

ESBCHS - Home of the Bandits

School Assurance Plan 2021-2024

2021-2022



Communauté ~ Perseverance ~ Kindness
Be Bandit Bold!



Ecole Secondaire Beaumont Composite High School

Assurance Plan - 2021/22

School Profile: 2021-22

ESBCHS, Home of the Bandits, is a dual-track (French and English) school with 960 students from Grades 10-12. The school is staffed with 45 dedicated teachers, and approximately 25 fantastic support staff members. We presently have 40 students who have opted to access learning through the BGS Distance Learning School. Our enrollment projections are trending upward and based on the enrollment data from our feeder schools, our enrollment will likely surpass 1000 students next year. Offering a full range of core and complementary courses, ESBCHS provides balanced programming in arts, athletics and academics. These programs include French Immersion, Knowledge & Employability, LEAP (Learning Everyday Achieving Potential) and a wide range of CTS and complementary courses. ESBCHS is extremely happy to report that extra-curricular programming and all varsity athletics have returned for the 2021/22 school year. While we cannot have fans in the stands, we are proud to announce that we are live-streaming our games so that the public is able to cheer on all student athletes and our teams!

As an inclusive setting both in and out of class, ESBCHS features many student-led groups such as Leadership, Pride Alliance, SAPP (Student Activists for Peace and Preservation), Interfaith Club, Mentorship (in partnership with Beaumont Family & Child Support Services) and numerous other clubs and teams which all contribute to our ongoing school spirit and citizenship activities as well as complementing our School Mental Health Plan.

Academically, ESBCHS strives to provide supportive, appropriate academic settings for students. Our penultimate goal is to set them up for success while at the same time allowing for inclusive opportunities in regular classrooms where appropriate and most meaningful. ESBCHS offers a wide range of specialized academic programming in all areas, including French Immersion, and our academic results on Diploma exams are consistently in the upper one-quarter of Provincial results. We continue to work hard to protect French Immersion programming and this year we have invested some added support time for FI learners with specific learning accommodations. As well, our staff has focused on providing remediated learning and extra help to try and address learning gaps caused by the pandemic. This year, our school has implemented Instructional Support Teachers who are helping to focus our attention in the areas of numeracy, literacy, wellness, and French Immersion. We are excited to have this additional teacher time!

ESBCHS has energetically undertaken a complete corporate rebrand. We have modernized our logo. The new logo honours our past and points us positively to the future. Also, we carefully developed core values that truly embodies our approach as a learning team:

Communauté – We are a proud learning family; we are composed of students, parents, community members, and staff! ESBCHS is honoured to be a member of the greater Beaumont community! Bandit alumni are proud to have attended this school.

Perseverance – We remain undaunting in our pursuit of providing a top quality education for our students! We will adapt and overcome the challenges that present themselves before us!

Kindness – We want everyone in this building to feel welcome, supported, and safe! We must never forget to be kind to one another.

“Be Bandit Bold!”

What does this mean to us?

- ❖ Stand up for what is right!
- ❖ Try new things!
- ❖ Challenge yourself!
- ❖ Be proud of where you come from!

We are fully aware and compassionate to the needs of our learners during the ongoing COVID-19 pandemic. Students, more than ever, will require extra compassion and understanding as we face the challenges of isolation and the learning barriers that have come with it. ESBCHS has been a leader in the areas of health and wellness and we remain always cognizant of our Mental Health Plan as part of our ongoing focus and goals. We are fully aware and compassionate to the needs of our learners during COVID-19. Students, more than ever, will require extra compassion and understanding as we face the challenges of self-isolation and the learning barriers that have come with it.

Over the next three years, we remain committed to providing opportunities for teacher collaboration; this collaboration supports and enhances our professional practices and improves our student achievement. We also remain committed to staff and student mental health and wellness. In our fourth semester of the global pandemic, supporting each other and our mental health remains as timely as ever.

Celebrations

- Even though we were in the midst of a global pandemic, there were many accomplishments to celebrate during the 2021/21 school year. ESBCHS did an admirable job of providing top quality lessons during a time when students were required to isolate and/or quarantine. Our educational staff must be commended for their hard work!
- Our students and staff persevered through interruptions to learning and shifts in learning type (in-person and online). ESBCHS students need to be recognized for their respectful cooperation with COVID protocols. This helped to keep our school safe.
- In an attempt to reduce the barriers of not being permitted to allow new Grade 10s (and their parents) into our building, ESBCHS organized a highly successful digital open house. The professionally produced videos and 3-D renderings allowed highly interactive “cyber visits” to our school. This allowed Gr 9s to see the strength of our programs from the comfort of their own home.

