



EDMONTON CATHOLIC SCHOOLS

St. Brendan School Plan for Continuous Growth

2018-2021

Act justly, love tenderly, walk humbly with your God. (Micah 6:8)

St. Brendan Plan for Continuous Growth 2018-2021

School Mission: St Brendan school is a diverse community of learners that provides a Christ centered environment of love and support for students, staff member and school families. We journey together with dignity, respecting the uniqueness of each individual and inspiring faith, hope, confidence and knowledge to all.

School Vision: Where students grow in Christ's love to be the best version of themselves.

School Charism: A supportive community of diverse learners, journeying and growing together, with Christ, in faith and hope.

School Context: We are a K-9 school, in its third year of operation with 495 students and anchored by the Junior high Spanish and Ukrainian Bilingual programs. We are newly built school facility in the mature neighborhood of Ottewell, providing Catholic faith inspired learning option for community families in our local catchment area and for families beyond our local community enrolled in language programs.

Our current school population includes 88 ELL's and 26 identified as FMNI and 58 students with mild/moderate/ severe disabilities. Beyond teachers our staff includes an administration of one Principal and two Assistant Principals, two administrative assistants, a 0.6 FTE media resource specialist, one 1.0 FTE learning coach, 4.4 FTE educational assistants, 1.0 FTE FSLW worker, 1.0 FTE Emotional Behavioral Therapist, and a 0.2 FTE Stay officer. In our third year of operation we continue to mold our new ST. Brendan K-9 community, providing an excellent Catholic experience for our students. Through ongoing professional development, including community of practice groupings, our staff is working towards our goal of providing successful learning that is Christ centered, differentiated, inclusive and driven by academic excellence.

Review of Previous Year's Goals: (brief is better, delete the green text)

Goal	Achieved/continue Modify	Evidence/data used
By June 2018 St. Brendan will establish, foster and grow its Catholicity by participating and coordinating many different social justice projects school wide.	Continue. Data from our students and families provides evidence that students feel there is a lack of opportunity in this field. We will put greater focus on achieving this goal successfully this year.	District Satisfaction survey results TTFM results
By June 2018, instructional leaders at St. Brendan will strengthen their teaching pedagogy through targeted PD focused on an understanding of differentiated instruction and adaptive technologies promoting greater academic achievement for students. Authentic numeracy and literacy practice will produce solid results as seen in student's progress	Adapt and Continue. In reviewing the last year's plan teacher feedback shows that many of the strategies have been useful and effective, but are in the development mode. Several new approaches have been suggested and discussed by staff, resulting in some adapted strategies for fulfilling this goal.	Staff review and feedback
Students will meet or exceed expected results on predicted levels of achievement on government administered tests	Continue. Have successfully increased results in grade 6 Math, Science and Social results and in Grade 9 ELA and Science results. Still need to improve with focus on Junior High Math which retained negative results. Also need show consistency in achievement over this next year; prove that this years gains are sustained and even improved	Regression Analysis results

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Data Analysis:

Areas to celebrate

<p>Accountability Pillar</p>	<p>Measures that remain HIGH or GOOD:</p> <ul style="list-style-type: none"> • Safe and caring school • Program of Studies • PAT Excellence results • Work preparation (for students) • Parental Involvement • School Improvement <p>Improvement Measure evaluation that is significantly improved:</p> <ul style="list-style-type: none"> • PAT Excellence results
<p>District Satisfaction Survey</p>	<p><u>Highest Levels of Satisfaction for students, parents and teachers are –</u></p> <p>Elementary Students:</p> <ul style="list-style-type: none"> • Prayer is important in my school • The school rules are fair • My teacher expects my work to be done well • My teacher helps me learn • My school teaches me to take care of the environment <p>Junior high Students:</p> <ul style="list-style-type: none"> • Our religious celebrations at school are important • My school offers me opportunities for me to participate in prayer during the school day • I am challenged to do my best • I show respect for others in our school • I know what I need to do to be successful in our school <p>Parents:</p> <ul style="list-style-type: none"> • My child’s school has a positive reputation in the community • My child’s school creates and promotes a Catholic learning environment • Daily prayer and religious celebrations are important in my child’s school

	<ul style="list-style-type: none"> • My child’s school demonstrates care for the environment • I am satisfied with the cleanliness of the school <p>Teachers:</p> <p>Teachers were 100% satisfied with 21 of 45 measures in the surveys. Highlights of the satisfaction are in:</p> <ul style="list-style-type: none"> • Catholic and social justice values of the school • Student collaboration and use of critical thinking skills • Welcoming nature of the school • Care and concern for one another - members within our school community • The important role School Council plays in our school
Regression Analysis	<ul style="list-style-type: none"> • We have met the expected Regression Analysis standard in all Elementary core subjects and in Junior High Social Studies and English Language Arts. We exceeded expectations in Junior high Science
PAT/Diploma analysis	<ul style="list-style-type: none"> • The subjects that which achieved above the provincial average is: Elementary and Junior High English , Social and Science at the Acceptable level and in Junior High is Science, Social and English Language arts in at the Excellence level • We improved significantly in grade 6 Social, Science and Math and in grade 9 Science and Social
Our School Survey	<p>Areas where we are in better standing than the district average</p> <p>Elementary:</p> <ul style="list-style-type: none"> • Student participation in School clubs • Students meeting or nearly meeting Canada’s Food guide • Students with s positive sense of belonging <p>Junior high:</p> <ul style="list-style-type: none"> • Student Participation in school sports • Student Participation in school clubs • Regular student attendance • Students meeting or nearly meeting Canada’s Food guide • Students average percentage in Language Arts.
5 Marks of Catholic School Identity Assessment	<p>Marks that our school is very strong in:</p> <p>Imbued with a Catholic World View (some aspects of): Our school and classrooms have Religious symbols throughout – main lobby area and classrooms especially. We have a new playground (just built) in the form of a ship that represents the ship of our patron Saint - St. Brendon the Navigator.</p> <p>Shaped by a spirituality of communion:</p> <p>We also have an excellent relationship with clergy in both the Roman and Eastern rites, with Father Julian, who has an office in our school and with</p>

	newly appointed parish priest of Assumption and St. Michael's parishes - Father Philip.
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Areas to target for growth

Data Source	Measures	Goals in response to data
Accountability Pillar	Measures that have declined and are only at the Acceptable level are: <ul style="list-style-type: none"> • Education Quality • PAT acceptable standard results • Citizenship (preparation for) 	<ul style="list-style-type: none"> • Math focus in goals and reviewing to strengthen assessment practices • Widespread social justice initiatives, including more of our students and staff
District Satisfaction Survey	<p><u>Lowest Levels of Satisfaction for students, parents and teachers are –</u></p> <p>Elementary Students:</p> <ul style="list-style-type: none"> • I make choices about my learning • Student behavior is handled fairly • I know how well I am doing in my schoolwork • I know what I need to do to improve my school work • I learn better by using technology in my school <p>Junior high Students:</p> <ul style="list-style-type: none"> • I have an opportunity to participate in Social Justice activities • I have an opportunity to express my opinions about school issues • Student discipline is handled fairly • My teachers use a variety of approaches to meet my individual learning needs • I am given the opportunity to communicate my learning through a variety of media 	<ul style="list-style-type: none"> • More student input in school direction and projects. • More consistent, fair and appropriate student disciplining • Integrate more technological assistive technology and increase use of google classrooms • consistent and open and honest communication with parents • Development of a more positive school culture with School Spirit activities, open playground border, more cross-graded opportunities and consistent, fair and discipline were students are held accountable for their decisions

	<p>Parents:</p> <ul style="list-style-type: none"> • My child’s school helps my child learn to the best of his/her ability • I am satisfied with the way student discipline is handled in my school • Communication in Edmonton Catholic schools is honest, open and professional • Lack of opportunity to access information about the decision-making process • lack of satisfaction for programming and progress of your child with special education needs <p>Teachers:</p> <ul style="list-style-type: none"> • I am satisfied with the way school discipline is handled in our school • Our school demonstrates care for our environment • School professional development gives me an opportunity to improve my work skills • Our school is providing the necessary supports for children with special needs • I have an appropriate opportunity for input into decisions that affect my job 	
Regression Analysis	Junior High Math	<ul style="list-style-type: none"> • School Math collaborative focus COP group • Collaborative work among Junior High Math teachers with administrators and Math Consultants to improve Math Teaching practices and work toward common Math assessments
PAT/Diploma analysis	<ul style="list-style-type: none"> • Significant decrease in Junior High Math • Moderate decrease in Elementary English Language Arts. 	
Our School Survey	<p>Areas where we are in lower standing than the district average</p> <p>Elementary:</p> <ul style="list-style-type: none"> • Student participation in School teams (13% below district average) • Students do homework in classes with a positive attitude and in a timely manner (10% below district average) • Students are interested and motivated in their learning (5% below district average) 	

