

2018-2022

Our Lady of the Angels Education Assurance Plan

School Year: 2021-2022

Elk Island Catholic Schools will ensure Success for all Students

[Elk Island Catholic Assurance Plan 2018-2022 \(updated March 2021\)](#)

[EICS Assurance Plan for copying](#)

[OLA PD & CTM Plan](#)

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| Goal: | Faith Formation |
| Provide students, staff and community with a faith permeated environment and enhance the Faith Formation of all staff and students. | <p>Strategies:</p> <ul style="list-style-type: none"> ● Engage students in relevant Religious education and curriculum faith integration which promotes hope and engagement in students ● Develop a deeper understanding of the connection between our spiritual life and our wellness <p>Targeted Success Measures:</p> <ul style="list-style-type: none"> ● Catholic School Reviews ● School faith environment ● Staff faith formation ● Student faith formation ● Students model active citizenship |
| <p>Reflection on (Previous) Year Results:</p> <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> <p>Successes: Success with student faith formation: Parents feel we are above EICS average by 5.6% and we are at 98.7% satisfaction. According to students we are 16.7% above the EICS average and they feel 97% satisfied in this area.. Additionally 100% of staff this year and last year feel we succeed with our Student Faith Formation.</p> <p>Parents are 89% satisfied, students feel 89.5% and staff are 100% satisfied with how students model active citizenship. Parents reported that we are 7.5% above the EICS Division average, and children reported as being 15.4% above it.</p> <p>In the area of staff faith formation, parents expressed 98.6% satisfaction, and both staff and students are each 100% satisfied with our success in this area. In fact, parent feedback is 7.7% above the EICS Division average, and students' 100% is 13.3% above EICS' average. As a whole in this area, OLA is 7.4% above the division average.</p> <p>Both students and staff indicated their 100% satisfaction with our school faith environment, and in our students results, this is 9% above the division average. Parents are 98.6% satisfied (5.7% above the division average) in OLA's school faith environment. Students feel OLA has improved by 5.5% in this area from last year. OLA is 5.1% above the division average as a whole, at 99.6% satisfaction by parents, staff and students.</p> <p>OLA's partnership with our parish is to be celebrated as parents are 96.8% satisfied with our connections with our parish which is 15.8% above the division average, and students are 100% satisfied which is 18.8% above the division average. Overall, OLA is 12.3% above the division average in this area.</p> | |

Reasons for our Success:

School/Parish/Family Partnership

- Weekly Parish Priest Visits to classrooms that enhance and nourish both student and staff faith formation
- Monthly morning staff masses have been well attended
- Virtual Live stream masses for the entire community
- ****Parent**** led rosary walks are planned if Covid protocols stay in place

Staff Faith Leadership

- Staff lead daily morning prayer
- Staff involvement in parish life
- Expanding teacher involvement in leading and participating in school liturgies
- Staff have expressed their desire and comfort in leading their students in our faith
- Staff serve as models of our faith

Student Faith Leadership

- Students lead prayer during cohort assemblies
- Older students modelled prayer leadership by make prayer recordings for younger students
- Students from K-4 have opportunities to lead prayer during morning announcements
- Grade 4 students took on leadership roles during morning Advent prayers.

Opportunities to grow in our faith life and traditions

- Staff and students have grown in their knowledge, comfort, and prayerful participation of Adoration
- Opportunities to use the labyrinth as a form of prayer exceptionally well received from students and staff, both expressing appreciation and a desire for more opportunities
- Covid restrictions gave us opportunities to express our faith in new ways: Virtual school wide Jesse Tree stories and prayer during Advent
- Daily prayers were comprised of Mass prayers (Hail Mary, Our Father, Glory Be, Lamb of God, Holy Holy Holy,)
- Moving from “School Celebrations” to “School-based Liturgy of the Word Celebrations”
- Outdoor classroom rosary walk

Physical Environment

- Our faith is tangible and visible from the moment one walks through the front door and carries into every classroom
- Chapel Blessing November 2020
- Continued growth in developing our Chapel’s physical space

Community Connections

- Christmas cards, Valentine Cards, Springtime /birthday cards-Dr. Turner Lodge and Rivercrest Senior Citizens
- Break the Rules Fundraiser for Chalice Child
- Connecting the messages of the Seven Sacred Teachings with who we are as Catholic people

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| <p>Implementation Plan:</p> | <p>Activities <i>“What are the activities that will help us in achieving the strategies and the purpose of the goal?”</i></p> | <p>Milestones <i>“What is the success criteria?”</i></p> |
| <p>Shared Vision for Improvement <i>Examine the present situation</i> <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</i> </p> | <p><u>Mission Statement & Logo</u></p> <p>1. Finalize mission statement and develop a new school logo for OLA</p> <ul style="list-style-type: none"> • Create opportunities (PD, staff meetings, committee work) to continue developing a mission statement for OLA by revisiting and refining the work accomplished at this time. | |

