School Mission:
Sister Annata Brockman Elementary Junior High School is a vibrant, flexible learning community centered in Christ, where every student progresses and experiences success as a 21st century learning.

School Vision:
Inspired by God, in relationship with home, school and parish, students are nurtured to become their best selves through faith, hope and love.
With Christ as our role model and Sister Annata Brockman as our namesake, seeing each person as a gift of God with special talents, our school staff adapts our teaching and learning environment in many ways so that every student can progress and experience success. Blessed with the Holy Spirit, our students strive to love according to the Gospel to show respect for all people, to appreciate diversity, to work hard in a spirit of joyful, creative, collaborative achievement in a balanced program of academics, arts, physical activity and technology.

School Charism:
With Sister Annata Brockman as our namesake, Christ as our role model, and blessed with the Holy Spirit, our students strive to show respect for all people, appreciate diversity, work hard in a spirit of joyful and creative collaboration, and share our best selves through faith, hope and love.

School Context:
Sister Annata Brockman Elementary Junior High School is a large suburban K–9 school located in southwest Edmonton. Our enrolment is 866 students. We have several students for whom English is not their first language and several new Canadians. We also program inclusively for many students with diverse learning needs. These supports are augmented by our Literacy and Numeracy focus for all students.
Sister Annata Brockman continues to be a strong faith filled community school with consistent enrolment and high student engagement in service-in-action projects. We have a dedicated and involved parent community that supports the various school initiatives and programs. We offer a vibrant extracurricular program for students which includes; sports, technology, the arts and academic supports.
<table>
<thead>
<tr>
<th>Goal</th>
<th>Achieved/continue Modify</th>
<th>Evidence/data used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our students will grow in their understanding of our Catholic identity as expressed in Mark 2 and 3 of the “Five Marks of Catholic School Identity” and “Learner Competencies Formed Through Catholic Education”</td>
<td>Achieved - Continue to practice and grow in our Catholic identity as expressed in the “Five Marks of Catholic School Identity” and “Learner Competencies Formed Through Catholic Education”</td>
<td>Satisfaction Survey Accountability Pillar Teacher feedback</td>
</tr>
<tr>
<td>Our students will continue to grow in their understanding of cultural diversity by promoting successful practices and supports by giving the opportunity to experience First Nations, Métis and Inuit culture</td>
<td>Continue and improve</td>
<td>Regular attendance of Indigenous students Participation in Indigenous activities by FNMI students Increased sense of cultural pride Accountability Pillar Satisfaction Survey</td>
</tr>
<tr>
<td>Staff will implement effective instructional strategies in all subject areas with an increased focus on formative and summative assessment and data analysis to drive instruction</td>
<td>Modify – Elementary teachers will be using PowerTeacher Pro to give more feedback to parents and students Sister Annata will continue to work toward using assessment data to improve student learning</td>
<td>PAT analysis Regression Analysis Accountability Pillar Teacher Gradebooks</td>
</tr>
<tr>
<td>Supports and educational tools will be provided to students to increase wellness, mental health, and foster inclusivity</td>
<td>Modify-merge with the next goal to make more specific with a more focus pertaining to the collaborative response model</td>
<td>Accountability Pillar Satisfaction Survey Google forms Parent feedback</td>
</tr>
<tr>
<td>Students will increase their understanding of nutrition and food choices and its correlation to their mental, physical and spiritual wellbeing</td>
<td>Modify- merge with the previous goal</td>
<td>Satisfaction Survey Google forms Parent feedback</td>
</tr>
</tbody>
</table>
### Data Analysis:
**Areas to celebrate**

