







St. Mary's Catholic School
School Education Assurance Plan
2022 -2026 Division Education Assurance Plan

School Year: 2022-2023

Elk Island Catholic Schools will ensure success for all students.

2022-2023 School Assurance Plan Overview

Strategic Priority	Faith Integration 	Learners and Learning 	Systemic Wellness 	Community Engagement 
Goal	<i>Our students, staff and EICS community will be provided a faith integrated environment through worship, witness and service.</i>	<i>Our students and staff will develop to their fullest potential through multiple pathways.</i>	<i>Staff and student well-being, in mind, body and spirit, will be supported through programming and education.</i>	<i>EICS provides enhanced opportunities to support student success through communication, engagement and partnership.</i>
Division Outcome	Students and staff explore a deeper understanding of faith through the division faith theme.	Students achieve acceptable and excellence in literacy and math/numeracy.	Support Holistic well-being through educational and professional development in the areas of physical literacy, weight neutral well-being and mental health.	Provide appropriate, transparent and timely communication with schools, families and community stakeholders.
School Strategy	<i>*Provide actionable reminders of the division faith theme as</i>	<i>*Continue with school wide refinement of disciplinary</i>	<i>*Educate staff and students about AP 168 in order to put it</i>	<i>*Engage visibility of school communication (school</i>

	<i>well as formation opportunities for staff and students that leads to impact at the school level.</i>	<i>literacy and numeracy practices, including a continual focus on annotation practices in all core subjects (Math, Science, and Humanities)</i>	<i>into action to support and celebrate staff and student well-being.</i> <i>*Apply PEPY conversations in staff meetings and in classroom conversations to encourage holistic well-being in our school community</i>	<i>initiatives, promotion, events and information) through multiple mediums to improve community engagement.</i>
Division Outcome	Foster a meaningful connection with families, parishes and Catholic organizations to be advocates and witnesses for the success of Catholic Schools.	Implement Curriculum through data informed responsive instruction and quality assessment.		Provide opportunities for all stakeholders (staff, students, and parents) to have involvement and provide feedback to improve the educational experience.
School Strategy	<i>*Continue to engage and support local community partners to celebrate the good news of Catholic Education.</i> <i>*Initiate, promote and support local opportunities that share in the development of experiences that form responsible students that give witness to Catholic Social Teachings</i>	<i>*Provide opportunities for staff collaboration to engage in quality assessment and reporting practices.</i>		<i>*Collaboratively review and improve school engagement processes with key stakeholders (assurance survey, active school engagement, parent advisory council)</i>

2021-2022 School Assurance Plan Analysis

Goal: Faith Formation

Division Objective:

Provide students, staff and community with a faith permeated environment and enhance the Faith Formation of all staff and students.

Division Strategy(ies):

St. Mary's will:

- **Support staff collaboration to engage and improve in literacy teaching practices across curricula and for all students 7-12 focusing on disciplinary literacy.**
- **Support staff collaboration to engage and improve in numeracy and math teaching practices across curricula and for all students 7-12 using high school rich math strategies.**

School Activities:

- Plan and continue to carry out relevant faith enhancing activities for our students and staff
 - Prayer opportunities
 - School masses (4x min)
 - Liturgy of the word with classes in chapel/ live streamed
 - Staff prayer daily
 - Daily morning prayer
 - Prayer at lunch and end of day and before tests and games, etc..
 - Faith assemblies (virtual and in-person where possible)
 - Access 52 in May 2021
 - Priest visits approximately 1 per week from Father Robert scheduled on a rotational basis to include all grade levels. We look to include Father Damien when he is able, including lunchtime conversations.
 - Staff sharing and discussion
- Promotion and attention drawn to divisional faith themes within the school - both through visual representation and active engagement with our community.
- Continue to promote recognition and awareness of connections between our Catholic Faith and Canada's Indigenous peoples. Enhance through faith integration connections - Fr. Robert to share when Giant Map arrives, etc.
- As a part of high school redesign:
 - Faith oriented flex sessions - at least one per flex period.
- Plan and carry out faith integrated lessons and instruction - teachers to action faith integrated unit built upon faith integrated lessons built from previous year.
 - Staff meet with the admin to plan and carry out in early semester 1.
- SADP faith formation goal completed by all staff.
- Enhance the relevance of school religion curriculum by:
 - Engage staff in inservice on GIFIC grade 7 and 8 curriculum as an opportunity for cross curricular faith integration.

Targeted Success Measures:

- Elk Island Catholic Schools measures:
 - School Faith Environment
 - Student Faith Formation
 - Staff Faith Formation
- Alberta Education measures:
 - Students model active citizenship

Reflection on the 2021-2022 School Year Results

DATA Analysis

Quantitative

- Assurance survey results showed 91.2 satisfaction with student faith formation - up .4 from 90.8
- Satisfaction with School Faith Environment 98.1 - up 1.0 from last year (Above EICS Average and highest among High Schools)
- Success with Staff Faith Formation 94 - (up 9 points from parents and 100% from staff)
- Citizenship - Current result 83.3% - down from 87% in the previous year -12 point drop by Staff and down across the board divisionally
 - 1.4 below EICS average however near the top for highschool comparison

Qualitative

Student and Parent Survey Quotes:

- I love going to the chapel and praying there sometimes and praying everyday.
 - The times that we go to church or take the time to visit the chapel in the religion classes stick out the most, there are other activities but these ones are most engaging and ethical
 - I think that going to the chapel every Friday during our religion class was good as we were able to take a moment to reflect and take some time for our faith because we don't normally have time to do that since everyone's lives are so busy. Also I think that having the priest come in occasionally is also something that helps our success in our faith lives.
 - I really enjoy our opportunities to interact with Father Robert. He is in my opinion essential to allowing us to continue to grow and develop our faith life in an engaging and meaningful way. I always enjoy his visits.
 - The promotion of faith within the school I feel to be particularly effective and inclusive. I feel much of what the school does to be successful towards promoting faith.
 - I think increase the amount of school gatherings as a whole, we haven't been able to since covid but it would be nice to get back to some kind of normal and become reengaged again
 - Some don't respect our views the best they should be so being more inclusive with students views and identities and more respectful with identities and views would be great.
- Straw poll of students when asked about the School Theme showed a majority of students were not engaged with the theme.
 - "Called to More? I don't think I have heard that once this year." - Gr. 9 student

Evidence of Success:

- Faith formation continues to be an area of strength for St. Mary's as we rate at or above the EICS Average for most categories.
- Consistent testimony from staff and students about their satisfaction with faith opportunities that occur at the school

Opportunities for Improvement:

- Engaging in the faith theme of the year in a more obvious way that brings connection to the students
- Create actionable opportunities for connection with St. Martin's Catholic School and Holy Trinity Catholic Church (Ukrainian Catholic).

