

Madonna Catholic School

2019-2020 School Education Assurance Plan

Elk Island Catholic Schools will ensure Success for all Students

[Elk Island Catholic Assurance Plan 2018-2022](#)

Goal:	Faith Formation	
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 faith integration which promotes hope and engagement in students. (promote active citizenship) Targeted Success Measures: <ol style="list-style-type: none"> Students model active citizenship Catholic School Review 	
<p>Reflection on Previous Year Results:</p> <p>Measures:</p> <p>Students Model Active Citizenship</p> <ul style="list-style-type: none"> Parents 97.4%, Students 100%, Teachers 100% <p>Strengths:</p> <ol style="list-style-type: none"> Staff meeting faith development component in every staff meeting 20 - 30 min. Admin/Chaplain planning team Supporting Valeda house in a variety of activities Support Chalice Child Capital Care Ministry with Gr. 4's <p>Opportunities for Improvement:</p> <p>Measure:</p> <p>Students Model Active Citizenship</p> <ul style="list-style-type: none"> Parents 97.4% <ol style="list-style-type: none"> Increase and strengthen the communication with parents by using the language of Active Citizenship corner in the Smore explicitly describing the connection between specific school activities and active school citizenship. 		
Implementation Plan:	Activities	Milestones
Shared Vision (Guiding Questions: How will the vision be collaboratively developed? Communicated? How will we know we are living it?)	<ul style="list-style-type: none"> Bring in an environmental component of Active Citizenship as it relates to the environment as per Pope Francis encyclical Laudato Si: On Care for Our Common Home. Engage local Senior Center Pioneer Court in 	

	the neighborhood, all grades can visit. (we will discontinue the visits to the capital care)	
Leadership Required (Guiding Questions: How are leadership roles (current and future) being supported/developed? How are leadership roles/responsibilities articulated?)	<ul style="list-style-type: none"> • Admin and Chaplain • Lead staff through Plan Laudato Si • Chaplain organize and liaison between school/staff and Pioneer Court to provide a framework for all staff and students to participate 	
Research and Evidence (Guiding Questions: What data (research, lessons learned, feedback) will be collected/used for the benefit of all learners? How will it be shared with everyone?)	<ul style="list-style-type: none"> • Results: Parents- 97.4% Staff - 100% Students - 100% 	
Resources (Guiding Questions: What human resources, materials, funding, infrastructure are needed to support this change?)	<ul style="list-style-type: none"> • Plan Laudato Si • Children literature on the Environment 	
Professional Growth (Guiding Questions: What teacher knowledge, skills, attributes are needed to bring this to fruition?)	<ul style="list-style-type: none"> • Laudato Si ... bring into staff reflection Environmental Awareness • Children's Literature: <i>What Matters</i> by Alison Hughes and Holly Hatam 	
Time (Guiding Questions: What time frame is needed for implementation? What specific activities require articulated durations?)	<ul style="list-style-type: none"> • May 2, 2019 to June 2020 Staff Meetings 	
Community Engagement <i>What strategies are in place to share with stakeholders?</i>	<ul style="list-style-type: none"> • Explicit communication through the SMORE and teacher newsletters. 	

Goal:	Quality Teaching and Learning
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<p>Division Outcome: 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.</p> <p>Identify and implement best practices to align with excellent early learning pedagogy and learning environments</p>	<p>Strategies:</p> <ol style="list-style-type: none"> 1. Support Staff to engage and improve in literacy teaching practice across curricula and for all students, K to 12 Support Staff. 2. Continue to strengthen instructional leadership and practices to lead learning related to Indigenous foundational knowledge and its application within classrooms and the larger school community. <p>Targeted Success Measures:</p> <ul style="list-style-type: none"> • Student Reading Level data • Staff Competency self-assessment survey (TQS, LQS)
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Reflection on Previous Year Results:

Strengths:

Measures:

Student Reading Level Data: School Assurance Dashboard - 97%

1. CRM, 3 X - month 60 min sessions with grade level partners
2. FLEX Programming
3. FNMI School Wide Plan
4. GUIDED READING TIME EMBEDDED
5. DEAR Time for the entire school

Opportunities for Improvement:

Measures

Student Reading Level Data -59.4 % of students are reading in the grade level band

Staff Competency - First Nation, Métis and Inuit

1. Continued focus on developing staff competency in providing rich literacy environments
2. Continue to develop teaching staff's First Nation, Metis, and Inuit foundational knowledge.

Implementation Plan:	Activities	Milestones
Shared Vision	<ul style="list-style-type: none"> • Time is embedded in the schedule for Daily Guided Reading, this allotted time in the school schedule can be used to support comprehension and fluency development. Implement various comprehension & fluency strategies will be determined by the teacher using various key resources. • Teachers are embedding Sharing Circles as an integrated approach to enhance student participation in all subject areas 	

