Neil M. Ross Catholic School Education Assurance Plan 2022-2025

Greater St. Albert Catholic Schools

	Domain: Faith *Arise: Get up, Get Going, Go with God!*	Domain: Excellence *Student Growth and Achievement*	Domain: Equity *Learning Supports*	Domain: Relationships *Teaching and Leading*	Domain: Responsiveness *Governance and Context*
DIVISION OUTCOMES	Students, parents, and staff know, model and witness Jesus Christ, through furthering a culture of evangelization, faith formation, and vocation within our schools	Students develop as citizens who enact our Gospel values, as they engage intellectually and grow continuously as learners and believers.	From within a community of faith, students excel when resources are prudently managed and distributed equitably, so that diversity is embraced and a sense of belonging and safety are fostered.	Students experience excellence in Catholic teachings and learning when staff are models and witnesses of faith and demonstrate their respective professional practice standards (TQS, LQS, SLQS).	Students succeed when stewardship of system resources are based on a spirituality of communion and generative community engagement, transparency, and accountability that is responsive to local and societal contexts.

Division Assurance Survey Measures - Spring 2022 Data

DATA ANALYSIS	**Evidence of Success** ~ 97% of students know and recognize their learning of Truth and Reconciliation activities in the school. ~ 98% of students see Neil M Ross staff explain and model how to live like Jesus in school.	**Evidence of Success** ~ 95% of parents are satisfied with the quality of teaching at their child's school. ~ 100% of students say their teacher is "Very Good" ~ 97% of parents and 99% of students shared that their child (they) is encouraged at Neil M Ross school to try their best.	**Evidence of Success** ~ 99% of students acknowledge they have access to technology to assist in their learning. ~ 98% of students agreed that when they need it, teachers and staff at school are available to help them.	**Evidence of Success** ~ 96% of students and 90% of parents shared their satisfaction that students are taught well about healthy living and wellbeing. ~ 98% of parents shared that they are satisfied that Neil M Ross teachers truly care about their child. ~ 98% of students shared that they know what is expected of them at school.	**Evidence of Success** ~ 95% of parents agree Neil M Ross has a positive reputation in our community. ~ A noted increase of 9% of parents know how to access information regarding their child's progress. ~ Parents (+12%) and students (+10%) both had a noted increased response in feeling safe to and from school.
	Opportunities for Growth ~ Parents recognizing their children learning about connection between Catholic faith and Indegenos beliefs and practices.	**Opportunities for Growth** ~ Sharing more explicitly with families how students are provided with feedback in order to deepen their learning. ~ Students being provided with opportunities (eg. options, extracurricular, online learning) that supports engagement in school.	**Opportunities for Growth** ~ 70% parent satisfaction with the specialized support and services their child is receiving enables them to be a successful learner. ~ Through the engagement process, parents shared this outcome is reflective of the reductions that have happened in this area through government funding.	**Opportunities for Growth** ~ Explicitly share our school behavioral expectations with the school community.	**Opportunities for Growth** ~ Share ways parents can be involved in decisions that are made at Neil M Ross school ~ ie. through the school council and its subcommittees, communication from the school ~ Share ways parents can be involved in decisions regarding their child's education. ~ ie. ways to be engaged in decision process at the provincial level

School-based Strategies for School Improvement Based on Stakeholder Input (staff, students and parents)

STRATEGIES	~ Create a purposeful plan of sharing how we respond to those in need that involves both the school and staff levels; ~ Engage in community projects that explicitly name how they encourage students to be Christ for others; ~ Participation in retreats, truth and reconciliation exercises, service projects as well as purposeful follow up to how how actions create positive change in the community; ~ Integration and increased presence of members of our church community as well as faith and indigenous leaders from our division during school events and classroom learning; ~ Develop a common understanding of connections between our Catholic faith and the	~ Provide sessions at school council and other events to share with families how students receive ongoing feedback on their learning in order to improve; ~ Programming choices: focus on students' God-given gifts and strengths to foster hope and wellbeing through an exposure to different learning opportunities; ~ Visible learning (Practice Progressions), with emphasis on feedback and communication; ~ Improving student achievement, based on ongoing data analysis; and ~ Creating a culture of collaboration between school and home in preparing students for success with sharing the knowledge needed at each stage of learning.	~ Further implementation of the Collaborative Response approach to streamline services, share strategies and build capacity amongst staff; ~ Students at Neil M Ross will have continued success as teachers and leaders respond with skill to the unique educational and spiritual needs of students; and ~ Increase of supports both at the school level as well as from the division.	~ Purposeful signage posted around the school, on our website and through communications regarding Neil M Ross' positive behavior supports, school expectations and school code of conduct; ~ Direct relational connections made for all stakeholders at assemblies and school publications; ~ Neil M Ross students benefit from school staff continuing to use a range of data to inform cycles of evidence-based continuous learning; and ~ Inviting families to celebrations and liturgies as active participants.	~ Provide school council workshops to learn of ways to increase parental engagement; ~ Neil M Ross students succeed when all partners are clear about their roles and responsibilities in legislation, policies, and procedures both at the school, school board and provincial levels; and ~ Neil M Ross students benefit when families, staff, parishes, and community members participate in the creation and ongoing implementation of a shared vision for student success.

