



Holy Redeemer Catholic School
School Education Assurance Plan
2022 -2026 Division Education Assurance Plan

School Year: 2022-2023

Elk Island Catholic Schools will ensure success for all students.

2022-2023 School Assurance Plan Overview

| Strategic Priority | Faith Integration | Learners and Learning | Systemic Wellness | Community Engagement |
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| Goal | <i>Our students, staff and EICS community will be provided a faith integrated environment through worship, witness and service.</i> | <i>Our students and staff will develop to their fullest potential through multiple pathways.</i> | <i>Staff and student well-being, in mind, body and spirit, will be supported through programming and education.</i> | <i>EICS provides enhanced opportunities to support student success through communication, engagement and partnership.</i> |
| Division Outcome | <ul style="list-style-type: none"> Students and staff explore a deeper understanding of faith through the division faith theme. Foster a meaningful connection with families, parishes and Catholic organizations to be advocates and witnesses for the success of Catholic schools. | <ul style="list-style-type: none"> Students achieve acceptable and excellence in literacy and math/numeracy. Students access learning opportunities and supports that address their diverse learning needs. | <ul style="list-style-type: none"> Provide proactive, responsive and accessible supports for mental health and well-being of our students, staff and families. Honour the dignity of the human person by providing and supporting diversity education and supports for equity and inclusion. | <ul style="list-style-type: none"> Provide appropriate, transparent and timely communication with schools, families and community stakeholders. |

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| <p>School Strategies</p> | <ul style="list-style-type: none"> ● Engage our students, staff and community in relevant Religious education activities and events. ● Engage our school community in social justice projects that are led by our student leadership team and staff. | <ul style="list-style-type: none"> ● Build on literacy momentum and develop a numeracy plan. ● Focus on diverse learning needs. | <ul style="list-style-type: none"> ● Intentional mental health staff PD ● Engage our student leadership opportunities. | <ul style="list-style-type: none"> ● Engage and invite our parents into our school. Reconnect with our faith community. |
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2022-2023 School Assurance Plan

Strategic PRIORITY: Faith Integration

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| <p>Division Goal:</p> <p>Our students, staff and EICS community will be provided a faith integrated environment through worship, witness and service.</p> | <p>Division Outcome(s):</p> <ul style="list-style-type: none"> ● Students and staff explore a deeper understanding of faith through the division faith theme. ● Foster a meaningful connection with families, parishes and Catholic organizations to be advocates and witnesses for the success of Catholic schools. <p>Targeted Success Measures:</p> <ul style="list-style-type: none"> ● Elk Island Catholic Schools measures: <ul style="list-style-type: none"> ○ Catholic School Review ○ EICS Education Assurance Survey ○ School Faith Environment ○ Staff Faith Formation ○ Student Faith Formation ○ Community engagement ○ Active Citizenship ● Alberta Education measures: <ul style="list-style-type: none"> ○ Students model active citizenship |
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2022-2023 School Strategies and Corresponding Actions:

| Implementation Plan: | School Strategies: | Milestones “What is the success criteria?” |
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| <p>School Strategy(ies): To achieve the Shared Vision <i>Examine the present situation in the area of focus:</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> | <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? See 2021-2022 Data Analysis ● Activities and next steps: <ul style="list-style-type: none"> ○ School Chaplain (0.1 FTE) will develop activities that will foster further understanding of our division theme for students and staff. ○ Reinstate Church masses - opening school year, explore Advent mass with school community, end of school year | <p>How will you know that the school strategies and actions you have chosen are implemented at a high level?</p> <p>What will you accept as evidence that the school strategies and actions you have chosen are having an impact?</p> <p>What additional support is needed if you are not</p> |

