ELK ISLAND CATHOLIC SCHOOLS
Seeing Christ in Everyone

Madonna

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
Goal	*Our students, staff and EICS community will be provided a faith integrated environment through worship, witness and service.*	*Our students and staff will develop to their fullest potential through multiple pathways.*	*Staff and student well-being, in mind, body and spirit, will be supported through programming and education.*	*EICS provides enhanced opportunities to support student success through communication, engagement and partnership.*
Division Outcome	**Students and staff engage in living a sacramental life to deepen their faith journey.** *Provide spiritual and religious support and guidance to enable staff and students to grow in their understanding and commitment to faith.*	**Students achieve acceptable and excellence in literacy and math/numeracy.**	**Provide proactive, responsive and accessible support for mental health and well-being of our students, staff and families.**	**Provide opportunities for all stakeholders (staff, students, and parents) to have involvement and provide feedback to improve the educational experience.**
School Strategy	**Seizing opportunities to recognize the impactfulness of our faith in the everyday; in events of our day, in the interactions with others and in the beauty of our world. Provide intentional opportunities to learn about the Catholic faith and the sacraments..**	**Utilize a variety of proven resources and strategies that target literacy and numeracy development for all learners.**	**Take an integrated approach, through collaborative wellness team meetings (Chaplain, Family Wellness Workers, Counselors, Health Champions, Administrators, Teachers, CRC, Indigenous Lead) to plan meaningful activities and experiences to promote well-being for our school community.**	**Facilitate communication between all stakeholders through surveys, continued dialogue, Parent Council meetings, polls,. to increase stakeholder voice in decision making when appropriate.**

Division Outcome		**Implement curriculum through data-informed, responsive instruction and quality assessment.**		
School Strategy		Provide opportunities for staff to collaborate and co-construct plans to implement the new curriculum.		

- ADD rows if necessary

2021-2022 School Assurance Plan Analysis

Goal: Faith Formation

Division Objective: *Provide students, staff and community with a faith permeated environment and enhance the Faith Formation of all staff and students.*	**Division Strategy(ies):** Provide students, staff and community with a faith permeated environment and enhance the Faith Formation of all staff and students. **School Activities:** Masses, Book Studies, Retreats, Student leadership program, Prayer, Celebrations, Assemblies, Social Justice Projects, Conferences, etc. **Targeted Success Measures:** **Elk Island Catholic Schools measures:** - Assurance Engagement Survey - Catholic School Review

Reflection on the 2021-2022 School Year Results

DATA Analysis	
Quantitative	Qualitative
- 100% of all stakeholders are satisfied with the Faith Development Integration in the school - 100% of all stakeholders are satisfied with Student Faith Formation. An increase of 2 % - 100% of all stakeholders are satisfied with Staff Faith Formation. An increase of 2.33 %	- Participation in school events and activities - Attendance of school-sponsored masses - Substitutes, visitors, parents, etc. comment on the feeling of faith that is present in the building through song, interactions, etc. - Substitute teachers and Educational Assistants comment on the welcoming and faith-filled environment of the school and about their desire to come back.

• 97.786% of all stakeholders are satisfied with Active Citizenship. Increase 3.119% • Number of people accessing the S'more (approximately 280 views) and accessing posts on Facebook and Instagram	• Father Jim observation of the presence of faith in Madonna and the work we do here to create this faith-filled environment.

Evidence of Success:
District Theme & Song: Called to More
Resources and Events
- Living with Christ Gospel Readings
- Book: *Spirituals Practices for the Brain* by Anne Kertzkernion
- Growing in Faith, Growing in Christ Teacher Resource
- Priest visits
- School masses
- Daily Advent as a school community
- Daily Lent as a school community
- Two staff members attending Spice conference
- Principal attending Blueprints
- Face to Face Ministries
- Promotion of Social Justice Fundraisers in the weekly Smore, Church bulletin
- Lurana House & Basket of Blessings $953
- Chalice Child $245
- Ukraine $1500
- In most Staff meetings, time was allotted to study and reflect *Spirituals Practices for the Brain* by Anne Kertzkernion
- Weekly School Assemblies led by various classes.
- Every Assembly incorporates the theme Called to More
- Advent Daily school celebration of gathering around the Jesse Tree and singing Violets in the Snow
- The Virtual Advent Concert was very appreciated by all families. Promoted the Basket of Blessing $634
- Lent project "Bend the Rules" to raise money for Chalice Child, Quanderly
- Bend the Rules for Ukraine
- Classes are 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
- Digital Agenda communications from teachers contribute to the reason parents are feeling more connected.
- SMORE weekly communication to families bridging Parish Events
- Virtual Priest visits
- Gr. 4 Retreat students receiving their Bibles.
- Rosary Walk in Oct & 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.
- 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 Mass
- Shrove Tuesday
- Chapel Cloths reflect the Liturgical Seasons
- 2- First Holy Communion School Masses that have a school group. Many staff attend to support.
- Daily prayer - school-wide in the morning, lunch prayer, and end of the daily prayer in the classroom
- GrAce foundation contest
- Caring Tree
- Community Service Project at Christmas and Easter make cards to send out to our community Pioneer House senior center.
- Letters to the Canadian Veterans
- Indigenous Floor Map
- Seven Sacred Teachings
- Prayer Labrinth
- Adoration
- Pioneer Court Senior complex as service project

