



St. Andre Bessette Catholic School

School Education Assurance Plan

2022 -2026 Division Education Assurance Plan

School Year: 2025-26

Elk Island Catholic Schools will ensure success for all students.

2025-26 School Assurance Plan Overview

Strategic Priority	Faith Integration	Learners and Learning	Systemic Wellness	Community Engagement
Goal	Our students, staff and EICS community will be provided a faith integrated environment through worship, witness and service.	Our students and staff will develop to their fullest potential through multiple pathways.	Staff and student well-being, in mind, body and spirit, will be supported through programming and education.	EICS provides enhanced opportunities to support student success through communication, engagement and partnership.
Division Outcome	Students and staff engage in living a sacramental life to deepen their faith journey.	Students achieve acceptable and excellence in literacy and math/numeracy.	Provide faith filled proactive, responsive and accessible supports for mental health and well-being of our students, staff and families.	Provide opportunities for all stakeholders (staff, students, and parents) to have involvement and provide feedback to improve the educational experience.
School Strategy	Enhance the Catholic School Culture of SAB so that students are given increased opportunity to develop a deeper understanding and lived experience of Active Catholic Citizenship, to see an	Through data from past assessment analysis and diagnostic tests, teachers will utilize instructional and assessment best practices to meet the learning needs of all students.	Our school will create a nurturing, faith-filled environment by implementing proactive and accessible mental health supports that are responsive to the needs of students, staff, and families,	Enhance engagement and involvement of staff in PD planning and collaboration and increase parent input and involvement in the school(parent council, assurance) and in their child’s

	increase in students helping others when they can, respecting one another, and following school rules and expectations to foster a thriving Catholic community.		promoting overall well-being and a sense of belonging for all.	education.
Division Outcome	Students are provided relevant religious education and faith integration in all curricula	Implement curriculum through data-informed, responsive instruction and quality assessment.	Honor the dignity of the human person by providing and supporting diversity education and supports for equity and inclusion.	
School Strategy	Continue to provide faith integrated learning opportunities for students, making visible and well-communicated connections in all curricula of the relevance and richness of the Catholic faith to each subject area.	Continue to work with district consultants to employ data-driven instructional strategies and to ensure assessments can be utilized by teachers to identify and address areas of need, as well as collaboration to develop responsive content that increases student engagement and academic success.	Foster a respectful and inclusive school community by implementing diversity education and providing equitable supports that recognize and celebrate the dignity of every student, staff member, and family.	

2025-26 School Education Assurance Plan

Strategic PRIORITY: Faith Integration		
Division Goal: Our students, staff and EICS community will be provided a faith integrated environment through worship, witness and service.	Division Outcome(s): Students and staff engage in living a sacramental life to deepen their faith journey. Targeted Success Measures: - Elk Island Catholic Schools measures: - Active Citizenship Assurance Data - Students at school follow the rules - Students at school help each other when they can - Students at school respect each other - Student Faith Formation - Alberta Education measures: - Active Citizenship	
2025-26 School Strategies and Corresponding Actions:		
Implementation Plan:	School Strategies: “What are the school strategies that will help us in achieving the division outcome and the objective of the goal?” “When will this take place? (include in Time)”	Milestones “What is the success criteria?” How will you know that the school strategies and actions you have chosen are implemented at a high level? What will you accept as evidence that the school strategies and actions you have chosen are having an impact? What additional support is needed if you are not achieving success?
School Strategy(ies): To achieve the Shared Vision Examine the present situation in the area of focus: - What are we doing well and what is the evidence? - What are we not doing so well, and what is the evidence? - What might be possible?	- Enhance the Catholic School Culture of SAB so that students are given increased opportunity to develop a deeper understanding and lived experience of Active Catholic Citizenship, to see an increase in students helping others when they can, respecting one another, and following school rules and expectations to foster a thriving Catholic community.* - Continue to provide faith integrated learning opportunities for students, making visible and well-communicated connections in all curricula of the relevance and richness of the Catholic faith to each subject area.* *Both strategies to be achieved through further	

