

Saint John XXIII 2018-2022 School Education Assurance Plan School Year: 2020-2021

Elk Island Catholic Schools will ensure Success for all Students

Elk Island Catholic School Assurance Plan 2018-2022 (updated March 2020)

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:</p> <ol style="list-style-type: none"> 1. Provide an actionable representation of the Division Faith theme that leads to impact in the division and at the school 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 <p>Targeted Success Measures:</p> <ul style="list-style-type: none"> • Student faith formation • Staff faith formation 	
<p>Reflection on (Previous) Year Results:</p> <p>Strengths: improved results in almost every area of faith formation</p> <ul style="list-style-type: none"> • Student Faith Formation - 97.12% • Staff Faith Formation - 96.71% • Students Model Active Citizenship - 92.34% <p>Other:</p> <p>School faith formation - 98.34%</p> <p>School-Parish Partnership: 96.09%</p>		
Implementation Plan:	Activities	Milestones
<p>Shared Vision</p> <p><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>Primary Strategies:</p> <ul style="list-style-type: none"> • Integration of Church teachings into all subject areas • Develop House systems named after 7 Sacred teachings (connect God's house to belonging and love) • Student and staff use of the chapel: Open chapel, rosary club in October and May, prayer cards (intentions), Catholic meditation • Connect mindfulness and regulation to our Catholic faith • Invitation for each class to lead one assembly and one faith celebration • Parent-Parish rep integration Parent School Council (Sacramental Board) <p>Ongoing Strategies:</p> <ul style="list-style-type: none"> • Weekly faith integrated assemblies (Grade 4 leadership & young discipleship) • Social justice and charity projects • Continued School/Home/Parish Relationship building • Integration of the Seven Sacred 	

	<p>Teachings each assembly and throughout school</p> <ul style="list-style-type: none"> ● Grade 4 Servant Leadership Squad (SLS) ● In-School Celebrations & Mass at OLA Church ● Prayer before all school functions/meetings ● Saint John XXIII Daily Decalogue. Each student will leave Saint John knowing the decalogue ● Division Theme infusion ● Chaplain faith formation teaching at staff meetings ● Weekly priest visits ● Monthly staff mass ● Open Chapel with our Chaplain, revisioning our chapel ambiance ● Daily or Weekly Opportunities for staff to come together in prayer and discussion ● Home connection to religion program and resources ● Sacrament Board ● Staff support and involvement of Sacramental preparation and celebration at our parish 	
<p>Leadership Required <i>What leadership is required to support the goal?</i></p>	<ul style="list-style-type: none"> ● Chaplain ● Administration ● Staff members ● Student Servant Leadership Squads (4 teams) ● Indigenous Lead ● Paul Corrigan, Assistant Superintendent of Faith & Wellness ● Andrea Haston, Religious Education Consultant ● Priests ● OLA Parish Parent Rep 	
<p>Research and Evidence <i>What data, including research, evidence, lesson learned, is being used to inform your plan? Rationale? Sources of evidence?</i></p>	<ul style="list-style-type: none"> ● Weekly newsletter: The Good News (Faith infused) ● Foundational Knowledge of FNMI for the benefit of all students <p>Foundational documents used:</p> <ul style="list-style-type: none"> ● Marks of an Excellent Catholic Leader ● Marks of an Excellent Catholic Teacher ● CLQS & CTQS 	
<p>Resources <i>What resources will be needed to support? (e.g., staff, supplies, etc)</i></p>	<ul style="list-style-type: none"> ● Paul Corrigan, Assistant Superintendent of Faith & Wellness ● Dedicated funds for SPICE & Blueprints ● Chaplain ● Release time for chaplain ● Growing in Faith/Growing in 	