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| <p><i>possible?</i></p> | <ul style="list-style-type: none"> ● Inclusion of all stakeholders in the process (staff, students, parents, parish) <p><u>Faith Integration within the classroom</u></p> <p>1. Engagement in community social justice projects to improve our Model Active Citizenship parent and student results by 5%</p> <ul style="list-style-type: none"> ● Embracing a second Foster Child in the Philippines through Chalice ● Continued dedicated support of Lurana House, Every Child Matters, Pink Shirt Day, Autism Acceptance, Hats on for Mental Health <p>2. Cross curricular Faith Integration</p> <ul style="list-style-type: none"> ● Expanding our classroom Faith discussions, experiences, and connections throughout our day and in a variety of curricular areas. ● Physical evidence through project work, assignments and activities ● Purposefully planned lessons ● Sharing of these experiences with colleagues and our wider community (i.e. S'more) ● Evidence of Learning Portfolios to highlight this connection. | |
| <p>Leadership Required <i>What leadership is required to support the goal?</i></p> | <p><u>Mission Statement & Logo</u></p> <ol style="list-style-type: none"> 1. Admin 2. Chaplain 3. CLS 4. Logo Staff Committee <p><u>Faith Integration within the Classroom</u></p> <ol style="list-style-type: none"> 1. Admin 2. Chaplain 3. CLS 4. Teaching Staff | |
| <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><u>Mission Statement & Logo</u></p> <ol style="list-style-type: none"> 1. The essence of OLA is very strong and we have been working to articulate this essence and make it concrete and visible. Success with the development of a Mission Statement and Logo will strengthen our connection to our faith and the integration of our faith into our daily lives and identity. 2. New staff and families will also be able to understand and articulate who we are at OLA <p><u>Faith Integration within the Classroom</u></p> <ol style="list-style-type: none"> 1. Broadening our service and mission to support those less fortunate activates our Catholic mission. 2. Our Break the Rules week was highly successful allowing for an adoption of a second Chalice child as | |

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| | <p>chosen by our students, many who have a direct connection to the Philippines.</p> <p>3. Through daily experiences and survey results, our faith at OLA is very evident in our environment, celebrations, and opportunities for faith leadership. Our next step is to build opportunities to deepen both our personal and community faith through an integrated faith approach across the curriculum.</p> | |
| <p>Resources <i>What resources will be needed to support? (e.g., staff, supplies, etc)</i></p> | <p><u>Mission Statement & Logo</u></p> <p>1. In-School Professional Development Focus</p> <ul style="list-style-type: none"> ● Time dedicated to finalizing the statement and development of the logo ● graphic designers ● Admin and Chaplain to plan and engage families and the parish in finalizing the mission statement ● Staff Committee to plan and engage all stakeholders in the logo development process <p><u>Faith Integration within the Classroom</u></p> <p>1. Staff and Student involvement in planning how to continue our support for our two Chalice foster children.</p> <ul style="list-style-type: none"> ● Fundraising ● Active engagement <p>2. Parish and Community connections to support local needs</p> <p>3. In-School Professional Development Focus</p> <ul style="list-style-type: none"> ● Revisiting, applying, and reflecting on the 5 Marks of an Excellent Catholic Teacher, Integrating Catholic Faith into your Classroom | |
| <p>Professional Growth <i>What professional learning supports are needed?</i></p> | <p><u>Mission Statement & Logo</u></p> <p>1. In-School PD Implementation Plan that will include:</p> <ul style="list-style-type: none"> ● Clear goal setting with the entire staff and community. ● Revisiting and exploring purposeful and effective mission statements and logos ● Frequent, continuous, and reflective process over first six months of the school year <p><u>Faith Integration within the Classroom</u></p> <p>1. In-School PD planning with support of CLS Religious Consultant</p> <p>2. All teaching staff are requested to have a “Faith Goal” as part of the Professional Growth Plan and support staff are encouraged to do the same</p> <p>3. Individual Teacher support as needed through a coaching model with school administrators, chaplain, and/or CLS religious consultant</p> | |

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| <p>Time <i>What is the timeframe needed to support the implementation of the plan?</i></p> | <p><u>Mission Statement & Logo</u></p> <ol style="list-style-type: none"> 1. Year long, every 6 to 8 week re-visit through in-school PD and/or staff meetings 2. Mission Statement and Logo complete by Spring 2021 <p><u>Faith Integration within the Classroom</u></p> <ol style="list-style-type: none"> 1. One fundraising event per year 2. Support and Connection opportunities through the year. For example, Orange Shirt Day in September, Pink Shirt Day in February. 3. Year long PD opportunities to explore, reflect, and share on faith integration in the classroom 4. Each homeroom teacher shares with colleagues one experience with a successful integration of faith in another subject area before the first reporting period. | |
| <p>Community Engagement <i>What strategies are in place to share with stakeholders?</i></p> | <p><u>Mission Statement & Logo</u></p> <ol style="list-style-type: none"> 1. School Council Meetings 2. Staff Team Meetings 3. Staff, Student, Family, and Parish Involvement (i.e. voting for logo) <p><u>Faith Integration within the Classroom</u></p> <ol style="list-style-type: none"> 1. Celebrating Faith Integration with parents and wider community through Social Media, School Newsletter, and School Council Meetings. | |

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| <p>Goal:</p> | <p>Quality Teaching and Learning</p> |
| <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</p> | <p>Strategies:</p> <ul style="list-style-type: none"> • Support staff collaboration to engage and improve in literacy and numeracy teaching practices across curricula and for all students. <ul style="list-style-type: none"> ○ Prek-4 Literacy Strategies ○ Prek-4 Numeracy Strategies • Continue to strengthen instructional leadership and practices to lead learning related to Indigenous foundational knowledge and its application within |

attending to meaningful assessment and reporting practices.

classrooms and the larger school community.