Opportunities for Improvement:

- Increase sacramental preparation participation
- Connect families with school liturgical events and parish events
- Support families with a Catholic Family prayer book
- Staff participation at school masses in ministries (Encourage training for ministries)
- Increase school participation at in-person Masses at parish
- Return to Madonna community service - that is the senior center connections
- Open Chapel for morning prayer and lunch
- Elder faith-based teaching with land-based learning
- Service opportunity with buddy classes

Goal: Quality Teaching and Learning

Division Objective:	**Division Strategy(ies):**

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.	Support staff collaboration to engage and improve in literacy teaching practices across curricula and for all students, K-12
	    ● Literacy for All - PreK-4 Strategies
	
	Support staff collaboration to engage and improve in numeracy and math teaching practices across curricula and for all students, K-12
	    ● Numeracy for All -PreK-4 Strategies
	
	School Activities:
	CTM & PD:
	Sept.22 Social-Emotional Behaviour with consultant Jen & Parveen
	Sept.29 Literacy Lens ISP Focus
	Sept. 29, Oct. 6, Nov. 3 Nov. 17 K-4 attended 6- PD Layers of Reading /Science of Reading -
	Oct. 13 Literacy CTM - 1- ELL & Vocab Development
	
	Oct. 18th PD Day → Sound Walls and How to Build Speech and Language Support into Daily Practice K-4 with K-2 implementation
	
	Oct. 27 Literacy PD with Nancy & Speech Language Pathologist focus on Fountas & Pinnell: Word Study. Classroom organization for Small Group Targeted Instruction.
	Nov. 17 Numeracy PD - Small group targeted instruction strategies & organization. Number talks for teachers who have not had the training before and next steps for those who have
	Nov. 29 CTM Time for teachers to collaborate on literacy and numeracy
	Dec. 8 Update Literacy Continuum of Supports
	        Student literacy need focus
	April 27 Literacy PD
	May 11 Numeracy PD
	June 8 CTM Transitions Agnes
	
	Targeted Success Measures:
	    ● Elk Island Catholic Schools measures:
	        ○ Student Reading Level Data - BAS Benchmarks
	        ○ EICS Assurance Engagement Survey
	        ○ Student Math Intervention Programming Instrument (MIPI) Data and Mid-point MIPI
	    ● Alberta Education measures:

Reflection on the 2021-2022 School Year Results	
DATA Analysis	
Quantitative	**Qualitative**
- BAS Assessment: 64% of our students are reading within the grade level band. - MIPI 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 students are coded (ELL & ISP). 8.3% are not within the grade level band. 2021 - 2022 Data → 67% of Gr 4 students are reading within the grade level band. Noteworthy, of the remaining students 24% of students are coded (ELL & ISP). 9% are not within the grade level band. 2019 - 2020 - 24% of students scored below 60% or lower in Number Sense on the fall MIPI - MIPI 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 … 2021-2022 - 27.65% of students scored 60% or lower in Number Sense on the Fall MIPI - Overall quality of Basic Education … change year over year has gone down by 1.5. - Q17 I (Student) find schoolwork interesting and engaging: 3 unsure and 3 Disagree - Q18 I (Student) find school work challenging 4 strongly disagreed 4 Unsure and 4 Disagree	- Students' confidence in approaching literacy and numeracy - Parents indicating that their child is really growing and learning - Teacher confidence and competence - Engaging student work Quality Basic Education Vs Enhanced Education Parent data: Needs more improvement in teaching students how to read. / Our main concern is that our child is not challenged general

Evidence of Success:

Common PD

- Layers of Reading Development PD completed by all ATA staff → Sept. 29, Oct. 6, Oct. 13, Oct 20, Oct 27 & Nov 3 → 4:00 - 5:30 pm
- Sound Wall PD all ATA staff → Oct. 18th implemented in all Pre-K, K, Gr. 1 & Gr. 2 classes.
- "Reading Rope" → developing Phonological Awareness
  Reading Rope
- Heggerty Phonological & Phonemic Awareness PD and is in use in all classroom (k-3). Resource in all classroom (k-3)
  https://heggerty.org/
- F&P Word Study System gr.2, gr.3 and gr. 4 → all beginning to work on implementation
- Number Talks evident in classroom
  Number Talks

- CTM - staff sharing common goals in literacy and numeracy
- Collaboration between teachers and Educational Assistants
- Common Resources: Fountas and Pinnell Literacy
- Guided Reading common practice in all classrooms
- Literacy Centers
- Numeracy Centers
- Numbers Talks
- EAL Strategies (PWIM, Vocab lists, etc)
- Disruption Grant
- Tournament of Books

Opportunities for Improvement:

- **71% of EAL students are reading within the grade level band by grade 4 . Goal to reach 80% of all EAL learners are reading within the grade level ban.**
- Reading and comprehension for all learners.
- Engaging student work → Quality Basic Education Vs Enhanced Education

Goal: Goal: Wellness

| Division Objective: *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.* | Division Strategy(ies): *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

School Activities: Provide time during startup for teachers to review student records and collaborate with previous year teachers as needed. |

	ATA workshop: Trauma-Informed Practice: Safe, Supportive and Self-Regulated Classrooms.
	CTM: Regulation
	Bulletin Board Apple School Health
	Pepy Workshop for Staff 1 and 2
	
	Targeted Success Measures:
	  ● Elk Island Catholic Schools measures:
	    ○ EICS Educational Assurance Survey
	  ● Alberta Education measures:
	    ○

Reflection on the 2021-2022 School Year Results

DATA Analysis

Quantitative	Qualitative
● Satisfaction with School Improvement increase of 10.0 ● Student's health & wellness has increased overall by 2.2% (P,S,S) ● Success with Safe and Caring Schools increased overall by 2% from last year (P,S,S) ● Success with Educational Transitions increased overall by 6% (P,S,S) from last year **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%)	● Student voice ● Students are seeking out the FWW ● Discussions on Pepy scores

Evidence of Success:
Staff development
- PEPY for all staff -2 workshopts
- 2 Teachers attended … PEPY for kids
- Trauma Informed Teaching PD
- Apple Schools mindfulness and self-care resources
- Monthly Bulletin Board on Health

- Monthly Health Campain shared with staff
- Health Champion section at each staff meeting
- Loose Parts implemented

Staff connection building:
- Staff gingerbread house competition
- Sunshine fund/committee
- Christmas staff get-together

All of the things admin and leadership do to make staff feel valued:
- Pie for Pi day
- Treat boxes for Valentine's Day meeting
- Snacks in staff meeting
- Staff dinners for parent-teacher interviews
- Valentine's day - "You are the Bomb"
- Nacho Average Teacher - World Teachers Day
- Kindersurprise and Card .. Easter

Student Wellness:
- Terry Fox Run
- Trail Tales
- FWW lunch club with students (deal with anxiety)
- Friendship clubs with students
- Seven sacred teachings mindful movement
- GOTCHA assemblies
- Swimming

Parent connections:
- Online meetings with parents of students with complex needs to build connections
- Parent choice in type of In-person interviews
- Multi-team virtual meetings to support families
- Muffin breakfast

Opportunities for Improvement:

- EAs would like to participate in PD sessions that are applicable (Trauma-informed, etc.)
- We have been limited in the social interactions due to COVID restrictions for staff get-togethers
- Can expand FWW groups to include multiple grades (cohorts)
- Buddy reading between grades
- Staff to meet for a mass and activity after

Continue to develop student leadership with grade 4's

Goal: Engagement and Improvement

Division Objective:
Elk Island Catholic Schools is committed to ongoing communication and engagement with educational partners to improve decision-making and assurance.
	Division Strategy(ies):
	Maintain transparency through continued generative stakeholder engagements and communication strategies
	
	School Activities:
	
	Targeted Success Measures:
	● Elk Island Catholic Schools measures:
	   ○ EICS Education Assurance Survey
	● Alberta Education measures:
	   ○

Reflection on the 2021-2022 School Year Results

DATA Analysis	
Quantitative	Qualitative
● **school improved 93.7% increased by 16.8%** ● **97.2 Communication** ● **School Council attendance records** ● **57 parents completed surveys**	● **Focused feedback staff** ● **CTM discussion** ● **Meetings with Key staff stakeholder in making decisions** ● **Staff input at staff meeting** ● **Admin-Staff cohesive structure**

Evidence of Success:

PD committee formed

Google Survey: after Q12

School Council meeting.

