

Mother Margaret Mary High

School Plan for Continuous Growth 2017-2020

Mother Margaret Mary High School's mission is based in the belief that staff and students are committed to building an atmosphere of respect and creating an environment of excellence. The staff endeavors to provide opportunities and choice for each student to develop their spiritual, physical, intellectual, and emotional potential.

School Vision: Mother Margaret Mary students will be active participants in directing their own learning as they embrace the challenges of learning within a 21st century, faith-filled environment

School Motto: Faith. Excellence. Dedication

Mother Margaret Mary is renowned for offering a variety of excellent programs and services in a 21 century delivery model of unique and diverse education. Our daily student directed flex timetable provides students with greater choice and ownership in their education. This is supported by the Teacher Advisor Model where small groups of students are mentored by a teacher who provides on-going guidance and support for the student's entire educational experience, including the successful transition beyond Grade 12.

Our school has a general population of 664 and is in Riverbend/Terwilligar Area. We lose the most amount of students between grade nine and ten and then we generally, retain the students throughout the program.

Grade 12: 165

Grade 11: 168

Grade 10: 165

Grade 9: 166

Our school has a growing population of ELL students and a strong number of International Students. Our population is 9% ELL. We have a very small number of FNMI students (11). We have 53 (8%) coded students who are offered a wide variety of supports from full inclusive classes to participation in our WIN classroom.



Last Year Review:

District Goal Two: Goal Two: Every Student is Successful

2.1 Continue to move the District forward in many ways including a focus on high school completion, Indigenous students, ELL students, at risk students, operation of the high school academic center, graduation coach model, and inclusive education.

2.2 Continue to explore alternate program delivery models for students with an emphasis on meeting student needs to age 21 in anticipation of the Education Act being proclaimed.

Goal Four: Quality Teaching and school leadership

4.1 Provide professional learning opportunities that build capacity of all staff.

4.2 Continue to build leadership capacity in the District at all levels of leadership.

4.3 Address the school improvement measure on the accountability pillar.

4.4 Implement the inclusive communities action plan 2016-2017.

Strategy	Actions	Measures/Evidence of Effectiveness
Principal, along with Faculty Council, creates a department specific community of practice that centers on students	Engage the learning team and staff via dialogue, meeting, and discussion and research into how COPs are established and implemented	<ul style="list-style-type: none"> Faculty Council had Department Reports once a semester to highlight and work on department specific goals.
Work on the pillar of highschool redesign that focuses on multiple entrances and exits supported by technology	<p>Investigate the use of OneNote/Google Classroom by having both presented at a staff meeting</p> <p>Work with Math 31 students to be able to identify two chapters that students can work on second semester to increase their grades</p>	<p>-Staff have adopted Google Classrooms and use them to promote student learning</p> <p>-Some students took advantage of improving their marks by relooking at a second unit</p>
Tie Flex sessions to curricular specific content (and cross curricular content) Make it more responsive to student needs	Support teachers with planning time at general meetings to work on building cross curricular flex sessions	-Some cross curricular flexes although this could be improved if more time were dedicated to it.

Goal 2. Students will meet or exceed their predicted levels of achievement on government administered assessment.

District Correlation:

District Goal Two: Goal Two: Every Student is Successful

2.2 Continue to explore alternate program delivery models for students with an emphasis on meeting student needs to age 21 in anticipation of the Education Act being proclaimed.

