

St. John XXIII Catholic School: 2018-2022 School Education Assurance Plan

Elk Island Catholic Schools will ensure Success for all Students

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

*no flagged issues

| 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. Continue Parish Collaboration. 2. Develop a deeper understanding of the connection between our spiritual life and our wellness. 3. Engage students in relevant Religious education and faith permeation which promotes hope and engagement in students. 4. Continue to focus on faith formation learning opportunities for staff and students. <p>Targeted Success Measures:</p> <ul style="list-style-type: none"> • Catholic School review results • Student faith formation • Staff faith formation • Students demonstrate active citizenship |
| <p>Reflection on Previous Year Results:</p> <ul style="list-style-type: none"> • Student Faith Formation - 96.5% • Staff Faith Formation - 97.7% • Students Model Active Citizenship - 93.1% <p>Other: School faith formation - 98.4% School-Parish Partnership: 95.8</p> <p>Strengths:</p> <ul style="list-style-type: none"> • Weekly faith integrated assemblies • Integration of Houses which includes circles • Integration of the Seven Sacred Teachings each assembly and throughout school • Grade 4 Servant Leadership Squad (SLS) • In-School Celebrations & Mass at OLA Church • Student Prayer Leadership • Adoration • Social Justice Projects such as: Chalice Children & Valeda House • Visible representation of our faith throughout the school • Prayer before all school functions/meetings • Saint John XXIII Daily Decalogue. Each student will leave Saint John knowing the decalogue • Division Theme: Love-First, Last and Always incorporated daily • Weekly priest visits • Open Chapel with our Chaplain, revisioning our chapel ambiance • Daily or Weekly Opportunities for staff to come together in prayer and discussion • Month of the Rosary in Chapel • GRACE <p>Opportunities for Improvement:</p> <ul style="list-style-type: none"> • Each class sign up to lead assembly once • Encouraging Staff Faith Leadership and formation • Creating a deeper understanding of how and why we celebrate our Catholic faith for both students and staff-connection to our spiritual life and wellness (activity-centering prayer, meditation, prayer walk) • Continued School/Home/Parish Relationship building • Home connection to religion program and resources | |

| Implementation Plan: | Activities | Milestones |
|---|---|------------|
| <p>Shared Vision (Guiding Questions: How will the vision be collaboratively developed? Communicated? How will we know we are living it?)</p> | <ul style="list-style-type: none"> ● Weekly Faith Assemblies ● Grade 4 Leadership teams ● Continuation of Adoration ● Dedication to the District Faith Theme ● Continuous of Service Projects: Chalice Children, Valeda House etc... ● Focus on our School Saint: Daily Decalogue | |
| <p>Leadership Required (Guiding Questions: How are leadership roles (current and future) being supported/developed? How are leadership roles/responsibilities articulated?)</p> | <ul style="list-style-type: none"> ● Prep for weekly faith assemblies ● Chaplain / Faith Lead with dedicated time at .07 FTE ● Administration will continue to model Catholic leadership ● Establish dedicated time for staff prayer ● school/parish team meetings ● CRM | |
| <p>Research and Evidence (Guiding Questions: What data (research, lessons learned, feedback) will be collected/used for the benefit of all learners? How will it be shared with everyone?)</p> | <ul style="list-style-type: none"> ● Align Catholic leadership with Division theme and faith goals ● Align with the 5 marks of an excellent Catholic teacher ● Align with the 5 marks of an excellent Catholic leader | |
| <p>Resources (Guiding Questions: What human resources, materials, funding, infrastructure are needed to support this change?)</p> | <ul style="list-style-type: none"> ● Dedicated .07 FTE for Chaplain/ Faith lead ● Dedicated funds to support Faith based activities ● Allocate PD funds to support: Blueprints, SPICE, RMEC, & CCSSA conferences ● Priest visits-weekly ● District Faith and Wellness Coordinator, consultants ● Religion program | |
| <p>Professional Growth (Guiding Questions: What teacher knowledge, skills, attributes are needed to bring this to fruition?)</p> | <ul style="list-style-type: none"> ● Faith days and staff retreat ● PD opportunities (Spice, Blueprints) ● All staff are requested to have a "Faith Goal" as part of the Professional Teacher Growth Plan ● Staff faith formation opportunities through PD | |
| <p>Time (Guiding Questions: What time frame is needed for implementation? What specific activities require articulated durations?)</p> | <ul style="list-style-type: none"> ● Daily prayer ● Faith permeated throughout the day ● All strategies will be in place in the 2019/20 school year | |