Goal: Quality Teaching and Learning

Division Objective:

Student success depends on quality instruction in an environment that respects

Division Strategy(ies):

St. Mary's will:

- **Support staff collaboration to engage and improve in literacy teaching practices across curricula and for all students 7-12 focusing on disciplinary literacy.**

learners' independent spirit. Quality teaching and learning promotes the development of innovation and creativity while attending to meaningful assessment and reporting practices.

- **Support staff collaboration to engage and improve in numeracy and math teaching practices across curricula and for all students 7-12 using high school rich math strategies.**

School Activities:

- The school will identify and implement best practices in the areas of numeracy and literacy. To this end, we continue to engage teachers in ongoing PD and support from our district consultants (Crystal Cholin for Literacy / Humanities, and Heather Van Streun for Numeracy / Sciences). This allows for teachers to carry out the triangulation of data to better support student learning.
 - We continue to engage our teachers in data analysis of the Star results for grades 7-9 with Crystal Cholin which allows for the identification of key areas of focus: Currently identified areas are "Understand Forms, Elements and Techniques" for grades 7 & 8 and "Clarify and Extend" for grade 9. (Disciplinary Literacy)
 - MIPI data analysis with Heather Van Streun revealed that Gr. 7-10 students were lacking in the areas of fact fluency and retention of concepts - these will be areas of focus moving forward.
 - Out of this engagement, annotation and vocabulary visibility were selected as cross curricular strategies to improve literacy; math talks and refined "starters" was selected as a strategy to improve numeracy. These strategies will be our ongoing areas of focus monitored for impact.
 - Using graphic organizers to build vocabulary in all subjects as well as using comparison and organization to increase personal comprehension remain key.
- Teachers in both math/sciences and the humanities will continue to collaborate in deeper level of data analysis with the ongoing assistance of Matthew Bilyk to inform their practices about areas of concern historically on PAT's and DIP's, meeting on multiple occasions (at least once per semester) and sharing their findings at staff meetings for the benefit of all.
 - PAT and Diploma analysis focus is on gaining clarification on areas for improvement to enable targeted instruction and identify whole school strategies for implementation.
 - Currently identified areas at the grade 9 level are Polynomials and Linear Relations and Geometry. This area of focus will be monitored and reflective practices utilized in lesson planning going forward.
- In response to the previous year's "at issue" numeracy dashboard results, we planned and scheduled to have our senior high Math teachers co-teach multiple streams of a course (Eg. Math 20-1, -2, and -3 taught simultaneously) in order to better serve students through teacher expertise and collaboration, as well as employ best practices in planning and instruction. The effectiveness of this will be assessed and scheduling decisions for the following year made based on results and feedback.
- Continue and refine the use of regular core support time for struggling students with a particular focus on EA and Teacher led Literacy and Numeracy supports including individualized and group reading interventions.
- Building on the skill set of our teaching staff, we continue to endeavor to offer a wide variety of student selected options at both the Jr. and Sr. High levels in order to enhance student engagement. We offer these quarterly at the Junior high level to increase variety for students.. We plan on moving forward with our mandatory comm tech option course at the grade 7 level to ensure proficient technology skill set as this continues to prove beneficial by teacher report.
- In the Science Diploma analysis led by Matthew Bilyk, it became clear that concepts such as photoelectric emissions and magnetic fields that were tied to labs had more fundamental retention. So, in moving forward areas of challenge such as Genetics in Bio, Equilibrium and Organic molecules in Chemistry will utilize more labs and simulations such as PHET for grade 8's as well as including the ones offered at the University of Alberta virtually or on site.
- Sharing of resources, and utilization of software such as SmarterMarks, within school and with ABJ science department to mimic diploma style questions from a larger sample base and at various grade levels.
- Continue to refine our CTM meetings weekly, co- led by our Admin and CRC expand in its support of division priorities, especially numeracy and literacy for all students. This will lead to increased collaboration with other EICS teaching and CLS staff.
- Staff PD led by Admin and CRC on effective ISP development in semester 1, working with ELL students, writing effective report card comments, and working with challenging students to build relationships.
- Consult staff, students, and parents on what course and option offerings can be potentially offered to increase satisfaction with broad program of studies (parent survey, student survey, teacher intention form)

MFWHSR

- High School Redesign to continue to be refined in the area of instructional support and engagement - such as ongoing development of Core Support and Flex learning opportunities.
- Given necessary covid protocols, House/TA meetings to build relationships and connect students with caring adults who can connect them with appropriate supports - both social and academic.
- Offering increased St. Isidore courses to give additional flexibility to students, especially those with heavier course loads.

Targeted Success Measures:

- Elk Island Catholic Schools measures:
 - Student reading level data (STAR, F&P)
 - Student math Intervention Programming Instrument (MIPI) data.
 - Opportunity for students to receive a broad program of studies.
- Alberta Education measures:
 - Overall quality of basic education
 - Satisfaction with a broad program of studies.

