

Jean Vanier Catholic SCHOOL

2018-2022 School Education Assurance Plan

2019-2020 School Year

Elk Island Catholic Schools will ensure Success for all Students

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

Goal:	Faith Formation	
<p>Outcome: Provide students, staff and community with a faith permeated environment and enhance the Faith Formation of all staff and students.</p>	<p>Strategies:</p> <ol style="list-style-type: none"> 1. Develop further awareness of connections between our Catholic Faith and the spiritual beliefs/practices of our Indigenous communities 2. Continue to enhance and strengthen our Catholic identity and faith learning opportunities for students and staff. 3. Engage students in relevant religious education and faith integration which promotes hope and engagement in students <p>Targeted Success Measures:</p> <ol style="list-style-type: none"> 1. Student Faith Formation opportunities 2. Staff Faith Formation opportunities 3. School faith environment 	
<p>Reflection on Previous Year Results:</p> <p>Strengths:</p> <p>EICS survey results:</p> <ul style="list-style-type: none"> School embodies the teaching of Jesus Christ <ul style="list-style-type: none"> • Parents- 98% Teachers -100% Students- 100% School enhances the faith of its students <ul style="list-style-type: none"> Parents- 98% Teachers 100% Students- 100% • Staff faith retreat pulled staff together to focus on our yearly division faith theme and staff wellness and building connections • Weekly visit by Priest for classroom sign up opportunities • Celebration/Assemblies to nurture our Catholic faith and build a harmonious culture where we work, reflect and pray together <p>Opportunities for Improvement:</p> <ul style="list-style-type: none"> • 86 % of teachers, parents, and students who are satisfied that students model the characteristics of active global citizens and model Christ's presence amongst one another. (7% decrease from the previous year) • Encourage staff to include a specific faith formation goal as part of their professional growth plan. • Many students do not have the opportunity to attend weekly Mass with their families on a regular basis to continue to integrate our Catholic identity through celebrations, symbols and other visible signs: • Develop Catholic Faith connections to Indigenous spirituality and our faith through seven sacred teachings. <ul style="list-style-type: none"> ○ Weekly assemblies integration of the Seven sacred teachings ○ Class time devoted to discussing seven sacred teachings with a spiritual animal chosen to connect with our monthly St. Nicholas and Jean Vanier virtues • Infuse usage of Chapel into daily practice: allow opportunities for students to experience a worship space independently • 		
Implementation Plan:	Activities	Milestones

<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? 	<ul style="list-style-type: none"> • Assurance plan results were shared with the staff and the parent council to look at strengths and areas for growth. • Connect the 7 sacred teachings of the Indigenous spiritual culture with the virtues as taught by Jean Vanier and St. Nicholas 	<ul style="list-style-type: none"> •
<p>Leadership Required <i>What leadership is required to support the goal? The activities to achieve the goal?</i></p>	<ul style="list-style-type: none"> • Establishment of a Faith Lead Team led by School Chaplain, Admin team, Indigenous lead teacher and Ukrainian lead teacher. • Support Grade 4 Leadership teams 	<ul style="list-style-type: none"> •
<p>Research and Evidence <i>What data, including research, evidence, lesson learned, is being used to inform your plan?</i></p>	<p>Alignment with:</p> <ul style="list-style-type: none"> • Marks of an Excellent Catholic Leader • Marks of an Excellent Catholic Teacher • Five Marks of Catholic Schools • Reflection on Assurance results of FNMI foundational knowledge • The 7 sacred teachings. 	
<p>Resources <i>What resources will be needed to support? (e.g., staff, supplies, etc)</i></p>	<ul style="list-style-type: none"> • School supports staff and student retreat opportunities. 	<ul style="list-style-type: none"> •
<p>Professional Growth <i>What professional learning supports are needed? (Provide PD plan in chart below)</i></p>	<ul style="list-style-type: none"> • Staff will be encouraged to attend faith building opportunities including those involving the 7 sacred teachings. • All staff commit to having a faith formation goal on their PGP. • Students are encouraged to take leadership roles in student groups. • Growing a stronger understanding of both the Roman Catholic rite and the Ukrainian rite. 	<ul style="list-style-type: none"> •
<p>Time <i>What is the timeframe needed to support the implementation of the plan?</i></p>	<ul style="list-style-type: none"> • Ongoing throughout the year. • Faith formation component at every staff meeting. 	
<p>Community Engagement <i>What strategies are in place to share with stakeholders?</i></p>	<ul style="list-style-type: none"> • Integration of Parish Staff, parent community and CLS faith formation activities and everyday life of the school. • Invite and encourage the community to engage with the faith life of the school 	<ul style="list-style-type: none"> •