- Teacher reports
- Principal reports
- Trustee reports
- At School Council Meetings.

Attendance at School Council meetings always: one teacher, both admin and trustee.

Parent Choice at conferences:
Digital communication
Google Classroom agenda
Phone calls
Emails
Virtual Meetings
Connecting with parents in person during pick up and drop off
Weekly Smore
Website
Social Media
 Opportunities for Improvement:

Reconnecting with families in person… implement faith and craft nights

2022-2023 School Assurance Plan

Strategic PRIORITY: Faith Integration

| Division Goal:

Our students, staff and EICS community will be provided a faith integrated environment through worship, witness and service. | Division Outcome(s): Students and staff engage in living a sacramental life to deepen their faith journey

Targeted Success Measures:
● Elk Island Catholic Schools measures:
    a. EICS Education Assurance Survey
    b. Catholic School Review
● Alberta Education measures:
    Students model active citizenship |

2022-2023 School Strategies and Corresponding Actions:		
Implementation Plan:	**School Strategies:** *"What are the school strategies that will help us in achieving the division outcome and the objective of the goal?"* *"When will this take place? (include in TIme)* Seizing opportunities to recognize the impactfulness of our faith in the everyday; in events of our day, in the interactions with others, and in the beauty of our world. Provide intentional opportunities to learn about the Catholic faith and the sacraments.	**Milestones** *"What is the success criteria?"* How will you know that the school strategies and actions you have chosen are implemented at a high level? What will you accept as evidence that the school strategies and actions you have chosen are having an impact? What additional support is needed if you are not achieving success? Data from the EICS Assurance Survey will remain high. Participation in community faith events increases. Conversations with the community regarding their personal growth in faith. Celebrate Collaborate with CLT and or consultants for support.
School Strategy(ies): **To achieve the Shared Vision** *Examine the present situation in the area of focus:* ● *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?*	District Theme & Song: Called to More Resources and Events ● Living with Christ Gospel Readings ● Book: *Everybody Always by Bob Goff* *Everybody Always for Kids by Bob Goff with Inservice CD* ● Growing in Faith, Growing in Christ Teacher Resource ● Priest visits ● School masses ● Daily Advent as a school community ● Daily Lent as a school community ● Two staff members attending Spice conference ● Principal attending Blueprints ● Face to Face Ministries ● Promotion of Social Justice Fundraisers in the weekly Smore, Church bulletin ● Lurana House & Basket of Blessings ● Chalice Child ● Ukraine ● Holy Child Association ● Weekly School Assemblies lead by various classes. ● Every Assembly incorporates the division theme ● Advent Daily school celebration of gathering around the Jesse Tree and singing Violets in the Snow	

	- The Virtual Advent Concert was very appreciated by all families. Promoted the Basket of Blessing campaign - Lent project "Bend the Rules" to raise money for Chalice Child, Quanderly - Bend the Rules - Classes are 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 masses at OLPH. - Digital Agenda communications from teachers contribute to the reason parents are feeling more connected. - SMORE weekly communication to families bridging Parish Events - Priest visits - Gr. 4 Retreat students receiving their Bibles. - Rosary Walk in Oct & May Each class will have the opportunity to pray a decade of the rosary at each Luminous Mystery in the Schoolyard. A trail of signs will help facilitate this. - GraCe Poster Contest - Participated in 4 school masses throughout the year. (K- 4 Schools (start-up, advent, Easter and Year End). - Ash Wednesday Mass - Shrove Tuesday - Chapel Cloths reflect the Liturgical Seasons 2- First Holy Communion School Masses that have a school group. Many staff attend to support. - Daily prayer - school-wide in the morning, lunch prayer, and end of the daily prayer in the classroom. Morning prayer to be done by students. - Caring Tree - Community Service Project at Christmas and Easter make cards to send out to our community Pioneer House senior center. - Indigenous Floor Map - Seven Sacred Teachings - Prayer Labrinth - Adoration	

- Teachers send home parent information from the Growing in Faith and Growing Christ curriculum to complement what the students are doing in class in their monthly newsletters.

