

Assurance Plan

Blessed Sacrament School



Domain One: Quality Catholic Education					
Key Elements - Outcomes	Primary Strategies	Secondary/Ongoing Strategies	Local Performance Measure Reporting	Provincial Performance Measure Reporting	Stakeholder Engagement Reporting
Our students, staff, and parents are honoured as distinct and unique while being brought together in a spirit of communion.	<ol style="list-style-type: none"> 1. Provide mentorship for non-Catholic staff or staff new to Catholic school practices with staff who can offer support. 2. Provide mentorship and direction for students new to the Catholic school on practices and school culture by buddying with a classmate familiar with religion activities. 3. Utilize lead religion teacher for support to ensure consistency between classes and grades when utilizing religion resources, Growing in Faith Growing in Christ. 4. Engage parents in our faith practices by inviting them to celebrations, post faith activities consistently on social media, share more proof of what classes are doing in newsletters, and teachers can email parents-be more intentional in sharing school activities by inviting parents to appropriate activities 	<ul style="list-style-type: none"> -Older/Younger buddy system-model behaviour -monthly School-wide celebrations and quarterly masses -monthly elementary celebrations with the theme, faith component and prayer, Applauses of student recognition -whole school's weekly prayer -individual grades celebrating mass/liturgy at the church -community service for service hours and Acts of Charity -celebrations begin with prayer and thanks to God -celebrate our unique identity where our faith sets us aside from public education-faith-themed bulletin boards, prayer corners in classrooms 	<p>Domain One Local Measures:</p> <p>Student Gr. 4-6 Q3 I am involved in religious celebrations at my school. (2021) 93% (2022) 99% Yes - Goal 95%</p> <p>Student Gr. 7-12 Q15 How satisfied are you with your opportunity to be involved in the religious celebrations in your school? (2021) 79% (2022) 91% very satisfied or satisfied - Goal 85%</p> <p>Teacher Q3 How satisfied are you with the Catholic Christian atmosphere of the school? (2021) 94% (2022) 100% very satisfied or satisfied - Goal 100%</p> <p>Support Staff Q3 How satisfied are you with the Catholic Christian atmosphere of the school? (2021) 100% (2022) 94% very satisfied or satisfied - Goal 100%</p> <p>Parent Q4 How satisfied are you that the school is helping your child develop their faith (2021) 90% (2022) 91% very satisfied or satisfied - Goal 95%</p> <p>Parent Q6 How satisfied are you with the opportunity to be involved in school-level religious celebrations (2021) 52% (2022) 93% very satisfied or satisfied - Goal 95%</p>	<p>Domain One Provincial Measures:</p> <p>Welcoming, Caring, Respectful and Safe Learning Environments - (2021)87.8% Province, 88.1% BSS (2022) 86.1% Province, 84.7% BSS - Goal 90%</p> <p>Citizenship - (2021) 83.2% Province, 85.2% BSS (2022) 81.4% Province, 78.9% BSS - Goal 88%</p> <p>Access To Support Services (2021) 82.6% Province, 83.3% BSS (2022) 81.6% Province, 73.2% BSS - Goal 85%</p>	Staff will work to engage students in faith activities at school and in the church, and share information with parents more intentionally all year long through email, newsletters and social media. Displaying work at the parish, engaging Father Ben for school events will continue to broaden that relationship.
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Domain Two: Student Growth & Achievement

