Neil M Ross School's Education Assurance Plan 2024-2027

Greater St. Albert Catholic Schools

	Domain: Faith *Growing in the Trinity: Love, Mercy & Grace*	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 is 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 2024 Data				
DATA ANALYSIS	**Evidence of Success**	**Evidence of Success**	**Evidence of Success**	**Evidence of Success**	**Evidence of Success**
	~ 98% of students feel I have opportunities to participate in prayers, liturgies, celebrations, and masses at the school and parish. ~ 92.3% of parents feel their child has opportunities to participate in activities that teach about First Nations, Métis,and Inuit culture and traditions to further reconciliation (up 12%). ~ 96.5% of staff feel students have opportunities to participate in activities that teach about First Nations, Métis,and Inuit culture and traditions to further reconciliation.	~ 83.3% of students say they like learning math (up 20.6%). ~ 76.3% of students say they like learning language arts (up 11.1%). ~ 94.8% of parents feel their child clearly understands what they are expected to learn at school (up 13.2%). ~ 93.5% of parents feel Staff at our school help students learn to the best of their abilities (up 8.8%). ~ 96.5% of Staff feel they grow professionally based on professional standards (Catholic TQS/LQS and/or requirements of my role) (up 13.7%).	~ 95.6% of students feel At school, I can get the help I need with using the school library (up 9.1%) ~ 94.6% of parents feel their child has access to technologies to meet their educational needs(up 5.2%).	~ 91.9% of students feel other students treat them well (up 9.4%). ~ 96.3% of students feel while at school, most students treat each other with care and respect. (up 5.4%). ~ 90.7% of parents feel most students at my child's school treat each other with care and respect (up 14.1%). ~ 92% of parents feel our school has clear behavioural expectations (13.3%).	~ 98.7% of students say they are proud of their school (up 6.1%). ~ 94.6% of parents say I know how to access information about my child's learning (up 4.3%).
	Opportunities for Growth	**Opportunities for Growth**	**Opportunities for Growth**	**Opportunities for Growth**	**Opportunities for Growth**
	~ Teachers sharing their faith journey with students.	~ Sharing more explicitly with families how students are provided with feedback in order to deepen their learning.	~ Continue using our Diverse Learning Teacher to work with small groups in order to give students targeted instruction.	~ Increase communication with parents explaining how their child(ren) are taught to use technology safely and responsibly throughout the school year.	~ Share ways parents can be involved in decisions that are made at Neil M Ross school: ~ i.e., through the school council and its subcommittees, communication from the school
	School-based Strategies for School Improvement Based on Stakeholder Input (staff, students, and parents)				
STRATEGIES	~ Develop a common understanding of connections between our Catholic faith and the spiritual beliefs/practices of Indigenous members of our community. ~ Explicitly communicate initiatives through social media, newsletters, and our website. ~ Develop an acknowledgment of Indigenous Spirituality as a unique gift to the Church and involve Indigenous voices as much as possible in sharing that gift.	~ Share at school council and other events with families how students receive ongoing feedback on their learning in order to improve.	~ Continue to use the Collaborative Response approach in order to streamline services, share strategies and build capacity amongst staff in order to best serve students who are tier two. ~ Work with our diverse learning teacher to examine assessments and screening results to best provide intervention support for our students.	~ Work with the school council and friends of Neil M Ross to showcase and be intentional with what we do in regards to school culture, works of charity and faith.	~ Continue to work with our Neil M Ross school council and Friends of Neil M Ross to increase parental engagement. ~ Continue our work communicating with families with our weekly communication emails on Sunday mornings, google classrooms, websites, and social media.

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Goals

FAITH GOAL: At NMR students, staff and parents know, model, and witness Jesus Christ through our theme of Growing in the Trinity: Love, Mercy & Grace, as Jesus calls us to do through prayer and almsgiving, to realize all things are possible through God.

SCHOOL-BASED STRATEGIES FOR CONTINUAL IMPROVEMENT:

MODEL & WITNESS

- All staff will continue to intentionally incorporate 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.
- Continue to delve deeper in becoming comfortable using scripture in order to connect to the corporal works of mercy.
- Staff, student, and parent engagement/participation with all service projects.
- Continue with our Friday morning meetings where there is a focus on communication with staff as well as an opportunity to support one another and share in prayer.

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.
- Make real-world connections from curriculum to daily life to enhance student understanding.
- Continue to become more comfortable as staff, sharing our faith journey with our students.

LEARNING GOAL: NMR staff will employ a faith-based and Truth and Reconciliation perspective to deliver research-based instruction for the new curriculums of literacy and numeracy, using hands-on activities and technology to provide differentiated learning and emphasize conceptual understanding through practice progressions.

SCHOOL-BASED STRATEGIES FOR CONTINUAL IMPROVEMENT:

PARTICIPATE IN TRC

- Maintain facilitation of blanket ceremonies with our grade 5 students.
- Maintain school use of the Indigenous map of Canada and the resources that accompany it.
- Staff to work on organically integrating Indigenous beliefs and practices into daily learning (possibly using pre-created lesson plans).
- Library Tech and staff continue to add to our interactive Google slide presentation resource list of books to support teaching in each subject area at each grade level.
- Indigenous Lead teacher to continue moving forward with the 7 Grandfather Teachings.

PROFESSIONAL DEVELOPMENT

- Continue supporting staff with the curriculum.
- Staff to develop tiered writing assessment rubrics that mirror the grade six achievement tests.
- Whole staff PD to further knowledge in Truth and Reconciliation Commission (TRC) (continue to offer additional sessions available on ATA PD website).
- Continue to support staff with the interactive boards and chromebooks.

RESEARCH BASED PRACTICES

- Structured Literacy: e.g., Science of Reading, Words Their Way, Empowering Writers, Heggerty Phonics, Phonics Companion, Mine the Gap, Phonemic Awareness (Gr. 1-6), and Florida Centre for Reading Research
- Alberta Research Network (ARN, Gr. 2&3)
- Alberta Education Numeracy Assessment (K-4)

DIFFERENTIATED INSTRUCTION WITH A FOCUS ON CONCEPTUAL UNDERSTANDING

- Assistive technology tools:
  - Read/Write for Google, speech to text, and text to speech; and
  - Reader Pens, Additional Time, Readers, Scribe, and Google Translate (for our ELL students).
- Tiered instruction, intervention, assignments, and assessments.

Measures

- Parish partnership - involvement with our Parish and Parish Priests (Father Antony and parishioners).
- Anecdotal comments/collaborative discussions with staff, students, and parents.
- What our staff have committed to leading our team, students, and families through as we focus on corporal works of mercy.
- Success/results of service projects (our school-based Faith in Action tracking).

- Division Assurance Survey.
- Student Assessment: T-series screening, Elk Island Catholic Numeracy Screener, Alberta Education Numeracy Assessment, Words their Way, Empowering Writers, Heggerty Phonics, Science of Reading, and Mining the Gap (Numeracy).