| | | |
|--|--|--|
| <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 in to our Faith formation activities and everyday life of the school • Extend invitations to the Parish Priest(s) to attend our Parent School Council meetings • Continue with our 4-School Parish-Admin.Committee meetings • Continue with Sacramental Prep involvement at/with the church | |
|--|--|--|

| Goal: | Quality Teaching and Learning |
|--|--|
| <p>Division Outcome: Student success depends on quality instruction in an environment that respects learner's independent spirit. Quality teaching and learning promotes the development of innovation and creativity while attending to meaningful assessment and reporting practices.</p> | <p>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-4 2. Support staff collaboration to engage and improve in numeracy and math teaching practices across curricula and for all students K-4 3. Support staff initiatives to apply current research to learning and teaching to enhance diverse programming for all students, specifically in regulation and responsive teaching <p>Targeted Success Measures:</p> <ul style="list-style-type: none"> • Student Engagement Survey Results • Student Reading Level Data • Student Math Intervention Programming Instrument (MIPI) data • Staff Satisfaction Survey |

| |
|--|
| <p>Reflection on Previous Year Results:</p> <ul style="list-style-type: none"> • Student Engagement Survey Results - 91% • Student Reading Level Data - 82% - (75.8% from Dashboard) • Student Math Intervention Programming Instrument (MIPI) data - 76% (75.8%from Dashboard) • Staff Satisfaction Survey (below) <p>Other: Overall quality of Basic Education: 93.8% Progress from Student interventions: 84.8% Broad Program of Studies: 94.1% Success with Educational Transitions: 90.1% Success with Comprehensive Health program:88.8% Satisfaction of staff with Professional development and collaboration: 82.6%</p> <p>Strengths:</p> <ul style="list-style-type: none"> • Animated Literacy • Assemblies incorporate all priorities each week (faith, wellness, literacy, connections) • Commitment to smaller class sizes • Commitment to F & P classroom • School wide DEAR Time • Flexible Learning Environments & grade 4 • Student Leadership Squads (Faith Formation, School Spirit, Citizenship, and Healthy Living) |
|--|

- Accommodating *all* learners so that they can be successful by implementing differentiation strategies into lessons/classrooms
- Monthly CTM and monthly teacher collab time embedded
- Literacy-whole school events (A story for every child, Nature walk, games, maker space)

Opportunities for Improvement:

- Maximizing our professional capacity through strengths focus and culture of collaboration
- Creating opportunities to share professional learning
- Technology integration and innovation in the earlier years - help support teachers in this implementation

| Implementation Plan: | Activities | Milestones |
|--|---|------------|
| <p>Shared Vision (Guiding Questions: How will the vision be collaboratively developed? Communicated? How will we know we are living it?)</p> | <ul style="list-style-type: none"> ● Commitment to building a strong culture of professional collaboration ● All staff will implement best practices in quality teaching ● Literacy, Numeracy and Innovation focus ● Shared Professional Learning within our school: maximizing the strengths within ● Book studies ● Evidence-based practices ● Continue to focus and reflect on the importance of innovation and how this can be incorporated school wide ● Implementation of grade 3 & 4 level “Flex Spaces” to enhance learning environments-Learning Lounge ● CRM monthly, with a focus on Literacy | |
| <p>Leadership Required (Guiding Questions: How are leadership roles (current and future) being supported/developed? How are leadership roles/responsibilities articulated?)</p> | <ul style="list-style-type: none"> ● Administration learning walk-throughs and support ● Establishment of a Teacher ELL lead ● Collaborative Response Coordinator (CRC) ● EDtech coach ● Indigenous Lead ● Curricular Lead ● Facilitate and support professional learning within our staff (embedded) ● Monday Memos | |
| <p>Research and Evidence (Guiding Questions: What data (research, lessons learned, feedback) will be collected/used for the benefit of all learners? How will it be shared with</p> | <ul style="list-style-type: none"> ● F&P results ● MIPI results ● Anecdotal records ● Teacher observations ● ELL benchmarking | |

