sacred teachings with a spiritual animal chosen to connect with our monthly St. Nicholas virtues Infuse usage of Chapel into daily practice: allow opportunities for students to experience a worship space semi-independently. 		
Implementation Plan:	Activities	Milestones
<p>Shared Vision <i>Examine the present situation</i></p> <ul style="list-style-type: none"> What are we doing well and what is the evidence? What are we not doing so well, and what is the evidence? What might be possible? 	<ul style="list-style-type: none"> Working with grade level groups to focus on integrating faith into all facets of the curriculum. 	

<p>Leadership Required <i>What leadership is required to support the goal?</i></p>	<ul style="list-style-type: none"> ● Establishment of a Faith Lead Team led by School Chaplain, Admin team, Indigenous lead teacher and Ukrainian lead teacher. ● Support Grade 4 Leadership teams 	
<p>Research and Evidence <i>What data, including research, evidence, lesson learned, is being used to inform your plan? Rationale? Sources of evidence?</i></p>	<p>Alignment with:</p> <ul style="list-style-type: none"> ● Marks of an Excellent Catholic Leader ● Marks of an Excellent Catholic Teacher ● Five Marks of Catholic Schools ● Reflection on Assurance results of FNMI foundational knowledge ● The 7 sacred teachings. 	
<p>Resources <i>What resources will be needed to support? (e.g., staff, supplies, etc)</i></p>	<ul style="list-style-type: none"> ● School supports staff and student retreat opportunities. ● Book study with a faith connection. 	
<p>Professional Growth <i>What professional learning supports are needed?</i></p>	<ul style="list-style-type: none"> ● Staff will be encouraged to attend faith building opportunities ● Participating in a staff retreat and at monthly staff meetings with time to focus on spiritual growth and connections with the book study. ● Students are encouraged to take leadership roles in student groups. ● Growing a stronger understanding of both the Roman Catholic rite and the Ukrainian rite. 	
<p>Time <i>What is the timeframe needed to support the implementation of the plan?</i></p>	<ul style="list-style-type: none"> ● Ongoing throughout the year. ● Faith formation component at every staff meeting. 	
<p>Community Engagement <i>What strategies are in place to share with stakeholders?</i></p>	<ul style="list-style-type: none"> ● Integration of Parish Staff, parent community and CLS faith formation activities and everyday life of the school. ● Invite and encourage the community to engage with the faith life of the school 	

Goal:	Quality Teaching and Learning	
<p>Division Outcome: Student success depends on quality instruction in an environment that respects learners’ independent spirit. Quality teaching and learning promotes the development of innovation and creativity while attending to meaningful assessment and reporting practices.</p>	<p>Strategies:</p> <ul style="list-style-type: none"> • Identify and implement best practices to align with excellent early learning pedagogy and learning environments. • Support staff collaboration to engage and improve in literacy teaching practices across curricula and for all students. • Support staff collaboration to engage and improve in numeracy and math teaching practices across curricula and for all students • Support universal design for Learning for all students through the Collaborative Response Model. • <p>Targeted Success Measures:</p> <ul style="list-style-type: none"> • Progress from student interventions • Staff satisfaction survey results with professional development and collaboration • Student engagement survey results • Student reading level data • Student Math Intervention Programming Instrument (MIPI) data 	
<p>Reflection on Previous Year Results:</p> <p>95% (95%) of students within or above the grade level reading band</p> <p>87.5% (75%) of Teachers satisfied with professional development opportunities (Increase of 12.5%)</p> <p>97.8 (85.8%) satisfaction of Student Engagement (Increase of 12%)</p> <p>Strengths:</p> <ul style="list-style-type: none"> • Implementation of a school-based learning coach, tech lead teacher, APPLE school lead teacher, a Collaborative Response Coordinator, FWW and SLP from AHS • Development of flexible learning environments. • One to one technology program in grade 4 • Daily physical literacy for all students. • Implementation and focus with Alberta Education 8 student competencies <p>Opportunities for Improvement:</p> <ul style="list-style-type: none"> • Continue use of the Collaborative Response Model to improve responsive classroom approach. • Development of stronger indigenous cultural awareness. • Development of a school Learning Commons & Makerspace • Development of “Outdoor” learning spaces. • Investigate inquiry-based learning (genius hour) • Develop a staff professional development committee to identify the necessary skills and resources to support staff professional growth. 		
Implementation Plan:	Activities	Milestones
<p>Shared Vision <i>Examine the present situation</i></p> <ul style="list-style-type: none"> • <i>What are we doing well and what is the evidence?</i> • <i>What are we not doing so well, and what is the evidence?</i> • <i>What might be possible?</i> 	<ul style="list-style-type: none"> • Assurance plan results were shared with the staff and the parent council to look at strengths and areas for growth. • All staff work in a professional collaborative culture to develop the competencies and values 	