	implementation of: ■ FAR (Faith, Academics, Respect) ■ Monthly Virtue, CST, and Sacred Teachings - Challenges ■ Faith Fridays ■ Student and Staff Engagement (SPAC, Student Voice Summit, Committees)	
Research and Evidence <i>What data, including research, evidence, lesson learned, is being used to inform your plan?</i>	Active Citizenship Assurance Data 2024-25: Positives • Year over year, up in all but one of the faith integration categories. ○ Students and staff explore deeper understanding of faith +.74% - ○ Students and staff engage in living a sacramental life +2.58% ○ Students provided relevant religious education +2.07% ○ Foster a meaningful connection with families,parishes,etc. +1.99% ○ In each of the above, Student rating is on average 1.8% higher than overall rating. Issue Areas • Active Citizenship remains an area of focus, -5.51% below EICS average - however, overall rating has remained relatively static year over year at -.24%, and +1.99% on student measure. ○ The students at the school follow the rules. -10.51% overall below EICS average ○ The students at the school help each other when they can. - 10.59% overall below EICS average (up year over year) ○ The students at the school respect each other. -11.28% overall below EICS average (up year over year student measure) • Year over year data indicates students are seeing significant improvement in citizenship measures (+5.33% students help each other; +2.81% students respect each other) with the exception of “The Students at School follow the rules” -3.24% Student Voice Summit / Student Principal Action Committee Feedback • Student Voice Summit data summary	

Resources <i>What resources will be needed to support? (e.g., staff, supplies, etc)</i>	• Development of Staff Faith Integration and Citizenship Committee with funding and time to enhance further implementation of our Catholic Social Teaching, Values, and Sacred Teaching integration and FAR(Faith, Academics, Respect) • Materials for enhancing communication and delivery of Catholic Social Teaching, Values, and Sacred Teaching integration and FAR(Faith, Academics, Respect) with a focus on Active Catholic Citizenship • Support Faith Friday resource building time with relief sub time and connect to Formation and Citizenship Committee • Support Student Voice Summit and Student Principal Action Committee in Citizenship Goals Review - need funding for food and draws, etc. to increase engagement	
Professional Growth <i>What professional learning supports are needed?</i>	-Chaplain and Faith Friday Lead supported with release time and sent to Catholic conferences to enhance ideas for Values framework engagement -Connect with Director of Student and Staff Formation and Religious Ed consultant to support Staff Faith Integration and Citizenship Committee with potential PD opportunities. -Connect with similar initiatives for collaborative support with other staff members in our EICS high schools - particularly ABJ - release time, etc.	
Time <i>What is the timeframe needed to support the implementation of the school strategies?</i> Link to School PD Plan	Ongoing - Check in for feedback from committees at each staff meeting as standing item to refine, celebrate, and enhance teacher capacity to roll out initiatives related to Faith Friday, etc.	
Community Engagement <i>What strategies are in place to share with stakeholders?</i>	-Share and make visible what we are doing in newsletter, social media -Connect with parish (priest visits ongoing) and parish organizations such as K of C and CWL to enhance and connect for support.	

