

St. Teresa of Calcutta Plan for Continuous Growth 2018-2021

School Mission:

Rooted in the belief that “with children comes hope”, together we use our hearts, hands, and minds to “do small things with great love” within our diverse community to learn and to grow in faith.

School Vision:

Our students will learn together, work together and pray together in answering the call to a faith-filled life of service.

School Charism:

In the tradition of our patron saint, our charism is: intense love does not measure, it just gives.

School Context:

The St. Teresa of Calcutta School is located in Edmonton’s ‘city centre’ and serves primarily the Boyle McCauley community and includes the following: 370 pre-K (100 Voices) – Gr. 6, 18 teachers, 10 Educational Assistants, 1 Social worker, 1 Early Learning Facilitator, 1 Behavioral Specialist, 1.5 Therapeutic Assistant for Behavior, and 1 Therapeutic Assistant for Occupational Therapy, 2 Full Day Kindergarten programs/100 Voices AM and PM Programs, 160 ELL (large number from war torn countries/Newcomer status), 60 FNMI, Large number of PUF and MM students, Large number of severe needs codes, Large number of speech/OT/behavioural needs, Amongst the lowest SES (Socio-economic Status) and highest crime rate communities in Edmonton. We continue to support and provide for basic needs (Food Bank, Clothing Bank, Social Worker, Breakfast Program, Snack Program, and Lunch program) and support programs within our school to support our students that includes: Big Brothers Big Sisters Mentorship, Keyboards for Kids, and YONA (Youth Orchestra of Northern Alberta).

A high ELL population has traditionally necessitated a strong literacy plan at its core, as we continue to highlight literacy-based teaching strategies such as Guided Reading and utilize teaching practices such as SIOP (Sheltered Instruction Observation Protocol) and Language Learning Intervention. St. Teresa of Calcutta also has a high non-Catholic population which on one hand makes this school wonderfully international and diverse in terms of spirituality, language and culture. However, as a school community it is recognized that St. Teresa of Calcutta School’s mandate and commitment to Catholic Education must be unwavering and the foundation of all that we do as a school community. To facilitate the inclusion of all our students we have created a support team consisting of a Behavioral Specialist, a Therapeutic Assistant for Behavior, a Therapeutic Assistant for Occupational Therapy and a teacher.

Review of Previous Year's Goals:

Goal	Achieved/continue Modify	Evidence/data used
<p>1.By June 2018, all teachers (classroom, learning coach and administrators) will increase their instructional repertoire of how to be a teacher of literacy through deepening knowledge and skills in the areas of: a) fostering a collaborative culture which promotes a growth mindset for high achievement and, b) engaging in authentic literacy practices across and within their disciplines. Success will be visible through student progress and success and reported stakeholder feedback.</p>	<p>Continue to work on the goal using new strategies and actions that address our literacy and numeracy outcomes.</p>	<ul style="list-style-type: none"> -P.A.T. Results and Analysis -Accountability Pillar -Fountas & Pinnell Results -School Profile Chart -Informal Assessments -COP data collection -Students are reading and comprehending below grade level which is impacting all subject areas.
<p>2.Students will meet or exceed their predicted levels of achievement on government administered assessments.</p>	<p>- Continue to work on the goal using new strategies and actions that address our literacy and numeracy outcomes.</p>	<ul style="list-style-type: none"> -P.A.T. Results Analysis -Accountability Pillar -Fountas & Pinnell Results -Informal Assessments -Students are reading and comprehending below grade level which is impacting all subject areas.
<p>3.By the end of the 2017-2018 school year, our students will grow in their understanding of our Catholic identity as expressed in Mark 2 of "the Five Marks of Catholic School Identity" and "Learner Competencies Formed Through Catholic Education"</p>	<ul style="list-style-type: none"> -Connections with St. Joseph's Basilica and Santa Maria Goretti Parish were achieved and will be continued. -Learner Competencies require deeper reflection. -Continue to build capacity of School council 	<ul style="list-style-type: none"> -Fr. Roger weekly visits -Attended Mass 2 times (Ash Wed, Year End) -Parents sharing Faith experiences -Senior Center Visits -Christmas Cards -Multicultural nights -Family Dinners -Community Garden -Student Prayers

