

**St Andre Bessette Catholic High School**

**2018-2022 School Education Assurance Plan School Year: 2020-2021**

Revised 2020-2021

*Elk Island Catholic Schools will ensure Success for all Students*

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

| Goal:  | Faith Formation  |                          |
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| <p><b>Provide students, staff and community with a faith permeated environment and enhance the Faith Formation of all staff and students.</b></p>  | <p><b>Strategies:</b></p> <ol style="list-style-type: none"> <li>1. Engage students in relevant religious education and curriculum faith integration which promotes hope and engagement in students. (S1)</li> <li>2. Design and implement extracurricular faith formation activities. (S2)</li> </ol> <p><b>Targeted Success Measures:</b></p> <ol style="list-style-type: none"> <li>1. EICS               <ol style="list-style-type: none"> <li>a. School faith environment</li> <li>b. Staff faith formation</li> <li>c. Student faith formation</li> <li>d. <i>Catholic School Review</i></li> </ol> </li> <li>2. AB Ed               <ol style="list-style-type: none"> <li>a. Students model active citizenship</li> </ol> </li> </ol> |                          |
| <p><b>Reflection on (Previous) Year Results:</b></p> <p><b><u>Strengths:</u></b></p> <ol style="list-style-type: none"> <li>1. Overall School Faith Environment has improved from 87.2% to 97.6% and shows consistent reporting from parents and students.</li> <li>2. Staff Faith Formation has improved from 90.1% to 93.9%</li> <li>3. Success with School and Parish Partnership up from 87.9% to 95.9% and slightly above EICS average.</li> </ol> <p><b><u>Opportunities for Improvement:</u></b></p> <ol style="list-style-type: none"> <li>1. Our citizenship targets have improved by 10% but are showing a disconnect between the staff and students vs results from parents. We have moved from 64.2% to 74.9%. We still underperform in comparison to division and province. (S1)(S2)</li> <li>2. Student Faith Formation while still strong has dropped from 93.8% to 90.7% is still slightly below the EICS average. (S1)(S2)</li> <li>3. In the Accountability Pillar results, our Student Model Active Citizenship measure is 8.6% below the provincial average at 74.3%.(S1)</li> </ol> |  |                          |
| <p><b>Implementation Plan:</b></p>   | <p><b>Activities</b></p>   | <p><b>Milestones</b></p> |

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| <p><b>Shared Vision</b><br/> <i>Examine the present situation</i><br/>     ● <i>What are we doing well and what is the evidence?</i><br/>     ● <i>What are we not doing so well, and what is the evidence?</i><br/>     ● <i>What might be possible?</i></p> | <ul style="list-style-type: none"> <li>● Pilot Humanities 20 as a <b>fully faith integrated</b> course that encompasses Religion 25, Social Studies 20-1, and English 20-1 with the goal of expanding this model to other grades and streams in future years. Our goal with this pilot is to bring the <b>EICS Faith Integration Project</b> to realization. (S1)</li> <li>● 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 times in the year in the home parishes of different staff members. (S2)</li> <li>● <b>2020/2021 four in-school masses:</b><br/>       September 11(Opening Mass), December 16 (Advent Mass), April 8 (Easter Mass), June 11 (Year End Mass and Grad blessing) (S1)</li> <li>● <b>In-School Liturgical Celebrations:</b><br/>       February 17 (Ash Wed.)</li> <li>● <b>Priest in school target:</b><br/>       1x a month for Cynics Cafe in addition to drop in for classes where priests can be invited in to support curricula (topic to be arranged in advance with chaplain/priest) or simply build relationships with teens - participate in our intramural sports or personal fitness classes. (S2)</li> <li>● <b>School Based Activities:</b> <ul style="list-style-type: none"> <li>○ Day of Faith (S3)</li> <li>○ Day of Service (S3)</li> <li>○ SAB Faith &amp; Wellness Day (S3)</li> </ul> </li> </ul> |  |
| <p><b>Leadership Required</b><br/> <i>What leadership is required to support the goal?</i></p>  | <ul style="list-style-type: none"> <li>● Build time into the timetable to properly support Humanities 20 with flexibility for the staff throughout the full year of the course.(S1)</li> <li>● Building capacity among all staff with regards to faith leadership - organizing masses, staff prayer, celebrations, social justice projects, etc. (S2)</li> <li>● Involve student groups in faith leadership (S2)       <ul style="list-style-type: none"> <li>○ Engage students groups, perhaps through the Student Voice Summits, in choosing social</li> </ul> </li> </ul>   |  |