Strategic PRIORITY: Learners and Learning		
Division Goal: Our students and staff will develop to their fullest potential through multiple pathways.	Division Outcome(s): Students achieve acceptable and excellence in literacy and math/numeracy. Implement curriculum through data-informed, responsive instruction and quality assessment. Targeted Success Measures: - Elk Island Catholic Schools measures: - Assurance surveys - EICS Math assessment - Alberta Education measures: - APORI - PAT and Diploma results	
	2025-26 School Strategies and Corresponding Actions:	
Implementation Plan:	School Strategies: <i>“What are the school strategies that will help us in achieving the division outcome and the objective of the goal?”</i> <i>“When will this take place? (include in Time)”</i>	Milestones <i>“What is the success criteria?”</i> How will you know that the school strategies and actions you have chosen are implemented at a high level? What will you accept as evidence that the school strategies and actions you have chosen are having an impact? What additional support is needed if you are not achieving success?
School Strategy(ies): To achieve the Shared Vision <i>Examine the present situation in the area of focus:</i> - What are we doing well and what is the evidence? - What are we not doing so well, and what is the evidence? - What might be possible?	Strategy 1: Through data from past assessment analysis and diagnostic tests, teachers will utilize instructional and assessment best practices to meet the learning needs of all students. Strategy 2: Continue to work with district consultants to employ data-driven instructional strategies and to ensure assessments can be utilized by teachers to identify and address areas of need, as well as collaboration to develop responsive content that increases student engagement and academic success. - Some improvements have been made on recent diploma exams and PATs. Science 9 - 73.9% of students achieved acceptable standard compared to 67.1% from 2021-23. Social Studies 9 - 58.3% of students achieved acceptable standard compared to 54.7% from 2021-23. - Teachers will continue to work with district consultants and are	

	competent in accessing STAR and MIPI data and navigating dashboards to note areas of need. ○ There is a clear need to develop responsive content that both meets curricular requirements and engages student interest. ○ The students find school work interesting. -7.06% below EICS average. ○ While some improvements have been made SAB will strive to meet and exceed provincial averages.	
Research and Evidence <i>What data, including research, evidence, lesson learned, is being used to inform your plan?</i>	- The students find school work interesting. -7.06% below EICS average. - Percentage of students scoring acceptable standard on PATs over a three year average is 4.5% below the Alberta average. - Percentage of students scoring standard of excellence on PATs over a three year average is 4.9% below the Alberta average. - Percentage of students scoring acceptable standard on diploma exams over a three year average is 11.6% below the Alberta average. - Percentage of students scoring standard of excellence on diploma exams over a three year average is 11.3% below the Alberta average. - Best practices from recent book studies and research including authors Peter Liljedahl and John Hattie	
Resources <i>What resources will be needed to support? (e.g., staff, supplies, etc)</i>	● Time at PD days, CTM or after school to support staff in collaborating to take action in noted areas of need and begin creating content that is responsive. ● Continued work with our consultants to ensure that data is interpreted correctly for implementing assessments and instructional strategies ● Utilize student learning reflection as a diagnostic tool for what assessments and content students find engaging and worth celebrating	
Professional Growth <i>What professional learning supports are needed?</i>	● Work with consultants in data analysis and implementation for STAR and MIPI ● Intentional planning time, by department, in order to develop engaging lessons and strategies (ie. Math book study learning implementation - Continuation with Building Thinking Classrooms) ● Continued emphasis on critical thinking strategies.	

Time What is the timeframe needed to support the implementation of the school strategies? Link to School PD Plan	Entire year with specific check-ins at staff meetings and PD days	
Community Engagement What strategies are in place to share with stakeholders?	Improve growth focused communication by reporting more formative assessment in powerschool	

Strategic PRIORITY: Systemic Wellness	
Division Goal: Staff and student well-being, in mind, body and spirit, will be supported through programming and education.	Division Outcome(s): Provide faith filled proactive, responsive and accessible supports for mental health and well-being of our students, staff and families. <i>Honor the dignity of the human person by providing and supporting diversity education and supports for equity and inclusion.</i> Targeted Success Measures: - Elk Island Catholic Schools measures: EICS Education Assurance Survey Employee Engagement Staff Health and Wellness (ALP) Student Health and Wellness - Alberta Education measures: Welcoming, Caring, Respectful and Safe Learning Environments Access to Supports and Services
2025-26 School Strategies and Corresponding Actions:	