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School-based Strategies for School Improvement Based on Stakeholder Input (staff, students and parents) (Continued)				
spiritual beliefs/practices of our Indigenous brothers and sisters; and ~ Develop an acknowledgement of Indigenous spirituality as a unique gift to the Church and involve Indigenous voices as much as possible in sharing that gift.				

Goals

FAITH GOAL:	LEARNING GOAL:
At NMR students, staff and parents know, model, and witness Jesus Christ through our theme of ARISE! Get Up, Get Going, Go with God, as Jesus calls us to do through our thoughts, hearts, hands, habits and our own personal relationship with God.	At NMR, staff will, through a faith-based and Truth and Reconciliation lens, work to ensure students benefit, in both literacy and numeracy skills, from research-based practices with a hands-on and technology focus in order to provide differentiated instruction with a focus on conceptual understanding through the practice progressions.

MODEL & WITNESS	**PARTICIPATE IN TRC**
● Work on intentionally incorporating faith into everyday conversations (What would Jesus Do?, in helping solve student problems, in conversations with parents) ● Utilize language with more intentionality and purposefully making connections with students and parents. ● Become more comfortable using scripture to connect to our social works of mercy. ● Planned schedule for the year of social justice and community service that supports Catholic Social Teachings. ● Staff, student and parent engagement/participation with all service projects **RELIGION CLASSES** ● Continue to increase permeation of faith through all subjects with increased intentionality. ● Focus on making more meaningful connections for students with our faith. ● Post "I can statements" that show direct correlation to the learning. ● Make real world connections from curriculum to daily life to enhance student understanding.	● Maintain facilitation of blanket ceremonies with our grade 5 students. ● Work with Billie-Jo Grant for staff mentorship. ● Having student TRC PD plan for all grade 5 & 6 students ● Whole staff PD to further knowledge in TRC (look at offering additional sessions available on ATA PD website) ● Staff to work on organically integrating Indigenous beliefs and practices into daily learning (possibly using pre-created lesson plans) ● Library Tech and staff to create an interactive google slide presentation resource list of books to support teaching in each subject area at each grade level. ● Calls to Action within a faith-based context and understanding of foundational concepts in emerging curriculum **RESEARCH BASED PRACTICES** ● Structured Literacy: Eg. Science of Reading, Words Their Way, Empowering Writers, Haggerty Phonics, Phonemic Awareness (Gr. 1-6) ● Alberta Research Network (ARN, Gr. 2&3) ● MIPI (Gr. 2-6) **DIFFERENTIATED INSTRUCTION WITH A FOCUS ON CONCEPTUAL UNDERSTANDING** ● Assistive technology tools ● Read/Write for Google, speech to text, text to speech ● Reader Pens, Additional Time, Readers, Scribe, Google Translate (for our ELL students) ● Tiered instruction, intervention, assignments and assessments

Measures

● Division Assurance survey results (Q 1-10) ● Parish partnership - involvement with our Parish and Parish Priests (Father Adam & Father Curtis) ● Anecdotal comments/collaborative discussions with staff, students & parents ● What our staff have committed to leading our staff, students and families through as we serve those in need ● Success/results of service projects	● Division Assurance survey results (Q 6-8, 11-15, 17, 37, 44, 54, 59) ● Student Assessment Results: T-series screening, MIPI, Fountas & Pinnel (with ELL), Words their way, Empowering writers, Haggerty Phonics, Science of Reading ● Monthly professional development plan