

# **ESBCHS - Home of the Bandits**

*~Healthy Bodies, Healthy Minds, Healthy Relationships~*

**Strategic Plan for Success 2016-2019**

**2017-18**



## **ESBCHS Strategic Plan for Success - 2016-2019**

### **School Profile: 2017-18**

ESBCHS, Home of the Bandits, is dual-track school with 898 students in Grades 9-12 and 70 staff members. Offering a full range of core and complementary courses, ESBCHS provides balanced programming in arts, athletics and academics including French Immersion, Advanced Placement English, K & E, WORKS, Skills, a wide range of CTS and complementary courses and numerous inclusive education and extra-curricular opportunities for students.

An inclusive setting both in and out of class, ESBCHS features many student-led groups such as Student Action Team (formerly Students Union and SWAT), Pride Alliance (formerly QSA Queer-Straight Alliance), SAPP (Student Activists for Peace and Preservation), SADD (Students Against Drinking and Driving) all of which contribute to our ongoing Comprehensive School Health initiatives.

Academically, ESBCHS strives to provide supportive, appropriate academic settings for students to set them up for success while at the same time allowing for inclusive opportunities in regular classrooms wherever appropriate. ESBCHS offers a wide range of specialized academic programming in all areas, including French Immersion, AP English, and Math 21 and our academic results on Diploma exams are consistently in the upper one-third of Provincial results.

With a Mission Statement focusing on Healthy Bodies, Healthy Minds and Healthy Relationships, ESBCHS has been a leader in the areas of Health and Wellness and is working towards further articulating and implementing a Comprehensive School Health Plan as part of this year's goals. Our new School Success Plan is focusing on three main areas over the next three years; continued opportunities for teacher collaboration to support and enhance professional practice and student achievement, to focus on staff and student wellness to continue to make ESBCHS a Safe and Caring School with a focus on all components of Comprehensive School Health.

### **Celebrations & Challenges:**

2017-18: The 2017 Accountability Pillar survey results indicate that we are making progress in many of the previously identified areas of concern particularly in the areas of our quality of education and perceptions of ESBCHS being a safe and caring school.

Musical Theatre, growing Band and Athletics programs, a race car team, a wide range of CTS offerings, a rapidly growing digital and visual arts program, inclusive education opportunities and excellent diploma exam results are just a few examples of how many things we have to celebrate in a wide cross-section of disciplines here at ESBCHS. Academically, we have a large number of students achieving honours or working to the best of their ability. ESBCHS continues to have excellent diploma exam results. One of our academic challenges is to be able to meet the high volume of exam accommodations which require managing the time of school personnel to support students in the class as well as in exam settings. The growing population of Beaumont promises to figure prominently in future challenges of grade configuration and space for students as well as meeting the needs of our diverse student population.

Perhaps the most significant challenge that we face in the next year is our enrolment for 2018-19 which is projected to be 975 (and growing) which will place many demands on staff, students and the facility as a whole. Challenges will come in the form of timetabling, class sizes, and having sufficient physical spaces to allow for a positive learning environment including the construction of two classrooms in our Learning Commons area.

This year we are implementing a new attendance protocol which looks to more employ deliberate efforts to work with students and parents to prevent chronic attendance issues. In addition to working with individual cases, we are also examining the deeper reasons why some students do not come to school.

ESBCHS is one of very few high schools in the province who are looking at the benefits of Physical Literacy. Our pilot partnership with Ever Active Schools will see at least one teacher working on both academic and physical education settings to better understand the academic benefits of movement for students. In addition, staff will participate in professional development sessions to develop a wider awareness of physical literacy.

Our Student Groups are growing in number and in diversity, providing meaningful opportunities for students to be involved with their peers and often in ways that follow a theme of adolescent awareness as well as social justice. All of these groups also help create a healthy school environment which is a key component of the Comprehensive School Health model which we strive to follow. Student groups include Students' Union, Student Activists for Peace and Preservation, Students Against Drinking and Driving, Student Wellness Action Team and Queer Straight Alliance. Four times each year, we hold school-wide assemblies that recognize a wide range of student achievements in the areas of, athletics, academics, citizenship and school spirit.

