

**EPK**

[Link to timelines](#)

**2019-2023 School Education Assurance Plan**

[2018-2022 ÉPK Assurance Planning Document \(présenté le 17 avril\)](#)

**Essential Conditions**

[Essential Conditions document](#)

November admin meeting - essential conditions

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

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

<b>Goal:</b>	<b>Faith Formation:</b>	
<b>Outcome:</b> Provide students, staff and community with a faith permeated environment and enhance the Faith Formation of all staff and students.	<b>Strategies:</b> <ul style="list-style-type: none"> <li>● Continue to focus on faith formation learning opportunities for staff and students</li> <li>● Engage students in relevant Religious education and faith integration which promote hope and engagement in students</li> <li>● Develop a deeper understanding of the connection between our spiritual life and our wellness</li> </ul> <b>Targeted Success Measures:</b> <ul style="list-style-type: none"> <li>● Students and staff faith formation</li> <li>● School faith environment</li> <li>● Catholic School review results</li> </ul>	
<b>Reflection on Previous Year Results:</b> <b>Strengths:</b> <ul style="list-style-type: none"> <li>● Assurance Survey results: <ul style="list-style-type: none"> <li>○ satisfaction with student faith formation at 97.6%,</li> <li>○ school and parish partnership 96.4% and</li> <li>○ school faith environment 95.9%</li> </ul> </li> <li>● School atmosphere embodies teachings of Christ</li> <li>● Full day retreat with Face to Face and various workshops throughout the entire day including Adoration</li> <li>● Visible representation of our faith throughout the school</li> <li>● Celebrations of students receiving sacraments - certificates</li> <li>● Social Justice Projects such as Valeda House</li> <li>● Student led prayer over intercom each morning.</li> </ul> <b>Opportunities for Improvement:</b> <ul style="list-style-type: none"> <li>● Assurance Survey results: <ul style="list-style-type: none"> <li>○ satisfaction with student faith formation at 97.6%,</li> <li>○ school and parish partnership 96.4% and</li> <li>○ school faith environment 95.9%</li> </ul> </li> <li>● Weekly opportunities for staff to come together in prayer and discussion</li> <li>● Creating a deeper understanding of who St-Jean Baptiste de La Salle is and why he is our patron saint</li> <li>● Deepen school/home/parish relationship</li> <li>● Continue to support chaplain in faith leadership</li> </ul>		
<b>Implementation Plan:</b>	<b>Activities (the how)</b>	<b>Milestones (when achieved)</b>

<p><b>Shared Vision</b> (Guiding Questions: How will the vision be collaboratively developed? Communicated? How will we know we are living it?)</p>	<ul style="list-style-type: none"> <li>- Staff retreat</li> <li>- Share mindful moments activities during morning prayer and assemblies</li> <li>- Student lead morning prayers</li> <li>- School-wide Faith Day</li> <li>- Priests visits in classrooms</li> </ul>	
<p><b>Leadership Required</b> (Guiding Questions: How are leadership roles (current and future) being supported/developed? How are leadership roles/responsibilities articulated?)</p>	<ul style="list-style-type: none"> <li>- Division Faith and Wellness Team</li> <li>- Establish prayer time for staff</li> <li>- School &amp; Parish team meetings</li> </ul>	
<p><b>Research and Evidence</b> (Guiding Questions: What data (research, lessons learned, feedback) will be collected/used for the benefit of all learners? How will it be shared with everyone?)</p>	<ul style="list-style-type: none"> <li>- Feedback from Assurance Survey</li> <li>- Align with The 5 marks of an Excellent Catholic Teacher</li> <li>- Align Catholic leadership with Division theme and faith goals</li> <li>- Instances of faith based guided meditation</li> </ul>	
<p><b>Resources</b> (Guiding Questions: What human resources, materials, funding, infrastructure are needed to support this change?)</p>	<ul style="list-style-type: none"> <li>- Dedicate funds for full day retreat for entire school</li> <li>- Input from Faith and Wellness team</li> <li>- Guided Meditation for Catholic Kids</li> </ul>	
<p><b>Professional Growth</b> (Guiding Questions: What teacher knowledge, skills, attributes are needed to bring this to fruition?)</p>	<ul style="list-style-type: none"> <li>- Staff faith formation opportunities through PD</li> <li>- Faith day and staff retreat</li> </ul>	
<p><b>Time</b> (Guiding Questions: What time frame is needed for implementation? What specific activities require articulated durations?)</p>	<ul style="list-style-type: none"> <li>- All strategies will be in place during the 2019-2020 school year</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>- Integration of Parish Staff into our Faith formation activities and everyday life of the school</li> <li>- Continue with our Parish Committee meetings</li> <li>- Continue to engage parent involvement in Faith formation</li> </ul>	

