

St Andre Bessette Catholic High School

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

Revised 2021-2022

Elk Island Catholic Schools will ensure Success for all Students

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

Goal:	Faith Formation	
<p>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. Engage students in relevant religious education and curriculum faith integration which promotes hope and engagement in students. (S1) 2. Develop a deeper understanding of the connection between our spiritual life and our wellness. (S2) <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. <i>Catholic School Review</i> 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> <ol style="list-style-type: none"> 1. Successfully implemented the first Humanities course at St Andre Bessette. 93% of current students want the 30 level of Humanities. (S1) “I don’t know when I’m learning religion, english or social studies” (Humanities 20 student) 2. AB Ed Accountability Pillar Citizenship measure improved making it “Very High” at 83.4% from 74.3% the previous year. (S2) <p><u>Opportunities for Improvement:</u></p> <ol style="list-style-type: none"> 1. Success with School and Parish Partnership down 15.8% from 95.85% to 80.01% . (S1) 2. Success with Staff Faith Formation down from 94% to 84.97% (S2) 		
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"> • Humanities Pilot Phase 2 will expand to offer Humanities 10-1 and Humanities 30-1 as well as continuing with Humanities 20-1 as a fully faith integrated course that encompasses each grade level's Religion, Social Studies, and English courses. Phase 3 & 4 will continue this expansion into Humanities -2 stream in future years pending student interest.(S1) • This past year we implemented a SAB Faith Integration Project where each course was to establish a single meaningful activity and/or opportunity for faith development in every single class/stream. In our next phase we will request that staff maintain a minimum of two faith integration opportunities which are shared in a common staff folder. (S1, S2) • All Religion classes will implement an activity that does a deep dive into the Division faith theme. (S1) • Where possible, courses will integrate Division faith theme into their course work, IE - Art, Design, etc. (S2) • 2020/2021 four in-school masses: September 11(Opening Mass), December 11 (Advent Mass), April 8 (Easter Mass), June 11 (Year End Mass and Grad blessing) (S1) • School Based Activities: <ul style="list-style-type: none"> ○ Day of Faith (S1) ○ Day of Service (S1) ○ SAB Student Faith & Wellness Day (S1) 	
<p>Leadership Required <i>What leadership is required to support the goal?</i></p>	<ul style="list-style-type: none"> • Feature segment on sharing faith integration strategies at every staff meeting (S1, S2) • Build time into the timetable to properly support Humanities pilot project with flexibility for the staff throughout the full year of the course.(S1) • Have staff teach new courses outside their area of expertise to gain capacity to teach Humanities in the future. (S1) 	

	<ul style="list-style-type: none"> ● Building capacity among all staff with regards to faith leadership - organizing masses, staff prayer, daily prayer, celebrations, social justice projects, etc. (S1) ● Direct chaplain to work with Religion teachers to support Division theme activities within Religion courses.(S2) ● PD for staff with OLA Priests and division supports (S1) 	
Research and Evidence <i>What data, including research, evidence, lesson learned, is being used to inform your plan? Rationale? Sources of evidence?</i>	<ul style="list-style-type: none"> ● Essential Marks of A Catholic School Leader ● Catholic Leader’s Covenant ● Student Voice Seminars (4X per year) (S1) 	
Resources <i>What resources will be needed to support? (e.g., staff, supplies, etc)</i>	<ul style="list-style-type: none"> ● Invite Faith Consultant in to work with departments on faith integration within subject areas. ● Budget: <ul style="list-style-type: none"> ● Chaplain time to support staff and students (S1, S2) ● Purchase new resources to support Humanities project (novels, films, other print resources) (S1) ● Release time to Humanities teachers to collaborate (4 sub days per teacher). (S1) 	
Professional Growth <i>What professional learning supports are needed?</i>	<ul style="list-style-type: none"> ● Staff retreat early in the school year to have a faith focus with a faith-based speaker/theme. (S1/2) ● Chaplain to work with Religion teachers on Division theme.(S2) 	
Time <i>What is the timeframe needed to support the implementation of the plan?</i>	<ul style="list-style-type: none"> ● Humanities pilot will continue to Phase 2 with the goal to expand into Phase 3 and 4 in the coming years. (S1) 	
Community Engagement <i>What strategies are in place to share with stakeholders?</i>	<ul style="list-style-type: none"> ● Continue to partner with Fort Catholic schools to co-host mass at OLA Parish 2 times per school year. Catholic Education Mass. (S1) ● Invite our priests to our School Council meetings. (S1) ● Continue with regular parish-school meeting. (S2) ● Improve communication home regarding student leadership, activities, accomplishments, and events. (S1, S2) ● Collaborate with Fr. Kris on creating age-appropriate Lenten videos. (S1) 	