Goal:	Quality Teaching and Learning
<p>Division Outcome: Student success depends on a quality instruction in an environment that respects a 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>Strategies:</p> <ul style="list-style-type: none"> ● Support staff collaboration to engage and improve in literacy and numeracy teaching practices across curricula for all students ● Support improvements to instructional practices to develop conceptual thinking and understanding that increases student achievement, engagement and the development of the 8 competencies ● Research, share, and support technology integration approaches to enhance and remove barriers to teaching and learning for ALL students (inquiry, innovation, Learning Commons, project-based learning) ● Support responsive teaching through data-informed decision making <p>Targeted Success Measures:</p> <ul style="list-style-type: none"> ● Progress from student interventions ● Staff satisfaction survey results with professional development and collaboration ● Student engagement survey results ● Student reading level data ● Student Math Intervention Programming Instrument (MIPI) data
<p>Reflection on Previous Year Results:</p> <p>Strengths:</p> <p>95.3% of students within or above the grade level reading band</p> <ul style="list-style-type: none"> ● Implementation of a school-based learning coach, tech lead teacher, APPLE school lead teacher, a Collaborative Response Coordinator, and SLP from AHS ● Development of flexible learning environments. ● One to one technology program in grade 4 ● Daily physical literacy for all students. ● Implementation and focus with Alberta Education 8 student competencies <p>Opportunities for Improvement:</p> <ul style="list-style-type: none"> ● EICS Survey: <ul style="list-style-type: none"> 75% of Teachers satisfied with professional development opportunities (decrease 25%) 85.8 % satisfaction of Student Engagement (decrease 1.8%) ● Implementation of the Collaborative Response Model to improve responsive classroom approach. ● Development of stronger indigenous cultural awareness. ● Development of a school Learning Commons & Makerspace ● Development of “Outdoor” learning spaces. ● Investigate inquiry-based learning (genius hour) ● Develop a staff professional development committee to identify the necessary skills and resources to support staff professional growth. 	

Implementation Plan:	Activities	Milestones
<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"> ● Assurance plan results were shared with the staff and the parent council to look at strengths and areas for growth. ● All staff work in a professional collaborative culture to develop the competencies and values to ensure success for all students. 	<ul style="list-style-type: none"> ●
<p>Leadership Required <i>What leadership is required to support the goal? The activities to achieve the goal?</i></p>	<ul style="list-style-type: none"> ● Development of a strong school leadership team involving: Admin, CRC, FWW, Chaplin, Teacher Leads: Healthy Champion, Ukrainian, Tech & ELL, Indigenous ● Consultants ● Elders ● CLS staff 	<ul style="list-style-type: none"> ●
<p>Research and Evidence <i>What data, including research, evidence, lesson learned, is being used to inform your plan?</i></p>	<ul style="list-style-type: none"> ● MIPI ● F & P ● Assurance survey results ● Dossier ● In class assessments 	
<p>Resources <i>What resources will be needed to support? (e.g., staff, supplies, etc)</i></p>	<ul style="list-style-type: none"> ● Networking amongst district schools and beyond ● Development of quality learning environments. ● Purchasing of Flexible classroom furniture ● Support from CLS 	<ul style="list-style-type: none"> ●
<p>Professional Growth <i>What professional learning supports are needed? (Provide PD plan in chart below)</i></p>	<ul style="list-style-type: none"> ● Development of the CRM ● Ongoing school-based Professional development focusing on innovation and creativity within the learning environment. ● Encourage the use of the ERLC, ATA specialist councils and ATA library for professional growth. 	<ul style="list-style-type: none"> ●
<p>Time <i>What is the timeframe needed to support the implementation of the plan?</i></p>	<ul style="list-style-type: none"> ● Ongoing 	
<p>Community Engagement <i>What strategies are in place to share with stakeholders?</i></p>	<ul style="list-style-type: none"> ● Invite and encourage the community to engage with the school in developing and expanding quality learning environments. 	<ul style="list-style-type: none"> ●

Focus

<p>Goal:</p>	<p>Wellness</p>	
<p>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>	<p>Strategies:</p> <ol style="list-style-type: none"> 1. Continue to provide and develop services and model initiatives that promote staff and student health and wellness eg Mental Health Strategic Plan, Nutrition Procedure, transition plans for students 2. Continue the engagement work of seeing mental health as a shared responsibility 3. Focus on relationships as an effective method to attain system wellness <p>Targeted Success Measures:</p> <ol style="list-style-type: none"> 1. Employee engagement survey 2. Staff and student engagement 3. Staff Health and Wellness 4. Success with comprehensive student health programs 	
<p>Reflection on Previous Year Results:</p> <p>Strengths:</p> <p>EICS Survey</p> <p>82% Employee engagement (increase 4%)</p> <ol style="list-style-type: none"> 1. Dedicated release time for a teacher to support “APPLE” Schools and act as the school rep on with the division's wellness team. 2. Continued support from the PAC and Strathcona County. 3. FWW’s role in leading mental health and wellness for students and staff (School Mental Health and Wellness Day, classroom visits) <p>Opportunities for Improvement</p> <ol style="list-style-type: none"> 1. 86 % of parents and staff satisfied with the school’s comprehensive health programs (physical and mental well being).(4% decrease from previous year) 2. 90 % of students agree that they are safe at school, learning the importance of caring for others, learning respect for others, treated fairly in school (5% decrease from previous year) 3. Purposeful connections with students & Staff through positive interactions to build strong relationships. 4. Build connections through the services of a Family Wellness Worker to support the families in our community 		
<p>Implementation Plan:</p>	<p>Activities</p>	<p>Milestones</p>
<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? 	<ul style="list-style-type: none"> • Assurance survey results shared with the school community. • Develop meaningful connections through consistent morning welcoming at entrances and hallways by staff and goodbyes at the end of the day. 	<ul style="list-style-type: none"> •