Goal Four: Quality Teaching and school leadership

4.1 Provide professional learning opportunities that build capacity of all staff.

Strategy	Actions	Measures/Evidence of Effectiveness
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<p>Introduction of the 3, 6, 9 Attendance Policy</p>	<p>Have one administrator and the Grad coach at the door checking lates every day.</p> <p>Run the attendance report and meet with every student who is exhibiting at risk behavior</p> <p>Begin communication with families of students through the process of Academic Watch and Academic Probation</p>	<p>Will reduce truancy rate by 25% from the 2015-2016 school year.</p> <p>Had an administrator every day at the front door which worked to identify kids that needed late intervention</p> <p>Principal met with many families and very few students went to the third level of academic probation which demonstrated the effectiveness of the program</p>
<p>Attend the Assessment Consortium with two lead teachers who will report back to the full staff</p>	<p>Present back to staff on what we learn with the goal of creating a school wide assessment policy</p>	<p>Heather Kaup, Nathan Koelmans and Laura Galbraith attended. It was excellent in outlining how to build strong assessments. Should have carried it back to the general staff in a more meaningful wa.</p>
<p>Hire a KE teacher to support the literacy of our KE population</p>	<p>Integrate the students as much as possible but also offer very small class sizes with our KE teacher to really help the development of literacy skills.</p>	<p>Ensure our Certificate Completers finish their high school program</p> <p>Staff member was hired and the students completed.</p>
<p>Through the support of the SRO, participate in the Pay Off Program</p>	<p>Set up meeting in the fall to subscribe to the Pay Off Program</p> <p>Work with SRO to develop appropriate hours and pay back ideas. Focus being to create relationships and promote the idea of being responsible citizens.</p>	<p>Reduce our repeat offenders by 50% by the end of the year.</p> <p>Hard to have a statistic on the improvement as the documentation from the previous administration was not clear</p> <p>-lobbied and was successful in getting a full time SRO</p>

Data Analysis:

Areas to celebrate

Accountability Pillar	<p>Go to the overall summary page of your report</p> <ul style="list-style-type: none">• For overall measure, Social 30-2 (Standard of Excellence), Biology 30 (Acceptable and Standard of Excellence), Chemistry 30 (Acceptable and Standard of Excellence), Physics 30 (Standard of Excellence)• In the Achievement Measure Social 30-2 in the area of Excellence showed significant improvement, Improved in Science 30, and the acceptable standard for Social 30-2• High PAT results• Safe and Caring school
District Satisfaction Survey	<ul style="list-style-type: none">• Staff are satisfied with decision making (10.1% above District average)• Staff are satisfied with the approach to conflict management in my building. (8.7% above District average)• Parents believe there are necessary supports for children with special needs. (9.5%)• Parents are overall satisfied with programming (8.6% above District average)• Students use technology (2% more than District average)
Regression Analysis	<ul style="list-style-type: none">• Math and Science are (+) in grade nine and Social Grade 9 moved from = to a +, Science Department for Diplomas are all + except Science 30 which is an =, Math 30-2 growth and Math 30-1 stayed strong,
PAT/Diploma analysis	<ul style="list-style-type: none">• Increase in Social 9, English 9- both in reading and writing and in excellence and acceptable. KE students are achieving provincial. Math 30-1 had a HUGE increase on Standard of excellence as well as Acceptable standard,
Our School Survey	<ul style="list-style-type: none">• Students are highly skilled and find their classes interesting (11%)• Average in LA (5%)• Average in math (4%)• Average in Science (2%)• Consume less fatty foods (2%)• Do more homework (2%)• Have a higher sense of belonging (2%)
5 Marks of Catholic School Identity Assessment	<p>We gained momentum with Mark 2, taking our full school community twice to St. Thomas More church for mass which had not been done before. Also celebrated mass at school with a priest. Graduation retreat grew by double as compared to the first year it ran.</p>

With our changemaker projects, we also had a very strong year with mark four. There was excellent modelling of lived faith.

Areas to target for growth

Data Source	Measures
Accountability Pillar	<ul style="list-style-type: none"> In the Achievement Measure as well as the improvement category, English 30-1 and 30-2 needs to be improved at both levels. Declined in citizenship, Rutherford Eligibility, and a decline in School Continuous Improvement with School Improvement needing the most attention.
District Satisfaction Survey	<ul style="list-style-type: none"> Parents agree with how discipline is being handled 13% below Staff believe that the school site demonstrates care for the environment 7.1% below My religion classes make the Catholic faith meaningful to me (-19.8% below) My religion class makes me a better person (-19.3%) I receive help in preparing me for secondary education (-12.6%)
Regression Analysis	<ul style="list-style-type: none"> Social all = but need to keep growing
PAT/Diploma analysis	<ul style="list-style-type: none"> English 30-1 and English 30-2 needs improvement at both levels Math 30-2 needs to improve at the acceptable level. Social 30-2 is lower in the standard of excellence
Our School Survey	<ul style="list-style-type: none"> Less students playing sports than other schools (6%) 2% less students feel like they belong 9% less students value schooling outcomes 1% higher levels of anxiety -14% don't feel that they explore God's love through service to community
5 Marks of Catholic School Identity Assessment	Mark three is place to start as so many students responded that they do not value their religion course as a way to grow their faith and find God

