**2018-2022 School Education Assurance Plan School Year: 2020-2021**

***Elk Island Catholic Schools will ensure Success for all Students***

[Elk Island Catholic Assurance Plan 2018-2022](https://docs.google.com/spreadsheets/d/16XaX8TNWMMrHp9WwqgfD9ynvdIE3DHIjNc0bPO7jsIc/edit?usp=sharing) (updated March 2020)

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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.** | **Strategies:*** Continue parish collaboration
* Continue a focus on faith formation learning opportunities for staff and students
* Engage community partners in engaging all staff and students in faith based Social Justice and Charitable initiatives

**Targeted Success Measures:*** Student faith formation
* School faith environment
* Staff faith formation
* Students and Staff model active citizenship
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| **Reflection on 2019-2020 Year Results:****Successes:*** 95.8% 2018-2019 increased to 98.52% in 2019-2020 for Success with Student Faith Formation
* 93.0% 2018-2019 increased to 95.27% in 2019-2020 for Success with School and Parish
* School, parish, home relationship - opportunity to have the parish priest from St. Martin of Tours in our school on a Monthly basis.
* Weekly opportunities as a school community to engage in our faith life through prayer assemblies led by students.
* Students model active citizenship (93.7% 2018-2019 increases to 95.87% 2019-2020)
* Increase staff satisfaction (96.2% to 97.69% 2019-2020) on measures with regards to Staff faith Formation

**Opportunities for Improvement:*** 100% 2018-2019 decreased to 99.67% 2019-2020 for Success with School Faith Environment
* Opportunity to have the parish priest from Holy Trinity Ukrainian Catholic Parish in our school on a Monthly basis.
* Increase student satisfaction on measures with regards to connection with Jesus, sense of belonging, safety at school, etc.
* Find a permanent home for our Chapel and involve the school in using the space more
* Encourage staff to participate in Blueprints or Spice
* Invite clergy to schools to participate in activities
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| **Implementation Plan:** | **Activities** | **Milestones** |
| **Shared Vision***Examine the present situation* *● What are we doing well and what is the evidence?* *● What are we not doing so well, and what is the evidence?* *● What might be possible?* | * School prayer assemblies every Monday in first period
* Some PALS activities are faith based.
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| **Leadership Required***What leadership is required to support the goal?*  | * School Chaplain (0.1 FTE) to connect school, parish, school division
* Student Kindness Club
* Every homeroom scheduled in leading a Monday Assembly at least 2 times a year
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| **Research and Evidence***What data, including research, evidence, lesson learned, is being used to inform your plan?**Rationale? Sources of evidence?* | Foundational documents used: * Survey staff for focus on faith development
* Survey Students for School Faith Environment
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| **Resources***What resources will be needed to support? (e.g., staff, supplies, etc)*  | * Andrea Haston, EICS Religious Consultant
* Funds for professional development (Spice, Blueprints)
* GRACE Committee Activities
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| **Professional Growth***What professional learning supports are needed?* | * PD from staff faith retreat
* EICS Religion Consultant come to lead Faith Formation at staff PD Day
* GRACE Committee to celebrate Catholic Education
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| **Time***What is the timeframe needed to support the implementation of the plan?* | * Faith PD Day
* Increase in in-school chaplaincy time
* Regular school-parish-division meeting
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| **Community Engagement***What strategies are in place to share with stakeholders?* | * Continued visits from parish priests into the school - opportunity to increase involvement
* Focus on service projects for EICS & Vegreville initiatives
* Encourage parents and the school community to participate in the schools Faith Assemblies
* Increase school-parish-division meeting
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| **Goal:**  | **Quality Teaching and Learning** |
| **Division Outcome:****Student success depends on quality instruction in an environment that respects learners’ independent spirit. Quality teaching and learning promotes the development of innovation and creativity while attending to meaningful assessment and reporting practices.** | **Strategies:*** Support improvements to instructional and assessment practices that increase student achievement and engagement for all students utilizing the Alberta Programs of Study through the Collaborative Response Model.
* Support staff collaboration to engage and improve in literacy and numeracy teaching practices across curricula and for all students, K-12. (Student Engagement (Q) 83.5% increases to 96.08% 2019-2020)