Implementation Plan:	School Strategies: <i>“What are the school strategies that will help us in achieving the division outcome and the objective of the goal?”</i> <i>“When will this take place? (include in Time)”</i>	Milestones “What is the success criteria?” How will you know that the school strategies and actions you have chosen are implemented at a high level?
School Strategy(ies): To achieve the Shared Vision <i>Examine the present situation in the area of focus:</i> • What are we doing well and what is the evidence? • What are we not doing so well, and what is the evidence? • What might be possible?	• Our school will create a nurturing, faith-filled environment by implementing proactive and accessible mental health supports that are responsive to the needs of students, staff, and families, promoting overall well-being and a sense of belonging for all. • To foster a respectful and inclusive school community by implementing diversity education and providing equitable supports that recognize and celebrate the dignity of every student, staff member, and family.	What will you accept as evidence that the school strategies and actions you have chosen are having an impact? What additional support is needed if you are not achieving success?
Research and Evidence <i>What data, including research, evidence, lesson learned, is being used to inform your plan?</i>	Areas for Growth -The students treat each other well at the school.-12.06 -The school staff is offering opportunities for movement during the school day outside of physical education classes. (DPA, outdoor classroom, movement breaks, recess activities, lunchtime intramurals.)-7.51 -My school offers opportunities to build my knowledge and skills to support student mental health. (training, professional learning, school advocacy) -5.53 -My school supports a culture encouraging my professional growth and ongoing development.-6.46 -The students and staff respect the cultural backgrounds of one another.-5.31 ALP Survey Results - Staff report areas of concern in Burnout and Work Hours across the division, and are areas that we continue to work on to support and increase self-perceived wellness. School Leads are experiencing Burnout Levels at an elevated (ALP Data - 3.5-5 range)	Success Indicators: • Increased participation in wellness-related school events and initiatives. • Positive feedback from students, staff, and families in surveys. • Staff report increased confidence in supporting student mental health. • Greater use of available mental health supports and referrals.
Resources <i>What resources will be needed to support? (e.g., staff, supplies, etc)</i>	Resources for Mental Health & Well-Being Goal 1. Human Resources: • FWW, CRC, Admin or mental health professional • Staff wellness champion (connection with community resources ex. SRO and	• Observable improvements in student engagement and classroom behavior. • Faith-based practices are visibly integrated into wellness efforts (e.g., morning prayer intentions for peace,

	The Bridge) - Faith leaders (e.g., chaplain, parish priest) for spiritual support - Specialists (e.g., psychologists, social workers) and district support 2. Professional Development: - Training for staff on trauma-informed, faith-based, and mental health strategies - Workshops on identifying and supporting students in distress - Access to programs like Mental Health First Aid, or self-regulation strategies 3. Materials & Tools: - Faith-based wellness materials (e.g., prayer/reflection journals, scripture-based affirmations) - Wellness bulletin boards or calm corners throughout the school (reduce the stigma of Student Services) 4. Community Partnerships: - Local health organizations or crisis support teams (SRO, The Bridge, etc) - Parish involvement in wellness initiatives - Parent engagement through mental health awareness nights or newsletters 5. Time & Space: - Designated spaces for wellness breaks or reflection - Time in the schedule for wellness activities (e.g., mental health check-ins, school-wide wellness days) Resources for Diversity, Equity & Inclusion Goal 1. Human Resources: - Equity and inclusion lead (school-based) - Cultural mentors, elders, or liaisons - Student voice groups or inclusion ambassadors	gratitude reflections).
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	2. Professional Development: • Training on culturally responsive teaching, anti-racism, and inclusive practices • Staff book studies or learning series on equity and dignity 3. Materials & Curriculum Supports: • Diverse classroom texts and resources representing a range of cultures, identities, and faith traditions • Inclusive visual displays (e.g., multilingual signage, cultural celebrations) • Updated teaching resources aligned with equity standards and Truth and Reconciliation Calls to Action 4. Community Engagement: • Involvement of families from diverse backgrounds • Partnerships with cultural organizations or guest speakers • School events celebrating heritage, identity, and equity (e.g., Black History Month, Orange Shirt Day) 5. Evaluation Tools: • Equity audits or climate surveys • Student and staff feedback tools • Data tracking for representation and inclusion in clubs, leadership, and academics	
Professional Growth <i>What professional learning supports are needed?</i>	To effectively support the school goals on mental health & well-being and diversity, equity, and inclusion, professional learning must be targeted, ongoing, and grounded in both faith and evidence-based practices. Here’s a breakdown of the professional learning supports needed: Professional Learning for Diversity, Equity & Inclusion 1. Culturally Responsive Pedagogy	

