

Holy Redeemer
2018-2022 School Education Assurance Plan

Elk Island Catholic Schools will ensure Success for all Students
[Elk Island Catholic Assurance Plan 2018-2022](#)

<p>Goal: Working with home, school and the Parish we will continue to provide a faith integrated environment where everyone can grow on their journey.</p>	<p>Faith Formation</p>
<p>Outcome: Provide students, staff and community with a faith integrated environment and enhance the Faith Formation of all staff and students.</p>	<p>Strategies:</p> <ol style="list-style-type: none"> 1. Engage students in relevant Religious education and faith integration which promotes hope and engagement in students. 2. Continue to enhance and strengthen our Catholic identity and faith learning opportunities for students and staff. <p>Targeted Success Measures:</p> <ol style="list-style-type: none"> 1. Student Faith Formation opportunities 2. Staff Faith Formation opportunities 3. School faith environment 4. Staff/parent/student satisfaction survey results
<p>Reflection on Previous Year Results:</p> <p><u>Strengths:</u></p> <ul style="list-style-type: none"> ● Accountability survey results <ul style="list-style-type: none"> ○ Overall satisfaction how school embodies faith: <ul style="list-style-type: none"> ● Parents - 100% ● Staff - 100% ● Students - 93% ○ School celebrates its Catholic identity through celebrations, symbols and other visible signs: <ul style="list-style-type: none"> ● Parents - 100% ● Staff - 100% ● Students - 93% ● Chaplain role (working with staff and parents to integrate/organize faith formation opportunities) ● Student faith team ● Monday morning prayer group for staff helps bring together our team and express our faith ● School/Parish connection (Priest visits, attending mass at OLPH, Adoration mass at Holy Redeemer) ● Formation of school chapel ● Faith symbols throughout the school ● Daily prayer (announcements) ● Work done with divisional faith theme as a school and within classes 	

Opportunities for Improvement:

- Develop further awareness of the connections between Indigenous teachings and our Catholic Faith
- Build and develop a deeper foundational knowledge on the Truth and Reconciliation Commission calls to action
- Develop Catholic Faith connections to Indigenous spirituality and our faith through seven sacred teachings.
 - Bulletin board with Seven sacred teachings
 - Class time devoted to discussing seven sacred teachings
- Strengthening relationships with our First Nations, Métis, and Inuit communities to share cultural information and make it more accessible.
 - Cree Knowledge Keeper presentation at Wellness Day and class smudge opportunities
 - Connection with Ben Calf Robe Society - class presentations

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> 	<ul style="list-style-type: none"> ● Continue to work closely with OLPH Parishes (classroom visits, liturgies) ● Incorporate Indigenous teachings (display board, class activities with community leaders) and build connections with our Catholic faith ● Blanket exercise (students) ● Full day retreat with Face to Face Ministries (if available) ● Social justice projects to support Valeda House and Hearts for the Homeless 	
<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"> ● Administration ● Staff (Monday staff prayer) ● Chaplain ● Student Faith team ● EICS/OLPH parish team (attend meetings) ● Community leaders (elders, parents) 	
<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"> ● 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 ● OLPH Parish connections (parish/priest visits) ● 7 sacred teachings 	
<p>Resources <i>What resources will be needed to support? (e.g., staff, supplies, etc)</i></p>	<ul style="list-style-type: none"> ● Parish (Priests/Raylene) ● School Chaplain ● Updated curriculum and resources ● Division Faith and Wellness lead ● School Wellness leads ● Community leaders (parents, 	

	<ul style="list-style-type: none"> elders) ● Consultants 	
<p>Professional Growth <i>What professional learning supports are needed? (Provide PD plan in chart below)</i></p>	<ul style="list-style-type: none"> ● Staff are encouraged to attend PD faith opportunities ● Students are encouraged to take lead roles in student groups (Faith Team) 	
<p>Time <i>What is the timeframe needed to support the implementation of the plan?</i></p>	<ul style="list-style-type: none"> ● Faith formation component at every staff meeting/PD event ● Faith integrated throughout the day ● Division Faith PD day ● Prayer assemblies 	
<p>Community Engagement <i>What strategies are in place to share with stakeholders?</i></p>	<ul style="list-style-type: none"> ● Integration of Parish into faith formation activities and everyday life of the school ● Elders ● Parents 	

