

2018-2022 St. Andre Bessette Catholic School Education Assurance Plan

Revised 2019-2020

Elk Island Catholic Schools will ensure Success for all Students

[Elk Island Catholic Assurance Plan 2018-2022](#)

Goal:	Faith Formation	
<p>Outcome: Provide students, staff and community with a faith permeated environment and enhance the Faith Formation of all staff and students.</p>	<p>Strategies:</p> <ol style="list-style-type: none"> 1. Continue Parish Collaboration 2. Continue to Focus on faith formation learning opportunities for staff and students <p>Targeted Success Measures:</p> <ol style="list-style-type: none"> 1. EICS <ol style="list-style-type: none"> a. School faith environment b. Staff faith formation c. Student faith formation d. Catholic School Review 2. AB Ed. <ol style="list-style-type: none"> a. Students model active citizenship 	
<p>Reflection on Previous Year Results:</p> <p><u>Strengths:</u></p> <p><u>Measures:</u></p> <ol style="list-style-type: none"> 1. School Faith Environment - 87.2% 2. Staff Faith Formation - 90.1% 3. Student Faith Formation - 93.8% 4. Staff faith related survey results are high (100% say the school embodies the teachings of Jesus Christ). 5. Success with student faith formation went up over 2% over previous year, from 85% to 87.2%. A significant number of parent comments shared they appreciated the faith based school environment. <p><u>Opportunities for Improvement:</u></p> <ol style="list-style-type: none"> 1. Catholic School Review showed need to have our parish priests in our building on a more regular basis. 2. Success with student faith formation went up over 2% over previous year, from 85% to 87.2%. While the improvement is in the right direction, more can be done. 3. Our citizenship targets are well below the provincial average at 64.2%. 		
Implementation Plan:	Activities	Milestones

<p>Shared Vision <i>Examine the present situation</i></p> <ul style="list-style-type: none"> • <i>What are we doing well and what is the evidence?</i> • <i>What are we not doing so well, and what is the evidence?</i> • <i>What might be possible?</i> 	<ul style="list-style-type: none"> • During our Staff Retreat in October, we will develop a plan as a staff regarding how to have the staff share in Sunday mass several times throughout the year. This may include meeting for Sunday mass followed by brunch 2-3 times in the year in the home parishes of different staff members. • 2019/2020 four in-school masses: September 10 (Opening Mass), December 19 (Advent Mass), April 17 (Easter Mass), June 10 (Year end and Grad blessing) • In-School Liturgical Celebrations: February 26 (Ash Wednesday) • Priest in school target: 3x a semester to do teaching masses for our religion classes Rotating schedule that will have a priest in our school every second Thursday for 1.5 hours and see 2-3 classes at this time with topic to be arranged in advance with chaplain/priest. Invite them to participate in our intramural sports. 	
<p>Leadership Required <i>What leadership is required to support the goal? The activities to achieve the goal?</i></p>	<ul style="list-style-type: none"> • Leadership team to meet with parish staff to promote our school as a site to hold parish functions • Plan and organize staff retreat • Building capacity among all staff with regards to faith leadership - organizing masses, staff prayer, celebrations, social justice projects, etc. • Involve the Student Leadership group 	
<p>Research and Evidence <i>What data, including research, evidence, lesson learned, is being used to inform your plan?</i></p>	<ul style="list-style-type: none"> • Student Voice Seminars (2X per year) • Essential Marks of A Catholic School Leader • Catholic Leader's Covenant 	
<p>Resources <i>What resources will be needed to support? (e.g., staff, supplies, etc)</i></p>	<ul style="list-style-type: none"> • Financial resources to pay for staff retreat and speakers • Financial resources to support fellowship after mass at OLA Parish 	
<p>Professional Growth <i>What professional learning supports are needed? (Provide PD plan in chart below)</i></p>	<ul style="list-style-type: none"> • PD with Fr Kris and Paul Corrigan November 29, 2019 • During PGP reviews, encourage our staff to attend mass more frequently • Staff retreat early in the school 	

	year to have a faith focus with a faith-based speaker/theme	
Time <i>What is the timeframe needed to support the implementation of the plan?</i>	<ul style="list-style-type: none"> On-going throughout the year 	
Community Engagement <i>What strategies are in place to share with stakeholders?</i>	<ul style="list-style-type: none"> Partner with St. John XXIII to co-host mass at OLA Parish 2 times per school year - perhaps one in November and one during Lent. Invite our priests to our School Council meetings. Continue with regular parish-school meetings Hold more parish-based events in the school such as the K of C fundraiser dinners, etc. 	

