

Updates on April 20, 2020

ARCHBISHOP JORDAN

2018-2022 School Education Assurance Plan

Elk Island Catholic Schools will ensure Success for all Students

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

Outcome:	Faith Formation
<p>Division Goal: Provide students, staff and community with a faith permeated environment and enhance the Faith Formation of all staff and students.</p>	<p>Strategies: *Engage students in relevant Religious education and faith integration which promotes hope and engagement in students *Engage community partners in engaging all staff and students in faith based Social Justice and Charitable initiatives.</p> <p>Targeted Success Measures: Elk Island Catholic Schools measures: *Staff faith formation *Student faith formation</p> <p>Alberta Education measures: *Students model active citizenship</p>
<p>Reflection on Previous Year Results:</p> <p>Strengths:</p> <ul style="list-style-type: none"> - Assurance Surveys were very positive regarding faith elements of our school - from students, staff and parents <ul style="list-style-type: none"> - 2018-19 Student Faith Formation - 61.9% - 2019-20 Student Faith Formation - 72.7% (-12.53% to district average) - 2019-20 Parent Faith Formation - 95.25% - 2019-20 Staff Faith Formation - 97.317% - Beginning each week with a Monday morning meeting beginning with prayer. - Chaplain/Youth Minister role at OLPH Parish has enhanced our relationship with the Parish and has help us connect youth with Parish Events - Volunteer religion hours were adjusted this year to become more streamlined and meaningful for students. Students were able to utilize PEP sessions to meet these expectations. (MFWHSR) - ABJ students have a variety of service projects to participate in all year - with many focussing on faith and leadership collaborating together. Valeda House, Basket of Joy, etc. This ongoing cooperation in the name of social justice with a focus on our faith is a best practice to be emulated by other schools. - Focus on prayer throughout the school is abundantly evident. - daily prayer, prayer groups on Wednesday morning, student faith retreats, prayers during exams, staff meetings, student/community Mass, classroom morning reflections, staff PD Day Mass held at ABJ in the afternoon, Adoration In December to begin the Advent Season. - School based Mass this year we had increased student participation with prayers of the faith done in English, French, Ukranian, and Cree. We also had a student sing the Psalm. - Faith-based sessions were offered to students through PEP this year - (MFWHSR). <ul style="list-style-type: none"> - Lion King (Our Life Philosophy. Breaking down the flaw in Hakuna Matata.) - The Rosary (what it is and praying it) - Why do bad things happen? (Guest: Stefan) - Amistad (Guest: Paul) - Harry Potter and Christianity (Myself and Fichter) - Jesus Christ Superstar (3 pep series ran by Jolly) 	

- Jesus said "Chill out"

Opportunities for Improvement:

- Increase our results on Student Faith Formation - 72.7% (-12.53% to district average)
- Chaplain replacement for the upcoming school year - how to maintain support with Faith Formation with a new leader in this role. Connecting to resources within the division - Assistant Superintendent of Faith and Wellness, Religion Consultant, divisional chaplains for supports.

What we are going to focus on at ABJ for the upcoming school year:

PD

- Faith Integration Project continued development of resources and staff expertise
 - "Special Forces" PD - teachers will be provided 3 half days of release time to work collaboratively across subjects that develop a short unit in their subject area that integrates faith and will be cross-curricular in nature. This PD opportunity will be available to teachers across all subjects areas and will be led by expert teachers (Stefan Johnson, Chaplain, admin)
- Offer leadership opportunities for staff to lead in faith activities at staff functions and in their classrooms.
 - Faith based Meet the Maestros PD on a PD Day in the fall

Engagement

- Ensure quality of instruction in religion courses by ensuring we have teachers who are prepared and supported to teach our sections of religion 9 - 12 by providing professional learning opportunities and guidance for teachers.
- Conduct a survey (parents, student, staff) to gather data on strategies to best support student engagement in school based Mass and other faith based activities
- Continue to examine team/department strategies for teachers to permeate faith for all subject areas
- Continue to seek partnerships and opportunities for students to become more engaged in their faith, through prayer and acts of service (eg. OLPH, St. Vincent de Paul) (MFWHSR)