4.By the end of the 2017-2018 school year, our students and staff will grow in their understanding of our Cultural identity	-continue with reflection on TQS indigenous components. And literacy curriculum interventions.	<ul style="list-style-type: none"> - Blanket Activity - Indigenous Area - Monthly Indigenous activities - Aboriginal Day -Staff PD
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Data Analysis:

Areas to celebrate

Accountability Pillar	<p>Measure Category:</p> <ul style="list-style-type: none"> -Excellent: Safe and Caring Schools -Excellent: Preparation for Life-long learning, World of work, Citizenship - Excellent: Continuous Improvement - Good: Student Learning Achievement <p>Achievement Measure:</p> <ul style="list-style-type: none"> -Very High: Safe and Caring -Very High: Program of Studies -Very High: Education Quality -Very High: Work Preparation -Very High: Citizenship -Very High: School Improvement <p>Improved Measure:</p> <ul style="list-style-type: none"> -Improved: PAT Acceptable -Improved: School Improvement <p>Overall Measure:</p> <ul style="list-style-type: none"> -Excellent: Safe and Caring -Excellent: Program of Studies -Excellent: Education Quality -Excellent: Work Preparation -Excellent: Citizenship -Excellent: School Improvement -Good: PAT Acceptable
Regression Analysis	<ul style="list-style-type: none"> = English Language Arts + Mathematics = Science = Social Studies
PAT/Diploma analysis	<ul style="list-style-type: none"> English Language Arts + 3.5 Standard of Acceptable- Reading + 3.6 Standard of Acceptable- Total Test Mathematics +4.5 Standard of Excellence- Part A Science +1.8 standard of Acceptable- Total Test
Our School Survey	<ul style="list-style-type: none"> +8.0- Student participation in School clubs +5.0-Effort Students try hard to succeed at learning

	+3.0- Students do homework with a positive attitude and timely manner.
5 Marks of Catholic School Identity Assessment	<p>The following Marks are visibly present in the school:</p> <p>-Mark 2-School has a visible and tangible Catholic vision evident in its physical space, liturgical space, and prayer life.</p> <p>-Mark 3- Academic curriculum that integrates a vision of faith within learner outcomes and teaching strategies.</p> <p>-Mark 4- Nurtures teachers that are living witnesses to the Gospel.</p>

Areas to target for growth

Data Source	Measures	Goals in response to data
Accountability Pillar	<p>Measure Category:</p> <p>-Low- PAT Excellence</p> <p>-Low- Parental Involvement</p> <p>Achievement Measure:</p> <p>-Low- PAT Excellence</p> <p>-Low- Parental Involvement</p> <p>Overall Measure:</p> <p>-Low- PAT Excellence</p> <p>-Low- Parental Involvement</p>	<p>STUDENT LEARNING ACHIEVEMENT: PAT-Excellence We will work on this through our goals of Literacy and Numeracy.</p> <p>PARENTAL INVOLVEMENT: We will work on this through our Mark 5 Catholic goal of a Vibrant Parent Council</p>
Regression Analysis	None (=,+ ,=,=)	Several areas that we will continue to work on and address are:
PAT/Diploma analysis	<p>English Language Arts</p> <p>-8.2 Standard of Excellence- Total Test</p> <p>Mathematics</p> <p>+11.9 Below Acceptable Standard- Total Test</p> <p>Science</p> <p>-10.5 Standard of Excellence- Total Test</p> <p>Social</p> <p>-11.2 standard of Excellence- Total Test</p>	<p>STUDENT LEARNING ACHIEVEMENT: PAT- Acceptable; PAT-Excellence</p> <p>-Decrease Below Acceptable Standard</p> <p>-Increase Standard of Excellence in LA Writing, Science and Social.</p> <p>-49% Struggling Readers</p> <p>-We will work on this through our goals of Literacy and Numeracy.</p> <p>-Other considerations from our data analysis sessions:</p> <p>ENGLISH LANGUAGE ARTS: -Writing-Ideas and Details</p> <p>MATH: Concepts of: probability, bar graphs, mixed fractions.</p> <p>SOCIAL STUDIES: Local and Prov Government, Skills of recall and Identify</p> <p>SCIENCE: -Vocabulary</p>
Our School Survey	<p>-11- Students with positive behavior at school</p> <p>-8- Students feel safe at school as well as going to and from school.</p> <p>-5 Student participation in school sports</p> <p>-5-students with a positive relationships</p> <p>-5-Students that value schooling outcomes</p>	Community demographics contribute to these differences (eg. nutrition at home impacts these results, the financial ability to join sports clubs, unsafe environment around the school). Our support

