

St. John Paul II Catholic School Assurance Plan 2018-2022

Elk Island Catholic Schools will ensure Success for all Students

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

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| Goals: | Faith Formation | |
| <p>Division Outcome: Provide students, staff and community with a faith permeated environment and enhance the Faith Formation of all staff and students.</p> | <p>Strategies: Faith formation learning opportunities for staff and students through professional development, student retreats, staff retreats, school assemblies, masses, morning announcements, classroom activities, visits from Parish Staff. Admin/Parish/Chaplain Meetings</p> <p>Targeted Success Measures: Catholic School review Accountability Pillar Survey Results</p> <ul style="list-style-type: none"> ● Student, staff and parent measures <p>Division/school surveys</p> <ul style="list-style-type: none"> ● Student, staff and parents | |
| <p>Reflection on Previous Year Results:</p> <p>Strengths:</p> <p>The school’s most significant successes and initiatives which improved our measurable results include but are not limited to:</p> <ul style="list-style-type: none"> ● Staff, students and parents all feel school embodies the teachings of Jesus Christ. ● Even though we scored very high percentage wise in the partnership between the school, parish and home the amount of “satisfied” individuals could increase to “very satisfied.” For example, 5% of parents were dissatisfied with the partnership between school, parish and home; 72% satisfied and 22% very satisfied. ● Parents are relatively satisfied that students model the characteristics of active citizenship but there is room for improvement. <p>Opportunities for Improvement:</p> <ul style="list-style-type: none"> ● Continue to support the role of school Chaplain to increase and foster faith development of 2018-19 school year ● New school mission/values/motto as promoted by the move to St JP II School. ● Continue to invite Fr Kris and Fr Anthony to participate with students during intramurals, PE class, lunch hour walks, classroom visits, etc. ● We now have a chapel! Awesome opportunity for faith development and growth of staff and students | | |
| Implementation Plan: | Activities | Milestones |
| Shared Vision | <p>ALL staff engage, infuse and implement catholic teachings within their classrooms and curriculum Yearly focus on one area of faith development for staff: Year One - “We Are All God’s Masterpiece” Year Two - TBA Year Three - TBA New Mission, values, motto.</p> | <p>Newly constructed School-Parish Committee monthly meetings Commitment for weekly visits from Parish priests</p> |
| Leadership Required | <p>School Chaplain Morning Announcements Teacher/Staff leads for masses, liturgy, assemblies All staff integration of teachings and faith</p> | <p>Increased chaplaincy time from 0 to 0.175 FTE. Daily prayer during morning announcements from School prayer read every</p> |

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| | | Friday as a whole school community. Staff prayer in chapel weekly every Monday. |
| Research and Evidence | <p>Success with Student Faith Formation - 96.1%</p> <p>Students model active Citizenship - 84.4%</p> <p>Success with Staff Formation 96.6%</p> <p>Would love to visibly see more families at school faith assemblies and masses</p> | |
| Resources | <ul style="list-style-type: none"> • Allocated funds for PD within and beyond the school for Faith Development as appropriate. ie, SPICE, Blueprints, Religious Congress and or EXCEL leadership • Budget to support work of the chaplain • Purchase of resources for new Religion Program for grade 5 -8 over the next 2 years • Use of FORMED for Prof Learning https://formed.org/home • Growing Forward • Marks of an Excellent Catholic Teacher • Marks of an Excellent Catholic Leader | Increased budget to support chaplaincy |
| Professional Growth | <ul style="list-style-type: none"> • Continued growth of students and staff through school Adoration and in-school Reconciliation • Spice/Blueprints, EXCEL • FORMED.org | Offered inservice to grade 5 teachers on new Religion curriculum implementation Support Chaplain PD (specific example?) |
| Time | Year long development - staff meeting and Prof. Learning days, weekly assembly, pockets of Prof learning with internal and external learning sessions | |
| Community Engagement | <ul style="list-style-type: none"> • Continue to extend the invitation to parents/families to attend and participate in all faith related activities - school assemblies, liturgies, adoration,etc. • Investigate the possibility of a monthly 'check in' with parents - via a survey, or a SMORE request, in order to reach out more often to encourage parents to touch base with what they are seeing, not seeing in order to address concerns | Invite parents to school masses and celebrations at OLA parish Sharing Sacramental Preparation Information |

