

**2018-2022 School Education Assurance Plan - Holy Spirit Catholic School**

**School Year: 2020-2021**

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

[Elk Island Catholic Assurance Plan 2018-2022 \(updated March 2020\)](#)

[Alberta Education - Holy Spirit Accountability Pillar Results - October 2019](#)

Goal:	Faith Formation	
<p><b>Provide students, staff and community with a faith permeated environment and enhance the Faith Formation of all staff and students.</b></p>	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Provide an actionable representation of the Division faith theme that leads to impact in the division and at the school.</li> <li>• Develop a deeper understanding of the connection between our spiritual life and our wellness.</li> <li>• Engage students in relevant Religious education and curriculum faith integration which promotes hope and engagement in students</li> </ul> <p><b>Targeted Success Measures:</b></p> <ul style="list-style-type: none"> <li>• Staff, Students, Parent Faith Formation Survey Result</li> <li>• Positive Sense of Belonging measure (Wellness)</li> </ul>	
<p><b>Reflection on (Previous) Year Results:</b></p> <p><b>Successes:</b></p> <ul style="list-style-type: none"> <li>• 98.91% for School Faith Environment, 98.89% Staff and 99.09% Student Faith Formation. Overall improvement in all Faith formation categories.</li> <li>• We have met our goal to improve the Action Citizenship category with all stakeholders. (18/19 result: 93.3%, 19/20 result: 97.26%).</li> <li>• Renovated and improved Chapel environment to facilitate reverence, prayer and reflection.</li> <li>• Increased presence of our OLPH parish priest at the school connecting with all classes.</li> </ul> <p><b>Opportunities for Improvement:</b></p> <ul style="list-style-type: none"> <li>• 93.06% Positive Sense of Belonging. Focus on the connection between our spiritual life and our wellness. (Note: Positive sense of belonging: 80% 2018/2019 to 93.06% 2019/2020)</li> <li>• We will continue to expand our Student Faith Leadership Team to develop the faith life of our students with activities that support our faith community.</li> </ul>		
Implementation Plan:	Activities	Milestones
<p><b>Shared Vision</b> <i>Examine the present situation</i></p> <ul style="list-style-type: none"> <li>• <i>What are we doing well and what is the evidence?</i></li> <li>• <i>What are we not doing so well, and what is the evidence?</i></li> <li>• <i>What might be possible?</i></li> </ul>	<ul style="list-style-type: none"> <li>• Engage community partners in engaging all staff and students in faith based Social Justice and Charitable initiatives.</li> <li>• Work with GRACE committee to celebrate the good news of Catholic Education</li> <li>• Develop student connections with Gifts and Fruits of the Holy Spirit into all of our subject by promoting faith integration (<i>Holy Spirit Connection</i>)</li> </ul>	
<p><b>Leadership Required</b> <i>What leadership is required to support the goal?</i></p>	<ul style="list-style-type: none"> <li>• Collaborate to find faith supports for chapel and classroom.</li> <li>• School Chaplain (0.1 FTE)</li> </ul>	

	<p>and EICS Consultant will develop activities for staff/students that will foster further understanding of our division theme. (Acts as liaison between OLPH Church and School).</p> <ul style="list-style-type: none"> <li>• Student Faith Leadership Team and Chaplain to develop and implement faith formation activities.</li> </ul>	
<p><b>Research and Evidence</b> <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"> <li>• Survey staff for focus and formation.</li> <li>• Staff Development Plans</li> </ul>	
<p><b>Resources</b> <i>What resources will be needed to support? (e.g., staff, supplies, etc)</i></p>	<ul style="list-style-type: none"> <li>• <a href="#">The Excellent Catholic Teacher</a></li> <li>• Archbishop Emeritas, Sylvain Lavoie, Star of the North.</li> <li>• Andrea Haston, EICS Religious Consultant/HS Teacher</li> <li>• Expand Library resources to support faith integration.</li> <li>• Identify and understand our connection to the Gifts and Fruits of the Holy Spirit.</li> <li>• Character Education Resources that support the Fruits of the Holy Spirit.</li> </ul>	
<p><b>Professional Growth</b> <i>What professional learning supports are needed?</i></p>	<ul style="list-style-type: none"> <li>• Have EICS Religion Consultant come to lead Faith Formation at staff PD Days and support faith integration in classrooms.</li> <li>• Continue to invite staff members to lead and attend Catholic Professional Development.</li> <li>• Encourage attendance at SPICE, Blueprints.</li> </ul>	
<p><b>Time</b> <i>What is the timeframe needed to support the implementation of the plan?</i></p>	<ul style="list-style-type: none"> <li>• Faith PD Day</li> <li>• Faith Formation at PD Days.</li> <li>• Weekly assemblies</li> <li>• Staff Meetings</li> </ul>	
<p><b>Community Engagement</b> <i>What strategies are in place to share with stakeholders?</i></p>	<ul style="list-style-type: none"> <li>• Visual representation of Catholic identity present at every student entrance of the school.</li> <li>• Create permanent display(s) of the Seven Gifts and Fruits of the Holy Spirit.</li> <li>• Create and enrich religious connections and visuals within our school and chapel to encourage faith integration.</li> <li>• Enhance the student, staff and parent experiences with</li> </ul>	