	-5-Students meeting Canadas food Guide -5-Religious celebrations and prayer are important at their school.	model for school behavior and our inclusive needs will support this area.
5 Marks of Catholic School Identity Assessment	Mark 1- Driven by a mission Mark 5- Recognizes that each and every stakeholder is responsible for the common good.	The following required attention: -The mission statement can be recited or paraphrased by all stakeholders. -Reviewed and updated regularly. -Vibrant Parent Council, Increase involvement of parents.

Goals:

<p>Goal 1: By the end of the 2018-2019 school year, our students will grow in their understanding of our Catholic identity as expressed in Mark 2 of “the Five Marks of Catholic School Identity” and “Learner Competencies Formed Through Catholic Education”</p>
<p>District Correlation: Edmonton Catholic Schools District Goal: Live and enhance the distinctiveness of Catholic Education.</p> <p>1.1 Demonstrate the distinctiveness and advantages of Catholic education.</p> <ul style="list-style-type: none"> a) Continue to enhance the home – school – parish relationships. b) Cultivate and support a Catholic ethos/environment within each site. c) Demonstrate a way of life rooted in the Catholic Christian call to discipleship and service. d) Ensure that permeation of faith remains central in all our day to day practices. <p>1.2 Promote and foster the presence of Edmonton Catholic Schools in the education, Church, civic, business and government communities.</p> <ul style="list-style-type: none"> a) Continue collaboration with the Archdiocese of Edmonton and the Ukrainian Catholic Eparchy of Edmonton b) Create opportunities to be a visible presence in the broader community including evangelization of our families. e) Provide opportunities for relevant and authentic student engagement. <p>1.3 Demonstrate commitment to and excellence in Catholic education.</p> <ul style="list-style-type: none"> a) Deliver and support our Religious Education programs to all students as a spirit-filled lived experience. b) Continue a focus on faith formation learning opportunities for all staff. c) Expect the same practice of excellence, professional preparation and quality of resource materials for religious Education instruction as for other academic instruction. e) Review our District Foundation Statement and its implications at each site at least twice annually. g) Continue to enhance and strengthen our Catholic identity through revisioning the Five Marks of Catholic School Identity Implementation Plan (2015-2018) (Five Marks of Catholic Education) and continue teacher faith formation through the Five Marks of Catholic School Identity and the Excellent Catholic Teacher (The Excellent Catholic Teacher).
<p>Sub Goal a:</p>

By the end of the 2018-2019 school year, our students will grow in their understanding of our Catholic identity as expressed in Learner Competency 6- Responsible Citizen in order to walk in God's Love.

Strategy 1:

Create and sustain opportunities for student and staff commitment to live their life with Christ as their guide and model.

Actions

- 1) Opportunities for student buddies and multi-grade groupings will be created to support students helping students.
- 2) Calling upon students to be good role models for others and supporting student leadership initiatives.
- 3) Staff one on one conversations with chaplain to develop and build individual faith plan.
- 4) Support PATHS conversations with staff, PATHS Kid of the Day, and PATHS staff Professional Development to ensure common language and initiatives.
- 5) Students will explore texts that support social justice action to reflect, research, and support narrative and non-narrative writing.

Measures/ Evidence of effectiveness

- 1) -Student reading train participation.
-Show enthusiasm for reading and building a relationship with peers.
- cross grade collaboration
- 2) – Send students to Student Mental Health Symposium, - create student leadership team, see active participation and initiatives.
- 3) Staff faith plans are created and reflect a living document.
- 4) Common PATHS language is heard and visual in the school, ie, PATHS Kid of the Day bulletin board.
- 5) Writing samples are posted and shared.

Strategy 2:

Create and sustain opportunities for student and staff commitment to witness Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful, and compassionate society.