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| | consistently and appropriately in a timely manner | |
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| Goal: | Quality Teaching and Learning |
| 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>Outcome: Provide appropriate supports to ensure success for all students</p> <p>Strategies: <i>The school will</i></p> <ul style="list-style-type: none"> ● Build a team commitment to CRM which relies on a lead team - Principal, Assistant Principal, Collaborative Response Coordinator, and Family Wellness Worker ● Continue to embed bi-weekly 80 minutes CRM sessions for professional learning and responsive teaching which leans on the above for supports for teachers, staff and students during weekly embedded CRM times ● When required, bring in division leads - consultants, psychologists or division connections - OT's, SLP's as required to support teachers, staff and students during CRM ● Seek training and utilize the Dossier Dashboard for tracking student progress and growth as well as track whether interventions and strategies are viable and appropriate for students requiring support ● Create, embed and re-visit as appropriate, the St. JP II Pyramid of supports for teachers, staff and students during CRM ● Dedicated Year PD plan for the school ● Unpack the new Teacher Quality Standard as well as the Leadership standard, which sets the conditions for staff to be successful with CRM and student supports <p>Targeted Success Measures: <i>The school will</i></p> <ul style="list-style-type: none"> ● Target growth and student success in both literacy and numeracy for all students as evidenced by targeted assessments. ● Data mine for evidence using Fountas and Pinnell, STAR literacy as well as MIPI data to drive conversations about students during CRM ● Seek observations of teacher use of professional learning and embedded strategies and interventions gleaned through from CRM sessions ● Utilize common literacy/numeracy block in grade 5 to increase student growth in literacy and numeracy. Student need drives the sessions lead by teachers or trained staff |
| <p>Reflection on Previous Year Results:</p> <p><u>Strengths:</u></p> <p>The school's most significant successes and initiatives which improved our measurable results include but are not limited to:</p> <ul style="list-style-type: none"> ● The creation of collaborative response allows teachers to identify the needs of our students in an effort to help them find success ● Staff PD is geared to areas of concern such as literacy and numeracy ● Teachers offer a diverse range of activities within their programs to help engage students who might normally be disengaged. | |

- As we move to St. JP II, the school is continuing to strive to cater option course to student needs/interests that will support student growth (considering that options may not have been previously available to students)
- The overall satisfaction of basic education continues to grow from previous years and in comparison the division

Opportunities for Improvement:

Areas of Focus and new initiatives for the upcoming school year include, but are not limited to:

- We will continue to advocate to the division for reduction of class sizes at our school.
- Use assessment data constructively to identify areas of concern in math/numeracy/literacy and create St JP II's pyramid of interventions that will support students with areas of concern
- School will be implementing Common LA blocks where students can attend sessions that help them in areas of need
- Implementation of Indigenous Studies into **all subject areas throughout areas.**
- Improve on vertical and horizontal alignment in literacy and numeracy in order to create building blocks from one grade to the next.
- Professional Development on Indigenous Studies
- Promote literacy within the greater Fort Sask area
- Continue to look at high yield practises and assessment practises during CR meetings and Professional Learning days.

| Implementation Plan: | Activities | Milestones |
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| Shared Vision | Use of data from this year's surveys, PAT results. CRM assessment discussions to identify gaps in literacy and numeracy and provide supports in these areas | |
| Leadership Required | Division Consultants for support in Literacy and Numeracy. School Leads in curriculum, literacy, numeracy indigenous, assessment and CTF etc CRM sessions dedicated to literacy and numeracy professional learning | Booked division consultants for the year. School leads in <i>literacy, numeracy, ELL, indigenous, and tech.</i> |
| Research and Evidence | Overall quality of basic education 93.2% Student Engagement 81.3% Progress from student interventions 82.9% Satisfaction with broad program of studies 95.0% | |
| Resources | Literacy Continuum Numeracy Continuum - Staff creation of St. JP II Pyramid of Interventions focusing on Tier 1 and 2 strategies, interventions and accommodations 0.15 ELL Lead 0.5 CRC AP as instructional leader | |
| Professional Growth | Embedded CRM time for all the above Prof learning with internal and external learning session Staff meeting and PD days | |
| Time | Weekly, monthly and specific pockets of professional Learning for staff | |

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| Community Engagement | <ul style="list-style-type: none"> Investigate the possibility of a monthly 'check in' with parents - via a survey, or a SMORE request, in order to reach out more often to encourage parents to touch base with what they are seeing, not seeing in order to address concerns consistently and appropriately in a timely manner | |
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| 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>Outcome: Provide students staff and community with a safe and caring environment</p> <p>Strategies: <i>The school will</i></p> <ul style="list-style-type: none"> Continue with Connections Project Embrace the role of CRC Lead Teacher Utilize Alberta Education's Safe and Caring Schools <p>Targeted Success Measures: <i>The school will</i></p> <ul style="list-style-type: none"> Involvement of students in SWAT team Increase in accountability pillar results Seek both Qualitative and Quantitative results for school improvement in this area |

Reflection on Previous Year Results:

Strengths:

The school's most significant successes and initiatives which improved our measurable results include but are not limited to:

- Student Wellness Action Team developing physical, mental and spiritual health initiatives on a weekly basis.
- Parents are pleased with the Implementation of healthy choices in the canteen and development of the student lounge.
- Increase in health and movement initiatives posted throughout our school (ex. Don't walk in the hallways stickers)
- Students enjoyed wellness activities (zumba, skiing, swimming, birch bay)
- Educational Transitions are discussed through collaborative meetings for class structure and input from other teachers is valued.
- New programs introduced this year such as Razkids, Mathletics, Math Prodigy, gamification etc. to support engagement and DI
- CIF funding.
- Relationship with OLA parish (mass)
- Student lounge area
- Wellness room

In general, staff, parent, and student responses were overall positive across the board in our areas. Of note, the only real concern was the condition of school facilities (bathrooms) which will not be a factor in our move to St. JP II. A lot of student responses mentioned concern about a playground, lack of equipment, as well as one bathroom (at O.L.A.), and a perception of lack of respect among students.

