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)
OLA Assurance Plan Reflections 2020

Goal:	Faith Formation
Provide students, staff and community with a faith permeated environment and enhance the Faith Formation of all staff and students.	**Strategies:** ● Provide an actionable representation of the Division faith theme that leads to impact in the division and at the schools ● Design and implement extracurricular faith formation activities **Targeted Success Measures:** ● School faith environment ● Staff faith formation ● Student faith formation **Alberta Education measures:** ● Students model active citizenship

Reflection on (Previous) Year Results:

Strengths:

- 100% of our students, 98% of parents and 100% of our staff feel there is Success with Faith Formation
- Increased to 99% success in Faith Formation
- Staff Faith Connections (retreat, daily staff prayer)
- Advent and Lent traditions becoming established
- Adoration led by homeroom teachers
- Parish relationship/Priest classroom visits deepening
- Continued creation of Chapel
- Student Leadership Squad Faith Team
- Homeroom Classes/Music Teacher/Chaplain leading Mass
- Masses at OLA Catholic Church
- Assigned Chaplain time
- Visual presence of Faith and LIturgical calendar throughout school
- Faith focused weekly school wide assemblies
- District wide faith theme thoroughly integrated as a part of our OLA identity
- 14% higher than EICS average in student success in Faith Formation this year
- 12% above EICS division average in students modelling active citizenship this year

Opportunities for Improvement:

- Determine a chapel blessing date
- Encourage more staff and parents to be a part of faith education and planning
- Extra-curricular activities that are Faith-based
- Finalize Vision and Mission Statements
- 3% increase in Success with Student Faith Formation from 96.5% to 99.4% from last year to this year, and a 2% increase from 91.9% to 93.9% from last year to this year in Students Model Active Citizenship. While we continue to improve in these areas, Faith formation for our staff and students will continue to be a focus each year.

Essential Conditions for Implementation:	Activities	Milestones
Shared Vision *Examine the present situation* *● What are we doing well and what is the evidence?* *● What are we not doing so well,*	Creating opportunities for expanding faith leadership for students, staff, and parents. ● Expanding SLS opportunity to	

and what is the evidence? ● *What might be possible?*	include students beyond grade 4. (i.e grade 3 and 4) ● Building opportunities for our younger students to be faith leaders (i.e. grade 1 and 2 Kindness Club) ● Teacher Leadership Opportunities (Chaplain Role, Faith and Wellness Team that includes all staff and invites parents to be a part of) ● Opportunities for parents to lead and participate in Celebrations and Masses Finalize mission statement ● Create opportunities to continue developing a mission statement for OLA by revisiting and refining the work accomplished at this time. (PD, Staff Meetings, Committee that includes parents and parish priests) ● Focus on Faith Integration within the classroom	
Leadership Required *What leadership is required to support the goal?*	Administration, Chaplain, Faith and Wellness Team, SLS Staff Leads, Kindness Club Staff Lead	
Research and Evidence *What data, including research, evidence, lesson learned, is being used to inform your plan? Rationale? Sources of evidence?*	2019 Parent/Student/Staff Assurance Survey Observations, discussion, reflection from staff	
Resources *What resources will be needed to support? (e.g., staff, supplies, etc)*	Staff Leadership	
Professional Growth *What professional learning supports are needed?*	Shared vision at OLA school Priest Support and Guidance	
Time *What is the timeframe needed to support the implementation of the plan?*	2020- 2021 school year	
Community Engagement *What strategies are in place to share with stakeholders?*	Chaplain Cohort and Meetings Priest Visits Regular School/Parish Meetings School Council Meetings School Newsletter Classroom to Home Communication Social Media (Facebook and Twitter) Social Justice projects (Valeda House, Fort Sask. Food Bank) Parish bulletin to share successes	