Actions

- 1) Students will engage in student-led service: student leadership team will actively plan service activities and special faith days to celebrate and support our school in living our faith (i.e. Spirit Days, social justice initiatives, etc.); teachers will use these activities to design cross-curricular projects that highlight Catholic social teaching, citizenship, and the foundations of faith.
- 2) Staff will engage in a community service opportunity: As a staff we will commit to providing one afternoon of service to a community organization in the fall and in the spring. They

Measures/ Evidence of effectiveness

- 1)- Students will articulate the rationale for their social justice choices and will demonstrate commitment to their causes.
-satisfaction survey results
-OurSchool results
-Five Marks year end assessment

<p>will model and discuss these opportunities with their students as witnesses.</p> <p>3) Students will explore texts that support social justice action to reflect, research, and support narrative and non-narrative writing.</p>	<p>2)-Staff will articulate the rationale for their social justice choices and will demonstrate commitment to their causes.</p> <ul style="list-style-type: none"> -students will see their staff as models of service. -satisfaction survey results -Five Marks year end assessment
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Sub Goal b:
 By the end of the 2018-2019 school year, the school council will be an active and vibrant committee working with a shared purpose (Mark Five- Shaped by a Spirituality of Communion- An Excellent Catholic school recognizes that each and every stakeholder is responsible for the common good) in order to build the community spirit of our school.

Strategy 1:
 Plan to increase involvement of parents in the life of the school in order to build the community spirit of the school.

<p>Actions</p> <ol style="list-style-type: none"> 1) Work with school council to create opportunities for involvement in the school. 2) Set up committee to explore after school programs. 3) Provide opportunity for shared decision making in aspects of school life. 4) Create space for parents to meet and communicate on a daily basis (coffee corner) 	<p>Measures/ Evidence of effectiveness</p> <ul style="list-style-type: none"> -council helps to plan school community events. -Casino -parent satisfaction survey results -parents came in for reading week -increased volunteer numbers on field trips -After school program committee
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Review Date 1:

Review Date 2:

<p>Goal 2: Students will meet or exceed their predicted levels of achievement on government administered assessments to improve achievement and transition to junior high.</p>
<p>District Correlation: ECSD Goal One: ECSD students are successful</p> <p>Edmonton Catholic School District Key Strategies:</p> <ol style="list-style-type: none"> 1.1 Focus on strategies to support seamless transitions from K-1, Grades 6 to 7. 1.2 Identify and implement best practices that align with excellent early learning pedagogy and learning environments while developing a strong foundation in literacy and numeracy.

1.3 Ensure that flexible and responsive programming meet the diverse needs of all learners.	
Sub Goal a: Students will be provided with opportunities as determined by their interests and their various measures of achievement to meet their needs in the core subject areas.	
Strategy 1: Students will be provided with opportunities for enrichment and remediation in the core subject areas in class and as part of our FLEX time.	
<p>Actions</p> <p>1) FLEX Thursdays every other week will focus on the core subject areas. Teachers will partner to support options for each subject/grade level.</p> <p>2) During student conversation time, Teacher will dialogue with students to target their areas of focus for Core FLEX and to assist them in making appropriate choices for their upcoming week.</p> <p>3) Teachers will plan intentionally to provide enrichment opportunities for students as part of their lesson design to students whose achievement is in the excellence range and to students whose CCAT scores indicate appropriateness for enrichment.</p> <p>4) Teachers will plan intentionally to provide appropriate and supportive opportunities for students as part of their lesson design to students whose profiles indicate a need for greater intervention.</p> <p>5) Students will participate in lessons designed using the SIOF model students who require accommodations will be supported throughout the year.</p> <p>6) Students To support PAT results, students will receive practice tests throughout the year.</p> <p>7) Students To support PAT results, absent students will be accommodated for before or after scheduled tests according to guidelines.</p> <p>8) Off-Site based learning opportunities provided.</p> <p>9) Summative assessments will clearly align with curricular outcomes, with significant focus on areas on which we generally underperform.</p> <p>10) In ELA, writing exemplars will be used to demonstrate expectations, and students will reflect on what they need to do to improve.</p>	<p>Measures/ Evidence of effectiveness</p> <p>-Increased levels of achievement in school-based assessments in reading.</p> <p>-tracking IPP/PLP success</p> <p>-student involvement in IPP/PLP for goal setting and reviews.</p> <p>-Increased PAT results on standard of excellence.</p> <p>-Regression for subjects will be = or + and the lower limits will be closer to 0.</p> <p>-OurSchool results with respect to anxiety, reported levels of achievement, and skills/grades challenge will increase.</p> <p>-Improved satisfaction survey results.</p> <p>-Improved Accountability Pillar results in Achievement</p> <p>-Improved struggling reader numbers</p> <p>-Attendance at Off-site locations include Forest school, USchool, Zoo School, Ice School, Sound School, River Valley programs, Discoveries, Young Authors conference, WISEST conference.</p>