Reflection on the 2021-2022 School Year Results

DATA Analysis

Quantitative	Qualitative
<ul style="list-style-type: none"> ● Student interventions ISP students - 97.1 up 6.4 for 9.1% above EICS average ● Student Engagement is 7 points below Division average and dropped 5 points from last year from 88.5 to 83.5 on the assurance survey but still green on the dashboard ● Education Quality (rated on May 2021 data) - 87.3% which is down from 88.5% the previous year. ● Survey Basic Education Quality: 82.8 down 6 points - massive gap between staff and parents/students 96.2/77.2/75.1 ● Numeracy - 21.8 - 50.5 (Still in the red but HUGE Improvement) ● MIPI data - Thank you Chris for this MIPI Analysis ● Literacy Data (Jump from 79.05 - 97.98) ● Assessment results are up by many students implementing annotation strategies 	<ul style="list-style-type: none"> ● Anecdotally through written comments on EICS Assurance survey and through our own Parent and Student Voice Feedback surveys, there is a desire to increase communication of assessment ● Classroom Walkthrough testimonies indicated that students understanding and success on exams had improved with annotation practices. ● Student/Parent Survey Quotes: <ul style="list-style-type: none"> ○ I feel that that we are very fortunate to have some really amazing teaching staff in the school who are very committed to helping us achieve our best. They are engaging and amazing to deal with. ○ Most of our teachers are incredible and many of them show real passion in what they teach. ○ Many of the teachers are absolutely amazing and display unmeasurable levels of dedication. ○ Core support I think it helps because instead of doing it at home you can do it during lunch or options ○ The teachers need to teach better because they just hand you the work and expect you to do like that without an explanation ○ Teachers need to compensate for the fact that some students may be neurodivergent and learn differently than others and than work can't always be done as efficiently as possible due to that. Also it can be hard for students to complete and do high quality work when students have no motivations for their class and schoolwork. ○ I think that when there are big problems with teachers and a large group of students it should be investigated and dealt with in a more timely manner, because it is very frustrating when many students are having the same problem and we feel unheard when we are told it will be fixed and the problems are reoccurring. ○ I, personally, am partial against two teachers alternating for a single class. I certainly prefer a single assigned teacher, and feel that such, as is the case in the majority of classes, provides a more cohesive experience. ○ I have concerns about how final exams were rolled out, with student's being taught new content up to the Friday before exams, having new assignments, exams, etc. with no time for in class review or even time to study for

- o finals during the evenings at home.
- o Submitting of assignments on google classroom is frustrating. Assignments are submitted and the teacher not getting them, or an assignment that is not completed that me as a parent doesn't know about till the end of a semester when I could have taken appropriate actions earlier with my child .

Evidence of Success:

- The school community is united in the area of school supports as seen in the survey data on interventions and the anecdotal evidence that supports past strategies such as core support
- STMY has improved its literacy results in a dynamic way as seen from the Dashboard Success jump from 79-97
- Numeracy/Math results: Jump from 23-50 needs to improve but what we are doing is working!
- Annotation Strategy being implemented in a schoolwide consistent and united approach

Opportunities for Improvement:

- Communication of assessment in a transparent and timely fashion (Education on Powerschool for parents and standardized best practices regarding reporting assessment for teachers)
- Numeracy/Math results: continued improvement needs to happen in order to reach acceptable standards (Jump from 23-50 needs to improve)

Goal: Goal: Wellness

Division Objective:

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.

Division Strategy(ies):

St. Mary's will:

- **Action the Wellness Administrative Procedure (AP 168) - Nutrition, Physical Literacy, and Mental Health to continue to support staff and student well-being.**
- **To engage our wellness team to prioritize wellness.**

School Activities: Bring AP 168 -Nutrition, Physical Literacy and Mental Health front and center at the opening staff meeting, to ensure shared understanding and begin the process of actioning locally.

- Students have staff available to them at any point during the school year to speak with (caring adults) enhanced by Teacher Advisory Groups and availability of FWW, MHCB, Counselor, CRC, and a wonderfully caring staff.
- Increase awareness that mental health and wellness is everyone's responsibility and is important for staff and students alike. This includes actionable items and key persons assigned to at-risk students identified in CTM's in a community wraparound effort that is coordinated.
- Promote additional outside virtual support such as Legacy One, Access52, and MHCB connections both in class and online.
- Support our Student Union with staff liaison and lead, showcase student union activities- Kahoots, dress-up, awareness, and theme days, community activities,etc
- Students and Staff will continue to be encouraged to go outside at breaks and lunch (use outdoor courts, benches / tables, walking paths) Healthy nutrition choices will be supported through Breakfast Club of Canada provided breakfasts, and choose most often options present in school vending machines.
- Continue to advocate for the Student Health and Wellness activities coordinated by Health Champion and MHCB workers. Activities may include but not limited to:
 - o Mental Health Week / Let's talk events.
 - o "Be the "i" in Kind "Model"
 - o In-class presentations by health champion and MHCB worker

- Participate in Physical Literacy district initiatives- Grades 7 and 8 will learn a choreographed dance in and participate in a district wide "Move Your Feet" presentation on May 13, 2021. The Student Council will also be encouraging these initiatives to expand participation across the student body.
 - The school will continue to identify and provide support for all students as they transition from each grade level to Graduation. In particular, we will continue to focus on encouraging self identification of our FNMI students so that we can honor their needs and recognize them, including at graduation.
 - We will continue to advocate and promote our FWW/ MHCBC and the connections made with our students and families.
 - PD Opportunities arranged (and school PD dedicated) to lead Indigenous Learning and support initiatives such as the "Giant Map" with associated lessons that are embedded across the curriculum.
- Targeted Success Measures:**
- Elk Island Catholic Schools measures:
 - Employee Engagement
 - Student Health and Wellness
 - Staff Health and Wellness
 - St. Mary's Student Voice Feedback Form
 - Alberta Education measures:
 - Success with Safe and Caring schools
 - Success with Educational Transitions

Reflection on the 2021-2022 School Year Results

DATA Analysis

Quantitative

- Staff Health and Wellness, as measured by low absenteeism and Staff Health and Wellness - rated at 98.7%! This is up 10.8 points and 4 points above the district average.
- Safe and Caring Schools rating is 95.5%, up from previous year's rating of 93.6% - related to meaningful relationships.
- Employee Engagement: up 10.9 points on the Q12 and 97.9% on our Staff measure almost 5 points above division average
- Student Health and Wellness - rated at 87.22% on the student measure this has gone up 1 point from last year... students, by and large, rate their experience in our building as safe and caring. Our rating is 1 point below the EICS district average.