<table>
<thead>
<tr>
<th>Accountability Pillar</th>
<th><strong>Achievement Measure: Very High</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Safe and Caring</td>
</tr>
<tr>
<td></td>
<td>• Program of Studies</td>
</tr>
<tr>
<td></td>
<td>• Education Quality</td>
</tr>
<tr>
<td></td>
<td>• PAT: Acceptable</td>
</tr>
<tr>
<td></td>
<td>• PAT: Excellent</td>
</tr>
<tr>
<td></td>
<td>• Work Preparation</td>
</tr>
<tr>
<td></td>
<td>• Citizenship</td>
</tr>
<tr>
<td></td>
<td>• Parental Involvement</td>
</tr>
<tr>
<td></td>
<td>• School Improvement</td>
</tr>
</tbody>
</table>

|                        | **Achievement Measure: Improved**  |
|                        | • Program of Studies               |
|                        | • Work Preparation                 |
|                        | • Citizenship                      |
|                        | • Parental Involvement             |

|                        | **Achievement Measure: Excellent** |
|                        | • Safe and Caring                  |
|                        | • Program of Studies               |
|                        | • Education Quality                |
|                        | • PAT: Acceptable                  |
|                        | • PAT: Excellent                   |
|                        | • Work Preparation                 |
|                        | • Citizenship                      |
|                        | • Parental Involvement             |
|                        | • School Improvement               |

<table>
<thead>
<tr>
<th>District Satisfaction Survey</th>
<th><strong>Parents:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• My child is developing math and number skills that will prepare them for the future.</td>
</tr>
<tr>
<td></td>
<td>• I am involved in my child's education.</td>
</tr>
<tr>
<td></td>
<td>• I am satisfied that my child's school provides a safe environment.</td>
</tr>
<tr>
<td></td>
<td>• My child's school teaches respect for different cultures and religions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th><strong>Students (4-6):</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Student behaviour is handled fairly</td>
</tr>
<tr>
<td></td>
<td>• I enjoy learning about the Catholic faith.</td>
</tr>
<tr>
<td></td>
<td>• Overall, I am happy with my school.</td>
</tr>
<tr>
<td></td>
<td>• I am happy with how much I am learning.</td>
</tr>
</tbody>
</table>
### Students (7-9):

- My school teaches me the value of healthy food choices and active living.
- I have opportunity to participate in Social Justice activities.
- I have opportunities to make decisions about my learning.
- Critical thinking and inquiry are taught at my school.
- Expectations for student behaviour are clear.

### Staff:

- Our school is providing the necessary supports for children with special needs.
- I am satisfied with the decision-making processes that take place at our school/site.
- I receive the resources required to do my job given the limits on school/department and district resources.
- I am satisfied with the communication from my school/department.
- I am satisfied with the decision-making processes that take place at the district level.

### Regression Analysis

#### Grade 6:
- English Language Arts
- Mathematics
- Science
- Social Studies

#### Grade 9:
- English Language Arts
- Mathematics
- Science
- Social Studies

### Subject and Standards Above Provincial Averages:

- ELA 6: Standards of Acceptable and Excellence
- Math 6: Standards of Acceptable and Excellence
- Science 6: Standards of Acceptable and Excellence
- Social Studies 6: Standards of Acceptable and Excellence
- ELA 9: Standards of Acceptable and Excellence
- K&E ELA 9: Standard of Acceptable
- Math 9: Standards of Acceptable and Excellence
- K&E Math 9: Standard of Acceptable
- Science 9: Standards of Acceptable and Excellence
- K&E Science 9: Standard of Acceptable
- Social Studies 9: Standards of Acceptable and Excellence
### Areas to target for growth