Review Date 1:

Review Date 2:

Goal 3:

By the end of the 2018-2019 school year, our students and staff will grow in their understanding of our Cultural identity

District Correlation:

ECSD Goal Two: The achievement gap between First Nations, Metis and Inuit students and all other students is eliminated.

Edmonton Catholic School District Key Strategies:

2.1 Increase academic success and cultural knowledge by promoting successful practices to support First Nations, Metis and Inuit students.

a) Continue programs and enhanced academic and cultural supports for all students that lead to successful transitions between all levels.

b) Ensure that all teachers and leaders have the acquired skills to meet and exceed the foundational knowledge of First Nations, Metis, and Inuit standard as outlined in Alberta Education Reaching Quality Standards.

2.2 Provide and promote cultural diversity

b) Provide opportunities for on-going professional development for all District staff in cultural awareness.

2.4 Continue to walk together recognizing the calls to action from the Truth and reconciliation Commission.

Sub Goal a: By the end of 2018-2019 school year, our students and staff will grow in their understanding of historical and modern Indigenous cultural practices to support new elements of the Teacher Quality Standards and to demonstrate a commitment to Truth and Reconciliation

Strategy 1:

For students and staff to have a foundational understanding of historical practices to move towards reconciliation.

Actions

- 1) Orange Shirt Day Commemoration with an educational component
- 2) Use of educational kits (e.g. Metis Kit, World War lessons, Royal Alberta Museum)
- 3) Blanket Exercise for staff
- 4) Div 2 Blanket Exercise for students
- 5) Poverty Simulation Exercise

Measures/ Evidence of effectiveness

- Staff survey 2x per year
- Student survey 2x per year
- Participation in activities

Strategy 2:

For students and staff to participate, appreciate and celebrate modern Indigenous culture to demonstrate a commitment to Truth and Reconciliation.

Actions

- 1) Drumming and Singing group
- 2) Student dance lessons
- 3) Student performances during school events
- 4) School-wide Indigenous Art Appreciation event
- 5) Painting the Tipi
- 6) Field trip to the Pow-Wow
- 7) School liturgy at Sacred Heart Parish
- 8) Field trip to Pipe Ceremony

Measures/ Evidence of effectiveness

-Data on student involvement-the percentage of an Indigenous and non-Indigenous student taking part.

<u>Sub Goal b:</u> Indigenous students will be successful students.	
<u>Strategy 1:</u> Students will attend school on a consistent basis in order to increase student achievement.	
<u>Actions</u> 1) Starting a student mentorship program for students who truant at a rate of 15% or greater. 2) Reward system for increased attendance	<u>Measures/ Evidence of effectiveness</u> -Attendance Data collected
<u>Strategy 2:</u> Students will increase in reading level.	
<u>Actions</u> 1) Provide Literacy support from Mrs. Herasymiuk and Rhonda Paul 2) Provide Guided Reading with Indigenous books for students with a P.D. for teachers 3) Provide Guided Reading for students with Mrs. Quaye 3x week 4) Provide a guided Reading PD for teachers focusing on Indigenous books. 5) Reading train	<u>Measures/ Evidence of effectiveness</u> -Separate tab on School Profile with just Indigenous student reading level. -increase in positive student attitude towards reading. -increase in student engagement with text. -formative and summative reading assessments.

