



Every Student, Every Day, A Success

School Based Improvement + Assurance Plan

*We Believe ... "Every Student, Every Day,
Opportunities for Success"*

Our Mantra ... "Be True to Yourself"

SCHOOL PHILOSOPHY

École Camrose Composite High School is dedicated to the cause of providing an atmosphere in which students can develop to their full potential. The school administrators, teachers, and staff recognize the need for students to:

- feel important, secure and respected;
- develop an ongoing love for learning;
- be taught the skill of critical evaluation;
- be prepared for life in a rapidly changing, technological society;
- develop an appreciation for aesthetics;
- acquire the characteristics of good sportsmanship and citizenship;
- prepare for lifelong leisure activities;
- be exposed to a wide variety of career information and choices;
- be counselled in the development of individualized programs tailored to their specific interests and abilities; and
- pursue excellence in all aspects of their lives



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Optimum Learning:

Optimum learning can only happen in an environment where the **social and emotional elements of learning are prioritized and understood to be the foundation of academic success and personal well-being**. It begins with a **positive productive school climate** which provides **intellectual and emotional safety, stimulating classrooms** that are **personalized and co-constructed by adults and students**. Optimal learning happens when students have **kind, caring, and respectful adult, adult-student, and peer relationships**. This cultivates a **sense of belonging** and provides a foundation on **which high academic success can be achieved**. Optimal learning reflects a **belief that all students can achieve at high levels**.

HIGH QUALITY TEACHING:

High Quality Teaching requires teachers who are: **life long learners, current in their knowledge**, able to **analyze and use resources** that are **relevant**, willing and able to **use a variety of instructional strategies** to reach **learner diversity, excellent communicators, put students first, understand the need for and the characteristics of optimum learning environments** and able to **connect with students within and outside of the learning process**.



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	<p>School Name: Ecole Camrose Composite High School</p> <p>School Administrators:</p> <ul style="list-style-type: none"> → Principal: Shane Gau → Assistant Principal: Caroline Simonson → Assistant Principal: Sandra Wills → Assistant Principal: Miles Walsh <p>School Year: 2021-2022</p>			
Our Critical 2 Focus	Goals:	Strategies:	Data:	Evidence:
<p>Optimum Learning: Optimum learning can only happen in an environment where the social and emotional elements of learning are prioritized and understood to be the foundation of academic success and personal well-being. It begins with a positive productive school climate which provides intellectual and emotional safety, stimulating classrooms that are personalized and</p>	<p>Sense of Belonging Goal:</p> <p>1. Over the 2021-22 school year, ECCHS will strive to create and foster a sense of belonging for all students, staff and parents.</p>	<ul style="list-style-type: none"> ● Encourage discussions about what belonging looks like ● Build trust ● Maintain a shared vision ● Foster effective social connections and competence ● Establish mentoring initiatives ● Be proactive around inclusion (CRM team meetings and use of pyramid of interventions and continuum of success) ● Promote responsibility vs. obedience ● Practice restorative discipline paired with positive encouragement (nonpunitive) to build self-efficacy and a climate of safety 	<ul style="list-style-type: none"> ● Surveys, newsletters, website ● Strong/stable club participation ● Completion of learning activities ● Reduction in suspensions and expulsions ● Matching student ability to appropriate program (Fewer class changes between different programming streams) ● Increase in Grade 12 completion data ● Improved academic success (shown through academic results) 	<ul style="list-style-type: none"> ● Completion of learning activities ● Increased attention and effort/motivation in classes ● Sense of school pride ● Dynamic classrooms that look, and represent the various kinds of learning taking place ● Applied demonstration of knowledge through projects in different subject specializations (CTS/AP/FIM/SAIL/K&E) ● Continue to offer broad learning opportunities in options