Implementation Plan:	Activities	Milestones
<p>Shared Vision (Guiding Questions: How will the vision be collaboratively developed? Communicated? How will we know we are living it?)</p>	<p>To develop a sense of full school ownership when it comes to faith development and initiatives in our school:</p> <p>Collected data from students, parents and staff on how to best engage students in faith activities.</p> <p>-School based mass for whole community, with student leadership in the ministries (4 per year). Opening year, Advent, Ash Wednesday and Easter as a minimum</p> <p>-Daily prayer to begin each day over the intercom</p> <p>-Wednesday Staff Prayer-bringing the staff together in faith</p>	

	<p>-Facilitate school-parish relations through scheduled classroom visits and extending invitations to be present for and active in school activities and events (eg. drama productions, spirit days, awards ceremonies)</p> <p>- Support staff with professional growth plan goals relating to faith development</p> <p>- Monday morning meetings for staff with prayer</p> <p>- Wednesday staff prayer before school</p>	
<p>Leadership Required (Guiding Questions: How are leadership roles (current and future) being supported/developed? How are leadership roles/responsibilities articulated?)</p>	<p>Chaplain/Religion Leads Admin team CRCs Subject Coordinators/Leads Learning Commons Staff Student Services Parent Advisory Council as well as BUCPS Student Advisory Council OLPH Parish Staff Student Council/Leadership</p>	
<p>Research and Evidence (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>	<p>5 Marks of Catholic Education</p> <p><i>*Staff faith formation</i> <i>*Student Faith formation</i></p>	
<p>Resources (Guiding Questions: What human resources, materials, funding, infrastructure are needed to support this change?)</p>	<p>Budget, scheduling Religion Consultant</p> <ul style="list-style-type: none"> - Chaplain - Religion Lead - Admin 	
<p>Professional Growth (Guiding Questions: What teacher knowledge, skills, attributes are needed to bring this to fruition?)</p>	<p>Integration project to continue with support of Religion consultant and coordinators, and subject teams; PD opportunities led in-house for all staff to integrate in their specific subject areas</p> <p>Faith Day - District Event</p> <p>Staff Faith Retreat</p>	

Time (Guiding Questions: What time frame is needed for implementation? What specific activities require articulated durations?)	Planning time, time within the schedule for events PD Day (May)	
Community Engagement <i>What strategies are in place to share with stakeholders?</i>	Staff and students are part of the OLPH Parish community Parish Priest Visit. Communicating Mass is open to community members	

Outcome:	Quality Teaching and Learning
Division Goal: 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.	Strategies: *Support staff collaboration to engage and improve in literacy and math teaching practices across curricula and for all students, K-12 *Support Universal Design for Learning for all students through the Collaborative Response Model Targeted Success Measures: <i>-*Progress from student interventions</i> Alberta Education measures: <i>*Diploma exam results</i> <i>*Overall quality of basic education</i> <i>*Provincial achievement test results</i>
Reflection on Previous Year Results:	

		Archbishop Jordan		
		Achievement	Improvement	Overall
Course	Measure			
English Lang Arts 30-1	Diploma Examination Acceptable Standard	Very High	Maintained	Excellent
	Diploma Examination Standard of Excellence	Intermediate	Maintained	Acceptable
English Lang Arts 30-2	Diploma Examination Acceptable Standard	High	Maintained	Good
	Diploma Examination Standard of Excellence	Very High	Maintained	Excellent
French Lang Arts 30-1	Diploma Examination Acceptable Standard	Low	Declined	Issue
	Diploma Examination Standard of Excellence	Low	Declined Significantly	Concern
Français 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a
	Diploma Examination Standard of Excellence	n/a	n/a	n/a
Mathematics 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a
	Diploma Examination Standard of Excellence	n/a	n/a	n/a
Mathematics 30-2	Diploma Examination Acceptable Standard	n/a	n/a	n/a
	Diploma Examination Standard of Excellence	n/a	n/a	n/a
Social Studies 30-1	Diploma Examination Acceptable Standard	Very High	Improved Significantly	Excellent
	Diploma Examination Standard of Excellence	High	Improved	Good
Social Studies 30-2	Diploma Examination Acceptable Standard	Very High	Improved	Excellent
	Diploma Examination Standard of Excellence	Very High	Improved Significantly	Excellent
Biology 30	Diploma Examination Acceptable Standard	High	Maintained	Good
	Diploma Examination Standard of Excellence	Very High	Maintained	Excellent
Chemistry 30	Diploma Examination Acceptable Standard	Very High	Maintained	Excellent
	Diploma Examination Standard of Excellence	High	Maintained	Good
Physics 30	Diploma Examination Acceptable Standard	High	Maintained	Good
	Diploma Examination Standard of Excellence	Intermediate	Maintained	Acceptable
Science 30	Diploma Examination Acceptable Standard	High	Maintained	Good
	Diploma Examination Standard of Excellence	High	Improved	Good