<p>Goal: To ensure our learning environment meets individual learning needs through quality teaching and engaging programs.</p>	<p>Quality Teaching and Learning</p>
<p>Division Outcome: Provide appropriate supports to ensure success for all students</p>	<p>Strategies:</p> <ol style="list-style-type: none"> 1. To align best practices and engage staff in order to improve numeracy and literacy teaching practices across all curricula. 2. Support staff collaboration to engage and improve in literacy and numeracy practices. 3. Support staff initiatives to apply current research to teaching and learning to enhance diverse programming for students. <p>Targeted Success Measures:</p> <ol style="list-style-type: none"> 1. Progress from student interventions 2. Staff satisfaction survey results with professional development and collaboration 3. Student engagement survey results 4. Student reading level data 5. Student Math Intervention Programming Instrument (MIPI) data
<p>Reflection on Previous Year Results:</p> <p><u>Strengths:</u></p> <ul style="list-style-type: none"> ● PAT Results: <ul style="list-style-type: none"> ● 100% achieved Acceptable Standard in ELA (increase of 6% from previous year) ● 94% achieved Acceptable Standard in Math (increase of 21% from previous year) ● 22% achieved Standard of Excellence in Math (increase of 12% from previous year) ● New Literacy initiative - Guided reading program <ul style="list-style-type: none"> ■ Star Reading Data Grade 7 (Fall/Winter comparison): <ul style="list-style-type: none"> ● 60% At /above benchmark (increase of 7%) ● 27% On watch (remained the same) ● 13% Intervention (increase of 6%) ● 0% Urgent Intervention (decrease of 13%) ■ Star Reading Data Grade 8 (Fall/Winter comparison): <ul style="list-style-type: none"> ● 56% At /above benchmark (remained the same) ● 22% On watch (increase of 11%) ● 17% Intervention (decrease of 5%) ● 6% Urgent Intervention (decrease of 5%) ● Increased wellness spaces to enhance focused learning (student centre/chill zone) ● Nature Kindergarten program (30 registrants/2 cohorts for fall of 2019) <p><u>Opportunities for Improvement:</u></p> <ul style="list-style-type: none"> ● 78% of students satisfied with opportunities to receive a broad program of studies. Down from 87% last year (9% decrease) ● 54% of staff are satisfied with Professional Development opportunities. Down from 100% last year (46% decrease). ● PD and collaboration time to assist teachers with complexities around student needs and challenges ● Familiarizing staff with competencies and supporting development of conceptual thinking 	

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> 	<ul style="list-style-type: none"> ● Focus on literacy (guided reading initiative) ● Focus on numeracy (guided math initiative) ● Student engagement (all staff will implement best practices in quality teaching) ● Collaborative environment ● Development of student centre for extra support ● Growth mindset teachings ● Innovation week 	
<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"> ● Administration (timetable CTM meetings - provide collaboration opportunities) ● Staff/Administration (instructional leaders) ● CRC - ISP development with teachers supported by parents ● Data driven responsive teaching strategies (staff) ● Lead teachers (Indigenous Lead, Chaplain, Wellness) 	
<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"> ● F&P results ● MIPI results ● CAT4 results ● STAR reading assessment ● Anecdotal records ● Teacher observations/feedback ● ELL benchmarking 	
<p>Resources <i>What resources will be needed to support? (e.g., staff, supplies, etc)</i></p>	<ul style="list-style-type: none"> ● F&P literacy continuum (assessments) ● LLI resource ● STAR reading assessment ● MIPI exam 	
<p>Professional Growth <i>What professional learning supports are needed? (Provide PD plan in chart below)</i></p>	<ul style="list-style-type: none"> ● Consultants brought in to work with staff (literacy/numeracy) ● Dedicated time during PD days (intentional) ● Provide collaboration time (in timetable/CTM meetings) ● Guided math PD 	
<p>Time <i>What is the timeframe needed to support the implementation of the plan?</i></p>	<ul style="list-style-type: none"> ● Fall/Spring testing ● PD plan timelines 	
<p>Community Engagement <i>What strategies are in place to share with stakeholders?</i></p>	<ul style="list-style-type: none"> ● Accessing EICS consultants ● Outside of district PD opportunities 	

Goal: Ensure students and staff achieve success in a safe and caring environment.	Wellness	
Division Outcome: Provide students, staff and community with a safe and caring environment	Strategies: <ol style="list-style-type: none"> 1. Continue to provide and build on staff and student health and wellness initiatives. 2. Support all students in an inclusive environment with appropriate accommodations, adaptations and modifications. Targeted Success Measures: <ol style="list-style-type: none"> 1. Employee engagement survey 2. Staff and student engagement (absenteeism) 3. Success with comprehensive student health programs 	
Reflection on Previous Year Results: Strengths: <ul style="list-style-type: none"> ● FWW's and CRC's role with leading mental health and wellness for students and staff (Circle of Security sessions, School Mental Health and Wellness Day, classroom visits, professional development days - Languages of Appreciation workshop, Circle Keeping with grade 6 students - a restorative justice way to conflict management) ● Nutrition program - Nutritious snacks accessed by all students daily ● Staff wellness lead teachers involved in planning school wide health initiatives (Jump Rope for Heart, announcements - active breaks) ● Wellness initiatives (staff events/PD Days/school initiatives/staff retreat) ● Increased wellness spaces to enhance focused learning (student centre/chill zone) Opportunities for Improvement: <ul style="list-style-type: none"> ● 77 % of parents are satisfied with school's supports to transition students to the next grade and beyond (13% decrease from previous year) ● 84 % of students agree that they are safe at school, learning the importance of caring for others, learning respect for others, treated fairly in school (10% decrease from previous year) 		
Implementation Plan:	Activities	Milestones
Shared Vision <i>Examine the present situation</i> <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> 	<ul style="list-style-type: none"> ● School Health and Wellness Day ● Staff commitment to health and wellness promotion for students (hats on for mental health, Jump Rope for Heart) ● Building connections with our parents (Circle of Security sessions) ● Strong girls club (FWW/CRC) ● Peer support group (student lead) ● School wide presentations (SAFFRON) ● Leadership opportunities: <ul style="list-style-type: none"> ○ recess buddies ○ classroom buddies 	