	<ul style="list-style-type: none"> • Effort – Students try hard to succeed in their learning (7% below district average) • Students consuming less than 5 sweet or fatty foods per day (18% below district average) <p>Junior high:</p> <ul style="list-style-type: none"> • Students with a positive sense of belonging (6% below district average) • Students who are interested and motivated in their learning (5% below district average) • Effort – students try hard to succeed in their learning (7% below district average) • Bullying, exclusion and harassment (8% below district average) • Positive Teacher – student relations (9% below district average) 	
5 Marks of Catholic School Identity Assessment	<p>Imbued with a Catholic World View (some aspects of):</p> <ul style="list-style-type: none"> • Data and feedback from parents say that they feel students are not feeling they have enough social justice opportunities. Goal is to more of our general population (beyond leadership students) feel they have opportunity for and have contributed to meaningful social justice initiatives. • Our beautiful chapel be accessed and used more often by staff and students. 	<ul style="list-style-type: none"> • Activities in Chapel • More student opportunities to be a part of Social justice initiatives

Goals:

<p>Goal 1 St. Brendan will grow in its Catholic mission by establishing a culture of community and social justice</p>
<p><u>District Correlation</u> Catholicity Goal: Live and enhance the distinctiveness of Catholic Education 1.1b) Cultivate and support a Catholic Ethos/environment within each site 1.1c) Demonstrate a way of life rooted in the Catholic Christian call to discipleship and service 1.2b) Create opportunities to be a visible presence in the broader community including evangelization of our families 1.2e) Provide opportunities for relevant and authentic student engagement 1.3b) Continue to focus on Faith formation opportunities for all staff</p>

1.3d) Continue to develop the role of the school-based Chaplain to support the faith formation of students and staff and support sacred space environments
Goal 3: ECSD respects diversity and promotes inclusion
 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

Sub Goal a: *Elementary and Junior high leadership groups will create and implement student initiated social justice projects, for local (or beyond) charities. The initiatives will be successful through the participation of our whole student body*

Strategy 1: Junior high and Elementary leadership teams, along with staff will create whole school student driven social justice projects.

Actions

- Social justice projects/ initiatives to be promoted regularly on announcements and on the hallway monitors; go deeper and make them more meaningful to whole student community
- Father Julian or Father Philip present Catholic perspective in why we need to be involved in social justice - Love thy Neighbor - in visits, religion classes or in FLEX sessions
- Have at least one social justice project that is created by a combined Elementary and Junior high leadership teams.
- Include hands on (non monetary). projects
- Encourage Social justice opportunities within FLEX
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Measures/ Evidence of effectiveness

- Student awareness and understanding and hence voluntary participation in social justice projects
- TTFM results of students feeling that they had more opportunities in serving others through social justice.

Strategy 2: Social justice initiatives beyond the Leadership teams

Actions

- Encourage Homerooms social justice projects within homerooms (not necessarily monetary)
- Social justice opportunities in FLEX sessions
- Work with school FSLW, Father Julian and Father Philip to add to parish or eparchial social justice projects
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Measures/ Evidence of effectiveness

Parents and student feedback that they were involved in Social justice.

Strategy 3: Staff Social Justice initiatives.

<p><u>Actions</u></p> <ul style="list-style-type: none"> - Involve staff in at least one social justice project a year - Look for an opportunity to partner St. Brendan staff and/or students with a Catholic Social services ministry. 	<p><u>Measures/ Evidence of effectiveness</u></p> <ul style="list-style-type: none"> • Positive staff feedback and perspective regarding Social justice in their faith journey • An established partnership with a Catholic Social Services Ministry
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Sub Goal b: *Our staff will have built a strong sense of Catholic community amongst colleagues by integrating our school as one community, minimizing the separation of Elementary and Junior high, and even minimizing feeling of separation by grades; more of a whole community feel*

Strategy 1: *Establishing strong and effective communication and community building opportunities amongst all levels of our community: staff, students and parents*