Review Date 1:

Review Date 2:

<u>Goal 4:</u> By the end of 2018-2019 school year, our students and staff will grow in their understanding of our diversity and inclusive community.
District Correlation: 3.1 Implement the Inclusive Education Policy Framework by ensuring that schools focus on the creation of welcoming, inclusive, caring, respectful and safe learning environments for all students and staff. 3.2 Continue to support the provincial Inclusive Education Policy Framework. 3.4 Provide equitable opportunities for children and students to participate in learning from Pre-Kindergarten to Grade 12. 3.6 Continue to provide and develop services and model initiatives that promote student health, using the Mental Health Strategic Plan. 3.7 Ensure that learner centered decisions are based on the 6 Principles of Inclusive Education 3.8 Further develop a Collaborative Response Model with multi-disciplinary teams. 3.9 Ensure that assistive technology is available to students identified with needs.
<u>Strategy 1:</u>

Students and staff will be provided with opportunities for enrichment and remediation using the Mental Health Strategic Plan: Continuum of Supports.

Actions

- 1) Our Multi-Disciplinary Team and staff will work collaboratively to increase their knowledge and skill in implementing social emotional learning and self-regulation strategies through the FOCUS resource.
- 2) Students will increase their knowledge and skill in social emotional learning and self-regulation.
- 3) Our Multi-Disciplinary Team and staff will work collaboratively to increase their knowledge and skill in Physical Literacy.
- 4) Students will increase their knowledge and skill in physical literacy.

Measures/ Evidence of effectiveness

- FOCUS strategies are being utilized and are visible in classrooms and school.
- Physical Literacy strategies in programs: ‘Don’t Walk in the Hallway’ and ‘Loose Parts Play’ are visible in hallways, outside spaces, and school.
- OurSchool results with respect to safe and caring schools, will increase.
- Improved satisfaction survey results.
- Improved Accountability Pillar results in the area of safe and caring schools.

Review Date 1:

Review Date 2:

Goal 5:

By June 2019, all teachers (classroom, learning coach and administrators) will demonstrate excellent teaching practices consistent with the Teacher Quality Standards.

District Correlation:

- 4.1 Provide professional learning opportunities that build the capacity and leadership of all staff to improve learner success.
- 4.2 Ensure that teachers, principals and other administrative leaders have the capacity to meet the new Quality Standards, in collaboration with stakeholders and school authorities.
- 4.4 Promote excellent teaching practices consistent with the Teaching Quality Standard, which guides student achievement.
- 4.6 Ensure that every school and department create the conditions for optimal student learning and achievement within the context of a Catholic learning community.
 - a) Engage in professional learning aligned with the provincial focus on the learner competencies, literacy and numeracy, conceptual and procedural knowledge as per the Ministerial Order on Student Learning (May 6, 2013), and continue to focus on the foundations of literacy and numeracy and Alberta Education’s key competencies.
 - b) Ensure that assessment practices focus on improved student learning. Assessment data gathered into a student profile leads the learning team, including the student, to a deeper understanding and greater ability to target teaching and improve learning. Multiple sources of

assessment data, including district and provincial exam results, inform instruction for school improvement in identified areas.

4.8 Develop further leadership pathways for staff.

a) Develop leadership attributes and teacher interest and create opportunities for multiple robust succession plans.

b) Create health and wellness opportunities for staff- including mental health sessions, physical literacy that encourages an active lifestyle and healthy environments.

Strategy 1:

Staff will further build their instructional intelligence in reading and writing through collaboration and professional learning.

Actions

- Monthly Opportunities will be provided for staff to share ideas and materials.
- Monthly Opportunities will be provided for staff to delve deeper into a Community of Practice that builds their instructional intelligence.
- Those Community of practices will work collaboratively with LSI subject area consultants to understand pedagogy, assessment, and implement data driven improvement strategies.
- COP and individual teachers will work collaboratively with Learning Coach and Inclusive Education consultant to increase their knowledge and skill in global and specific strategies for differentiation of instruction to meet student needs.
- Staff will process and reflect on TQS throughout the year during meetings.

Measures/ Evidence of effectiveness

-Improved struggling reader results.

-Improvement on the standard of excellence in reading as measured by the PAT.

-Improved Accountability Pillar results in achievement.

Review Date 1:

Review Date 2: