



Every Student, Every Day, A Success
School Based Improvement + Assurance Plan
2022-2023

*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 counseled in the development of individualized programs tailored to their specific interests and abilities; and
- pursue excellence in all aspects of their lives



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"

Assurance Planning is a balanced approach to accountability with the goal of continual improvement and enhanced public assurance. The following definitions were created through the collaborative efforts of BRSD teachers, students, parents, Division Office Staff, and Board Members.

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**.



Every Student, Every Day, A Success

School Based Improvement + Assurance Plan

	<p>School Name: Ecole Camrose Composite High School</p> <p>School Administrators:</p> <ul style="list-style-type: none"> → Principal: Shane Gau → Assistant Principal: Paula Neuman → Assistant Principal: Sandra Wills → Assistant Principal: Chad Kendall <p>School Year: 2022-2023</p>			
Our Critical Focus	Goals: #1	Strategies:	Data: raw information with no judgment attached.	Evidence: Use data to try to prove or disprove a particular point.
<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 co-constructed by adults and students. Optimal learning happens</p>	<p>ECCHS will embody a school culture where all students and staff find success and ensure excellence across all subject areas and across all levels.</p>	<ul style="list-style-type: none"> • Develop a high degree of assurance through our “visible thinking culture” that invites all (teachers, students, parents) to develop, apply and share their understanding throughout the learning process. • Through Professional Learning opportunities, teachers will explore and refine the processes of teaching and learning and the power of “Making Thinking Visible.” • Staff will have the opportunity to connect with subject area colleagues from across BRSD and collaborate around key issues and teaching practices. 	<ul style="list-style-type: none"> • Measure the number: <ul style="list-style-type: none"> ○ of parents that participate in parent/teacher conferences. ○ of parents that are connected to and regularly use the Powerschool Communication APP/or log into Powerschool via the website. ○ of letters sent out for “students at risk” related to poor attendance, • Powerschool function used to measure students struggling academically or with attendance issues (At Risk Index). • Conversations between subject area teachers both during the 	<ul style="list-style-type: none"> • Classrooms filled with: <ul style="list-style-type: none"> ● Engaged learners ● Empowered teachers ● Dynamic/authentic lesson ● Use of scope and sequence in unit planning ● The development of teacher leaders ● Diverse products of learning ● Equitable access to learning supports ● Diverse options offered with healthy enrollments • Increase student confidence by supporting

<p>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"> ● ECCHS will continue to utilize a “Collaborative Response Approach” to address key issues and learning needs, while focusing on teaching strategies and support for students. ● ECCHS teachers will continue to deepen their understanding and build their capacity in relation to best practices of student assessment. ● ECCHS will encourage “Student Voice” and “Engagement” through Student-led groups including: SAVY, Student Council, Alpha, QSA, Moxie Group, Equity in Action, Student MHCB team. ● Have a graduation “action plan” in place for all HS students. Students not on track for graduation will have support in place and meet with their grade level administrator/ counselors to work on their plan for success. ● Flexible timetables and a variety of courses will continue to be promoted and offered in the areas of Advanced Placement, 	<p>Professional Learning Series PD and the continued collaboration throughout the year.</p> <ul style="list-style-type: none"> ● Using “Case Consult Team Meetings” “Collaborative Team Meetings” and “School Support Team Meetings” ● Teachers have the opportunity to provide feedback and reflection regarding collaboration days via Google Form. ● A variety of formative and summative assessment strategies used by teachers to produce a more balanced approach to assessment and grading . ● Active groups of students working collaboratively with staff around common goals. ● Spreadsheet containing list of students, those on track, those needing support, and action plan in place. 	<p>risk-taking in the learning process</p> <ul style="list-style-type: none"> ● Encourage creativity in teaching practices ● Celebrations when students achieve outside of their comfort zone <p>CRM</p> <ul style="list-style-type: none"> ● Targeting focus areas <ul style="list-style-type: none"> ○ Engagement ○ Motivation ○ Rigor ○ Attendance ● CRM Action Plans ● Marks books integrate outcomes using a wide variety of teaching/assessment practices ● Applicable staff participate in Alberta Education diploma exam reviews and serve on committees ● Subject-specific diploma teachers analyze results and generate action plans for improvement.
--	--	---	--	---

		<p>CTS, Fine Arts, Alternate Languages, Modified Programs, and other off-campus opportunities.</p>	<ul style="list-style-type: none"> • Course registration process affords student choice in designing their class schedules. • Teacher assignment timetable constructed in a way to put teachers in positions to maximize skill sets and, at the same time, promote growth. 	<ul style="list-style-type: none"> • Increased completion rates in courses/programs
Our Critical Focus	Goals: #2	Strategies:	Data: raw information with no judgment attached.	Evidence:
<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</p>	<p>Students, staff, and parents contribute to a safe, welcoming, healthy, and inclusive learning and working environment that welcomes diversity and promotes personal and</p>	<ul style="list-style-type: none"> • Staff Meetings/Collaboration days will support staff wellness and celebrate teacher/school accomplishments. • Work with BRSD Equity Coordinator/Directors and Administrative Team to monitor student academic progress, CRM support, transitioning support, literacy/numeracy support, and provide any necessary resources for ALL STUDENTS. • School Support Team Meetings: Monthly meetings (including BRSD Equity Coordinator, FSLW, MHCB, 	<ul style="list-style-type: none"> • Record of the number of celebrations/acknowledgements throughout the year. • Utilize transition notes, academic progress spreadsheets, PAT exams, Diploma exams, MIPI and Assurance Survey Results. 	<p>Collaboration Day Staff Check Ins will indicate an increase in overall staff morale and teacher wellness</p> <p>Have learning success plans developed for all Indigenous students/ELL learners, and students with learning disabilities.</p> <p>Survey results from students continue to indicate a more overall</p>