Leadership Required <i>What leadership is required to support the goal? The activities to achieve the goal?</i>	<ul style="list-style-type: none"> ● All staff ● Division wellness coordinator ● FWW ● Parent community 	●
Research and Evidence <i>What data, including research, evidence, lesson learned, is being used to inform your plan?</i>	<ul style="list-style-type: none"> ● Jody Carrington Connections Project: ● 	●
Resources <i>What resources will be needed to support? (e.g., staff, supplies, etc)</i>	<ul style="list-style-type: none"> ● Dr. Jody Carrington ● Dr. Shanker: Calm and Alert : Self regulation and Social thinking 	●
Professional Growth <i>What professional learning supports are needed? (Provide PD plan in chart below)</i>	<ul style="list-style-type: none"> ● Provide time at staff meetings ● Identify growth opportunities through ERLC, etc. ● Sharing and exploring with Social thinking resources (We thinkers, Flex Brain, GoZen) ● Staff book club 	●
Time <i>What is the timeframe needed to support the implementation of the plan?</i>	<ul style="list-style-type: none"> ● Ongoing 	
Community Engagement <i>What strategies are in place to share with stakeholders?</i>	<ul style="list-style-type: none"> ● Apple Schools ● Parent community ● Alberta Health Services ● RCMP 	●

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: <ol style="list-style-type: none"> 1. Maintain transparency through continued generative stakeholder engagements and communication strategies 2. Enable ongoing communication through various mediums between the classroom and home Targeted Success Measures: <ol style="list-style-type: none"> 1. Funds allocated to support Divisional priorities 2. Satisfaction with communications 3. Success with school and Parish partnerships 4. Satisfaction with parental involvement
Reflection on Previous Year Results: Strengths: <ul style="list-style-type: none"> ● 82% of parents are satisfied with the communication from the school. ● 98% of parents are satisfied with the school- parish partnership ● Feedback from parents through School Council has been very positive Opportunities for Improvement:	

- 84% of parents satisfied with parental involvement in decisions about their child's education (decrease of 3%)
- 88% of parents satisfied with school improvement (decrease of 6%)
- Educate the PAC on the role of school councils using the School Council Resource Manual
- Increase the knowledge of parents regarding the supports offered to students at school and how supports are managed and prioritized by the school
- Improve the partnership for learning between school and home
- Increase the knowledge and skills of parents/guardians of how to support their children at home
- Provide an opportunity for a student's voice.
- Engage more parents to be involved with the PAC/BUCPS
- Keep the school website updated.
- Continue to explore ways to enhance home and school communication

Implementation Plan:	Activities	Milestones
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? 	Highlight the School Council Resource Manual with PAC	<ul style="list-style-type: none"> ● .
Leadership Required <i>What leadership is required to support the goal? The activities to achieve the goal?</i>	<ul style="list-style-type: none"> ● Admin ● Parish Team ● PAC/BUCPS Executive ● Parent focus group 	<ul style="list-style-type: none"> ●
Research and Evidence <i>What data, including research, evidence, lesson learned, is being used to inform your plan?</i>	<ul style="list-style-type: none"> ● Satisfaction surveys ● Budget allocations 	
Resources <i>What resources will be needed to support? (e.g., staff, supplies, etc)</i>	<ul style="list-style-type: none"> ● School Council Resource Manual. ● Invite a speaker from AHSCA to PAC meetings. 	
Professional Growth <i>What professional learning supports are needed? (Provide PD plan in chart below)</i>	<ul style="list-style-type: none"> ● Encourage PAC to participate in PD through AHSCA 	
Time <i>What is the timeframe needed to support the implementation of the plan?</i>	<ul style="list-style-type: none"> ● Ongoing 	
Community Engagement <i>What strategies are in place to share with stakeholders?</i>	<ul style="list-style-type: none"> ● Communication Corner(Smore) with parents ● Social Media ● School Website ● Valeda House ● L'Arche 	