We are excelling in building a school faith environment, forming student and staff faith and supporting social justice projects.
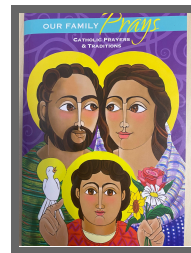
The main area of focus in moving forward is building authentic connectivity between community, parents, parish and school where our faith is central.
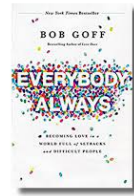
The student leadership team communicates to the student body the why's behind the social justice projects.

Reignite Pioneer Court Senior complex as a service project if possible. Find a way.
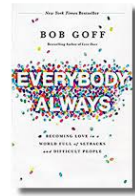
Parents return in person to assemblies. Bring special attention to Advent, Living Rosary, & Adoration for community participation while in the school.
- Have a Faith and craft night during Advent/Easter.
  (Learn about Advent and build an Advent Wreath with prayer booklet) - Novalis Advent Calendar $50
  (Learn about Easter and build across, and provide a prayer). Our Easter Surprise Booklet - $150
  Circle of Life Sticker Booklet for Kindergarten families - $100
- Rosary building in Grade 1 with Grade buddies (supplies needed).
- Provide families with the resource Our Family Prayers Catholic Prayers and Traditions ($8.50 US /book)

Staff study → Everybody Always

Research and Evidence *What data, including research, evidence, lesson learned, is being used to inform your plan?*	100% Student Faith Formation 100% School Faith Environment 100% Staff Faith Formation 97.786 % Active Citizen Due to Covid isolation it is noted that we need to bring families together. Need to make the teacher-parent connection, parent-parent connection.
Resources *What resources will be needed to support? (e.g., staff, supplies, etc)*	Chaplain FTE, Prayer Book for families, Advent Wreath supplies, Cross building supplies, Rosary building supplies, admin and teacher support/organization/availability for craft nights, teacher monthly newsletters, S'more newsletter, space and tables/chairs for craft evenings,
Professional Growth *What professional learning supports are needed?*	Support with the Living Rosary, Adoration, Sacraments for staff (CTM after school).
Time *What is the timeframe needed to support the implementation of the school strategies?* **Link to School PD Plan**	School year.
Community Engagement *What strategies are in place to share with stakeholders?*	At the School Council Meeting include these events in our school report. Advertise events in S'more, newsletters, social media, and webpage.

Strategic PRIORITY: Learners and Learning		

Division Goal:
 	
Our students and staff will develop to their fullest potential through multiple pathways.
	Division Outcome(s):
	Students achieve acceptable and excellence in literacy and math/numeracy.
	
	Implement curriculum through data-informed, responsive instruction and quality assessment.
	
	Targeted Success Measures:
	• Elk Island Catholic Schools measures:
	    a. EICS Assurance Survey
	    b. F&P BAS Assessment
	    c. MIPI
	    d. IPT
	• Alberta Education measures:
	    a.	

2022-2023 School Strategies and Corresponding Actions:		
Implementation Plan:	**School Strategies:** *"What are the school strategies that will help us in achieving the division outcome and the objective of the goal?"* *"When will this take place? (include in TIme)*	**Milestones** *"What is the success criteria?"* How will you know that the school strategies and actions you have chosen are implemented at a high level?
School Strategy(ies): **To achieve the Shared Vision** *Examine the present situation in the area of focus:* *• 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?*	Doing Well: • Literacy Centers: improvement in student reading engagement, increase in phonemic awareness, sound walls in PreK,K,1 &2classrooms • Number Talks: Increase in student confidence, mental math fluency has increased • Continuity with Literacy resources and practices • Teachers all participated in 6 sessions of Layers of Reading Development: Moving Research into Best Practice LIteracy PD, Scarborough's Reading Rope • Empowering Writers gr. 3 & gr. 4 • Indigenous Tournament of Books • Heggerty Phonological & Phonemic Awareness K to Gr. 4.	What will you accept as evidence that the school strategies and actions you have chosen are having an impact? What additional support is needed if you are not achieving success?

- Fountas & Pinnell Guided Reading, Read Alouds and Word Work
- EAL- small group with comprehension focus
- Disruption grant
- Continue evolvement of staff literacy and numeracy instructional skillset.
- Admin presence in the classrooms celebrating teachers taking new risks
- Creating an atmosphere where the staff feel like they can take risks in trying new strategies
- During PLs teachers can have an honest conversation of where they are in their practice, so they can further their growth.

