



ELSIE YANIK CATHOLIC SCHOOL

School Education Plan

2022-25

2023-24 UPDATE



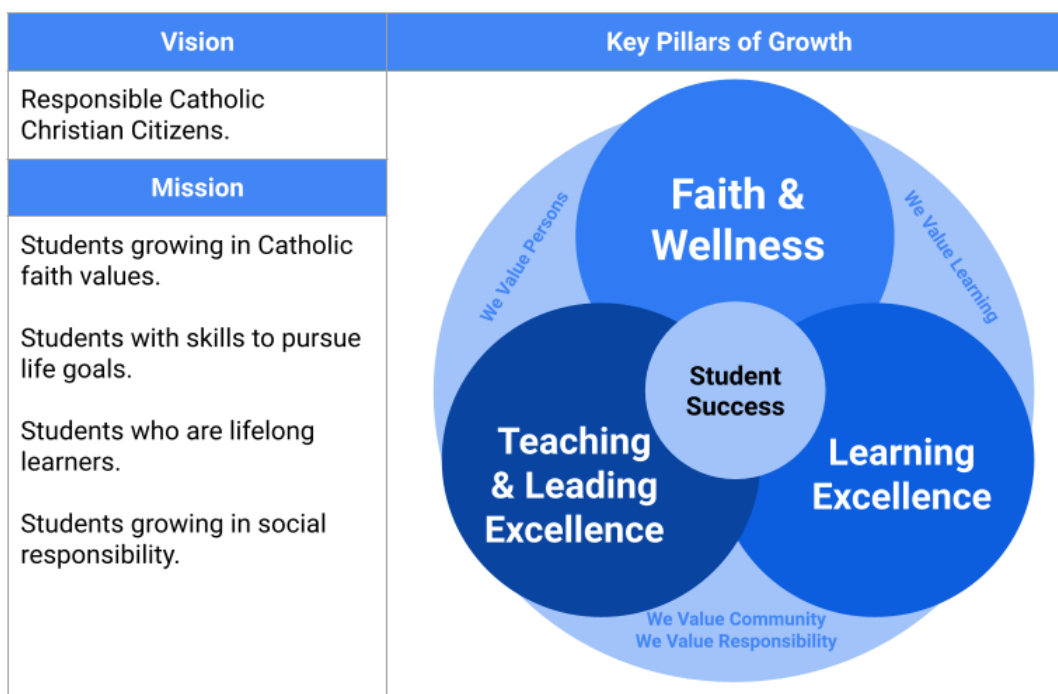
School Overview

The school's name-sake Elsie Yanik was a distinguished Métis Elder in the RMWB who was celebrated for her faith, her dedication to her community, and her kindness. Elsie Yanik Catholic School opened its doors in 2018 with approximately 150 students. Currently, the school has tripled in size and has 435 registered students. Placed in the steadily growing neighbourhood of Parsons Creek, the school population is anticipated to reach approximately 500 students in the next four to five years. **"Kindness is Contagious,"** the school's motto, is ever present as you enter into its spacious and welcoming **Gathering Area**.

At Elsie Yanik Catholic School, **teaching and leading excellence** is one of the key pillars of growth in **student success**. Key indicators, such as the school's literacy and numeracy results, continue to affirm that the consistency and commitment to the school's multi-year plan is leading to increased **learning excellence**.

For the 2023-2024 school year, Elsie Yanik Catholic School will continue its efforts in improving student reading skills, but will begin building teacher capacity in supporting student success in writing.

Faith and Wellness is another key pillar of growth for Elsie Yanik's staff and students. The belief that Fort McMurray Catholic School Division's **Four Core Values** are foundational to building teacher efficacy is central to the school's goal. This year, a renewed commitment to be more purposeful with our faith learning and teaching will be evident in our staff meetings, staff room, and classrooms.



Education Plan Architecture

Key Pillar of Growth	Each pillar of growth represents the primary aims of the organization.
Outcomes	Three outcomes have been crafted under each key pillar of growth. These outcomes reflect the state the organization hopes to attain in an effort to ensure each student has the opportunity to achieve personal excellence.
Strategies	Each outcome includes a number of strategic actions that will be undertaken to achieve success in each pillar of growth. These actions will be implemented, evaluated, and refined on a continuous basis to ensure responsiveness to the local and societal context. The efficacy of these actions in relation to the key pillars of growth will be outlined in the 2024 AERR.
Measures	Each outcome includes a list of measures that will be used to evaluate the efficacy of the outlined strategic actions. These measures are a mixture of provincial and local data sets.