Goal:	Quality Teaching and Learning
<p>Division Outcome: 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.</p>	<p>Strategies:</p> <ol style="list-style-type: none"> 1. Support staff collaboration to engage and improve in literacy teaching practices across curricula and for all students, K-12. <ol style="list-style-type: none"> a. Disciplinary literacy 2. Support staff collaboration to engage and improve in numeracy and math teaching practices across curricula and for all students, K-12. <ol style="list-style-type: none"> a. High School Rich Math Strategies 3. Continue to strengthen instructional leadership and practices to lead learning related to Indigenous foundational knowledge and its application within classrooms and the larger school community. <ol style="list-style-type: none"> a. Personal growth in foundational knowledge b. Strategies to apply indigenous perspectives in classrooms <p>Targeted Success Measures:</p> <ol style="list-style-type: none"> 1. EICS <ol style="list-style-type: none"> a. Progress from student interventions b. Staff satisfaction survey results with professional development and collaboration c. Satisfaction with School Improvement d. Student reading level data e. Staff competency self-assessment survey (TQS and LQS) f. Overall quality of basic education 2. AB Ed <ol style="list-style-type: none"> a. Diploma exam results b. High school completion c. Indigenous achievement d. Overall quality of basic education e. PAT results
<p>Reflection on Previous Year Results:</p> <p><u>Strengths:</u></p> <ol style="list-style-type: none"> 1. Overall quality of basic education did drop but only minimally and is strong at 85.27% (S1, S2) 2. Satisfaction of staff with professional development and collaboration increased to 93.75% and above the division average. (S1, S2, S3) 3. Staff competency with TQS/LQS up 2.8% from last year to 82.99% and 2.76% above EICS. (S1, S2, S3) 4. Strategies to focus on content literacy and vocabulary development. Observed establishment of routines and best practices. (S1, S2) 5. Developed a foundational understanding of how to integrate Equatio into multiple disciplines beginning at Grade 9. (S2) 6. Successful implementation of Humanities 20 course. Will be expanded to 10 and 30 as well. (S1) 7. Accountability Pillar Program of Studies and Quality of Education is <i>Very High</i> and <i>Significantly Improved</i>. PoS at 84.6% up from 77.7% last year. Education quality at 90.2% up from 79.7%. <p><u>Opportunities for Improvement:</u></p> <ol style="list-style-type: none"> 1. Progress from student interventions was 83.24 is now 79.9% (S1) 2. Satisfaction with school improvement dropped 20% to 62.54% (quarters, isolations, uncertainty) 3. Strategies to focus on content literacy and vocabulary development. Observed in some classes but not all. (S1, S2) 4. Expand use of Equatio to all grades. (S3) 5. Integrating Indigenous teachings into all curricular areas.(S1) 6. AB Ed Accountability Pillar states PAT and Diploma results are <i>Intermediate</i> (S1, S2) 	

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"> • Expand Humanities courses to grade 10 and 12 (S1,S3) • Offer Math 15 course. (S2) • Stronger literacy PD focus in CTMs (S1) • Expand school wide framework to address disciplinary literacy/content literacy and solid instructional practices with a focus on vocabulary development. All teachers will implement whole-class strategies in all subjects.(S1) • Integrate EQUATIO into all Grade 9 Math and Science Classes (S2) • Explore integrating EQUATIO into other grades of Math and Science (S2) • Continue building rich math strategies in collaboration with division consultant (S2) • Explore integration of Indigenous foundational knowledge authentically into all subjects (S3) 	
<p>Leadership Required <i>What leadership is required to support the goal?</i></p>	<ul style="list-style-type: none"> • Parent/student communication and information to help with streaming in Math (S2) • School leadership involvement in division led curriculum and instructional leadership development(S1, S2, S3) • Planning PD to support building Indigenous foundational knowledge (S3) • Feature segment on sharing content literacy, numeracy, and Indigenous integration strategies at <i>every</i> staff meeting. (S1, S2, S3) 	
<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"> • Division CRM Manual 	
<p>Resources <i>What resources will be needed to support? (e.g., staff, supplies, etc)</i></p>	<ul style="list-style-type: none"> • Budget: <ul style="list-style-type: none"> • Allocate funds for subs to release math and science depts staff for PD including working with consultant and Equatio. (S2) • Allocating resources to send a team to the annual CRM Conference (S1, S2) • Indigenous PD (S3) • Expanding diverse literature/resource offerings (S1) 	