**Targeted Success Measures:*** Student reading level data in F & P
* \*Student Math Intervention Programming Instrument (MIPI) data
* Survey results with Progress from Student Interventions (U)
* Provincial Achievement Test (PAT) results
* Satisfaction of Staff with Professional Development and Collaboration (AJ) (78.6% 2018-2019 increases to 86.67 % 2019-2020)
* Technology Integration (BW) Results
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| **Reflection on 2019-2020 Year Results:****Strengths:*** Percentage of students that are achieving the acceptable standard in all subject areas on the Grade 6 Provincial Achievement Tests is above the provincial average
* Parent comments reflect an overall positive feeling towards staff members regarding their teaching, both academically and for support of students
* Success in the Overall quality of basic education from 92.3% to 94.8% to 94.98% in 2019-2020
* Satisfaction of staff Professional Development has increased from 69.2% to 78.6% to 86.67% in 2019-2020
* The PAT Acceptable standard increased from 78.6% 2018-2019 to 86.2% in 2019-2020 versus the 3 year School past average has been 81.8% but still higher than the Alberta 3 year past average of 73.6%
* Progress from student interventions (90.2% 2018-2019 increases to 93.19% 2019-2020)

**Opportunities for Improvement:*** Students receiving the standard of excellent 16.4% in 2019-2020 on the Grade 6 Provincial Achievement Test is below the Alberta 3 year average 19.6%
* The PAT Standard of Excellence was 16.4% in 2019-2020 versus the 3 year School past average has been 16.7% and still lower than the Alberta 3 year past average of 19.6%
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| **Implementation Plan:** | **Activities** | **Milestones** |
| **Shared Vision***Examine the present situation* *● What are we doing well and what is the evidence?* *● What are we not doing so well, and what is the evidence?* *● What might be possible?* | * Collaborative Response PD and School PD will focus on the areas of Literacy, Numeracy, and Assessment
* Increase the number of students achieving excellence on PATs
* Literacy intervention supports to students flagged below grade level thresholds as measured by Fountas & Pinnell BAS
* Math intervention supports provided in areas of need as indicated by the MIPI
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| **Leadership Required***What leadership is required to support the goal?*  | * School Leadership team (Admin and CRC) lead the Collaborative Response Meetings
* School Leadership will plan the school PD and Collaborative Response PD
* Collaborative Response Coordinate supports teachers with universal and targeted strategies in literacy and numeracy
* School leadership continues classroom walkthroughs to provide instructional feedback and support
* Supports provided by consultants from CLS
* Collaborative Response Coordinator provides targeted intervention for students at-risk
* Collaborative Response Coordinator to work with highest learners in this group to have them achieve the provincial standard of excellence
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| **Research and Evidence***What data, including research, evidence, lesson learned, is being used to inform your plan?* | * Fountas and Pinnell Literacy Continuum
* Literacy and Numeracy Progressions
* Collaborative Response
* Triangulation of data:
	+ Fountas & Pinnell data provided in Powerschool MIPI Data
	+ PAT Data
	+ CAT 4
	+ Insight
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| **Resources***What resources will be needed to support? (e.g., staff, supplies, etc)* | * Internal PD & Jigsaw Learning
* External PD
* Community Resources
* Dedicated funds to support Literacy and Numeracy resources:
	+ Fountas & Pinnell Continuum
	+ Math intervention resources
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| **Professional Growth***What professional learning supports are needed?* | * Support teachers to attend targeted PD in the areas of Literacy and Numeracy
* School PD and CRM PD for teachers focused on literacy, numeracy and assessment
* Continued PD in the area of Collaborative Response
* Build further capacity in elementary teachers to accurately assess reading levels consistently
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| **Time***What is the timeframe needed to support the implementation of the plan?* | * Collaborative Response PD focus on Literacy and Numeracy
* School PD days
* Collaborative Response Meetings
* Opportunity for collaborative discussions focusing on literacy and numeracy
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| **Community Engagement***What strategies are in place to share with stakeholders?* | * Provide parents with tips and tricks to support students at home in the area of literacy and numeracy
* Engage parent volunteers to come in and read with students
* Use community groups of CALS and VDCDC to support learning
* Provide a Literacy and Numeracy Parent Night
* Have CLS internal experts support students/staff
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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.** | **Strategies:*** Continue to provide and develop services and model initiatives that promote staff and student health and wellness
* Q12 Employee Engagement has Increased from 78.5% to 92.44% in 2019-2020
* Continue to focus on Safe Caring School (AR)

**Targeted Success Measures:*** Success with the Comprehensive Students Health programming (AF)
* Staff Wellness
* Success with safe and caring schools
* Employee engagement survey
* Student Attendance
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| **Reflection on 2019-2020 Year Results:****Strengths:*** Success with the Comprehensive Students Health programming (84.7% 2018-2019 increases to 95.81% 2019-2020)
* Q12 Employee Engagement has increased from 78.5% 2018-2019 to 92.44% 2019-2020)
* Educational Transitions continue to excel over the Division Average

