

Holy Redeemer
2018-2022 School Assurance Plan

Elk Island Catholic Schools will ensure Success for all Students
[EICS 2018-2022 Division Assurance Plan - updated March 2020](#)

<p>Goal: As a Catholic School Division, we are called to share our Catholic faith with our staff and students. Meeting our staff and students where they are at on their faith journey, we invite them into a closer relationship with Christ.</p>	<p>Faith Formation</p>
<p>Outcome: Provide students, staff and community with a faith integrated environment and enhance the Faith Formation of all staff and students.</p>	<p>Strategies:</p> <ol style="list-style-type: none"> 1. Engage students in relevant Religious education and curriculum faith integration which promotes hope and engagement in students 2. Continue to enhance and strengthen our Catholic identity through the Five Marks of An Excellent Catholic Leader and the Five Marks of an Excellent Catholic Teacher <p>Targeted Success Measures:</p> <ol style="list-style-type: none"> 1. Student Faith Formation 2. Staff Faith Formation 3. School faith environment
<p><u>Strengths:</u></p> <ul style="list-style-type: none"> ● All parent survey results came in higher than division average ● Accountability survey results <ul style="list-style-type: none"> ○ Success with student faith formation: <ul style="list-style-type: none"> ● Parents - 98% ● Staff - 100% ● Students - 91% ● Chaplain role (working with staff and parents to integrate/organize faith formation opportunities) ● Monday morning prayer group for staff helps bring together our team and express our faith ● School/Parish connection (Priest visits, attending mass at OLPH, Parish news shared to Holy Redeemer community) ● Faith symbols visible throughout the school ● Daily prayer (announcements) ● Integration of divisional faith theme within the school community ● Prayer assemblies <p><u>Opportunities for Improvement:</u></p> <ul style="list-style-type: none"> ● Continue to engage students in relevant Religious education and curriculum faith integration which promotes hope and engagement in students ● Continue to develop awareness of the connections between Indigenous teachings and our Catholic Faith ● Expanding the role of our student faith team 	

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"> ● Class buddy activities monthly (faith based activities) ● Student faith team (assemblies, prayer groups) ● Adoration mass ● Continue to work closely with OLPH Parishes (classroom visits, liturgies) ● Incorporate Indigenous teachings (display board, class activities with community leaders) and build connections with our Catholic faith ● Blanket exercise (students) ● Smudge ceremony (students/staff) ● Social justice projects 	
<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"> ● Administration ● Staff (Monday staff prayer) ● Chaplain ● Student Faith team ● EICS/OLPH parish team (attend meetings) ● Community leaders (elders, parents) 	
<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"> ● Align Catholic leadership with Division theme and faith goals ● Align with the 5 Marks of an Excellent Catholic Teacher ● Align with the 5 Marks of an Excellent Catholic Leader ● OLPH Parish connections (parish/priest visits) ● 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"> ● Parish (Priests/Raylene) ● School Chaplain ● Updated curriculum and resources ● Division Faith and Wellness lead ● School Wellness lead ● Community leaders (parents, elders) ● Consultants 	
<p>Professional Growth <i>What professional learning supports are needed? (Provide PD plan in chart below)</i></p>	<ul style="list-style-type: none"> ● Staff are encouraged to attend PD faith opportunities ● Students are encouraged to take lead roles in student groups 	
<p>Time <i>What is the timeframe needed to support the implementation of the plan?</i></p>	<ul style="list-style-type: none"> ● Faith formation component at every staff meeting/PD day ● Faith integrated throughout the day 	

	<ul style="list-style-type: none"> • Division Faith PD day • Prayer assemblies 	
Community Engagement <i>What strategies are in place to share with stakeholders?</i>	<ul style="list-style-type: none"> • Integration of Parish into faith formation activities and everyday life of the school • Elders • Parents 	