Qualitative

- **Student/Parent Survey Quotes:**
 - **Areas of Strength:**
 - There are opportunities to see a guidance counselor, regular councilor and facilitator when in need of someone to talk to as well as the teachers who are there to support when and where they can in certain situations
 - Teachers being able to help you when your struggling, and being able to do phys ed and options that are active
 - I feel gym is a good way to support physical wellness. In terms of mental wellness, I don't feel much can be done. There is only so much the schooling system can do to support mental health. In reality, it is really up to the individual to sort themselves out. Just encouraging people to stay physically fit, follow their talents, etc should suffice.
 - I feel like every one of the staff is caring of the students and are able to help any student if they need someone to talk to, and there is always Mrs. Boyhachuk (FWW) to talk to as well. There are also opportunities to play sports for physical wellness which I think is good.
 - Having a room and a teacher dedicated to mental, and physical health help. (Mrs. Regnier)
 - I think that our school is successful with supporting our mental and physical health by providing us morning snacks in case a student may not have eaten a healthy breakfast to keep them going throughout the day and I think that it is good that we have a counselor which our students can reach out to if they feel a need to.
 - The staff at my child's school (St Mary) has made the current situation and past very enjoyable for my son. It

	<p>was and has been a welcoming environment and brought my son out of depression. Thank you for all that you do!</p> <p>Areas of Improvement:</p> <ul style="list-style-type: none"> ○ I'd say incentivizing people to go to the gym, whether that be through prizes to see who can do/make a big improvement to their amount of reps they can do for push ups. Being physically in good shape leads to an increase in self-esteem, so I think that would be a positive change. ○ Mental health is rarely addressed properly in health classes and are given very simple lessons and explanations without nuance and discussion. Many students suffer from mental health challenges and are not given the adequate lessons needed to help guide them, and when they are given it is very few and far between.
--	--

<p>Evidence of Success:</p> <ul style="list-style-type: none"> ● Employee engagement and job satisfaction is a point of strength that our staff feels connected and supported! ● Mental health supports with MHCB (Mrs. Regnier) and FWW (Mrs. Bohaychuk) are a huge benefit to our school. ● Students and staff feel there are multiple opportunities for physical wellness improvements <p>Opportunities for Improvement:</p> <ul style="list-style-type: none"> ● Utilizing the division strategy of PEPY to enhance holistic wellness ● Understanding the reasons (the why?) behind school policy on wellness ● Making sure all staff and students know where to go for wellness supports when they are in need

Goal: Engagement and Improvement

<p>Division Objective: <i>Elk Island Catholic Schools is committed to ongoing communication and engagement with educational partners to improve decision-making and assurance.</i></p>	<p>Division Strategy(ies): St. Mary's will:</p> <ul style="list-style-type: none"> ● maintain transparency through continued generative stakeholder engagements and communication strategies <p>School Activities:</p> <ul style="list-style-type: none"> ● The school will maintain transparency through continued engagement and showcasing of our school community which is increasingly engaged on social media and through school newsletter communication. ● Creating opportunities for increased parental engagement, such as refining our Parent Voice Feedback Form. ● We continue to share and support district messaging to our parent community: especially regarding protocols in health and safety, importance of FNMI recognition and protocol, and athletics and mental health concerns. These areas continue to be topics of engagement with parents and students. ● Social Media school accounts are used increasingly well. We will continue to get all staff involved in showcasing the great work they do with students to increase visibility to our community. ● Since School and Parish partnership has been rated lower this year (likely due to covid), we will look to be more intentional about inviting parents to join in on our school's live streamed liturgies / faith events to showcase parish and school connection. ● We continue to communicate parish information through our school newsletter.
--	---

- To decrease feelings of parent disconnection from school decisions, We have expanded access to Parent Council through the introduction of virtual meetings. This model has been successful and we will look to continue and even combine with in-person meetings going forward.
- We will continue to focus on connection opportunities with parents of graduating students (post secondary info night, Grad parent meetings), as well as parents of prospective students (grade 6 information night, email communication)
 - Parent Voice survey will be engaged in response to previous year's assurance data. Survey sent to all parents, including the Parent Council.
 - For parents and students needing assistance with post-secondary planning (Oct 1st), in person student sessions will be held, with parents able to join virtually if necessary.
 - For parents of grade 12's virtual meetings held to address questions related to graduation. This will be followed up with a survey to aid in decision making.
 - For prospective students (both those transitioning from St. Martin's to St. Mary's and new to our division), parent and student in person/virtual meetings will be held and open house video shared.