	○ Embedding student identity, voice, and lived experience into teaching ○ Inclusive lesson planning and assessment strategies 2. Anti-Racism and Bias Awareness Training ○ Identifying personal and systemic bias ○ Moving from awareness to action within classrooms and policies 3. Equity and Inclusion in a Catholic Context ○ Exploring Catholic Social Teaching and the dignity of the human person ○ Understanding how inclusion aligns with faith-based education 4. Indigenous Education and Truth and Reconciliation ○ Incorporating Indigenous perspectives and Calls to Action in curriculum 5. Awareness and Support ○ Creating safe, inclusive spaces for all students Delivery Methods: ● Workshops or PD Days ● Book studies (e.g., "<i>The Third Path</i>", "<i>Deep Diversity</i>", "<i>Trauma-Sensitive Schools</i>") ● Collaborative Learning Communities ● Online modules or webinars (e.g., Alberta Education, or community partners)	
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Time <i>What is the timeframe needed to support the implementation of the school strategies?</i> Link to School PD Plan	The timeframe for implementing the school strategies around mental health & well-being and diversity, equity, and inclusion (DEI) should be structured across a full school year, with phased planning, action, and review. A realistic and sustainable plan over three stages: 1. Fall (September – November): Laying the Foundation ● Planning & Communication ○ Form working teams (e.g., mental health, DEI committees) ○ Communicate goals and expectations to staff and community ● Professional Learning Launch ○ Deliver key PD sessions on trauma-informed practices, inclusive education, and equity ○ Begin book studies or learning groups ● Initial Actions ○ Identify and begin implementing 1–2 key initiatives per goal ○ Gather baseline data (e.g., surveys, student voice, equity audits) 2. Winter (December – February): Implementation & Mid-Year Reflection ● Ongoing Implementation ○ Continue rolling out strategies (e.g., wellness events, inclusive classroom practices, community partnerships) ● Checkpoints ○ Mid-year survey or feedback loop to assess early impact ○ Adjust strategies based on student/staff/family input ● Targeted Professional Learning ○ Follow-up PD focused on refining practices, addressing challenges	
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	3. Spring (March – June): Deepening Impact & Evaluating Progress ● Sustained Engagement ○ Host culminating events (e.g., mental health week, cultural celebrations) ○ Expand initiatives that were well-received ● Evaluation ○ Collect final feedback from all stakeholders ○ Reflect on measurable outcomes (participation, survey data, behavioral indicators)	
Community Engagement <i>What strategies are in place to share with stakeholders?</i>	To ensure your school goals around mental health & well-being and diversity, equity, and inclusion (DEI) are understood and supported, it's essential to use intentional communication and engagement strategies with all stakeholders: students, staff, families, parish partners, and the broader community. Here are effective strategies you can use: 1. Staff Communication Strategies ● Staff Meetings & PD Days: Dedicate time to share goals, implementation plans, and invite staff input. ● Weekly or Monthly Staff Memos: Include updates on wellness and DEI initiatives, resources, and celebrations. ● Collaborative Teams or Committees: Empower staff-led working groups (e.g., Wellness Team, Equity Committee) to help lead and communicate actions 2. Parent & Family Communication Strategies ● Smore: Regular updates that highlight progress, upcoming events, and how families	