Goal One:

School Wide Goals: By June, we will have increased our students' rating of the importance of school in developing their faith experience as measured by the Satisfaction Survey and the TTFM Survey by 10%.

Edmonton Catholic School District Goal: Live and enhance the distinctiveness of Catholic education

- 1.1 Demonstrate the distinctiveness and advantages of Catholic education.
 - a) Cultivate and support a Catholic ethos/environment within each site.
 - b) Demonstrate a way of life rooted in the Catholic Christian call to discipleship and service.
 - c) Ensure that permeation of faith remains central in all our day to day practices.
- 1.3 Demonstrate commitment to and excellence in Catholic education.
 - a) Deliver our Religious Education programs to all students as a spirit-filled lived experience.
 - b) Expect the same practice of excellence, professional preparation and quality of resource materials for Religious Education instruction as for other academic instruction.
 - c) Continue to develop the role of the school based chaplain to support the faith formation of students and staff.

<u>Strategy</u>	<u>Actions</u>	<u>Measures/ Evidence of effectiveness</u>
Work with the religion department to create a standard of practice for the delivery of each class	Ensure gradebooks are set up correctly to ensure they are assessing outcomes correctly	
Monthly goal setting meeting with chaplain and admin team to create a school wide presence	Set up a year goal around the theme that will tie into Teacher Advisor classes to help ground the students' faith experience	Increased participation in school wide faith activities Increased score on accountability pillar as it relates to students' perception of the value of faith developed in the school
Develop community building within TA by integrating the theme into the lessons as well as creating a "House Games" activity component to TA	Create school theme and provide it to Grad Coach around which to center the Teacher Advisor Changemaking lesson	

Review Date 1: Review with Chaplain and Department Head in January

Review Date 2: Full review of Data in spring when the data comes out. (TTFM/Satisfaction Survey)

Goal Two:

School Wide Goals: By June, we will have improved our offerings for students who are not part of the mainstream. To include, but is not limited to, inclusive students, English Language Learners and Advanced Placement Students.

Goal Two: ECSD students are successful

1.2 Ensure the education experiences meet the diverse needs of our learners and are available to all students.

1.3 Continue to further develop career pathways for students.

1.3 Develop a plan to increase participation in the Advanced Placement

<u>Strategy</u>	<u>Actions</u>	<u>Measures/ Evidence of effectiveness</u>
<p>Improve the delivery of KE curriculums inside of option classes</p>	<p>Meet with full team (administration, learning coach, EA, BT and classroom teacher) to create plans to support student learning in each area for each child.</p>	<ul style="list-style-type: none"> • Met with Learning Coach to revision after September with new hires in October • Held PD to have teachers refocus on their responsibility in inclusion • Meeting with Corine Gannon on November 1 @ 2pm • Meeting with Inclusive Education Consultants Carey Ann Werth and Trent Bryski • Complete SETTSS for students to determine technology needed to support new inclusive vision
<p>Continue to create an understanding amongst all staff of clear assessments of inclusive students in order to ensure authentic grades</p>	<p>Meet with Corinne Gannon to do some visioning as well as to visit sites that are doing well.</p>	
	<p>Research modules and align them into each class in order to build a collection of resources available to teachers related to modules available.</p>	
	<p>Bring topic to the leadership table.</p>	
<p>Improve placement of ELL students into the appropriate classes</p>	<p>Have DH develop key understandings of assessment criteria in their program of studies.</p>	<ul style="list-style-type: none"> • Add to Learning Table Discussion at Leadership
	<p>Create an orientation week that would see students visit classes and complete a series of assessments prior to entering</p>	

	into the appropriate class to which they have been assigned.	
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Goal Three:

By June, we will have increased our students’ performance on provincial assessments (Diploma and PATs) particularly by growing the students that are in the excellent category.