<p>co-constructed by adults and students. Optimal learning happens when students have kind, caring, and respectful adult, adult-student, and peer relationships. This cultivates a sense of belonging and provides a foundation on which high academic success can be achieved. Optimal learning reflects a belief that all students can achieve at high levels.</p>		<ul style="list-style-type: none"> ● Provide extra support to new students, Grade 9's in particular ● Implement transition meetings prior to start up ● Promote high-quality teacher-student relationships ● Create a supportive and caring learning environment ● Offer emotional support to students - being sensitive to student's needs and emotions ● Show interest in students and trying to understand student's point of view ● Demonstrate respectful and fair treatment ● Positive classroom management ● Foster positive peer relationships and mutual respect ● Extracurricular activities - broad range available ● Meaningful assessments and feedback ● Respect ethnic diversity and intolerance of discrimination ● Encourage and create meaningful parent involvement building connections between home and school (Parent advisory group (council)) ● Create a school culture of acceptance ● Live stream variety of events 	<ul style="list-style-type: none"> ● Targeted supports being used as reported by CRM conversations and FSLW ● Increased class participation collected through staff data ● Increased attendance shown by attendance reports ● BRSD surveys will indicate that students know what is expected of them, that the school promotes and models healthy choices/interactions, and that there is one adult in the building students feel connected to. ● Parent engagement up in Parent Council participation ● Working mindfully with accommodations and IPPs as well as Clevr to tailor assessments that give multiple opportunities for students to demonstrate skills and abilities. (compare a student who cannot write easily with a verbal test) ● Using inquiry to help us define questions that can assist the team decide what questions we need to ask ourselves ● Live stream awards - Nov. 10, Drama Production (December 2020) and several athletic events 	<ul style="list-style-type: none"> ● Empathetic and positive interactions between all stakeholders ● Improved staff morale ● Welcoming and caring environment ● Assigning supports where they are most needed based on data from previous school (EAs for grade 9s, SAIL, accommodations/quiet room) ● Frequent check ins with grade level administrators to identify concerns or strengths for students whose attendance is poor ● Use of SIS ● Use indicators of success for ELL students pursuing post secondary or further education ● Use of FSLWs to track at risk students through consultancy in house monthly mental wellness discussions
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	<p>School Culture Goal:</p> <p>2. Over the 2021-22 school year, ECCHS will embody a school culture characterized by:</p> <p>a) celebrating successes of students and staff</p> <p>b) fostering effective interactions that promote openness, trust, respect and appreciation</p> <p>c) collegial, collaborative and productive relationships being modeled by all staff at a high professional standard.</p> <hr/>	<ul style="list-style-type: none"> ● Celebrate personal achievement and responsible citizenship (Trojan Pride Cards) ● Focus on school norms that align with school philosophy and mantra ● Proactive approach to discipline ● Greeting students at door entrances ● Set consistent discipline by following behaviour matrix ● Use leadership programs and students union to foster student enthusiasm in creating positive school culture ● Model the behaviors you want to see in your school (Behaviour matrix) ● Engage students in ways that benefit them ● Promote digital citizenship ● Continue traditions that are important for students and teachers: Skills Canada, Awards Night, Gr. 12 Class Farewell, Fine Arts Performances, Clubs and ExtraCurricular Opportunities ● Encourage innovation in the classroom ● Professional development for staff 	<ul style="list-style-type: none"> ● Fewer referrals to the office, FSLW, and other agencies ● The number of Trojan Pride Cards Given out each month. ● Classroom visit data ● Improved physical surroundings of the school leading to a positive impact on the culture of your school. ● Student, Staff, and Parent Surveys 	<ul style="list-style-type: none"> ● Family check ins with grade specific administrators tracking sheets. Tracking the data of students who have attendance issues to create responses to specific situations: <ul style="list-style-type: none"> -Single parent living -Anxiety -Parent or a sibling sick -Student is sick themselves -Students have left home and are living away from family supports -Students who are tackling multiple grades in the programming at often at risk ● Continuing to ask probing questions to build on existing data, How can we enhance the delivery of literacy and numeracy to recover lost time with covid? ● Using the goals of Division to meet priorities and learning targets