Goal:	Quality Teaching and Learning
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.**	**Strategies:** ● 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, K-12 ● Support staff collaboration to engage and improve in numeracy and math teaching practices across curricula and for all students, K-12 ● Support Universal Design for Learning for all students through the Collaborative Response Model ● Continue to strengthen instructional leadership and practices to lead learning related to Indigenous foundational knowledge and its application within classrooms and the larger school community ● Research, share and support technology integration approaches to enhance and remove barriers to teaching and learning for ALL students (inquiry, innovation, Learning Commons, project-based learning) **Targeted Success Measures:** ● Progress from student interventions ● Staff satisfaction survey results with professional development and collaboration ● Student Math Intervention Programming Instrument (MIPI) data ● Overall quality of basic education ● Satisfaction with broad program of studies

Reflection on Previous Year Results:

Strengths:

- Tech time at assemblies
- CRM/CTM opportunities are transitioning staff to thinking outside the box and moving from supporting "my kids" to supporting "our kids"
- Power Options shifting to include STEAM activities and learning experiences not readily available in the classroom
- All results show that teachers, parents and students feel that school work is engaging
- All results show that teachers, parents and students feel that they are happy with the options in physical activity
- In the area of music and art, both parents and teachers feel we are doing well
- All results show the teacher, parents and students are happy with the options being offered and the quality of teaching
- Embedded Sharing Circle at staff meetings and regular Sharing Circle activities within the classrooms
- OLA/SAB mentorship program
- All voices are satisfied with the quality of education at OLA
- Animated Literacy Program supported with PD
- Cultural educational opportunities provided by Fort Sask. Multicultural Association
- 10% above EICS in students satisfaction with basic education
- From last year to this year, we've improved by:
  - 9.5% in student engagement
  - 8% in progress from student interventions
  - 15% Q12 Employee Engagement
  - 17.5% satisfaction with Professional Development and Collaboration
  - 29% increase in staff who believe they have the equipment and materials to do

their job effectively
Opportunities for Improvement:
- Improve MIPI Data results
- Improve the 12% difference of staff satisfaction in diversity of programming in 2020 in comparison to ECS: EICS = 92% OLA=80% *(of note: OLA is 9% above EICS average in student satisfaction in same area) Goal is 90%*
- *Improve the drop of* 6% from last year in overall satisfaction in diverse programming (drop from 94% to 88%). *Goal is 90%*
- Improve the 9% difference of staff satisfaction with progress from student interventions in 2020 in comparison to EICS average = 84% OLA =75% Goal is 85%

Essential Conditions for Implementation:	Activities	Milestones
Shared Vision *Examine the present situation* ● *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?*	-Technology integration and Tech time that address all age groups through GSuite & accepted Tech resources -exploration of STEAM Power Options and expansion of Power Options -Embed voice and choice in all subjects -Learning Commons project continuation and Makerspaces project introduction - Grade 1-4: 2 Part Strategy implementation: 1) Daily Math Chats chats (academic language development) and 2) Spiral Revisits to Numeracy Strands throughout the year -Animated Literacy continuity from Kindergarten to Grade 2, with primary focus in Grade 1. -Incorporate this year's plan to introduce the 7 Sacred Teachings school wide and Ways of Being - having them embedded in our daily interactions and learning -cross grade learning activities as part of CTM embedded time	
Leadership Required *What leadership is required to support the goal?*	-Effective teaching strategies exploration and application through CTM/CRM -Parent instruction that a second language and drama are only offered for grades 4 and above - communication to parents - targeted discussion with students and parents about program diversity at a K-4 level & a small school	
Research and Evidence *What data, including research, evidence, lesson learned, is being used to inform your plan?*	- ESL strategy application of Math vocabulary exploration/ understanding synonyms and	

