

Elk Island Catholic Schools will ensure Success for all Students

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

Goal:	Faith Formation	
Division Outcome: Provide students, staff and community with a faith permeated environment and enhance the Faith Formation of all staff and students.	Strategies: <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. Targeted Success Measures: <ol style="list-style-type: none"> 1. Catholic School Reviews 2. School faith environment 3. Staff faith formation 4. Student faith formation 5. Students Model Active Citizenship 	
Reflection on (Previous) Year Results: Successes: <ul style="list-style-type: none"> ● Assurance survey results: <ul style="list-style-type: none"> ○ Success with School faith environment: 96.26% ○ Success with Staff faith formation: 92.61% ○ Success with student faith formation: 92.80% ● Daily prayer (announcements) - morning, lunch and end of day ● Chaplain role (working with staff to integrate/organize faith formation opportunities - school wide and within the classrooms) ● Monday morning prayer group for staff helps bring together our team and express our faith ● School/Parish connection (Virtual Priest visits, Parish news shared with Holy Redeemer community) ● Integration of divisional faith theme within the school community Opportunities for Improvement: <ul style="list-style-type: none"> ● Assurance survey results: <ul style="list-style-type: none"> ○ Students model active citizenship: 84.19% <ul style="list-style-type: none"> ■ (Staff: 94.66%, <u>Students: 75.63%</u>, Parents: 82.29%) ● Find ways to improve the Chapel environment to facilitate reverence, prayer, reflection. ● A third of the HR staff is new to the school this year. We will need to focus on team building, creating an atmosphere of belonging in order to improve staff wellness and student active citizenship. ● Continue to engage students in relevant Religious education and curriculum faith integration which promotes hope and engagement in students ● Highlight our student faith leadership team. ● Focus on demonstrating the importance of Catholic values for staff and students. 		
Implementation Plan:	Activities <i>“What are the activities that will help us in achieving the strategies and the purpose of the goal?”</i>	Milestones <i>“What is the success criteria?”</i>
Shared Vision <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 possible?</i> 	<ul style="list-style-type: none"> ● Remodel and upgrade Chapel environment. ● Staff PD - Team building focus ● Class buddy activities monthly (faith based activities) 	How will you know that you have implemented the strategy at a high level? What will you accept as evidence that the activities you have chosen are having an impact on strategy to achieve the goal? What additional supports are needed if you are not achieving success?

	<ul style="list-style-type: none"> ● Re-establish student faith team (student-led assemblies, prayer groups) ● Adoration mass ● Continue to work closely with OLPH Parish (classroom visits, liturgies, teaching masses) ● Social justice projects 	
<p>Leadership Required <i>What leadership is required to support the goal?</i></p>	<ul style="list-style-type: none"> ● School Chaplain (0.1 FTE) will develop activities that will foster further understanding of our division theme. (Acts as liaison between OLPH Church/Assistant Superintendent and School). ● Student Faith Team, Chaplain to support faith formation through scheduled student led celebrations ● Student Leadership Team to lead scheduled assemblies to improve our students' active citizenship. ● Administration ● Staff (Monday staff prayer) ● Student Faith team ● EICS/OLPH parish team (connection meetings) ● Community leaders (elders, parents) 	
<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>	<ul style="list-style-type: none"> ● Align Catholic leadership with Division theme and faith goals ● OLPH Parish connections (parish/priest visits) 	
<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) ● EICS Religion Consultant ● School Chaplain ● Library resources for K-8 students that connect them to our Catholicity. ● Updated curriculum and resources 	
<p>Professional Growth <i>What professional learning supports are needed?</i></p>	<ul style="list-style-type: none"> ● Have EICS Religion Consultant come to lead Faith Formation at staff PD Days. ● Continue to invite staff members to lead and attend Catholic Professional Development. ● Encourage attendance at SPICE, Blueprints. 	
<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 (morning, lunch, end) ● Division Faith PD day ● Prayer at assemblies 	