	<p>Christ</p> <ul style="list-style-type: none"> Indigenous Lead 	
<p>Professional Growth <i>What professional learning supports are needed?</i></p>	<ul style="list-style-type: none"> Incorporate faith formation mirroring admin/chaplain faith formation into staff meetings and school council Faith days and staff retreat Staff members to attend SPICE/Blueprints Students are encouraged to take lead roles as young disciples All staff commit to having a faith formation goal as part of their Staff Assurance Plan 	
<p>Time <i>What is the timeframe needed to support the implementation of the plan?</i></p>	<ul style="list-style-type: none"> Daily prayer Faith formation component at every staff meeting Monthly staff mass Monday faith assemblies Chaplain release time & support to attend division Chaplain meetings 	
<p>Community Engagement <i>What strategies are in place to share with stakeholders?</i></p>	<ul style="list-style-type: none"> Priest visits Parent-Parish rep Paul Corrigan, Assistant Superintendent of Faith & Wellness Integration of Parish Staff in to faith formation activities and everyday life of the school Continue with our 4-School Parish-Admin & chaplain 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 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"> Support staff collaboration to engage and improve in literacy teaching practices across curricula and for all students K-4 Support staff collaboration to engage and improve in numeracy teaching practices across curricula and for all students K-4 Support Universal Design for Learning for all students through the Collaborative Response Model Create flexible and responsive pathways to meet the needs of the diverse students <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

Reflection on Previous Year Results:

Strengths:

- Student Engagement: Parents 91%, Students 98%, Staff 100% (growth overall above 5.3%)
- Staff report satisfaction of staff with Professional Development and Collaboration: 100% (up 22.2%)
- Use of technology to demonstrate learning: 98.39% (up 6.1%)
- Literacy Instructional Supports (Fountas and Pinnell) 91% (Success Measure Dashboard)
- Math and Numeracy (MIPI) 81% (Success Measure Dashboard)
- Overall quality of Basic Education: 92.1% (Success Measure Dashboard)

Opportunities for Improvement:

- Math and Numeracy (MIPI) 81% (Success Measure Dashboard)
- Numeracy Parents reported satisfaction with educational transitions 84.32%
- Satisfaction with broad program of studies: Parents 85.64% Staff 90.53 Students 97.32 (students are happy, engage parents and staff)

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> 	<p>Primary Strategies:</p> <ul style="list-style-type: none"> ● Integrate whole team CTMs and vertical collaboration opportunities in embedded CRM model ● Implement and support the Flexible pathways program, (educate, implement and support) ● Continue to strengthen and support instructional practices to develop conceptual thinking (8 competencies) ● Numeracy-(MIPI) School wide number talks ● Literacy- Animated Literacy K - 2) ● Research, share and support technology integration approaches to enhance and remove barriers to teaching and learning (Learning Commons, G-suite) ● Seven Sacred teachings (Mural) <p>Ongoing Strategies:</p> <ul style="list-style-type: none"> ● Embedded Collaborative practice (monthly CTMs & monthly teacher collab time embedded) which includes a focus on student support, wellness, literacy, and numeracy ● Accommodating all learners so that they can be successful by implementing differentiation strategies into lessons/classrooms (“Our students”-TEAM SJ approach-Connect, Love, Teach) ● Animated Literacy K-1 ● Seven Sacred teachings 	

	<ul style="list-style-type: none"> • Initiated Learning commons with MakerSpace and STEM foci • Assemblies incorporate all priorities each week (faith, wellness, literacy, connections, indigenous foundational knowledge) • Grade 4 Student Leadership Squads (Faith Formation, School Spirit, Young Citizens, and Healthy Living) • Literacy-whole school events (A story for every child, Nature walk, games, maker space) 	
Leadership Required <i>What leadership is required to support the goal?</i>	<ul style="list-style-type: none"> • School Leadership team (Principal, AP, CRC and FWW) • EDtech coach • Indigenous Lead • SLS & ILS Consultants • School Council 	
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"> • Monday Memos (integration of educational research) • MIPI results • BAS assessments • CAT4 • Classroom assessment and observations • Learning Walk Throughs 	
Resources <i>What resources will be needed to support? (e.g., staff, supplies, etc)</i>	<ul style="list-style-type: none"> • CTQS • Fountas & Pinnell Continuum • Fountas & Pinnell resources (Classroom, BAS) • Consultants • Embedded CTM • School Council 	
Professional Growth <i>What professional learning supports are needed?</i>	<ul style="list-style-type: none"> • CRM • Library Tech (Learning Commons integration) • School PD Plan and CRM Plan • Divisional focus on Conceptual teaching and learning • Teacher Collaboration time • Division Literacy & Numeracy consultants • PLN-Twitter, Book study, linked articles 	
Time <i>What is the timeframe needed to support the implementation of the plan?</i>	<ul style="list-style-type: none"> • PD & CRM plan timeline • Staff Meetings • Whole staff PD • CTMs-weekly, monthly • Release time for divisional PD • Consultants • Coaching 	
Community Engagement <i>What strategies are in place to share with stakeholders?</i>	<ul style="list-style-type: none"> • Encourage parent volunteers • Broader community to read to the students • Communicate regularly and 	