Key Elements - Outcomes	Primary Strategies	Secondary/Ongoing Strategies	Local Performance Measure Reporting	Provincial Performance Measure Reporting	Stakeholder Engagement Reporting
Students achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.	<p>1. Employ reading diagnostics, and programs at early grade levels to best support stronger early literacy/numeracy skills.</p> <p>2. Train division 2 and 3 students to use reading program Read and Write Google to best support reading deficiencies and build independence by classroom teachers and learning support teacher</p> <p>3. Provide extra time by adding separate non-core classes for numeracy and literacy for junior high students.</p>	<p>Utilize grant money from the Learning Disruption grant to employ teachers to run a literacy and numeracy program for grades 2 and 3 students who are identified at risk.</p> <p>Engage grade one students in the same testing process for the Learning disruption program to identify students at risk. Build similar programs appropriate to support those children.</p>	<p>Domain Two Local Measures:</p> <p>Gr 4-6 Q16 I know that my teacher wants me to do my best work (2021) 99% (2022) 100% Yes - Goal 100%</p> <p>Gr 7-12 Q7 How satisfied are you with the overall quality of education you receive at your school (2021) 89% (2022) 94% very satisfied or satisfied - Goal 95%</p> <p>Parent Q12 How satisfied are you with the overall quality of education your child is receiving in their school (2021) 85% (2022) 96% very satisfied or satisfied - Goal 98%</p> <p>Teachers Q25 How satisfied are you with the resources and professional development to support ELL/ESL students (2021) 47% (2022) 43% satisfied - Goal 75%</p> <p>Support Staff Q5 How satisfied are you with the overall quality of education offered in your school (2021) 92% (2022) 94% very satisfied or satisfied - Goal 95%</p> <p>Standardized literacy and numeracy assessment data are used to inform instruction and assessment practices.</p>	<p>Domain Two Provincial Measures:</p> <p>Student Learning Engagement - (2021) 85.6% Province, 90.8% BSS (2022) 85.1% Province, 86.7% BSS - Goal 95%</p> <p>Citizenship - (2021) 83.2% Province, 85.2% BSS (2022) 81.4% Province, 78.9% BSS - Goal 88%</p> <p>PAT Results & Diploma Results</p>	<p>Staff will continue to utilize programs to support students and provide feedback to students and parents all year long. Track progress through Fountas & Pinnell, results, Guided Reading, Read Theory, MIPI, PATs (Provincial Achievement Tests) and DIP (Diploma-grade 12 Departmental Exams) results will help identify areas of need and where support needs to be directed. Use results to build necessary support for students at risk.</p>
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Domain Three: Teaching & Leading

Key Elements - Outcomes	Primary Strategies	Secondary/Ongoing Strategies	Local Performance Measure Reporting	Provincial Performance Measure Reporting	Stakeholder Engagement Reporting
Teachers and leaders respond with skill and competence to the unique learning needs, interests and cultural, social and economic circumstances of all.	<p>1. Testing will provide feedback to teachers from baseline testing measures that identify students at risk; employ a Learning Disruption program to decrease number of students at risk: collaboratively create goals for IPPs (Individualized Program Plans) that reflect individual needs for student success, then follow up with goal progress.</p> <p>2. Work to create PLCs allowing teachers to collaborate in grade levels or subject matter where cohorts can brainstorm and create consistent quality programming within the school and division. Include collaboration time with support staff. Meaningful and intentional professional development with specific topics and areas of subject matter is needed.</p> <p>3. Integrate and encourage PGPs (teacher Personal Growth Plans) to reflect these strategies.</p>	<p>-Utilizing assessment measures to define areas of weakness and need among students.</p> <p>-PAT and DIP preparation and analysis will help with utilizing data from test results, including all teaching staff in this process.</p> <p>-Continue to build opportunities for staff to collaborate and build programming based on grade level and subject matter</p> <p>-Provide professional development opportunities for staff based on areas of need within the school and encourage PGPs to be developed around these needs</p>	<p>Domain Three Local Measures:</p> <p>Gr 4-6 Q16 I know that my teacher wants me to do my best work (2021) 99% (2022) 100% Satisfied/Very Satisfied- Goal 100%</p> <p>Gr 7-12 Q21 How satisfied are you with the help and support you receive from teachers to assist you in learning (2021) 91% (2022) 90% Satisfied/Very Satisfied- Goal 95%</p> <p>Teacher Q10 How satisfied are you with the amount of collaboration time available between you and other staff across the division (2021) 44% (2022) 28% very satisfied or satisfied - Goal 75%</p> <p>Teacher Q16 How satisfied are you with the school level support in providing high quality professional development activities (2021) 56% (2022) 61% very satisfied or satisfied - Goal 75%</p> <p>Support Staff Q8 How satisfied are you with the quality of professional development to help in your work? (2021) 66% (2022) 55% very satisfied or satisfied - Goal 70%</p> <p>Parent Q12 How satisfied are you with the overall quality of education your child is receiving in this school (2021) 93% (2022) 96% very satisfied or satisfied - Goal 95%</p>	<p>Domain Three Provincial Measures:</p> <p>Education Quality - (2021) 89.6% Province, 93.1% BSS (2022) 89% Province, 90.3 BSS - Goal 95%</p>	<p>Staff will experience more time to collaborate with grade partners and support staff to provide opportunities for all staff to learn and grow to become confident and effective in the subject matter they teach and the children they work with.</p>
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Domain Four: Learning Supports