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Measures</th>
<th>Goals in response to data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accountability Pillar</td>
<td>Achievement is very high and in the Overall column, we are in the excellent range.</td>
<td>Our goal is to maintain and increase upon our accountability Pillar results.</td>
</tr>
</tbody>
</table>
| District Satisfaction Survey | **Staff:**  
- I am satisfied with the way student discipline is handled in our school.  
- The approach to conflict management with adults in our school/site is reflective of our core values.  
- School professional development provides me with an opportunity to improve my work skills.  
- Formative and summative assessment practices are improving student learning at our school.  
- School/department finances are being allocated in keeping with our core value of fairness.  |  
- Continued communication and transparency with staff will come through general staff and level meetings.  
- More professional development will be given on PowerTeacher Pro to improve assessment practices and communication with parents.  
- Student voice will be given through social groups, clubs and leadership opportunities. |
|                              | **Parents:**  
- I am satisfied that my child's school uses a variety of methods to help him/her learn |                                             |
|                              | **Students 4-6:**  
- I can make choices about my learning.  
- I know how well I am doing in my school work.  
- I feel safe in my school building.  
- I feel safe on the playground during school hours |                                             |
|                              | **Students 7-9:**  
- I have opportunities to express my opinions about school issues.  
- I know what I need to do to receive a senior high school diploma. |                                             |
<table>
<thead>
<tr>
<th>Data Source</th>
<th>Measures</th>
<th>Goals in response to data</th>
</tr>
</thead>
</table>
| **Below District Average:** | - I am happy with the school activities. (-2.7%)  
- I know what I need to do to receive a senior high school diploma. (-2.1%)  
- I am satisfied that my child's school uses a variety of methods to help him/her learn. (-3.3%)  
- My child's school helps my child learn to the best of his/her ability. (-2.8%)  
- I know how well I am doing in my school work. (-2.6%) |  |
| Regression Analysis | - All results were positive or equal in regression analysis (students are achieving at or above potential). |  |
| PAT/Diploma analysis | - Sister Annata Brockman was above provincial standards in all subjects. Our excellence increased significantly. We would like to maintain these standards. | - Sister Annata will continue to maintain and improve on these standards. |

**Catholic Identity Goal:** Our students and staff will develop a deeper connection and understanding of what it means to belong to God’s family.

**District Correlation:**
My Catholic school belongs to God’s family.
A) Understand that our presence in a Catholic school is the result of Christ’s call.
John 15:16 - You did not choose me but I chose you. And I appointed you to go and bear fruit, fruit that will last, so that the Father will give you whatever you ask him in my name.
B) Explore and recognize ourselves as members of the Catholic Church.
1 Corinthians 12:12 - For just as the body is one and has many members, and all the members of the body, though many, are one body, so it is with Christ.

**Strategy 1:** Through book studies, students will deepen their capacity of understanding that we are all one in Christ.

**Actions**
In elementary classes, teachers will rotate through one book per month that focuses on or highlights the Gospel teachings or the Eight Characters of Catholic Education such as hospitality, community, justice, etc. Teachers will provide students with reflective questions and/or prompts.

**Measures/ Evidence of effectiveness**
- Students will reflect on the teaching of the story through a written or artistic composition.
- Observation of student behaviour
- Satisfaction Survey “Our school/site focuses on learning and teaching within a Catholic context.”
<table>
<thead>
<tr>
<th>Strategy 2: Through the offering of FLEX sessions, students will explore their connection and commitment to their faith.</th>
</tr>
</thead>
</table>
| **Actions**  
Junior high teachers will offer a faith-filled activity related to the Catholic Church’s teachings a minimum of 8 times during FLEX this year. |
| **Measures/ Evidence of effectiveness**  
- Increased student registration in faith-based activities  
- Satisfaction Survey “Our school/site focuses on learning and teaching within a Catholic context.”  
- Satisfaction Survey “Catholic teachings and traditions are important at our school/site.”  
- Increase in teachers offering ideas for faith-based FLEX sessions.  
- A growing compilation spreadsheet containing a variety of teacher activities. |

<table>
<thead>
<tr>
<th>Strategy 3: Create a community of students and staff where we pray together as one family.</th>
</tr>
</thead>
</table>
| **Actions**  
The entire school will participate in a Living Rosary in May.  
Staff will be invited to the school chapel every Wednesday morning before school begins to participate in prayer and contemplation. |
| **Measures/ Evidence of effectiveness**  
- Satisfaction Survey “My school teaches me to show respect for other cultures and religions.”  
- Number of staff participation in weekly prayer.  
- Staff feedback. |

<table>
<thead>
<tr>
<th>Strategy 4: Teacher’s will be provided with the opportunity through scripture to see God in the faces of their colleagues.</th>
</tr>
</thead>
</table>
| **Actions**  
During collaboration, teachers will partake in an activity that involve scripture and recognizing the fruits that lie within other staff. |
| **Measures/ Evidence of effectiveness**  
- Satisfaction Survey “Our school/site focuses on learning and teaching within a Catholic context.”  
- Satisfaction Survey “Catholic teachings and traditions are important at our school/site.” |

**Catholic Education Goal:** Sister Annata Brockman will enhance our community by providing opportunities for authentic student expressions and applications of their faith

**District Correlation:**

1.1 Demonstrate the distinctiveness and strengths of Catholic education

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.