Targeted Success Measures:

- Staff satisfaction survey results with professional development and collaboration
- Progress from student interventions
- Staff satisfaction survey results with professional development and collaboration
- Staff competency self-assessment survey (TQS and LQS)
- Student engagement survey results
- Student reading level data
- Student Math Intervention Programming Instrument (MIPI) data

Reflection on Previous Year Results:

Shared Vision

Examine the present situation

- *What are we doing well and what is the evidence?*

Strengths:

Students are 96% satisfied with the overall quality of education at OLA and these results are 12.2% above the EICS average this year. Overall, OLA is 7.14% above the EICS average in quality basic education.

In the area of student engagement parents are 90.9% satisfied which is 7.5% above the division average. Students are 88% satisfied which is 8.2% above the average, and staff are 100% satisfied, which is 10.2% above the average. At 93% in this area overall, OLA is 8.2% above the division average.

Students, parents and staff at OLA report their satisfaction is more than 6% above the division average in progress due to the interventions integrated for students. Overall, parents, students and staff are 88.9% satisfied with the progress from interventions for students, and this is 7% above the division average. Staff feel this area has improved by 18% from last year.

Parents are 86% satisfied, at 8.7% above the division average with the implemented transition plans for student learning progress. Staff are 100% satisfied with transitions for student growth which has improved by 10% from last year. Overall OLA is 8.9% above the division average at 93.2%.

With regards to children on Individual Support Plans, parents are 93.3% satisfied with the interventions in place for their children, which is 14.2% above the division average. Staff are also 93.3% satisfied with the interventions in place for children on ISPs, which is 5.9% above the division average. Overall, OLA is 10% above the division average in this area at 93.3% satisfaction.

Qualitative Data:

OLA- although my son is only in Kindergarten, his teacher has been absolutely incredible considering the ways in which she has to teach and communicate. He has improved by leaps and bounds socially and educationally.

OLA school is very good with excellent teachers

Successes:

Collaborative Team Approach

- **Consultants are welcomed and appreciated by staff**
- **Consultant coaching as follow up to PD/CTMs**

- School wide commitment to new ideas and strategies (i.e. Number Talks)
- CRC/Teacher team approach to building ISPs and BSPs
- Parent communication in regards to ISPs is consistent and supportive
- CRMs are a key piece to our success with supporting student needs
- Team planning and communication between grade level cohorts
- Commitment and dedication of staff to gracefully and with enthusiasm approach the many changes and new expectations of the 2020-21 Covid school year
- United commitment to Animated Literacy Program in K-2
- Teacher growth in delivery of Animated Literacy Program in K-2
- School Wide focus on pre-teaching academic vocabulary to support all learners with vocabulary development

Responding to Data

- Targeting our response to MIPI with Number Talks as a school wide approach to support Numeracy Literacy Needs. Professional Development opportunities were embedded into the school day schedule and CLS provided coaching and support.

Variety of Learning Experiences

- Indigenous Giant Map
- Rocks and Rings
- Opportunity to participate in power options has increased from once a month to three times a month
- Labyrinth
- Rosary Walks
- Career Day followed with extension activities and conversations
- Lenten Journey with the Seven Last Words of Christ and additional chapel activities
- Linking the Seven Sacred Teachings to our Catholic faith through reflections and daily prayer
- Exploring Word Walls in the classroom (Numeracy and Literacy)

Classroom Size

- Our commitment along with additional federal funding created small class sizes from K-2

| Implementation Plan: | Activities "What are the activities that will help us in achieving the strategies and the purpose of the goal?" | Milestones "What is the success criteria?" |
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| <p>Shared Vision Examine the present situation</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? | <p style="text-align: center;">Primary Goals</p> <p><u>Student Engagement Strategies that leads to improvement in teaching practices and student learner outcomes</u></p> <p>1. Literacy</p> <ul style="list-style-type: none"> • Literacy Communities K-2 with targeted skill development • Grade K-4 Small Group Targeted Literacy Support • Explicit and Direct Teaching Strategies • Schedule embedded in timetable <p>2. Numeracy</p> <ul style="list-style-type: none"> • Further Implementation of Number Talks K-4 in all curricular strands • Integrate assessment practices into Number Talks | |