Targeted Success Measures:

- Elk Island Catholic Schools measures:
 - School and Parish partnership.
 - Satisfaction with communications.
 - Success with Community engagement in divisional decisions.
- Alberta Education measures:
 - Satisfaction with parental involvement
 - Satisfaction with school improvement

Reflection on the 2021-2022 School Year Results

DATA Analysis

Quantitative	Qualitative
<ul style="list-style-type: none"> • School and Parish partnership with the Roman Catholic rite is thriving - School and Parish Connection 84 - 93.7 • School Improvement continues to rise however there is still as significant gap between parents and staff on this matter <ul style="list-style-type: none"> ○ 73 overall (lowest in the division) ○ Staff 94.1 Students 80.8 and Parents 45.3 (up 7 points but by far the lowest in the division) • Communication went down to 75 down 11 points from the division average. Anecdotes from Assurance survey point to dissatisfaction with teacher to parent communication • Success with Community engagement in divisional decisions continues to be an area for improvement as we only saw a rise from 63.49% to 67.85 on the parent measure. This is an area to examine further. 	<p>Anecdotal Evidence:</p> <p>Parent/Student Survey Quotes:</p> <p>Areas of Strength:-</p> <ul style="list-style-type: none"> • I am SOO grateful for the opportunity for my children to attend a Catholic school!). It concerns me when I hear non-Catholic families grumbling about the content of Religion classes. • I appreciate the approachability of all the staff at the school. I feel comfortable talking about my concerns with anyone and I know that my children have a great relationship with all of their teachers. • I appreciate that I am able to reach out to the administration with questions and to discuss concerns or ask questions. At times there has been a difference between what I understood from administration and what some teachers were doing, saying, or willing to consider or able to offer. <p>Areas of Improvement:</p> <ul style="list-style-type: none"> • Students and parents are consistently told "We are looking into this" until the timeline for such accommodations is

exhausted.

- Not getting tests and assignments back so that they can see where they faltered and improve those areas is unacceptable. How are they supposed to learn from their mistakes when they don't know what they are? Giving unit exams 3 days before the final is also unacceptable.
- Submitting assignments on google classroom is frustrating . Assignments are submitted and the teacher not getting them, or an assignment that is not completed that me as a parent doesn't know about till the end of a semester when I could have taken appropriate actions earlier with my child.
- I think that being more active on the school's social media accounts (Instagram, Facebook, and Twitter) are good ways to communicate to students and their family because some people may not check their emails but have social media

Other Qualitative Evidence:

- Parent Council members report satisfaction with school communication in regards to information and newsletters but want MUCH MORE Social Media Presence (Pictures/Videos of what is happening in the classroom) in order to celebrate our school in the community.
- We have an active Parent Council that continues to be a supportive and informative voice and source of feedback. Refining the role of Parent council is important as discussions have been had at how the parent Council can be more supportive to staff and students have been engaging.
- Staff feel disconnected to what parents want to know in regards to communication issues that are outlined in the Assurance Data
- Athletic Club initiated by Parents and Students. Student Reps were chosen and fundraisers started


Evidence of Success:

- Athletic Club Initiative up and running
- School Newsletters and Facebook Pages consistently referred to for information purposes
- Good turnout for Parent Council
- Connections with St. Martin's of Tours Parish and Father Robert have been extremely beneficial to the school culture

Opportunities for Improvement:

- Communication is an opportunity for improvement
 - A greater Social Media Presence (Pictures/Videos of what is happening in the classroom) in order to celebrate our school in the community.
 - Refining Parent Council Meetings for communication with teachers and supports needed
 - Professional Development of Assessment and PowerSchool Practices
 - Supporting teachers in positions where they are passionate and will find success in their courses

2022-2023 School Assurance Plan

Strategic PRIORITY: Faith Integration		
<p>Division Goal:</p> <p>Our students, staff and EICS community will be provided a faith integrated environment through worship, witness and service.</p> <div style="text-align: center; margin-top: 20px;">  </div>	<p>Division Outcome(s):</p> <ul style="list-style-type: none"> ● Students and staff explore a deeper understanding of faith through the division faith theme. ● Foster a meaningful connection with families, parishes and Catholic organizations to be advocates and witnesses for the success of Catholic Schools. <p>Targeted Success Measures:</p> <ul style="list-style-type: none"> ● Elk Island Catholic Schools measures: <ul style="list-style-type: none"> ○ Catholic School Review ○ EICS Education Assurance Survey ○ School Faith Environment ○ Staff Faith Formation ○ Student Faith Formation ○ Community engagement ● Alberta Education measures: <ul style="list-style-type: none"> ○ Students model active citizenship 	
2022-2023 School Strategies and Corresponding Actions:		
<p>Implementation Plan:</p>	<p>School Strategies:</p> <p><i>“What are the school strategies that will help us in achieving the division outcome and the objective of the goal?”</i></p> <p><i>“When will this take place? (include in Time)”</i></p>	<p>Milestones</p> <p><i>“What is the success criteria?”</i></p> <p>How will you know that the school strategies and actions you have chosen are implemented at a high level?</p>
<p>School Strategy(ies):</p> <p>To achieve the Shared Vision</p> <p><i>Examine the present situation in the area</i></p>	<p>St. Mary’s will:</p> <ul style="list-style-type: none"> ● <i>*Provide actionable reminders of the division faith theme as well as</i> 	<p>What will you accept as evidence that the school</p>

<p>of focus:</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? 	<p>formation opportunities for staff and students that leads to impact at the school level.</p> <ul style="list-style-type: none"> ○ Create physical reminders of the theme in every classroom where teachers would be purposefully integrating into conversations with students ○ Engage with the theme during school assemblies and special church celebration events (Opening Mass, Advent, Lent and Easter Celebrations, Grad Mass etc.) ○ Create opportunities/activities for in class discussion on theme <ul style="list-style-type: none"> ● *Continue to engage and support local community partners to celebrate the good news of Catholic Education. <ul style="list-style-type: none"> ○ St. Martins of Tours Parish (Father Robert) engaging students and staff with divine liturgy and building classroom relationships ○ Holy Trinity Parish (Father Damian and Trustee Makowecki) engaging students and staff with divine liturgy and building classroom relationships ○ St. Martin’s Elementary School nurturing a connection between the two schools to create a unified faith community through student mentorship and staff relationship building ● *Initiate, promote and support local opportunities that share in the development of experiences that form responsible students that give witness to Catholic Social Teachings, such as: <ul style="list-style-type: none"> ○ Vegreville Food Bank Drive ○ Ukraine Relief Efforts ○ FCSS Partnership ○ Senior Lodges ○ Lurana House 	<p>strategies and actions you have chosen are having an impact?</p> <p>What additional support is needed if you are not achieving success?</p>
<p>Research and Evidence What data, including research, evidence, lesson learned, is being used to inform your plan?</p>	<p>Conversations with staff from St. Martin's Elementary on past initiatives that were once implemented but have been postponed due to Covid.</p> <p>Quantitative and Qualitative Data from our assurance engagement with staff, students and parents of our community.</p>	