Summary

The 2023-2024 school year is the second year of the Elsie Yanik Catholic School Education Plan. During this time, the document has seen many amendments. Some outcomes have been removed and others added. Regardless of which document is being used, one thing has remained the same and that is the ability to respond to changing environmental factors.

This document, as presented shows how the EYCS Administrators are addressing some environmental changes that have occurred between June 2023 and October 2023.

Pillar #1: Faith & Wellness shows the importance of teacher faith



PILLAR #1

Faith & Wellness

OUTCOME I

Staff and students will be provided with regular Catholic faith formation opportunities to further their participation in our faith and to enable them to discern the presence of God in their lives.

Strategies

1. We will continue to focus on the permeation of the division's four core values in all aspects of the school environment, including staff professional development days. Data from our Stakeholder Engagement Report identified that 41.4% of our students were not aware of our Four Core Values.
 - a. Provide teacher development in demonstrating how the four core values underpin everything we do.
 - i. We will maintain the use of the *'Four Core Values: A Call to Discipleship'* document as our primary tool for disciplining students.
 - ii. We will focus on including a portion of the *'Four Core Values: A Call to Discipleship'* document at our staff meetings. With a specific purpose of how we can use it as a positive reinforcement tool.
 - iii. We will use school based PLC time to learn and understand the document from the Council of Catholic School Superintendents of Alberta - *'Marks of an Excellent Catholic Leader'*.
 - iv. We will have 8 - 10 whole-school leadership assemblies focusing on each of the four core values.
 1. September 8, 2023
 2. October 12, 2023
 3. November 9, 2023

	4. December 8, 2023 5. January 11, 2024 6. February 9, 2024 7. March 8, 2024 8. April 11, 2024 9. May 10, 2024 10. June 14, 2024 b. We will maintain recognizing Students of the Month who have been determined by the classroom teacher as having demonstrated our monthly core value. c. Daily, we will continue celebrating students' birthdays during our morning announcements.
Measures	
• Evidence in every staff meeting agenda of faith formation component (admin-led or teacher-led). • Evidence in teachers' lesson plans, classroom displays, staff meeting conversations, etc. • Evidence in staff room kitchen clean up duties. ◦ No schedule. Everyone cleans up after themselves. • Evidence in conversations with students that they understand our four core values. ◦ A common language should be noticed.	

OUTCOME II	
The physical and mental well-being of all students and staff will be supported through programming and collaborative opportunities for staff.	
Strategies	1. We will continue to give opportunities for students and staff to be recognized for their contributions to the school life of Elsie Yanik Catholic School. a. Initiate monthly whole-school leadership assemblies where students are celebrated. b. Dedicate time during every PLF to celebrate and acknowledge staff accomplishments. 2. We will maintain opportunities for staff to collaborate as grade level teams. a. We will create common collaboration times for each grade level that will be covered by the school's leadership team. b. During staff meetings, teachers will have occasion to dialogue with their colleagues to share what they're doing during their collaborative time. 3. Create additional opportunities for students to participate in extracurricular opportunities. i. after-school athletics ii. after-school clubs iii. lunch time clubs (lego, Indigenous games, language lessons in Dene and Cree) iv. We will utilize experts such as the school counsellor, FMCSO mental health teachers, etc. to support the staff and their mental health. v. Staff meetings do not have to happen at school. School leadership will schedule two off-site staff meetings during school-based opportunities in the PLF schedule. (ie: public library, Avenue Coffee, MacDonald Island, Syncrude Sport and Wellness, etc.) vi. Plan monthly staff appreciation events to boost staff morale (ie: staff potlucks, casual dress days, lucky duck contest, etc) vii. Increase /Continue with whole school community-building activities (ie assemblies, math/ literacy buddies, student-led clubs, family literacy nights, family numeracy nights, etc.)

	viii. Re-establish “Genius Hour” offering Nature Hiking, beading, mindfulness colouring, DIY workshops, Lego, Compass work and Geo-caching, Yoga, Meditation, STEM, Volleyball, Stuntastics, Winter Survival Training, Book Readers Club, Fun with Ukuleles, Ringette, Basketball, etc. every Wednesday afternoon from 1:50 to 2:50pm.
Measures	
• Evidence in improvement of staff attendance rates. • Evidence in improvement of student absentee rates. • Evidence in increased students’ academic grades. • School and Division Assurance Survey Data. • Student behaviour tracking (ie: office behaviour referrals, etc.)	



PILLAR #2

Teaching & Leading Excellence

OUTCOME I

Developing and providing professional development and teacher collaboration opportunities that enable teachers to become confident and capable in using the writers' workshop model as a method of instruction and as a form of implementing targeted writing intervention for struggling students.