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| | <p>3. Program Options</p> <ul style="list-style-type: none"> ● Return to cross class/grade Power Options ● Voice & Choice is learning activities and learning demonstrations ● Expand choice options to include Indigenous Options ● Continue once a week ● Makerspaces, Steam and Library Learning Commons, Loose Parts Play ● Explore greater voice and choice in assignments, in class learning activities and assignment submissions <p><u>Indigenous Foundational Knowledge and practices within classrooms and the larger school community</u></p> <p>1. Deeper Engagement with Indigenous Map</p> <ul style="list-style-type: none"> ● Create opportunities (PD, staff meetings) to further deepen staff knowledge, understanding and teaching strategies in order to engage student learning <p>2. Expanded connections with community elders and knowledge keepers</p> <ul style="list-style-type: none"> ● If protocols permit, invite Indigenous community members to be a part of school projects, learning, and practices <p>3. Return to regular practice of Sharing Circles if Covid Protocols permit.</p> <p>4. Explore Indigenous Oral Storytelling as a means to deepen our foundational knowledge of Alberta's Indigenous People</p> <p style="text-align: center;">Ongoing Goals</p> <p><u>Technology Integration</u></p> <p>1. Integrating technology in multiple subject areas.</p> <ul style="list-style-type: none"> ● Co-teaching opportunities ● PD opportunities with CLS Technology Consultant ● Connecting classroom activities with families through technology <p>2. Expansion of available chromebooks</p> <ul style="list-style-type: none"> ● Creating class sets of Chromebooks ● Chromecart Class set available for sign out ● Chromebook availability for each staff | |
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| | <p>member</p> <p>3. Sharing Reality of Tech Use in the classroom with families</p> <ul style="list-style-type: none"> • Tech Parent Night • Parent Tech learning opportunity in September to set families up for success • Create understanding of how tech is used effectively in the classroom through “Tech Time” section in School Newsletter <p>4. School wide focus on Digital Citizenship</p> <ul style="list-style-type: none"> • Create school wide understanding of grade level expectations <p><u>Seven Sacred Teachings</u></p> <ul style="list-style-type: none"> • Virtual Announcements, assemblies and visuals connecting the Seven Sacred Teachings and our Catholic Faith • Guidance and teaching from Community Elders and Knowledge Keepers | |
| <p>Leadership Required <i>What leadership is required to support the goal?</i></p> | <p>Primary Goals</p> <p><u>Student Engagement Strategies that leads to improvement in teaching practices and student learner outcomes</u></p> <p>1.Literacy</p> <ul style="list-style-type: none"> • School Leadership • CRC • Literacy Support Position • SLS Consultants <p>2. Numeracy</p> <ul style="list-style-type: none"> • Administration • CRC • SLS Consultants <p>3. Program Options</p> <ul style="list-style-type: none"> • All Staff • Makerspaces, Library Learning Commons and STEAM committees <p>4. Explore greater voice and choice in assignments, in class learning activities and assignment submissions</p> <ul style="list-style-type: none"> • CRC • CLS Consultants • Teacher Leads <p><u>Indigenous Foundational Knowledge and</u></p> | |

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| | <p><u>practices within classrooms and the larger school community</u></p> <ul style="list-style-type: none"> ● School Leadership ● Indigenous Education Lead ● Librarian <p style="text-align: center;">Ongoing Activities</p> <p>Technology Integration</p> <ul style="list-style-type: none"> ● Tech Lead ● SLS Consultant <p>Seven Sacred Teachings</p> <ul style="list-style-type: none"> ● SLS Consultant ● Indigenous Lead ● Growing Together Committee ● School Leadership | |
| <p>Research and Evidence <i>What data, including research, evidence, lesson learned, is being used to inform your plan?</i></p> | <p style="text-align: center;">Primary Goals</p> <p><u>Student engagement</u>: Currently at 88.1% satisfaction by students (8.2% above the division average), which is a drop for OLA from 95.9% from last year. Our target goal: Returning to 90% to 100% range.</p> <p><u>Student Engagement Strategies that leads to improvement in teaching practices and student learner outcomes</u></p> <p>1. Literacy</p> <ul style="list-style-type: none"> ● BAS results ● Anecdotal records ● Teacher observations ● ELL benchmarking ● Science of Reading Response ● Targeted Early Intervention ● Increased complexity of student learning needs <p>2. Numeracy</p> <ul style="list-style-type: none"> ● Mipi Results ● Anecdotal records ● Teacher observations <p>3. Program Options</p> <ul style="list-style-type: none"> ● Overall last year OLA reported 87% satisfaction with the <u>broad program of studies</u> and courses offered at OLA. With a drop of 5.3% from last year, our target goal is to surpass our previous 87%. ● Student, Staff, and Parent Feedback re: Power Options, Makerspaces, Library Learning Commons <p>4. Explore greater voice and choice in</p> | |