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| <ul style="list-style-type: none"> ● <i>What might be possible?</i> | <ul style="list-style-type: none"> ○ Remodel and upgrade our Chapel environment - creating a sacred space for staff and students. ○ Re-establish class buddy activities (faith based) ○ Enhance the number of social justice projects that are led by our student leadership team and staff. ○ Enhance and expand our student leadership team to include grade 6 to 8 students (student-led assemblies and celebrations, prayer groups, etc.) ○ Continue to work with OLPH Parish and Priest (varying classroom visit days and times, teaching masses, school masses) ○ Develop Catholic Faith connections to our indigenous mural - create a teaching wall ○ Maintain Monday morning staff prayer ○ Attend EICS Admin (Chaplain)/OLPH parish team connection meetings. | <p>achieving success?</p> |
| <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"> ● 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 ● Updated curriculum and resources ● Establish connections to Catholic Social Services and other community organizations accepting social project connections | |
| <p>Professional Growth <i>What professional learning supports are needed?</i></p> | <ul style="list-style-type: none"> ● Continue to invite staff members to lead and attend Catholic Professional Development and encourage them to develop into future school chaplains and division leaders. ● Encourage attendance at SPICE, Blueprints with EICS supports. | |

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| <p>Time <i>What is the timeframe needed to support the implementation of the school strategies?</i> Link to School PD Plan</p> | <ul style="list-style-type: none"> ● Faith formation component at every staff meeting/PD day ● Division Faith PD day ● Student led Prayer at assemblies ● Student led morning prayer on the announcements ● Social Justice Projects - ongoing - based on need at different times throughout the school year. | |
| <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 and school community. Student and Parent participation is required. | |

Strategic PRIORITY: Learners and Learning

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| <p>Division Goal: Our students and staff will develop to their fullest potential through multiple pathways.</p> | <p>Division Outcome(s): Our students and staff will develop to their fullest potential through multiple pathways.</p> <p>Targeted Success Measures:</p> <ul style="list-style-type: none"> ● Elk Island Catholic Schools measures: <ul style="list-style-type: none"> ○ EICS Education Assurance Survey ○ EICS Literacy Assessments ○ *K Screener ○ *PA Screener ○ *BAS Assessment ○ *STAR Reading Assessment ○ *GB+ |
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- EICS Math Assessments
- Alberta Education measures:
 - Diploma Exam Results
 - Provincial Achievement Test Results
 - High School Completion Results
 - Citizenship
 - Student Learning Engagement
 - Education quality
 - Access to Supports and Services
 - First Nations, Métis and Inuit Student Success
 - English Language Learners

2022-2023 School Strategies and Corresponding Actions:

| Implementation Plan: | School Strategies: | Milestones “What is the success criteria?” |
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| <p>School Strategy(ies): To achieve the Shared Vision <i>Examine the present situation in the area of focus:</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"> ● What are we doing well and what is the evidence? What are we not doing so well, and what is the evidence? See 2021-2022 Data Analysis ● Activities and next steps: <ul style="list-style-type: none"> ○ Build capacity of our staff with focused PD to support student SLP, OT and behavioural needs. ○ Create a PD committee to develop a targeted PD plan. ○ Support staff by creating a student support team within our CTMs. Working together to support the needs of our students with a team focus. ○ Revisit EA schedules and required student support. ○ Review CTF and CTS options and academy to increase student enrollment and interest. ○ Refine our literacy plan and build a numeracy plan with the support of the EICS support team ○ Work with EICS support team to develop strategies for differentiating instruction that supports inclusion for all students, to help manage the number of complex needs of students in | <p>How will you know that the school strategies and actions you have chosen are implemented at a high level?</p> <p>What will you accept as evidence that the school strategies and actions you have chosen are having an impact?</p> <p>What additional support is needed if you are not achieving success?</p> |

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| | <p>classrooms.</p> <ul style="list-style-type: none"> ○ Collaborative environment create opportunities for teachers to observe other teachers in the school to learn other literacy, numeracy and behavioural strategies. ○ 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) ○ Enhance the indigenous mural of the school | |
| <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 Foundational Documents: Fountas & Pinnell, MIPI results, CAT4 results School Education Assurance Plan Template Adapted from A Guide to Support Implementation: Essential Conditions, September 2010 www.essentialconditions.ca, STAR reading assessment, New Learn Alberta ● Collaborative team meeting discussions | |
| <p>Resources <i>What resources will be needed to support? (e.g., staff, supplies, etc)</i></p> | <ul style="list-style-type: none"> ● Funds to support external PD ● Jigsaw Learning ● Numeracy/Literacy subscriptions supported by PAC ● Leadership required: Administration (timetable) ● ILF - ISP development and CTM facilitation and staff collaboration. ● SLS Consultants to provide small group inservices. ● Utilize limited 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>Professional Growth <i>What professional learning supports are needed?</i></p> | <ul style="list-style-type: none"> ● Consultants brought in to work with staff (literacy/numeracy) ● Dedicated time during PD days (intentional) ● Provide collaboration time (Teacher observations, CTM meetings, PD Days) | |