<p>Community Engagement <i>What strategies are in place to share with stakeholders?</i></p>	<ul style="list-style-type: none"> ● Visual representation of Catholic identity present at every student area (entrances, etc.) of the school. ● Enhance the student, staff and parent experiences with faith focused assemblies, teaching masses and liturgical celebrations. ● Engage parents and school community to participate in Adoration at the school. ● Integration of Parish into faith formation activities and everyday life of the school ● Focus on service projects for EICS initiatives. 	
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<p>Goal:</p>	<p>Quality Teaching and Learning</p>
<p>Division Outcome: Provide appropriate supports to ensure Success for ALL students.</p>	<p>Strategies:</p> <ul style="list-style-type: none"> ● Support staff collaboration to engage and improve in literacy teaching practices across curricula and for all students. <ul style="list-style-type: none"> ○ PreK-4 Strategies ○ Middle School Interventions ● Support staff collaboration to engage and improve in numeracy and math teaching practices across curricula and for all students. <ul style="list-style-type: none"> ○ PreK-4 Strategies ○ Middle School Rich Math ● Enhancing visibility of indigeneous culture in the school <p>Targeted Success Measures:</p> <ol style="list-style-type: none"> 1. Progress from student interventions 2. Satisfaction of Staff with Professional Development and Collaboration 3. Student engagement survey results 4. Student reading level data 5. Student Math Intervention Programming Instrument (MIPI) data 6. Satisfaction with broad program of studies

<p>Reflection on Previous Year Results:</p> <p><u>Strengths:</u></p> <ul style="list-style-type: none"> ● Assurance survey results: <ul style="list-style-type: none"> ○ Student Engagement: 82.11% ○ Overall quality of basic education: 87.57% ○ Literacy (Student Instructional Supports): 82.12% ● Nature Kindergarten program (23 students registered for the 2021-2022 school year) ● We look forward to the utilization of wellness spaces (student centre/chill zone) ● Improvement in Indigenous Foundational Knowledge for all staff and students due to the consistent building of foundational knowledge and understanding - embedded into school announcements. <p><u>Opportunities for Improvement:</u></p> <ul style="list-style-type: none"> ● Assurance survey results: <ul style="list-style-type: none"> ○ <u>Satisfaction of Staff with Professional Development and Collaboration:</u> ○ 82.50% (11.21% below EICS average) (A small improvement from 19/20: 75% and 54% in 2018/2019)

<ul style="list-style-type: none"> ○ <u>MIPI Results</u>: 59.55% Percentage of students retaining the foundational mathematical skills of the previous grade level (assessed in fall) ○ <u>Student Engagement</u>: 82.11% (Staff: 80% (9.84% below EICS average), Students 78.32%, Parents: 88%) ○ <u>Satisfaction with broad program of studies</u>: 71.65% (6.60% below EICS average) (Staff: 66.18% (18.67% below EICS average), Students: 75.66%, Parents: 72.44%) ○ <u>Tech Integration</u>: 75% Staff (13.95% below EICS average) ○ <u>Progress from student interventions</u>: 73.12% (8.72% below EICS average) (Staff: 60% (26.19% below EICS average)) ○ <u>Student interventions ISP Students</u>: 62.50% (20.78% below EICS average) (Staff: 50% (37.48% below EICS average), Parents: 75%) ● PD and collaboration time to assist teachers, education assistants with ISP development and complexities around student needs and challenges. 		
Implementation Plan:	Activities <i>“What are the activities that will help us in achieving the strategies and the purpose of the goal?”</i>	Milestones <i>“What is the success criteria?”</i>
<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"> ● Refine our Literacy plan ● Build a Numeracy plan ● Collaborative environment (designated time during PD days for collaboration, provide opportunities to meet with other grade levels within the school and/or same grade levels at other schools) ● Provide strategies for differentiating instruction that supports inclusion for all students, to help manage the number of complex needs of students in classrooms. ● Targeted PD and CTM (based on student interventions and identified Staff Development plan needs) ● Create an indigenous display for the front entrance area of the school. 	<p>How will you know that you have implemented the strategy at a high level?</p> <p>What will you accept as evidence that the activities you have chosen are having an impact on strategy to achieve the goal?</p> <p>What additional supports are needed if you are not achieving success?</p>
<p>Leadership Required <i>What leadership is required to support the goal?</i></p>	<ul style="list-style-type: none"> ● Administration (timetable) ● CRC - ISP development and CTM facilitation and staff collaboration. ● SLS Consultants to provide small group inservices. ● Utilize EICS services to support student needs (O.T, SLP) ● Work with ILS to assist with exceptional learning PD. ● Supports through ERLC and other PD. 	
<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"> ● Anecdotal records ● Teacher observations and feedback <p>Foundational Documents:</p> <ul style="list-style-type: none"> ● Fountas & Pinnell ● MIPI results ● CAT4 results 	

	<ul style="list-style-type: none"> ● STAR reading assessment ● New Learn Alberta ● Collaborative Response. 	
Resources <i>What resources will be needed to support? (e.g., staff, supplies, etc)</i>	<ul style="list-style-type: none"> ● Funds to support external PD ● Jigsaw Learning ● Numeracy/Literacy subscriptions supported by PAC 	
Professional Growth <i>What professional learning supports are needed?</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 (CTM meetings, PD Days) 	
Time <i>What is the timeframe needed to support the implementation of the plan?</i>	<ul style="list-style-type: none"> ● Ongoing 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"> ● External experts and SLS (Student Learning Services) and ILS (Inclusive Learning Services) to support staff/student PD and learning. ● Outside of district PD opportunities ● Indigenous connection and donations received for our display. 	