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- Our COVID-friendly graduation ceremony was a smash success! Our graduates participated in a grad ceremony that was socially distanced and graduates (and their loved ones) participated in a staggered ceremony throughout the day. This allowed for families to be in-house and to take part in celebrating their graduate's special day.
 - We are proud of our numerous student groups that are growing in number and in diversity. These groups provide meaningful opportunities for students to be involved with their peers 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 supports our Mental Health Plan. Our student groups include the Leadership Team, Student Activists for Peace and Preservation, Students Against Dangerous Driving, and Pride Alliance. Once COVID restrictions lessen, we will endeavor to hold school-wide assemblies that recognize a wide range of student achievements in the areas of, athletics, academics, citizenship and school spirit.

Academic Celebrations

- Academically, we have a large number of students achieving honours or working to the best of their ability! This is a proud accomplishment given the curveballs students faced (isolation requirements, 2-week quarantines) during a pandemic year.
- Students graduating from ESBCHS during the traditional 3-year window and 5-year completion rates remain very high as compared to the rest of the Province. (3yr = +3.5%, 5yr = +7.6%)
- The overall "Quality of Education" improved in our most recent Assurance survey. A conglomeration of students, parents and staff respondents felt that the overall quality of education improved 5.8% in the 20/21 school year. This is promising!
- In a recent Wellness Survey administered to ESBCHS parents:
 - 65.3% of parents felt that COVID-19 restrictions had minimal impact on their child's mental health.
 - 43.3% of parents felt that COVID-19 restrictions had minimal impact on their child's social interactions.
 - 63.3% of parents felt that COVID-19 restrictions had minimal impact on their child's achievement at school.
- ESBCHS is offering some exciting new complementary course programming in the upcoming 21/22 school year! Student Leadership is now a for-credit course that allows students the opportunity to demonstrate their leadership ability and to assist with improving the student experience at ESBCHS. These students will provide a tremendous "value-added" to school spirit activities and will act as an advisory body for School Council and for school administration. Computing Science offers students a chance to immerse themselves in coding, app development, animation, and robotics. Merchandising: Business and Design allows students to produce materials using state of the art technology and to gain experience with business planning.

School Events/Activities

- Our COVID-friendly virtual Open House and Commencement ceremonies received immense positive feedback and allowed us to hold traditional school events in creative ways.
- Along with the close consultation of the School Council and parent-surveys, ESBCHS is beginning the process of offering a Graduate's Formal after commencement (rather than a banquet).
- ESBCHS underwent a rebrand. We now have a fresh new logo, new core values, and a catchy new tagline! Be Bandit Bold!

Challenges

- One of our academic challenges is to be able to meet the high volume of exam accommodations that 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 ever-diversifying student population. We have also shifted our semester ending exams to classrooms rather than students writing in the gymnasium. Our hope is that smaller exam settings will lessen student anxiety and allow for greater social distancing.
- In a recent Wellness Survey administered to ESBCHS parents:
 - 34.7% of parents felt that COVID-19 restrictions had a moderate to significant impact on their child's mental health.
 - 56.7% of parents felt that COVID-19 restrictions had a moderate to significant impact on their child's social interactions.
 - 37.7% of parents felt that COVID-19 restrictions had a moderate to significant impact on their child's achievement at school.
- Understandably, levels of anxiety have been high during the pandemic. Many of our students (and their families) are dealing with many difficulties outside-of-school that impact their ability to come to school with a clear mind. ESBCHS has focused much energy on taking a kind, patient, understanding, and caring approach with our students.
- The inability to offer varsity athletics and extra-curricular clubs was an unfortunate consequence of the pandemic. These enriched student experiences really bring an added value and flavour to high school student experience.
- ESBCHS continues to find ways to keep parents informed and involved during these tough COVID times. Our School Council is tremendously supportive and meets monthly. All executive positions are filled and attendance is usually between 15-20 supportive parents/students/staff. As well, we endeavour to send out a parent bulletin on Fridays to keep parents up to speed on school activities. The Parent PowerSchool portal is also updated daily to include daily announcements. Several times during the year we also gather feedback from our parents using Google Forms. This is a quick and efficient way for us to gather feedback from our parent community.