	<p>faith focused assemblies, teaching masses, community masses, and liturgical celebrations.</p> <ul style="list-style-type: none"> <li>• Engage parents and school community to participate in Adoration at the school.</li> <li>• Focus on service projects for EICS initiatives.</li> </ul>	
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<b>Goal:</b>	<b>Quality Teaching and Learning</b>
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<p><b>Division Outcome:</b>  <b>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.</b></p>	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Support staff collaboration to engage and improve in literacy and numeracy practices across curricula and for all students.</li> <li>• Continue to strengthen instructional leadership and practices to lead learning related to Indigenous foundational knowledge and its application within classrooms and the larger school community.</li> <li>• Create flexible and responsive pathways to meet the needs of the diverse students.</li> </ul> <p><b>Targeted Success Measures:</b></p> <ul style="list-style-type: none"> <li>• Literacy and Numeracy Results</li> <li>• Progress from Student Intervention Results</li> </ul>
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<p><b>Reflection on Previous Year Results:</b></p> <p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>• 93.65% Satisfaction with Student Interventions (significant increase 12.8% category)</li> <li>• 97.85% Satisfaction with Student Engagement (significant increase 17.7% category)</li> <li>• 94.12% Satisfaction of staff with Professional Development and Collaboration (significant increase 9.3% staff)</li> <li>• Improvement in Indigenous Foundational Knowledge (entire staff) due to supports from Elders, Knowledge keepers and Inservice activities.</li> </ul> <p><b>Opportunities for Improvement:</b></p> <ul style="list-style-type: none"> <li>• Implement a Literacy assessment plan to reduce the number of students not assessed in grades 1 to 4.</li> <li>• 4.6% drop in percentage of grade 2 students retaining the foundational mathematical skills of the previous grade level.</li> </ul>
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<b>Implementation Plan:</b>	<b>Activities</b>	<b>Milestones</b>
<p><b>Shared Vision</b>  <i>Examine the present situation</i></p> <ul style="list-style-type: none"> <li>• <i>What are we doing well and what is the evidence?</i></li> <li>• <i>What are we not doing so well, and what is the evidence?</i></li> <li>• <i>What might be possible?</i></li> </ul>	<ul style="list-style-type: none"> <li>• Implement a Literacy assessment plan for all grades using F&amp;P benchmark assessment.</li> <li>• Form Curriculum committee with lead teacher to develop a Literacy/Numeracy action plan.</li> <li>• Implement foundational math skills review for all grades in the fall of 2020.</li> <li>• Implement best practices for early learning, focusing on Play-Based learning, STEM, Tinkerlabs,</li> </ul>	