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| <p>Time What is the timeframe needed to support the implementation of the school strategies? Link to School PD Plan</p> | <ul style="list-style-type: none"> ● Ongoing Fall/Spring testing ● PD plan timelines | |
| <p>Community Engagement What strategies are in place to share with stakeholders?</p> | <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 community connections | |

Strategic PRIORITY: Systemic Wellness

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| <p>Division Goal: Staff and student well-being, in mind, body and spirit, will be supported through programming and education.</p> | <p>Division Outcome(s): Staff and student well-being, in mind, body and spirit, will be supported through programming and education.</p> <p>Targeted Success Measures:</p> <ul style="list-style-type: none"> ● Elk Island Catholic Schools measures: <ul style="list-style-type: none"> ○ EICS Education Assurance Survey ○ Employee Engagement ○ Staff Health and Wellness ○ Student Health and Wellness ● Alberta Education measures: <ul style="list-style-type: none"> ○ Welcoming, Caring, Respectful and Safe Learning Environments ○ Access to Supports and Services |
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2022-2023 School Strategies and Corresponding Actions:

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| <p>Implementation Plan:</p> | <p>School Strategies:</p> | <p>Milestones “What is the success criteria?”</p> |
| <p>School Strategy(ies): To achieve the Shared Vision</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? See 2021-2022 Data Analysis | <p>How will you know that the school strategies and actions you have chosen are implemented at a high level?</p> |

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| <p>Examine the present situation in the area of focus:</p> <ul style="list-style-type: none"> • What are we doing well and what is the evidence? • What are we not doing so well, and what is the evidence? • What might be possible? | <ul style="list-style-type: none"> • Activities and next steps: <ul style="list-style-type: none"> ○ Continue to work with our Mental Health Capacity Builder as supported by Strathcona County. Common goals developed: <ul style="list-style-type: none"> ■ Build capacity in students, staff and the community as a whole around positive mental health and social emotional skills. (Presentations, Classroom teaching, etc.) ■ In an ongoing process of building strong team collaboration, we can enhance the success in reaching our shared outcomes. (Outcomes: Social awareness, Social/Emotional Connections, Mental Health, Staff-Student Wellness/relationship building/belonging) • Supporting our staff wellness who are supporting our students and parents will continue to be a focus. • Intentional PD opportunities to promote staff wellness. • Expand wellness spaces within the school (Sensory paths in the hallways for grade 5 to 8 students, loose part play area) Increase Mindfulness and Cooperative games • Monthly assembly presentations (CTM sub days rotation) to focus on topics that include respect, manners, verbal and body language, actions, consideration, compassion, courtesy etc. • Wellness Week Focus' (Loose parts, Sensory Paths, Mindfulness, Cooperative Games) • Nutrition Grant provides morning snacks and hot meals for students • Leadership opportunities: <ul style="list-style-type: none"> ○ Classroom buddies (literacy focus/math games/crafts) ○ Expand Student Leadership group (2022-2023 - Grade 6 to 8 - 2021-2022 - grade 8 only) ○ Create a SWAT team (Student Wellness Action Team) • Work to support all students and staff through the Collaborative Response Model. • Work with MHCB to develop wellness weeks throughout the year • Re-establishing and building connections with our parents - post COVID | <p>What will you accept as evidence that the school strategies and actions you have chosen are having an impact?</p> <p>What additional support is needed if you are not achieving success?</p> |
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| <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 presentations, assemblies, classroom presentations with staff and student needs and PD in mind. ● Staff engagement and attendance ● Staff feedback ● Staff willing to take on extra-curricular and leadership opportunities. | |
| <p>Resources <i>What resources will be needed to support? (e.g., staff, supplies, etc)</i></p> | <ul style="list-style-type: none"> ● MHCB - Mental Health Capacity Builder ● Staff ● FWW/ILF/Administration ● Student-Staff Leadership/Wellness lead ● School Chaplain ● SWAT Team ● Parents - Parish | |
| <p>Professional Growth <i>What professional learning supports are needed?</i></p> | <ul style="list-style-type: none"> ● Team building for staff and students ● School/Community events (in person meet the teacher, etc.) ● Targeted PD for working with students SLP, OT, literacy/numeracy, behavioural needs | |
| <p>Time <i>What is the timeframe needed to support the implementation of the school strategies?</i> Link to School PD Plan</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"> ● School council ● Parents Council ● Parish ● Strathcona County - MHCB project ● FWW connection between school and community ● Communicate health focus updates via smore. | |