- Looking to 2021-22 and beyond, our Expansion Project has been a challenge to navigate. However, the short term inconvenience will result in a second gymnasium, an innovative band room, and ten new classrooms. This will enable us to allow us to grow comfortably over the coming years.
- The 2021-22 Assurance Plan survey results indicate that our staff and students continue to work hard to achieve excellent academic results. We are making progress in many of the previously identified areas for growth, particularly in the areas of our quality of education and perceptions of ESBCHS being a safe and caring school.

School Council Message

The 2020/21 ESBCHS School Council was a group of 10-15 parent/community members who attended monthly meetings. The meetings were held via video conferencing in order to uphold Covid safe practices. The meetings were also supported by Dr. Mackwood (teacher representative) and Mr. Stiles (principal). Several student representatives also attended the monthly meetings in order to provide input from their perspectives.

Unfortunately, due to the global pandemic, fundraising activities were kept on hold in order to maintain the safety of all stakeholders. Meetings were maintained in order for the School Council to continue to plan for potential fundraising activities.

Our School Council is hopeful that we will move towards more activity when it is safe to do so. Many thanks again to the ESBCHS staff and to Black Gold for all of their efforts in keeping our students engaged and on track during these trying times.

Mark Parrott – 2020/2021 School Council Chair

School Council Chair Signature: _____

School Assurance Plan shared final revision Date: _____

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

School: 3231 Ecole Secondaire Beaumont Composite High School



Assurance Domain	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
Student Growth and Achievement	Student Learning Engagement	80.3	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	71.8	73.3	72.5	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	86.9	87.8	89.9	83.4	80.3	79.6	High	Declined	Acceptable
	5-year High School Completion	93.8	94.0	93.9	86.2	85.3	84.8	Very High	Maintained	Excellent
	PAT: Acceptable	n/a	n/a	75.2	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	13.6	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	91.1	n/a	n/a	83.6	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	28.0	n/a	n/a	24.1	n/a	n/a	n/a
	Education Quality	85.6	79.8	81.9	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	81.8	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	79.2	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	79.3	70.8	70.0	79.5	81.8	81.4	n/a	n/a	n/a

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
- Participation in the 2019/20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
- The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

School Goal 1: Ensure student academic success at all levels.

Enhance student achievement in core subjects through collaborative teaching and learning communities within Departments.

Sub Goal 1: Create and maintain program and course continuity within Departments.

Sub Goal 2: Develop course consistency and common formal assessments including exam blue printing and the development of common and consistent evaluation standards for student writing

Sub Goal 3: Streamline Exam Accommodation Procedures with the use of our Exam Room.

Sub Goal 4: Develop focus for Professional Development Planning by using Department Goals as a guideline.

Sub Goal 5: Maintain positive roles and communication with classroom Education Assistants.

Alignment with Division Priorities (Success/ Engagement and Partnerships)

Strategies: Regular department meetings, establishment of department goals, inclusion of support staff in meeting and planning, Power teacher pro/curriculum mapping/assessment practices/outcomes/department time/data collection

Timeline: Ongoing

Rationale:

- Accountability Pillar: improved quality of education
- Diploma exam results: Overall very high results, but some subject areas are to be a focus particularly social studies
- Encouraging and positive School Council feedback
- A unified plan to support the growing numbers of students with exam accommodations
- Use of Literacy/Numeracy Screener data to support student learning and remediation strategies