**School Council Message (and signature)**

**Signed by** \_\_\_\_\_

**School Goal 1: Enhance student achievement in core subjects through the articulation of department goals.**

- **Sub Goal 1: Create and maintain program and course continuity**
- **Sub Goal 2: Develop common assessments**
- **Sub Goal 3: Promote teacher collaboration and best practices**
- **Sub Goal 4: Develop focus for Professional Development Planning and PGP**s
- **Sub Goal 5: Develop a manageable way to support the growing number of students with exam accommodations while minimizing classroom disruptions and demands on Education Assistants**

**Strategies: Power teacher pro/curriculum mapping/assessment practices/outcomes/department time/data collection**

**Timeline:** 2-year goal

***Alignment with Provincial Goals/Accountability Pillar:*** High Quality Education through Collaboration and Innovation, Quality teaching and school leadership, Student Learning Achievement, Success for every student,

***Alignment with Division Goals:*** Providing Quality Education, Supportive Environment, Student-Focused Learning

***Alignment with Inspiring Education:*** Engaged Thinkers, Entrepreneurial Spirit

**Rationale:**

- **Accountability Pillar:**
  1. Education Quality improved significantly from last year, but there is still room for improvement. Our school result jumped by 5.5%, narrowing the gap from 10% to 5% below provincial average. This indicates we are in the right track and continued focus in this area should prove to be beneficial.
- **Diploma exam results:** Overall very high results, but some subject areas are to be a focus particularly social studies
- **PAT results:** Acceptable results are always very good, but level of Excellence has room for improvement
- **Parent council feedback**
- **Growing numbers of students with exam accommodations**

| Timeline                                    | Strategies  | Supporting Data   |
|---|---|---|
| <p><b>September 2016<br/>-June 2018</b></p> | <p><b>Create and maintain program and course continuity</b></p> <ol style="list-style-type: none"> <li>1. Encourage Department goals to reflect this focus</li> <li>2. Continue to devote time to staff wide review of TQS in conjunction with the completion of school template for PGPs</li> <li>3. Provide time collaboration</li> <li>4. Devote time to working with teaching and support staff on the roles and responsibilities of EA's</li> <li>5. Involve Department Heads in the IPP Development Process and to facilitate teacher awareness of IPP.</li> <li>6. Wherever possible, set up physical space for two teachers to team teach</li> <li>7. Allocate sub days for teachers who wish to work together on a project during "real time"</li> </ol> | <ul style="list-style-type: none"> <li>✓ Content of teacher PGPs to reflect reference to TQS and to focus on professional practice and student learning</li> <li>✓ Staff completion of summaries of collaborative work together</li> <li>✓ Anecdotal records of increased effectiveness of classroom supports</li> <li>✓ Student achievement (ongoing)</li> </ul> <p>Social studies teachers – reduce splitting of department assignments</p> |
| <p><b>November 2017-<br/>June 2018</b></p>  | <ol style="list-style-type: none"> <li>1. Alter focus of Staff Meetings: one half information/one half collaboration</li> <li>2. Devote more time to collaborative groupings/discussions/tasks during this time</li> <li>3. Timetabling: attempt to provide common prep time for teachers to plan together</li> <li>4. Encourage pilot projects that target interdisciplinary projects</li> </ol>   | <ul style="list-style-type: none"> <li>• Teacher documentation of discussions</li> <li>• Classroom activities</li> <li>• Principal anecdotal notes of supervision</li> <li>• Emergence of project-based learning</li> <li>• Emergence of inter-disciplinary partnerships</li> </ul>   |

**School Goal 2: Continue to develop and maintain ESBCHS as a Safe and Caring School**

- ✓ **Sub Goal 1:** Articulate, share, and maintain our Comprehensive School Health Plan for the school with the support of Black Gold Healthy Schools
- ✓ **Sub Goal 2:** Increase positive communications home.
- ✓ **Sub Goal 3:** Create awareness of the value of physical literacy in Phys Ed and in core subjects
- ✓ **Sub Goal 4:** Maintain consistent lines of communication with feeder schools
- ✓ **Sub Goal 5:** Provide staff members the skills to identify, support and refer mental health concerns identified in students
- ✓ **Sub Goal 6:** Improve communication of post-secondary course requirements to reflect more than just university entrance
- ✓ **Sub Goal 7:** Address attendance issues through our new attendance policy with core messages coming from a place of support and understanding

**Alignment with Provincial Goals/Accountability Pillar:** Quality teaching and school leadership/Student Learning Achievement/Student Learning Opportunities/Safe and Caring School/Success for every student

**Alignment with Division Goals:** Safe and Caring School/Health and Wellness/Supportive Environment/Comprehensive School Health/

**Alignment with Inspiring Education:** Ethical Citizens

**Strategies:** classroom visits (to address issues), attendance policy and approach from a caring angle, website/social media messages about our Health plan and safe school focus, physical literacy pilot with Ever Active schools

**Timeline:** 1 - 3-year goal

Rationale:

- Accountability Pillar:
  1. Safe and Caring result has improved from 81.5 to 84.2%, narrowing the gap with the Provincial average to 5% from 8%.
  2. Education Quality is “significantly improved” from 80.3 to 85.5 indicating we are on the right track but that there is still room to improve.
  3. Citizenship: 8% below Provincial Average

| Timeline                                 | Strategies  | Supporting Data  |
|--|---|--|
| <p><b>September 2016 - June 2018</b></p> | <ol style="list-style-type: none"> <li>1. Address the three components of Comprehensive School Health (healthy eating, active living and positive school environments) in our daily operations and classroom conversations.</li> <li>2. Positive Phone calls home by classroom teachers and administration (minimum of 3/week)</li> <li>3. Articulate where we are currently with regards to having a plan for Comprehensive School Health, and identify areas for growth and development for the next 2 years</li> </ol> <ul style="list-style-type: none"> <li>✓ Focus of Assemblies to center more upon a wider range of student accomplishments and student groups – Student of the month, Athlete of the Month, Citizen of the Month, Bandit of the Month</li> </ul> | <ul style="list-style-type: none"> <li>✓ Student Groups attend Healthy Active Schools Symposium (HASS)</li> <li>✓ Student focused activities and connection with elements of Comprehensive School Health as established through Goal setting at the HASS conference</li> <li>✓ Focus on Mental Health and Active Living</li> <li>✓ Use of My Blue Print by Grade 10's</li> </ul> <p>Accountability Pillar results<br/> TTFM Survey results<br/> Among Grade 10 students:<br/> Development of self-advocacy skills<br/> Improved study skills<br/> Increased activity levels<br/> Awards to recognize K&amp;E Programming<br/> Discuss program modifications with feeder schools<br/> Take students to the Feeder school meetings/presentations<br/> Provide healthier choices in the cafeteria (charge less rent?)<br/> "Brain Box" resource<br/> Student Advisory group to work with the Principal for student perspectives</p> |
|  | <ul style="list-style-type: none"> <li>✓ Grade level meetings to get to know students better and to share strategies</li> <li>✓ Continuation of the Student Mentorship Program</li> <li>✓ Vertical Grade meetings with feeder schools to assist with PATs and Dips (n-school and inter-school)</li> </ul>   |  |

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|--|---|--|
|  | <ul style="list-style-type: none"><li>✓ Collaboration with Feeder Schools to get to know students before they arrive and to ensure appropriate programming</li><li>✓ Collaboration with feeder schools to articulate high school course requirements/pre-requisites</li><li>✓ Refine course requirement messages to students to more accurately reflect post-secondary needs</li><li>✓ Promote School Mission Statement: Healthy Bodies, Minds and Relationships</li><li>✓ Ongoing support for QSA, SAT, SAPP, SADD, SWAT and other student groups</li><li>✓ Continue to promote and provide and improve Healthier Food choices</li></ul> |  |
|--|---|--|

**School Goal 3: Continue to develop staff knowledge of history and issues pertaining to FNMI topics to ultimately create understanding of how to best support indigenous students.**

**Sub goal 1: Establish relationships with area Band schools and their staff and students.**

**Alignment with Provincial Goals/Accountability Pillar:** *Quality teaching and school leadership/Student Learning Achievement/Student Learning Opportunities/Safe and Caring School/Success for every student*

**Alignment with Division Goals:** *Safe and Caring School/Health and Wellness/Supportive Environment/Comprehensive School Health/*

**Alignment with Inspiring Education:** *Ethical Citizens*

**Strategies:** Use ATA’s FNMI resources to provide the staff meeting PD sessions. Provide all staff members with a copy of Education Is Our Buffalo. Work with Student Services and BGRS lead teacher KL Hickman to provide targeted support for students.

**Timeline: 1 - 3 year goal**

Rationale:

- Accountability Pillar:
  1. Safe and Caring result has improved from 81.5 to 84.2%, narrowing the gap with the Provincial average to 5% from 8%.
  4. Education Quality is “significantly improved” from 80.3 to 85.5 indicating we are on the right track but that there is still room to improve.
  5. Citizenship: 8% below Provincial Average

| <b>Timeline</b>                          | <b>Strategies</b>   | <b>Supporting Data</b> |
|--|---|------------------------|
| 2017-18<br>First Wednesday of each Month | <ol style="list-style-type: none"> <li>1. Provide ongoing PD sessions at monthly staff meetings to develop staff knowledge over the course of the year.</li> <li>2. Provide all staff members with a copy of “Education is Our Buffalo”</li> <li>3. Build Foundational Knowledge among staff members</li> <li>4. Provide ongoing access and links to PD sessions through the ATA.</li> <li>5. Provide opportunities for staff to attend the “Blanket Exercise”.</li> <li>6. Partake in FNMI discussions in Social Studies classes.</li> <li>7. Contact with Maskwacis schools</li> <li>8. Teacher visits/collaborative planning with</li> <li>9. Building relationships</li> <li>10. Walking together</li> <li>11. Treaty Land acknowledgement</li> </ol> |                        |

