

Elk Island Catholic Schools will ensure Success for all Students

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

Goal:	Faith Formation
<p>Provide students, staff and community with a faith permeated environment and enhance the Faith Formation of all staff and students.</p>	<p>Strategies: Provide students, staff and community with a faith permeated environment and enhance the Faith Formation of all staff and students.</p> <p>Targeted Success Measures: Assurance Engagement Survey Catholic School Review</p>
<p>Reflection on (Previous) Year Results: School Faith Environment - 100% Student Faith Formation - 99.583 % Staff Faith: 100% Active Citizenship: 97.433</p> <p><u>How did we attain these results?</u> District Theme: Choose Joy “He is the reason for our hope” (1Peter 3: 15) Theme Song for students: Sing for Joy by Jana Alayra RESOURCES:</p> <ul style="list-style-type: none"> ● Living with Christ Gospel Readings ● The Joy of the Gospel Pope Francis ● Growing in Faith, Growing in Christ ● Lessons in classrooms with picture books for children: What Brings Us Joy? <p>Each Staff meeting read and reflect on the Apostolic Exhortation of the Holy Father Francis encyclical : <u>Evangelii Gaudium “The Joy of the Gospel”</u></p> <ul style="list-style-type: none"> ● Every Staff meeting we take time to study and reflect Joy of the Gospel . ● Each Staff member had their own copy as well as the digital LINK. <p>Weekly School Assemblies lead by various classes.</p> <ul style="list-style-type: none"> ● Every Assembly incorporates the theme Choose Joy. ● Whole school participated in February Cards for various community Covid-19 front line workers: Cobs, Save on Foods, Olph Parish, Local Hospital ● For Valentine’s Day - Grade 3 - 4 Cohort made and delivered Cards for Pioneer Court ● Bend the Rules fundraiser for Valeda House ● Advent: opportunity for Staff to gather daily on Google Meet for prayer led by chaplain ● Advent Daily school celebration of Jesse Tree and singing Violet in the Snow ● The Virtual Advent Concert was very appreciated by all families. Also served as an opportunity for families to donate to Valeda House/ Lurana Shelter. ● Lent project “Bend the Rules” to raise money for Chalice Child, Quanderly; Holy Childhood Association ● Bend the Rules for Development and Peace ● Lent: Weekly Lenten reflection slides prepared by Chaplain for Staff to pray at their own time. ● Classes given the opportunity to pray the Stations of the Cross in the Chapel ● GOTCHA assemblies - Prayer followed by recognition of Good deeds by the students. ● Leadership opportunities: All classes leading faith assemblies, ● Bend the Rules fundraiser for Lurana Shelter ● Grade 4’s leading Gotcha Assemblies (9 Assemblies/year), ● Grade Fours leading ministries at live streamed masses at OLPH. 	

- Live streamed masses shared through virtual Agendas and Smore for the entire school community to join. .
- Digital Agenda communications from teachers contribute to the reason parents are feeling more connected.
- SMORE weekly communication to families. Certainly facilitates the home - school - parish connection.
- Due to Covid protocol : virtual Priest visits each week (twice a month to each cohort).
- Priests visiting the school to celebrate the Grade Four classes receiving their Bibles.
- Rosary Walk in May. Each class will have the opportunity to pray a decade of the rosary at each Luminous Mystery in the School yard. A trail of signs will help facilitate this.
- Family Rosary Walk will be put in the SMORE for the Month of May.
- Hoping to do a modified Grade Four retreat on site in June. Invite parish priests to join us for a Liturgy of the Word. Bless student's farewell crosses.
- Adoration: Celebrated in March Jesus went on a "Covid 19 Friendly Road Trip" visiting each classroom on a cart.
- Four classes participated in the GraCe Poster Contest
- Participated in 4 Live streamed school masses throughout the year. (K- 4 Schools (start up, advent, Easter and Year End).
- Ash Wednesday: St. Luke, EPK, H.S., Madonna.
- Chapel Cloths reflect the Liturgical Seasons
- We recognize students who have made their First Reconciliation or First Eucharist at our school Assemblies. We give them a card from the school/district.

Successes:

Parents/ Students/Staff --> Students model active citizenship increased by 11.03%

Parents/ Students/Staff indicated that Parish School partnership has increased by 11.17%

Opportunities for Improvement:

Continue to develop staff faith formation.

Continue to invite parents to participate in school and parish formation events.

