

École Secondaire Sainte Marguerite d'Youville  
2020-2023 Three – Year School Assurance Plan

Required Outcomes, Strategies and Performance Measures

FAITH PRIORITY: ARISE: GET UP, GET GOING AND GO WITH GOD!

<b>Outcome</b>	<b>Students, parents, and staff know, model, and witness Jesus Christ, through furthering a culture of evangelization, faith formation, and vocation within our schools.</b>
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<b>Strategies</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• animate faith service and charity based on Catholic social teachings, especially with Catholic Social Services, and Chalice;</li> <li>• engage in community projects that explicitly name how they encourage students to be Christ for others;</li> <li>• engage in a faith-infused curriculum, including religious education, to develop and promote faith, hope, and engagement;</li> <li>• participate in an animated and actionable representation of the Division's faith theme;</li> <li>• experience a spirituality of communion through relationships and faith opportunities that connect home, school, and parish;</li> <li>• develop a common understanding of connections between our Catholic faith and the spiritual beliefs/practices of our Indigenous brothers and sisters; and</li> <li>• develop an acknowledgement of Indigenous spirituality as a unique gift to the Church and that Indigenous voices will be involved as much as possible in sharing that gift.</li> </ul>
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<b>School Priority</b>	<p><b>Through our faith theme, ARISE, we will create compassionate classrooms where our students care for one another, care for our school and care for the community at large.</b></p> <ul style="list-style-type: none"> <li>- This will be done through themes that are aligned with the liturgical seasons and encourage students to ARISE and take an active role in their own relationship with Jesus Christ.</li> </ul>
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PRIORITY ONE: EXCELLENCE - STUDENT GROWTH AND ACHIEVEMENT

<b>Outcome</b>	Students develop as citizens who enact our Gospel values, as they engage intellectually and grow continuously as learners and believers.
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<b>Strategies</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• benefit from research-based classroom practices that are focused on: <ul style="list-style-type: none"> <li>○ hands-on, differentiated instruction, including</li> <li>○ universal, targeted, and individual supports;</li> <li>○ integrating literacy and numeracy strategies;</li> <li>○ teaching for conceptual understanding;</li> <li>○ visible learning (Practice Progressions),</li> <li>○ with emphasis on feedback and communication;</li> <li>○ students' God-given gifts and strengths to</li> <li>○ foster hope and wellbeing;</li> <li>○ diagnostic assessments and interventions in</li> <li>○ in math/numeracy and language arts/literacy, to</li> </ul> </li> </ul>
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- make informed decisions that connect
- assessment to instruction;
- improving student achievement, based on
- ongoing data analysis;
- programming choices (academy achievement, dual credit, English/French);
- interventions to increase faith, hope, engagement, entrepreneurial aspirations, and career and financial literacy; and
- learning that furthers Truth and Reconciliation Calls to Action within a faith-based context and understanding of foundational concepts in emerging curriculum.

<b>School Priority</b>	<b>We aim to improve the overall quality of education provided to our students through a focus on consistent and effective feedback, teaching reading strategies across the core subject (especially in French) and student recognition.</b>
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## **PRIORITY TWO: EQUITY – LEARNING SUPPORTS**

<b>Outcome</b>	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 prioritized.
<b>Strategies</b>	Students will: <ul style="list-style-type: none"> <li>• experience unconditional respect that recognizes the dignity of each person as a child of God, which is at the forefront of all work;</li> <li>• excel to their potential and experience a sense of belonging when their needs are met through universal, targeted, and individual supports;</li> <li>• be respected as education partners, along with their families, in problem-solving to meet their needs;</li> <li>• benefit from learning within a faith community and participating in partnerships (eg., Mental Health Capacity Building Initiative) and opportunities that support families and staff to meet students' needs;</li> <li>• benefit from appropriate ongoing supports and services (assistive technology, assessments, therapeutic intervention) through stakeholders' (students, parents, schools, parishes, and community entities) collaboration;</li> <li>• access counsellors who implement a trauma-informed approach; and</li> <li>• access additional specialized supports and services, when needed, with a preferential option to bridge systemic gaps, especially for our Indigenous students, English Language Learners, and children who are Program Unit-funded.</li> </ul>

<b>School Priority</b>	<b>ESSMY staff will work collaboratively to re-create the EAP (Enhanced Academic Programming) to meet the needs of students who wish to challenge themselves academically within the classroom setting. We will also continue to develop within our teachers, practices that celebrate the variety of learning styles and personal experiences that each student brings to the classroom.</b>
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## **OUTCOME THREE: RELATIONSHIPS – TEACHING AND LEADING**

<b>Outcome</b>	Students experience excellence in Catholic teaching and learning when staff are models and witnesses of faith and demonstrate their respective professional practice standards (TQS, LQS, SLQS).
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<b>Strategies</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• excel when faith-based school and division improvement planning enhances collaborative capacity-building, leadership, engagement, and achievement;</li> <li>• have continued success as teachers and leaders, and respond with skill and competence to the unique educational and spiritual needs of students;</li> <li>• experience exceptional learning opportunities when teachers and leaders improve their professional practice of faith formation, and participation in Truth and Reconciliation Calls to Action through collaborative engagement in processes of growth, supervision, and evaluation;</li> <li>• exhibit high levels of engagement in learning, as the collaborative culture of the Division and faith formation of staff continues to grow;</li> <li>• be assured that teachers and leaders are accountable to professional standards within our Catholic school division; and</li> <li>• benefit from teachers and leaders continuing to use a range of data to inform cycles of evidence-based continuous learning.</li> </ul>
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<b>School Priority</b>	<b>ESSMY will focus on furthering a culture of restorative justice practices that demonstrate our Gospel values of forgiveness and reinforces the inherent dignity of each human person. A focus on Compassionate Classrooms speaks to the creation of safe learning environments where all students can be confident their needs will be met. Through our Circle of Compassion, we will ensure that each child who is at risk has a personal relationship with a caring adult.</b>
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#### OUTCOME FOUR: RESPONSIVENESS – GOVERNANCE AND CONTEXT

<b>Outcome</b>	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.
<b>Strategies</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• benefit when families, staff, parishes, and community members participate in the creation and ongoing implementation of a shared vision for student success;</li> <li>• have an emotional attachment to their school and faith community, through community engagement and consultation;</li> <li>• continuously improve when system excellence happens in a cycle of evidence-based continuous improvement that informs ongoing faith-based planning and priority-setting;</li> <li>• share positive word-of-mouth stories about our schools, as they transition between them, when schools: <ul style="list-style-type: none"> <li>○ collaborate to promote continuity of programming (K-12); and</li> <li>○ make early and timely notifications of programming opportunities for students;</li> </ul> </li> <li>• succeed when all partners are clear about their roles</li> <li>• and responsibilities in legislation, policies, and</li> <li>• procedures;</li> <li>• access sustained programming when fiscal resources</li> <li>• are allocated to their interest; and</li> <li>• access infrastructure (e.g.: technology and</li> </ul>

- transportation services) that meets their needs. infrastructure (e.g.: technology and transportation services) that meets their needs.

**School  
Priority:**

**ESSMY will focus on the successful transition to becoming a vibrant junior high. Students will be invited to participate and influence the direction of the school and we will build our brand around our most precious asset - our students. We will continue to refine clear communication practices so that our parents remain informed and supportive of our school and its direction.**