	<p>showcase the variety of programs available to students (teacher weekly communication)</p> <ul style="list-style-type: none"> ● Parent School Council ● Home-school literacy and numeracy connections and events 	
--	--	--

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. Continue the engagement work of seeing mental health as a shared responsibility. 2. Focus on relationships as the effective method to attain system wellness. 3. Continue to provide and develop services and model initiatives that promote student and staff health and wellness. 4. Develop and implement Physical Literacy initiatives. <p>Targeted Success Measures:</p> <ul style="list-style-type: none"> ● Student Health and Wellness Survey - Mental Health ● Employee Engagement survey ● Staff Health and Wellness ● Success with Comprehensive Student Health programs 	
<p>Reflection on Previous Year Results:</p> <p>Strengths: Staff Wellness: 94.4% (significant growth of 8%) Staff and Students reported success with safe & caring schools 96.8% Employee engagement 94.4% (significant growth of 9.8%)</p> <p>Opportunities for Improvement: Maintain staff wellness Mental health support for students and families (COVID 19 response: ongoing support and response to mental health wellness and trauma)</p>		
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> 	<p>Primary:</p> <ul style="list-style-type: none"> ● Integration of ongoing mental health support after COVID 19 (responsive and trauma-informed teaching) ● Develop House systems named after the 7 Sacred teachings with a focus on using circles ● Develop regulation stations and sensory pathways ● Establishment of Loose Parts Program ● Environment: Chapel, “Nest: sensory pathways, Learning Commons (alcoves) ● School-wide Physical 	

	<p>Education Year-Plan</p> <ul style="list-style-type: none"> ● Develop an understanding & awareness of one’s mental health ● Communicate transitioning plans and focus with families ● Loose Parts Play Launch <p>Ongoing:</p> <ul style="list-style-type: none"> ● Targeted regulation classes & universal teaching of regulation ● Calming corner in each classroom ● Connections & relationships with all of OUR students ● Student Support Team (Principal, AP, FWW & CRC) ● Initiated Loose Parts Play Program ● Environment: Chapel, living wall, spaces in the hallway-alcoves ● Wellness focus for staff embedded in meetings, Monday Memo ● Staff Book Club: Dare to Lead ● Staff Gratitude Board ● Focus on “our students”-including teacher collab time where supporting teacher takes students outside (Physical Literacy) ● Alternative recess activities rather than missed recess ● Mindful moment and regulation integration at assembly and morning announcements ● 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 ● Open Chapel ● Daily wellness announcements and Healthy Champions focus ● Circle of Security for parents ● Understanding and support for diverse learners (Trauma, at-risk students, communicating with parents-student support team) ● Friday afternoon school wide connections ● Transition plans for students: CTM-vertical, Student Support Team CTM, new teacher visits in June, Grade 	
--	--	--

	4 (CRC, FWW, Admin, school visit)	
Leadership Required <i>What leadership is required to support the goal?</i>	<ul style="list-style-type: none"> ● Administration support and modeling ● Staff Members ● Students, including Servant Leadership Squads (Faith, Healthy Living, School Spirit, Young Citizens) ● Connections Team ● Student Support Team ● Chaplain ● Paul Corrigan, Assistant Superintendent ● Family Wellness Worker (FWW) ● Collaborative Response Coordinator (CRC) ● Adrian Xavier - APPLE Schools ● Division Wellness consultant ● Indigenous Lead 	
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"> ● Trauma informed teaching/Responsive teaching evident during walk throughs ● Division Nutrition AP ● APPLE Schools resources ● Increased student ability to focus and regulate emotions and responses ● Surveys will reflect a high level of satisfaction (team) 	
Resources <i>What resources will be needed to support? (e.g., staff, supplies, etc)</i>	<ul style="list-style-type: none"> ● Ever Active Schools ● APPLE Schools resources ● Circles research ● ILS, SLS, and Faith & Wellness Divisional Leads ● Set time for staff and students to make connections ● Incorporate faith & wellness focus on each PD day ● Nutrition Administrative Procedure 	
Professional Growth <i>What professional learning supports are needed?</i>	<ul style="list-style-type: none"> ● Networking between schools ● Health Champions ● Ever Active Schools Presentations ● PD on Physical Literacy and its connection to Social and Emotional Learning ● Continued PD on Self-Regulation/Regulation, trauma informed and responsive teaching and learning ● Book study 	