<p>Professional Growth <i>What professional learning supports are needed?</i></p>	<ul style="list-style-type: none"> ● Math department to continue work with division consultant. (S2) ● Draw up support staff PD committee to decide on relevant secondary school PD for EAs throughout the school year. (S1, S2) ● PD for teachers on how to better utilize EAs in their classrooms. (S1, S2) ● Devote PD days to developing content literacy, faith, and Indigenous foundational knowledge integration into all classes. (S1, S3) ● For teachers, support learning around Indigenous Foundational Knowledge during school PD. (S3) 	
<p>Time <i>What is the timeframe needed to support the implementation of the plan?</i></p>	<ul style="list-style-type: none"> ● CTM meetings on-going throughout the school year (4 meetings per semester) 	
<p>Community Engagement <i>What strategies are in place to share with stakeholders?</i></p>	<ul style="list-style-type: none"> ● Offer P/T interviews earlier in each semester to better support students before it is too late (Mid-October; before Spring Break) (S1, S2) ● 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 (S1,S2) <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. ● Career Fair to be held at SAB with the whole school participating along with guests from neighboring high schools. (S1, S2) ● In cooperation with the Fort Saskatchewan Chamber of Commerce, explore the possibility of reinforcing the financial literacy concepts from CALM by conducting a “Reality Check” activity at the end of each semester. 	

Goal:	Wellness	
<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. Action the Wellness Administrative Procedure (AP 168) Nutrition, Physical Literacy and Mental Health, to continue to support staff and student well-being. (S1) 2. Engage Wellness Teams in the Division and Schools to prioritize workplace wellness. (S2) <p>Targeted Success Measures:</p> <ol style="list-style-type: none"> 1. EICS <ol style="list-style-type: none"> a. Employee engagement survey b. Student attendance as measured by the attendance dashboard c. Student Health and Wellness 2. AB Ed <ol style="list-style-type: none"> a. Success with Safe and Caring Schools 	
<p>Reflection on Previous Year Results:</p> <p>Strengths:</p> <ol style="list-style-type: none"> 1. Staff Wellness is third highest in EICS at 97.12% (S1, S2) 2. Employee Engagement is 4th highest 97.12% (S2) 3. Staff believe they have the materials and equipment to do their job effectively has improved by 2% to a full 100%. (S2) 4. Staff measure success with school facilities has improved from 52% to 84.38% (S2) 5. On the Accountability Pillar in the Safe and Caring Schools we are 'High' at 87% up from 81.4% the previous year (S1) <p>Opportunities for Improvement:</p> <ol style="list-style-type: none"> 1. Students Model Active Citizenship has dropped to 76.77% from 84.32% (S2) 2. Student Health and Wellness has dropped from 89.37% to 76.27%. (S1, S2) 3. Success with Comprehensive Student Health Program has dropped slightly and at this time we are just below the EICS average at 89.37% down from 90.3% (S1) 		
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"> • Modified staggered start for both semesters next year (S1, S2) • All teachers will use an "Arrival" technique to begin their classes on a regular basis. (S1) • Will strive to hold 4 Student Voice Summits throughout the year. (S1, S2) • 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) • Make effective use of our "Chill Zone" for positive mental health. (S1, S2) • Staff Wellness Committee to initiate monthly activities to help foster staff mental health and relationship development. (S2) 	

	<ul style="list-style-type: none"> • Host a Student Faith and Wellness Day next spring modelled after EICS Faith and Wellness Day. Fostering community involvement. (S1)(S2) • Piloting online scheduling system for FWW and school counsellor to provide better access to supports. 	
Leadership Required <i>What leadership is required to support the goal?</i>	<ul style="list-style-type: none"> • School Admin Leadership Team • Chaplain • Health Champion • FWW and School counsellor 	
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>Spiritual Practices of the Brain.</i> Anne Kertz Kernion • <i>Difficult Conversations.</i> Douglas Stone 	
Resources <i>What resources will be needed to support? (e.g., staff, supplies, etc)</i>	<ul style="list-style-type: none"> • Budget: <ul style="list-style-type: none"> • Allocate resources for a speaker to address school culture and inter-student relations.(S1, S2) • Snacks and supplies for Student Voice Summits (S1) • Small expenses and prizes for staff wellness activities (S2) • Commit \$2000 to Student Faith and Wellness Day (S1) • Release time for organizing Faith and Wellness day (S1) • Continuing to support the Health Champion position within our school with occasional release time when necessary. (S1, S2) 	
Professional Growth <i>What professional learning supports are needed?</i>	<ul style="list-style-type: none"> • Mental Health training for staff (going to need ILS or outside folks to walk us through some key strategies/look fors) (S1) 	
Time <i>What is the timeframe needed to support the implementation of the plan?</i>	<ul style="list-style-type: none"> • Student Summit to be held twice each semester (S1, S2) • Chill Zone open during exam break throughout the school year (S1, S2) 	
Community Engagement <i>What strategies are in place to share with stakeholders?</i>	<ul style="list-style-type: none"> • Open communication with RCMP, FWW and Fort Saskatchewan Restorative Justice group to preemptively target at risk youth (S1) • Continue collaboration and consultation with community agencies ex. Boys and Girls Club, The Bridge and SAFFRON (S1, S2) 	