	Children's Literature: Talking Centre's	
Leadership Required	<ul style="list-style-type: none"> ● Admin ● CRC ● CLS-Consultants ● CLS-Consultant ● Karen Antoniuk - Indigenous plan ● ATA Indigenous workshop 	
Research and Evidence	<ul style="list-style-type: none"> ● Our data to support strategies #1 is the following: Fountas and Pinnell School Summary indicates 39% of students have a Comprehension score of "Unsatisfactory" or "Limited", ● Fountas and Pinnell School Summary indicates 13% of students have a fluency score of "1". ● Accountability Survey - Staff Competencies, Teacher Quality Standard Self Assessment, Applying Foundational Knowledge about First Nations, Metis and Inuit - 60% 	
Resources	<ul style="list-style-type: none"> ● Literacy Continuum, The Fountas and Pinnell Classroom, ● Reading Strategies Book by Jennifer Serravallo ● Supporting Comprehension Strategies and Teaching Fluency division consultants, ERLC ● Division FNMI consultant ● Division Elder ● ERLC sessions ● ATA workshops 	
Professional Growth	<ul style="list-style-type: none"> ● Provide professional development to teachers that develop their ability to support student growth in the area of comprehension and fluency. ● ERLC and Division Literacy Consultant ● All teaching staff commit 	

	to having an Indigenous goal in the SADP	
Time	<ul style="list-style-type: none"> ● PD days ● Staff meetings ● Embedded time ● Assigned time 	
Community Engagement	<ul style="list-style-type: none"> ● Parent, Staff formal conversations and process of looking at the data ● Staff and Students, formal conversations 	

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> <ol style="list-style-type: none"> 1. Focus on relationships as an effective method to attain system wellness. Hyper - Focus on student relationships <p>Targeted Success Measures:</p> <ol style="list-style-type: none"> 1. Staff Health and Wellness 2. Success with Comprehensive Student Health programs 3. Success with Safe and Caring Schools

<p>Reflection on Previous Year Results:</p> <p><u>Strengths:</u></p> <p><u>Measures:</u></p> <p>Staff Health and Wellness 96.3% Success with Comprehensive Student Health programs 93% (School Dashboard) Success with Safe and Caring Schools (Staff) 100% (Parents) 95% (Students) 99% (School Dashboard)</p> <ol style="list-style-type: none"> 1. CRM allows for teachers to discuss and support students continually. This directly supports the mental health of our students. 2. Apple School, students have access to Fruit daily, all activities in the school are viewed through a health lens. 3. Grade Level buddy program 4. Staff caring for students and communication between home/school 5. Gotcha Assembly: recognize, rewarding positive choices <p><u>Opportunities for Improvement:</u></p> <p><u>Measures:</u></p> <p>Success with Comprehensive Student Health programs 93% (School Dashboard)</p> <ol style="list-style-type: none"> 1. Frequency of student conflict on the playground dealt by admin and staff 2. Bring attention to assisting students in how to build positive relationships 3. Increase the opportunities for students to interact with each other 		
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Implementation Plan:	Activities	Milestones
Shared Vision	<ul style="list-style-type: none"> ● Implement the new comprehensive student wellness action plan 	

	<ul style="list-style-type: none"> ● Enhance student conflict resolution strategies and Decrease in frequency of student conflict 	
Leadership Required	<ul style="list-style-type: none"> ● Health Champion ● FWW engage students in developing positive relationships ● Admin team ● Playground positive play <ul style="list-style-type: none"> ○ FLEX leadership 	
Research and Evidence	<ul style="list-style-type: none"> ● Dot Book ● Positive Playgrounds Program ● School Data: Students @ 81% Positive Relationship 	
Resources	<ul style="list-style-type: none"> ● Workshop: Emotional De-Escalation Workshop ● Kids These Days: Jodi Carrington ● ERLC ● The Dot by Peter H. Reynolds resource for school for building empathy ● Purchasing field games that invite students to connect with each other in a positive manner. 	
Professional Growth	<ul style="list-style-type: none"> ● Emotional De-Escalation Workshop for Staff & Parents ● Health Champions will lead staff and student in growth as per the Health and Wellness School Plan 	
Time	<ul style="list-style-type: none"> ● 4 Gotcha Assemblies ● PD Days ● Staff Meeting ● Assigned time ● Phys Ed / Health 	
Community Engagement	<ul style="list-style-type: none"> ● Kathy Dekker -- Apple Schools ● Strathcona County ● Parents ● Health Champions 	

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: 1. Maintain transparency through continued generative stakeholders engagements and communication strategies Targeted Success Measures: 1. Assurance surveys: % of staff agree that they have the supplies and materials to do their job	
Reflection on Previous Year Results: Strengths: 1. Positive feedback from parents on our level and type of communication from Madonna Catholic School. 2. Great attendance at School Council meetings 3. Parent Council pay for all the materials required for FLEX programming through various fundraising activities Opportunities for Improvement: Measures: % of staff agree that they have the supplies and materials to do their job 82.9% 1. As a staff, we will determine the needed resources to do their job and clarification on definition of resources		
Implementation Plan:	Activities	Milestones
Shared Vision	<ul style="list-style-type: none"> • A brainstorming session with all staff at Staff meeting and PD day to clarify the definition of adequate resources to support teaching and learning 	
Leadership Required	<ul style="list-style-type: none"> • Admin 	
Research and Evidence	<ul style="list-style-type: none"> • Assurance Survey 4.14 out of 5 • Clarification of survey question 	
Resources	<ul style="list-style-type: none"> • As pre-determined by grade level cohorts & Admin 	
Professional Growth	<ul style="list-style-type: none"> • Ongoing discussions regarding adequate resources • Difference between Human Resources and Resources 	
Time	<ul style="list-style-type: none"> • Staff meeting • PD 	
Community Engagement	<ul style="list-style-type: none"> • Time set aside at staff meeting to discuss adequate resources 	