<p>Time <i>What is the timeframe needed to support the implementation of the plan?</i></p>	<ul style="list-style-type: none"> ● Build activities and PD opportunities into CTMs, Staff meetings and PD Days ● Integrated learning into assemblies, announcements, daily classroom responses 	
<p>Community Engagement <i>What strategies are in place to share with stakeholders?</i></p>	<ul style="list-style-type: none"> ● Continue to encourage staff and parents to attend Dr. Carrington/mental health/wellness 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/RSPs, and meetings-share best practices for regulation and connections ● Highlight nutrition and wellness information during school council, conferences and open house ● 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. Maintain school facilities that are safe, clean, and support effective improvements. <p>Targeted Success Measures:</p> <ul style="list-style-type: none"> ● Satisfaction with Parental Involvement ● Satisfaction with communication ● Success with school and parish relationship ● Success of community engagement and school improvement
<p>Reflection on Previous Year Results:</p> <p>Strengths: Satisfaction with school and parish partnerships: 96.09% Parents reported they receive regular communication from their child's school: 98% Satisfaction with Parental Involvement: 88.06%</p>	

Staff believe that they have the equipment and materials to do their job effectively: 94.4% (up 14.4%)

Success with Transportation Services: 98% of parents & 100% of staff

Opportunities for Improvement

Discrepancy between staff and students satisfaction and parents in Satisfaction with school improvement (Students & Staff- 93.93% & Parents 74.51%)

Success of community engagement in divisional decisions: Parents 78.43%

Success with Transportation Services: 82.98% of students (comments from students reflected some worries on the bus)

Communication:

Parents 77.13% reported receiving regular communication from classroom teacher & regular communication from EICS 79.37%

Staff satisfaction with school facilities 70.59% (discrepancy with parents 95.31 & students 91.07)

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> 	<p>Primary Strategies:</p> <ul style="list-style-type: none"> • Administration will work with School Council Executive to establish structures and protocols (communication, setting norms for meetings, possibly separating school council and fundraising committee, ASBA workshops) • Send out agenda items for school council a week ahead of time • Weekly teacher communication (week-at-a glance) • Parent-Parish Rep • Addition of CEPAC rep • Celebration of learning events • Strategic communication of EICS news (guiding parents to website, smore) • With increased technology access-record Monday assemblies, School council meetings • Learning Commons-students send out Saint John XXIII “Good News” digitally • Welcome back event • Engage new parents to seek feedback with website navigation • Collaborate with facilities for school cleanliness • Collaborate with transportation to respond to students safety concerns <p>Ongoing Strategies:</p> <ul style="list-style-type: none"> • As a school continue to communicate regularly using Social Media, Weekly newsletter-The Good News) • Updated website with current EICS and school information • Parent School council, Parish, and Community information in 	

	<p>weekly newsletter-The Good News</p> <ul style="list-style-type: none"> • Extended invitation to parishioners and priests to visit, volunteer, and attend celebrations and events • School Youtube channel established • Grade level highlighted at each school council meeting • Introduction to school council executive via Smore 	
<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"> • Principal and Assistant Principal • Shared SJ team leadership 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 • School Council Executive • CEPAC rep 	
<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"> • Assurance Survey Results • On-going feedback and conversations • Survey our families (especially new families) • Community presence • ASBA workshops 	
<p>Resources <i>What resources will be needed to support? (e.g., staff, supplies, etc)</i></p>	<ul style="list-style-type: none"> • Administration • Parish connections • Chaplain • FWW • ASBA • Grants 	
<p>Professional Growth <i>What professional learning supports are needed?</i></p>	<ul style="list-style-type: none"> • CLQS & CTQS • G suite • ASBA workshops 	
<p>Time <i>What is the timeframe needed to support the implementation of the plan?</i></p>	<ul style="list-style-type: none"> • Highlight school activities on a regular basis (daily and weekly) • Share highlights and engage parents at monthly School Council meetings • Monthly parish/admin, Chaplain meetings 	
<p>Community Engagement <i>What strategies are in place to share with stakeholders?</i></p>	<ul style="list-style-type: none"> • Multiple Social Media sources • Open House event • Whole school events-community celebrations • Open suggestions or prompted survey questions in weekly smore 	

*Budget Report to be Attached