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

Goal:	Faith Formation
Provide students, staff and community with a faith permeated environment and enhance the Faith Formation of all staff and students.	**Strategies:** Students model Active Citizenship Increase awareness of Citizenship activities **Targeted Success Measures:** Catholic School Review Assurance Engagement Survey

Reflection on (Previous) Year Results:
Great success, with all fundraisers, and the **Social Justice Bulletin Board**, Social Justice Corner of the SMORE
> Valeda House $1562.05
> Chalice Child $444.00
> Holy Child Association $234.55
> Development & Peace: $234.55
> Food Drive: Several boxes of food and a $100 donation
> Toonies for Terry $293.25
> Staff gifts to Valeda House for Christmas of Toddler Clothing … Hundreds of dollars.
> Purchase of water through Chalice "gift for staff" → $100

Staff Study of Laudato Si at the start of every staff meeting.

Catholic School Review   MCS Catholic School Review

DATA

2019-2020 Data

School Faith Environment 100% Staff Faith Formation 100% Student Faith Formation 99.58% Active Citizenship 97.433%

Active Citizenship DATA
1. Percentage increase of teachers, parents, and students who are satisfied that students model the characteristics of active citizenship
Students= 97.72, Staff 97.94, Parents=96.64
see graph

Opportunities for Improvement:
- Continue to promote active citizenship in a meaningful way for young children and their families.
- Let stakeholders know of all active citizenship activities. Christmas Cards student make for Hope Mission this is tied to Parish gift of Coffee Cards
- Through **Social Media Campaign**

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?***	Student Leaders Program Social Media Campaign (use Facebook, Twitter, Instagram) to promote Faith Activities	**Staff Study:** Laudato Si Catholic School Review Active Citizenship Bulletin Board
Leadership Required *What leadership is required to*	Admin,Chaplin and Staff members that organize the various initiatives	

support the goal?	
Research and Evidence *What data, including research, evidence, lesson learned, is being used to inform your plan? Rationale? Sources of evidence?*	**Catholic School Review** MCS Catholic School Review 2019-2020 Data School Faith Environment 100% Staff Faith Formation 100% Student Faith Formation 99.58% Active Citizenship 97.433%
Resources *What resources will be needed to support? (e.g., staff, supplies, etc)*	Supplies Student Leadership & Retreat Living with Christ Resources La Laudato Si … resources Chaplin 0.1 FTE
Professional Growth *What professional learning supports are needed?*	Staff Faith Development: Development and Peace Resource on Care for our Common Home
Time *What is the timeframe needed to support the implementation of the plan?*	School year.
Community Engagement *What strategies are in place to share with stakeholders?*	Staff reviewed the plan. Plan shared with SC on May 7th. 2020

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:** 1. Support for staff collaboration to engage and improve in **Literacy** teaching practice across curricula for all students 2. Support for staff collaboration to engage and improve in **Numerac**y and math teaching practices across curricula **Targeted Success Measures:** 1. Student Reading Level Data BAS Benchmarks 2. Student Math Intervention Programming Instrument (MIPI) data

Reflection on Previous Year Results:

2018-2019 school → Student Reading Level Data: 59.4 % of students are reading in the grade level band

Currently we are at 71.74% of students are reading in the grade level band. 12.34% increase in students reading within grade level band. We have begun to use F&P Classroom Resources across more grade levels. Guided Reading is evident in the grade 2 to grade 4 classrooms consistently. Gr. 1 started guided reading in Dec/Jan.

We meet our FNMI goals and will continue to embed as per our FNMI plan FNMI Plan.

Strengths: FNMI is now a part of the culture of the school.

DATA

1. **Literacy:** BAS Benchmark Assessment 20% of students are reading below grade level when entering grade 4. (12 / 44 students not in the band must consider ELL and ISP students)

see DATA

2. **Numeracy**: MIPI Data → Number Sense

24% of our students scored below 60% in Number Sense

Opportunities for Improvement:

1. All students entering grade 4 are to be reading within the grade level band.
2. Increase our percentage of students above 60% in Number Sense

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?*	Guided Reading: scheduled in the time table and walkthroughs Dear Time: scheduled in the time table and walkthroughs Professional Conversations About Literacy Possibly move forward with grade level teams that are engaging in data driven responsive teaching. Explicit reading instruction. Number Talks: Numeracy Plan Numeracy Plan Social Media Campaign (use Facebook, Twitter, Instagram) to promote literacy and numeracy work.	Increase in students reading within the grade level band. Sharing Circle at Staff Meetings and its embedment in the school culture Land Based connection on the Moon of each month.
Leadership Required *What leadership is required to support the goal?*	Supporting teachers in building an **action plan** on Literacy responsive teaching and teaching Number Sense.	
Research and Evidence *What data, including research, evidence, lesson learned, is being used to inform your plan?*	The Fountas & Pinnell: Literacy Continuum Learning Bar Webinar Learning Bar Questions	

	MIPI Data: 24% of our students scored below 60% in Number Sense.	
Resources *What resources will be needed to support? (e.g., staff, supplies, etc)*	1.We have the the F&P Classroom Will need to put together learning teams. BB&K, 1&2, 3&4 teams to engage with the F&P resources. Consultants to work with teachers in developing their action on responsive teaching, and explicit instruction on how to read. 2.Consultants to work with teachers on Number talks and how to teach number sense. Pearson and Nelson Resources	
Professional Growth *What professional learning supports are needed?*	K-1 Animated Lit PD Consultant in meetings to support explicit reading instruction strategies *6 PD meetings with a consultant on Literacy Strategy - explicit reading and writing instruction (PD days and ½ day CTM meetings) EA's to be involved in these PD sessions...* 4 PD meetings with an consultant on Numeracy (PD days and CTM meetings) with a focus on Number Talks	
Time *What is the timeframe needed to support the implementation of the plan?*	2020-2021 School Year 6-- PD ½ day session with a consultant on explicit reading instruction 4 --PD 1hr sessions with a consultant on number talk.	
Community Engagement *What strategies are in place to share with stakeholders?*	All Staff reviewed and responded to the data. Review of the Assurance plan in a google meet with Teachers. Review of the Assurance in a google meet with all staff. Review of Assurance Plan with School Council on May 7th. Gr. 4 Students, All Staff, and Gr. 4 Parents were surveyed by Alberta Education.	

	The Division surveyed, Gr.4 Students, All Parents and All Staff.	

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** Focus on relationships as the effective method to attain system wellness. **Targeted Success Measures** Assurance Engagement Survey Staff Health and Wellness Success Safe & Caring schools Attendance Dashboard	

Reflection on Previous Year Results:

We held a very high standard here. This year we were able to hone in on the few students who did not perceive themselves as being treated fairly. Connected these students with their teachers, FWW, peers and parents.

Student Leadership Opportunities Positive playground leaders, Gotcha Assemblies and

FWW Friendship groups

Frequent communication among teachers and parents.

Laid the groundwork for Loose Parts, had passionate buy-in from all stakeholders and now we need to launch the program. Launch was postponed due to COVID-19

FWW input into the school and student and family relationships had a very meaningful presence.

Staff we held several staff socials: Retreat at the start of the school year at Elk Island National Park, soup mondays, salad bar lunches, staff Christmas party,Teacher Convention get together.   You've been mugged activity, teacher appreciation day, Administrative Professionals acknowledgement.

Student leadership group serving Hot Chocolate Fund,

DATA
   1. **Increase in the Percentage who agree that students are:**
- safe at school
- learning the importance of caring for others
- learning respect for others
- treated fairly in school
Students 90.4%, Staff 98.68%, Parents 92.13%
Safe and Caring

   2. **Increase Attendance: c**urrently at 83% as it went down by 11%.
      -Good Attendance is considered absent on 9 or less days.
      Chronic absence is considered absences on 18+ days.
      -Regular school attendance is critical or student success. Good attendance is important for a child's ability to learn, grow and develop social skills. Attending school regularly helps children feel better about themselves and school.
      -Missing 2 days of school a month or 20 days a year starting in Grade 1 is equivalent to missing a full year of schooling by grade 10.

Opportunities for Improvement:
   1. Increase in the percentage of students and staff who agree that students are:
- safe at school
- learning the importance of caring for others

- learning respect for others
- treated fairly in school

    2.   Increase the Attendance rate

The long stretch with no buses in January negatively impacted attendance rate. Number of families on extended vacation increased. Also, the school stressed with families to keep kids home when they were sick in Feb and March .

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?*	1.Student leadership group, Gotcha Assemblies, Friendship groups, Frequent communication between teachers and parents. We will emphasise more the reason for the Gotcha awards. Clearly tied to positive behaviour choices and that this is communicated to our families as well. Friendship groups begin early in the year. FWW support **Implement: Loose Parts Program** encourages cross grades playing together. Older students teach and help younger students Social Media Campaign (use Facebook, Twitter, Instagram) to promote Wellness Strategies. Continue with a variety of staff socials and physical literacy opportunities 2. Attendance Teachers are communicating to families frequently. Attendance Policy is in the Student Handbook and is on the school website. Follow-up with letters to parents as per Division Attendance Policy	Morning Health and Wellness Announcements Communication: via Smore, Bulletin Boards Staff Socials Positive Playground Leaderships started Loose Parts PD
Leadership Required *What leadership is required to support the goal?*	1.Team to work with Loose Parts and Positive Playground. FWW working specifically with students and families Social Media Campaign. Tech Lead 2.Administration follow up with Attendance Letters	

Research and Evidence *What data, including research, evidence, lesson learned, is being used to inform your plan?*	1.Loose Parts Research Positive Playgrounds Research 2.Attendance Policy Attendance Pyramid of Supports	
Resources *What resources will be needed to support? (e.g., staff, supplies, etc)*	School Council and community will provide materials for Loose Parts play. Received $1500 from EverActive School Grant	
Professional Growth *What professional learning supports are needed?*	1. Inservice teacher, parents and students on Loose Parts Ongoing inservice for teachers regarding Positive Playground games. Relationship building activities as per FWW Circle of Security Programing 2.Review Attendance Policy with staff and parents	
Time *What is the timeframe needed to support the implementation of the plan?*	1. Late August and beginning of Sept to gather materials for Loose Parts and inservice students. 2. Review Attendance Policy with staff at start up.	
Community Engagement *What strategies are in place to share with stakeholders?*	1. Presentation to staff, parents and students. Loose Parts Play Circle of Security Friendship Groups 2. Add Attendance brochure to SMORE in the Fall and January.	

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:
	Maintain transparency through continued generative stakeholder engagements and communication strategies
	
	Targeted Success Measures:
	Assurance Engagement Survey
	    School Improvement
	        A Percentage of parents, staff, and students indicating that the school has improved or stayed the same in the past three years

Reflection on Previous Year Results:
Focus was on % of staff agree that they have the supplies and materials to do their job
At 82.9% now 94.52% Increase 11.62%

Strengths:

Clarified with staff, what the team resources are referring to.

DATA:
School Improvement Data
Staff decreased by 22%
It is important that the education system at all levels demonstrates leadership, innovation and continuous improvement (Alberta Education).

Opportunities for Improvement:
Empowering teachers to have more positive outlook, with our current resources.

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?*	Improve transparency	Committee of teachers gather to plan the following school year highlights and structures
Leadership Required *What leadership is required to support the goal? The activities to achieve the goal?*	Admin and Staff	
Research and Evidence *What data, including research, evidence, lesson learned, is being used to inform your plan?*	Candid Professional conversations. Looking for: What is going right.	
Resources *What resources will be needed to support? (e.g., staff, supplies, etc)*	Access to budget information.	
Professional Growth *What professional learning supports are needed?*	Professional conversations.	
Time *What is the timeframe needed to support the implementation of the plan?*	Committee to convene in late May to plan events and support teachers. Early June 2020 to plan out next school year.	
Community Engagement *What strategies are in place to share with stakeholders?*	Share budget and school plan with all stakeholders.	

*Budget Report to be Attached

School Education Assurance Plan 2018-2019

Template Adapted from A Guide to Support Implementation: Essential Conditions, September 2010 www.essentialconditions.ca