Opportunities for Improvement:

Areas of Focus and new initiatives for the upcoming school year include, but are not limited to:

- Overall, percentages have increased over all areas in the last year. Parents and students are pleased with the development of comprehensive health programs and wellness activities in our school. Improvements in literacy and numeracy support are still needed for students to increase student success.

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| <ul style="list-style-type: none"> ● Implement the use of log entries to track student behavior ● Develop a positive behavior supports matrix ● Increase knowledge and understanding of what constitutes bullying. Information series for staff, students and parents with preventative actions implemented | | |
| Implementation Plan: | Activities | Milestones |
| Shared Vision | | |
| Leadership Required | Health Champions | |
| Research and Evidence | Satisfaction with broad program of studies 85.0 % Success with Comprehensive Student Health program. 86.6% Success with safe and caring schools 91.7% Satisfaction of Staff with Professional Development and Collaboration 100% | |
| Resources | Safe and Caring Schools Tools and Resources <ul style="list-style-type: none"> ● AB Ed Walk around for school leaders: ● Walk Around for Teachers ● Guidelines for Best Practices | |
| Professional Growth | Embedded CRM time School Leads to attend divisional meetings, Professional Learning as required both within the school and through external supports (ie ERLC, wellness conference, PD for school wellness group (includes parents) | |
| Time | Staff meetings, In-school PD days | |
| Community Engagement | <ul style="list-style-type: none"> ● Investigate the possibility of a monthly ‘check in’ with parents - via a survey, or a SMORE request, in order to reach out more often to encourage parents to touch base with what they are seeing, not seeing in order to address concerns consistently and appropriately in a timely manner ● School council support with Nutrition AP, hot lunch in the school, school cafeteria - supported through the fall school wellness symposium and health champions | |

| Goal: | Engagement and Improvement |
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| <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>Outcome: Provide partners with the opportunity to contribute to student success</p> <p>Strategies: <i>The school will:</i></p> <ul style="list-style-type: none"> ● Continue with the Sunday SMORE weekly Newsletter ● Engage with EICS Communications, Division Connection to the community and the school division Facebook, Twitter and Website development ● Continue to provide dedicated opportunities for parent feedback on upcoming school next-steps and decision-making ● Continue to encourage parents to attend and engage in PSC meetings ● Continue to invite parents to school events (ie guest speakers, mass, adoration, monthly assembly) <p>Targeted Success Measures: <i>The school will</i></p> <ul style="list-style-type: none"> ● Increase fluid communication with parents regarding program changes or changes to process (ie closed campus, options etc) ● Support teachers to continue to develop skills and abilities in order to provide more frequent communication with parents - strengths and next steps or supports for students. |
| <p>Reflection on Previous Year Results: <i>Comprehensive Comment:</i></p> <p>All data suggests St. JPll staff are feeling empowered and supported. Scores are above average in all areas except for knowing what's expected of me at work</p> <p><u>Strengths:</u> Satisfaction of Staff with Professional Development and Collaboration Feedback from the weekly use of SMORE has been exceptional</p> <p><u>Opportunities for Improvement: Areas of Focus and new initiatives for the upcoming school year include, but are not limited to:</u></p> <ul style="list-style-type: none"> ● Continue to follow the Collaborative Response Model for both teachers and support staff. ● Job descriptions and clear expectations of 'what's expected of me' at work. ● Staff would like to see a more balanced workload and involvement in extracurricular schoolwide activities. This will need to be teased out at Opening Staff meetings in August when the extra -curricular list is created. Consider instructional time - all staff have ample additional minutes in their contractual work day to be able to support school programs for students ● Investigate the possibility of a monthly 'check in' with parents - via a survey, or a SMORE request, in order to reach out more often to encourage parents to touch base with what they are seeing, not seeing in order to address concerns consistently and appropriately in a timely | |

| <p>manner</p> <ul style="list-style-type: none"> • Student voice - “Pizza with the Principal” each month a question or a query is asked of each class. They gather the data and one representative from the class comes to the lunch and shares what their class is seeing or requesting. Each month the rep changes. | | |
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| Implementation Plan: | Activities | Milestones |
| Shared Vision | Continue open conversations with staff and parents regards to needs and next steps - classroom, community, other | |
| Leadership Required | Admin. Will have conversations with teachers to tease out how expectations can be communicated more clearly | |
| Research and Evidence | | |
| Resources | | |
| Professional Growth | Possibility of a CRM session in communicating with parents - tough conversations, brainstorming simple ways to keep parents informed of their child’s success and class activities | |
| Time | Year long process | |
| Community Engagement | <ul style="list-style-type: none"> • Investigate the possibility of a monthly ‘check in’ with parents - via a survey, or a SMORE request, in order to reach out more often to encourage parents to touch base with what they are seeing, not seeing in order to address concerns consistently and appropriately in a timely manner | |

*Budget Report to be Attached