	<p>Conversations with chaplains and religious leads from other communities to determine best practices for faith integration and development of relevant religious education. (Teen friendly language, what is working well in other buildings, sharing of ideas at chaplain meetings,etc).</p> <p>Foundational documents used:</p> <ul style="list-style-type: none"> ● Marks of a Excellent Catholic Leader ● Marks of a Excellent Catholic Teacher 	
<p>Resources <i>What resources will be needed to support? (e.g., staff, supplies, etc)</i></p>	<ul style="list-style-type: none"> ● Continued development of Faith Formation Lead Team led by School Chaplain (0.1 FTE) and Admin. To increasingly support staff and students in their faith formation experiences. <ul style="list-style-type: none"> ○ Plan and organize school celebrations, coordinated religious ed opportunities and other faith opportunities ○ Connect with Parish organizers at Holy Trinity ○ This team will coordinate with the student council/Leadership Group regarding sharing of faith theme and initiatives to ensure faith integration in a general sense. 	
<p>Professional Growth <i>What professional learning supports are needed?</i></p>	<ul style="list-style-type: none"> ● Staff PD, at the beginning of the 2022-23 School year to engage the Division Faith Theme. Theme needs to be engaged at regular staff meetings as well as at school celebrations and announcements to keep this frame of mind at the forefront - regular time devoted to collaborative creation of lessons/units that link to the theme.. ● Staff will be encouraged to attend faith PD/PL opportunities such as RMEC, SPICE, etc. With the expansion of livestreaming opportunities, we hope to make these available to more staff than previously possible. ● All staff work on having a measurable faith formation goal on their staff assurance development plan and following it through. ● Variety of staff leading morning prayer. ● Faith formation learning is always embedded at the beginning of our staff meetings following prayer. 	
<p>Time <i>What is the timeframe needed to support the implementation of the school strategies?</i> Link to School PD Plan</p>	<ul style="list-style-type: none"> ● Ongoing engagement of staff and students in faith formation opportunities means that while specific events are time bound, this is a continuous process throughout the year ● Some event planning needs to be started before the 2022 school year ends ● Connections to special events need to be done during the Church Seasons (i.e paska bread making and egg decorating with Holy Trinity and St. Martin's Elementary should be planned at the beginning of Lent) 	
<p>Community Engagement <i>What strategies are in place to share with stakeholders?</i></p>	<ul style="list-style-type: none"> ● Further integration of Parish priests into faith formation activities and to be increasingly involved in the everyday life of the school remains an invitation and goal. ● Open invitation to Parish and Parent communities to participate in school faith celebrations through school and church bulletins/newsletters. ● Sharing of faith activities on social media. ● Continued support and engagement of district and local Social Justice initiatives such as the local food 	

bank, FCSS, Ukraine Relief efforts, Lurana House to reach out to the wider needs of the community.

- Once the theme is known near the end of the 2022 year staff will brainstorm ideas on how to integrate this theme into the coming school year.
- Connect with Holy Trinity and St. Martins Elementary at the beginning of the Lent Season to plan Paska and Egg Decorating with the mentor program.

Strategic PRIORITY: Learners and Learning

Division Goal:

Our students and staff will develop to their fullest potential through multiple pathways.



Division Outcome(s):

- **Students achieve acceptable and excellence in literacy and math/numeracy.**
- **Implement Curriculum through data informed responsive instruction and quality assessment.**

Targeted Success Measures:

- Elk Island Catholic Schools measures:
 - EICS Education Assurance Survey
 - EICS Literacy Assessments
 - *K Screener
 - *PA Screener
 - *BAS Assessment
 - *STAR Reading Assessment
 - *GB+
 - EICS Math Assessments
- Alberta Education measures:
 - Diploma Exam Results
 - Provincial Achievement Test Results
 - High School Completion Results
 - Citizenship
 - Student Learning Engagement
 - Education quality
 - Access to Supports and Services
 - First Nations, Métis and Inuit Student Success

- English Language Learners

2022-2023 School Strategies and Corresponding Actions:

<p>Implementation Plan:</p>	<p>School Strategies: <i>“What are the school strategies that will help us in achieving the division outcome and the objective of the goal?”</i> <i>“When will this take place? (include in Time)”</i></p>	<p>Milestones “What is the success criteria?” How will you know that the school strategies and actions you have chosen are implemented at a high level?</p>
<p>School Strategy(ies): To achieve the Shared Vision Examine the present situation in the area of focus:</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? 	<p>St. Mary’s will:</p> <ul style="list-style-type: none"> ● Continue with school wide refinement of disciplinary literacy and numeracy practices, including a continual focus on annotation practices in all core subjects (Math, Science, and Humanities) <ul style="list-style-type: none"> ○ Continued implementation of School wide Annotation Plan in all subject areas with discussions of refinement and effectiveness reported at CRM times ○ Provide ongoing small group interventions supports in numeracy and literacy ○ Build capacity in staff by engaging teachers in ongoing Data Analysis and Responsive Teaching with support from our district consultants (Crystal Cholin for Literacy/Humanities, and Heather Van Streun for Numeracy/Sciences). ○ Coordinate Professional Development with other grade/subject area teachers in the district ● Provide opportunities for staff collaboration to engage in quality assessment and reporting practices. <ul style="list-style-type: none"> ○ Establish a common understandings of effective assessment and reporting practices through an exploration of AP 360 ○ Through a collaborative staff process we will continuously refine assessment and reporting practices throughout the year 	<p>What will you accept as evidence that the school strategies and actions you have chosen are having an impact?</p> <p>What additional support is needed if you are not achieving success?</p>
<p>Research and Evidence <i>What data, including research, evidence, lesson learned, is being used to inform</i></p>	<ul style="list-style-type: none"> ● Collaborate with CLS staff and Principals from other communities to determine best practices for analysis and review. ● Review STAR and MIPI data in collaboration with CLS consultants in order to determine areas of need 	