| | | |
|---|---|--|
| everyone?) | | |
| <p>Resources (Guiding Questions: What human resources, materials, funding, infrastructure are needed to support this change?)</p> | <ul style="list-style-type: none"> ● F&P kits ● ILS, SLS & Religious Consultant support ● Time dedicated for collaboration ● PD Time dedicated to supporting our opportunities for improvement ● Budget allocated for supporting literacy resources and programming ● Budget allocations for outfitting the “Flexible Learning” environments” ● Fort Sask Multicultural Association, Primary Care Network, Boys’ & Girls’ Club, Families First, AHS and other local agencies | |
| <p>Professional Growth (Guiding Questions: What teacher knowledge, skills, attributes are needed to bring this to fruition?)</p> | <ul style="list-style-type: none"> ● Support PD opportunities in these areas of quality teaching and learning ● Embedded PD with and between SJ staff ● PLN-Twitter and Book study, linked articles | |
| <p>Time (Guiding Questions: What time frame is needed for implementation? What specific activities require articulated durations?)</p> | <ul style="list-style-type: none"> ● All strategies will be in place during the 2019-20 school year ● PD plan timeline | |
| <p>Community Engagement <i>What strategies are in place to share with stakeholders?</i></p> | <ul style="list-style-type: none"> ● Accessing EICS consultants ● EICS Assurance Surveys ● Alberta Ed. Accountability Pillar Report ● ThoughtStream ● Parent School Council Meetings ● General opportunities for Parents to come into the school and volunteer in classrooms ● Home-school literacy and numeracy connections and events ● Fort Sask Multicultural Association, Primary Care Network, Boys’ & Girls’ Club, Families First, AHS and other local agencies | |

| | |
|--|--|
| Goal: | Wellness |
| <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. Support all students in an inclusive environment with appropriate accommodations, adaptations, and modifications, specifically regulation and responsive teaching 2. Focus on relationships as the effective method to attain system wellness. (Houses & Circles) 3. Continue to provide and develop services and model initiatives that promote student and staff health and wellness. <p>Targeted Success Measures:</p> <ul style="list-style-type: none"> ● Employee Engagement Survey ● Staff Health and Wellness ● Student Health and Wellness |
| <p>Reflection on Previous Year Results:</p> <ul style="list-style-type: none"> ● Employee Engagement Survey -84.6%(Dashboard) ● Staff Health and Wellness - 86.4% (Dashboard) ● Student Health and Wellness - 88.8% (Dashboard) <p>Strengths:</p> <ul style="list-style-type: none"> ● Targeted regulation classes & universal teaching of regulation ● Connections & relationships with all of OUR students: establishment of Houses ● Establishment of Wellness Team (2 Health Champions, Admin, CRC, FWW, and Wellness Teacher) ● Establishment of Loose Parts Play Program ● Wellness focus for staff embedded in meetings, Monday Memo, Wellness Team ● Student Support Team (Admin., FWW, CRC) weekly CTMs ● Staff Book Club: Dare to Lead ● Blessings Board ● Staff Gratitude Board ● Buddy Bench ● PD focused Loose Parts Program, Circles, Regulation, Trauma-Informed teaching, At-risk students ● Focus on “our students”-including teacher collab time where Pre-K teachers takes students outside ● Alternative recess activities rather than missed recess ● Student Support Team (weekly CTMs and daily support) ● Mindful moments at assembly ● Adherence and awareness to Nutrition AP ● Calming spaces and times in classrooms (music, lighting, environment) ● Loose Parts program-partnership with Ever Active Schools Physical Literacy ● Showcasing ways parents can connect with their children via articles in the S'More and presentations ● Open Chapel ● All our students-supervision, support ● Sensory Pathways ● Whole-school collaboration ● Daily wellness announcements and Healthy Champions focus <p>Opportunities for Improvement:</p> <ul style="list-style-type: none"> ● “House”-circles (once a week meeting times in “Houses”, focused on connections, communication, and relationships) ● Commitment to creative ways to support diverse learners-Regulation ● Understanding and support for diverse learners (Trauma, at-risk students, communicating with parents-student support team) ● School-wide Physical Education Year-Plan | |