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| | <p>assignments, in class learning activities and assignment submissions</p> <ul style="list-style-type: none"> • Collegial conversations and observations of increased classroom engagement when lessons/learning are at their developmental level or interests • CRMs <p><u>Indigenous Foundational Knowledge and practices within classrooms and the larger school community</u></p> <ol style="list-style-type: none"> 1. Deeper Engagement with Indigenous Map <ul style="list-style-type: none"> • Staff request purposeful PD on Indigenous Peoples Atlas of Canada to engage student learning 2. Expanded connections with community elders and knowledge keepers <ul style="list-style-type: none"> • Covid protocols have reduced in-class visits and had an effect on the frequency of these opportunities. 3. Return to regular practice of Sharing Circles if Covid Protocols permit. <ul style="list-style-type: none"> • Covid protocols has had an effect on this practice 4. Explore Indigenous Oral Storytelling as a means to deepen our foundational knowledge of Alberta's Indigenous People <ul style="list-style-type: none"> • Learning about and participating in Indigenous 'Ways of Being' has been fully embraced at OLA. A desire to keep moving forward in our learning and support of Alberta's Indigenous People continues to be a part of our conversation. <p style="text-align: center;">Ongoing Goals</p> <p>Technology Integration</p> <ul style="list-style-type: none"> • Parent and staff feedback <p>Seven Sacred Teachings</p> <ul style="list-style-type: none"> • Staff, student and parent conversations and observations | |
| <p>Resources <i>What resources will be needed to support? (e.g., staff, supplies, etc)</i></p> | <p style="text-align: center;">Primary Goals</p> <p><u>Student Engagement Strategies that leads to improvement in teaching practices and student learner outcomes</u></p> | |

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| | <p>1. Literacy</p> <ul style="list-style-type: none"> • .25 literacy support position • Budget allocated for supporting literacy resources and programming (i.e. Early Reading Intervention teaching strategies guide and resources) • SLS Consultant support • Time dedicated for collaboration • Time allocated in timetable for Literacy Communities <p>2. Numeracy</p> <ul style="list-style-type: none"> • SLS Consultant support • Time dedicated for collaboration • Number Talk Teacher Resources <p>3. Program Options</p> <ul style="list-style-type: none"> • School council financial support • Makerspace and Steam materials and hardware, construction and deconstruction equipment (school funds) • Collaborative planning time • Tablets for differentiation and coding with Dash robots; <p>4. Explore greater voice and choice in assignments, in class learning activities and assignment submissions</p> <ul style="list-style-type: none"> • CRC • Dedicated time for collaboration (CTMs) <p><u>Indigeneous Foundational Knowledge and practices within classrooms and the larger school community</u></p> <p>1. Deeper Engagement with Indigenous Map</p> <ul style="list-style-type: none"> • Dedicated time for PL with support of SLS Consultant • Minimum two opportunities to book Giant Map <p>2. Expanded connections with community elders and knowledge keepers</p> <ul style="list-style-type: none"> • Indigeneous Education Lead • Fort Saskatchewan Multicultural Association Relationship • School Council Support <p>3. Return to regular practice of Sharing Circles if Covid Protocols permit.</p> | |
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| | <ul style="list-style-type: none"> • PD and experiences for new staff with opportunity to create their own talking stick <p>4. Explore Indigenous Oral Storytelling as a means to deepen our foundational knowledge of Alberta’s Indigenous People</p> <ul style="list-style-type: none"> • PD opportunities/Elder Teaching opportunities /SLS Consultant guidance to create and build staff knowledge of Indigenous Oral Storytelling history and protocol <p style="text-align: center;">Ongoing Goals</p> <p>Technology Integration</p> <ul style="list-style-type: none"> • Chromebooks in the classroom for center use & available for whole class projects <p>Seven Sacred Teachings</p> <ul style="list-style-type: none"> • Connecting time with Community Indigenous Elders and Knowledge Keepers | |
| <p>Professional Growth <i>What professional learning (PL) supports are needed?</i></p> | <p style="text-align: center;">Primary Goals</p> <p><u>Student Engagement Strategies that leads to improvement in teaching practices and student learner outcomes</u></p> <p>1. Literacy</p> <ul style="list-style-type: none"> • “Science of Reading” professional learning support for Literacy Support Lead, CRC, and literacy teachers • SLS Consultant Guidance and Support with Implementation Plan including choice of resources and areas of focus • ERLC opportunities • Grade Level Collaboration <p>2. Numeracy</p> <ul style="list-style-type: none"> • SLS Consultant Coaching opportunities • Grade Level Collaboration <p>3. Program Options</p> <ul style="list-style-type: none"> • PL opportunities for teachers in the area of differentiation and engagement strategies • PL for staff regarding Makerspaces, Learning Commons & STEAM • Cross Grade level Collaboration | |