Goal: Student success depends on quality instruction in an environment that respects learner's independent spirit. Quality teaching and learning promotes the development of innovation and creativity while attending to meaningful assessment and reporting practices.	Quality Teaching and Learning
Division Outcome: Provide appropriate supports to ensure success for all students	Strategies: <ol style="list-style-type: none"> 1. Support staff collaboration to engage and improve in literacy/numeracy teaching practices across curricula and for all students, K-12 2. Support improvements to instructional practices to develop conceptual thinking and understanding that increases student achievement, engagement and the development of the 8 competencies Targeted Success Measures: <ol style="list-style-type: none"> 1. Progress from student interventions 2. Staff satisfaction survey results with professional development and collaboration 3. Student engagement survey results 4. Student reading level data 5. Student Math Intervention Programming Instrument (MIPI) data 6. Provincial Achievement Test results
Strengths: <ul style="list-style-type: none"> • All parent survey results came in higher than division average • Overall Quality of Basic Education Survey Results <ul style="list-style-type: none"> • Parents - 94% (5% higher than division average) • Staff - 98% • Students - 89% (1% higher than division average) • Student Engagement Survey Results <ul style="list-style-type: none"> • Parents - 97% (10% higher than division average) • Staff - 100% (2% higher than division average) • Students - 91% (2% higher than division average) • PAT Results: <ul style="list-style-type: none"> • 6.4% increase in Standard of Excellence in Social Studies (for Holy Redeemer) • Utilization of wellness spaces (student centre/chill zone) • Continue to improve our successful Nature Kindergarten program (24 students already registered for the 2020-2021 school year) • Creation of Nature Kindergarten outdoor classroom Opportunities for Improvement:	

- 75% of staff are satisfied with Professional Development opportunities. Up from 54% last year (26% increase) however it is still 14% lower than division average
- 67% of staff are satisfied with progress from student interventions. 17% lower than division average
- 78% of staff are satisfied with success with student transitions. 15% lower than division average
- PD and collaboration time to assist teachers with complexities around student needs and challenges
- Familiarizing staff with competencies and supporting development of conceptual thinking
- Improvement in PAT Results:
 - 92% achieved Acceptable Standard in ELA
 - 73% achieved Acceptable Standard in Math

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"> ● Literacy plan ● Student engagement (all staff will implement best practices in quality teaching) ● Collaborative environment (designated time during PD days for collaboration, provide opportunities to meet with other grade level partners in other schools) ● CTM meetings ● Transition meetings ● Continue to utilize student centre for extra support ● Growth mindset teachings (Innovation week) ● Instructional coaching ● Targeted PD (based on staff needs in CTMs) 	
<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"> ● Administration (timetable) ● Staff/Administration (instructional leaders) ● CRC - ISP development with teachers supported by parents & CTM meetings ● Data driven responsive teaching strategies (staff) ● Lead teachers (Indigenous Lead, Chaplain, Wellness 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"> ● F&P results ● MIPI results ● CAT4 results ● STAR reading assessment ● Anecdotal records ● Teacher observations/feedback ● ELL benchmarking 	
<p>Resources <i>What resources will be needed to support? (e.g., staff, supplies, etc)</i></p>	<ul style="list-style-type: none"> ● F&P literacy continuum (assessments) ● LLI resource ● STAR reading assessment 	

	<ul style="list-style-type: none"> • MIPI exam 	
Professional Growth <i>What professional learning supports are needed?</i> <i>(Provide PD plan in chart below)</i>	<ul style="list-style-type: none"> • Consultants brought in to work with staff (literacy/numeracy) • Dedicated time during PD days (intentional) • Provide collaboration time (in timetable/CTM meetings) • Guided math PD 	
Time <i>What is the timeframe needed to support the implementation of the plan?</i>	<ul style="list-style-type: none"> • Fall/Spring testing • PD plan timelines 	
Community Engagement <i>What strategies are in place to share with stakeholders?</i>	<ul style="list-style-type: none"> • Accessing EICS consultants • Outside of district PD opportunities 	

Goal: 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.	Wellness
Division Outcome: Provide students, staff and community with a safe and caring environment	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 Procedures, transition plans for students 2. Focus on relationships as the effective method to attain system wellness Targeted Success Measures: <ol style="list-style-type: none"> 1. Employee engagement survey 2. Staff and student engagement (absenteeism) 3. Success with comprehensive student health programs
Strengths: <ul style="list-style-type: none"> • All parent survey results came in higher than division average <ul style="list-style-type: none"> ○ 97% of parents are satisfied about Holy redeemer’s comprehensive health program (8% higher than division average) ○ 93% of parents believe our students model active citizenship • FWW’s role with leading mental health and wellness for students and staff (Circle of Security sessions, school mental health initiatives, classroom visits) <ul style="list-style-type: none"> ○ 100% of staff agree we have success with our comprehensive health program ○ 90% of students agree that they feel included at the school 95% higher than the division average) • Nutrition program - Nutritious snacks accessed by all students daily • Wellness lead teacher involved in planning school wide health initiatives (12 days of 	