Key Elements - Outcomes	Primary Strategies	Secondary/Ongoing Strategies	Local Performance Measure Reporting	Provincial Performance Measure Reporting	Stakeholder Engagement Reporting
Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all.	<p>1. Ensure support services are available for students with severe or specific needs (Mild Moderate or English Language Learner coded students) AHS (Occupational Therapists, Physical Therapists, Speech Language Pathologists), behavioural supports, Psych Ed testing.</p> <p>2. Provide collaboration time for teachers and support staff with Inclusive Ed lead teachers to plan goal setting, and accommodations and implement behaviour strategies where necessary.</p> <p>3. Continue to seek out appropriate professional development, courses or programs to support teachers and support staff who in turn support students with specific needs.</p> <p>4. Continue to support the mental health concerns of students- possibly increasing Family Student Liaison time, and conferring with Mental Health through AHS. Engage parents as needed.</p>	<p>-Utilize the support of F & P assessment, Read Theory results, Learning Reduction testing, PAT and DIP results to identify areas of need and weakness.</p> <p>-Provide resources, textbooks, digital software, supplemental programming through Reading Reduction grant, ELL support</p> <p>-Provide small group pull out where possible to cater to student needs and support, FLEX time for junior high students as an option class for more support, and for senior high where spares permit to allow certificated teacher teaching support in core subjects</p> <p>-Engage FSL consistently for students to express anxiety, worries and to build coping strategies- seek extra time when funding permits.</p>	<p>Domain Four Local Measures:</p> <p>Gr 4-6 Q16 I know that my teacher wants me to do my best work (2021) 99% (2022) 100% Satisfied/Very Satisfied- Goal 100%</p> <p>Gr 7-12 Q21 How satisfied are you with the help and support you receive from teachers to assist you in learning (2021) 91% (2022) 90% Satisfied/Very Satisfied- Goal 95%</p> <p>Teacher Q21 How satisfied are you with the resources available at the school for teaching and learning (2021) 85% (2022) 82% Satisfied/Very Satisfied - Goal 90%</p> <p>Support Staff Q18 How satisfied are you with the support services provided by non-school agencies or specialists (2021) 50% (2022) 72% Satisfied/Very Satisfied - Goal 75%</p> <p>Parent Q16 How satisfied are you with the resources available at the school for teaching and learning (2021) 90% (2022) 89% Satisfied/Very Satisfied - Goal 92%</p> <p>Parent Q26 How satisfied are you with the support the school provides to your child's success in school (2021) 93% (2022) 96% Satisfied/Very Satisfied - Goal 98%</p>	<p>Domain Four Provincial Measures:</p> <p>Welcoming, Caring, Respectful and Safe Learning Environments - (2021)87.8% Province, 88.1% BSS (2022) 86.1% Province, 84.7% BSS - Goal 90%</p> <p>Access To Support Services (2021) 82.6% Province, 83.3% BSS (2022) 81.6% Province, 73.2% BSS - Goal 85%</p>	Continue to engage community supports through AHS Mental Health, OT, SLP, PT, seek out professional development and programming for teachers and support staff, assign PD day time for staff collaboration, in order to best engage parents, students and staff in effective, quality education.
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Domain Five: Governance