<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"> ● Administration ● Teachers ● Wellness Leads ● Chaplain ● FWW ● CRC ● Parents ● Parish 	
<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"> ● Surveys ● Staff engagement and attendance ● Staff feedback 	
<p>Resources <i>What resources will be needed to support? (e.g., staff, supplies, etc)</i></p>	<ul style="list-style-type: none"> ● Division leaders in faith and wellness ● Teachers ● Circle of Security resources ● SAFFRON Presentations ● Professional learning opportunity supports (ATA) ● In school expertise (FWW/CRC) ● School Wellness leads ● 5 Languages of Appreciation in the workplace ● Jody Carrington PD 	
<p>Professional Growth <i>What professional learning supports are needed? (Provide PD plan in chart below)</i></p>	<ul style="list-style-type: none"> ● Wellness PD opportunities ● PD days (Wellness focus) ● Staff meetings (allow time for activities) 	
<p>Time <i>What is the timeframe needed to support the implementation of the plan?</i></p>	<ul style="list-style-type: none"> ● Ongoing 	
<p>Community Engagement <i>What strategies are in place to share with stakeholders?</i></p>	<ul style="list-style-type: none"> ● Connection with Ardrossan Recreation Centre ● School council ● Parents ● Parish ● Strathcona County (i.e. SAFFRON) ● FWW connection between school and community 	

<p>Goal: Engage all stakeholders in order to continually build and improve the school community and programs.</p>	<p>Engagement and Improvement</p>	
<p>Division Outcome: Provide stakeholders with the opportunity to contribute to student success</p>	<p>Strategies:</p> <ol style="list-style-type: none"> 1. Maintain transparency through continued generative stakeholder engagements and communication strategies 2. Enable ongoing communication through various mediums between the classroom and home <p>Targeted Success Measures:</p> <ol style="list-style-type: none"> 1. Funds allocated to support Divisional priorities 2. Satisfaction with communications 3. Success with school and Parish partnerships 4. Parent satisfaction survey results 	
<p>Reflection on Previous Year Results:</p> <p>Strengths:</p> <ul style="list-style-type: none"> • 83% of parents satisfied with parental involvement in decisions about their child's education (Increase of 3%) • Continue to foster and build Community connections (Ardrossan Recreation Centre, Boys/Girls Club, working with members in our community to integrate Indigenous teachings in our nature kindergarten program, seniors involved in our junior university classes) • Feedback from parents through School Council has been very positive <p>Opportunities for Improvement:</p> <ul style="list-style-type: none"> • 60% of parents believe their child has had increased success with the support plan. Down from 71% last year (11% decrease) • Increase the knowledge of parents regarding the supports offered to students at school and how supports are managed and prioritized by the school • Improve the partnership for learning between school and home • Increase the knowledge and skills of parents/guardians of how to support their children at home • Improve Student Council Leadership group (structure and purpose) 		
<p>Implementation Plan:</p>	<p>Activities</p>	<p>Milestones</p>
<p>Shared Vision <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? 	<ul style="list-style-type: none"> • Collaborative approach with school council and community partners (i.e.nature kindergarten program) • CRC to work collaboratively with teachers/parents to ensure everyone is aware of supports in place in the ISP • Information to be sent home (in parent correspondence) with strategies of how to support their children at home • Data informed decision making • Continue improving the Academy programs 	

	<ul style="list-style-type: none"> • Continue improving our Junior University courses 	
Leadership Required <i>What leadership is required to support the goal? The activities to achieve the goal?</i>	<ul style="list-style-type: none"> • Administration (open communication with all stakeholders) • FWW • Teachers • Collaborative Response Coordinator 	
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"> • Satisfaction surveys • Budget allocations 	
Resources <i>What resources will be needed to support? (e.g., staff, supplies, etc)</i>	<ul style="list-style-type: none"> • Internal and external agencies (county and provincial) • Parish • Chaplain 	
Professional Growth <i>What professional learning supports are needed? (Provide PD plan in chart below)</i>	<ul style="list-style-type: none"> • Faith based PD • Continue to attend parish/school connection meetings 	
Time <i>What is the timeframe needed to support the implementation of the plan?</i>	<ul style="list-style-type: none"> • Ongoing 	
Community Engagement <i>What strategies are in place to share with stakeholders?</i>	<ul style="list-style-type: none"> • Partnership with external organizations to promote and support the events success • Communication with parents • SAFFRON • Valeda House • Hearts for the Homeless (George Spady Society) • Continue to grow the Recreation and Performing Art Academies within our community 	