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"> ● Every Assembly incorporates the theme Choose Joy. ● Every Staff meeting / and announcement/ smore / newsletter communication -take time to study and reflect Joy of the Gospel . ● February Cards for the community at large. ● 5 times a year Bend the Rules fundraiser for Lurana House ● Lent project “Bend the Rules” raises money for Chalice Child, Holy Childhood Association. <p>Social Media Campaign (use SMORE, Facebook, Twitter, Classroom digital Agendas.) to promote Faith Activities</p>	<p>Staff Study: Joy of the Gospel</p> <p>Active Citizenship : Updates of Chalice Child pictures and letters.</p> <p>Bulletin Board</p> <p>Complemented by the pictorial, fluid bulletin board next to it.</p> <p>Gr. 4 Students using their bibles in religion class</p> <p>Staff supported families who were struggling during covid-19 ... created gift baskets for our families based on their need.</p>
<p>Leadership Required <i>What leadership is required to support the goal?</i></p>	<ul style="list-style-type: none"> ● Admin,Chaplain and Staff members that organize the various initiatives 	

	<ul style="list-style-type: none"> Principal and Chaplain led but very much supported by ALL staff. 	Student made Greeting Cards
Research and Evidence <i>What data, including research, evidence, lesson learned, is being used to inform your plan? Rationale? Sources of evidence?</i>	<u>Assurance Data</u> 2019-2020 Data School Faith Environment 100% Student Faith Formation 99.58% Staff Faith Formation 100% Active Citizenship 97.433% 2020-2021 Data School Faith Environment - 100% Student Faith Formation - 98 % Staff Faith: 97.67% Active Citizenship: 94.67% Catholic School Review <u>MCS Catholic School Review</u> Staff have shared they appreciate the opportunity to learn more about our Catholic faith. Some are not comfortable asking questions, so like the opportunity to learn in an unthreatening group situation.	
Resources <i>What resources will be needed to support? (e.g., staff, supplies, etc)</i>	<ul style="list-style-type: none"> PodCast: The Bible in a Year with Father Mike Schmitz Book Study - Spiritual Practices for the Brain: Caring for Mind, Body, and Soul Anne Kertz Kernion "Java with JC" or "Coffee with Fr. Corrigan" - staff have coffee with Fr. Corrigan - in person or virtually - Survey staff for topics of interest or Join a parish coffee with Fr. Staff Service Project (team builder) once during year: food bank, Marion Center, Santa's Anonymous 	
Professional Growth <i>What professional learning supports are needed?</i>	People Resources: Parish Priests School Chaplain School Staff/ Staff from EICS: Paul Corrigan Andrea Haston	
Time <i>What is the timeframe needed to support the implementation of the plan?</i>	School Year	
Community Engagement <i>What strategies are in place to share with stakeholders?</i>	SMORE School / Home / Parish Connection Digital Agenda Facebook Twitter Virtual Masses	

******High Schools are to add High School Redesign Foundational Principles in this section**

Goal:	Quality Teaching and Learning
<p>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.</p>	<p>Strategies:</p> <ol style="list-style-type: none"> 1. Support staff collaboration to engage and improve in literacy teaching practices across curricula and for all students, K-12 <ul style="list-style-type: none"> • Literacy for All - PreK-4 Strategies 2. Support staff collaboration to engage and improve in numeracy and math teaching practices across curricula and for all students, K-12 <ul style="list-style-type: none"> • Numeracy for All -PreK-4 Strategies <p>Targeted Success Measures:</p> <ol style="list-style-type: none"> 1. Student Reading Level Data - BAS Benchmarks 2. Assurance Engagement Survey: Progress from Student Interventions. 3. Student Math Intervention Programming Instrument (MIPI) Data and Mid-point MIPI

Reflection on Previous Year Results:

Literacy:

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

2019-2020 Data → Student Reading Level Data: 71. 74% are reading in the grade level band

2020-2021 Data → 75% of Gr 4 students are reading within the grade level band.

Noteworthy, of the remaining students 16% of the students are coded (ELL & ISP). 8.3% are not within the grade level band.

F&P Outliers DATA

Progress for Students with Interventions: Overall we are up 3.69% due to parent and student data. *15.6% of staff indicated a decline in progress from student interventions.*

This is due to the change in programming and funding to our early-learners for specialized services, Speech and OT. Gr.1 - Gr.4 teachers noted they needed more support in the classroom with differentiation and classroom management and identified a need for EA support to support the diverse needs of students. Parents have commented that they had to access private services. Guided Reading is evident in the grade 3 to grade 4 classrooms consistently. Gr 1 and Gr 2 teachers needed EA support to do guided reading due to student dysregulation. Teachers noted that students struggle with decoding words which they attributed to a weakness in phonological awareness.