<b>Outcome:</b>	<b>Quality Teaching and Learning:</b>
<p><b>Division Goal:</b>  <b>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.</b></p>	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>● <b>Identify and implement best practices to align with excellent early learning pedagogy and learning environments</b></li> <li>● <b>Support Universal Design for Learning for all students through the Collaborative Response Model</b></li> <li>● <b>Support staff collaboration to engage and improve in literacy teaching practices across curricula and for all students, K-12</b></li> </ul> <p><b>Targeted Success Measures:</b></p> <ul style="list-style-type: none"> <li>● <b>Student Engagement Survey results</b></li> <li>● <b>Student reading level data</b></li> <li>● <b>Staff satisfaction survey results with professional development and collaboration</b></li> </ul>
<p><b>Reflection on Previous Year Results:</b></p> <p><b><u>Strengths:</u></b></p> <ul style="list-style-type: none"> <li>● Assurance Measures: <ul style="list-style-type: none"> <li>○ Staff and parents expressed 94% satisfaction with the overall quality of basic education</li> </ul> </li> <li>● Increased use of oral language for all students and staff</li> <li>● Developed home reading libraries in French and English in Grades 1 and 2</li> <li>● Exposed children to the French culture through authentic experiences such as Carnival, presentation from Roger Dallaire, Camp francophone</li> <li>● Students' reading abilities are assessed in both English and French with Fountas and Pinnell and GB+ at least once a year to guide instruction during reading groups</li> <li>● Teachers use personal and professional development opportunities to collaborate with their colleagues on a regular basis</li> <li>● Several teachers have attended professional development opportunities provided by the district and outside of the district</li> </ul> <p><b><u>Opportunities for Improvement:</u></b></p> <ul style="list-style-type: none"> <li>● Assurance Measures: <ul style="list-style-type: none"> <li>○ Students have expressed that they feel interested and engaged at school at 83.39%</li> <li>○ Staff have expressed that they are satisfied with the professional development opportunities that they are provided at 83.33%</li> <li>○ 8.4% of students from grade 2 to 4 have been identified as requiring individual or group reading intervention</li> </ul> </li> <li>● Develop a comprehensive literacy plan for the school: Year one focus- common practice in reading instruction</li> <li>● Continue to develop fluency in oral language</li> <li>● Improve effectiveness of Collaborative Response team meetings by establishing a clear focus</li> <li>● Guide teacher to a variety of professional development opportunities</li> </ul>	

Implementation Plan:	Activities (the how)	Milestones (when achieved)
<p><b>Shared Vision</b> (Guiding Questions: How will the vision be collaboratively developed? Communicated? How will we know we are living it?)</p>	<ul style="list-style-type: none"> <li>- Collaboration time within grade level classes.</li> <li>- Enhance classroom libraries to support home reading programs</li> <li>- Implement exemplary literacy practices:</li> <li>- Common and systematic approach to teaching phonics in French</li> <li>- Standardize guided reading in classrooms</li> <li>- Develop high frequency word wall and model their use</li> <li>- Improve use of running records to guide instruction</li> <li>- Model use of oral French in communication to staff</li> </ul>	
<p><b>Leadership Required</b> (Guiding Questions: How are leadership roles (current and future) being supported/developed? How are leadership roles/responsibilities articulated?)</p>	<ul style="list-style-type: none"> <li>- Administration support for project</li> <li>- Provide time for professional development, collaboration</li> <li>- Coaching by CRC, master teachers, consultants</li> </ul>	
<p><b>Research and Evidence</b> (Guiding Questions: What data (research, lessons learned, feedback) will be collected/used for the benefit of all learners? How will it be shared with everyone?)</p>	<ul style="list-style-type: none"> <li>- GB+ Results</li> <li>- F&amp;P Results</li> <li>- EYE-TA Results</li> <li>- Classroom assessments and observations</li> </ul>	
<p><b>Resources</b> (Guiding Questions: What human resources, materials, funding, infrastructure are needed to support this change?)</p>	<ul style="list-style-type: none"> <li>- Budget allocation for additional literacy resources.</li> <li>- EICS and ERLC consultants</li> <li>- Budget allocation for professional development</li> </ul>	
<p><b>Professional Growth</b> (Guiding Questions: What teacher knowledge, skills, attributes are needed to bring this to fruition?)</p>	<ul style="list-style-type: none"> <li>- Supporting PD opportunities in the areas of Literacy, Differentiation and Engagement</li> </ul>	
<p><b>Time</b> (Guiding Questions: What time frame is needed for implementation? What specific activities require articulated durations?)</p>	<ul style="list-style-type: none"> <li>- All strategies will be in place during the 2019-2020 school year and will be embedded in our Professional Development days, staff meetings, Collaborative Response</li> </ul>	