<p>fitness, loose parts play program)</p> <ul style="list-style-type: none"> ● Partnership with Ever Active Schools (grant) ● Wellness initiatives (staff events/PD Days/school initiatives) ● Use of wellness spaces to enhance focused learning (student centre/chill zone/outdoor classroom) <p>Opportunities for Improvement:</p> <ul style="list-style-type: none"> ● 57% of staff are satisfied with success of school facilities (21% below division average) 		
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"> ● Staff commitment to health and wellness promotion for students (hats on for mental health, 12 Days of Fitness, staff wellness BINGO) ● Building connections with our parents (Circle of Security sessions) ● Collaborative approach with facilities to ensure school is maintained ● Peer support group (student lead) ● School wide presentations ● Physical literacy focus - Ever Active Schools (loose parts play program) ● Leadership opportunities: <ul style="list-style-type: none"> ○ recess buddies ○ classroom buddies 	
<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"> ● Administration ● Teachers ● Wellness Leads ● Chaplain ● FWW ● CRC ● Ever Active Schools partnership ● Parents ● Parish 	
<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"> ● Surveys ● Staff engagement and attendance ● 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"> ● Division leaders in faith and wellness ● Teachers ● Circle of Security resources ● Professional learning opportunity supports (ATA) ● In school expertise (FWW/CRC) ● School Wellness lead ● Jody Carrington PD 	
<p>Professional Growth <i>What professional learning supports are needed? (Provide PD plan in chart below)</i></p>	<ul style="list-style-type: none"> ● Wellness PD opportunities ● PD days (Wellness focus) ● Staff meetings (allow time 	

	for activities)	
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"> • Connection with Ardrossan Recreation Centre • School council • Parents • Parish • Strathcona County • FWW connection between school and community 	

Goal: Elk Island Catholic Schools is committed to ongoing communication and engagement with educational partners to improve decision-making and assurance.	Engagement and Improvement	
Division Outcome: Provide partners with the opportunity to contribute to student success	Strategies: <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 3. Provide safe and effective transportation Targeted Success Measures: <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. Parent satisfaction survey results (Success with Transportation Services) 	
Strengths: <ul style="list-style-type: none"> • All parent survey results came in higher than division average <ul style="list-style-type: none"> ○ 87% of parents satisfied with parental involvement in decisions about their child's education (8% above division average) ○ 83% of parents satisfied with community engagement (8% above division average) • Before/After school program (Boys/Girls Club) • Feedback from parents through School Council has been very positive Opportunities for Improvement: <ul style="list-style-type: none"> • 72% of students are satisfied with transportation services (11% below division average) • Implement student council leadership group (structure and purpose) • Continue to foster and build community connections (Ardrossan Recreation Centre, working with members in our community to integrate Indigenous teachings in our nature kindergarten program, seniors involved in our junior university classes) 		
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"> • Collaborative approach with transportation services to ensure safe and effective transportation • Collaborative approach with school council and community partners • CRC to work collaboratively with teachers/parents to ensure everyone is aware of supports in place in the ISP (CTM meetings) • Data informed decision making • Continue improving all programs (academies, nature kindergarten, junior university) 	
<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"> • Administration (open communication with all stakeholders) • FWW • Teachers • Collaborative Response Coordinator 	
<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"> • Internal and external agencies (county and provincial) • Parish • Chaplain 	
<p>Professional Growth <i>What professional learning supports are needed? (Provide PD plan in chart below)</i></p>	<ul style="list-style-type: none"> • Faith based PD • Continue to attend parish/school connection meetings 	
<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"> • Partnership with external organizations to promote and support the events success • Communication with parents • Valeda House • Continue to work with stakeholders to improve all programs (academies, nature kindergarten, junior university) 	