| <ul style="list-style-type: none"> ● Integration of movement through the curriculum (subjects, hallways, etc)-hall sensory paths ● Environment: Chapel, living wall, spaces in the hallway-alcoves, Learning Lounge ● Team-Building opportunities for all staff ● Circle of Security for parents ● Healthy Living Team-PALS (Steph) | | |
|---|---|-------------------|
| Implementation Plan: | Activities | Milestones |
| <p>Shared Vision (Guiding Questions: How will the vision be collaboratively developed? Communicated? How will we know we are living it?)</p> | <ul style="list-style-type: none"> ● Connections and relationships as forefront ● Connect, Love, Teach-focus and celebration ● Healthy Champions school-wide focus ● Healthy Adults-Healthy Kids ● FWW & CRC support and resources | |
| <p>Leadership Required (Guiding Questions: How are leadership roles (current and future) being supported/developed? How are leadership roles/responsibilities articulated?)</p> | <ul style="list-style-type: none"> ● Administration support and modelling ● FWW & CRC leadership, connections, and support ● Healthy Champions Leads ● Wellness Team ● Assembly and announcements | |
| <p>Research and Evidence (Guiding Questions: What data (research, lessons learned, feedback) will be collected/used for the benefit of all learners? How will it be shared with everyone?)</p> | <ul style="list-style-type: none"> ● Surveys will reflect a high level of satisfaction (team) ● Staff engagement and attendance will increase ● Increased student ability to focus and regulate emotions and responses | |
| <p>Resources (Guiding Questions: What human resources, materials, funding, infrastructure are needed to support this change?)</p> | <ul style="list-style-type: none"> ● ILS, SLS, and Faith & Wellness Divisional Leads ● FWW, CRC ● Student Support Team ● Health Champion Leads ● Wellness Team ● Circles research | |
| <p>Professional Growth (Guiding Questions: What teacher knowledge, skills, attributes are needed to bring this to fruition?)</p> | <ul style="list-style-type: none"> ● Continued professional development in connections, trauma-informed ● Incorporate faith & wellness focus on each PD day ● EICS Connections Project | |
| <p>Time (Guiding Questions: What time frame is needed for implementation? What specific activities require articulated durations?)</p> | <ul style="list-style-type: none"> ● All strategies will be in place during the 2019-20 school year | |

| | | |
|--|---|--|
| <p>Community Engagement <i>What strategies are in place to share with stakeholders?</i></p> | <ul style="list-style-type: none"> • Continue to encourage parents to attend Dr. Carrington sessions made available to them • Continue to showcase this practice in our weekly s'more and the positive benefits we are seeing in the classroom • Through ISPs/BSPs, and meetings-share best practices for regulation and connections • Continue to work closely with the Fort Sask Multicultural Association, Primary Care Network, Boys' & Girls' Club, Families First, AHS and other local agencies | |
|--|---|--|