Goal:	Wellness
Division Outcome: Provide students, staff, and community with a safe and caring environment.	Strategies: <ul style="list-style-type: none"> ● Engage Wellness Teams in the Division and Schools to prioritize workplace wellness ● Action the Wellness Administrative Procedure (AP 168) - Nutrition, Physical Literacy and Mental Health, to continue to support staff and student well-being Targeted Success Measures: <ol style="list-style-type: none"> 1. Success with safe and caring schools 2. Employee engagement survey 3. Staff and student engagement 4. Student Health and Wellness 5. Staff Wellness 6. Success with educational transitions
Reflection on Previous Year Results: Strengths: <ul style="list-style-type: none"> ● Assurance survey results: <ul style="list-style-type: none"> ○ <u>Student Engagement:</u> 82.11% ○ <u>Student Health and Wellness:</u> 78.69% (Parents: 85.14% (11.07% above EICS average), Students: 80.94%, Staff: 70% (19.90% below EICS average)) ● FWW's role with leading mental health and wellness for students and staff (Sensitivity training classes with students, school mental health initiatives, classroom visits, critical 	

needs/at risk support of students)

- Nutrition program - Nutritious snacks accessed by all students daily
- Wellness lead teacher involved in planning school wide (staff/student) wellness activities.

Opportunities for Improvement:

- Assurance survey results:
 - Safe and Caring Schools: 88.10% (**Staff: 90.86%** (5.18% below EICS average), Students 84.07%, Parents:89.39%)
 - Q12 Employee Engagement: **79.23%** (12.86% below EICS)
 - Student Health and Wellness: **Staff: 70%** (19.90% below EICS average)
 - Staff Wellness: 79.23%
 - Success with Educational Transitions: **78.85%** (5.51% below EICS average) (**Staff: 80%** (10.97% below EICS average but a 2% increase over last year result)
 - Staff belief that they have the equipment and materials to do their job effectively: **60% Staff** (-29.28% below EICS average)
- Focus on student and staff wellness especially in the areas of building relationships, positive sense of belonging, and improving mental health.
- Focus on Employee Engagement to improve clarity of staff expectations, increase praise, provide further opportunities for staff to do what they do best, and provide effective opportunities to learn and grow.
- Re-establish student leadership teams (ex. Student Leaders, Faith Leaders and explore establishing a student wellness action team. S.W.A.T.- dependent on student numbers.)

Implementation Plan:	Activities <i>“What are the activities that will help us in achieving the strategies and the purpose of the goal?”</i>	Milestones <i>“What is the success criteria?”</i>
Shared Vision <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 possible?</i> 	<ul style="list-style-type: none"> ● Work to support all students and staff through the Collaborative Response Model. ● Intentional PD opportunities to promote staff wellness. ● Staff commitment to health and wellness promotion for students ● Building connections with our parents ● Peer support group (student lead) ● School wide presentations and physical wellness opportunities for students and staff. ● Create wellness spaces within the school (Sensory paths in the hallways) ● Leadership opportunities: <ul style="list-style-type: none"> ○ recess buddies ○ classroom buddies 	<p>How will you know that you have implemented the strategy at a high level?</p> <p>What will you accept as evidence that the activities you have chosen are having an impact on strategy to achieve the goal?</p> <p>What additional supports are needed if you are not achieving success?</p>
Leadership Required <i>What leadership is required to support the goal?</i>	<ul style="list-style-type: none"> ● Leadership Team (CRC, FWW, Administration). ● Staff Wellness Team (Chaplain, Health Champion, FWW, MHCB, Teachers) ● SWAT/Leadership Team ● 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"> • Create and use an implementation plan for CRM with SDP in mind. • Use of wellness supports is evident and visible in weekly smore. • 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"> • Jigsaw Learning • Division leaders in faith and wellness • Teachers • In school expertise (FWW/CRC) • School Wellness lead • Alternative student equipment (Wobble stools, standing desks, etc.) 	
<p>Professional Growth <i>What professional learning supports are needed?</i></p>	<ul style="list-style-type: none"> • Focus on Physical Literacy as a means of better health. Include understanding of correlation between nutrition, physical literacy, and mental health. • Team building focusing on relationships to create a new cohesive family high number of new staff. • PD days (Wellness focus) 	
<p>Time <i>What is the timeframe needed to support the implementation of the plan?</i></p>	<ul style="list-style-type: none"> • Timeline to be established with School PD Plan and CRM plan 	
<p>Community Engagement <i>What strategies are in place to share with stakeholders?</i></p>	<ul style="list-style-type: none"> • Connection with Ardrossan Recreation Centre • School council • Parents • Parish • Strathcona County • FWW connection between school and community • Communicate health focus updates via smore. 	