**Opportunities for Improvement:*** Success with safe and caring schools (96.9% 2018-2019 slight decrease to 95.3% in 2019-2020)
* Staff Wellness (94.7% 2018-2019 decreases to 92.44% 2019-2020)
* Focus on relationships as the effective method to attain system wellness
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| **Implementation Plan:** | **Activities** | **Milestones** |
| **Shared Vision***Examine the present situation* *● What are we doing well and what is the evidence?* *● What are we not doing so well, and what is the evidence?* *● What might be possible?* | * Create school code of conduct and related discipline structure
* Recognition of student and staff gifts, talents and contributions to the school
* Work to support all students through the Collaborative Response Model.
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| **Leadership Required***What leadership is required to support the goal?*  | * Develop a school wellness committee and sub-committees (Student Kindness Action Team) as necessary.
* Leadership Team (CRC, FWW, Administration).
* Staff Wellness Team (Chaplain, Health Champion, FWW, MHCB, Teachers)
 |
| **Research and Evidence***What data, including research, evidence, lesson learned, is being used to inform your plan?* | * Survey instrument to collect data regarding discipline at the school
* Create and use implementation plan for CRM.
* Collection of other school code of conduct documents for study
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| **Resources***What resources will be needed to support? (e.g., staff, supplies, etc)* | * School Health Champions
* Continued relationship with Mental Health Capacity Building: Vegreville
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| **Professional Growth***What professional learning supports are needed?* | * Staff meeting to be used to share information and develop overall staff capacity in the area of wellness
* External & Internal PD
 |
| **Time***What is the timeframe needed to support the implementation of the plan?* | * Staff meeting to be used to share information and develop overall staff capacity in the area of wellness
* PD Plan
* LIFE (Live It Fully Everyday) Weekly Office Wednesday Meetings
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| **Community Engagement***What strategies are in place to share with stakeholders?* | * Develop with School Council a sub-committee to focus on student, staff, and school community wellness
* School Newsletter
* School Website
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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:*** Enable ongoing communication (BY) through various mediums between classroom and home
* Development of an annual stakeholder forum process
* Collaborate with Division & Parish & School & Home (BM)

**Targeted Success Measures:*** Satisfaction with communications
* Satisfaction with Parental Involvement (BG)
* Success of community Engagement (BI)in Divisional decisions
* Satisfaction with Communications (BY)
* Satisfaction with school improvement(BQ)
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| **Reflection on 2019-2020 Year Results:****Strengths:*** Satisfaction with Parental Involvement (88% 2018-2019 increases to 93.63% 2019-2020)
* Staff and school administration has consistently given and shared timely information to the school community
* Staff belief that they have the equipment and materials to do their job effectively 6.8% 2018-2019 increases to 92.44% 2019-2020)

**Opportunities for Improvement:*** Satisfaction with communications (89.5% 2018-2019 decrease to 87.26% in 2019-2020)
* ‘Success of community Engagement in Divisional decisions (89.7% 2018-2019 decreases to 79.49% 2019-2020)
* Satisfaction with school improvement (93.4% 2018-2019 decreases to 84.91% 2019-2020)
* Staff Wellness (94.7% 2018-2019 decreases 92.44% 2019-2020)
* Continue to build partnerships with parents, community agencies and parish.
* Satisfaction with school improvement has decreased from 87.5% to 93.4% to 84.91% in 2019-2020
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| **Implementation Pl****an:** | **Activities** | **Milestones** |
| **Shared Vision***Examine the present situation* *● What are we doing well and what is the evidence?* *● What are we not doing so well, and what is the evidence?* *● What might be possible?* | * Provide parents with information on the day to day or week to week activities of their child
* Increased opportunities for students, staff, and parents to engage in a collaborative process of sharing ideas
* Improve communication with all stakeholders
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| **Leadership Required***What leadership is required to support the goal? The activities to achieve the goal?* | * Teacher to provide best practices for use of Bloomz, Google Meet or similar when engaging with parents
* Active engagement by all staff.
* Work with community groups
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| **Research and Evidence***What data, including research, evidence, lesson learned, is being used to inform your plan?* | * Increase the parent presence at School Council and School Assemblies
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| **Resources***What resources will be needed to support? (e.g., staff, supplies, etc)* | * Common communication tool (ie. Bloomz, and agenda book) used by all teachers to send home communication.
* Smore/ Facebook/ Twitter
* School Website Usage
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| **Professional Growth***What professional learning supports are needed?* | * PD
* Work with community agencies in Vegreville
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| **Time***What is the timeframe needed to support the implementation of the plan?* | * Opportunity to share best practices on PD day and / or regular staff meetings
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| **Community Engagement***What strategies are in place to share with stakeholders?* | * Create new opportunities for parent engagement in school activities such as Assemblies, library, and class discussions.
* Create and work with Partners in the Vegreville Community (Alberta Health, 4H, CWL, etc. )
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\*Budget Report to be Attached