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|  | <p>justice/fundraising projects our school should support</p> <ul style="list-style-type: none"> <li>● PD for staff with OLA Priests and division supports (S1)</li> </ul>   |  |
| <p><b>Research and Evidence</b><br/><i>What data, including research, evidence, lesson learned, is being used to inform your plan?<br/>Rationale? Sources of evidence?</i></p> | <ul style="list-style-type: none"> <li>● Essential Marks of A Catholic School Leader</li> <li>● Catholic Leader's Covenant</li> <li>● Student Voice Seminars (2X per year) (S1)</li> </ul>   |  |
| <p><b>Resources</b><br/><i>What resources will be needed to support? (e.g., staff, supplies, etc)</i></p>  | <ul style="list-style-type: none"> <li>● Chaplain time to support staff and students</li> <li>● Purchase new resources to support Humanities 20. (S1)</li> <li>● Release time to Humanities 20 teachers to collaborate. (S1)</li> <li>● Financial resources to pay for staff retreat and speakers</li> <li>● Financial resources to support fellowship after mass at OLA Parish</li> </ul>   |  |
| <p><b>Professional Growth</b><br/><i>What professional learning supports are needed?</i></p>   | <ul style="list-style-type: none"> <li>● Staff retreat early in the school year to have a faith focus with a faith-based speaker/theme</li> </ul>  |  |
| <p><b>Time</b><br/><i>What is the timeframe needed to support the implementation of the plan?</i></p>  | <ul style="list-style-type: none"> <li>● Humanities 20 pilot will run for the full year with the idea to expand it to other grades and streams next year.</li> <li>● On-going throughout the year</li> </ul>   |  |
| <p><b>Community Engagement</b><br/><i>What strategies are in place to share with stakeholders?</i></p>   | <ul style="list-style-type: none"> <li>● Continue to partner with St. John XXIII and St. John Paul II Schools to co-host mass at OLA Parish 2 times per school year. Catholic Education Mass &amp; Good Friday Mass. (S1)</li> <li>● Invite our priests to our School Council meetings. (S2)</li> <li>● Continue with regular parish-school meetings (S1)</li> <li>● Support more parish based events in the school such as the K of C fundraiser dinners, CWL meetings, etc. (S2)</li> <li>● Improve communication home regarding student leadership, activities, accomplishments, and events.</li> </ul> |  |

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| <b>Goal:</b>  | <b>Quality Teaching and Learning</b>   |
| <b>Division Outcome:</b><br><b>Student success depends on quality instruction in an environment that respects learners' independent spirit. Quality teaching and learning promotes the development of innovation and creativity while attending to meaningful assessment and reporting practices.</b> | <p><b>Strategies:</b></p> <ol style="list-style-type: none"> <li>1. Support Universal Design for Learning for all students through the Collaborative Response Model.</li> <li>2. Support staff collaboration to engage and improve in <b>literacy</b> teaching practices across curricula and for all students, K-12</li> <li>3. Support staff collaboration to engage and improve in <b>numeracy</b> and math teaching practices across curriculum and for all students, K-12.</li> </ol> <p><b>Targeted Success Measures:</b></p> <ol style="list-style-type: none"> <li>1. EICS <ol style="list-style-type: none"> <li>a. Progress from student interventions</li> <li>b. Staff satisfaction survey results with professional development and collaboration</li> <li>c. Satisfaction with School Improvement</li> <li>d. Student reading level data</li> <li>e. Staff competency self-assessment survey (TQS and LQS)</li> <li>f. Overall quality of basic education</li> </ol> </li> <li>2. AB Ed <ol style="list-style-type: none"> <li>a. Diploma exam results</li> <li>b. High school completion</li> <li>c. Indigenous achievement</li> <li>d. Overall quality of basic education</li> <li>e. PAT results</li> </ol> </li> </ol> |