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		<ul style="list-style-type: none"> ● Maintaining the physical environment of your school ● Keep tabs on the school's culture, making adjustments when necessary ● listen to feedback from parents, staff, and students in order to understand the experience that they are having in school ● Teachers include activities that help students develop qualities such as empathy, reliability, respect, concern, and a sense of humor. ● Student council and leadership activities ● Offering student choice both in the learning process and assessments 		<ul style="list-style-type: none"> ● Equity lead, FSLW's, Mental Health Capacity Building Team ● Build on specialized programs that offer a wide range of learning opportunities (SAIL, CTS, FIM, ARTS, AP) ● Students understand what is expected of them to succeed. They can articulate this through the school mantra ● High levels of participation in sports and clubs <p>Building of supports based on data</p> <ul style="list-style-type: none"> ● Extra credit courses and expanded options programs ● Extra time for exams ● Program flexibility to get students back on track ● Review and retrieve data from DAR. ● Check graduation rates and access counselling supports ● Access supports through referrals to FSLWs ● Food bank referrals ● Fine arts Performances
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	<p>Wellness Goal:</p> <p>3. Over the 2021-22 school year, ECCHS will commit to ensuring that staff and student wellness is made a priority by focusing on physical, mental, emotional, social, and spiritual needs.</p>	<ul style="list-style-type: none"> ● Access and use FSLW support for students at risk ● Staff Breakfasts, lunches and special events ● Personalized support for ELL and international students ● Access to career counsellor for students making transitions to university/post secondary studies ● Student's union to foster positive feelings about the school ● Clubs (Games, Debate, QSA, Students Union, Science, Skills Canada)) ● Awards are recognized ● Fine Arts programs (Drama, Music, Art) ● Sports - competitive and intramural ● Grade specific administrator to enhance relationship building ● Continued connection to The Open Door for at-risk students ● Frequent staff check-ins emphasizing self-care ● Homewood Health ● Mental Health curriculum presented by MHCB team (in partnership with PE teachers) ● Wellness Committee (FSLW'S, MHCB'S, Equity, SRO, Christie Badry, Andrea Dyck, and Admin) 	<ul style="list-style-type: none"> ● FSLW reports on severity of student needs ● Frequent monitoring of at-risk students ● Open communication between home and school via email, phone call, Google Meet ● Check in at midpoint reporting period to identify gaps or concerns ● Utilizing appropriate supports/outside agencies as needed ● 3 ELL students are working with Leah Stuparyk (SWIS/AFHC) with support in tutoring after school. ● 11 students attended the first Student-Led Mental Health Committee Meeting on November 18, 2021 led by Carley Ritz and Emma Enright. 	<ul style="list-style-type: none"> ● Skills Canada Participation ● Awards for students pursuing post secondary in CTS and academic programs ● Fewer discipline issues ● Marks books will be fair and representative of balanced assessment practices ● See core beliefs of "PRIDE" in the school ● See more collaboration in courses through CRM team meetings ● Increased participation in school events ● See the use of technology through mediums like pear deck, google classroom, S'More ● See norms and values communicated throughout the school with flyers/Trojan Pride Behaviour Matrix ● Improved Attendance ● Personalised choices for PE and adaptive instruction for PE where needed ● Alpha Program ● QSA ● All staff have an understanding of the attitudes and atmosphere that permeate the hallways and classrooms
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		<p>meet once a month to discuss wellness at ECCHS</p> <ul style="list-style-type: none"> • Partnering with Action For Healthy Communities (specifically Leah Styparyk, A Settlement Worker in Schools) to support ELL students with tutoring after schools. • Student-led Mental Health Committee - Carley Ritz and Emma Enright are meeting with students to discuss wellness and how to support peers. 		<ul style="list-style-type: none"> • Students develop essential social skills which prepare them on an even deeper level for their future after graduation. • Staff visibility in hallways • Every student will have at least one adult connection • Prioritizing our transitioning students • CRM meetings are engaging and meaningful • CRM will generate action plans that directly impact students • All students will know what it means to be a “Trojan” • Use of respect cards to acknowledge citizenship • Staff visibility in hallways
<p>Our Critical Two Focus</p>	<p>Goals:</p>	<p>Strategies:</p>	<p>Data:</p>	<p>Evidence:</p>

