**2018-2022 School Education Assurance Plan - St. Isidore Catholic Learning Centre (SILC)**

2020-2021

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

[Elk Island Catholic Assurance Plan 2018-2022](https://docs.google.com/spreadsheets/d/1sUug9mr5Gktf5mlMrJVKohU0NpkBDVCeCB-rnzH4rF4/edit?usp=sharing)

|  |  |  |
| --- | --- | --- |
| **Goal:** | **Faith Formation** | |
| **Provide students, staff and community with a faith permeated environment and enhance the Faith Formation of all staff and students.** | **Strategies:**   1. **Engage students in relevant Religious education and faith permeation which promotes hope and engagement in students.** 2. **Continue to focus on faith formation learning opportunities for staff and students.** 3. **Establish Parish Collaboration with OLPH**   **Targeted Success Measures:**   1. **Student faith formation** 2. **Staff faith formation** 3. **School faith environment** | |
| **Reflection on 2019-2020 Year Results:**  **Strengths:**   * Strong faith leaders * Strong faith community in our staff * Our staff is asked and expected to include a faith goal in our Staff Assurance Plan (and buy-in is high) * No institutional or cultural inertia to overcome in faith-integrating our programs * Strong Religious Ed program   **Opportunities for Improvement:**   * We need to do a better job bringing the faith to all our students and courses * “Bare bones” courses have not yet been faith integrated * Create a rich Catholic school community to support ALL families * We can do a better job of parish involvement | | |
| **Implementation Plan:** | **Activities** | **Milestones** |
| **Shared Vision**  *Examine the present situation*  *● 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?* | * Diligent development of faith-integrated courses * Emphasis on the divisional faith theme * Develop and implement best practices for a faith-filled online space. * Deepen Connection to OLPH Homeschool Community * Implement our new Chesterton Academy |  |
| **Leadership Required**  *What leadership is required to support the goal? The activities to achieve the goal?* | * Continued consensus and emphasis on faith integration. * Stefan to work with OLPH parish |  |
| **Research and Evidence**  *What data, including research, evidence, lesson learned, is being used to inform your plan?* | * Assurance data suggests that faith integration is a need. 75% of parents didn’t know how to answer the Strong Relationship with Parish. Only 71% of Students agreed that Catholicism was visible through signs, symbols, etc. * Integration of homeschool students to the larger community |  |
| **Resources**  *What resources will be needed to support? (e.g., staff, supplies, etc)* | * Development time for faith integration * Staff time: to be able to attend ALL SILC PD as there is a faith element in these days * Stefan and Paul to work collaboratively with homeschool community |  |
| **Professional Growth**  *What professional learning supports are needed?*  *(Provide PD plan in chart below)* | * Faith-integration inservices * Staff faith formation   + Subject specific faith formation (ie Math, Biology, etc.)   + Theme specific faith formation.   + Provide opportunity for staff to attend faith related conferences (RMEC, SPICE, Blueprints, CCSSA “Marked By God”, etc) |  |
| **Time**  *What is the timeframe needed to support the implementation of the plan?* | * The 2020-21 school year |  |
| **Community Engagement**  *What strategies are in place to share with stakeholders?* | * Face to face meetings with the school chaplain * Liaise with THEE to spread our faith mission to families * Extend the invitations to join us for monthly Mass * Liaison with OLPH parish * Invite clergy to “visit” - and appear in our online classroom |  |

|  |  |  |
| --- | --- | --- |
| **Goal:** | **Quality Teaching and Learning** | |
| **Division Outcome:**  **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 initiatives to apply current research to teaching and learning to enhance diverse programming for students** * **Support responsive teaching through data informed decision making** * **Research, share and support technology integration approaches to enhance and remove barriers to teaching and learning for ALL students (inquiry, innovation, Learning Commons, project-based learning)**   **MFWHSR:**   * **Personalization** * **Meaningful Relationships** * **Flexible Learning Environments**   **Targeted Success Measures:**   * **Student engagement survey results** * **Satisfaction with broad program of studies** * **Overall quality of basic education**   **Other:**   * **Course completion rate** | |
| **Reflection on 2019-2020 School Year Results:**  **Strengths:**   * Significant number of staff come with online teaching experience     **Opportunities for Improvement:**   * Course Diversity - Data suggests that we need to offer more courses, specifically in the Fine Arts and Languages area. | | |
| **Implementation Plan:** | **Activities** | **Milestones** |
| **Shared Vision**  *Examine the present situation*  *● 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?* | * SILC will identify and implement best practices that are driven by Alberta Learning and strong pedagogy to meet the needs of our online and outreach students * Staff Assurance Plans in alignment with instructional and assessment practice improvement strategies * Chesterton Academy of St. Isidore implemented * RAP, Work Exp., Green Certificate, and Dual Credit programs available * Course Surveys at the end of every course, with some questions tied to Assurance Survey language.   **MFWHSR:**   * **P:Communication and planning with each individual student to ensure buy in and success** * **P:Credit recovery opportunity for students to complete a course and high school** * **MR: Drop in atmosphere provides opportunities for teachers and students to foster strong relationships** * **FLE: Students control when, where, how they learn, and new technology facilitates student learning.** |  |
| **Leadership Required**  *What leadership is required to support the goal? The activities to achieve the goal?* | * Admin to lead collaborative and constructive processes in order to build policy and best practices * Hold regular meetings to look at what’s going well and where challenges lie * Leadership to collaboratively build Course Survey items with staff (PD Activity). * CRC to join staff? |  |
| **Research and Evidence**  *What data, including research, evidence, lesson learned, is being used to inform your plan?* | * Lessons learned: lack of consistent best practices, or of policies has made case-by-case decision making onerous. * Visits to exemplary sites in the province and meeting/communicating with other online/outreach principals. * Foundational 9 principles of MFWHSR |  |
| **Resources**  *What resources will be needed to support? (e.g., staff, supplies, etc)* | * Alberta Ed expertise (Daylene Lauman) * Support and resources from the Chesterton Schools Network |  |
| **Professional Growth**  *What professional learning supports are needed?*  *(Provide PD plan in chart below)* | * **Focus PD in student engagement in an online learning environment** * Attend BlendED conference (Outreach) * Canvas LMS PD * Chesterton PD |  |
| **Time**  *What is the timeframe needed to support the implementation of the plan?* | * Ongoing processes |  |
| **Community Engagement**  *What strategies are in place to share with stakeholders?* | * Website development to communicate with all stakeholders; active social media presence (Twitter, Facebook, Instagram) * Google Forms and feedback |  |