Goal:	Quality Teaching and Learning
<p>Division Outcome: Student success depends on quality instruction in an environment that respects learner's independent spirit. Quality teaching and learning promotes the development of innovation and creativity while attending to meaningful assessment and reporting practices.</p>	<p>Strategies:</p> <ol style="list-style-type: none"> Support Universal Design for Learning for all students through the Collaborative Response Model. Support improvements to instructional practices to develop conceptual thinking and understanding that increases student achievement, engagement and the development of the 8 competencies. <p>MFWHSR: High Levels of Achievement</p> <ol style="list-style-type: none"> Mastery Learning Meaningful Relationships Flexible Learning Environments <p>Targeted Success Measures:</p> <ol style="list-style-type: none"> EICS <ol style="list-style-type: none"> Progress from student interventions Staff satisfaction survey results with professional development and collaboration Satisfaction with School Improvement MFWHSR <ol style="list-style-type: none"> Data from Diploma Examinations, PATs Formative assessment Feedback from TA Groups Students successfully completing courses through SILC, Summer School, and/or credit recovery AB Ed <ol style="list-style-type: none"> Diploma exam results High school completion Indigenous achievement Overall quality of basic education PAT results

Reflection on Previous Year Results:

Strengths:

Implementing the CRM model with two week rotations with each group of teachers.

Teachers valued the time to collaborate and by the end of the year the processes are starting to solidify.

Measures:

- High school completion rate (86.3% up from 79.4%) and very low drop out rate (1%)
- Transition rate (68% up from 63%)
- Diploma acceptable standard (78.4 to 80.2%) and excellence has improved (12.8 to 18.9%)
- Comments indicate that students and parents feel teachers are great (student comments “great staff” was the second most frequent remark - 88 times)
- Work Preparation is very high (86.4% up from 68.9%)
- Rutherford eligibility has improved (73.5% up from 67.9%)

MFWHSR DATA:

- Diploma acceptable standard (78.4 to 80.2%) and excellence has improved (12.8 to 18.9%)
- High school completion rate (86.3% up from 79.4%) and very low drop out rate (1%)
- Transition rate (68% up from 63%)
- Comments indicate that students and parents feel teachers are great (student comments “great staff” was the second most frequent remark - 88 times)

Opportunities for Improvement:

Continue to solidify CRM processes and teacher norms to continue to benefit a larger number of students with intentional responsiveness to student needs

Intentional PD is needed to address content and disciplinary literacy in all subject areas and implement school wide practices

Support teacher in developing their instructional toolbox to impact student learning and engagement

Progress from student interventions 69.9%

Staff satisfaction survey results with professional development and collaboration -77%

Satisfaction with School Improvement -84.7%

1. Number of students reaching the acceptable standard (5% below the Provincial Average) and excellence on PATs (8% below Provincial Average). A reason for this may be because over the past few years we have hired many new and inexperienced core teachers. We have concentrated on having them build proficiency teaching Diploma courses as the stakes are higher here. As a result, our grade 9 teachers have been inconsistent and changing from year-to-year. Moving forward, we plan to endeavour to get our strongest teachers into grade 9 as well wherever we are able.
2. Education quality (86.3% down from 88.9%)
3. Progress From Student Interventions is low on Parent Survey (69.9% down from 78.8%)

Implementation Plan:	Activities	Milestones
Shared Vision	<ul style="list-style-type: none"> ● Refining and continuing CRM to support all students ● Restructure CTMs to have a rotating focus on either academics, emotional well-being, or professional learning. ● Schedule TA meetings every three weeks. 	

	<ul style="list-style-type: none"> ● Moving relevant ISPs to Dossier to be managed through the CTMs. ● Develop a school wide framework to address disciplinary literacy and solid instructional practices <ul style="list-style-type: none"> ● Boost Gr. 9 core time by running core classes into flex time 2 times per week. <p>MFWHSR:</p> <ul style="list-style-type: none"> ● Compulsory Flex for Gr. 9 two days/week in core classes ● Gr. 9 bootcamp ● Staff PD on assessment, working with and supporting ELL students, writing effective report card comments, supporting challenging students, and more during CTMs ● Regular TA Group Meetings to build relationships with all students ● Partnering with SILC to deliver flexible course delivery to better meet the needs of all learners ● Credit recovery to help keep students on track for completing high school 	
Leadership Required	<ul style="list-style-type: none"> ● School leadership involvement in division led curriculum and instructional leadership development ● Leading teaching learning - promoting and encouraging teacher development in the areas of instruction and assessment (CRC, Admin, Lead teachers) ● CRC leading the CRM in the school with Admin support 	
Research and Evidence	<ul style="list-style-type: none"> ● Envisioning a Collaborative Response Model and study guide ● Division CRM Manual 	
Resources	<ul style="list-style-type: none"> ● Allocating resources to send a team to the annual CRM Conference ● Division support to build a K-12 literacy framework in Fort Saskatchewan ● Division support to construct vertical alignment in core subjects in Fort Saskatchewan. 	

	<ul style="list-style-type: none"> • Division support to offer relevant PD for secondary school EAs. <p>MFWHSR:</p> <ul style="list-style-type: none"> • Staff attending October HSR conference in Edmonton 	
Professional Growth	<ul style="list-style-type: none"> • Draw up support staff PD committee to decide on relevant secondary school PD for EAs throughout the school year. • Attending annual Collaborative Response Model conference • School leadership attend division led curriculum and instructional leadership development • For teachers, support learning around Indigenous Foundational Knowledge during school PD. 	
Time	<ul style="list-style-type: none"> • CTM meetings on-going throughout the school year • Designate monthly TA group meetings in August <p>MFWSHR</p> <ul style="list-style-type: none"> • Regular TA group meetings 	<ul style="list-style-type: none"> • See above
Community Engagement	<ul style="list-style-type: none"> • Continue collaboration and consultation with community agencies • Starting a peer-to-peer tutoring program by targeting Gr. 11-12 students who are interested in volunteering to tutor Gr. 9-10 students <ul style="list-style-type: none"> ○ Create a future list from these students to become paid tutors after graduation to work with future Gr. 11-12 students. <p>YOUTH EXPO Career Fair to be held at SAB with whole school participating along with guests from 4 neighboring high schools. April 2020</p>	

Goal:	Wellness
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<p>Division Outcome: Elk Island Catholic Schools is committed to success and well-being for all students. The Division recognizes that, as a system, school community wellness must be present for all stakeholders.</p>	<p>Strategies:</p> <ol style="list-style-type: none"> 1. Continue the engagement work of seeing mental health as a shared responsibility 2. Focus on relationships as the effective method to attain system wellness <p>Targeted Success Measures:</p> <ol style="list-style-type: none"> 1. EICS <ol style="list-style-type: none"> a. Student attendance as measured by the attendance dashboard b. Success with Comprehensive Student Health programs c. Student Mental Health 2. AB Ed <ol style="list-style-type: none"> a. Success with safe and caring schools
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Reflection on Previous Year Results:

Strengths:

Measures:

Success with safe and caring schools - 92.3%

1. Many comments noting how much staff care about and support students.
2. Safe and Caring School improved 2.4% on Assurance Survey going from 88.2% to 90.6%.
3. Ran a successful Student Wellness day in April, 2019.

Opportunities for Improvement:

Increased number of students who are asking for counselling supports to help with depression, anxiety

Measures

Student Attendance - 82.5%

Success with Comprehensive Student Health Programs - 80.3%

Student Mental Health - 74.6%

1. Comprehensive School Health Programs dropped from 84% to 80.3%
2. School culture - safe and caring school measure dropped from 82.5% to 80.1%.

Implementation Plan:	Activities	Milestones
<p>Shared Vision <i>Examine the present situation</i></p> <ul style="list-style-type: none"> • What are we doing well and what is the evidence? • What are we not doing so well, and what is the evidence? • What might be possible? 	<ul style="list-style-type: none"> • Promoting a positive school culture by focusing on relationship-building through Connections, and staff vigilance in supporting a positive culture, promoting positive mental health, etc. • • Make effective use of our our “Chill Zone” for positive mental health. • Strive to bring in a therapy dog at critical points through the school year. • **Continue with Student Wellness Day next spring modelled after EICS Faith and Wellness Day. Fostering community involvement. • SAB Attendance Committee built new School Attendance Guidelines framework that took 	

	<p>effect February 1, 2019. We will monitor the effect this has on student attendance through 18-19 Semester 2 and through the 19-20 school year and beyond and adjust as necessary.</p>	
<p>Leadership Required <i>What leadership is required to support the goal? The activities to achieve the goal?</i></p>	<ul style="list-style-type: none"> ● School Admin Leadership Team ● Health Champion ● FWW and School Guidance counsellor 	
<p>Research and Evidence <i>What data, including research, evidence, lesson learned, is being used to inform your plan?</i></p>	<ul style="list-style-type: none"> ● Continuing with the work being led by Dr. Carrington and her new book. 	
<p>Resources <i>What resources will be needed to support? (e.g., staff, supplies, etc)</i></p>	<ul style="list-style-type: none"> ● Allocate resources for a speaker to address school culture and inter-student relations <ul style="list-style-type: none"> ○ Scott Backovich ● Continuing to support the Health Champion position within our school ● Support a student wellness day (similar to the EICS staff wellness day). 	
<p>Professional Growth <i>What professional learning supports are needed? (Provide PD plan in chart below)</i></p>	<ul style="list-style-type: none"> ● Mental Health training for staff 	
<p>Time <i>What is the timeframe needed to support the implementation of the plan?</i></p>	<ul style="list-style-type: none"> ● Student wellness day at the start of the second semester ● Chill Zone open throughout the school year ● Therapy dog during exams and in critical months of late October/early November and March. ● Continued communication at PD days and staff meetings to support teacher growth in this area 	
<p>Community Engagement <i>What strategies are in place to share with stakeholders?</i></p>	<ul style="list-style-type: none"> ● Support Bridging Generations program through our option programs by bringing seniors into our spaces ● Continue to support Peer Mentorship program in both local K-4 schools ● Continue collaboration and consultation with community agencies 	<ul style="list-style-type: none"> ● PM continues to be a major success.

Goal:	Engagement and Improvement	
Division Outcome: Elk Island Catholic Schools is committed to ongoing communication and engagement with educational partners to improve decision-making and assurance.	Strategies: <ol style="list-style-type: none"> 1. Maintain transparency through continued generative stakeholder engagements and communication strategies Targeted Success Measures: <ol style="list-style-type: none"> 1. EICS <ol style="list-style-type: none"> a. Success with community engagement in divisional decisions 2. AB Ed <ol style="list-style-type: none"> a. Satisfaction with parental involvement b. Satisfaction with school improvement 	
Reflection on Previous Year Results: <u>Strengths:</u> Measures: Satisfaction with parental involvement 89.8 Satisfaction with school improvement 84.7% <ol style="list-style-type: none"> 1. Positive feedback from parents on our level and type of communication. This is at 86.3% on the Assurance Survey and there were many positive comments in the comment section of the parent survey with regards to this including statements such as, ‘frequent communication from teachers is beneficial’, ‘variety of communication tools is great specifically PowerSchool, Google Classroom, and Remind messages’. 2. Success with School and Parish partnership has improved 3. Satisfaction with Parental Involvement has improved due to increased communication and the beauty of a new building <u>Opportunities for Improvement:</u> Measure: Success with community engagement in divisional decisions - 88% Satisfaction with school improvement 84.7% <ol style="list-style-type: none"> 1. Engaged with students to hear their voice 2. Continued Engagement of parish into the school 3. Have more parents at School Council meetings 		
Implementation Plan:	Activities	Milestones
Shared Vision <i>Examine the present situation</i> <ul style="list-style-type: none"> • <i>What are we doing well and what is the evidence?</i> • <i>What are we not doing so well, and what is the evidence?</i> • <i>What might be possible?</i> 	<ul style="list-style-type: none"> • Generate ideas through School Council regarding how to increase attendance and engage more stakeholders • Invite priests to School Council • Create a schedule of students to attend School Council meetings early in the school year. • Set up system to hear student voice on school-related issues 	
Leadership Required <i>What leadership is required to support the goal? The activities to achieve the goal?</i>	<ul style="list-style-type: none"> • Hold a Student Voice for School Enhancement Summit twice per year to engage student voice. 	

	<ul style="list-style-type: none"> Communicate with parents early in the year and remind them throughout the year that the main venue for parental input is through the School Council. 	
Research and Evidence <i>What data, including research, evidence, lesson learned, is being used to inform your plan?</i>	<ul style="list-style-type: none"> <i>The Guide to Student Voice, 2nd Ed.</i> by Fletcher 	
Resources <i>What resources will be needed to support? (e.g., staff, supplies, etc)</i>	<ul style="list-style-type: none"> Financial resources to cover cost of snacks at School Council meetings and student voice events 	
Professional Growth <i>What professional learning supports are needed? (Provide PD plan in chart below)</i>	<ul style="list-style-type: none"> Supporting professional development opportunities for teachers to improve teaching and student learning Continue to discuss with leadership colleagues regarding best practices for communication 	
Time <i>What is the timeframe needed to support the implementation of the plan?</i>	<ul style="list-style-type: none"> On-going throughout the school year 	
Community Engagement <i>What strategies are in place to share with stakeholders?</i>	<ul style="list-style-type: none"> Send weekly S'more to Parish Send a survey to all parents requesting information on what they would like to have presented at School Council meetings Continue with weekly S'more to parents/students 	

*Budget Report to be Attached