ECSD Goal Four: ECSD has excellent teachers, school and school district leaders

Edmonton Catholic School District Key Strategies:

- 4.3 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.
- 4.7 Ensure that every school and department create the conditions to improve student learning and achievement within the context of a Catholic learning community.

- a) Engage in professional learning aligned with our district plan, Literacy and Numeracy: Learning Deeply, which focuses on the Ministerial Order on Student Learning (May 6, 2013) and enhances the conversation, creativity, collaboration, and capacity of our learning community.
- 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.

<u>Strategy</u>	<u>Actions</u>	<u>Measures/ Evidence of effectiveness</u>
Create a meaningful PD plan that is grounded in outcomes and data as a response to identified areas of need.	Meet with Suzanne and Tim to review data and narrow focus area	Diploma and PAT results will improve
Participate in Agile Schools network to create a school plan to improve academics	Use September PD day to begin department work grounded in diploma results	
	Develop our MSP (Mobile Sprint Unit) to have teachers	

	collaborating with other teachers to work on targeted students support. To include but is not limited to curriculum experts, learning coach, ELL, technology coach, administration	
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Department Specific Goals:

Social Studies Department Goals 2016-2017			
The Social Studies Department has prioritized the following as department goals for the upcoming 2016-2017 school year in order to better prepare, assess, teach and provide opportunities for our students in accordance with the Alberta Education Founding Principals of High School Redesign.			
Key Founding Principals of Alberta Education High School Redesign that will be addressed with these goals are			
Supporting Mastery Learning	Personalized Learning	Flexible Learning Environments	Rigorous and Relevant Learning Opportunities
Problem of practice	Identified issue(s) explained	Strategy	Measurement
Assessment Standardization	The department will work towards creating 3 versions of exams for each grade level and course in an effort to standardize assessment delivery for our students.	<ul style="list-style-type: none"> Utilize Monday Department Collaboration Days to work together and alone to create exams for each grade level and course. This process will begin at Social Studies 10-1 and 10- 	Success with this goal will be measured by the implementation of a Semester 1 and Semester 2 version of Social Studies 10-1 and 10-2 exams for each related issue by the end of Semester 1. In addition, the development of a Social Studies 20-1 and

		<p>2 and will progress through each course and level.</p> <ul style="list-style-type: none"> • Develop a student written response handbook for the -1 and -2 levels of Social Studies courses. 	<p>20-2 bank of exams for each related will be completed by the end of semester 2. Ideally, the department is able to collaborate to develop exam banks up the 30-1 and 30-2 level as well.</p> <p><i>*exam banks are defined in this case as class sets of standardized, copied and formatted exams for each course and related issue that are printed and available for department use.</i></p> <p>The successful implementation of a student handbook for written response completion for the -1 and -2 course levels.</p>
Resource Bank	The department will work towards creating a bank of resources for each subject and grade level.	<ul style="list-style-type: none"> • As the team of Social Studies Department teachers grows, it is important to collaborate and create resources that teachers can access and use in their classrooms as a means to improve and ease the ever-changing practice of pedagogy. • An electronic department folder of resources for each grade level will be created and populated throughout the year. • Department Collaboration time will be used to complete this goal 	Success with this goal will be measured by the completion and use of a common bank of electronic resources throughout the 2016-2017 school year.
ELL and Inclusive Learners	The Social Studies Department will develop and implement strategies to continue to grow with ELL and Inclusive students in our courses	<ul style="list-style-type: none"> • Work with the entire Student Services Team in order to accommodate and plan for the success of ELL and Inclusive Students. • Access the Learning Coach to ensure that PLP's are being addressed and 	