	making connections to academic math vocab (pre-teach/explore vocabulary) - survey data, BAS & MIPI	
Resources *What resources will be needed to support? (e.g., staff, supplies, etc)*	-Computers and other technology to support this area (i.e. coding programs, raz-kids, lexia, etc.) -Financial support from School Council for Power Options expansion -Financial support and donations for MakerSpaces and Learning Commons	
Professional Growth *What professional learning supports are needed?*	-Technology integration (beyond Chromebooks) - host parent evenings = Math Nights/Language Nights/Hybrid 3-Way Conference evenings to include in-class learning best practices - spiral revisits of numeracy strands throughout the year - PD/Support with how to weave Seven Sacred Teachings from the assemblies into classrooms. -Integrate "Ways of Being" into our everyday, linked to our Catholic Faith -Coding, MakerSpaces	
Time *What is the timeframe needed to support the implementation of the plan?*	-Ongoing process	
Community Engagement *What strategies are in place to share with stakeholders?*	-opportunities for parents to understand what the questions are asking and how to use programs such as raz-kids and lexia -share learning strategies, engagement techniques, strategies for success for all in Smore/newsletter to improve parent awareness -Inform parents via smore/newsletter of the options of musical theatre (grade 4 Drama) **question is geared towards middle/high school settings and many options listed are not offered in an elementary setting -Building partnerships for literacy with Dr. Turner Lodge, -Continue relationship with Fort Saskatchewan Multicultural Association -Offer parents Literacy/Numeracy/Wellness parent evening workshops	

	-Feedback from Power Options interest for extracurricular clubs/groups	

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:** ● Continue the engagement work of seeing mental health as a shared responsibility. ● Focus on relationships as the effective method to attain system wellness. **Targeted Success Measures:** ● Employee engagement survey ● Student attendance as measured by the attendance dashboard ● Success with Comprehensive Student Health programs ● Success with educational transitions **Alberta Education measures:** ● Success with educational transitions ● Success with safe and caring schools

Reflection on Previous Year Results:

Strengths:

- Connections valued in all interactions
- Sharing Circle embedded at all staff meetings - every voice valued/appreciation and support for others
- OLA/SAB mentorship program
- Connections board
- Social Committee activities that encourage community connections
- FWW supports families and kids in a genuinely respectful and supportive manner
- Staff instills a good community with love and joy with and for the students
- 8% above EICS division average student satisfaction with our comprehensive student health program this year
- Above EICS division average by 9% from student satisfaction and 15% of staff satisfaction with school facilities
- Overall 9.4% increase from last year in satisfaction with comprehensive health program

Opportunities for Improvement:
- There is a discrepancy between staff, parent and student survey results in regards to students feeling safe at school and how they feel they are respected, how they follow the rules and the interactions at school. In order to deepen an understanding of this discrepancy, staff needs to gain some insight into the "Kids' World" and experiences at school
    - Students are treated fairly by all the adults in the school: Students 87%, Parents 94%, Staff 100%,
    - Teachers at school care about their students: Students 88%, Parents 98%, Staff 100%
    - Students at school follow the rules: Students 86.7%, Parents 93.8%, Staff 94.4%
    - Students at school respect each other: Students 78.6%, Parents 84%, Staff 100%,
    - Students feel safe at school: Students 93.7%, Parents 95.9%, Staff 94%

● Ensuring students feel connected at school		
Essential Conditions for Implementation:	**Activities**	**Milestones**
Shared Vision *Examine the present situation* *● 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?*	Creating opportunities for staff to deepen their connections with students that will in turn provide better insights into the relationships and experiences of our students at school. These insights can assist staff with supporting students who struggle with feeling safe and connected. ● All staff connecting with all students by greeting the students in the mornings and wishing them well at the end of the day (beyond their homeroom) ● Review current supervision practices to focus on connections, relationships, to build trust and give real time to assist children in conflict (morning welcome, see you tomorrow at end of day, taking time to listen to their stories….) ● Restorative Circle Opportunities ● Peacekeeping Circle ● Senior partnership program to provide an additional adult that children can connect with. ● Positive Playground Leadership (Student Leadership Squad) Create classroom and school wide opportunities (i.e. assemblies/presentations) to deepen student understanding of behaviour expectations, building empathy, acknowledging student accomplishments ● 2 Stars and a Wish for whole school behaviours/tasks i.e. - playground rules ● Assembly themes that encourage citizenship and empathy (i.e. Seven Sacred Teachings) ● Roots of Empathy ● Friendship Groups ● SAB Mentorship program ● I am the I in Kind partnership with Bikers Against Bullying	