<p><u>Actions</u></p> <ul style="list-style-type: none"> • Most student issues and school direction to be discussed more in united staff meetings rather than in separate Junior high or Elementary groupings • Supervision becomes school wide and not divided into exclusive Elementary and Junior high areas • Encourage and schedule more cross graded learning opportunities from Grades K-9 • Have 4-6 whole school Spirit activities that promote a united and strong school community throughout the year. • Encourage participation in Inclusive morning or lunchtime services in the chapel - open to all students and staff; time praying together for specific intentions (ie. For peace in war torn areas, for relatives or friends with serious illnesses, for forgiveness, for the poor and disadvantaged, etc...) • Take minutes at staff meetings so both those absent and support staff can stay in the loop of what has been discussed at meetings. • Continuation of cross graded FLEX model in Junior High and begin FLEX sessions in Elementary grades 	<p><u>Measures/ Evidence of effectiveness</u></p> <ul style="list-style-type: none"> • United staff and student sense of community • Great school spirit • Excellent reputation in community • Increased enrollment due to positive sense of community and welcoming feel in the school • Student participation in chapel prayers • Chapel being used often by classes and by staff and students individually
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<ul style="list-style-type: none"> Promote and establish a no borders policy in playground 	
<p><u>Strategy 2: Time to celebrate and socialize together – for mental health breaks and camaraderie building</u></p>	
<p><u>Actions</u></p> <ul style="list-style-type: none"> Continue monthly staff soup day Create other lunch group meal opportunities, pot luck – like salad days or special desert days or other full group social meal opportunities. Praying together often in the chapel (has been underutilized) Create at least 1-2 Staff Social justice opportunities Have at least one or two mental health whole staff PD opportunities Staff FNMI blanket ceremony Have hosts and provide snacks and/or beverages at monthly staff meetings 	<p><u>Measures/ Evidence of effectiveness</u></p> <ul style="list-style-type: none"> smiles in the school evidence of great teamwork family feel amongst ALL staff
<p><u>Strategy 3: Professional collaborative opportunities</u></p>	
<p><u>Actions</u></p> <ul style="list-style-type: none"> Establish collaborative communities of practice Provide more time for collaborative professional time. Elementary group to work together to plan and implement cross-graded guided reading. Elementary teachers work together to implement various writing initiatives and reflect about teaching practices in reading and writing. Junior High teachers work together on creating common assessment practices with their course/grade partners as well as establish a common framework for IPP/PLP writing. 	<p><u>Measures/ Evidence of effectiveness</u></p> <p>Great teamwork resulting in:</p> <ul style="list-style-type: none"> Positive and concrete results, with goals being met, in every COP groups Increased amount common assessments in Junior high Less struggling readers Higher results (+) in ELA regression analysis of PAT results

Review Date 1: March 1, 2019

Review Date 2: June 20, 2019

GOAL 2: St. Brendan will be successful in implementing effective differentiated learning models to reach the goal of “success for every student” and our school vision of “Where students grow in Christ’s love to be the best version of themselves”.

District Correlation:

Goal 1: ECSD Students are successful

1.3 Ensure that flexible and responsive programming meets the diverse needs of all children

1.4 Continue to further develop career pathways for all learners

Goal 2: ECSD supports First Nations, Metis and Inuit Student Success

2.2c) Provide opportunities for ongoing PD for all district staff in cultural awareness

Goal 3: ECSD respects diversity and promotes inclusion

3.9 Ensure that assistive technology is available to students identified with needs

Goal 4: ECSD has excellent teachers and school and school district leaders

4.1 Provide Professional learning opportunities for all staff to improve learner success.

4.3 Continue to use the 8 dimensions of Catholic Leadership to support, encourage and invest in the creative and innovative abilities of all staff

Sub Goal a: *School wide use of resources in creating effective and practical differentiated programming for our students with specific individual needs.*

Strategy 1: Integration of technological models and tools to deliver effective differentiated learning

Actions

- Continue integrating Read Write Gold, RAZ kids and Mathletics in learning. Review that all teachers have appropriate PD, so they can effectively use these programs.
- Work with Emtech to examine and execute plan for text to speech individualized student support when needed for ELL and struggling readers.
- Increase use of assistive technology for quizzes and exams
- Teacher to go to PD focusing on using Chromebooks for PATs
- Use of Google classrooms, so students have more access to learn and review concepts presented and learned in class.
- Increase the amount of Chromebooks in the school
- With LC and Inclusive Learning support, seek and implement use of targeted assistive technology for students with our greatest Learning disabilities

Measures/ Evidence of effectiveness

- Regular use of assistive technology in classes
- Increased student success in reaching standard and excellence on PAT exams
- Increased integration and learning and use of Google classrooms
- Increased teacher confidence and willingness to integrate assistive technology for students