**Strategy 1: Students will choose service in action activities for their classes based on Catholic social teaching and our school Charism.**

<table>
<thead>
<tr>
<th>Actions</th>
<th>Measures/ Evidence of effectiveness</th>
</tr>
</thead>
</table>
| Students will be given the opportunity to express their faith through various projects, actions, and social justice initiatives such as Warm Hands Warm Hearts, RunWild, and Christmas Dinner for the St. Theresa of Calcutta community (fund raising and serving the meal). Projects will include faith-based art decorating of the fence along Hemingway Road Sister Annata’s fence. | • Junior high students reflect on how they are a part of the SAB community and create a joint mural to celebrate us.  
• Satisfaction Survey “My child has the opportunity to participate in Social Justice activities at school.”  
• Satisfaction Survey “Catholic teachings and traditions are important at our school/site.”  
• Satisfaction Survey “My faith inspires me to help others.” |

**Strategy 2: Teachers will infuse faith-based activities into classes outside of Religion.**

<table>
<thead>
<tr>
<th>Actions</th>
<th>Measures/ Evidence of effectiveness</th>
</tr>
</thead>
</table>
| Junior High students will be given opportunities to lead faith-based activities during FLEX and incorporate Division 1 in their activities. | • The presence and increase in number of student-led FLEX sessions.  
• Satisfaction Survey “My school teaches me to show respect for other cultures and religions.”  
• Satisfaction Survey “My Catholic school encourages me to deepen my understanding of my faith.”  
• Satisfaction Survey “Our school/site focuses on learning and teaching within a Catholic context.” |

**Strategy 3: Students will celebrate each other’s accomplishments.**

<table>
<thead>
<tr>
<th>Actions</th>
<th>Measures/ Evidence of effectiveness</th>
</tr>
</thead>
</table>
| Junior High students will lead a celebration of our community’s spirit-filled lived experiences at least three times a year. | • School-wide assembly to recognize the positive actions of our students.  
• Anonymous student-initiated random acts of kindness (stickies on lockers, feeding homeless).  
• Satisfaction Survey “My school offers opportunities for me to participate in prayer during the school day.”  
• Satisfaction Survey “Catholic teachings and traditions are important at our school/site.” |
**Goal 3:** Our students will continue to grow in their understanding of cultural diversity by promoting successful practices and supports by giving the opportunity to experience First Nations, Métis and Inuit culture, along with improving teacher practices as outlined by the Alberta Teaching Quality Standards.

**District Correlation:**
Increase academic success and cultural knowledge by promoting successful practices to support First Nations, Métis and Inuit students.

- a) Continue programs and enhanced academic and cultural supports for all students that lead to successful transitions between all levels, increased high school completion rates, improved successful transitioning to post-secondary, career development and encourage life-long learning.
- b) Ensure that all teachers and leaders have the acquired skills to meet and exceed the foundational knowledge of First Nations, Métis and Inuit standard as outlined in Alberta Education Teaching Quality Standards

**Strategy 1:** Students will be actively involved in activities that create more cultural awareness of First Nations, Métis and Inuit cultural activities from K-9.

<table>
<thead>
<tr>
<th>Actions</th>
<th>Measures/ Evidence of effectiveness</th>
</tr>
</thead>
</table>
| Students will be engaged in an FNMI awareness group where they participate in activities that include:  
  • Cultural Presentation for students leading to a Sister Annata Indigenous Day celebration  
  • have singers/drummers in to teach some songs  
  • making dream catchers  
  • round dance  
  • making bannock  
  • learning Indigenous language/words (Cree)  
  • learning about traditional clothing (ex. jingle dress) |  
  • Satisfaction Survey “My school teaches me to show respect for other cultures and religions.”  
  • Student/Parent Feedback  
  • Accountability Pillar (FNMI report) |

**Strategy 2:** Teachers will build their repertoire through professional development opportunities from Indigenous Learning Services and transfer this knowledge to students by teaching them that all faiths and cultures are welcome at Sister Annata Brockman.

