



ELSIE YANIK CATHOLIC SCHOOL

School Education Plan

2022-25

YEAR III UPDATE



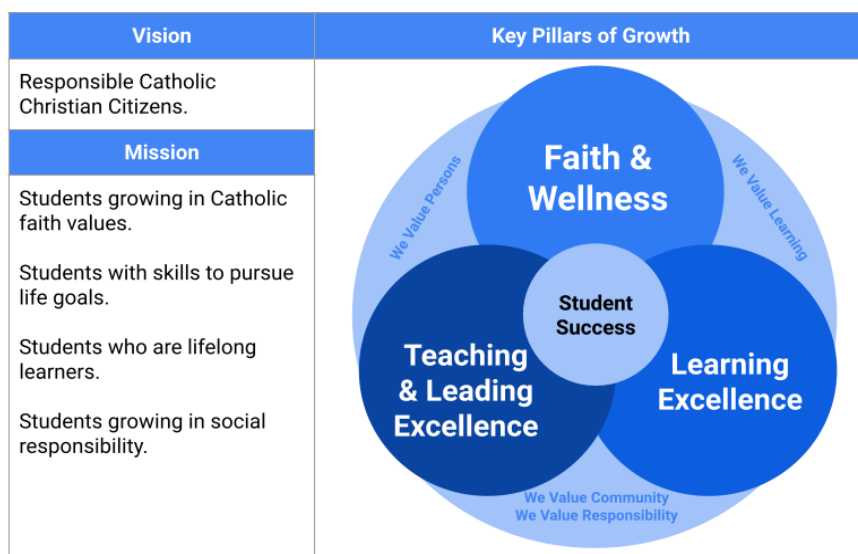
SCHOOL OVERVIEW

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 organisation 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.



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. a. Increase transparency of the division's four core values, through visuals, concrete stations, and school gatherings and reports. b. Provide student, staff, and parent development in demonstrating how the four core values underpin everything we do.
Measures	
• Evidence of the Pray and Play Station and the interactive faith-based bulletin board in the front atrium. • Evidence in school council and staff meetings agenda of the faith formation component (admin-led or teacher-led). • Evidence in teachers' lesson plans, report cards, classroom displays, staff meeting conversations, etc. • Evidence in conversations with students that they understand our four core values. • Evidence of a highlighted core value in daily announcements and school messaging.	

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 the month to celebrate and acknowledge staff accomplishments. 2. We will maintain opportunities for staff to learn and 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. Professional development will be provided on relevant teacher needs to support all students. c. An interactive bulletin board will be created to highlight tips and tricks in providing an authentic inclusive school and classroom environment. 3. Create additional opportunities for students, parents, and staff to collaborate and strengthen relationships. a. Create additional opportunities for students to participate in extracurricular opportunities, run by staff and/or parents. b. Utilise experts such as the school counsellor, FMCS D mental health teachers, etc. to support the students and staff. c. Plan monthly staff appreciation events (ie: staff potlucks, casual dress days, lucky duck contest, etc.) d. Increase whole school community-building activities (ie: family BBQ's, assemblies, math/literacy buddies, student-led clubs, family literacy nights, family numeracy nights, etc.) e. Establish a wellness afternoon, each term, offering choice from a variety of activities. Examples include

	nature walking, beading, mindfulness colouring, DIY workshops, lego, compass work and geo-caching, yoga, meditation, STEM, volleyball, book readers club, fun with ukuleles, etc.
Measures	
• Evidence in the meetings, supports, and PD offered. • Evidence in conversations with students, parents, and staff. • 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. Maintain the use of the writing resources available (Lucy Calkins Units of Study: Writers' Workshop).
 - a. We will continue to use school-based time to learn, plan and execute the Lucy Calkins 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 across grades 1-6.
 - a. Each grade level will produce a published book and will share it during Family Literacy Week in the Spring.
3. Continue school-created professional development and external professional development.
 - a. Lucy Calkins Units of Study: Writer's workshop was purchased. Between her online lessons and her printed material, teachers will use school-based time familiarising themselves with the resource.
4. Collaboration amongst teachers in both Division 1 and 2 to plan, prepare, reflect on, and revise lessons.