|  |  |  |
| --- | --- | --- |
| **Goal:** | **Wellness** | |
| **Division Outcome:**  **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.** | **Strategies:**   * **Continue to provide and develop services and model initiatives that promote staff and student health and wellness.** * **Focus on relationships as the effective method to attain system wellness**   **Targeted Success Measures:**   * **Success with educational transitions** * **Success with safe and caring schools**   **Specific questions from Student Assurance Survey** | |
| **Reflection on Previous Year Results:**  **Strengths:**   * Our staff are committed to wellness and relationships.     **Opportunities for Improvement:**   * Based on completion rates and Assurance data (regarding belonging) Student Engagement must increase. Relational online teaching can help. * Diverging part-time staff schedules impedes relationship building | | |
| **Implementation Plan:** | **Activities** | **Milestones** |
| **Shared Vision**  *Examine the present situation*  *● 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?* | * SILC will continue to identify and provide support for students as they transition from home-school, traditional schooling, and any other environment. * SILC staff will initiate a structured program of regular student contact * Form a Connections Team |  |
| **Leadership Required**  *What leadership is required to support the goal? The activities to achieve the goal?* | * Support Wellness Initiatives and build a stronger Connections Culture with all stakeholders as we grow. * FWW to join our staff? |  |
| **Research and Evidence**  *What data, including research, evidence, lesson learned, is being used to inform your plan?* | * Staff Wellness Days * Incorporate a common course survey including questions from the Student Assurance Survey: “My teacher helps me to improve my work” and “My teachers care about me” |  |
| **Resources**  *What resources will be needed to support? (e.g., staff, supplies, etc)* | * Staff & Student Wellness days * Outdoor community area (picnic tables etc) |  |
| **Professional Growth**  *What professional learning supports are needed?*  *(Provide PD plan in chart below)* | * Staff is asked to identify a Wellness (personal) goal on their Staff Assurance Plan * Ongoing PD regarding health and wellness |  |
| **Time**  *What is the timeframe needed to support the implementation of the plan?* | * Dedicated time to spend daily focussing on connections and relationships with all members of our #SILCFamily |  |
| **Community Engagement**  *What strategies are in place to share with stakeholders?* | * S’More SILC School News that highlights the Mental Health workshops and initiatives that EICS promotes |  |

|  |  |  |
| --- | --- | --- |
| **Goal:** | **Engagement and Improvement** | |
| **Division Outcome:**  **Elk Island Catholic Schools is committed to ongoing communication and engagement with educational partners to improve decision-making and assurance.** | **Strategies:**   * **Enable on-going communication through various mediums between the classroom and home**   **Targeted Success Measures:**   * **Parental satisfaction with communication and decision-making processes** | |
| **Reflection on Previous Year Results:**  **Strengths:**   * Shared consensus (SILC, THEE) to work toward transparency, clarity, and consistency in decision making and messaging.     **Opportunities for Improvement:**   * We need to find meaningful ways to engage and involve parents, both actively at the school, as well as in the larger decision-making context. * Parent Council? | | |
| **Implementation Plan:** | **Activities** | **Milestones** |
| **Shared Vision**  *Examine the present situation*  *● 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?* | * Continued transparency and clarity about SILC’s service model in its various forms with ongoing opportunities for stakeholder input (EICS High Schools) * Open House * SILC Kickoff/Welcome Week * Regular Parent Communications from all SILC staff through a parent observer role in CANVAS courses * An engaging, entertaining SMORE |  |
| **Leadership Required**  *What leadership is required to support the goal? The activities to achieve the goal?* | * Tracy to lead SMORE #SILCFamily * Co-plan great collaborative events (THEE and SILC) * Develop best practices for communications (content, frequency, tracking) |  |
| **Research and Evidence**  *What data, including research, evidence, lesson learned, is being used to inform your plan?* | * Lessons learned: engaged families are happy families |  |
| **Resources**  *What resources will be needed to support? (e.g., staff, supplies, etc)* | * SMORE subscription * Regularly updated website * Continued Social Media presence * Materials and collaboration for events (like SILC Kickoff in Sept 2020) |  |
| **Professional Growth**  *What professional learning supports are needed?*  *(Provide PD plan in chart below)* | * Webmaster training * Social media inservicing |  |
| **Time**  *What is the timeframe needed to support the implementation of the plan?* | * Devoted inservice time at staff meetings |  |
| **Community Engagement**  *What strategies are in place to share with stakeholders?* | * Continue with the open and transparent communication from school to home. * Continue with invitation to prayer. |  |

\*Budget Report to be Attached