		<p>executed in Social Studies Classes</p> <ul style="list-style-type: none"> • Access the WINN to achieve and implement various strategies for success with Inclusive Students. • Develop 10-4 and 20-4 resources that parallel our in class instruction and honor the curricular outcomes of these K & E courses. • Work with the ELL Designate to further develop ELL learning resources for students as successfully they transition into the “-2” Social Studies streams. 	
Flex Offerings	The Social Studies Department will offer a variety of Flex Offerings that support mastery learning for all students	Develop, complete and follow a schedule of department flex offerings	

Religious Studies Department Goal (2017-2018):

Religious Studies Department Goals 2017-2018			
The Religious Studies Department has prioritized the following as department goals for the upcoming 2017-2018 school year in order to offer an authentic, meaningful, leadership and service based approach to Religious Education. Religious Education at Mother Margaret Mary High School will work toward allowing students to seek their faith through knowledge and a community minded approach to Christian Ministry.			
Foundational Department Goals			
Problem of practice	Identified issue(s) explained	Strategy	Measurement
In Class Instruction	The Religious Education Department will work towards implementing instructional policies that allow for meaningful learning in all Religious Education Courses.	<ul style="list-style-type: none"> Implementing a scope and sequence to key understandings of the Catholic faith as they are laid out in each grade level and course Implementing and honoring a policy for viewing films in each course by course and grade level and in conjunction with the Humanities Department in order to not have "overlap" of films or films being shown needlessly. Working with the school Chaplain, as needed, to collaborate on foundational practices and teachings of the Catholic Faith 	
Social Justice / Social Action	The Religious Education Department will be encouraging Religious Education teachers or offer and execute Social Justice and Social Action activities with their students (as a class) in order to assist with the completion of Course Required Service Hours as well as to foster a community minded/based approach to Religious Education	<ul style="list-style-type: none"> Demonstrate the notion of Servant and Christian Leadership by arranging and participating in Social Justice Activities in the school and community – class based. 	
Resources	The Religious Education Department will work towards "refreshing" course grade materials to ensure relevant and meaningful instruction at each of the grade levels.	<ul style="list-style-type: none"> Work to create and edit in class work books to allow for a fresh and accurate approach to each grade level Consult the Religious Education consultant as needed. Ensuring that films that are being shown in class are meaningful and beneficial to student learning in Religious Education. 	

Science Department Goals

2017-2018

The Science Department has prioritized the following as department goals for the upcoming 2017-2018 school year in order to better prepare, assess, teach and provide opportunities for our students in accordance with the Alberta Education Founding Principals of High school Redesign. We will be addressing the pillars of Mastery Learning, Personalized Learning, Flexible Learning Environments and Rigorous and Relevant Learning Opportunities.

	Problem of Practice	Strategy	Assessment
Standardizing Science 10 Instruction	Science 10 is a course that most department members will be teaching at some point in their career at MMM. Although materials are shared openly, we lack formalized common standards.	<ul style="list-style-type: none"> • Implementation of exam anchor items that were developed last year. • At the end of every unit teachers will compare how their classes did on the anchor items, and compared to the rest of the exam. This will foster a discussion regarding overall exam design. 	<ul style="list-style-type: none"> • Implementation of last year's draft items Science 10 classes. • Re-evaluation of draft items in June 2018. Questions reworded (if necessary) for further implementation in Sept. 2018
Connecting assessment to Programs of Study	The temptation for teachers is to use the textbook as the curriculum. Teachers need to be reminded about how important it is to base everything on the programs of study.	<ul style="list-style-type: none"> • Teachers will be led through an activity where they colour code their program of studies by cognitive load (i.e. Knowledge, Comprehension and Application, Higher Mental Activity) in order to get a better sense of what the P of S is demanding • Link P of S outcomes into Powerschool when describing assessments 	<ul style="list-style-type: none"> • At the end of S1 we will select exams and assignments from the courses that we colour coded. The exam questions will be analyzed by question type (K, CA, HMA), and see how closely the exam matches P of S

**Math Department Goals
2017-2018**

The Math Department enters 2017-2018 with mostly the same staff that it finished with last year. We look forward to welcoming one new addition in the second semester who will take on a significant role in preparing our Grade 9 students for their Math PAT exam in June. The Math department received good results from provincial and district examinations in 2016-2017. Changes to the provincial exams at both the grade 9 and 12 level are significant moving forward and have helped to shape the department goals for the upcoming school year.

	Problem of Practice	Strategy	Assessment
Written Response	In November of 2018 written response items will return to the Gr.12 Diploma exams. With a major focus on the skill of managing written response items the department would like to establish some standards in our earlier levels to prepare our students for the exam they will write in grade 12	The province has recently released concept questions as a preview of how the questions could be constructed. The department has already taken and broken down some of the key ideas we hope to implement a.s.a.p. into unit exams for our grades 9-12. Familiarity with the expectations and demands of a written response is what we're ultimately hoping to achieve	One of the areas that we identified in our district results that could require some attention is reading comprehension amongst our dash 2 groups. Increased attention to written response as a common assessment tool will hopefully help to address the importance of reading and understanding at all our levels
Calculator/No calculator	Beginning in January of 2018 the Grade 9 Math PAT will be split into both calculator active and calculator inactive sections. This places an immediate focus on our practices in the classroom and our assessment trends as we try to prepare students to write this exam and prepare them for future math endeavors	Non-calculator exams, quizzes and assignments are already being promoted. Released items from the PAT exam are helping to guide and shape what this should look like. Other methods involve our role as teachers to model for students a variety of tips and tricks to sidestep the calculator for basic calculations. Flex sessions may also become an important tool in reaching students and displaying the need for non-calculator skills	Assessment has already begun that are calculator inactive. With consistent execution of this at all levels we will hopefully be preparing students for math which extends far beyond the provincial exam: they will write in their time as a student.

**English/Languages Department Goals
2017-2018**

The English and Languages department has selected the following goals for the upcoming 2017-2018 academic year to improve the teaching, assessing and learning for our students in accordance with the *Alberta Education Founding Principals of High School Redesign*.

Key Founding Principles of *Alberta Education High School Redesign* that will be addresses with these goals are **Supporting Mastery of Learning, Personalized Learning, Flexible Learning Environments, and Rigorous and Relevant Learning opportunities.**

Problem of Practice	Identified Issue(s) explained	Strategy	Measurement
Advanced Placement (AP)	The English Department will focus on balancing the Program of Studies and AP Curriculum	<ul style="list-style-type: none"> ○ Gather resources ○ Attend Professional Development as needed, and as it comes available ○ Offer a full year English 30-1AP course for the 2018-2019 school year 	Success with this goal will be measured through students being more successful in their course work, English AP exam, and school final exam
	The English Department will build on formative assessments used in class	<ul style="list-style-type: none"> ○ Collaborate as a Department ○ Build a variety of formative assessments 	
Assessment	The English Department will continue to work on fulfilling the intention of <i>Mastery of Learning, Personalized Learning and Rigorous and Relevant Learning Opportunities</i> . Standardization and consistency will be a focus moving forward	<ul style="list-style-type: none"> ○ Continuing the development of our Department Assessment Policy, including a re-write protocol for exams (assessment of learning) ○ Populate Teacher Share with all Department documents ○ Create Keys for all 30 level Diplomas in one document ○ Revise 20 level Final Exams ○ Reach out to District Consultant for support with assessment standardization 	Success in this goal will be measured through students being more informed with Department practices, as well as, creating more consistency and clarity for teachers
Scope and Sequence	The English Department will continue to work to align literature and film to grade/program specific levels to reduce overlap of material	<ul style="list-style-type: none"> ○ Continue to build scope and sequence of learning outcomes, material, and theory ○ Purchase new class sets of literature and films according to scope and sequence 	Success with this goal will be measured by consistency and more clear expectations of class content, as well as, more ease in teacher unit and year planning
ELL/Accommodated students	The English Department will work to better integrate and accommodate ELL students, coded	<ul style="list-style-type: none"> ○ Attend Professional Development ○ Development of strategies ○ Better communicate with EAs 	Success with this goal will be measured by student success in all English classes

	students, or those who require accommodations	<ul style="list-style-type: none"> ○ Use a variety of measures to assess (observations, conversation, and projects) ○ Meet with ELL Designate to discuss student specific strategies 	
Languages: French	The French Language Department will work to maintain student enrollment, while increasing the French language exposure	<ul style="list-style-type: none"> ○ Purchase new class sets of reading resources ○ Host French language events throughout the school ○ Take students on a Quebec/ Cabane a Sucre Trip (Spring 2018) ○ Coordinate Native Speaker Challenge Exams through the district 	Success with this goal will be measured by more student interested in taking French, and willing to carry on with the class throughout their high school career
Languages: Spanish	The Spanish Language Department will work to assist students to complete the program through modules	<ul style="list-style-type: none"> ○ Purchase new class set short novels ○ Host Spanish language events throughout the school ○ Offer 3Y and 6Y programs through modules in order to allow for a more self-paced course ○ Coordinate Native Speaker Challenge Exams through the district 	Success with this goal will be measured by students completing Spanish to a grade level of their choosing

CTS/Fine Arts

Mother Margaret Mary Department Growth Plan 2016- 2017

The FA/CTS Department has prioritized the following as department goals for the upcoming 2017-18 school year to better prepare, assess, teach and provide opportunities for our students.

Department: Fine Arts/ CTS

A unique department encompassing Career and Technology Studies **CTS** (Computer Science, Electro-Tech, Web Design, Video, Photography, Financial Management, Construction, Design Tech, Foods, Sports Medicine, Rap and Work Experience) and the **Fine Arts** (Music, Drama, Visual Art and Dance).

Staff Members:

Kurt Otto, Trang Luong, Ron Shavchook, Jaret Rink, Katie Kosteriva, Denise Gulli, Caitlin McCauley, April Seigny, Erin Newbury, Nicole Thauvette, Shayne Billey

GOAL 1:

To be committed to improving effective communication between teachers, students, parents and administration through effective assessment practices and record keeping.

Strategies/Actions

- Explore the use of technology for means of assessment throughout our dept. staff and students
- Populate and use Google classrooms
- Make sure lessons, resources outcomes are accessible online
- Increase the number of formative and summative assessments

Measurements/Evidence

- Teachers, administrators and students are regularly using the online tools such as PowerSchool and Google Classroom
- Students and parents are receiving consistent and effective feedback regarding their educational goals.

GOAL 2:

- **To create pathways within CTS and Fine Arts that supports all three levels of high school students (Diploma, Achievement, Completion).**

Strategies/Actions

- Review how students are moved between the three pathways
- Investigate KE modules for introductory CTS courses
- Invite Inclusive Coordinator to work with Department
- Support, engage and invest in the unique, creative and innovative abilities of all staff

Measurements/ Evidence

- Departments will feel supported by the school and district
- More inclusive students will have positive experiences in CTS

PE Department Goals 2017-18

The Physical Education Department has chosen the following as department goals for the upcoming 2017-2018 school year in accordance with the Alberta Education Founding Principles of High School Redesign.

Key Founding Principles of Alberta Education High School Redesign that will be addressed with these goals are

Personalized Learning	Meaningful Relationships	Flexible Learning Environments	Home and Community Involvement
Problem of Practice	identified issues	Strategy	Measurement
communication, planning, experiences offered	The PE Department will be prepared in the organization of units to allow for diverse and unique choices. The department will provide visual communication and planning in advance to create excitement and buy-in from students. We will continue to offer various out of school activities for our 20 and 30 level students where unique relationships are supported for alternative environments.	<ul style="list-style-type: none"> the department will create semester long plans outlining each weekly unit Plan will be posted for communication with students and staff Field trips booked months in advance incorporated into one permission form Offering variety and unique out of school activities that translate to life-long learning 	<ul style="list-style-type: none"> no double bookings of gym space Students prepared for units with own equipment, and proper clothing Transparency of department and generation of excitement for particular units Student feedback either verbally or written (google forms)