**Reflection on Previous Year Results:**

**Strengths:**

1. Overall quality of basic education increased 3.3% over last year to 89.6%
2. Progress from student interventions increased 13.3% over last year to 83.24%
3. Satisfaction of staff with professional development and collaboration increased 13.5% over last year to 90.39% which is also more than 1% over division average
4. Satisfaction with school improvement 3.6% above the division average at 82.98%
5. Staff competency with TQS/LQS up 1.9% over last year to 80.16%
6. MFWSHR\*:
  - a. Flexible Learning Environments:
    - i. Student Flex Time - Successful program for 5 years - being changed for 2020-21 to meet changing student needs
    - ii. Credit Recovery - successful for 5 years
      1. In 2019-20 - 6 students used credit recovery to stay on track - we will continue credit recovery moving forward
  - b. Meaningful Relationships:
    - i. Student Voice Summit - successful in 2019-20 and will continue this moving forward and expand it to twice per year
    - ii. Continue to get comments remarking on "great staff/caring staff". Will continue to look for ways to connect with kids and create a 'home' environment in our school
    - iii. Teacher Advisor Program - gave each student a dedicated teacher checking in with them on a regular basis. While this program met some success, it was never fully realized
  - c. Mastery Learning:
    - i. This was mainly supported through Flex time. This allowed students who were not fully grasping concepts extra time to be re-taught and/or interact with the material in a teacher guided environment. It was successful for those students who used the opportunity.

\*Unfortunately, due to being a new school, no data was present on our Accountability Pillar report on Drop Out Rate, High School Completion Rate, Rutherford Eligibility, or Transition Rate -

figures we had used in the past to help monitor the success of our MFWHSR initiatives.

**Opportunities for Improvement:**

1. Overall quality of basic education still 2% below division average (S1)
2. Progress from student interventions still 3.66% below division average (parent measure 10.77% below division average)(S1)
3. Students reaching acceptable standard on PATs 2.2% below provincial average at 71.6% (S1, S2)
  - a. English Language Arts - SAB 83.8%, Province 84.9%
  - b. Math - SAB 51.9%, Province 66.5% (S3)
  - c. Science - SAB 86.5%, Province 84.1%
  - d. Social Studies - SAB 70.2%, Province 76.9%
4. Students reaching standard of excellence on PATs 6.5% below provincial average at 14.1% (S1, S2)
  - a. English Language Arts - SAB 11.4%, Province 16.7%
  - b. Math - SAB 6.7%, Province 20.8% (S3)
  - c. Science - SAB 26.9%, Province 29.7%
  - d. Social Studies - SAB 12.5%, Province 23.1%
5. Students reaching acceptable standard on Diploma Exams is 4.8% below provincial average at 78.8% (S1, S2)
  - a. Biology - SAB 86.4%, Prov 83.5% (Jan/19); SAB 65.8%, Prov 83.7% (Jun/19)
  - b. Chemistry - SAB 65.2%, Prov 86.2% (Jan/19); SAB 83.3%, Prov 85% (Jun/19)
  - c. ELA 30-1 - SAB 93.7%, Prov 87.7% (Jan/19); SAB 82.8%, Prov 85.5% (Jun/19)
  - d. ELA 30-2 - SAB 87%, Prov 86.8% (Jan/19); SAB 92.6%, Prov 86.3% (Jun/19)
  - e. Math 30-1 - SAB 72%, Prov 77.3% (Jan/19); SAB 60%, Prov 74.8% (Jun/19)
  - f. Math 30-2 - SAB 69.4%, Prov 75.1% (Jun/19)
  - g. Physics 30 - SAB 77.8%, Prov 87.3% (Jan/19)
  - h. Science 30 - SAB 89.3%, Prov 84.8% (Jan/19)
  - i. Social 30-1 - SAB 87.5%, Prov 87.2% (Jan/19); SAB 75%, Prov 85.7% (Jun/19)
  - j. Social 30-2 - SAB 80%, Prov 78.3% (Jan/19); SAB 62.5%, Prov 76.3% (Jun/19)
6. Students reaching standard of excellence on Diploma Exams is 9.4% below provincial average at 14.6% (S1, S2)
  - a. Biology - SAB 13.8%, Prov 16.5% (Jan/19); SAB 13.2%, Prov 35.8% (Jun/19)
  - b. Chemistry - SAB 21.7%, Prov 43% (Jan/19); SAB 12.5%, Prov 41.7% (Jun/19)
  - c. ELA 30-1 - SAB 6.3%, Prov 11.4% (Jan/19); SAB 6.9%, Prov 13.3% (Jun/19)
  - d. ELA 30-2 - SAB 26.1%, Prov 11.1% (Jan/19); SAB 22.2%, Prov 11.8% (Jun/19)
  - e. Math 30-1 - SAB 20%, Prov 34.9% (Jan/19); SAB 25%, 32.7% (Jun/19)
  - f. Math 30-2 - SAB 5.6%, Prov 16.2% (Jun/19)
  - g. Physics 30 - SAB 25.9%, Prov 43.3% (Jan/19)
  - h. Science 30 - SAB 25%, Prov 30.5% (Jan/19)
  - i. Social 30-1 - SAB 9.4%, Prov 16.6% (Jan/19); SAB 6.7%, Prov 17.6% (Jun/19)
  - j. Social 30-2 - SAB 0%, Prov 10.5% (Jan/19); SAB 18.8%, Prov 13% (Jun/19)
7. On Accountability Pillar, our Education Quality is 10.5% below the provincial average at 79.7% (S1, S2)