<mark>Opportunities:</mark>
PD with consultant and collaboration time for staff at the same grade level to develop and respond to student data to guide instruction in literacy and number sense.

Focus
EAL Learners * All Learners → focus Word -Work , Vocabulary & Comprehension for all learners. Being cognizant that working on these are best strategies for EAL learners.

Planning, Development and Implementation of New Curriculum
- Collaboration time for teachers with grade-level partners time with Fountas & Pinnell Classroom & Mathology Resource to develop lessons with new curricular outcomes.
- Teachers to build engaging lessons and observe each other teach the same lesson.
- 2-half day sessions for each teacher

Literacy Awareness for families:
- Family literacy night
- Home strategies for English Additional Language learners
- Creating literacy games for the library to increase comprehension
- Possible Program Assistant to support the integration of literacy and numeracy opportunities in a creative learning commons atmosphere.

Numeracy Awareness for families:
- Family Numeracy night / Meet the teacher night demonstrate the how to use

	math games that can be used at home ● create math game kits / utilize Box Car and One-Eyed Jack's resources **Diverse Programs** Half Day Flex Programs, Gr. 4 Zoo School, Landbased learning (elders to teach about learning from the land), Financial Literacy. **Diverse Programming:** Bring awareness to the community regarding our French programming. Ie. French Carnival, French awareness field trips/presentations	
Research and Evidence *What data, including research, evidence, lesson learned, is being used to inform your plan?*	The goal is that all students will be reading within the grade level band by grade 4. ● 67% of Gr 4 students are reading within the grade level band. Noteworthy, of the remaining students, 24% of the students are coded (ELL & ISP). - 9% are not within the grade level band. ● 71% of EAL students are reading within the grade level band. Goal to reach 80% next year. We have 50 EAL students at all grade levels. 2021-2022 ● -27.65% of students scored 60% or lower in Number Sense on the Fall Mipi ● 91.6% Satisfaction with broad program of studies (increase 5.1% parents, increase 10.5% students, decrease -2.7% staff) ● Staff indicated that the Diverse Programming (Flex options) are rushed and they note that they could do a better job if they had 2 - longer periods of time rather than 4 shorter blocks. Flex options formatting to change to afternoons from 1:15 to 3:00. French 28% of parents were unaware of Other Language programming in the school.	
Resources *What resources will be needed to support? (e.g., staff, supplies, etc)*	Collaboration time to develop quality lessons, and assessments in response to the data with our new resources. Collaboration time to develop new curricular plans. Peer review observation of lessons	

	co-created. EAL Learners → focus Word -Work , Vocabulary & Comprehension for all learners. Being cognizant that working on these are best strategies for EAL learners. 6 - ½ day CTM with grade-level partners and with consultant. 2 -Literacy 2- Numeracy 2 - with EAL Consultant	
Professional Growth *What professional learning supports are needed?*	Access to Consultants EAL Literacy Numeracy	
Time *What is the timeframe needed to support the implementation of the school strategies?* **Link to School PD Plan**	2- ½ day with grade-level partners and with consultant. 2 -Literacy with EAL Consultant	
Community Engagement *What strategies are in place to share with stakeholders?*	Communicate with the School Council on the staff professional development plans. Communicate through the newsletter to the community (smore).	

Strategic PRIORITY: Systemic Wellness

Division Goal: Staff and student well-being, in mind, body and spirit, will be supported through programming and education.	Division Outcome(s): **Provide proactive, responsive and accessible support for mental health and well-being of our students, staff and families** Take an integrated approach, through collaborative wellness team meetings (Chaplin, Family Wellness Workers, Counselors, Health Champions, Administrators, Teachers, CRC, Indigenous Lead) to plan meaningful activities and experiences to promote well-being for our school community.

	Targeted Success Measures:
	● Elk Island Catholic Schools measures:
	    a. EICS Assurance Educational Survey
	● Alberta Education measures:
	    a.	