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| | <p><u>Indigenous Foundational Knowledge and practices within classrooms and the larger school community</u></p> <ul style="list-style-type: none"> ● Indigenous Education Lead ● SLS Consultant ● Indigenous Elders and Knowledge Keepers <p style="text-align: center;">Ongoing Goals</p> <p>Technology Integration</p> <ul style="list-style-type: none"> ● PL for Tech lead and staff with SLS consultants ● Co-teaching opportunities <p>Seven Sacred Teachings</p> <ul style="list-style-type: none"> ● Staff PL with Elder | |
| <p>Time <i>What is the timeframe needed to support the implementation of the plan?</i></p> | <p style="text-align: center;">Primary Goals</p> <ul style="list-style-type: none"> ● Ongoing throughout the 2021-22 School Year ● Indigenous Giant Map PD prior to Giant Map arrival for student use <p style="text-align: center;">Ongoing Goals</p> <ul style="list-style-type: none"> ● Ongoing throughout the 2021-22 School Year | |
| <p>Community Engagement <i>What strategies are in place to share with stakeholders?</i></p> | <p style="text-align: center;">Primary Goals</p> <ul style="list-style-type: none"> ● Accessing EICS consultants ● EICS Assurance Surveys ● Alberta Ed. Accountability Pillar Report ● ThoughtStream ● Parent/School Survey ● School Council Meetings ● General opportunities for Parents to come into the school and volunteer in classrooms ● Fort Sask Multicultural Association, Primary Care Network, Boys' & Girls' Club, Families First, AHS and other local agencies ● Parent readers and assistants; information evening for parents re: Literacy; Newsletter, Social Media, School Council; highlights on Literacy and Numeracy <p style="text-align: center;">Ongoing Goals</p> <ul style="list-style-type: none"> ● Newsletter, Social Media, School Council, highlights of differentiation and engagement, technology and Indigenous Learning, Power Options, Makerspaces, and Library Learning | |

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| | <p>Commons</p> <ul style="list-style-type: none"> • Parent Tech Nights - opportunity for parents to learn how and why we use technology in the classroom, digital citizenship, tech help | |
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| 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. | <p>Strategies:</p> <ul style="list-style-type: none"> • Action the Wellness Administrative Procedure (AP 168) - Nutrition, Physical Literacy and Mental Health, to continue to support staff and student well-being. <p>Targeted Success Measures:</p> <ul style="list-style-type: none"> • Employee engagement survey • Student attendance as measured by the attendance dashboard • Success with Comprehensive Student Health programs • Success with safe and caring schools |
| <p>Reflection on Previous Year Results:</p> <p>Strengths:</p> <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> <p>In the area of creating a safe and caring school, parents are 92% satisfied, students are 95% satisfied (which is 11% above the division average) and staff are 100% satisfied. Overall, OLA is 6.7% above the division average at 95.7% satisfaction with regards to a safe and caring school. Compared to last year, students feel this area has improved by 6%.</p> <p>Qualitative Data:</p> <p>Successes:</p> <p>Working Environment</p> <ul style="list-style-type: none"> • Entire staff express the “family” feel of our building and truly care for each other, students, and their families • Students and their families know that they are loved and supported • There is a calm joy in our building. • Positive Energy from staff and students alike • Appreciation of grace given and grace received has strengthened our community in our relationships and in truly being in a space where we feel safe in being vulnerable and lifelong learners. • Excellent avenues of communication and involvement in decision making <p>Joyful Commitment</p> <ul style="list-style-type: none"> • Staff takes pride and joy in their work • Staff consistently puts student needs first • Staff and students genuinely “light up” in their connections with each other • All staff respond and support all students - “Our Kids” <p>Connections</p> | |

- Deep understanding of the value of relationships
- Dedication to spending time to develop and strengthen connections
- Smore staff connections - sharing who we are as individuals with each other and our community
- Career Day - videos from parents at their jobs (engaging our community)
- Seven Sacred Teachings connected to announcements and Wednesday virtual assemblies
- Non homeroom teacher teaching options
- Kindness Cards dropped off at local senior centers

Safe and Caring

- Saffron
- Kindergarten Kindness Project
- 3MK STaff Appreciation Posters
- Support for personal wellness. We are a genuinely caring, concerning, and supportive team.

My daughter is in kinder at OLA therefore some questions don't apply yet. OLA has excellent communication. The staff is so friendly / welcoming. Anytime I've phoned whoever answered has always been a friendly. I know their working extra hard this year managing so much with covid-19, so it really appreciated & welcoming!

The custodian does a tremendous job of keeping the building clean and maintained - always above and beyond -providing everyone with such a sense of safety.

Ola school The principal, teacher and all staff and awesome. Very friendly and feel like family. My kids are happy to be at this school.

The decision to send our children to Our Lady of Angels has been the best decision we've ever made for them. The staff is so incredibly caring and thoughtful towards not only the kids but also to us. We love our school family and appreciate every step they've taken to assist our kids and their strong and completely opposite personalities.

I can't say enough great things about this school. We came from another school in fort sask as they had a preschool. There was no comparison between the love and energy in the school. OLA as well as St. John are just amazing schools and I'm so glad my boy is there and soon his little sister will be too. The teachers and all staff are simply amazing! This year has been tough but our school has pulled through amazingly and made it such a wonderful, memorable and fun year. I have zero bad things to say about anyone there or the school itself. I will continue to recommend this school to all persons who are eligible to go there!

My son attends OLA, a new school for him this year, and it has been amazing. The teachers and principal are amazing, and his bus driver is fantastic!