Strategic PRIORITY: Community Engagement

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| Division Goal: EICS provides enhanced opportunities to support student success through communication, engagement and partnership. | Division Outcome(s): EICS provides enhanced opportunities to support student success through communication, engagement and partnership. Targeted Success Measures: <ul style="list-style-type: none"> ● Elk Island Catholic Schools measures: <ul style="list-style-type: none"> ○ EICS Education Assurance Survey ● Alberta Education measures: <ul style="list-style-type: none"> ○ Satisfaction with Parental Involvement in decisions about their child’s education. |
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2022-2023 School Strategies and Corresponding Actions:

| Implementation Plan: | School Strategies: | Milestones “What is the success criteria?” |
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| School Strategy(ies): To achieve the Shared Vision <i>Examine the present situation in the area of focus:</i> <ul style="list-style-type: none"> ● What are we doing well and what is the evidence? ● What are we not doing so well, and what is the evidence? ● What might be possible? | <ul style="list-style-type: none"> ● What are we doing well and what is the evidence? What are we not doing so well, and what is the evidence? See 2021-2022 Data Analysis ● Activities and next steps: <ul style="list-style-type: none"> ○ Increase school and community sponsored events with our parents (School Mass invitations, School family dances, etc.) ○ Increase parent volunteers within our school and classrooms ○ School Chaplain will work with parish priests on establishing different days and times that they can visit our classrooms. ○ Maximize Educational Assistant classroom supports based on student needs and school budget. ○ Support teachers on utilization of E.A supports. ○ Work with Facilities to find consistent evening custodial to support cleanliness of the school. | <p>How will you know that the school strategies and actions you have chosen are implemented at a high level?</p> <p>What will you accept as evidence that the school strategies and actions you have chosen are having an impact?</p> <p>What additional support is needed if you are not achieving success?</p> |

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| | <ul style="list-style-type: none"> ○ CRC to work collaboratively with teachers/parents to ensure ISPs are updated, communicated and consistently reviewed. ○ Continue Linking Generations Connections ○ Improve school website, social media communications ○ Continue improving all programs and facilities (academies, nature kindergarten, junior university) ○ Explore adding a Sports Academy for the 2023-2024 school year. (Golf, Hockey, Baseball) | |
| <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. ● Data informed decision making ● Working with School Council to discuss school needs, working together for fundraising, budgets, 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 ● Active engagement and open communication by all staff and lead teachers. ● EICS Custodial Supervisors | |
| <p>Professional Growth <i>What professional learning supports are needed?</i></p> | <ul style="list-style-type: none"> ● Access to our EICS Consultants to maximize EA utilization. ● Continue to attend parish/school connection meetings ● Requirements to operate a sports academy | |

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| <p>Time <i>What is the timeframe needed to support the implementation of the school strategies?</i> Link to School PD Plan</p> | <ul style="list-style-type: none"> ● Ongoing | |
| <p>Community Engagement <i>What strategies are in place to share with stakeholders?</i></p> | <ul style="list-style-type: none"> ● Communication with parents ● Linking Generations ● Elders and knowledge keepers. ● Create new opportunities for parent engagement in school activities such as Adoration, library, and class discussions. ● Continue to work with stakeholders to improve all programs and facilities (academies, nature kindergarten, junior university). | |