<ul style="list-style-type: none"> • Read write gold review and implementation • Across all grades, implement assistive technologies in classroom like Rosetta Stone, A-Z, Big Universe, Read Write Gold Audio books and digital books that promote reading through all strands of language learning and multiple intelligences. • ATA sponsored sessions for all staff focusing on Teacher quality standard and responsibilities related to differentiated programming in classroom 	
<p><u>Strategy 2:</u> Learning Coaches and consultants to work collaboratively one on one with teachers to build and execute successfully Personalized Learning Programs</p>	
<p><u>Actions</u></p> <ul style="list-style-type: none"> • LSI funding for school primarily used for substitutes to allow (provide time) all teachers to meet and plan effective differentiation strategies and approaches to meet PLPs needs of every student. • Learning Coaches to access resources, team teach and/or provide consultant or other district support for teachers' individual needs. • PD time with Inclusive consultants working with staff in writing goals and reviews of student PLPs 	<p><u>Measures/ Evidence of effectiveness</u></p> <ul style="list-style-type: none"> • Student PLP goals being realized with consistency. • Increased LC/teacher collaboration in classrooms
<p><u>Strategy 3:</u> Spanish and Ukrainian programs will be beneficial and successful for learners at all language levels through effective differentiated learning models.</p>	
<p><u>Actions</u></p> <ul style="list-style-type: none"> • Implementing leveled reading strategies and models with new leveled literacy resources • Implement PD for teachers based on the expertise of consultants and language specialist which focuses on differentiation strategies for challenged language learners. • Follow strategies for integrating assistive language learning technology for Language Arts and Spanish Math learning as recommended by consultants and language specialists • Celebrate successes of language learners with reward system that is yet to be established • Promote the language and cultural components of our language programs through various school-wide 	<p><u>Measures/ Evidence of effectiveness</u></p> <ul style="list-style-type: none"> • More retention of students in the Bilingual programs from grade 7-9 • Fewer parents concerns that program is too difficult for the average second language learners • Higher success rate in grade 9 Spanish DELE Assessment exams

<p>events such as religious celebrations, open-house, and celebration of the arts.</p>	
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Review Date 1: March 1, 2019

Review Date 2: June 13, 2019

GOAL 3: St. Brendan students to meet and exceed academic learning (achievement) potential in all areas of the curriculum, especially in core subject areas; Improved assessment, Numeracy and Literacy practices and effective student supports

District Correlation:
Goal 1: ECSD Students are successful
 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, A strong start to learning necessities a focus on developing competencies ie. Communication, growth and well-being, creativity and innovation, critical thinking, problem solving and management information
 1.3 Ensure that flexible and responsive programming meets the divers needs of all children
Goal 3: ECSD respects diversity and promotes inclusion
 3.3 Continue to develop partnerships supporting and advancing inclusive communities
 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
Goal 4: ECSD has excellent teachers and school and school district leaders
 4.5 Develop and oversee the application of standards that promote excellence for school and school authority leaders
 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.

Sub Goal a: Assessment tools and instructional strategies will be objectively aligned with learner outcomes and grade level standards to improve student achievement

Strategy 1: Teachers will meet during staff collaborative time or in Community of Practice groups to determine a common understanding of grading standards

<p><u>Actions</u></p> <p>Teachers collaboratively examine student samples of varying levels of performance to develop an understanding of what achievement looks like at various levels</p> <ul style="list-style-type: none"> • Gather a variety of student work to establish exemplars that can be shared with stakeholders • Re-examine rubrics and other assessment tools to ensure they are aligned with outcome based assessment and learning – modify where necessary • Collaborate to establish how many and what types of assessments are used within classes to determine which assessment tools best serve the learning needs of our students. • Continue collaborative planning of common assessments • Teachers must add their summative assessments on staff share calendar, so students are not overloaded with major assessments on one day • 5 school days notice to students and families before any major unit summative assessment. • Collaborate to establish consistent guidelines for when “second chances” and learning opportunities for students to redo assessments is deemed appropriate. • Align student exemplars with those provided by province to ensure assessment coherence with large scale assessments; ensure horizontal alignment within grade levels and vertical alignment (scaffolding) between grade levels. 	<p><u>Measures/ Evidence of effectiveness</u></p> <ul style="list-style-type: none"> • Creating of collaboratively created rubrics • Established student exemplar portfolios • Collaborative summative assessments within subject areas • Positive and regular conversations about assessment
<p><u>Strategy 2:</u> Teachers will meet during staff collaborative time or in Community of Practice groups to establish a common understanding of learner outcomes and best practices in how to instruct for those learner outcomes.</p>	
<p><u>Actions</u></p> <ul style="list-style-type: none"> • Teachers to examine program of studies to examine nouns (content), and verbs (skills). Collaboratively discuss instructional strategies for those outcomes 	<p><u>Measures/ Evidence of effectiveness</u></p> <ul style="list-style-type: none"> • I can statements used and seen in