Timeline	Strategies	Supporting Data
<p>September 2021 - June 2024</p>	<p>Create and maintain program focus and encourage data informed practice</p> <ol style="list-style-type: none"> 1. Ensure teachers are aware of the new TQS standards effective September 2019. (Complete) 2. Have teachers create their PGPs within the new TQS template. (Complete) 3. Continue to have each Department establish annual goals to impact teaching practices and student results. 4. Encourage Departments to identify ways in which their goals can be created and evaluated in conjunction with pertinent data. 5. Provide dedicated time for collaboration during staff meeting days or on PD Days. 6. Devote time to working with teaching and support staff on the roles and responsibilities of EA's. 7. Allocate sub days for teachers who wish to work together on a project during "real time" 8. Minimize teaching assignments that "straddle" departments. We want to keep teacher assignments clustered to subject areas. 9. Creation of/repurposing of asynchronous student instructional videos that can be linked to Google Classroom. These can be used for study purposes or for skill development. 	<ul style="list-style-type: none"> ● Content of teacher PGPs to reflect reference to TQS and to focus on professional practice and student learning. ● Comprehensive and thorough review of student screener data to raise teacher awareness for students who require added support. ● Dedicated attention and review of diploma examination student learning results ● Structure PD and collaborative time to use data informed conversations. ● Analyze what areas students are doing well. ● Determine strategies if students are struggling in certain areas.

School Goal 1: Reflection

Review, Reflection and Progress update:

Our strategic focus this year is to dedicate substantial PD time to allow teachers to collaborate (and achieve their goals) during the scheduled days. In order to be successful, teachers need the time to be able to implement change and achieve targeted goals.

Math Department Goals: Develop a reliable bank of replacement exams to allow students to revisit a unit exam that they struggled in. Continue to gather MIPI screener results and department screener results. Investigate the potential benefit of SmarterMarks software for exam administration, item analysis, and to develop an exam bank of questions.

Science Department Goals: Adhere to COVID protocols in the laboratory environment. Close collaboration on “tough topics” with which students traditionally struggle. Mentorship of new teachers to the department. Streamline labs in Sci and Chem to reduce duplication to enhance the learning experience for students. Development of department long-range plans to synchronize the delivery of units.

English Language Arts Department Goals: Striving to create more continuity, specifically at the grade ten level. Strategies will include the collaborative creation of common resources (e.g. glossary, essay handout, etc.), exemplar creation for the purpose of common grading standards, and an in-depth focus on reviewing final exams based on previous student performance.

French Immersion Department Goals: Professionally develop written assignment marking skills and knowledge. Preparing each grade level to write the written response. Create meaningful cultural and ‘extra-curricular’ activities for FI students, starting with La Semaine de la Francophonie. Continue to create and refine common exams (finals, unit exams, etc.). Administer the new FI (IST) exam to grade 10 students to know their placement. Préparer les élèves pour prendre le DELF.

Career & Technology Studies Department Goals: Dedicated PD time to allow for scheduled maintenance or set design of CTS specialized equipment. Time set aside to educate CTS teachers with new standards of operation and to delve further into the existing capabilities of both programs and equipment. Focused teacher time to ensure labs/spaces are clutter free and safe from hazards.

Social Studies Department Goals: Purposeful PD on discussing how SS teachers teach critical thinking. Developing these skills pays dividends for students in their writing. Targeted PD on working with rubric, evaluating essays, theory behind writing, preparing to write, and reflecting on writing. Creating and elaborating on department standards and collaborative sharing of resources (in particular previous Google Classroom classes).

ESBCHS has committed to exploring the use of SmarterMarks exam software as an online exam tool. SmarterMarks enables teachers to administer exams online, easily create different exam versions, and to develop an online bank of questions that can expand our bank.

This year, we have created monthly Educational Assistant meetings to increase the level of communication and collaboration with these valuable people. Regular PD is being scheduled based on the needs of the EAs. This optimizes their classroom usage and improves the level of service to our students.

When the newly constructed wing of the school opens in February of 2022, teachers will be mindfully clustered proximal to one another to encourage collaboration and cooperation. The expansion of the school will also enable us to expand the size of the examination room to accommodate students requiring a quiet space or needing specialized learning accommodations. The new expansion will also provide us with a spacious music room that is a vast improvement over our present circumstances. A second gymnasium will also be available that vastly increases our Physical Education capacity and much-needed additional space for our varsity programs. We can't wait to inhabit these brand-new spaces.

School Goal 2:

Increase student connection/engagement with their school and with the greater school community.

Alignment with Division Priorities (Success/ Wellness/ Engagement and Partnerships)

Continue to develop and maintain ESBCHS as a Safe and Caring School through an intentional focus on building student connections (with each other, with staff, with the school and with the community in general).

Sub Goal 1: A unified commitment to our 3 core values of “Communauté, Perseverance, and Kindness”. Our goal is to foster ongoing, strong, and positive connections with our students.