Key Elements - Outcomes	Primary Strategies	Secondary/Ongoing Strategies	Local Performance Measure Reporting	Provincial Performance Measure Reporting	Stakeholder Engagement Reporting
Engage students and their families, staff and community members in the creation and ongoing implementation of a shared vision for student success.	Developing and implementing local surveys and engagement opportunities to engage stakeholders in the continuous improvement process. Advocating for Catholic education and engaging local, parish and provincial officials and stakeholders.	Utilize survey results from division and province for staff, parents, and students to continue to identify the academic needs of the school, Catholic enrichment and faith identity and overall progress of our student body mentally, socially and academically.	<p>Domain Five Local Measures:</p> <p>Teacher Q36 How satisfied are you that the school Division is responsive and responsible for supporting the unique teaching and learning needs of your school community? (2021) 86% (2022) 77% Satisfied/Very Satisfied - Goal 90%</p> <p>Support Staff Q22 How satisfied are you that the School Division is responsive and responsible for supporting the unique teaching and learning communities across the Division? (2021) 50% (2022) 56% Satisfied/Very Satisfied - Goal 75%</p> <p>Parent Q33 How satisfied are you that the School District is responsive and responsible for supporting the unique teaching and learning communities across the Division? (2021) 66% (2022) 88% Satisfied/Very Satisfied - Goal 90%</p> <p>Monthly School Council attendance.</p> <p>Parent involvement in school engagement events and activities.</p>	<p>Domain Five Provincial Measures:</p> <p>Parent Involvement - (2021) 79.5% Province, 78.8% BSS (2022) 78.8% Province, 65.6% BSS - Goal 80%</p>	Encourage better participation of surveys through homeroom competition and advertise the advantages of creating change with effective feedback to gain best overall collection of data.
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Domain Six: Local Societal Context

Key Elements - Outcomes	Primary Strategies	Secondary/Ongoing Strategies	Local Performance Measure Reporting	Provincial Performance Measure Reporting	Stakeholder Engagement Reporting
<p>Develop and implement a continuous improvement engagement process to support a shared vision for quality Catholic education taking into account the local context of each community within the division.</p>	<p>Continue to promote Catholic Education and culture it creates in a school environment. Collaborate with other schools within the division to create consistency and to expand possibilities regarding practices, engagement and interest. Celebrate our FNMI population in meaningful ways and share with the community.</p>	<p>Promote our school by sharing our successes and accomplishments within the local community by utilizing our social media, newsletters, local paper, and school sign more consistently as we don't always share our successes and events.</p>	<p>Local Performance Measures: Student Gr 7-12 Q29 I would recommend my school to a friend (2021) 83% (2022) 89% Yes - Goal 90% Teacher Q35 How satisfied are you the school Division is a good place to teach, to learn and grow (2021) 85% (2022) 77% Satisfied/Very Satisfied - Goal 90% Support Staff Q6 How satisfied are you the school Division is a good place to teach, to learn and grow (2021) 75% (2022) 84% Satisfied/Very Satisfied - Goal 85% Parent Q36 How satisfied are you that East Central Alberta Catholic Schools are good places for children to learn and grow (2021) 86% (2022) 100% Satisfied/Very Satisfied - Goal 100%</p>	<p>Provincial Performance Measures: Education Quality - (2021) 89.6% Province, 93.1% BSS (2022) 89.0% Province, 90.3% BSS - Goal 95% Parent Involvement - (2021) 79.5% Province, 78.8% BSS (2022) 78.8 Province, 65.6% BSS - Goal 80%</p>	<p>Bring awareness to our community the successes of our students in Catholic Education, ensuring the celebrations include progress of recognizing our FNMI population.</p>
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