Holy Family
Catholic Regional Division
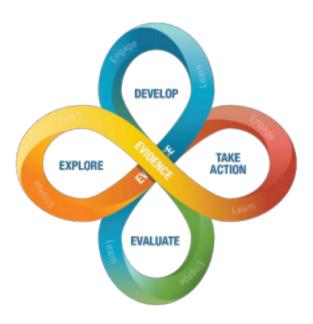
EDUCATION ASSURANCE PLAN

2020-2021

The Education Assurance Plan for Holy Family Catholic Regional Division commencing September 1, 2020, was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved the Education Assurance Plan for the 2020-2021 school year on November 27, 2020.

BACKGROUND

In Alberta's K-12 education system, school authorities are accountable organizations. The Department of Education allocates funds to school authorities so they may fulfill their delegated responsibilities of providing education programs for Alberta's K-12 students This practice creates an accountability relationship between the department and the school authorities which requires transparency and the obligation to answer for, and publicly report on the spending of public funds and results achieved by the accountable organization through the discharge of responsibilities. This accountability relationship is established in legislation and regulation.
In addition to the department, school authorities are also responsible for providing assurance to their local stakeholders and the public that they are fulfilling their responsibilities and students are successful. This assurance arises from the combination of policies, processes, actions and evidence that help build public confidence in the education system. It is achieved through relationship building, engagement with education partners and by creating and sustaining a culture of continuous improvement and collective responsibility. (Alberta Education Funding Manual for School Authorities 2020/21 School Year; pg 14)

Continuous Improvement Cycle (*Alberta Education Funding Manual for School Authorities 2020/21 School Year; page 20)*

Key Enabling Processes for Continuous Improvement
Key enabling processes that must be part of all phases of a continuous improvement cycle include:
Evidence-informed decision-making: In a continuous improvement cycle, participants are persistently attentive to gathering ongoing, triangulated evidence to inform next steps.
Engagement: Effective engagement processes rely on education partners working together for the purposes of bringing about positive change, with all partners recognizing that the nature of the engagement will vary according to the needs of the participants.
Learning and Capacity Building: In assurance, reflection on learning is critical. Because the provision of assurance is a dynamic process, the opportunities for building capacity for change and improvement must be ongoing.

For the purposes of this document, a domain is an area of activity where education partners have specific responsibilities that they are accountable for and provide assurance about. Fundamentally, assurance is reflected in what the public understands, perceives and knows about student growth and achievement, where the quality of the daily interaction between teacher and student is paramount. Assuring the public that the education system is successfully supporting student growth and achievement requires engagement and thoughtful action across all five domains.
Student growth and achievement is the primary purpose of the education system and is the core outcome domain for the assurance framework. The domains of Teaching and Leading, Learning Supports and Governance support and enable Student Growth and Achievement. Local and Societal Context while a separate domain, operates across and is integrated into the others.

Overriding Domain: Faith Permeation

Goal is to ensure faith permeation opportunities for growth and learning for all students, staff, and board members. It is a priority to provide quality Catholic education, build catholic citizens, strive for excellence of individual God-given talents and model Christ in a fair, equal and permeated learning environment.

a. Maintain and expand faith development opportunities and evangelization for students
b. Maintain and expand faith development opportunities and evangelization for staff
c. Maintain and expand faith development opportunities and evangelization for Board of Trustees
d. Ensure quality teaching and learning of religious studies curriculum
e. Provide opportunities and supports for staff to become more engaged with their faith
f. Ensure student and staff feel safe and welcomed in their environments
g. Create and support environmental spaces within the school, classrooms and facilities

Explore *Key question: What is going on here?*	● There is a desire to have more active participation of staff and students in mass attendance, participating in faith related activities, and faith leadership. ● Desire for staff to provide a robust environmental and spiritual catholic learning environment that inspires and encourages student active engagement and participation at a faith level.
Develop *Key question: What needs to be improved? How?*	● Improvement in staff participation in mass attendance, leadership in ministries and faith related professional development. ● Increase knowledge of perminaton of curriculum across subject areas. ● Catholic teachers teaching religion. ● Hiring and evangelization of Catholic Staff
Take action *Key question: How are we 'actioning' the plan?*	● Provide professional development opportunities for teachers to learn religious and cross curricular programming. ● Discussions, dialog and discussions regarding the role of a catholic teacher and leader. ● Work with the Faith Coordinator to assess for professional, personal and environmental needs to school and teachers. ● Work with office of Evangelization and Catechesis for archdiocese
Evaluate *Key question: Did our planned strategies have the desired outcomes? What next?*	May 2021
Evidence-informed decision-making: **Engagement:** **Learning and Capacity Building:**	● Data on professional development engagement ● Feedback from schools ● Survey results on needs assessment or faith

Domain 1: Student Growth and Achievement
Student Growth and Achievement refers to the ongoing progress students make in their learning, relative to identified provincial learning outcomes and consistent with their needs, interests and aspirations.
Public assurance occurs when the public has trust and confidence that students demonstrate citizenship, engage intellectually and grow continuously as learners.