| Implementation Plan:   | Activities  | Milestones |
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| <p><b>Shared Vision</b><br/> <i>Examine the present situation</i><br/>           ● What are we doing well and what is the evidence?<br/>           ● What are we not doing so well, and what is the evidence?<br/>           ● What might be possible?</p> | <ul style="list-style-type: none"> <li>● Develop and support Grade 9 K&amp;E program to help keep struggling grade 9 students engaged in learning. (S1, S2, S3)</li> <li>● Pilot Humanities 20 course (S2)</li> <li>● Offer Math 15 course. (S3)</li> <li>● Refining and continuing CRM to support all students (S1)</li> <li>● Restructure CTMs to have a focus on teacher pedagogy or student academics. (S1)</li> <li>● At our Oct 2020 Staff Retreat we will offer PD focussed on trends from PAT and Diploma analysis and how to in turn impact classroom instruction. We</li> </ul> | <p>.</p>   |

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|  | <p>would like our staff to learn more about the approach by Matt Bilyk and the Science Dept at ABJ. (S3)</p> <ul style="list-style-type: none"> <li>● Develop a school wide framework to address disciplinary literacy/content literacy and solid instructional practices with a focus on vocabulary development. (S2, S3)</li> <li>● Explore with students and staff ways to get students reading more. (S2)</li> <li>● Staff PD on assessment, working with and supporting ELL students, writing effective report card comments, supporting challenging students, and more during CTMs (S1, S2, S3)</li> <li>● Credit recovery to help keep students on track for completing high school.</li> </ul>  |  |
| <p><b>Leadership Required</b><br/><i>What leadership is required to support the goal?</i></p>  | <ul style="list-style-type: none"> <li>● Adjusting timetable to decrease flex time and increase time spent in direct instruction, especially in light of re-teaching that will need to occur in the first term. (S2)</li> <li>● Work towards creating a grade 7-9 PAT analysis to facilitate vertical alignment (S2, S3)</li> <li>● Parent/student communication and information to help with streaming in Math.</li> <li>● School leadership involvement in division led curriculum and instructional leadership development</li> <li>● Leading teaching learning - promoting and encouraging teacher development in the areas of instruction and assessment (CRC, Admin, Lead teachers)</li> <li>● CRC leading the CRM in the school with Admin support (S1)</li> </ul> |  |
| <p><b>Research and Evidence</b><br/><i>What data, including research, evidence, lesson learned, is being used to inform your plan?</i></p> | <ul style="list-style-type: none"> <li>● Envisioning a Collaborative Response Model and study guide</li> <li>● Division CRM Manual</li> </ul>   |  |
| <p><b>Resources</b><br/><i>What resources will be needed to support? (e.g., staff, supplies, etc)</i></p>                                  | <ul style="list-style-type: none"> <li>● Allocate funds for subs to release math dept staff for PD (S3)</li> <li>● Allocating resources to send a team to the annual CRM Conference</li> </ul>  |  |