Numeracy:

2019 - 2020 - 24% of students scored below 60% or lower in Number Sense

2020 - 2021 - 41.13% of students scored 60% or lower in Number Sense on the Mid-point MIPI See Data . The MIPI data in the fall was higher ...

Our professional conversations and walkthroughs have revealed our students are more frequently willing to take learning risks during number talks.

Strengths:

Satisfaction of Staff with Professional Development → increase 14.5%

Overall quality of basic education increase of → 7.14%

Student engagement increase → 6.76

Opportunities for Improvement:

1. All students entering grade 4 are to be reading within the grade level band.
2. Increase our percentage of students success above 60% in Number Sense
3. Increase teachers skill set in meeting the needs of all learners. → decrease 15.6% with staff

Implementation Plan:	Activities "What are the activities that will help us in achieving the strategies and the purpose of the goal?"	Milestones "What is the success criteria?"
<p>Shared Vision <i>Examine the present situation</i></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? 	<p>Literacy: teachers noted during guided reading students struggled with decoding words accurately which was evident in pronunciation and in written work. <u>Teachers recognized that they needed to do explicit teaching in phonemic awareness.</u></p> <p>Progress with Student Interventions: teachers are differentiating instruction in all classes. Ex. Guided reading with different levels of books and work on a similar topic. <u>Due to staff and parent concerns about speech and language support incorporate sound walls as an universal strategy.</u></p> <p>Access to new grants to support ECS with speech development</p> <p>AP Review AP 340 Specialized Services so that staff understand the rationale for the change in services</p> <p>Numeracy: in analyzing MIPI data teachers noted students needed more explicit teaching in use of Math vocabulary, regrouping, and to continue building number talks using visual and manipulatives</p>	<p>How will you know that you have implemented the strategy at a high level?</p> <ul style="list-style-type: none"> • <i>Word work, sound walls evident in Walkthroughs. Continuation of guided reading in all classes.</i> • <i>Student confidence increase in answering numeracy questions, due to number talks</i> • <i>Teachers engaged in conversation regarding word work, sound walls and number talks.</i> <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>-Student engagement -Student risk taking -Student conversations among each other on the topic at hand. (learning is social).</p>
<p>Leadership Required <i>What leadership is required to support the goal?</i></p>	<p>Supporting teachers with consultants, collaboration and PD in: Sound Walls, Heggerty Systems of Phonemic Awareness</p>	<p>What additional supports are needed if you are not achieving success?</p>

	<p>Layers of Reading Development Differentiation</p> <p>Continue PD on Number Talks.</p>	<p>Support for students to learn how to work independently</p>
<p>Research and Evidence <i>What data, including research, evidence, lesson learned, is being used to inform your plan?</i></p>	<p>Layers of Reading Development “Reading Rope” → developing Phonological Awareness Reading Rope</p> <p>Heggerty Phonological & Phonemic Awareness https://heggerty.org/</p> <p>F&P Word Study System</p> <p>Number Talks Number Talks</p> <p>Sound Walls</p> <p>MIPI Data (September)</p> <p>Mid-Point MIPI Data (March)</p> <p>Fountas & Pinnell BAS Data</p> <p>EICS Assurance Survey</p> <p>Thought Exchange Data</p>	<p>Support with Classroom Management as per teacher request.</p> <ul style="list-style-type: none"> - Staff Observation of each other - Clear expectations with EA support. <p>Time to work and collaborate on PD Days with their grade level Cohort.</p>
<p>Resources <i>What resources will be needed to support? (e.g., staff, supplies, etc)</i></p>	<p>Literacy: add sound walls, word study bringing Phonological Awareness and Word Word</p> <ul style="list-style-type: none"> ● Heggerty Phonological & Phonemic Awareness ● F&P Word Study System ● Florida Center for Reading Research ● Sound Walls <p>Progress from Student Interventions:</p> <ul style="list-style-type: none"> ● ATA Workshop on Differentiation <p>Numeracy:</p> <ul style="list-style-type: none"> ● Consultant endorsed websites ● Consultant led Professional Development 	
<p>Professional Growth <i>What professional learning supports are needed?</i></p>	<p>Monthly Collaboration Meetings.</p>	
<p>Time <i>What is the timeframe needed to support the implementation of the plan?</i></p>	<p>2021-2022 School Year PD Committee meet and put together the plan</p>	