Domain 1: Student Growth and Achievement

a. Students use ongoing assessment feedback to reflect continuously on their progress, identify strengths and areas of need and set new learning goals.
b. **Students achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.**
c. Students are active, healthy and well.
d. Students apply knowledge, understanding and skills in real life contexts and situations.
e. Students advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis and Inuit experiences.
f. Students demonstrate understanding and respect for the uniqueness of all learners

Explore *Key question: What is going on here?*	● Provincial Achievement results are low ● Early Learners coming in at a deficit ● At Home Learning due to COVID has created academic discord for some students
Develop *Key question: What needs to be improved? How?*	● Improve academic achievement, PAT, DIPS for all students ● Literacy & Numeracy for all students Strategies ● Benchmarking diagnostic assessment for literacy, psychological assessments ● Using the Early Years Evaluation to drive instruction and supports.
Take action *Key question: How are we 'actioning' the plan?*	● To provide where possible, pre-kindergarten opportunities ● Review and monitor academic progress ● Quantitative and anecdotal feedback from teacher, parents/guardians, admin
Evaluate *Key question: Did our planned strategies have the desired outcomes? What next?*	May 2021
Evidence-informed decision-making: **Engagement:** **Learning and Capacity Building:**	● Using academic progress reporting in November, March and June ● Early Learning Data ● Professional Development is available as needed

Domain 2: Teaching and Leading

Teaching and Leading refers to teachers and leaders analyzing the learning context; attending to local and societal considerations; and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading and optimum learning for all.

Public assurance occurs when the public has trust and confidence that certificated teachers and certificated leaders demonstrate their respective professional practice standards (Teaching Quality Standard, Leadership Quality Standard and Superintendent Leadership Quality Standard).

Domain 2: Teaching and Leading

a. Teachers and leaders respond with skill and competence to the unique learning needs, interests and cultural, social and economic circumstances of all. b. Teachers and leaders improve their professional practice through collaborative engagement in processes of growth, supervision and evaluation. c. Collaboration amongst teachers, leaders, students and their families, and other professionals enables optimum learning. d. All teachers and leaders are accountable to a standard of professional conduct and a standard of professional practice. e. University teacher education, university leadership education and on-going professional learning programs prepare teachers and leaders to meet the standards for professional practice. **f. Teachers and leaders use a range of data arising from their practice to inform cycles of evidence-based continuous learning.**

Explore *Key question: What is going on here?*	● Due to COVID it is essential that teachers and leaders pay attention to data (reporting cycle) to inform their instruction. ● Teachers and leaders are required to provide timely and meaning feedback regarding learning and assessment. ● At-Home Learners represent 17% of our population (number) therefore it is required to maintain a high level of engagement, parental involvement, authentic instruction and assessment.
Develop *Key question: What needs to be improved? How?*	● Due to At Home Learning/COVID we know there are some gaps in achievement and remediation is required. ● Teachers need to review and provide what is required to close the gap for students to be successful.
Take action *Key question: How are we 'actioning' the plan?*	● Monitor regularly reporting cycle, comparative of at-home learner achievement versus in school ● Feedback from stakeholders ● Increase supervision by administration of teacher instruction in multiple modes. ● Anecdotal data feedback from at home learners and parents
Evaluate *Key question: Did our planned strategies have the desired outcomes? What next?*	May 2021
Core Documents/Evidence **Evidence-informed decision-making:**	Anecdotal feedback Academic Achievement Cycle

Engagement: Learning and Capacity Building:	

Domain 3: Learning Supports

Learning Support refers to the mobilization of resources (including expertise, facilities, human and community services) required to demonstrate shared, system-wide responsibility for all children and students, and the application of these resources to ensure quality teaching and leading and optimum learning for all.

Public assurance occurs when the public has confidence that resources are managed effectively in establishing learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.

Domain 3: Learning Supports

a. Learning environments are welcoming, caring, respectful and safe.
b. **Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all.**
c. Education partners fulfil their respective roles with a shared understanding of an inclusive education system.
d. Students and their families work in collaboration with education partners to support learning.
e. The school community applies the resources needed to support First Nations, Métis and Inuit student achievement.
f. **Cross-ministry initiatives and wraparound services enhance conditions required for optimal learning.**
g. Infrastructure (e.g., technology and transportation services) supports learning and meets the needs of Alberta students and their families, staff and communities.