| | | |
|---|---|--|
| <p>Goal:</p> | <p>Engagement and Improvement</p> | |
| <p>Division Outcome: Elk Island Catholic Schools is committed to ongoing communication and engagement with educational partners to improve decision-making and assurance.</p> | <p>Strategies:</p> <ol style="list-style-type: none"> 1. Maintain transparency through continued generative stakeholder engagements and communication strategies 2. Enable on-going communication through various mediums between the classroom and home 3. Collaborate with the parish and faith community <p>Targeted Success Measures:</p> <ul style="list-style-type: none"> • Satisfaction with communication • Success with school and parish relationship | |
| <p>Reflection on Previous Year Results:</p> <ul style="list-style-type: none"> • Satisfaction with communication - 86.8% (Dashboard) • Success with school and parish relationship - 95.8% (Dashboard) <p>Other: Parent involvement - 89.8% Engagement in divisional decisions - 92.3%</p> <p>Strengths:</p> <ul style="list-style-type: none"> • Ongoing communication: Smore, Twitter, Facebook, Parish bulletin, teacher communication, Animotos, School Council • School Council engagement (workshop) • High School mentors • Whole school events: A Story for Every Child & Village to Village • Highlights and celebrations (Going Places Bulletin Board & Principal Call Home) • "In-flight" Open House was a success • Local media connections • Excellent relationships and partnerships with: OLA Parish, City of Fort Sask, Fort Sask Multicultural Association, Primary Care Network, Boys' & Girls' Club, Families First, and AHS. • GRACE awareness and support <p>Opportunities for Improvement:</p> <ul style="list-style-type: none"> • Celebration of learning evening-learning showcase | | |

| <ul style="list-style-type: none"> ● Home-School communication re:technology use (student-friendly Tech User agreement), parent info. Night ● Report card reading ● Positive “calls” or shout-outs: post-cards ● “Feature Teacher” at School Council Meetings ● Divisional advertising and community connections for Pre-K | | |
|---|--|------------|
| Implementation Plan: | Activities | Milestones |
| <p>Shared Vision (Guiding Questions: How will the vision be collaboratively developed? Communicated? How will we know we are living it?)</p> | <ul style="list-style-type: none"> ● Celebration of school through community engagement and communication ● Continue to work with other schools - High school student mentors ● continue our work with our middle school students on Fun Day ● Parents as partners through school council, weekly assemblies, celebrations (school and parish), mass invitations, social media ● Continue to work closely with Fort Sask Multicultural Association, Primary Care Network, Boys' & Girls' Club, Families First, AHS and other local agencies ● Parish connections | |
| <p>Leadership Required (Guiding Questions: How are leadership roles (current and future) being supported/developed? How are leadership roles/responsibilities articulated?)</p> | <ul style="list-style-type: none"> ● Daily and weekly sharing of learning celebrations and school information and celebrations ● Monthly Animotos ● Shared SJ team approach to communication where ALL are communicators ● Chaplain and Principal to continue to engage with Parish Community ● Support district and school wide initiatives ● FWW & CRC roles and responsibilities | |
| <p>Research and Evidence (Guiding Questions: What data (research, lessons learned, feedback) will be collected/used for the benefit of all learners? How will it be shared with everyone?)</p> | <ul style="list-style-type: none"> ● Satisfaction surveys | |
| <p>Resources (Guiding Questions: What human resources, materials, funding, infrastructure are needed to support this change?)</p> | <ul style="list-style-type: none"> ● Budget allocation for advertising ● Internal and external agencies (county and provincial) | |

| | | |
|---|--|--|
| | <ul style="list-style-type: none"> ● Parish visits ● Priest Visits ● Chaplain ● ILS/SLS/Faith & Wellness Divisional Supports | |
| <p>Professional Growth (Guiding Questions: What teacher knowledge, skills, attributes are needed to bring this to fruition?)</p> | <ul style="list-style-type: none"> ● Continue to attend parish/school connection meetings ● Communication through social media PLN (Twitter, Dojo, Google Classroom, Freshgrade) | |
| <p>Time (Guiding Questions: What time frame is needed for implementation? What specific activities require articulated durations?)</p> | <ul style="list-style-type: none"> ● All strategies will be in place during the 2019-20 school year | |
| <p>Community Engagement <i>What strategies are in place to share with stakeholders?</i></p> | <ul style="list-style-type: none"> ● Continue to extend open invitations to our parent, parish, and community partners ● Invitations to weekly assemblies ● Grade 4 Leadership Teams ● Twitter, Smore and Facebook COmmunications ● Continue to provide parent and community information evenings ● Extend invitations to community groups such as the Fort Saskatchewan Seniors Outreach program and Volunteer Centre ● Valeda House & Chalice Social Justice projects and support | |

*Budget Report to be Attached