	<ul style="list-style-type: none"> <li>makerspace, etc.</li> <li>Continue to provide supports and inservicing to improve capacity to plan and instruct using conceptual thinking and the competencies.</li> <li>Provide strategies for differentiating instruction that supports inclusion for all students, to help manage the number of complex needs of students in classrooms/school.</li> </ul>	
<p><b>Leadership Required</b> <i>What leadership is required to support the goal?</i></p>	<ul style="list-style-type: none"> <li>Administration and committee to set Literacy assessment schedules with classroom support .</li> <li>Teachers - to review foundational math skills review for all grades.</li> <li>SLS Consultants to provide small group inservices on skills required to work with complex needs students.</li> <li>Work with ILS and Early Learning team to support teacher implementation of early learning within the school.</li> </ul>	
<p><b>Research and Evidence</b> <i>What data, including research, evidence, lesson learned, is being used to inform your plan?</i></p>	<p>Foundational Documents:</p> <ul style="list-style-type: none"> <li>Benchmark Assessment System - Literacy</li> <li><a href="#">New Learn Alberta</a></li> <li>Collaborative Response</li> <li>MIPI - Results</li> </ul>	
<p><b>Resources</b> <i>What resources will be needed to support? (e.g., staff, supplies, etc)</i></p>	<ul style="list-style-type: none"> <li>Funds to support external PD</li> <li>Increase LLI resources for higher level readers.</li> <li>Increase the number of F &amp; P kits at the school.</li> <li>Partnerships with community groups to support play-based implementation.</li> <li>Increase social skill resources.</li> <li>Jigsaw Learning</li> <li>Funds for Literacy in Action Program - All grade 4 classes to implement.</li> <li>Funds for Guided Reading resources.</li> </ul>	
<p><b>Professional Growth</b> <i>What professional learning supports are needed?</i></p>	<ul style="list-style-type: none"> <li>Concept-Based Learning Supports required</li> <li>Guided Reading PD</li> <li>Indigenous Learning</li> <li>Makerspace and STEM PD</li> </ul>	

	<ul style="list-style-type: none"> <li>Connecting with complex students PD</li> <li>Play-Based Learning Supports</li> </ul>	
<b>Time</b> <i>What is the timeframe needed to support the implementation of the plan?</i>	<ul style="list-style-type: none"> <li>PD Days</li> <li>Staff Meetings</li> <li>Collaborative Meetings</li> </ul>	
<b>Community Engagement</b> <i>What strategies are in place to share with stakeholders?</i>	<ul style="list-style-type: none"> <li>External experts and SLS to support staff/student PD and learning.</li> </ul>	

<b>Goal:</b>	<b>Wellness</b>
<b>Division Outcome:</b> <b>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.</b>	<b>Strategies:</b> <ul style="list-style-type: none"> <li>Provide and develop services and model initiatives that promote staff and student health and wellness. (Physical, Mental, Social, Emotional)</li> <li>Develop and Implement Physical Literacy Administration Procedures and corresponding initiatives.</li> </ul> <b>Targeted Success Measures:</b> <ul style="list-style-type: none"> <li>Student and Staff Health and Wellness</li> </ul>

<b>Reflection on Previous Year Results:</b> <u><b>Strengths:</b></u> <ul style="list-style-type: none"> <li>96% Safe and Caring Schools</li> <li>4.9% to 30.2% Employee engagement increase in all areas. 13.1% increase Q12 results</li> <li>90.25% Success with Educational Transitions (5.8% increase)</li> <li>82.14% Student Health and Wellness (9.0% increase) (Areas to note: Mental Health: 78% to 94.88%, Positive Relationships: 73% to 97.7%, Parent satisfaction with school comprehensive health programs - physical and mental well-being: 89 to 98.48%)</li> </ul> <u><b>Opportunities for Improvement:</b></u> <ul style="list-style-type: none"> <li>87.5% of staff have received recognition or praise for doing good work.</li> <li>88.89% of staff have a close friend at work</li> <li>87.5% of parents and staff satisfied with school supports to transition students to the next grade and beyond</li> </ul>
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<b>Implementation Plan:</b>	<b>Activities</b>	<b>Milestones</b>
<b>Shared Vision</b> <i>Examine the present situation</i> <ul style="list-style-type: none"> <li>What are we doing well and what is the evidence?</li> <li>What are we not doing so well, and what is the evidence?</li> <li>What might be possible?</li> </ul>	<ul style="list-style-type: none"> <li>Focus on building positive and supportive relationships with staff and students</li> <li>Student and Staff focus on Health and Wellness. (Staff focus: Working with complex needs students)</li> <li>Create a school grade transition plan for all students that is communicated with staff and parents.</li> <li>Work to support all students through the</li> </ul>	