Explore *Key question: What is going on here?*	● Continued need for student programming, supports and specialized services to optimize student learning
Develop *Key question: What needs to be improved? How?*	● Transition on new model/service ● Optimization of services by reducing travel ● Ongoing professional development ● High accountability and responsibility as per TQS ● Effective use of psychological, benchmarking and diagnostic assessments
Take action *Key question: How are we 'actioning' the plan?*	● Partnership agreement with other school divisions to maintain Peace Collaborative services including OT, Speech Language, PT, Low Incidents ● In-house psychological services and supports ● Level B training, ● In house mentorship for student services personnel ● Monitoring and accountability to students services lead administration to ensure goals and recommendations of support are being followed

Evaluate *Key question: Did our planned strategies have the desired outcomes? What next?*	June 2021
Evidence-informed decision-making: **Engagement:** **Learning and Capacity Building:**	● Statistics on services and waitlist ● Statistic on student supports provided for mental health, psychological assessment ● Feedback for administration and Student Services Lead ● Survey of PSC2.0

Domain 4: Governance

Governance refers to the processes by which policy leaders attend to local and societal context; determine strategic direction; evaluate policy implementation; and manage fiscal resources to ensure learning supports, quality teaching and leading and optimum learning for all.

Public assurance occurs when the public has trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, generative community engagement, transparency and accountability.

Domain 4: Governance

a. Governors engage students and their families, staff and community members in the creation and ongoing implementation of a shared vision for student success.
b. Legislation, policy and regulation provides clarity regarding the roles and responsibilities of education partners in matters of governance.
c. **Fiscal resources are allocated and managed in the interests of ensuring student success, in alignment with system goals and priorities and in accordance with all statutory, regulatory and disclosure requirements.**
d. Curriculum is relevant, clearly articulated and designed for implementation within local contexts.
e. Governors in school authorities and in government employ a cycle of evidence-based continuous improvement to inform ongoing planning and priority setting, and to build capacity.

Explore *Key question: What is going on here?*	● A reallocation due to the COVID-19 Pandemic
Develop *Key question: What needs to be improved? How?*	● Increase funding to provide resources to ensure the well-being of students and staff. ● Hiring extra daytime caretakers, hiring more certified FTE to support at-home learning program.
Take action *Key question: How are we 'actioning' the plan?*	● Division ensuring clear, concise and transparent communication to stakeholders. ● Increased certified FTE for Cyberhigh to enhance the capacity for high school home learners. ● Created quarter semesters for K - 9 at-home learners to provide students an opportunity to return to face-to-face learning.
Evaluate *Key question: Did our planned strategies have the desired outcomes? What next?*	● Resulted in smaller class size for face to face learners
Evidence-informed decision-making: **Engagement:** **Learning and Capacity Building:**	May 2021

Domain 5: Local and Societal Context

Local and Societal Context refers to the engagement practices of schools and communities, with support from the broader system, in identifying and responding to the learning needs, interests, aspirations and diverse cultural, social and economic circumstances of all students. Public assurance occurs when the public has trust and confidence that the education system responds proactively to local and societal contexts.

Processes and practices then enable attending to local and society context are woven throughout each of the other four domains.

Domain 5: Local and Societal Context

a. Education partners anticipate local and societal needs and circumstances and respond with flexibility and understanding. b. Adjusting to a COVID educational new-normal.	
Explore *Key question: What is going on here?*	- COVID19 has landed us in an environment that is restrictive and we have to significantly adjust our approaches and practices to ensure quality instruction, learning and assessment. - The use of technology and innovative, and flexible learning has become a necessity. Communication, parent involvement, access to technology, human resources, and running an in-school and at-home program provides new challenges including financial implications and unknowns.
Develop *Key question: What needs to be improved? How?*	Timely communication from ministry, Alberta Health Services, division to stakeholders, school to and from home,
Take action *Key question: How are we 'actioning' the plan?*	- As needs arise, we are reacting and accommodating the need. This includes teaching and learning, access to technology, enhanced caretaking, safe school environment, cohorting, - School has developed systems of record keeping of contact and cohorting to assist in responding to any identified positive case.
Evaluate *Key question: Did our planned strategies have the desired outcomes? What next?*	May 2021
Evidence-informed decision-making: **Engagement:** **Learning and Capacity Building:**	- Financial costs listed above - Feedback from stakeholders - Capacity building, getting better at reaction and planning, being planned and proactive in anticipating possible situations.