2022-2023 School Strategies and Corresponding Actions:

Implementation Plan:	**School Strategies:** *"What are the school strategies that will help us in achieving the division outcome and the objective of the goal?"* *"When will this take place? (include in TIme)*	**Milestones** *"What is the success criteria?"* How will you know that the school strategies and actions you have chosen are implemented at a high level?
School Strategy(ies): **To achieve the Shared Vision** *Examine the present situation in the area of focus:* ● *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?*	<u>Doing Well</u> ● FWW work with individual students and small group sessions with students, families, and the community. ● CRM sessions focused on the mental health and wellness of students and families. ● Integrating supports and wrap-around services ● Family case conferences ● Staff community supports one another ● Leadership Team Meetings ● Pepy workshops for Staff ● Apple School: Health & Wellness Messages to families monthly ● Land-Based Learning: Monthly Indigenous assembly, indigenous music, Personalized Land acknowledgment in classrooms, ● Implementation of Loose Parts ● Mindful movement ● Providing PD for FWW <u>==Opportunity==</u> Opportunity to learn about and acknowledge cultural diversity in our classroom. Increase student appreciation experiences with nature and learning from the land. Continue to work on the emotional regulation of students. Incorporate Pepy for grade 4 students (if it's ready).	What will you accept as evidence that the school strategies and actions you have chosen are having an impact? What additional support is needed if you are not achieving success?

Connect / Educate parents:
- on developmentally appropriate technology and responsible Digital Citizenship.
- on co-regulation strategies.
- on social-emotional development and firm boundaries
- How to connect to community recreational and social opportunities outside of the school.

Professional learning for all stakeholders (Teachers, Educational Assistants, parents) to build capacity in the areas of regulation. Invite a consultant to work with CRC & FWW for a parent night on social-emotional regulation.

Research and Evidence *What data, including research, evidence, lesson learned, is being used to inform your plan?*	The data shows that Madonna has a large population of EAL learners (50 students or 26.8%) of school population. In conversation with parents, it is noted that more awareness and attentiveness in addressing cultural differences adequately and appropriately for our K-4 students is required. This would be for all cultures. Express interest in the ethnic background of your students: Cultural time, whereby students bring in an artifact from their ethnic background and have show and share Honour diversity of languages. <u>Quantitative Data</u> Parents are wanting more engaging projects and homework. "Madonna Catholic School - Our main concerns i that our child is not challenged and the quality of the overall education program is below expectation. Our children (not only our child, but in general) are smart and can give much more. I prefer to have them busy with school projects, homework and assignment rather than coming back home and waste most of their time on electronics. homework plays a critical, long-term role in the development of children's achievement motivation and skills. Homework also provides children with time and experience to develop positive beliefs about achievement, as well as developing new strategies for coping with mistakes, and difficulties

	Qualitative Data indicates that students have too much time and have open access on technology and need awareness and access to community resources. Qualitative Data from CTM to continue understanding and develop skillset with social and emotional regulation.	
Resources *What resources will be needed to support? (e.g., staff, supplies, etc)*	Refreshments for parent workshops and school-provided childcare Pepy Workshops 1&2 repeat as needed. Pepy Workshop for grade 4 (If available) Children's literature on acceptance of cultural diversity. Cultural Diversity bulletin board in the hallway and staff room, to highlight faith, wellness, acceptance, cultural diversity, and indigenous teachings. Cultural day .. dress in something from your culture, bring artifacts to make a connection Psychologists' perspective to talk about skin color in the most inclusive way. When is it age-appropriate? Health & Wellness Champion	
Professional Growth *What professional learning supports are needed?*	ATA Workshop: on cultural diversity: Promoting the Success of Immigrant Students and Families Professional learning opportunities during CRM supported by division consultants	
Time *What is the timeframe needed to support the implementation of the school strategies?* ***Link to School PD Plan***	Multi-year, the approach required for education and implementation.	

Community Engagement	S'more, assemblies, newsletters, advertising wellness activities, School Council, newspaper articles, bulletin boards	
What strategies are in place to share with stakeholders?		

Strategic PRIORITY: Community Engagement

Division Goal:
 	
EICS provides enhanced opportunities to support student success through communication, engagement and partnership.
	Division Outcome(s):
	Provide appropriate, transparent and timely communication with schools, families and community stakeholders.
	Targeted Success Measures:
	● Elk Island Catholic Schools measures:
	    a. EICS Assurance Educational Survey
	● Alberta Education measures:
	    a.	

2022-2023 School Strategies and Corresponding Actions:

Implementation Plan:	**School Strategies:** *"What are the school strategies that will help us in achieving the division outcome and the objective of the goal?"* *"When will this take place? (include in TIme)*	**Milestones** *"What is the success criteria?"* How will you know that the school strategies and actions you have chosen are implemented at a high level?
School Strategy(ies): **To achieve the Shared Vision** *Examine the present situation in the area of focus:* *● 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?*	Facilitate communication between all stakeholders through surveys, continued dialogue, Parent Council meetings, polls, etc. to increase stakeholder voice in decision making when appropriate. - School Weekly communication to parents in the smore - Teachers regular communication to parents - Google Classroom Calendar PD committee formed	Parent voice is incorporated and can bring about change, on what we do and how we do it. What will you accept as evidence that the school strategies and actions you have chosen are having an impact? Number of parents responding to surveys Number of parents reading the smore.