Strategies

1. We will maintain the use of the writing resources available (*Lucy Calkins Units of Study: Writers' Workshop*).
 - a. We will continue to use the majority of our school-based time to dedicated to learning, planning and executing Lucy Calkin's resource.
2. Continue a teacher professional development plan focusing on understanding and using the writers' workshop model as an effective method of instruction and intervention.
 - a. Every student from Kindergarten to grade 6 will write their own book and will present them to their parents during our Family Literacy Night.
3. Continue school-created professional development and external professional development.
 - a. Lucy Calkin's Units of Study: Writer's workshop was purchased. Between her online lessons and her printed material. Teachers used most of the school-based time familiarizing themselves with the resource.
4. Collaboration amongst teachers (both within Elsie Yanik Catholic School and other FMCS D schools) to plan, prepare, reflect on, and revise lessons.

	a. Stay focused on familiarizing our teachers with the resource. The goal moving forward is to collaborate with Our Lady of the Rivers, as they also have the same resource. b. Obtain proficiency in using Calkin's writing workshop.
Measures	
• Pre- and post- writing assessment scores • Pre- and post- teacher confidence survey • Evidence in teacher lesson plans and classroom instruction • Report card comments that more accurately reflect student progress in writing	

OUTCOME II	
All staff will feel confident in applying best practices with the goal of supporting students' academic growth.	
Strategies	1. We will continue the use of literacy and numeracy Lead Teachers to support teachers with best practices in curriculum content and assessment in division. 2. We will continue the use of literacy and numeracy Lead Teachers to support teachers with implementation of the new curriculum. 3. Teachers and/or classes can present in assigned staff meetings what they're doing to support and grow students' academic growth. 4. Teachers will be encouraged to attend professional development sessions led by district employees (eg: Ashleigh Patey and Nick Murphy and Susan Wilkie) in order to improve their confidence in applying best strategies. 5. A portion of our staff time on PLF afternoons will be focussed on supporting teachers with new curriculum implementation and best practices in literacy and numeracy instruction .
Measures	
• Ongoing leader led reflections in PLCs • LeNS, CC3 and the Elk Island Math Screeners • Assurance Plan Survey data	

OUTCOME III	
Create opportunities for students and staff to explore and learn about Indigenous culture.	
Strategies	1. Provide mandatory language learning lessons in Cree and Dene. a. Elder Janette Flett Jones, in conjunction with Michelle Janvier our Indigenous Liaison will continue teaching students Cree and Dene. 2. Facilitate regular learning opportunities with an Indigenous elder. a. Elder Janette Flett Jones, in conjunction with Michelle Janvier will continue providing cultural lessons to all students. 3. Continue to support our Indigenous Liaison in preparing monthly cultural lessons for every class.
Measures	



PILLAR #3

Learning Excellence

OUTCOME I

All students will be better equipped with strategies and supports to achieve personal and academic success.

Strategies

1. We will continue to use a variety of literacy and numeracy assessment tools to collect data that gives teachers a better understanding of where students need the most support.
 - a. CC3, LeNS, Literacy and Numeracy screeners and stakeholder engagement.
2. The school leadership team will continue to meet with teachers regularly to discuss their students' needs and develop plans to support them.
 - a. Universal instructional strategies will be used to lay a strong foundation of learning.
 - b. Specific and targeted instructional strategies will be used to advance student learning, as needed.
3. Division consultants will be included in the teaching/learning process (ie. SLP, OT, PT, etc)
4. Implement additional enrichment opportunities for students who are currently performing above grade level (ie science club, Genius Hour, book clubs)
 - a. During the cold weather months, we did have a Science Club operating during lunch hour. It was led by a parent Amy Gyotar and most of the participants were our 'honour roll' students.
5. Rearrange schedules in ECS so that EAs can support one another as they work together on facilitating learning activities for children on IPPs

	a. We will continue to support students with complex needs in ECS. We will maintain providing alternate learning areas in the school where alternate programming will be provided. This will allow the students in their regular classes to receive programming without as many disruptions. 6. Continue to provide a learning-rich, sensory-friendly classroom for our FSCD students where they can eat lunch, develop social skills, explore new concepts, and work on IPP goals. 7. We will create a Science, Technology, Engineering, Mathematics learning centre where students will be given opportunities to learn curricular outcomes in an alternative space.
Measures	
• Kindergarten Heggerty • LeNS, CC3, Fountas & Pinnell data • IPP reporting • Stakeholder Engagement data • PAT results	