	Meetings and daily classroom practices.	
<b>Community Engagement</b> <i>What strategies are in place to share with stakeholders?</i>	<ul style="list-style-type: none"> <li>- Accessing EICS consultants</li> <li>- EICS Assurance Surveys</li> <li>- School Council input</li> <li>- Continue to provide opportunities for parents to be actively involved</li> <li>- Encourage collaboration with other French Immersion schools (outside of district)</li> <li>- Engage in PD opportunities outside of district</li> </ul>	

<b>Outcome:</b>	<b>Wellness</b>
<b>Division Goal:</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.	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>● Continue to provide and develop services and model initiatives that promote staff and student health and wellness eg. Mental Health Strategic Plan, Nutrition Procedures, transition plans for students</li> <li>● Focus on relationships as the effective method to attain system wellness</li> </ul> <p><b>Targeted Success Measures:</b></p> <ul style="list-style-type: none"> <li>● Employee Engagement Survey</li> <li>● Staff Health and Wellness as measured by absenteeism</li> <li>● Success with comprehensive student health programs</li> </ul>
<p><b>Reflection on Previous Year Results:</b></p> <p><b><u>Strengths:</u></b></p> <ul style="list-style-type: none"> <li>● Assurance Survey <ul style="list-style-type: none"> <li>○ Staff reported 100% satisfaction in staff wellness</li> </ul> </li> <li>● PD session, Professional Resiliency</li> <li>● Incorporated physical activity in school wide events, winter carnival, sports day, twelve days of Christmas</li> <li>● Use of gym for grade level activities during indoor recess</li> <li>● FWW's role with leading mental health and wellness for students and staff</li> <li>● Circle of Security program offered</li> <li>● Health and Wellness lead shared ideas with staff</li> <li>● Faith and Wellness day for students</li> </ul> <p><b><u>Opportunities for Improvement:</u></b></p> <ul style="list-style-type: none"> <li>● Assurance Survey <ul style="list-style-type: none"> <li>○ The Q12 Employee Engagement survey showed a satisfaction level of 76.8%</li> <li>○ 48.26% of the budget for substitutes was used by the end of April</li> <li>○ Parents have expressed an 83.33% satisfaction with the school's comprehensive health program to improve physical and mental health</li> </ul> </li> <li>● Work with teachers to plan physical activity without a gym</li> </ul>	

<ul style="list-style-type: none"> <li>● Encourage use of “Moments of Peace” in all classrooms</li> <li>● Continue to promote our Nutrition AP to our parent community</li> <li>● Create a wellness student leadership team</li> <li>● Engage staff in social activities to promote staff wellness</li> </ul>		
<b>Implementation Plan:</b>	<b>Activities (the how)</b>	<b>Milestones (when achieved)</b>
<b>Shared Vision</b> (Guiding Questions: How will the vision be collaboratively developed? Communicated? How will we know we are living it?)	<ul style="list-style-type: none"> <li>- Implementing Dr. Carrington’s work.</li> <li>- Schoolwide Mindful moments</li> <li>- Posters, bulletin boards</li> <li>- Student led wellness activities such as Playground Pals</li> <li>- Create a staff wellness team</li> </ul>	
<b>Leadership Required</b> (Guiding Questions: How are leadership roles (current and future) being supported/developed? How are leadership roles/responsibilities articulated?)	<ul style="list-style-type: none"> <li>- Administration support for project</li> <li>- Health champion lead to support teachers</li> <li>- FWW</li> </ul>	
<b>Research and Evidence</b> (Guiding Questions: What data (research, lessons learned, feedback) will be collected/used for the benefit of all learners? How will it be shared with everyone?)	<ul style="list-style-type: none"> <li>- Assurance Survey Results</li> <li>- Increased student ability to focus and regulate emotions</li> <li>- Staff/student engagement will increase</li> </ul>	
<b>Resources</b> (Guiding Questions: What human resources, materials, funding, infrastructure are needed to support this change?)	<ul style="list-style-type: none"> <li>- Health champion lead</li> <li>- Peaceful kids websites and activities</li> <li>- Resources for Peaceful Kids kits</li> </ul>	
<b>Professional Growth</b> (Guiding Questions: What teacher knowledge, skills, attributes are needed to bring this to fruition?)	<ul style="list-style-type: none"> <li>- Revisiting the work of Dr. Jodie Carrington</li> <li>- Encourage staff to adopt health and wellness principles in their personal and professional life</li> </ul>	
<b>Time</b> (Guiding Questions: What time frame is needed for implementation? What specific activities require articulated durations?)	<ul style="list-style-type: none"> <li>- All strategies will be in place during the 2019-2020 school year and will be embedded in our school and classroom practice.</li> </ul>	
<b>Community Engagement</b> <i>What strategies are in place to share with stakeholders?</i>	<ul style="list-style-type: none"> <li>- Connection with Strathcona county</li> <li>- Playground Pals training through community agency</li> </ul>	