Sub Goal 2: Articulate, share, and maintain our School Mental Health Plan for the school being mindful of the AHS Healthy School criteria (school climate, healthy eating, active living, social environment, inclusive setting).

Sub Goal 3: Increase positive communications home from various sources (teachers, weekly PowerSchool bulletins sent home, newsletters, online open houses, parent teacher interviews).

Sub Goal 4: Bridge gap between current students and feeder schools. Maintain consistent lines of communication with feeder schools – establish a new strategy for Ecole Mother D’Youville School to ensure students are supported as much as possible before they arrive.

Sub Goal 5: Continue to address attendance issues through our attendance policy with core messages coming from a place of support and understanding.

Strategies: Regular Student Services meetings (revisit progress, coordinate services, support students), monthly consultation with School Council, ESBCHS Wellness Series, student mentorship, targeted assemblies, inviting in speakers, coordination with a student support worker, family school liaison worker, Beaumont FCSS, etc.

Timeline: Ongoing

Rationale:

- Increase positive response to Teaching & Leading, Learning Supports, and Governance domains on the annual Assurance survey.
- Strengthen sense of parental involvement on the Assurance survey.
- Review of the results of the 20/21 Parent Wellness Survey.

Timeline	Strategies	Supporting Data
<p>September 2021 - June 2024</p>	<ol style="list-style-type: none"> 1. Regularly review our Mental Health Plan to achieve our goal of building resilience and positive mental health in our students. (see Mental Health Plan attached) 2. Address the Truth and Reconciliation recommendations and make Treaty 6 acknowledgement and recognition a vital part of who we are and what we do. 3. Take current students to the Feeder school meetings/presentations to share the student experience. 4. Rely upon the Inclusion & Diversity Committee to ensure our school is fully representative and supportive of all ethnicities, faiths, identities, and beliefs. 5. Aspire to connect all students to the ESBCHS community. (“Fish project”- identifying students who may benefit from a connection to an adult in the building, “New Kids on the Block” - drop in club at lunch for students new to the ESBCHS community) 6. Recruit the support of our Leadership students to bolster student organized spirit activities. 7. Work with the Leadership students to allow them to provide meaningful feedback to our School Council and School Administration. 8. Utilize our Wellness Instructional Support Teacher to guide our focus on student and staff activities. 9. Re-implement a highly successful Student Mentorship Program. 	<ul style="list-style-type: none"> ● Staff support and involvement in student groups (SAPP, Leadership, Pride Alliance, etc) ● Assurance survey results ● Our School Survey results ● Use of My Blue Print by students/staff ● Parent Surveys ● Analysis of log entry data ● Review of “Fish project” - identifying students who may not have a connection to an adult in the building. ● Anecdotal review of the Student Mentorship Program. ● Regular collaboration with community partners (FCSS, CBYC, “Beauhort” Counsellor meetings).

School Goal 2: Reflection

Review, Reflection and Progress update:

In 2020/21, ESBCHS invested a great deal of time and energy on a school “rebrand”. A committee of staff members developed the school logo, determined our core values, and brainstormed different ways to improve the student (and staff) experience. This comprehensive review focused on a myriad of school dimensions. Our review included:

- ❖ improving our school spirit
- ❖ growing our student voice
- ❖ being more mindful of student and staff mental health and wellness
- ❖ celebrating our diversity and inclusivity
- ❖ empowering student leaders
- ❖ updating the look and feel of our school spaces

ESBCHS has really upped its attention upon National Truth & Reconciliation. 2021 has seen us implement many new school initiatives in order to celebrate and recognize Indigenous culture and to acknowledge and make steps towards truth and reconciliation. We have organized awareness related events during an entire week in September. We frequently announce the Treaty 6 Statement of Acknowledgement, promote Orange Shirt day and the SAPP student group has organized a successful Walk for Wenjack fundraiser to support the Gord Downie Foundation.

Student Services Department Goals: Make Individualized Student Learning Plans more accessible to entire staff through Google docs, forms, and scheduled goal-setting meetings. Utilize our support worker in mental health presentations to our student population. Create a set of videos (ESBCHS Wellness Series) that can be highlighted in the classroom to support our wellness focus. Further increase the use of Read & Write for Google (with EAs and teachers) to bolster student literacy support. Investigate the use of therapy dogs as a targeted student support.