<p>Goal:</p>	<p>Engagement and Improvement</p>
<p>Division Outcome: Provide partners with the opportunity to contribute to student success.</p>	<p>Strategies:</p> <ul style="list-style-type: none"> • Enable ongoing communication through various mediums between the division, classroom and home • Maintain school facilities that are safe, clean and support effective education. <p>Targeted Success Measures:</p> <ol style="list-style-type: none"> 1. Funds allocated to support Divisional priorities 2. Success with school and Parish partnerships 3. Satisfaction with communications 4. Success with School Facilities

	<ul style="list-style-type: none"> 5. Success with Transportation Services 6. Community Engagement - EICS 7. Satisfaction with Parental Involvement 8. Satisfaction with school improvement 9. Success of Community engagement in divisional decisions
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Reflection on Previous Year Results:

Strengths:

- Assurance survey results:
 - Success with school and parish partnerships: **86.49% Parents** (5.44% above EICS average)
 - Communications: 86.35% satisfaction by parents
 - Success with School Facilities: **91.86%** Students (5.37% above EICS average)
 - Success with Student Transportation: Students and staff indicate an improvement with student transportation. **81.74% Parents** (19.54% above EICS average) satisfaction with student transportation.
- Before/After school program (Boys/Girls Club)
- Engaged School Council with online meetings has allowed more parents to attend without childcare concerns.
- Linking Generations Grandparent/Classroom Program

Opportunities for Improvement:

- Assurance survey results:
 - Success with school and parish partnerships: **74.71% Students** (6.54% below EICS average)
 - Success with School Facilities: **81.74%** (7.79% below EICS average) **Staff 68.42%** (-24.64% below EICS average)
 - Success of community engagement in Divisional decisions: 51.35% (7.87% below EICS average)
 - Satisfaction with parental involvement: 65.5% overall and **74.63% Staff** (10.71% below EICS average)
 - Satisfaction with school improvement: 62.33% overall and **39.73% Parents** (12.21% below EICS average)
- Implement student leadership group
- Explore new and 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, linking generations seniors involved in our classes)
- Engage the school community to draw and keep our students - programming (give a reason to stay and join our family), communication and connection strategies to be explored.
- Re-establish school and ABJ events to assist with grade 8 to 9 transitions.

Implementation Plan:	Activities <i>“What are the activities that will help us in achieving the strategies and the purpose of the goal?”</i>	Milestones <i>“What is the success criteria?”</i>
<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 school council and community partners ● CRC to work collaboratively with teachers/parents to ensure ISPs are updated, communicated and 	<p>How will you know that you have implemented the strategy at a high level?</p> <p>What will you accept as evidence that the activities you have chosen are having an impact on strategy to achieve the goal?</p> <p>What additional supports are needed if you are not achieving success?</p>

	<ul style="list-style-type: none"> consistently reviewed. Continue improving all programs and facilities (academies, nature kindergarten, junior university) Explore expanding nature programs to other grades. 	
<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"> Active engagement and open communication by all staff and lead teachers. EICS Facility Supervisors 	
<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 Looking for increased presence of parents at school and parish functions. (post-covid) Data informed decision making Staff and administration transparency (budget, etc.) Parent feedback 	
<p>Resources <i>What resources will be needed to support? (e.g., staff, supplies, etc)</i></p>	<ul style="list-style-type: none"> Improved online presence - Smore, Facebook, Twitter, Classroom-Teacher Blogs, Website. Re-establish Strathcona Wilderness Centre as a location for our Nature ECS program (post-covid) 	
<p>Professional Growth <i>What professional learning supports are needed?</i></p>	<ul style="list-style-type: none"> Collaborate with community agencies. PD to build foundational knowledge that will continue to enrich relationships with our indigenous community. 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 Catholic Social Services support Linking Generations, Elders and knowledge keepers. Create new opportunities for parent engagement in school activities such as Adoration, library, and class discussions. 	

	<ul style="list-style-type: none">• Continue to work with stakeholders to improve all programs and facilities (academies, nature kindergarten, junior university)	
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*Budget Report to be Attached