**Accountability Pillar Overall Summary**  
**Annual Education Results Reports - Oct 2017**  
**School: 3231 Ecole Secondaire Beaumont Composite High School**

| Measure Category  | Measure  | Ecole Secondaire Beaumont HS |                  |                     | Alberta        |                  |                     | Measure Evaluation |                        |            |
|---|--|------------------------------|------------------|---------------------|----------------|------------------|---------------------|--------------------|------------------------|------------|
|   |  | Current Result               | Prev Year Result | Prev 3 Year Average | Current Result | Prev Year Result | Prev 3 Year Average | Achievement        | Improvement            | Overall    |
| Safe and Caring Schools                                       | <a href="#">Safe and Caring</a>                            | 84.2                         | 81.5             | 81.0                | 89.5           | 89.5             | 89.3                | Intermediate       | Improved               | Good       |
| Student Learning Opportunities                                | <a href="#">Program of Studies</a>                         | 82.2                         | 83.9             | 82.7                | 81.9           | 81.9             | 81.5                | Very High          | Maintained             | Excellent  |
|   | <a href="#">Education Quality</a>                          | 85.5                         | 80.3             | 80.7                | 90.1           | 90.1             | 89.6                | Intermediate       | Improved Significantly | Good       |
|   | <a href="#">Drop Out Rate</a>                              | 0.8                          | 1.1              | 1.2                 | 3.0            | 3.2              | 3.3                 | Very High          | Maintained             | Excellent  |
|   | <a href="#">High School Completion Rate (3 yr)</a>         | 91.3                         | 85.2             | 85.3                | 77.9           | 76.5             | 76.1                | Very High          | Improved               | Excellent  |
| Student Learning Achievement (Grades K-9)                     | <a href="#">PAT: Acceptable</a>                            | 77.3                         | 80.5             | 78.5                | 73.4           | 73.6             | 73.2                | Intermediate       | Maintained             | Acceptable |
|   | <a href="#">PAT: Excellence</a>                            | 16.4                         | 14.4             | 15.7                | 19.5           | 19.4             | 18.8                | Intermediate       | Maintained             | Acceptable |
| Student Learning Achievement (Grades 10-12)                   | <a href="#">Diploma: Acceptable</a>                        | 90.8                         | 89.5             | 91.0                | 83.0           | 82.7             | 83.1                | Very High          | Maintained             | Excellent  |
|   | <a href="#">Diploma: Excellence</a>                        | 24.1                         | 24.5             | 24.7                | 22.2           | 21.2             | 21.5                | Very High          | Maintained             | Excellent  |
|   | <a href="#">Diploma Exam Participation Rate (4+ Exams)</a> | 67.5                         | 66.7             | 65.3                | 54.9           | 54.6             | 53.1                | Very High          | Maintained             | Excellent  |
|   | <a href="#">Rutherford Scholarship Eligibility Rate</a>    | 72.6                         | 72.6             | 72.6                | 62.3           | 60.8             | 60.8                | n/a                | Maintained             | n/a        |
| Preparation for Lifelong Learning, World of Work, Citizenship | <a href="#">Transition Rate (6 yr)</a>                     | 62.4                         | 58.6             | 63.8                | 57.9           | 59.4             | 59.3                | High               | Maintained             | Good       |
|   | <a href="#">Work Preparation</a>                           | 84.9                         | 74.9             | 75.9                | 82.7           | 82.6             | 81.9                | High               | Improved               | Good       |
|   | <a href="#">Citizenship</a>                                | 76.2                         | 75.9             | 72.7                | 83.7           | 83.9             | 83.6                | Intermediate       | Improved               | Good       |
| Parental Involvement  | <a href="#">Parental Involvement</a>                       | 72.1                         | 74.8             | 73.2                | 81.2           | 80.9             | 80.7                | Low                | Maintained             | Issue      |
| Continuous Improvement  | <a href="#">School Improvement</a>                         | 76.6                         | 75.5             | 75.2                | 81.4           | 81.2             | 80.2                | High               | Maintained             | Good       |