	<p><b>Collaborative Response Model.</b></p> <ul style="list-style-type: none"> <li>● Include PLAY (Physical Literacy and You) as a language in the school.</li> <li>● Implement LOOSE PARTS to inspire play.</li> </ul>	
<p><b>Leadership Required</b> <i>What leadership is required to support the goal?</i></p>	<ul style="list-style-type: none"> <li>● Leadership Team (CRC, FWW, Administration).</li> <li>● Staff Wellness Team (Chaplain, Health Champion, FWW, Teachers)</li> <li>● Student-Staff Wellness Teams</li> <li>● Lead teachers and Staff Committees</li> </ul>	
<p><b>Research and Evidence</b> <i>What data, including research, evidence, lesson learned, is being used to inform your plan?</i></p>	<ul style="list-style-type: none"> <li>● All lead teachers - to create implementation and review plans that encompasses faith and wellness (See essential conditions in action resources <a href="http://essentialconditions.ca/essential-conditions-in-action/">http://essentialconditions.ca/essential-conditions-in-action/</a>)</li> <li>● Create and use an implementation plan for CRM.</li> <li>● Use of wellness supports is evident and visible in weekly S'more.</li> </ul>	
<p><b>Resources</b> <i>What resources will be needed to support? (e.g., staff, supplies, etc)</i></p>	<ul style="list-style-type: none"> <li>● Build “loose parts” area and find resources for school playground and explore adding painted games onto tarmac area</li> <li>● Jigsaw Learning</li> <li>● Restore release Lead Teacher time (Prep for collaboration and meetings)</li> <li>● Funds to support teacher engagement with individual students.</li> <li>● More FTE required for FWW and CRC at Holy Spirit.</li> </ul>	
<p><b>Professional Growth</b> <i>What professional learning supports are needed?</i></p>	<ul style="list-style-type: none"> <li>● Focus on Physical Literacy as a means of better health. Include understanding of correlation between nutrition, physical literacy, and mental health.</li> <li>● Incorporating loose parts initiative into our curriculum and play.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Physical Literacy PD</li> <li>• Addition of the “Don’t Walk in the Hallway” stickers to the main floor of school.</li> <li>• Training in nonviolent intervention required for all staff to support complex needs students.</li> <li>• First Aid Certification</li> </ul>	
<b>Time</b> <i>What is the timeframe needed to support the implementation of the plan?</i>	<ul style="list-style-type: none"> <li>• Timeline to be established with School PD Plans as well as leadership groups implementation plans.</li> </ul>	
<b>Community Engagement</b> <i>What strategies are in place to share with stakeholders?</i>	<ul style="list-style-type: none"> <li>• Consistent weekly community connection via S’More.</li> <li>• Enhance connections with our FWW (Family Wellness Worker) with our staff, students and school community.</li> <li>• ELL lead establishes connections with students and families for school/community supports</li> <li>• Explore establishing - cultural room for our school community.</li> </ul>	

<b>Goal:</b>	<b>Engagement and Improvement</b>
<b>Division Outcome:</b> <b>Elk Island Catholic Schools is committed to ongoing communication and engagement with educational partners to improve decision-making and assurance.</b>	<b>Strategies:</b> <ul style="list-style-type: none"> <li>• Enhance <i>ongoing communication</i> through various mediums between classroom and home (look at limiting mediums to reduce anxiety and increase communication).</li> <li>• Maintain transparency through continued generative stakeholder engagements and communication strategies.</li> </ul> <b>Targeted Success Measures:</b> <ul style="list-style-type: none"> <li>• School Improvement Results</li> <li>• Parental Involvement Results</li> <li>• School Facility Satisfaction Results</li> <li>• Communication Results</li> </ul>
<b>Reflection on Previous Year Results:</b> <b>Strengths:</b> <ul style="list-style-type: none"> <li>• 99.15% School, Parish and Home Partnership</li> <li>• 96.95% Staff belief that they have the equipment and materials to do their job effectively (significant increase 15.4%)</li> <li>• 90.48% Success with School Facilities (Significant improvement of 15.4%) (Staff indicate a 64.24% improvement, Parents indicate a steady decline over the last 5 years. 98.86% - 2015/2016 to 93.24% - 2019/2020)</li> <li>• 95.89% - Parents satisfaction with school communications.</li> </ul> <b>Opportunities for Improvement:</b> <ul style="list-style-type: none"> <li>• 89.06% Overall satisfaction - Parent Involvement (Noted: Four years of steady increases)</li> </ul>	