PAT Results Course By Course Summary By Enrolled With

School: 2041 Archbishop Jordan Catholic High School

		Archbishop Jordan		
		Achievement	Improvement	Overall
Course	Measure			
English Language Arts 6	Acceptable Standard	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a
French Language Arts 6 FR622	Acceptable Standard	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a
Français 6 année	Acceptable Standard	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a
Mathematics 6	Acceptable Standard	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a
Science 6	Acceptable Standard	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a
Social Studies 6	Acceptable Standard	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a
English Language Arts 7	Acceptable Standard	High	Maintained	Good
	Standard of Excellence	High	Maintained	Good
K&L English Language Arts 7	Acceptable Standard	*	*	*
	Standard of Excellence	*	*	*
French Language Arts 7 FR722	Acceptable Standard	Low	Maintained	Issue
	Standard of Excellence	Intermediate	Maintained	Acceptable
Français 7 année	Acceptable Standard	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a
Mathematics 7	Acceptable Standard	Intermediate	Declined Significantly	Issue
	Standard of Excellence	Intermediate	Maintained	Acceptable
K&L Mathematics 7	Acceptable Standard	*	*	*
	Standard of Excellence	*	*	*
Science 7	Acceptable Standard	Very High	Maintained	Excellent
	Standard of Excellence	Very High	Improved Significantly	Excellent
K&L Science 7	Acceptable Standard	*	*	*
	Standard of Excellence	*	*	*
Social Studies 7	Acceptable Standard	High	Improved	Good
	Standard of Excellence	High	Maintained	Good
K&L Social Studies 7	Acceptable Standard	*	*	*
	Standard of Excellence	*	*	*

Strengths:

- Assurance Results:
 - Student Engagement up 14% from previous year

- Staff satisfaction with PD and Collaboration - 11%
- Progress from student interventions - 4%
- Employee Engagement - 11%

- Alberta Education Results
 - PAT Results = Good
 - Diploma Results = Excellent
 - Program of Studies = Good
 - Education Quality = issue

Factors Impacting Results:

- PEP/Flex Program has been successfully implemented, survey results 89% of students would like it to continue, 59% of parents
- CRM - CTM meetings are embedded in our schedule, increasing collaboration and sharing of effective strategies for students in Tier 2 and 3
- School Team Meetings held bi-weekly or weekly to support Tier 3/4 students - to help address barriers to student success
- Embedded time for department and subject specific collaboration (MFWHSR)
- Teacher focus on PGPs with monthly review within teams
- School-wide practices to support students completing summative assessments- Student Success Centre (MFWHSR)
- Development of a learning commons space for students to access supports, services and a place for academic programming (MFWHSR)
- New attendance policy to help staff best address student truancy was implemented with positive results, which also led to the creation of our In-Reach program (MFWHSR)
- New academic dishonesty policy to help create consistent responses to student behavior in this area
- New policy for 1 to 1, cell phone, and tech use at school to help increase student engagement in class
- Introduction of changes for graduation preparation with Goldbook and new procedures for course selection (MFWHSR)
- Admin as instructional leaders, and lead learners as classroom teachers as well
- New courses that were implemented this year were successful, adding dual credit for Psychology 20
- Involved all teachers with ELL students to assist with Benchmarking and supporting strategies for students
- SIOP Training for a cohort of teachers to support students in the classroom
- Coordinator/Leads book study - The Art of Coaching Teams with Elena Aguilar
- French Teacher PD - common assessments, PD with Heather van Struen to examine results for a new teacher to FLA 10-1, and all French Immersion teachers participated in a PD session with Dennis Cuisnault.
- Grade 9 Math teachers began to focus on reviewing foundational Math skills prior to new teaching (use of MIPI data to inform areas requiring more targeted re-teaching)