	can get involved. ● Parent Information Nights or Workshops: Sessions on topics like mental health awareness, identity and inclusion, or culturally responsive parenting, with faith-based framing. ● School Website & Social Media: Dedicated pages or posts showcasing initiatives, photos from events, and student voice. ● Surveys & Feedback Tools: Opportunities for families to share input on needs, experiences, and progress (e.g., Google Forms, climate surveys).	
	3. Student Engagement Strategies ● Classroom Lessons & Morning Announcements: Infuse goal themes (e.g., belonging, kindness, diversity, self-regulation) into everyday learning. ● Student-Led Initiatives & Leadership Opportunities: Encourage students to co-lead activities, clubs, or campaigns related to inclusion and well-being. ● Visual Displays: Showcase student work and inclusive messages through bulletin boards, murals, and digital displays.	
	 4. Parish and Community Partner Involvement ● Invite Parish Participation: Ask faith leaders to support wellness and inclusion through liturgies, prayer, and shared events. ● Community Partnerships: Collaborate with mental health organizations, cultural groups, and social services for joint programming and outreach.	

	5. Ongoing Monitoring & Public Reporting ● Goal Tracking Boards (in-school and online): Visualize progress with timelines or goal checklists shared publicly. ● School Council Reports: Include updates in School Council meetings and minutes. ● Annual School Results Report or Celebration of Learning: Share successes and next steps with the school community at year-end.	
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Strategic PRIORITY: Community Engagement		
Division Goal: EICS provides enhanced opportunities to support student success through communication, engagement and partnership.	Division Outcome(s): Provide opportunities for all stakeholders (staff, students, and parents) to have involvement and provide feedback to improve the educational experience. Targeted Success Measures: ● Elk Island Catholic Schools measures: ○ EICS Education Assurance ■ School assurance and PD Collaboration ■ Stakeholder feedback ■ Satisfaction with Technology sources available ■ Satisfaction with School provision of necessary resources ● Alberta Education measures: ○ Satisfaction with Parental Involvement in decisions about their child’s education	
2025-26 School Strategies and Corresponding Actions:		
Implementation Plan:	School Strategies: <i>“What are the school strategies that will help us in achieving the division outcome and the objective of the goal?”</i> <i>“When will this take place? (include in Tlme)”</i>	Milestones <i>“What is the success criteria?”</i> How will you know that the school strategies and actions you have chosen are implemented

School Strategy(ies): To achieve the Shared Vision <i>Examine the present situation in the area of focus:</i> • <i>What are we doing well and what is the evidence?</i> • <i>What are we not doing so well, and what is the evidence?</i> • <i>What might be possible?</i>	• Enhance engagement and involvement of staff in PD planning and collaboration; Continue to enhance student voice in classroom resource consideration; and increase in parent input and involvement in the school(parent council, assurance) and in their child’s education.	at a high level? What will you accept as evidence that the school strategies and actions you have chosen are having an impact? What additional support is needed if you are not achieving success?
Research and Evidence <i>What data, including research, evidence, lesson learned, is being used to inform your plan?</i>	Engagement and Improvement Assurance Survey Questions data Positives • Overall rating of 96.4% staff satisfaction with School assurance and PD Collaboration. • Overall rating of 93.63% satisfaction with opportunities for stakeholder feedback - with a 99.5% staff specific rating. • +6.69% above EICS in staff satisfaction with collaboration to meet needs of students. Issue Areas • Year over year measures down on average of 1.8% - though EICS divisional specific rating is lowest at -2.40% • Staff report -15.38% below EICS in satisfaction with technology sources available • Staff report -5.25% below EICS average in school provision of necessary resources.	
Resources <i>What resources will be needed to support? (e.g., staff, supplies, etc)</i>		
Professional Growth <i>What professional learning supports are needed?</i>		

Time <i>What is the timeframe needed to support the implementation of the school strategies?</i> Link to School PD Plan		
Community Engagement <i>What strategies are in place to share with stakeholders?</i>		