<p>High Quality Teaching: High Quality Teaching requires teachers who are: life long learners, current in their knowledge, able to analyze and use resources that are relevant, willing and able to use a variety of instructional strategies to reach learner diversity, excellent communicators, put students first, understand the need for and the characteristics of optimum learning environments and able to connect with students within and outside of the learning process.</p>	<p>1. Over the 2021-22 school year, all staff will engage in diverse learning opportunities that will enable them to stay current with the relevant trends in teaching and learning and ensure pedagogy and skills are aligned with the curriculum to meet the needs of all learners.</p>	<ul style="list-style-type: none"> ● Opportunities to share strategies ● Meaningful and targeted professional development opportunities ● Focus on Teacher Quality Standard ● Support in using technology during instruction ● Collaboration with other staff ● Professional Learning Communities ● Listen and respond to teacher’s concerns ● Opportunities for staff to better understand and instruct content areas ● Support with differentiation and inclusion (including K&E, SAIL, FIM, FSL, and ELL) ● Encourage teachers to try new methods of teaching. 	<ul style="list-style-type: none"> ● Timetable flexibility ● Engaged learners ● Empowered teachers ● Dynamic classrooms ● Diverse options offered with healthy enrollment ● Use of scope and sequence in unit planning ● Marks books integrate outcomes using a wide variety of teaching/assessment practices ● Where applicable, staff will participate in Alberta Education diploma exam reviews and serve on committees ● The development of teacher leaders ● Increased completion rates in courses/programs ● MIPI ● Standardized Assessment data 	<ul style="list-style-type: none"> ● Awareness of the idea of “conceptual learning” ● Continuation of student choice to work with teachers who teach content using a variety of methods ● Motivated students are a result of motivated teachers ● Programs that enrich student’s experiences through CTS pathways (Green certificates, Mechanics, automotives, Skills Canada) ● Continued investment and expansion of Advanced Placement programs for students who want to be university prepared ● Strong personalized learning opportunities in SAIL program ● MIPI
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	<p>2. Over the 2021-2022 school year, all staff will address the needs of every learner with attention to equity and academic growth using diverse instructional strategies.</p>	<ul style="list-style-type: none"> ● Increase student confidence by supporting risk-taking in the learning process ● Encourage creativity in teaching practices ● Celebrate when students achieve outside of their comfort zone ● Organizing tasks with a range of creative, oral, written assessment options to optimize the learning environment ● Plan for all learning styles in instruction ● Find out and build on student’s prior knowledge, experience, and interests ● Use social engagement to help students learn ● Make use of humor, play, and problem-based learning to get students thinking, wondering, laughing and wanting to learn ● Utilize open-ended tasks to give students the opportunity to choose and experiment. ● Reach out to parents (survey) in Tagalog asking for ways to support learners ● ELL students participating in the live morning broadcast 	<ul style="list-style-type: none"> ● Diverse products of learning ● Equitable access to learning supports ● Access to individualized program supports inside and outside of the classroom ● CRM conversation used to collect data to inform good practice by subject area and by issue/topics. ● CRM conversations (Crisis Consults) support “red” students with specific strategies to get them to Yellow. ● Using Google Forms, students will articulate and discover programming through aptitudes and interests ● 11 families were surveyed in Tagalog around student learning. Only one survey was returned and the one parent who responded did so in English. ● There are 15 potential spots with 16 Grade 9 Science students interested in joining. 	<ul style="list-style-type: none"> ● Utilizing CLEVR, PASI, as primary resources teachers will identify students with IPPs and create program plans to meet individual needs ● Students are achieving their goals ● Students can approach administration on a case-by-case basis for credit recovery counsel ● SAIL students will continue their studies, benefitting from personalized instruction ● Personalized learning paths around similar outcomes ● Utilizing our mantra “Every student, Every day, Opportunities for Success” ● Utilizing “homerooms”, teachers will foster stronger connections, using that information in their planning ● Using connections due to COVID to enrich the learning environment
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		<p>sharing ECCHS announcements.</p> <ul style="list-style-type: none"> • Grade 9 parents surveyed, giving them an opportunity to provide information about their child’s learning. This information is used by staff, not only for IPP goal setting, but for general programming in the classroom. • YSIP (Youth Science Innovate Program) - is a partnership with Augustana University. Students are able to review/enrich their understanding of Grade 9 Science outcomes. This is an after-school club supervised by Mr. Steeves. • ELL EA position enables an increasing amount of support given to ELL students. • Administration checking in on students who have attendance and academic concerns. 	<ul style="list-style-type: none"> • ELL EA has a sign up system to support ELL students (primarily those with a benchmark of 1, 2, or 3). Support is given as equitably as possible. • ELL strategies and supports are provided to staff regularly. • Spreadsheet created for Admin to gather data on attendance and academic concerns for each grade with an action plan to accompany. 	
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Budget Connections (Amount & Description):