Opportunities for Improvement:

- **Assurance Survey**
 - Technology (students) - 10% lower than district average
- **Alberta Education Results**
 - **Education Quality = Low/Issue**
 - Reflective of grade 10 survey respondents of 2018-19
 - **Diploma Results = Excellent**
 - FLA 30-1 = Concern for Acceptable Standard
 - FLA 30-1 = Issue for Excellent Standard
 - **PAT Results**
 - FLA 9 - Issue for Acceptable Standard
 - Math 9 - Issue for Acceptable Standard

What we are going to focus on at ABJ for the upcoming school year:

PD

- Support our French Immersion Teachers with professional learning opportunities and continue to bring our language teachers together to share in best practices to support student learning
- Continue to enhance staff skills with integration of technology for student use to maximize these resources
- Continue to support staff with self-selected professional development/ as well as team directed collaboration with release time (MFWHSR)
- Continue monthly growth plans conversations in teams/department to promote staff growth
- Teachers Surveys - completed by all student for each section to provide data to staff to be used to support PD planning, and staff guidance and support

Programming

- Expanding programming opportunities in Math (MFWHSR)
 - Math 9 Prep course - grade 8 students were offered the opportunity to take the Math 9 Prep course in the first semester of grade 9 and then Math 9 in semester 2.
 - Math 10T - Grade 10 students next year had the opportunity to sign up for Math 10T which is Math 10C and Learning Strategies 15 combined (this course will run all year, every day with the same teacher)
- Expand ABJ's "Learning Support Program" or LSP
 - Provide targeted intervention in a classroom setting with 12-18 students with a teacher and EA for English and Social Studies 10-2, 20-2, and 30-2.
 - Denoted in PowerSchool as LSP (ex. English 10-2 LSP)
 - Students selected for LSP courses will be approved by parent/guardians and identified by CRCs and Admin
- ESL Programming
 - English as a Second Language course (Level 1, 2 & 3)
 - Reading Strategies 15 (students are mixed with a variety of learners)
 - Discontinue separate Intro to Canadian Studies and Expository English courses
 - Promote learning strategies in all classes to support ELL students (SIOP, coordinators and leads)
- InReach Program
 - As a alternative learning opportunity to support students who have struggled with meeting student expectations (ie. engaging in school work, regular attendance, and classroom behaviour)
 - These students are provided with a majority of their learning through E-Campus in partnership with SILC. Specific expectations are placed on these students prior to a return to regular classrooms
- New proposed courses for 2020-21
 - Online CALM
 - Advanced Athletic Performance 10/20
 - Astronomy 15
 - Classical Mythology 15
 - Personal Fitness 30
 - Creative Writing/Publishing 25
 - Marketing and Management 15
 - Sociology 20 (Catholic Women's Studies)
 - Leadership, Character and Social Responsibility 15/25/35 (new curriculum)
- Continue to refine our PEP/Flex program with PEP session offerings during the day (MFWHSR)
- Address issues around technology access - chromebooks for classrooms
 - Additional to school access to secured chromebook carts for secured assessment and exam accommodations.

Procedures and Processes to Support Students

- Continue with embedded time for CRM and CTM, with minor adjustments in meeting

- leadership - engagement of coordinators and leads (MFWHSR)
- Continue with STM but move these meetings to after school
- Continue 1 to 1 policy but work with staff to ensure consistency with policy among staff
- Continue to support new school based procedures:
 - Academic Dishonesty
 - Attendance Policy
 - Assessment Policy
 - One to One, smartphone use, secured assessment
 - Graduation and Course Selection
- Implementation of a new philosophy - All teachers teach - working with students in the classroom supports all teacher leaders in understanding student needs and creates the opportunity to be a lead learner to other staff.
- Add an additional administrator, but maintain the overall admin allocation of FTE of 4.25 (this past year we were at 3.75 due to teaching assignments). To assist with the cost of this change, reduce the total of CRC FTE by adding the ELL role into the 3 CRC positions. We believe that the additional administrator position would offer the following:
 - more flexibility in response to student behaviour (especially with the loss of the SRO program)
 - more opportunity to coach our teachers in their professional practice with a supervisory role
 - more support for program leadership, ability to respond to needs and support leadership development with coordinators, leads and other roles
- Increase communication in order to increase our messaging about the academic, career, and focused assistance to support students in their development of skills to be successful - Student Podcast, Monthly Newsletter - to focus on stories beyond extracurricular events