We love the teachers, administrators and support staff at OLA!!! Second to none!!

| Implementation Plan: | Activities "What are the activities that will help us in achieving the strategies and the purpose of the goal?" | Milestones "What is the success criteria?" |
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| <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? | <p>Expanding implementation of Wellness Administrative Procedure 168</p> <ul style="list-style-type: none"> • Improve understanding and common language in the areas of mental health, nutrition, and physical literacy. (PD, staff meetings, committee work, community communications and social media) • Establish school-wide best practices to support wellness ("peaceful" kids resources and strategies, apple | |

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| | <p>program, movement breaks, PD linked to staff wellness)</p> <p><u>Expansion of Student Servant Leaders</u></p> <ul style="list-style-type: none"> • Revisit what this can look like and how it will be implemented at OLA across all grades • Staff Commitment to Student Leadership Squad | |
| <p>Leadership Required <i>What leadership is required to support the goal?</i></p> | <p><u>Expanding implementation of Wellness Administrative Procedure 168</u></p> <ul style="list-style-type: none"> • Health and Wellness Champion • Faith and Wellness Committee • School Leadership <p><u>Expansion of Student Servant Leaders</u></p> <ul style="list-style-type: none"> • Student Servant Leaders and staff facilitators • Chaplain • School Leaders | |
| <p>Research and Evidence <i>What data, including research, evidence, lesson learned, is being used to inform your plan?</i></p> | <p><u>Expanding implementation of Wellness Administrative Procedure 168</u></p> <ul style="list-style-type: none"> • Community wellness is a priority and present focus at OLA. Engaging in a targeted approach ensures a very present support system in every aspect of an individual and community's wellness. Our target goal is 92% or above in the area of Student and Staff Health and Wellness. <p><u>Expansion of Student Servant Leaders</u></p> <ul style="list-style-type: none"> • Students repeatedly demonstrate their desire for leadership opportunities • Staff observe the positive and empowering effects on their students when they are given the opportunity to lead | |
| <p>Resources <i>What resources will be needed to support? (e.g., staff, supplies, etc)</i></p> | <p><u>Expanding implementation of Wellness Administrative Procedure 168</u></p> <ul style="list-style-type: none"> • Allocated funds in budget to facilitate AP application <p><u>Expansion of Student Servant Leaders</u></p> <ul style="list-style-type: none"> • Clothing/Identifier of Servant Leaders • Funds for transportation for leaders to expand leadership to the Fort Saskatchewan community | |
| <p>Professional Growth <i>What professional learning supports are needed?</i></p> | <p><u>Expanding implementation of Wellness Administrative Procedure 168</u></p> <ul style="list-style-type: none"> • Dedicated focused time on | |

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| | <p>Professional Learning days to engage in, participate in and learn about wellness and its impact on learning as well as our personal wellness.</p> <ul style="list-style-type: none"> • Resources allocated for embedded connection, play and joy. <p><u>Expansion of Student Servant Leaders</u></p> <ul style="list-style-type: none"> • Expanding staff's toolbox to support student learning and staff growth | |
| <p>Time <i>What is the timeframe needed to support the implementation of the plan?</i></p> | <p><u>Expanding implementation of Wellness Administrative Procedure 168</u></p> <ul style="list-style-type: none"> • Ongoing throughout the 2021-22 school year <p><u>Expansion of Student Servant Leaders</u></p> <ul style="list-style-type: none"> • Within the first few months of school establishing a Student Servant Leadership Squad. • Ongoing student leadership opportunities throughout the 2021-22 school year | |
| <p>Community Engagement <i>What strategies are in place to share with stakeholders?</i></p> | <p><u>Expanding implementation of Wellness Administrative Procedure 168</u></p> <ul style="list-style-type: none"> • Welcoming community partnerships to support wellness • Highlighting the importance of and examples of wellness in social media and newsletters <p><u>Expansion of Student Servant Leaders</u></p> <ul style="list-style-type: none"> • Role in community events (i.e. Open House, Story for Every Child, Welcoming Guest Speakers) • Servant leadership expanding beyond school to participate in community social justice events | |

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| 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: <ul style="list-style-type: none"> ● Maintain transparency through continued generative stakeholder engagements and communication strategies ● Enable on-going communication through various mediums between the division, classroom and home Targeted Success Measures: <ul style="list-style-type: none"> ● Funds allocated to support Divisional priorities ● Satisfaction with communications ● Success with School and parish partnerships ● Success with adequacy of resources ● Satisfaction with parental involvement ● Satisfaction with school improvement |
| Reflection on Previous Year Results: <u>Strengths:</u> <p>Parents are 66.7% satisfied with the success of community engagement in Division decisions, which is 7.4% above the division average.</p> <p>Parents are 67.2% satisfied with OLA's improvement which is 15.3% above the division average. At 90.3%, students feel OLA has improved, which is 11.9% above the division average. Staff report a 93.3% satisfaction with OLA's improvement, which is 27.9% above the division average. Compared to last year, staff feel this area has improved by 8.7%</p> <p>Parents report a 93.7% satisfaction with communication from OLA, which is 9.3% above the division average.</p> <p>Qualitative Data:</p> <p>Successes:</p> <p>Communication</p> <ul style="list-style-type: none"> ● Teachers and Administrators reach out to families to keep them aware and involved of specific concerns or celebrations relating to their child as well as the classroom/school as a whole. ● S'more is proving to be an extremely effective tool of communication that is widely read each week ● Use of Social Media to share our celebrations and school events ● In a time that could prove to be disconnecting due to the Covid Pandemic, OLA has shared in detail our plans to keep our community safe in an environment that continues to love and embrace each child with joy. Parents trust our staff and are confident that their children are safe and well cared for. Transparency and detail have been key in this regard. | |