Community Engagement <i>What strategies are in place to share with stakeholders?</i>	<ul style="list-style-type: none"> - Engaged Staff, Parents in the Assurance Plan data - Thought Exchanged to staff and parents - Assurance Survey of all stakeholders - School Council March 11 & April 22nd 	
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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: *Action the Wellness Administrative Procedure (AP 168) - Nutrition, Physical Literacy and Mental Health, to continue to support staff and student well-being *Engage Wellness Teams in the Division and Schools to prioritize workplace wellness Targeted Success Measures: <ol style="list-style-type: none"> 1. EICS Assurance Survey: Success with Safe & Caring schools 2. EICS Assurance Survey: Educational Transitions 	

Reflection on Previous Year Results:
 A variety of topics such as boundaries, kindness, compassion, friendship, internet safety, healthy relationships, mindfulness, meditation, emotional intelligence, and anxiety through stories, presentations, and play. Mindfulness resources are available for teachers to use in their classrooms. Moving forward for the last three months of school, we will continue this work. In addition to supporting students and staff one on one, more space will be given to supporting students as they transition to summer and a new school year.

Strengths:
 Student's health & wellness has increased overall by 14.22% (P,S,S)
 Success with Safe and Caring Schools increased overall by 7.31% (P,S,S)
 Success with Educational Transitions increased overall by 7.84% (P,S,S)

Opportunities for Improvement:
 Attempt to increase the percentage of parents and staff satisfied with school supports to transition students to the next grade and beyond.
 Staff (94%) Parents (88%)

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"> • 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? 	What Are We Doing Well? Staff connections with students have been dedicated to supporting student emotional and social well being. We have supported students with personal boundaries, meditation, emotional intelligence, and managing anxiety through stories. Overall decrease in conflicts at recess breaks due having the classroom teacher and students	How will you know that you have implemented the strategy at a high level? Parent attendance at the parent seminars What will you accept as evidence that the activities you have chosen are having an impact on strategy to

	<p>as a cohort (consistent teacher supervision). Teachers were able to see the conflict with their students and support them in resolving the conflict. Participate in transition team meetings ECS ... staggered entry Gr. 1-4 → connection</p> <p>Support and learning to our staff, students on inclusion, diversity and respect for others.</p> <p><u>What Are We Not Doing So Well</u></p> <p>Supporting students who are continually struggling with classmates. Looking at a targeted strategy per grade.</p> <p>Teachers reading student records at the onset of the school year.</p> <p>We can do more to support our community in learning about inclusion and diversity. All need to be made aware that we are all different but yet the same as human beings. Acceptance of different skin colour and race.</p> <p><u>What Might be Possible?</u> Staggered Entry for all students.</p> <p>Launch Loose Parts Play</p>	<p>achieve the goal?</p> <p>Use of Literacy resources on the topics of cultural diversity. Art projects / written responses associated with the resource.</p> <p>What additional supports are needed if you are not achieving success?</p> <p>Students' sense of connection to their teacher, increase in open communication of their worries and needs. That these can be supported more promptly</p> <p>Continued PD and dialogue.</p>
<p>Leadership Required <i>What leadership is required to support the goal?</i></p>	<p>FWW to facilitate monthly seminars from Sept-December on topics such as Secure Attachment, Co-Regulation, Stress Behavior, Emotional Regulation to accomplish this goal.</p> <p>Provide time during start up for teachers to review student records and collaborate with previous year teachers as needed.</p>	
<p>Research and Evidence <i>What data, including research, evidence, lesson learned, is being used to inform your plan?</i></p>	<p>Percentage of parents and staff satisfied with school supports to transition students to the next grade and beyond. Staff (94%) Parents (88%)</p>	
<p>Resources <i>What resources will be needed to support? (e.g., staff, supplies, etc)</i></p>	<p>Time for teacher, to review resources with support of FWW</p> <p>Purchase Literacy Books with a focus on inclusion and cultural diversity.</p> <p>Explicit communication to parents</p>	

	regarding transitions and inclusion.	
Professional Growth <i>What professional learning supports are needed?</i>	ATA: Workshop on cultural diversity: Promoting the Success of Immigrant Students and Families	
Time <i>What is the timeframe needed to support the implementation of the plan?</i>	Sept 2021 - June 2022	
Community Engagement <i>What strategies are in place to share with stakeholders?</i>	School Council Meetings Weekly School Newsletter (Smore) Wellness Corner in the Newsletter Parent Seminar's: Secure Attachment, Co-regulation, Stress-Behaviour, and Emotional Regulation.	