	to ensure success for all students.	
Leadership Required <i>What leadership is required to support the goal?</i>	<ul style="list-style-type: none"> • Development of a strong school leadership team involving: Admin, CRC, FWW, Chaplin, Teacher Leads: Healthy Champion, Ukrainian, Tech & ELL, Indigenous • Consultants • Elders • CLS staff 	
Research and Evidence <i>What data, including research, evidence, lesson learned, is being used to inform your plan?</i>	<ul style="list-style-type: none"> • MIPI • F & P • Assurance survey results • In class assessments 	
Resources <i>What resources will be needed to support? (e.g., staff, supplies, etc)</i>	<ul style="list-style-type: none"> • Networking amongst district schools and beyond • Development of quality learning environments. • Purchasing of Flexible classroom furniture • Support from CLS 	
Professional Growth <i>What professional learning supports are needed?</i>	<ul style="list-style-type: none"> • Development of the CRM • Ongoing school-based Professional development focusing on innovation and creativity within the learning environment. • Encourage the use of the ERLC, ATA specialist councils and ATA library for professional growth. • Set aside time to discuss and reflect on the TQS and how teachers can continue to implement and grow in their practice through a stronger understand of the TQS 	
Time <i>What is the timeframe needed to support the implementation of the plan?</i>	<ul style="list-style-type: none"> • Ongoing 	
Community Engagement <i>What strategies are in place to share with stakeholders?</i>	<ul style="list-style-type: none"> • Invite and encourage the community to engage with the school in developing and expanding quality learning environments. 	

Goal:	Wellness	
Division Outcome: Elk Island Catholic Schools is committed to success and well-being for all students. The Division recognizes that, as a system, school community wellness must be present for all stakeholders.	Strategies: <ol style="list-style-type: none"> 1. Continue to provide and develop services and model initiatives that promote staff and student health and wellness eg Mental Health Strategic Plan, Nutrition Procedure, transition plans for students 2. Continue the engagement work of seeing mental health as a shared responsibility 3. Focus on relationships as an effective method to attain system wellness Targeted Success Measures: <ol style="list-style-type: none"> 1. Employee engagement survey 2. Staff and student engagement 3. Staff Health and Wellness 4. Success with comprehensive student health programs 	
Reflection on Previous Year Results: <ul style="list-style-type: none"> - 79% (82%) Employee engagement (decrease 3%) - 85% (86%) of parents and staff satisfied with the school's comprehensive health programs(physical and mental well being). (1% decrease from previous year) - 94% (90%) of students agree that they are safe at school, learning the importance of caring for others, learning respect for others, treated fairly in school (4% increase from previous year) Strengths: <ol style="list-style-type: none"> 1. Dedicated release time for a teacher to support "APPLE" Schools and act as the school rep on with the division's wellness team. 2. Continued support from the PAC and Strathcona County. 3. FWW's role in leading mental health and wellness for students and staff (School Mental Health and Wellness Day, classroom visits) Opportunities for Improvement: <ol style="list-style-type: none"> 1. Purposeful connections with students & Staff through positive interactions to build strong relationships. 2. Build connections through the services of a Family Wellness Worker to support the families in our community. 		
Implementation Plan:	Activities	Milestones
Shared Vision <i>Examine the present situation</i> <ul style="list-style-type: none"> • What are we doing well and what is the evidence? • What are we not doing so well, and what is the evidence? • What might be possible? 	<ul style="list-style-type: none"> • Assurance survey results shared with the school community. • Develop meaningful connections through consistent morning 	

	welcoming at entrances and hallways by staff and goodbyes at the end of the day.	
Leadership Required <i>What leadership is required to support the goal?</i>	<ul style="list-style-type: none"> • All staff • Division wellness coordinator • APPLE Schools lead teacher • FWW • Parent community 	
Research and Evidence <i>What data, including research, evidence, lesson learned, is being used to inform your plan?</i>	<ul style="list-style-type: none"> • Jody Carrington Connections Project: • APPLE Schools Partnership. 	
Resources <i>What resources will be needed to support? (e.g., staff, supplies, etc)</i>	<ul style="list-style-type: none"> • Dr. Jody Carrington • Dr. Shanker: Calm and Alert : Self regulation and Social thinking • APPLE Schools Website • Continue to seek out other professionals and resources through ILS in order to try and meet the needs of all students in staff when addressing difficult situations. 	
Professional Growth <i>What professional learning supports are needed?</i>	<ul style="list-style-type: none"> • Provide time at staff meetings • Identify growth opportunities through ERLC, etc. • Sharing and exploring with Social thinking resources (We thinkers, Flex Brain, GoZen) • Staff book club 	
Time <i>What is the timeframe needed to support the implementation of the plan?</i>	<ul style="list-style-type: none"> • Ongoing 	
Community Engagement <i>What strategies are in place to share with stakeholders?</i>	<ul style="list-style-type: none"> • Apple Schools • Parent community • Alberta Health Services • RCMP 	

Goal:	Engagement and Improvement
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<p>Division Outcome: Elk Island Catholic Schools is committed to ongoing communication and engagement with educational partners to improve decision-making and assurance.</p>	<p>Strategies:</p> <ol style="list-style-type: none"> 1. Maintain transparency through continued generative stakeholder engagements and communication strategies 2. Enable ongoing communication through various mediums between the classroom and home <p>Targeted Success Measures:</p> <ol style="list-style-type: none"> 1. Funds allocated to support Divisional priorities 2. Satisfaction with communications 3. Success with school and Parish partnerships 4. Satisfaction with parental involvement 5. Satisfaction with school improvement
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<p>Reflection on Previous Year Results:</p> <ul style="list-style-type: none"> ● 87% (82%) of parents are satisfied with the communication from the school. ● 98% (98%) of parents are satisfied with the school- parish partnership ● 85% (84%) of parents satisfied with parental involvement in decisions about their child's education (increase of 1%) ● 71% (88%) of parents satisfied with school improvement (decrease of 17%) <p>Strengths:</p> <p>Feedback from parents through School Council has been very positive</p> <p>Opportunities for Improvement:</p> <ul style="list-style-type: none"> ● Educate the PAC on the role of school councils using the School Council Resource Manual ● Increase the knowledge of parents regarding the supports offered to students at school and how supports are managed and prioritized by the school ● Improve the partnership for learning between school and home ● Increase the knowledge and skills of parents/guardians of how to support their children at home ● Provide an opportunity for a student's voice. ● Engage more parents to be involved with the PAC/BUCPS ● Keep the school website updated. ● Continue to explore ways to enhance home and school communication ●
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Implementation Plan:	Activities	Milestones
<p>Shared Vision <i>Examine the present situation</i></p> <ul style="list-style-type: none"> ● What are we doing well and what is the evidence? ● What are we not doing so well, and what is the evidence? ● What might be possible? 	<ul style="list-style-type: none"> ● Highlight the School Council Resource Manual with PAC ● Work with facilities and ILS to find ways to enhance the physical plant as well as develop strategies to enhance the learning environment within the building. 	
<p>Leadership Required <i>What leadership is required to support the goal? The activities to achieve the goal?</i></p>	<ul style="list-style-type: none"> ● Admin ● Parish Team ● PAC/BUCPS Executive ● Parent focus group 	
<p>Research and Evidence <i>What data, including research, evidence, lesson learned, is being used to inform your plan?</i></p>	<ul style="list-style-type: none"> ● Satisfaction surveys ● Budget allocations 	

<p>Resources <i>What resources will be needed to support? (e.g., staff, supplies, etc)</i></p>	<ul style="list-style-type: none"> ● School Council Resource Manual. ● Invite a speaker from AHSCA to PAC meetings 	
<p>Professional Growth <i>What professional learning supports are needed?</i></p>	<ul style="list-style-type: none"> ● Encourage PAC to participate in PD through AHSCA 	
<p>Time <i>What is the timeframe needed to support the implementation of the plan?</i></p>	<ul style="list-style-type: none"> ● Ongoing 	
<p>Community Engagement <i>What strategies are in place to share with stakeholders?</i></p>	<ul style="list-style-type: none"> ● Communication Corner(Smore) with parents ● Social Media ● School Website ● Valeda House ● L'Arche 	

*Budget Report to be Attached