<p><i>your plan?</i></p>	<p>and next steps.</p> <ul style="list-style-type: none"> Review as a staff the EICS Assurance data, as well as AB Ed Assurance pillar results when available to inform decision making. 	
<p>Resources <i>What resources will be needed to support? (e.g., staff, supplies, etc)</i></p>	<ul style="list-style-type: none"> Data driven - STAR and MIPI analysis led by CLS consultants (Heather & Crystal). Both of these are ongoing and will be essential to responsive teaching practices. Organized by school admin. Committee to engage students with Student Voice feedback surveys to find what is working, what isn't so as to refine quality teaching and learning. 0.5 FTE EA dedicated to Core Support in the afternoon? 	
<p>Professional Growth <i>What professional learning supports are needed?</i></p>	<ul style="list-style-type: none"> Foundational documents used are: <ul style="list-style-type: none"> The revised Teaching Quality Standard Alberta Program of Studies EICS AP 360- School Assessment, Evaluation and Reporting. School to provide funds/ support for PD <ul style="list-style-type: none"> Collaboration funding PD funds directed to areas identified from PAT's and Diploma analysis. School Admin to facilitate, organize, and schedule aforementioned PD and collaboration opportunities. School to provide funding for the continued support of School Counselor./guidance at approx 0.2 FTE to guide student course selection and navigation, as well as provide relational support. 	
<p>Time <i>What is the timeframe needed to support the implementation of the school strategies?</i> Link to School PD Plan</p>	<ul style="list-style-type: none"> Carve out time at each once a month after school for CRM priorities and CTM summaries. Continue a rotating schedule for CTM's to meet every Wednesday by specific grade level focus. Teachers need ongoing support to follow up on monthly check points of progress for next steps identified by <ul style="list-style-type: none"> PAT and DIP analysis STAR and MIPI analysis 	
<p>Community Engagement <i>What strategies are in place to share with stakeholders?</i></p>	<ul style="list-style-type: none"> Scheduled Opportunities? (One or two staff per meeting?) for EICS staff to present at Parent Council meetings particularly with a focus on informing parents on the broad programming we are able to offer. Parent survey and Jamboard engagement at PAC and through Parent Voice Feedback form in response to Assurance data. Share a Jamboard of our School assurance plan to inform parents and stakeholders of our prioritization of numeracy, literacy, and student engagement. 	

Strategic PRIORITY: Systemic Wellness

Division Goal:

Staff and student well-being, in mind, body and spirit, will be supported through programming and education.



Division Outcome(s):

- **Support Holistic well-being through educational and professional development in the areas of physical literacy, weight neutral well-being and mental health.**

Targeted Success Measures:

- Elk Island Catholic Schools measures:
 - EICS Education Assurance Survey
 - Employee Engagement
 - Staff Health and Wellness
 - Student Health and Wellness
- Alberta Education measures:
 - Welcoming, Caring, Respectful and Safe Learning Environments
 - Access to Supports and Services

2022-2023 School Strategies and Corresponding Actions:

Implementation Plan:

School Strategies:

“What are the school strategies that will help us in achieving the division outcome and the objective of the goal?”

“When will this take place? (include in TIme)”

Milestones

“What is the success criteria?”

How will you know that the school strategies and actions you have chosen are implemented at a high level?

School Strategy(ies):

To achieve the Shared Vision

Examine the present situation in the area of focus:

- *What are we doing well and what is the*

St. Mary’s will:

- **Educate staff and students about AP 168 in order to put it into action to support and celebrate staff and student well-being.**
- **Apply PEPY conversations in staff meetings and in classroom**

What will you accept as evidence that the school strategies and actions you have chosen are having an impact?

<p>evidence?</p> <ul style="list-style-type: none"> • What are we not doing so well, and what is the evidence? • What might be possible? 	<p>conversations to encourage holistic well-being in our school community</p> <ul style="list-style-type: none"> ○ Prioritize AP 168 -Nutrition, Physical Literacy and Mental Health during staff meetings, to ensure shared understanding and begin the process of actioning locally. ○ Advocate for the Student Health and Wellness activities coordinated by Health Champion and MHCB workers. ○ Apply PEPY training in staff meetings and interactions with students to encourage united language on holistic wellness ○ Recognize student success through a regular “Saints Award” at assemblies for kids who have demonstrated good citizenship and wellness choices. 	<p>What additional support is needed if you are not achieving success?</p>
<p>Research and Evidence What data, including research, evidence, lesson learned, is being used to inform your plan?</p>	<ul style="list-style-type: none"> • Explore student and staff wellness best practices. Implementation of findings from PEPY PD, ongoing collaboration with other schools, and our assurance data in a way that is responsive to identified areas of need. 	
<p>Resources What resources will be needed to support? (e.g., staff, supplies, etc)</p>	<ul style="list-style-type: none"> • Utilize PD day near the beginning of semester 1 to collaborate regarding students' areas of success and challenges as part of our CRM. This will include planning for transitioning support and evaluating student wellness in a check in manner. • Continue transition/concern identification flagging at each Staff meeting and during CTM's with a focus on student wellness. • Health Champion to lead staff in health and wellness initiatives (in particular PEPY) to continue to support staff and student wellness. <ul style="list-style-type: none"> ○ Staff organized open workouts after school in fitness room to foster physical and mental health through community ○ Staff wellness walks group after school • Fundamental documents used are: <ul style="list-style-type: none"> ○ AP 168 -Nutrition, Physical Literacy and Mental Health ○ Resources from PEPY.life • Feedback from Assurance Survey and staff meeting engagement documents. 	