Leadership Required *What leadership is required to support the goal?*	Administration FWW Chaplain Wellness Team
Research and Evidence *What data, including research, evidence, lesson learned, is being used to inform your plan?*	EICS Staff, Parent and Student Assurance Survey 2019-2020 Accountability PIllar from October/2019.
Resources *What resources will be needed to support? (e.g., staff, supplies, etc)*	Senior programs/individuals from the community Continuation of FWW role Considering built in time in timetable for restorative circle Boys and Girls Club Connection Admin/Staff/FWW
Professional Growth *What professional learning supports are needed?*	-creating student connections language: revisit some of Jodi Carrington's teaching/speaking.
Time *What is the timeframe needed to support the implementation of the plan?*	June 2021
Community Engagement *What strategies are in place to share with stakeholders?*	-Celebrate Grandparent's day in the fall and invite the school to extend that connection throughout the school year. -Partnership with Dr. Turner Lodge -Feature community events and invitations to participate in connection activities/assemblies through the school newsletter -Create a stronger connection and relationship with boys and girls club and programs that they have to offer -Extending invitations to Parish to connect with students

Goal:	Engagement and Improvement
Division Outcome: **Elk Island Catholic Schools is committed to ongoing communication and engagement with educational partners to improve decision-making and assurance.**	**Strategies:** ● Maintain transparency through continued generative stakeholder engagements and communication strategies ● Enable on-going communication through various mediums between the classroom and home ● Continue ongoing funding allocation reviews to achieve priority-based budgeting **Targeted Success Measures:** ● Funds allocated to support Divisional priorities

School Education Assurance Plan 2018-2019

	• Satisfaction with communications • Success of community Engagement in Divisional decisions • Success with adequacy of resources **Alberta Education measures:** • Satisfaction with parental involvement • Satisfaction with school improvement

Reflection on Previous Year Results:

Strengths:

- Weekly smore newsletter to staff and parents
- School Council meetings
- Facebook presence (increasing)
- Overall 9.5% above division average in student engagement
- Overall 15% above division average in Q12 Employee Engagement
- 100% of parents agree or strongly agree they receive regular communication from the school.

Opportunities for Improvement:
- Improve the drop of 8% from last year to this year in overall satisfaction in community engagement in Divisional decisions (drop from 90% to 82%) Goal is 90%
- Improve the drop of 6% from last year to this year in overall satisfaction with school improvement (drop from 91% to 86%) Goal is 91%

Essential Conditions for Implementation:	Activities	Milestones
Shared Vision *Examine the present situation* *● 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?*	• Exploring ways to communicate the literacy, numeracy, academic learning in the school (in addition to welcoming environment and our faith). • Include visuals and evidence of learning goals and achievement in parent/community communication Also include in the Smore	
Leadership Required *What leadership is required to support the goal? The activities to achieve the goal?*	• Increase social media presence and define these roles for consistency • With the increased social media, also include Division information/decisions • Encourage participation in CEPAC and having a designated CEPAC rep on our school council • Clarity regarding who is responsible for decision making within each area of the school functions. (feedback vs. decision) • Designate staff members to connect with community groups • Designate a staff member to connect with the	

	newspaper and local radio about events	
Research and Evidence *What data, including research, evidence, lesson learned, is being used to inform your plan?*	● Create focus groups with students to explore the meaning of citizenship, ways to be involved in the community and what that looks like from their perspective and brainstorm ways to improve in this area. Then add to social media.	
Resources *What resources will be needed to support? (e.g., staff, supplies, etc)*	● Develop relationships with community groups/organizations (Families First, Food Bank, Birthday bags for Food Bank, Sponsored families through the parish, Dr. Turner Lodge)	
Professional Growth *What professional learning supports are needed?*	● Social media training/support ● Ways to involve parents/community	
Time *What is the timeframe needed to support the implementation of the plan?*	● Throughout the year	
Community Engagement *What strategies are in place to share with stakeholders?*	● Partnering with community groups/organizations ● Expanding parent/community participation in STEAM Power Options ● Include learning focus in newsletters	

*Budget Report to be Attached