<table>
<thead>
<tr>
<th>Actions</th>
<th>Measures/ Evidence of effectiveness</th>
</tr>
</thead>
</table>
|  • Guest speakers will come to in-service staff on the new TQS standards.  
  • Invite Indigenous Learning Services to Sister Annata Brockman for professional development session to aid teachers in promoting cultural diversity.  
  • Incorporate professional learning into lesson plans. |  
  • Staff lesson plans  
  • Satisfaction Survey “My school teaches me to show respect for other cultures and religions.”  
  • Accountability Pillar (FNMI report) |

**Strategy 3:** Teachers will engage in conversation with students about cultural awareness and welcoming all cultures into our community.

<table>
<thead>
<tr>
<th>Actions</th>
<th>Measures/ Evidence of effectiveness</th>
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</table>
  • |  
  • |  
  • |  
  • |  
  • |  |
- Junior High teachers will offer one session that promotes cultural awareness of First Nations, Métis and Inuit.
- Guest speakers will be invited to present to Sister Annata Brockman students.
- Artist in residency will be provided to our students and a performance for the school will be provided.
- We will celebrate a special Indigenous Day for the students of Sister Annata Brockman.
- Satisfaction Survey “My school teaches me to show respect for other cultures and religions.”

**Goal 4:** Staff will review, refine and implement effective instructional strategies in all subject areas with continued focus on formative and summative assessment and data analysis to drive instruction.

**District Correlation:** ECSD students are successful
1.2 - Identify and implement best practices that align with excellent pedagogy and learning environments while developing a strong foundation in literacy and numeracy. A strong start to learning necessitates a focus upon developing competencies, i.e. communication, growth and well-being, creativity and innovation, critical thinking, problem solving and management information.
1.3 - Implement pedagogical and assessment practices focused on improving students’ conceptual and procedural knowledge of subject area disciplines and cross curricular connections.
1.4 - Identify and implement best practices in disciplinary literacy from early learning through to graduation to ensure all students have the foundational skills for success.
1.5 - Ensure that flexible and responsive programming meets the diverse needs of all learners.

**Strategy 1:** Level meetings will have dedicated time for instructional leadership items to help improve student literacy and numeracy.

**Actions**
- Monthly Professional learning conversations based on the “Let’s Talk Literacy” resource from the Language Arts Consultant to direct focus in teacher’s classrooms.
- Monthly resource book talk – Various resources to support instruction and differentiation in literacy and numeracy will be shared and a lesson to implement in classroom will be provided
- Each teacher over the course of the year will add at least one strategy, article or link related to either literacy or numeracy to a Google Folder to help build teacher capacity

**Measures/ Evidence of effectiveness**
- Increase in PAT acceptable and excellent standards in all subjects
- Satisfaction Survey
- PowerTeacher Pro
- Fountas & Pinnell Results
- Google Folder

**Strategy 2:** Data analysis will guide teaching practices in all subject areas and grades.

**Actions**
Teachers will improve student learning by providing instruction using various resources and strategies and will maintain and/or increase the acceptable standard and standard of excellence on Provincial Achievement Exams.

**Measures/ Evidence of effectiveness**
- Regression Analysis
- Satisfaction Survey “Our school focuses on continuous
### Elementary Language Arts (K-5):
- Intentional reading instruction focusing on comprehension using strategies such as making connections, inferencing and vocabulary/word study
- Continued small group instruction in reading and writing with intentional use of the Fountas and Pinnell Benchmark Assessment to ensure differentiation of instruction

### Language Arts 6:
- Continued use of Empowering Writers with increased emphasis on nonfiction writing as well as incorporating more elaborative detail in narrative writing
- Intentional reading instruction focusing on associated meaning and ideas and details

### Elementary Math (K-6):
- Increased emphasis on basic fact recall using the strategy of math games
- Intentional instruction on problem solving questions
- Access curriculum consultant Tammy Leslie to provide professional learning on math games for basic fact recall and problem solving
- Develop a scope and sequence document with specific games for each grade level and various math strands to support differentiation of instruction
- All grade 2-6 classes will administer the MIPI and use the information to support instruction

### Junior High Language Arts:
- Teach the gr. 7-9 students the 6 “sign posts” found when reading in order that students can recognize when a writer is presenting important information
- Improve student writing with more frequent mini-lessons on sentence fragments for all students in gr. 7-9
- During editing and peer editing, more focused review on correct sentences such as “run-on” sentences and sentence fragments to allow students to recognize and correct errors in sentence structure making their writing effective
- Focused assignments in cartoon analysis across all grades in both L.A. and S.S. to allow students to recognize associative meaning of information presented and improve comprehension

### Improvement Through Data Analysis:
- PowerTeacher Pro
- Accountability Pillar (Student Learning Achievement Pillar - PAT measure) will remain Very High
- Students will continue to achieve above division and provincial averages for standard of excellence and acceptable standard on provincial achievement tests in Language Arts
- Improved scores in the associated meaning, and ideas and details components of the Gr. 6 ELA Part B PAT.
- Improved Narrative writing results
- Students will continue to achieve above division and provincial averages for standard of excellence and acceptable standard on provincial achievement tests in Math
- Improved results on Part A of provincial achievement tests
- Mipi results
- Students will continue to achieve above division and provincial averages for standard of excellence and acceptable standard on provincial achievement tests in Grade 9 Language Arts
- Improved scores in the conventions component of the Gr. 9 ELA Part A PAT
- Teachers will model how to draw a conclusion using various types of text and media, including literature, commercials and cartoons
- Conferences with med/high students based on CCAT results to improve student writing and differentiate between learners
- Increased Google classroom feedback to improve students writing
- One-on-one writing conferences focusing on individual components of their writing rubric, especially in essay writing, to direct learning in areas of need

**Junior High Math:**
- Increased use of Number lines, manipulatives, tiles, pictures to differentiate instruction for all students
- More frequent structured review of previously learned concepts with connections to new objectives to solidify concepts
- Utilization of Math games in Flex to reinforce areas of growth such as Bingo Jenga, Lego Fractions, etc.
- Analyze MIPI to inform practice and identify students’ strength and weaknesses
- Facilitate more communication to parents and students using PowerTeacher Pro to increase support outside of school
- Improve all strands in Math by continuing Math Help daily for one-on-one support for students
- Increased focus on Exit passes on workblock days to check student understanding of Math concepts
- Use Google forms – practice questions (Exit Pass) Mentimeter, SMART Learning Suite (district license) as formative assessment to direct instruction
- Comprehension results improved in the Informational, Associating Meaning Categories
- Monthly comprehension assignments with results being analyzed in different categories
- New ideas implemented from Communities of Practice

**Junior High Science:**
- Students will be exposed to more charts, tables, and graphs and cross-curricular strategies will be applied such as teacher modeling, cooperative learning (Kagan), and increased individual practice to increase student understanding of all concepts
- Employ a higher frequency of hands-on activities such as circuit boards and cut-and-pasted graphic organizers to enrich students' experiences and study habits and increase understanding of Science objectives through authentic learning
- Continue to achieve above division and provincial averages for standard of excellence and acceptable standard on provincial achievement tests in Grade 9 Math
- Improved results on Part A of provincial achievement test
- Creation of Number Operations diagnostic test
- MIPI will be provide twice this year and each strand will be evaluated
- Monthly Math meetings to review student marks
- Exit Passes

- Continue to achieve above division and provincial averages for standard of excellence and acceptable standard on provincial achievement tests in Grade 9 Science
- New ideas implemented from Communities of Practice
- Vocabulary walls evident in classrooms
- Focus on cross-curricular instruction that helps students relate to the skills they are developing by linking economic and ecological perspectives
- Increased focus on vocabulary using Word Walls in teacher’s classrooms
- Continue to work with Science consultants to reinforce and learn best practices

**Junior High Social:**
- Further increase simulations to make learning more relevant and authentic
- Higher amount of quizzes to increase formative assessment and determine students’ needs
- Reinforce concepts through more structured review both in class and through flex sessions
- Continue to work with Social consultants and participate in district Communities of Practice