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 Data	
Reflection on Previous Year Results: Formed a PD committee: increase of staff that agree that they have the supplies and materials to do their job. Increased the number of School Council Mtgs Shared data and budget with staff and parents. Strengths: Parents/Students/Staff indicated satisfaction with school improved with an overall increase by 11.59% Parents indicated communications increased by 12.83% School and Parish partnership increased by 11.17% Opportunities for Improvement: School Improvement Attempt to increase the percentage of staff and parents that believe "The school has improved in the last three years."		
Implementation Plan:	Activities <i>"What are the activities that will</i>	Milestones <i>"What is the success</i>

	help us in achieving the strategies and the purpose of the goal?"	criteria?"
<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> 	<p><u>What Are We Doing Well?</u> Consistently meeting with the parish priest and it is communicated to the parents weekly. We see a high level of student engagement in the virtual priest visits.</p> <p>Parents have an email address whereby all parents can access to put items on the School Council agenda. It goes directly to the chair.</p> <p>Communication is comprehensive, Weekly smore that is concise. Ave. 300 views per week.</p> <p>Teacher's communicate directly with their students' parents on all matters promptly.</p> <p>Teachers have the resources that they require. If they need a resource and it's justified the request is granted. ie. Wondergrove -"Social Story"</p> <p><u>What are we not doing so well?</u> In person Parent involvement in the school is low, it is due strictly to COVID -19 restrictions.</p> <p>ECS relies on parent volunteers and did not have any this school year.</p> <p>Parents struggled with supporting their children's online learning ... including quarantine time.</p> <p>Increase in supervision and cleaning duties has had its toll on staff.</p> <p>Teacher's mindset preference to pullout for all student needs: slp, ot, self-regulation, learning needs, personal needs.</p> <p><u>What Might Be Possible?</u> Covid 19 restrictions relax and we can then engage parents back into the school community</p> <p>Part-time staff attend staff meetings. Pay them one hour a month to attend.</p>	<p>How will you know that you have implemented the strategy at a high level?</p> <p>Teachers/ staff will implement strategies they have learned in PD and CTM.</p> <p>Focused feedback from our meetings and walkthroughs</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>Teachers support teachers in all aspects. Teachers of all grades collaborating with each other.</p> <p>What additional supports are needed if you are not achieving success?</p> <p>More communication with teachers regarding collaboration.</p>

<p>Leadership Required <i>What leadership is required to support the goal? The activities to achieve the goal?</i></p>	<p>Continue to reach out to the parent community and hold space for them to voice needs and concerns.</p>	
<p>Research and Evidence <i>What data, including research, evidence, lesson learned, is being used to inform your plan?</i></p>	<p>Through conversations and “Thought Exchanges” we have learned Covid related restrictions are a major reason why parents and staff are not satisfied with the school’s rate of improvement this year.</p> <ul style="list-style-type: none"> ● Parents cannot volunteer in classrooms ● No in-person field trips ● Increased supervision ● Increased clean duties <p>Through conversations and “Thought Exchanges” we have learned parents and staff attribute the school’s lack of improvement to a change in how student needs are met. To be more specific, parents and teachers continue to prefer pull out services for students rather than differentiated instruction to support students.</p> <ul style="list-style-type: none"> ● Student engagement ● Student self-regulation ● SLP pull out support ● OT pull out support ● ESL pull out support ● EA support ● Literacy pull out support 	
<p>Resources <i>What resources will be needed to support? (e.g., staff, supplies, etc)</i></p>	<p>Work with teachers and parents to better understand how we support students with diverse needs..</p>	
<p>Professional Growth <i>What professional learning supports are needed?</i></p>	<p>ATA workshop: Trauma Informed Practice: Safe, Supportive and Self-Regulated Classrooms.</p>	
<p>Time <i>What is the timeframe needed to support the implementation of the plan?</i></p>	<p>2021 - 2022 School Year</p>	
<p>Community Engagement <i>What strategies are in place to share with stakeholders?</i></p>	<p>School Council Weekly Newsletter Staff Meetings PD Days Parent Seminar’s: Secure Attachment, Co-regulation, Stress-Behaviour, and Emotional Regulation.</p>	

** part time staff do not attend staff meetings, they have access to the agenda and meeting notes, but I don't think that they are aware of all that is going on. Ie. Bend the Rules is a Social Justice Project.

* Did not know what languages are taught in the schools.

Seems to be a disconnect.

*Budget Report to be Attached