**École Our Lady of Perpetual Help Catholic School 2020**

**2018-2022 School Education Assurance Plan**

**Elk Island Catholic Schools will ensure Success for all Students**

[Elk Island Catholic Assurance Plan 2018-2022](https://docs.google.com/spreadsheets/d/16XaX8TNWMMrHp9WwqgfD9ynvdIE3DHIjNc0bPO7jsIc/edit?usp=sharing)

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome:** Provide students, staff and community with a faith permeated environment and enhance the Faith Formation of all staff and students. | **Goal:** Faith Formation | | |
| **Understanding the context:** As a Catholic School Division, we are called to share our Catholic faith with our staff and students. Meeting our staff and students where they are at on their faith journey, we invite them into a closer relationship with Christ. | **Strategies:**   1. Engage students in relevant Religious education and curriculum faith integration which promotes hope and engagement in students   **Targeted Success Measures:**   1. Catholic School Review 2. Student Faith Formation 3. Staff Faith Formation | | |
| **Reflection on Previous Year Results:**  **Strengths:**   * In PGP’s, all staff members were cognizant of choosing a faith goal. * Chaplain and administration were able to organize religious celebrations allowing the students to visibly demonstrate and engage in their faith. * Adoration * Staff attended faith-based professional development opportunities, such as SPICE, Marked by God: Catholic Leadership Conference CCSSA * With our partnership with OLPH Parish, the clergy were actively present in the school throughout the year. * We were able to increase the number of visits for our students to the parish to celebrate mass. * Based on the assurance survey, 97.1% of our parents are satisfied that school staff demonstrate the importance of Catholic values * 94.19% of students agree that the school embodies the teachings of Jesus Christ * All of our staff results related to faith were at 100%.   **Opportunities for Improvement:**   * Assurance survey results showed 83.44% satisfaction with student faith formation * Increasing the FTE of the chaplain from 0.1 to 0.2. * Only 72.68% of students believe that their school experience enhances their relationship with Jesus Christ. * Finding increased opportunities for cross-curriculum faith teachings, with the assistance of SLS.   Measures:   * 98.04% Student Faith Formation * 100% School Faith Environment * 100% Staff Faith Formation | | | |
| **Implementation Plan:** | **Activities** | | **Milestones** |
| **Shared Vision**  *Examine the present situation*  *● 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?* | * Implement a staff faith team building retreat * Align Catholic leadership with Division theme and faith development goals * To make the school a more visible sign of our faith * To follow the teachings of Christ in our interactions with one another. * Sharing and developing the vision with staff at PD at beginning of year staff retreat at Camp Van Es. * Sharing and using the Five Marks on an Excellent Catholic Leader / Teacher * Partnership with clergy | |  |
| **Leadership Required**  *What leadership is required to support the goal? The activities to achieve the goal?* | * Leadership on staff were trained for the Extraordinary Eucharistic Ministry. * Create a chaplaincy time. | |  |
| **Research and Evidence**  *What data, including research, evidence, lesson learned, is being used to inform your plan?* | Foundational documents used:   * Marks of an Excellent Catholic Leader * Marks of an Excellent Catholic Teacher | |  |
| **Resources**  *What resources will be needed to support? (e.g., staff, supplies, etc)* | * School support staff and student retreat opportunities. * Dedicated funds for SPICE and Blueprints. * Scheduled time for chaplaincy. | |  |
| **Professional Growth**  *What professional learning supports are needed?*  *(Provide PD plan in chart below)* | * School support staff and student retreat opportunities. * Dedicated funds for SPICE and Blueprints. * Some staff attended faith PL opportunities. | |  |
| **Time**  *What is the timeframe needed to support the implementation of the plan?* | * Faith formation component at every staff meeting. * Daily prayer during announcements that were student-led. * Daily prayer led by our chaplain * Staff gatherings during particularly difficult times | |  |
| **Community Engagement**  *What strategies are in place to share with stakeholders?* | * Integration of Parish Staff into faith formation activities and everyday life of the school. * Parent council supported faith initiatives in the school. | |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome:** Provide appropriate support to ensure Success for All students. | **Goal:** Quality Teaching and Learning | | |
| **Understanding the Context:**  Student success depends on quality instruction in an environment that respects the learner's independent spirit. Quality teaching and learning promotes the development of innovation and creativity while attending to meaningful assessment and reporting practices | **Strategies:**   * Support staff collaboration to engage and improve in literacy teaching practice across curricula and for all students. * Support staff collaboration to engage and improve in numeracy teaching practice across curricula and for all students.   **Targeted Success Measures:**   1. Progress from student intervention 2. Staff satisfaction survey results with PD and collaboration 3. Student engagement survey results 4. Student reading level data 5. Student MIPI data | | |
| **Reflection on Previous Year Results:**  **Strengths:**   * Focusing PD and collaboration times on numeracy, literacy, assessment, and more * Improve our results on standardized tests. * Making excellent use of: Numeracy Lead, Literacy Lead, Religious, Chaplain, Curriculum Lead, and Indigenous Ed Leads * Commitment to smaller class sizes * Substantial budget allocation to Professional Development * Successfully embed collaboration time for all teachers. * With the creation of Team Drives, it was easy for staff to share resources in an efficient manner. * Accommodating all learners so that they can be successful by implementing differentiation strategies into lessons/classrooms * Staff were able to learn about the Collaborative Response Model to help all students. * PAT results / MIPI Results / Reading Levels * All of our staff results related to the quality of basic education were at 100%. * 84.47% parent satisfaction with student interventions compared to 58.3% last year. * 95.24% satisfaction of staff with PD and collaboration * Embedding of CRM during school time was improved, creating more time for CRM for staff. * New resource for our French Immersion teachers (Trousse d’évaluation rapide) to assist with diagnostic reading levels   **Opportunities for Improvement:**   * To find opportunities to allow teachers to observe each other during instructional time. * To further implement the Collaborative Response Model to be able to assist all students more efficiently. * To prepare the school community for the transition to a dual-track program with diverse programming. * Helping staff to develop a mindset of a better understanding of universal supports versus targeted interventions. * To help staff learn strategies to differentiate instruction to meet the needs of all students without relying on EA help. * Improve our assurance survey, particularly with student support and professional development and engaging the community. * Satisfaction in school improvement results were low from students and parents, but, interestingly, not staff. Upon further analysis, the questions were not similar to all three groups. And, we believe the results are a reflection of reconfiguration, with many parents and students expressing concern over the changes.   Measures:   * 84.47% parent satisfaction with student interventions * 89.28% Student interventions - increase from 70.1% the year before. * 89.1% of Student received appropriate supports * Our MIPI results show 67.25% | | | |
| **Implementation Plan:** | **Activities** | | **Milestones** |
| **Shared Vision**  *Examine the present situation*  *● 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?* | * Exposing staff to the CRM and the benefits of having it in our schools * Embedded CRM during school time rather than staff meetings and PD days * Training provided by the CRC, ILS and admin on the CRM. | |  |
| **Leadership Required**  *What leadership is required to support the goal? The activities to achieve the goal?* | * Collaboration between CRC and admin team. * Weekly CRM lead time between admin, CRC and FWW * New CRC in place | |  |
| **Research and Evidence**  *What data, including research, evidence, lesson learned, is being used to inform your plan?* | * Results of previous tests, such as PATs, CAT4, Insight, MIPI, F & P, etc * Survey results on Quality Teaching and Learning | |  |
| **Resources**  *What resources will be needed to support? (e.g., staff, supplies, etc)* | * Professional development opportunities for staff * Inservice for instructional leaders * Scheduling times to embed CRM for staff * SLS staff / website for resources | |  |
| **Professional Growth**  *What professional learning supports are needed?*  *(Provide PD plan in chart below)* | * Able to send staff members to professional development in regards to literacy, numeracy, and assessment * Inviting SLS to school to work with staff | |  |
| **Time**  *What is the timeframe needed to support the implementation of the plan?* | * Reserved time (staff meetings, PD days, collaboration days) to analyze the results of previous tests and give time to create strategies to help all students (CRM) | |  |
| **Community Engagement**  *What strategies are in place to share with stakeholders?* | * Share standardized testing results * Assurance surveys for students and parents * Provide parents with tips and tricks to support the learning of their child | |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome:** Provide students, staff and community with a safe and caring environment. | **Goal: Wellness** | | |
| **Understanding the Context:**  Elk Island Catholic Schools is committed to success and well-being for all students. The Division recognizes that, as a system, school community wellness must be present for all stakeholders. | **Strategies:**   * To focus on relationships as the effective method to attain system wellness.   **Targeted Success Measures:**   * Employee engagement survey * Staff Health and Wellness, as measured by absenteeism * Success with student interventions (FWW, CRC) | | |
| **Reflection on Previous Year Results:**  **Strengths:**   * Under the Safe and Caring school guidelines, the school implemented fully an Effective Behaviour System program to address issues within and outside of the school - to proactively support student wellness and student interventions, * The Health Champion staff led our school with success. * 100% staff satisfaction with the school and division priority on wellness through relationships. * Staff are 93.75% satisfied with the school’s comprehensive health programs for its students to improve physical and mental health. * 98.76% staff wellness * 89.98% of students value positive relationships at school * 92.5% of parents agree that the school’s comprehensive health programs are supporting the physical and mental health of students.   **Opportunities for Improvement:**   * 68.45% of students feel that they have alternative places in the school where they can work when they feel like they cannot stay in the classroom. * 61.68% of students feel that they have strategies for when they are worried about school or schoolwork. * Increased FTE for Health Champion and FWW * To improve the mindfulness of staff, students and parents through targeted activities. * To receive First Aid training for all staff members. * To continue the work of Effective Behaviour Systems for our new students and to reinforce the work for our returning students. * The survey results from staff demonstrating satisfaction with the cleanliness and condition of the school was only 66.67%. Work environment and cleanliness plays a huge role in staff and student wellness.   Measures:   * 97.4 % Employee engagement survey * Staff Health and Wellness, as measured by low absenteeism * 89.3% Success with student interventions (FWW, CRC) | | | |
| **Implementation Plan:** | **Activities** | | **Milestones** |
| **Shared Vision**  *Examine the present situation*  *● 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?* | * With division leaders, continuation of the Connections project. * Working on a unified school culture rather than a divided one through assemblies, joint activities, etc. * Taking time to recognize the gifts, talents and strengths of staff and students through staff meetings and the announcements. * Through the CRC model, continuing to support our students. | |  |
| **Leadership Required**  *What leadership is required to support the goal? The activities to achieve the goal?* | * Leadership trained in VTRA. * Offered a leadership course for students to develop leadership and to assist students with their wellness. * All staff trained for NVCI. * Assistance from CLS Faith and Wellness for PD and workshops (Faith and Wellness Day) | |  |
| **Research and Evidence**  *What data, including research, evidence, lesson learned, is being used to inform your plan?* | * Second year of implementation of the EBS (Effective Behaviour Support) program. The EBS is driven by data collection based on observed behaviours in the school. * FWW support | |  |
| **Resources**  *What resources will be needed to support? (e.g., staff, supplies, etc)* | * Wellness Consultant + Connections Project resources * EBS training * ATA Workshop on wellness | |  |
| **Professional Growth**  *What professional learning supports are needed?*  *(Provide PD plan in chart below)* | * To encourage staff to include a wellness goal in their PGPs. * To implement Jody Carrington’s teachings in their practice. | |  |
| **Time**  *What is the timeframe needed to support the implementation of the plan?* | * Time will be given at staff meetings for OH&S awareness. * Time will be given at meetings for the Health Champion. | |  |
| **Community Engagement**  *What strategies are in place to share with stakeholders?* | * Workshops for parents for mental health supports / student supports / tech supports / health in conjunction with Strathcona County * School website and SMORE to provide wellness tips and opportunities for families | |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome:** Provide partners with the opportunity to contribute to student success. | **Goal:** Engagement and Improvement. | | |
| **Understanding the Context:**  Elk Island Catholic Schools is committed to ongoing communication and engagement with educational partners to improve decision-making and assurance. | **Strategies:**   * To increase transparency and communication with educational partners * Increased communication between classroom and home * Continue ongoing priority-based budgeting * Work collaborative with facilities and transportation   **Targeted Success Measures:**   * Success of community engagement in divisional decisions * Success with School and parish partnerships * Success with School Facilities and Transportation Services * Satisfaction with parental involvement * Satisfaction with school improvement. | | |
| **Reflection on Previous Year Results:**  **Strengths:**   * Ongoing communication with educational stakeholders and our school, such as transportation, facilities, the parish and faith community, etc. * Increased school visibility through various mediums such as the SMORE, Facebook, Twitter, etc * We also saw a lot of success between school and parish partnerships which is at 96.7% * Collaborate with parish and faith   **Opportunities for Improvement:**   * Survey results between students, parents and staff showed 76.1% satisfaction in Divisional decisions engagement. * There is still room for school visibility on social media and in the public. * To work more collaboratively with other schools to share ideas, such as CRM, Makerspaces, sports programs, etc. * Based on the parent results, only 62.32% of parents believed they have a voice in the decisions of the Division or school. We believe this result is due largely to the reconfiguration and parents upset with the recent changes..   **Measures:**   * 59.8 % Success of community engagement in divisional decisions * 94.9% Success with School and parish partnerships * 78.2% and 91.9% Success with School Facilities and Transportation Services * 87.6% Satisfaction with parental involvement * 76.4% Satisfaction with school improvement. | | | |
| **Implementation Plan:** | **Activities** | | **Milestones** |
| **Shared Vision**  *Examine the present situation*  *● 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?* | * Work with School Council * Provide parents regularly with information regarding school events. * Updating the school website with relevant documents based on policies and results. * Increased social media presence | |  |
| **Leadership Required**  *What leadership is required to support the goal? The activities to achieve the goal?* | * Time and resources to implement new programs and supervise transition * Involve more staff in the implementation of community engagement | |  |
| **Research and Evidence**  *What data, including research, evidence, lesson learned, is being used to inform your plan?* | * Assurance surveys * Collaboration with other schools | |  |
| **Resources**  *What resources will be needed to support? (e.g., staff, supplies, etc)* | * Staff input * Community input * Parent Council * Outside school visits beyond our division | |  |
| **Professional Growth**  *What professional learning supports are needed?*  *(Provide PD plan in chart below)* | * Staff and encouraged to share their ideas towards the upcoming transition and to take on new roles. | |  |
| **Time**  *What is the timeframe needed to support the implementation of the plan?* | * Enough time and resources for our educational leaders to plan and to share the vision | |  |
| **Community Engagement**  *What strategies are in place to share with stakeholders?* | * Parent information nights * SMORE updates * Social media | |  |

\*Budget Report to be Attached