Implementation Plan:	Activities	Milestones
<p>Shared Vision (Guiding Questions: How will the vision be collaboratively developed? Communicated? How will we know we are living it?)</p>	<p>Enhance our CRM through creating regular collaboration time for CTM (through flex) and STM. Use STAR Assessments, F & P, to review student progress and to identify challenges. Development of Math programs such as Math 10T, Math 9 Prep (derived from data from MIPI and PAT results) to identify and structure assistive math level of instruction. Increased ELL identification (benchmarks) and implementation for students who require specialized programming. Increase potential for online learning for students who benefit with individualized instruction available in such settings.</p> <p>Develop shared leadership for instructional growth through our ABJ Learning and Leadership Team (student services, educational leadership and learning supports)</p> <p>Subject coordinators analyzing data from PATs and Diplomas in order to support staff in determining individual areas of growth (strategies and PD)</p>	

	<p>-continue to develop our Learning Commons to enhance student learning and meet the diverse needs of our students (moving E-Campus to main area, creating a classroom/exam room), staffing the Learning Commons with CRCs, ESL Instructional Coach</p> <p>* development of in-house online learning courses (CTS specific)</p> <p>-Increased flexibility & potential for student online programming in grades 9 and 10 or where needed.</p>	
<p>Leadership Required (Guiding Questions: How are leadership roles (current and future) being supported/developed? How are leadership roles/responsibilities articulated?)</p>	<p>Admin team CRCs ELL Instructional Coach Learning and Leadership Team Educational Leadership Team Learning Commons Staff Student Services Parent Advisory Council Student Advisory Council</p>	
<p>Research and Evidence (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>	<p>Visible Learning - Hattie High School Redesign Resources - environmental scan of other high schools What We Know About Grading - Guskey & Brookhart</p>	
<p>Resources (Guiding Questions: What human resources, materials, funding, infrastructure are needed to support this change?)</p>	<p>Staffing:</p> <ul style="list-style-type: none"> - Math teachers for 9 Prep and 10T - Additional Admin - CRC and ELL roles combined <p>Learning commons expanded to house online CALM 20</p> <p>Increase technology in the Learning Commons</p> <p>Increase available technology to students to access</p>	
<p>Professional Growth (Guiding Questions: What teacher knowledge, skills, attributes are needed to bring this to fruition?)</p>	<p>TQS French Immersion PD Effective Assessment Practices</p> <ul style="list-style-type: none"> - How to analyze data to inform practice <p>Continuum of supports for students Benchmarking for ELL</p>	

<p>Time (Guiding Questions: What time frame is needed for implementation? What specific activities require articulated durations?)</p>	<p>PD is ongoing throughout the year CRM - 6 meetings per year for all staff</p>	
<p>Community Engagement <i>What strategies are in place to share with stakeholders?</i></p>	<p>Supports within EICS PAC SAC Staff one on ones</p>	

<p>Outcome:</p>	<p>Wellness</p>
------------------------	------------------------

<p>Division Goal: Elk Island Catholic Schools is committed to success and well-being for all students. The Division recognizes that, as a system, school community wellness must be present for all stakeholders.</p>	<p>Strategies: *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. *Continue the engagement work of seeing mental health as a shared responsibility. * Focus on relationships as the effective method to attain system wellness.</p> <p>Targeted Success Measures: Elk Island Catholic Schools measures: *Employee engagement survey *Staff health and wellness as measured by absenteeism</p> <p>Alberta Education measures: *Success with educational transitions</p>
--	---

Reflection on Previous Year Results:

Strengths:

- **Assurance Results:**
 - Staff Wellness - 15%
 - Comprehensive Health - 7%
 - Students model active citizenship - 4%
- PEP/Flex sessions offered students sessions to support academics and health and wellness. (MFWHSR)
- Wellness Champions provided excellent opportunities for staff to engage in wellness activities throughout the year
- Culture committee provided a variety of team building and positive staff connections
- Student Services Team has expanded their continuum of support for students from grade 9 - 12 (MFWHSR)
- ABJ staff is highly collaborative, working in effective teams to support student learning and to support all staff (MFWHSR)
- Created program with Big Brothers and Big Sister for Teen Mentorship with grade 3 students from Holy Spirit

Opportunities for Improvement:

- Alberta Education Results:
 - Safe and Caring = Issue

What we are going to focus on at ABJ for the upcoming school year:

- Continue our Student Services/C.o.s.t. focus to support all students in academic, career preparation and planning from grades 8-12
- Grade 9/New Student to ABJ Day in September (MFWHSR)
- Continue Culture Committee initiative
- Continue Health Champions program
- Continue with PEP sessions focused on wellness for students (MFWHSR)
- Continue with embedded PD for department collaboration and CTMs
- Put together a plan to develop the patio off of the staffroom for regular staff BBQs in the fall and spring seasons - need more meat trays!!!
- **Revisiting programming structure to support ELL students with events and activities to promote inclusion, and cultural understanding (MFWHSR)**
- Continue involvement with Actions for Healthy Living to support ELLs
- **Creation of a student led Mental Health Squad to offer students (MFWHSR)**

Implementation Plan:	Activities	Milestones
-----------------------------	-------------------	-------------------

<p>Shared Vision (Guiding Questions: How will the vision be collaboratively developed? Communicated? How will we know we are living it?)</p>	<p>Continue to enhance our Student Services programming to support students -Continue to build community partnership with outside agencies (Big Brothers/Big Sisters Teen Mentor) - Continue the work of the Culture Club to help develop connections among staff -Expanding our social committee (part of Culture Club) with Friendly Fridays, birthday celebrations, life milestones, grief and loss, communal BBQ lunches -Continue to build Mental Health Squad with partnership with student council</p>	
<p>Leadership Required (Guiding Questions: How are leadership roles (current and future) being supported/developed? How are leadership roles/responsibilities articulated?)</p>	<p>Admin team CRCs Subject Coordinators/Leads Learning Commons Staff Student Services Team Parent Advisory Council Student Advisory Council Student Council Chaplain/Religion Lead</p>	
<p>Research and Evidence (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>	<p>Assurance Survey One on One's School Culture by design. Phil Boyte ABJ Teacher Information Survey</p>	
<p>Resources (Guiding Questions: What human resources, materials, funding, infrastructure are needed to support this change?)</p>	<p>Funding for hosting events for staff and students Health Champions leads</p>	
<p>Professional Growth (Guiding Questions: What teacher knowledge, skills, attributes are needed to bring this to fruition?)</p>	<p>Ongoing activities for staff connections Learning opportunities @ Shaping the Future Conference, Culture Summit, CSLC, district Mental Health events (Mental and Physical)</p>	
<p>Time (Guiding Questions: What time frame is needed for implementation? What specific activities require articulated durations?)</p>	<p>Ongoing September - PGP Meetings Monthly PGP meetings March/April - one on ones and Teacher/staff surveys</p>	

<p>Community Engagement <i>What strategies are in place to share with stakeholders?</i></p>	<p>Parent Advisory Council Outside agencies (AHS, Mobile Mental Health, etc.) OLPH Parish CLS - consultants</p>	
---	--	--

<p>Outcome:</p>	<p>Engagement and Improvement</p>
------------------------	--

<p>Division Goal: Elk Island Catholic Schools is committed to ongoing communication and engagement with educational partners to improve decision-making and assurance.</p>	<p>Strategies: *Enable ongoing communication through various mediums between the classroom and home *Collaborate with the parish and faith community</p> <p>Targeted Success Measures: Elk Island Catholic Schools measures: *Satisfaction with communications *Success with School and parish partnerships</p> <p>Alberta Education measures: *Satisfaction with parental involvement *Satisfaction with school improvement</p>
---	---

Reflection on Previous Year Results:

Strengths:

- **Assurance Results:**
 - Students model active citizenship - 4%
 - Student Engagement - 15 %
 - Progress from student interventions - 4%
 - Comprehensive Health - 7%
 - Employee Engagement - 11%
 - Staff satisfaction with PD and Collaboration - 11%
 - Staff Wellness - 15%
 - Success with student Faith Formation - 8% (year over year)
 -
- Alberta Education Results:
 - Parental Involvement = Intermediate
- Academic results at ABJ have continued to be excellent overall
- Relationship with the Parish has been continuing to grow with having a chaplain/youth minister crossover with Mrs. Murphy.
- Collaboration has increased this school year with embedded time through PEP (MFWHSR)
- Success with new school policies and improvements with attendance, behavior management, and response to interventions (MFWHSR)

Opportunities for Improvement:

- **Assurance Results:**
 - Satisfaction with school improvement (parents) - 20%
 - Communication from school/teachers (parents) - 10%
- Alberta Education Results:
 - Work preparation = issue
 - Citizenship = issue
 - Safe and Caring = issue
 - Education Quality = issue

What we are going to focus on at ABJ for the upcoming school year:

Programming

- Continue with PEP/Flex Program, but seek out strategies for refinement
 - PEP Committee will lead our staff in proposed changes, reflective of student and parent feedback (MFWHSR)
- Continue Continuum of Supports - grade 8 - 12 academic and career planning (course selection sessions, presentations, Goldbook, etc) (MFWHSR)
- Grade 9/New Student Day - host a welcome to ABJ day on September 1st to help with transitioning to ABJ (MFWHSR)
- Continue with Indigenous Lead and supports for teachers with PD around integration of Indigenous Teaching
- Continue the Faith Integration project PD for humanities teachers

- Continue CRM and related meetings (MFWHSR)
 - CTM - 6 per year for all teachers
 - STM - bi-weekly/weekly
- Continue with **team structures** to support all students - ABJ Learning and Leadership Team with additional refinement
- Adjustments being developed with our ELL programming to promote a more inclusive environment - more integration for ELL students with supports for teachers.

Communication

- Increase communication to share messaging about the academic stories and career preparation, with a focus on examples of helping students develop skills to be successful beyond high school - Student Podcast, Monthly Newsletter - to focus on stories beyond extracurricular events
- Improve cycle of student feedback via frequent student surveys

Implementation Plan:	Activities	Milestones
<p>Shared Vision (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"> - Continue Continuum of Supports - grade 8 - 12 academic and career planning (course selection sessions, presentations, Goldbook, etc) - Grade 9/New Student Day - host a welcome to ABJ day on September 1st to help with transitioning to ABJ - Improve cycle of student feedback via frequent student surveys (end of semester teacher surveys) - Teachers Surveys - completed by all student for each section -Continue to include stakeholders in school based decision making -Attend Parish Admin meetings -ABJ School blog , website, weekly news (SMORE), school messenger -Continuing to implement High School Redesign -Attend parish/faith meeting - Strathcona County - relationships to support Emerald Hills pool and ABJ School needs - Indigenous Education PD continued for staff 	
<p>Leadership Required (Guiding Questions: How are leadership roles (current and future) being supported/developed? How are leadership roles/responsibilities articulated?)</p>	<p>Admin team CRCs ELL Instructional Coach Subject Coordinators/Leads Learning Commons Staff Student Services Parent Advisory Council Student Advisory Council</p>	

	Student Council	
Research and Evidence (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?)	Assurance Plan Assurance Survey Results AB ED Results Teacher Survey Results Ongoing surveys results for feedback on programs	
Resources (Guiding Questions: What human resources, materials, funding, infrastructure are needed to support this change?)	Support for PGP strategy to continue Powerschool WordPress - Blog Google Docs - SWAG School Website Time to develop a student Podcast, and formal school newsletter	
Professional Growth (Guiding Questions: What teacher knowledge, skills, attributes are needed to bring this to fruition?)	-Inservice from Indigenous consultant PD from the ATA -Inservice from High School Redesign	
Time (Guiding Questions: What time frame is needed for implementation? What specific activities require articulated durations?)	-Continuing to reassess during the year. -Ongoing	
Community Engagement <i>What strategies are in place to share with stakeholders?</i>	County Council Provincial MLAs Federal MPs OLPH Parish Alberta Education ERLC Council of Elders	

*Budget Report to be Attached