Engagement

- Virtual Career Day included videos from both OLA parents and community partners!
- Staff have expressed appreciation being actively involved in school improvement. Committees based on our Assurance Plan meet to review, discuss, and plan during staff meetings each month.
- Parents feel heard when time is spent listening and conversations are encouraged before decisions are made.
- Staff appreciate the commitment of our School Council.
- Virtual School Council Meetings have encouraged more parents to participate.
- Fort Saskatchewan Multicultural Society guests - Black History Month, Elder Visit, Drum sessions
- Dr. Turner lodge connections with cards
- PDay staff created Valentine's gift bags for Food Bank distribution
- Orange Shirt Day - Encouraging community awareness and discussion by tying orange ribbons on our school fence.
- Thank you to First Responders
- School Social Media accounts are public
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OLA's community is fantastic and beautifully supportive. It is greatly appreciated when parents carry the OLA banner and celebrate how children are loved and supported while they learn and grow.

We have dearly missed having our parents in the school this year. At OLA we are blessed with an amazing group of parents (and grandparents) who have been true partners in our students' education. However, the OLA staff have been truly committed to choosing JOY. I am grateful to be in school with such a great team, and in a very tough year I am excited to walk into the school every day.

Some answers have been lower or I closer to disagree mainly due to covid. I do not fault the school or division, we are all making the best adaptations in a harsh situation. Both schools my children attend are doing the best they can and some major learning is being taught. Its the interactions, presentations, field trips, sports and options that is sad they miss out. Thank God for their resilience and thanks to the school and the division for your efforts.

| Implementation Plan: | Activities "What are the activities that will help us in achieving the strategies and the purpose of the goal?" | Milestones "What is the success criteria?" |
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| <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? | <p>Communication</p> <ul style="list-style-type: none"> • Continue on-going communication with all stakeholders through a variety of means (classroom and school newsletters, social media presence) • Revisit options for digital and nondigital classroom communication tools (i.e. Class Dojo, SeeSaw, Paper Agendas) • Highlighting learning objectives and curricular connections • Engage in staff conversation regarding school wide resource needs. (min. 2 times a year). 86.7% of OLA staff feel they have the materials and equipment they need to do their job effectively which is a drop from last year's 93.8%. Our target goal is to return to our previous 93% or higher. <p>Engagement</p> <ul style="list-style-type: none"> • Increase School Council Meeting Attendance | |

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| | <ul style="list-style-type: none"> ● Increase School Council voice in School Newsletters ● Reimagine and plan for community events within Covid protocols (i.e. Story for Every Child, Spring Art Show, Family Advent Celebration, Kite Day) ● Regular partnership with Indigenous Community Members, Fort Sask Multicultural Association, Primary Care network, Boys' and Girls' Club, Families First, AHS and other local agencies ● Parental Involvement has diminished this year and while OLA continues to have results above the division average, it is an area of focus for next year. Overall, there has been a drop by 15.6%. Our target goal is to achieve 90% satisfaction in parental involvement by both parents and staff. | |
| <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"> ● School Leadership ● Chaplain ● CRC ● FWW ● School Council Chair ● Indigenous Education Lead | |
| <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"> ● Survey parents for their opinions on specific elements. ● Satisfaction surveys ● Staff feedback | |
| <p>Resources <i>What resources will be needed to support? (e.g., staff, supplies, etc)</i></p> | <ul style="list-style-type: none"> ● Budget allocation for advertising ● Accessing Community resources to support students, staff, and families. ● Parish visits and connections | |
| <p>Professional Growth <i>What professional learning supports are needed?</i></p> | <ul style="list-style-type: none"> ● Continue to attend parish/school connection meetings ● Support of CLS | |
| <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 2021-22 school year | |
| <p>Community Engagement <i>What strategies are in place to share with stakeholders?</i></p> | <ul style="list-style-type: none"> ● Continue to extend open invitations to our parent, parish, and community partners ● Continue to provide parent and community information evenings ● Extend invitations to community groups such as the Fort Saskatchewan Seniors Outreach program and Volunteer Centre ● Continue our collaborative efforts with the Fort Saskatchewan Multicultural | |

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| | <p>Society in providing programming resources and opportunities</p> <ul style="list-style-type: none">● Lurana House Connections● Invite parents to be a part of Parish/School meeting; consider continuation of virtual meetings due to increased attendance during 2020-21 school year● Provide opportunities for parents to become educational and faith leaders in the school (Career Day, Leading Rosary Walk) | |
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*Budget Report to be Attached