<p>Local and Societal Context Local and Societal Context refers to the engagement</p>	<p>(Record student, parent and community engagement opportunities in your school improvement process)</p> <p>Student’s union Parent Council feedback ELL supports from within the community FSLW guidance</p>
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<p>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.</p>	<p>Awards programs for students in all areas of school programming from private donors, CTS sponsors, BRSD and BRCF Work experience, RAP</p>
<p>Success Stories</p>	<ul style="list-style-type: none"> ● Continued participation in School Clubs and Extracurricular Activities: Games, QSA, Student Council, Class Farewell, Science Club, Band and Music, Drama Productions, Athletics Program, Skills Canada Participation ● Increased involvement and communication between FSLW, Equity, MHCB team, ELL team leads, and outside agencies, with school administration and teachers. ● Successful implementation of second Re-entry plan and COVID Protocols ● Staff/Student Wellness and Morale remain a priority and have led to positive school culture ● Parent/Guardian virtual interviews with teachers were successfully attended. ● Parent Advisory Group is maintained and built upon through virtual meetings ● Career Counseling programs, FSLW, Equity, and MHCB teams remain strong and supportive ● Continuation of International Student Program ● Able to offer a variety of educational experiences to students through: (Different academic steams, AP, FIM, SAIL, ELL, CTS, Band, other options) ● Created a 10-3/10C course to allow an increased number of Grade 10 students completing Math 10C ● Live-streaming events for parents and community ● Built upon last year's work around CRM and continued that work exploring subject areas meetings in addition to topic/issue related meetings. ● Successful transition from Maplewood to PowerSchool ● Parent email "I just wanted to say that as a new parent this year to public school both my husband and I have been very impressed with the amount of communication, caring and work the staff and teachers have been putting in to make these times easy for the students. My son has been thriving in your school and I know it is in LARGE part due to the

	<p>staff. Thank you for all that you have been doing. Please know it has not gone unnoticed.” Tanya and Glenn Fox (Owen Grade 9)</p> <ul style="list-style-type: none">• Thank you to all the staff for the kindness and the quick personal notification last night of the possible exposure last Friday. Utmost respect to the staff for all their efforts, sense of humour & keeping the kids engaged online! Fantastic work! Kind regards Christie Tanton• Parent email November 10, 2021- THANK YOU so much for the effort you guys put in to let us parents/guardians (even grandparents watching online) be a part of the happenings at school during these times!! Very much appreciated! Because of folks like you leading our school and setting a great example of dedication, our kids can thrive and develop a strong foundation for heading out into the world. Thank you, merci beaucoup, dankeschon, Inga (On behalf of not just our family , but other parents who feel the same!!)