	<ul style="list-style-type: none"> <li>- School council</li> <li>- Parents</li> </ul>	
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<b>Outcome:</b>	<b>Engagement and Improvement</b>	
<b>Division Goal:</b> Elk Island Catholic Schools is committed to ongoing communication and engagement with educational partners to improve decision-making and assurance.	<b>Strategies:</b> <ul style="list-style-type: none"> <li>● Enable ongoing communication through various mediums between the classroom and home</li> <li>● Continue ongoing funding allocation reviews to achieve priority-based budgeting</li> </ul> <b>Targeted Success Measures:</b> <ul style="list-style-type: none"> <li>● Satisfaction with communications</li> <li>● Success with adequacy of resources</li> </ul>	
<b>Reflection on Previous Year Results:</b> <b>Strengths:</b> <ul style="list-style-type: none"> <li>● Consistent use of weekly newsletter to share information with parents</li> <li>● All parents completed the assurance survey</li> <li>● Dedicated and supportive School Council</li> <li>● Good relationship with OLPH Parish</li> </ul> <b>Opportunities for Improvement:</b> <ul style="list-style-type: none"> <li>● Assurance Measures <ul style="list-style-type: none"> <li>○ Parents have expressed an 84.54% satisfaction with communications</li> <li>○ Teachers have expressed a 3.63 out of 5 satisfaction with the materials, supports and equipment to do their job</li> </ul> </li> <li>● Strengthen our school and home communication</li> <li>● Involve teachers in the creation of a plan to budget for materials needed short term and long term</li> </ul>		
<b>Implementation Plan:</b>	<b>Activities (the how)</b>	<b>Milestones (when achieved)</b>
<b>Shared Vision</b> (Guiding Questions: How will the vision be collaboratively developed? Communicated? How will we know we are living it?)	<ul style="list-style-type: none"> <li>- Newsletters</li> <li>- Ongoing student progress communication to parents</li> <li>- School Council meetings</li> <li>- Open House</li> <li>- Invite our parents to special activities in the school</li> <li>- Staff meeting discussions</li> </ul>	
<b>Leadership Required</b> (Guiding Questions: How are leadership roles (current and future) being supported/developed? How are leadership roles/responsibilities articulated?)	<ul style="list-style-type: none"> <li>- Division Director of Communications support</li> <li>- Work with School Council and community partners</li> <li>- Department of Educational Excellence</li> </ul>	

<p><b>Research and Evidence</b> (Guiding Questions: What data (research, lessons learned, feedback) will be collected/used for the benefit of all learners? How will it be shared with everyone?)</p>	<ul style="list-style-type: none"> <li>- Parent surveys</li> <li>- Staff Satisfaction survey</li> </ul>	
<p><b>Resources</b> (Guiding Questions: What human resources, materials, funding, infrastructure are needed to support this change?)</p>	<ul style="list-style-type: none"> <li>- Research on Best Reporting Practices</li> <li>- Budget allocation</li> </ul>	
<p><b>Professional Growth</b> (Guiding Questions: What teacher knowledge, skills, attributes are needed to bring this to fruition?)</p>	<ul style="list-style-type: none"> <li>- Teachers create a plan to support regular home/school communication re. student progress and curricular goals</li> <li>- Admin to support and encourage various ways of communicating with parents</li> </ul>	
<p><b>Time</b> (Guiding Questions: What time frame is needed for implementation? What specific activities require articulated durations?)</p>	<ul style="list-style-type: none"> <li>- School/Home communication strategies will be in place throughout the 2019-20 school year.</li> <li>- Resource strategies will be 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>- Continue to provide parent and community information in various ways (Smore, Information Evenings, Open House etc.)</li> <li>- School Council</li> </ul>	

\*Budget Report to be Attached