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| <p><b>Professional Growth</b><br/> <i>What professional learning supports are needed?</i></p>           | <ul style="list-style-type: none"> <li>● Common PD for Math dept staff that targets key outcomes and strategies required to be successful in 9-12 Math(ATA speaker, AB Ed Math examiners, Ulana Soletsky, or some other math expert) (S3)</li> <li>● Draw up support staff PD committee to decide on relevant secondary school PD for EAs throughout the school year.</li> <li>● Attending annual Collaborative Response Model conference</li> <li>● School leadership attend division led curriculum and instructional leadership development</li> <li>● For teachers, support learning around Indigenous Foundational Knowledge during school PD.</li> </ul>  |  |
| <p><b>Time</b><br/> <i>What is the timeframe needed to support the implementation of the plan?</i></p>  | <ul style="list-style-type: none"> <li>● CTM meetings on-going throughout the school year (each cohort will meet 4 times each semester)</li> <li>● On-going throughout the year</li> </ul>  |  |
| <p><b>Community Engagement</b><br/> <i>What strategies are in place to share with stakeholders?</i></p> | <ul style="list-style-type: none"> <li>● Offer P/T interviews earlier in each semester to better support students before it is too late</li> <li>● Working with STJP on vertical alignment regarding PAT analysis</li> <li>● Continue collaboration and consultation with community groups</li> <li>● Work to re-engage our 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"> <li>○ Create a future list from these students to become paid tutors after graduation to work with future Gr. 11-12 students.</li> </ul> </li> <li>● Career Fair to be held at SAB with the whole school participating along with guests from neighboring high schools.</li> </ul> |  |

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| <b>Goal:</b>  | <b>Wellness</b>  |                   |
| <p><b>Division Outcome:</b><br/> <b>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.</b></p>   | <p><b>Strategies:</b></p> <ol style="list-style-type: none"> <li>1. Continue to improve and develop services and model initiatives that promote staff and student health and wellness eg., Mental Health Strategic Plan, Nutrition Procedures, transition plans for students. (S1)</li> <li>2. Focus on relationships as the effective method to attain system wellness. (S2)</li> </ol> <p><b>Targeted Success Measures:</b></p> <ol style="list-style-type: none"> <li>1. EICS <ol style="list-style-type: none"> <li>a. Employee engagement survey</li> <li>b. Student attendance as measured by the attendance dashboard</li> <li>c. Success with Comprehensive Student Health Program</li> </ol> </li> <li>2. AB Ed <ol style="list-style-type: none"> <li>a. Success with Safe and Caring Schools</li> </ol> </li> </ol> |                   |
| <p><b>Reflection on Previous Year Results:</b></p> <p><b>Strengths:</b></p> <ol style="list-style-type: none"> <li>1. Staff Wellness is third highest in EICS at 98.8% an improvement of 4.7% .</li> <li>2. Staff believe they have the materials and equipment to do their job effectively has improved by 4.6% to 98.8% well above the EICS average.</li> <li>3. Staff feedback with school cleanliness (drop of 27.5% has recently been addressed but will continue to be supported and monitored by Facilities as well as school staff.)</li> <li>4. Students with acceptable attendance has improved greatly from 64% to 74% this year.</li> </ol> <p><b>Opportunities for Improvement:</b></p> <ol style="list-style-type: none"> <li>1. Students Model Active Citizenship improved from 80.9% to 84.2% however it is still below the EICS average. (S1, S2)</li> <li>2. Success with Safe and Caring Schools is down 1.8% to 90.7% this year. (S1)(S2)</li> <li>3. On the Accountability Pillar in the Safe and Caring Schools we are at 81.4% and provincial average is 89.0%. (S1)</li> <li>4. Success with Comprehensive Student Health Program is has dropped slightly and at this time we are just below the EICS average at 89.37% down from 90.3% (S1)</li> </ol> |  |                   |
| <b>Implementation Plan:</b>   | <b>Activities</b>  | <b>Milestones</b> |
| <p><b>Shared Vision</b><br/> <i>Examine the present situation</i><br/> ● <i>What are we doing well and what is the evidence?</i><br/> ● <i>What are we not doing so well, and what is the evidence?</i><br/> ● <i>What might be possible?</i></p>   | <ul style="list-style-type: none"> <li>● 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. (S1)(S2)</li> <li>● Sept 2020 - will need a determined focus on Student/Staff Mental Health as we will have to reintegrate after 6 mos apart. (S1)(S2) <ul style="list-style-type: none"> <li>○ Possibly reintroduce the Cardinal Games and offer extended Welcome Week activities.</li> </ul> </li> <li>● Ft Sask Restorative Justice Partnership (S2) <ul style="list-style-type: none"> <li>○ referrals made by school or RCMP</li> <li>○ We successfully saw several students access these</li> </ul> </li> </ul>  |                   |



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|  | <p>supports and in turn repair broken relationships with community business and school peers</p> <ul style="list-style-type: none"> <li>● Make effective use of our “Chill Zone” for positive mental health.(S1)</li> <li>● Staff Wellness Committee to initiate monthly activities to help foster staff mental health and relationship development. (S1)</li> <li>● Continue with Student Wellness Day next spring modelled after EICS Faith and Wellness Day. Fostering community involvement.(S1)(S2)</li> <li>● SAB Attendance Committee continues to refresh our policies and respond to emerging family and student needs. (S1)(S2)</li> </ul> |  |
| <p><b>Leadership Required</b><br/><i>What leadership is required to support the goal?</i></p>  | <ul style="list-style-type: none"> <li>● School Admin Leadership Team</li> <li>● Chaplain</li> <li>● Health Champion</li> <li>● FWW and School Guidance counsellor</li> </ul>  |  |
| <p><b>Research and Evidence</b><br/><i>What data, including research, evidence, lesson learned, is being used to inform your plan?</i></p> | <ul style="list-style-type: none"> <li>● Danielle Reed to be the focus for SAB September book club <a href="#">“It’s Time to Stop Making Bagels”</a></li> <li>● Brene Brown <a href="#">“Dare to Lead”</a> staff book study to meet every eight weeks afterschool to reflect on learning.</li> <li>● Continuing with the work being led by Dr. Carrington and her new book.</li> </ul>   |  |
| <p><b>Resources</b><br/><i>What resources will be needed to support? (e.g., staff, supplies, etc)</i></p>                                  | <ul style="list-style-type: none"> <li>● Allocate resources for a speaker to address school culture and inter-student relations.</li> <li>● Continuing to support the Health Champion position within our school.</li> <li>● Support a student wellness day (similar to the EICS staff wellness day).</li> </ul>   |  |
| <p><b>Professional Growth</b><br/><i>What professional learning supports are needed?</i></p>   | <ul style="list-style-type: none"> <li>● Mental Health training for staff (going to need ILS or outside folks to walk us through some key strategies/look fors)</li> </ul>   |  |
| <p><b>Time</b><br/><i>What is the timeframe needed to support the implementation of the plan?</i></p>                                      | <ul style="list-style-type: none"> <li>● Student Summit to be held in each semester</li> <li>● Chill Zone open on a regular basis throughout the school year</li> <li>● Continued communication at PD days and staff meetings to support teacher growth in this area</li> </ul>  |  |

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| <p><b>Community Engagement</b><br/><i>What strategies are in place to share with stakeholders?</i></p> | <ul style="list-style-type: none"> <li>● Open communication with RCMP, FWW and Fort Saskatchewan Restorative Justice group to preemptively target at risk youth</li> <li>● Continue collaboration and consultation with community agencies ex. Boys and Girls Club, The Bridge and SAFFRON</li> <li>● Connect Student Leadership groups at SAB and STJP.</li> </ul> |  |
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| Goal:   | Engagement and Improvement   |  |
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| <p><b>Division Outcome:</b><br/><b>Elk Island Catholic Schools is committed to ongoing communication and engagement with educational partners to improve decision-making and assurance.</b></p> | <p><b>Strategies:</b></p> <ol style="list-style-type: none"> <li>1. Maintain transparency through continued generative stakeholder engagements and communication strategies</li> </ol> <p><b>Targeted Success Measures:</b></p> <ol style="list-style-type: none"> <li>1. EICS <ul style="list-style-type: none"> <li>a. Success with community engagement in divisional decisions</li> <li>b. Communications</li> <li>c. Success with school and parish partnerships</li> </ul> </li> <li>2. AB Ed <ul style="list-style-type: none"> <li>a. Satisfaction with parental involvement</li> <li>b. Satisfaction with school improvement</li> </ul> </li> </ol> |  |

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| <p><b>Reflection on Previous Year Results:</b></p> <p><b>Strengths:</b></p> <ol style="list-style-type: none"> <li>1. Success of community engagement in Divisional decisions (81.33%) - more than 5% higher than divisional average</li> <li>2. Communications (84.55%) - slightly above division average</li> <li>3. Success with school and parish partnerships (95.85%) - similar to division average and up from 89.7% last year</li> </ol> <p><b>Opportunities for Improvement:</b></p> <ol style="list-style-type: none"> <li>1. Communication to students about school events and activities - in our Student Voice Summit, students communicated they would like a physical calendar of events in the school foyer to show upcoming activities and events so they can better participate. (S1)</li> <li>2. While our success with community engagement in Divisional decisions is higher than the division average, it dropped 6.6% from last year. Our School Council attendance has also dropped from last year. (S1)</li> <li>3. Satisfaction with parental involvement dropped 3.7% from 89.9% last year to 86.19% this year. Also reflected in School Council attendance. (S1)</li> <li>4. Accountability Pillar Parental Involvement is 12.3% below the provincial average at 69% (S1)</li> <li>5. Accountability Pillar School Improvement is 5.7% below the provincial average at 75.3% (S1)</li> </ol> |  |  |
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| Implementation Plan:  | Activities  | Milestones |
|---|---|------------|
| <p><b>Shared Vision</b><br/><i>Examine the present situation</i></p> <ul style="list-style-type: none"> <li>● <i>What are we doing well and what is the evidence?</i></li> <li>● <i>What are we not doing so well, and what is the evidence?</i></li> <li>● <i>What might be possible?</i></li> </ul> | <ul style="list-style-type: none"> <li>● Generate ideas through School Council regarding how to increase attendance and engage more stakeholders (S1)</li> <li>● Invite priests to School Council (S1)</li> </ul> |            |

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|  | <ul style="list-style-type: none"> <li>● Create a schedule of teachers and students to attend School Council meetings early in the school year. (S1)</li> <li>● Increase Student Voice Summit to once per semester (S1)</li> </ul>  |  |
| <p><b>Leadership Required</b><br/><i>What leadership is required to support the goal? The activities to achieve the goal?</i></p>          | <ul style="list-style-type: none"> <li>● Organize Student Calendar Club to have students create a calendar near the front of the school to promote student events and activities.</li> <li>● Organize a student club to update school announcements on the school's digital signage.</li> <li>● Hold a Student Voice Summit twice per year to engage students. (S1)</li> <li>● 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. (S1)</li> </ul> |  |
| <p><b>Research and Evidence</b><br/><i>What data, including research, evidence, lesson learned, is being used to inform your plan?</i></p> | <ul style="list-style-type: none"> <li>● <i>The Guide to Student Voice, 2nd Ed.</i> by Fletcher</li> </ul>  |  |
| <p><b>Resources</b><br/><i>What resources will be needed to support? (e.g., staff, supplies, etc)</i></p>                                  | <ul style="list-style-type: none"> <li>● Financial resources to cover cost of snacks at School Council meetings and Student Voice Summits</li> <li>● Speakers at School Council</li> <li>● Costs of large whiteboard and plexi cover for student calendar in foyer.</li> </ul>  |  |
| <p><b>Professional Growth</b><br/><i>What professional learning supports are needed?</i></p>   | <ul style="list-style-type: none"> <li>● Continue to discuss with leadership colleagues regarding best practices for communication (S1)</li> </ul>  |  |
| <p><b>Time</b><br/><i>What is the timeframe needed to support the implementation of the plan?</i></p>                                      | <ul style="list-style-type: none"> <li>● On-going throughout the school year</li> </ul>   |  |
| <p><b>Community Engagement</b><br/><i>What strategies are in place to share with stakeholders?</i></p>                                     | <ul style="list-style-type: none"> <li>● Continue to partner with K of C to host their pasta supper fundraisers</li> <li>● Reconfigure P/T interviews to offer a greater variety of times to parents and do them earlier in each semester. (S1)</li> <li>● Send weekly S'more to our community stakeholders (S1)</li> <li>● Send a survey to all parents requesting information on what they would like to have presented at School Council meetings (S1)</li> </ul>  |  |

\*Budget Report to be Attached