<p>Professional Growth What professional learning supports are needed?</p>	<ul style="list-style-type: none"> ● Support our Health Champion in specific PD that: <ul style="list-style-type: none"> ○ Educate staff on and Integrate PEPY into staff meeting norms ○ promotes an active lifestyle with staff ○ Integrates AP 168 into daily school life ● To identify a Wellness goal within each staff member's Staff Assurance Development Plan and to provide support to achieve the goal. 	
<p>Time What is the timeframe needed to support the implementation of the school strategies? Link to School PD Plan</p>	<ul style="list-style-type: none"> ● Utilize PD day near the beginning of semester 1 for PEPY PD ● Monthly Assembly for students and staff ● One session per PD day that is designated to active health 	
<p>Community Engagement What strategies are in place to share with stakeholders?</p>	<ul style="list-style-type: none"> ● Open invitation to monthly assemblies for parents and families ● Continue the engagement work of seeing that mental health and wellness is a shared responsibility. <ul style="list-style-type: none"> ○ Presentations for students ○ Guest speakers for Parent Council ○ Showcase events and good work through radio and newspaper locally. 	

Strategic PRIORITY: Community Engagement

<p>Division Goal:</p> <p>EICS provides enhanced opportunities to support student success through communication, engagement and partnership.</p>	<p>Division Outcome(s):</p> <ul style="list-style-type: none"> ● Provide appropriate, transparent and timely communication with schools, families and community stakeholders. ● Provide opportunities for all stakeholders (staff, students, and parents) to have involvement and provide feedback to improve the educational experience. <p>Targeted Success Measures:</p> <ul style="list-style-type: none"> ● Elk Island Catholic Schools measures: <ul style="list-style-type: none"> ○ EICS Education Assurance Survey ● Alberta Education measures: <ul style="list-style-type: none"> ○ Satisfaction with Parental Involvement in decisions about their child's education.
--	---



2022-2023 School Strategies and Corresponding Actions:

<p>Implementation Plan:</p>	<p>School Strategies: <i>“What are the school strategies that will help us in achieving the division outcome and the objective of the goal?”</i> <i>“When will this take place? (include in TIme)”</i></p>	<p>Milestones “What is the success criteria?” How will you know that the school strategies and actions you have chosen are implemented at a high level?</p>
<p>School Strategy(ies): To achieve the Shared Vision Examine the present situation in the area of focus:</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? 	<p>St. Mary’s will:</p> <ul style="list-style-type: none"> ● Engage visibility of school communication (school initiatives, promotion, events and information) through multiple mediums to improve community engagement. <ul style="list-style-type: none"> ○ <i>Maintain transparency through continued engagement and showcasing of our school community which is increasingly engaged on social media and through school newsletter communication.</i> <ul style="list-style-type: none"> ■ <i>Empower Student Council/Leadership Group to develop weekly social media posts “Saints Scoop” for Instagram/Facebook etc.</i> ○ <i>Communicate reporting practices to parents in order to clarify school assessment policy</i> ○ <i>Explain standard of excellence to parents and about how grades can fluctuate and how expectations change between grade levels</i> ● Review and refine school engagement processes collaboratively with key stakeholders (assurance survey, active school engagement, 	<p>What will you accept as evidence that the school strategies and actions you have chosen are having an impact?</p> <p>What additional support is needed if you are not achieving success?</p>

	<p>parent advisory council)</p> <ul style="list-style-type: none"> ○ Engaged in response to previous year’s assurance data. Survey sent to all parents, including the Parent Council. ○ Provide time and resources for a rotation of staff members (1 or 2) to attend Parent Council Meetings to report on the milestones of their classroom, their vision for the future and the ways parent council can support them. 	
<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"> ● Engage the parent community to see what would increase their satisfaction with Communication efforts Parent Voice feedback forms. ● Jamboard feedback from parents 	
<p>Resources <i>What resources will be needed to support? (e.g., staff, supplies, etc)</i></p>	<ul style="list-style-type: none"> ● School leaders (Students, Staff, Parents) will be utilized for Radio and Newspaper, as well as social media entries and interviews. ● Admin will work towards providing substitute teacher time for staff to get involvement of more staff at PAC meetings with special presentations to attract active membership, as well as: <ul style="list-style-type: none"> ○ Online option available to parents ○ Reminder given weekly in Smore newsletter. ○ Current day reminder invitation. ● Facilitate better collaboration and communication from events in order to more clearly communicate with parents and showcase the school. ● To collaborate with Parents regarding the way the school uses Powerschool and Google classroom and their features through a parent info night(s) and “did you know” features in smore newsletter and social media. <ul style="list-style-type: none"> ○ Attendance ○ Grades ○ Assessment ○ Comments ○ Fees ○ Division Testing results 	
<p>Professional Growth <i>What professional learning supports are needed?</i></p>	<ul style="list-style-type: none"> ● To identify a Staff Assurance Development goal from each staff which connects to community engagement in a professional way, with a particular focus on classroom communication with parents and students, potential for live stream options to continue. ● Support staff with inservice on social media platforms utilized by the school and provide time for gaining competency. Appointing a Social Media lead staff member is an area to explore. <ul style="list-style-type: none"> ○ Twitter ○ Instagram ○ Facebook 	

	<ul style="list-style-type: none"> ○ Website ○ Internal Tv displays ○ Smore ○ Yearbook 	
<p>Time <i>What is the timeframe needed to support the implementation of the school strategies?</i> Link to School PD Plan</p>	<p>Ongoing process throughout the year:</p> <ul style="list-style-type: none"> ● 1-2 staff members per meeting a month ● increase community presence at Community Celebrations for Community events and Special occasions (Shared community masses involving both St. Mary's and St. Martin's, Remembrance day, Advent/Lent, awards celebrations, graduation/farewell, etc. are able to be community level events). 	
<p>Community Engagement <i>What strategies are in place to share with stakeholders?</i></p>	<ul style="list-style-type: none"> ● Increased social media presence - articles shared weekly with smore, photos and info (provided by Leadership Team) ● PAC engagement with staff 	