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 (S1) 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 b. Communications c. Success with school and parish partnerships 2. AB Ed <ol style="list-style-type: none"> a. Satisfaction with parental involvement b. Satisfaction with school improvement 	
Reflection on Previous Year Results: Strengths: <ol style="list-style-type: none"> 1. Regular communication to parents in our school is strong at 95% (question 49) (S1). 2. Student Voice Summit in February resulted in many small immediate changes to the school and several long-term ideas. Short term changes include more spirit days, new chairs for the science lab, better lost and found access, advertising of student supports improved, “arrival” in classes, student presentations on scholarships and post-secondary (S1). 3. Our School Council attendance has also improved from last year, about 25% more parents attending. (S1) 4. Despite COVID, our priest has been in the building 11 times as of March 2021. Up from 8 visits last school year. (S1) 5. Accountability Pillar Parental Involvement is ‘Very High’ at 84.7% compared to 69% the previous year. 6. Accountability Pillar School Improvement is ‘High’ at 77.8% compared to 75.3% in the previous year. Opportunities for Improvement: <ol style="list-style-type: none"> 1. Teacher communication with parents (Q 48 - 57% satisfied) 2. Success with school and parish partnerships is down 15.8% from last year currently at 80%. (S1) 3. Success of community engagement in divisional decision making down 20% to 61% overall. (S1) 4. Satisfaction with parental involvement dropped 23.2% to 63% satisfaction overall. (S1) 		
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"> • Invite priests to School Council immediately after the AGM (S1) • Create a schedule of teachers and students to attend School Council meetings immediately after the AGM. (S1) • Parent post-secondary planning night early in the school year (late Sept-early Oct). (S1) • Intro to High School parent info night in late-September (S1) • Publicize to parents regularly 	

	<p>throughout the school year how to access PowerSchool and be added to Google Classrooms. (S1)</p> <ul style="list-style-type: none"> ● Teachers to communicate regular whole class parent/student communication in Google Classroom on upcoming learning and classroom events, major assessments, etc. (S1) <ul style="list-style-type: none"> ○ Google Classroom and PowerSchool will be the main communication tools ● In weekly S'More, feature 1-2 staff members. (S1) ● Develop and implement Social Media Strategy (Facebook/Instagram) to increase school engagement. Use Hootsuite and Google Analytics to measure data. (S1) 	
<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"> ● Priest in school target: 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). (S1) ● Organize Student Calendar Club to have students create a calendar near the front of the school to promote student events and activities.(S1) ● Hold a Student Voice Summit four times per year to engage students as recommended by students. (S1) ● 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) 	
<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"> ● February 2021 Student Voice Summit findings - hold this 4 times per year, more student presentations on subjects like post-secondary, how credits work, scholarships, positive behaviours, facilities and furniture, mental health supports, outdoor clean-up, cameras in the stairwells, better student lounge. 	
<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 cover cost of snacks at School Council meetings and Student Voice Summits (S1) ● Financial resources to support 	

	fellowship after mass at OLA Parish (S1)	
Professional Growth <i>What professional learning supports are needed?</i>	<ul style="list-style-type: none"> • Continue to discuss with leadership colleagues regarding best practices for communication (S1) • Results from parent ThoughtStream to guide practices. 	
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"> • Reconfigure P/T interviews to offer a greater variety of times to parents and do them earlier in each semester. (S1) • Send weekly S'more to our community stakeholders (S1) • Send a survey to all parents requesting information on what they would like to have presented at School Council meetings (S1) 	

*Budget Report to be Attached