		What additional support is needed if you are not achieving success?

	Google Survey: after Q12
	
	School Council meeting.
	    - Teacher reports
	    - Principal reports
	    - Trustee reports
	    - At School Council Meetings.
	Attendance at School Council meetings always: one teacher, both admin and trustee.
	
	Parent Choice at conferences:
	  ☐ Digital communication
	  ☐ Google Classroom agenda
	  ☐ Phone calls
	  ☐ Emails
	  ☐ Virtual Meetings
	Connecting with parents in person during pick up and drop off
	Weekly Smore
	Website
	Social Media
	Building student independence and capacity in communication with their parents
	
	==Opportunities for Improvement:==
	
	Reconnecting with families in person.
	We need to streamline the google classroom calendar to communicate agenda items.	

Research and Evidence *What data, including research, evidence, lesson learned, is being used to inform your plan?*	The success of Community Engagement in Divisional decisions Year over year category change year increase of 9.7%	
Resources *What resources will be needed to support? (e.g., staff, supplies, etc)*	Communication tools: Smore ($150), Canva ($150) Jamboard and Google Forms	

Professional Growth *What professional learning supports are needed?*	Tech support with learning any new communication platforms.
Time *What is the timeframe needed to support the implementation of the school strategies?* **Link to School PD Plan**	Continually throughout the school year. School Council Meetings
Community Engagement *What strategies are in place to share with stakeholders?*	Smore Parent Council Meetings. Sharing information from division office

1. **How did you collaborate to develop your School Assurance Plan with staff and parents?**
   Utilizing a Jamboard to gather staff ideas
   Meet Assurance Plan -- planning committee
   All staff engaged at the April staff meeting
   Shared with Parents in person / virtual meet

   What were the competing priorities?
   Safe and Caring for all students

Quality of Education
Quality of Teaching
Q13 My child finds school work interesting and engaging.
Q14 My child finds school work challenging.
Q18 The opportunities to learn about drama or musical theater at school are good.
Q21 The opportunities to learn about health and life skills at school are good.

What are you learning from the results?
Robust and opportunities in the fine arts.
Basic Education robust and differentiated.
Parents want homework for their children
French Language needs to be celebrated, and showcase
Zoo school

2. **What are the successes in each area?**
   Faith → binds the community, fosters connectivity
   Literacy & Numeracy → Teachers common Pd, and collaboration time beginning to develop lesson together

3. **How did you celebrate your successes with your school community?**
   Share results in the smore and with the school council
4. **What is the largest area for improvement identified for your school? Discuss the strategies and measures to address challenge areas? (collaborate with your stakeholders to have a specific plan / strategies on any measure that has significantly decreased since last year or that is significantly below the Division average)**
5. **Guiding Questions for your milestones:**
   What are you accepting as evidence that the activities you have chosen are having an impact on faith formation strategies?
   Quality teaching and learning strategies? Wellness strategies? Communication and
   Engagement strategies? (see probing questions below)

6. **Priority Based Budgeting.** How have you actioned the School Assurance Plan priorities within your budget?

☐ **Assurance Planning Master - Assurance Data, Now What? updated oct 2021**

School Assurance Plan submission deadline is April 14, 2022 to Thérèse

Probing questions:

School Assurance Plan Presentation Question Bank

1. **Context**: We noticed that [ ]...could you talk to us about how that has an impact on faith integration, student learning, staff wellness or engagement?
2. **Perception**: Here's what I heard [ ]...what are you thinking is happening in your school ?
3. **Interpretation:** In the presentation, it seemed like [ ]...what is your take?

4. **Decision**: Tell us more about your [ ]...what went into that choice? What data did you use? How did you engage your stakeholders - students, staff, parents?
5. **Comparison**: We noticed that [ ]...how did that compare with what you had expected to happen when you planned this activity?
6. **Antecedent**: We noticed that [ ]... could you tell us about what led up to that…. Data, engagement….
7. **Adjustment**: We saw that in your school assurance plan you planned for [ ]... what brought about the change?
8. **Intuition:** You mentioned that [ ] … how did you feel about how that went?
9. **Alignment**: We noticed that [ ]... what links do you see to our instructional frameworks?
10. **Impact:** What effect did you think it had when you [ ]?