	a. Stay focused on familiarizing our teachers with this resource. The goal moving forward is to enhance student confidence in the writing process. b. Obtain proficiency in using Calkins writing workshops.
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. Continue the use of division-based literacy and numeracy consultants with best practices in curriculum content and assessment in division. 2. Teachers will be encouraged to attend professional development sessions led by district employees in order to improve their confidence in applying best strategies. 3. 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 • 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. Facilitate regular learning opportunities with our Indigenous Liaison and community Elders. a. Elder Janette Flett Jones, in conjunction with Michelle Janvier will continue providing cultural lessons to all students. 2. Continue to support our Indigenous Liaison in preparing monthly cultural lessons for every class, with an enhanced emphasis on the calls to action and the importance of Truth & Reconciliation. 3. Create an outdoor teaching space to facilitate and encourage land based learning. 4. Utilise the community garden to support Indigenous education of the school community. 5. The seven grandfather teachings will be incorporated into the monthly success assemblies as well as an interactive bulletin board featuring each teaching.
Measures	
• Student, parents, and staff learning opportunities • Creation and use of the outdoor classroom space • School and Division Assurance Survey Data	



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. Acadience Reading Assessment for Literacy and Elk Island Numeracy Assessment 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, Coding, STEM and book clubs)
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. 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.
Measures	
• Kindergarten Heggerty • Acadience Reading, Elk Island Numeracy, Fountas & Pinnell data • IPP reporting • Stakeholder Engagement data • PAT results	

SUMMARY OF UPDATES FOR YEAR THREE OF IMPLEMENTATION

PILLAR #1: FAITH & WELLNESS

Outcome 1: 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.

Year 2:

Continue to focus on the permeation of our division's four core values in all aspects of the school environment.

Year 3:

Maintain a focus on the permeation of our division's four core values, with a greater emphasis on faith development through the pray and play station, Interactive bulletin board, and school initiatives.

Rationale: Data from our Stakeholder Engagement Report indicates that students, parents, and staff, although aware of the four core values, identify a greater need for further faith development opportunities.

Outcome 2: The physical and mental well-being of all students and staff will be supported through programming and collaborative opportunities for staff.

Year 2:

Continue to recognize students and staff contributions, maintain opportunities for staff to collaborate as grade level teams, and create additional opportunities for students to participate in extracurricular activities.

Year 3:

Place an increased focus on holistic student and staff wellness through opportunities such as collaborative opportunities, student spirit days, accessible student clubs, staff gatherings, and include parental involvement.

Rationale: Data from our Stakeholder Engagement Report indicates that the

physical and mental well-being of students and staff has declined over the past year. As a result, a greater emphasis will be placed on building a healthy work and school environment.

PILLAR #2: TEACHING & LEADING EXCELLENCE

Outcome 1: 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.

Outcome 2: All staff will feel confident in applying best practices with the goal of supporting students' academic growth.

Year 2:

Continue to improve student reading skills and build teacher efficacy to support student writing.

Year 3: Maintain a focus on student writing skills through the Lucy Calkins resource, as well as use school-based time to collaborate with the resource. Students will produce a product, as evidence of learning. A new focus will also include prescribed strategies to strengthen numeracy skills. Parental involvement will be used to further demonstrate strategies used and improvement in skills.

Rationale: Data from our Stakeholder Engagement Report indicates that students, parents, and staff are satisfied with the strategies to improve writing skills. The Elk Island math assessments used in the 2023/2024 year have indicated that further development and strategies are needed to improve numeracy results. In the third year of the education plan, EYCS will continue to build literacy skills, implement prescriptive numeracy strategies, and work to produce better evidence of learning.

Outcome 3: Create opportunities for students and staff to explore and learn about Indigenous culture.

Year 2: Continue providing opportunities for students and staff to engage

in the Indigenous culture.

Year 3: Enhance opportunities for students and staff to explore, learn, share, and teach about the Indigenous culture. The outdoor learning gardens will be completed and an outdoor classroom for land based learning will be developed. The Seven Grandfather teachings will be incorporated into the monthly success assemblies as well as an interactive bulletin board featuring each teaching, in conjunction with the Division's Core Values. Lastly, an emphasis on indigenizing lessons will be placed on instructional strategy developments.

Rationale: Data from our Stakeholder Engagement Report indicates that there is need for improvements regarding the Calls to Action and the importance of Truth & Reconciliation. It is also shown that there is a need for further strategies to learn more about the histories and culture of the Indigenous people.

PILLAR #3: LEARNING EXCELLENCE

Outcome 1: All students will be better equipped with strategies and supports to achieve personal and academic success.

Year 2: Continue to equip students with strategies and supports to achieve personal and academic success.

Year 3: A greater emphasis will be placed on using academic data and implementing strategies to build student skill in literacy and numeracy. More school-based time will be provided to discuss targeted and universal strategies to advance all student learning.

Rationale: Data from our Stakeholder Engagement Report indicates that students, parents, and staff are in need of better instructional and learning strategies.