- Continue to achieve above division and provincial averages for standard of excellence and acceptable standard on provincial achievement tests in Grade 9 Social.
- Monthly analysis of quizzes to inform instruction
- New ideas implemented from Communities of Practice

**Strategy 3:** All classes will use PowerTeacher Pro to communicate student progress to parents/guardians

<table>
<thead>
<tr>
<th>Actions</th>
<th>Measures/ Evidence of effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary teachers will develop assessment plans for core subjects&lt;br&gt;The school will access Assessment and Reporting consultant Kim Motoska to provide professional learning on assessment practices and how to best implement PowerTeacher Pro&lt;br&gt;PowerTeacher Pro will be a focus in all level meetings for Junior High using questions from the Principal Week At A Glance as the focus</td>
<td>PowerTeacher Pro&lt;br&gt;Satisfaction Survey “Formative and summative assessment practices are improving student learning at our school.”</td>
</tr>
</tbody>
</table>

**Goal 5:** Using a collaborative, multi-layered approach, the school will promote inclusivity and increase awareness about mental health and wellness.

**District Correlation:** Edmonton Catholic School District Goal: ECSD respects diversity and promotes inclusion
3.2 Continue to support the provincial Inclusive Education Policy Framework.
3.6 Continue to provide and develop services and model initiatives that promote student health, using the Mental Health Strategic Plan.
3.8 Further develop a Collaborative Response Model with school multi-disciplinary teams.

**Strategy 1:** Utilize the Collaborative Response Model to identify students at-risk and improve student learning.

<table>
<thead>
<tr>
<th>Actions</th>
<th>Measures/ Evidence of effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement the Collaborative Response Model with teachers meeting once every 6-week period. Focus will vary on specific topics every rotation according to student</td>
<td>Achievement above district and province averages for standard of excellence and acceptable</td>
</tr>
</tbody>
</table>
needs. Examples of topics will be literacy and numeracy, mental health, and student behaviour.

<table>
<thead>
<tr>
<th>Strategy 2: Promote diversity through a variety of days and clubs that celebrate the many cultures that lie within our school.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Actions</strong></td>
</tr>
<tr>
<td>Offer different cultural days that promote the diversity of all cultures within our school. We will celebrate Filipino Day and Indigenous day. Create social clubs that meet the diverse needs of all students and promote acceptance for all.</td>
</tr>
<tr>
<td><strong>Measures/ Evidence of effectiveness</strong></td>
</tr>
<tr>
<td>• Satisfaction Survey “My school teaches me to show respect for other cultures and religions.”</td>
</tr>
<tr>
<td>• Life Framework group created</td>
</tr>
<tr>
<td>• Creation of the Extraordinary League of Young Gentlemen and Girl Power clubs</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Strategy 3: Raise awareness of mental health and the effects of social media through various presentations.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Actions</strong></td>
</tr>
<tr>
<td>The multi-disciplinary team will continue with the Kindness Project with a focus on social media awareness. Students and parents will preview Screenagers and discuss survey results on the use of media by the students of Sister Annata Brockman.</td>
</tr>
<tr>
<td><strong>Measures/ Evidence of effectiveness</strong></td>
</tr>
<tr>
<td>• Satisfaction Survey “Non-academic needs of students are met in our school through a variety of supports and services.”</td>
</tr>
<tr>
<td>• Technology Survey</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategy 4: Raise awareness of healthy choices to increase wellness of our student population.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Actions</strong></td>
</tr>
<tr>
<td>Partner with Careit Deli to provide healthy options in our Health Hut for students and staff. Promote health through weekly announcements led by students. Form a nutrition club to allow student voice on how we can better serve our school community.</td>
</tr>
<tr>
<td><strong>Measures/ Evidence of effectiveness</strong></td>
</tr>
<tr>
<td>• Student surveys</td>
</tr>
<tr>
<td>• Parent surveys</td>
</tr>
<tr>
<td>• School Council feedback</td>
</tr>
<tr>
<td>• Satisfaction Survey “My school teaches me to make healthy food choices and to be active.”</td>
</tr>
</tbody>
</table>

Review Date 1: March 15, 2020
Review Date 2: June 15, 2020