- 87.91% Overall Satisfaction - School Improvement - 3.9% decrease from the previous year results and a 9.3% decrease from last year's Accountability Pillar results - 93% to 83.7%.
- 87.36% Overall Satisfaction with Communications - 4.5% decrease (HS Classrooms: 92% to 86.49% - 5.5% decrease; EICS Division: 88% to 79.71% - 8.29% decrease)
- 78.33% Community Engagement and parent satisfaction having an opportunity to have a voice in the important decisions of the division or school. (3.33% improvement from 2018/2019)
- Work with EICS custodial and maintenance staff to improve the working environment.

Implementation Plan:	Activities	Milestones
<p><b>Shared Vision</b>  <i>Examine the present situation</i></p> <ul style="list-style-type: none"> <li>● <i>What are we doing well and what is the evidence?</i></li> <li>● <i>What are we not doing so well, and what is the evidence?</i></li> <li>● <i>What might be possible?</i></li> </ul>	<ul style="list-style-type: none"> <li>● Improve the consistency of classroom and home communication (medium and time of the day/week)</li> <li>● Explore alternative parent engagement/involvement with School Council Meetings (Online, etc.)</li> <li>● Work with community groups such as: Actions for Healthy Communities, Capital Care, Linking Generations, Knights of Columbus, Catholic Women's League and our Elders and Knowledge Keepers to enrich our community relationships.</li> </ul>	
<p><b>Leadership Required</b>  <i>What leadership is required to support the goal? The activities to achieve the goal?</i></p>	<ul style="list-style-type: none"> <li>● Active engagement by all staff and lead teachers. (Lead Teams: Wellness, Tech, Makerspace, Faith)</li> <li>● (Lead Teachers: ESL/ELL, Faith, Wellness, Curriculum, Indigenous)</li> </ul>	
<p><b>Research and Evidence</b>  <i>What data, including research, evidence, lesson learned, is being used to inform your plan?</i></p>	<ul style="list-style-type: none"> <li>● Looking for increased presence of parents at school and parish functions.</li> <li>● Streamlined classroom communication platforms.</li> </ul>	
<p><b>Resources</b>  <i>What resources will be needed to support? (e.g., staff, supplies, etc)</i></p>	<ul style="list-style-type: none"> <li>● S'more/Class Dojo/Facebook/ Twitter/Classroom-Teacher Blogs.</li> <li>● Google Meet for Staff Meetings and School Council, as an add-on to support part time employees, support staff and those who are unable to attend in person school meetings.</li> </ul>	
<p><b>Professional Growth</b>  <i>What professional learning supports are needed?</i></p>	<ul style="list-style-type: none"> <li>● Collaborate with community agencies.</li> <li>● Focus on ESL/ELL PD for all staff to support language learners in the</li> </ul>	



	<p>classroom.</p> <ul style="list-style-type: none"> <li>● PD to build foundational knowledge that will enrich relationships with our indigenous community.</li> <li>● Online Meetings - Best practices</li> </ul>	
<p><b>Time</b> <i>What is the timeframe needed to support the implementation of the plan?</i></p>	<ul style="list-style-type: none"> <li>● Ongoing</li> </ul>	
<p><b>Community Engagement</b> <i>What strategies are in place to share with stakeholders?</i></p>	<ul style="list-style-type: none"> <li>● Invite parents into Cultural Cafe - once established</li> <li>● Partner with Actions for Healthy Communities, Capital Care, Linking Generations, Knight of Columbus, Catholic Women's League, Indigenous Elders and knowledge keepers.</li> <li>● Create new opportunities for parent engagement in school activities such as Adoration, library, and class discussions.</li> <li>● Staff and school council meetings online presence.</li> </ul>	