<p>optimum learning environments and able to connect with students within and outside of the learning process.</p>	<p>professional growth and wellness.</p>	<p>School Administration, School Resource Office) discussing most urgent “needs” and developing “mini-lessons” aimed at supporting all students in the areas of mental health and well-being.</p> <ul style="list-style-type: none"> • “Welcome Back” parent survey provided to all ECCHS parents to allow input around student strengths, interests, successes, challenges, and educational goals. • Revise/refine attendance procedures and supports for students • Equity Coordinator will collaborate with schools in providing ongoing education, professional learning, and support to schools in cultural teachings, historical impacts and instructional strategies. • Indigenous Knowledge Keeper speaks with every grade and a specific course regarding Truth & Reconciliation 	<ul style="list-style-type: none"> • Utilize the quantitative and qualitative data gathered through FSLW referrals/meetings, MHCM student groups, Admin/teacher voice to help set direction for supports needed. • Data gathered will be used to help support the creation of SSP’s • Powerschool will help determine students with poor attendance (Daily and monthly) • Letters of Concern and phone calls/emails will be made by teachers to help address this issue and to encourage better attendance. (Admin team follow up) • Record of the number of visits from Indigenous Knowledge Keepers • Staff meetings are used as an opportunity for staff to speak about the work they are doing 	<p>positive experience in our school.</p> <p>Survey results from parents continue to indicate a greater satisfaction with our school.</p> <p>Utilizing “homerooms”, teachers will foster stronger connections and students will indicate this in Assurance/School surveys</p> <p>Teachers develop their capacity in Dossier to better support students in CR work and SSP creation.</p> <p>FSLW and MHCB supporting students through referrals.</p> <p>Decrease in student absences indicating a sense of belonging.</p> <p>Increase in mental health referrals indicating students seeking help to manage wellness.</p>
--	---	---	--	--

		<ul style="list-style-type: none"> • Indigenous recruitment booth set up to promote post-secondary opportunities for Indigenous students • Division Office ELL Consultant will work directly with School ELL Coordinator and Educational Assistant around benchmarking ELL learners and goal setting for reading, writing, and listening. • 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. • School (Parent) Advisory meetings will be inviting and allow for opportunities for input by Board Members, Teacher Reps, Admin teams, Students, and Parents around important educational matters. 	<p>in their individual classes around cultural teachings (After every Land Acknowledgment)</p> <ul style="list-style-type: none"> • Utilize ELL tracking sheet to benchmark students and track progress • Utilize Meeting Agendas to track topics and engagement at meetings. • Examine numbers of school advisory meeting attendees over the course of the school year to see if there is an increase 	<p>Indigenous Learners feel more connected and experience more success in classes (attendance improves)</p> <p>ELL students participating in the live morning broadcast sharing ECCHS announcements.</p> <p>Action for Healthy Communities in support of our ELL population</p> <p>Use of Languages In Motion as a translation resource for ELL and ESL students</p> <p>Engaged School Council (Parent Advisory Council)</p>
--	--	--	---	--

Local and Societal Context

Local and Societal Context refers to the engagement 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.

- (Record student, parent and community engagement opportunities in your school improvement process)
- Student's union
- Parent Council feedback
- ELL supports from within the community
- FSLW guidance
- Awards programs for students in all areas of school programming from private donors, CTS sponsors, BRSD and BRCF
- Work experience, RAP
- AHS Counselor and Addictions Counselor meets clients on site.
- Camrose Police Service School Resource Officer

Success Stories

- 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.
- Staff/Student Wellness and Morale remain a priority and have led to positive school culture
- Parent/Guardian hybrid interviews with teachers were successfully attended.
- Parent Advisory Group is maintained and built upon through each meeting. Teacher, student, board members present.
- Career Counseling programs, FSLW, Equity, FNMI 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 streams, 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 including morning announcements
- Built upon previous year's work around CRM and continued exploring relevant topics to each subject area in addition to topic/issue related meetings.
- Successfully transitioning into Dossier as an SSP platform
- Smooth transition for parents to access real-time reporting in PowerSchool
- Piloting no report cards this year.
- 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 staff. Thank you for all that you have been doing. Please know it has not gone unnoticed."
- Thank you to all the staff for the kindness and the quick personal notification last night. Utmost respect to the staff for all their efforts, sense of humor & keeping the kids engaged! Fantastic work!
- 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 (On behalf of not just our family, but other parents who feel the same!!)
- Email from former staff member, November 26: "I wish to express my sincere gratitude to the Awards Committee for selecting me to present an award the other evening. I am very humbled by this gesture and I feel very proud of the way ECCHS has continued to place emphasis on the great scholarly and personal attributes of the students. I realize that it is a team effort on behalf of the whole school community; but, as well, these events show the tremendous support and confidence that the Camrose businesses and residents have in this school. This was very evident when I started teaching there in 1971; and I'm pleased to see it

	<p>continue to this day. This type of event is tremendous PR for the school; and with similar events, the support for the school will continue to grow in the future. Again, thank you so much for honouring me as well; and I wish you and your staff all the best in the future and keep up the great work that you are doing.”</p> <ul style="list-style-type: none">● Email from caseworker after a meeting: “After the meeting, I must say I am so super impressed with you, your staff and your school. You and your team are doing amazing work for these kids and their families.”● Email regarding Awards Program: “Dear ECCHS: I just wanted to say a huge thank you for everything you have done for me and for the opportunities that have come my way as a result of attending the Camrose Comp. I was always proud every time I put on a Trojans jersey in all of the different sports I loved competing in. I am very grateful for receiving the award and I will never forget my time at the Comp.”