<ul style="list-style-type: none"> • Co-construct a set of clear criteria or standards based on learner outcomes. • Construct with students and colleagues, a shared understanding of what achievement looks like at varying levels • Co construct “I can” statements so students can clearly articulate expectations • Collaboratively establish common strategies for competency based, student centered approaches to learning. 	<p>lessons/classes regularly</p> <ul style="list-style-type: none"> • Collaborative school environment in regards to creating assessment
<p>Sub Goal b: <i>Create diverse and effective literacy and numeracy learning opportunities</i></p>	
<p>Strategy 1: Strengthen and support the delivery of varied approaches for effective numeracy learning</p>	
<p><u>Actions</u></p> <ul style="list-style-type: none"> • Focus on PD with LSI support and targeted collaborative planning through Community of Practice groups to improve Math teaching strategies and practices • Grade 1-4 and grade 5-8 Mathematical mindsets to enhance student learning as well as guided math practices within classrooms. • Establish and implement collectively with LSI support, non-calculator and mental math strategies for success in students’ mathematic skills and to meet the recent changes in the Program of studies in Mathematics. • Analyze the data from Math 9 PAT (negative regression analysis result) to target learning and teaching practices that improve results. • Fully integrate Mathletics (differentiated math) for all math classes. 	<p><u>Measures/ Evidence of effectiveness</u></p> <ul style="list-style-type: none"> • Increased success in PAT Mathematics results • Regular collaborative planning amongst Math teachers
<p>Strategy 2: Strengthen and support the delivery of varied approaches for effective literacy learning</p>	
<p><u>Actions</u></p>	<p><u>Measures/ Evidence of effectiveness</u></p>

<ul style="list-style-type: none"> • collaborative planning that emphasizes literacy support during FLEX sessions. (both Elementary and Junior high) • Research and implement Empower reading program • Systematic LLI support for struggling readers • Learning Coach to work with teachers to develop an effective cross graded guided reading program to run approximately 2 hours a week. Includes monthly team review of Guided reading effectiveness as it is implemented and adjust in response to teachers' input • PD that assists teachers to create lessons that scaffold for differentiated instruction to improve reading comprehension • Focused PD geared toward teacher review of previous PAT written exams • School wide writing initiatives, such as write-on days, quick write Journal writing, poetry and writing contests • Using assistive technology such as speech to text features, graphic organizers, blogs and Google classrooms to promote writing • Book talks and literacy circles to promote literacy in classrooms. • Peer to peer paired reading sessions – older with younger grades • Buddy reading sessions with seniors 	<ul style="list-style-type: none"> • Increased rate of reading level growth • Decreases in struggling readers • Regular school wide writing • Reading more pronounced and as a key part of our school culture
<p><u>Strategy 3: Establish a guided Math model that can be used across grades</u></p>	
<p><u>Actions</u></p> <ul style="list-style-type: none"> • Collaborative plan that emphasizes numeracy support during FLEX sessions. (both Elementary and Junior high) • Differentiation COP group to work with LC and Math consultants to create pilot model of guided math, which will then be implemented throughout elementary and then Junior high classes • fully integrate Mathletics (differentiated math) for all math classes 	<p><u>Measures/ Evidence of effectiveness</u></p> <ul style="list-style-type: none"> • Effective guided math models being used in classrooms • Improved results in Math results on PAT exams

	<ul style="list-style-type: none"> • Mathletics used with regularity in classrooms

<p>Sub Goal b: <i>Effective and appropriate student supports will be provided throughout our learning environment.</i></p>	
<p>Strategy 1: Integrate Educational Assistants, Behavior Specialists, Speech and Language Pathologists, as well as the school Family School Liaison Worker to focus on academic support universally in classes and for meeting individualized PLP goals</p>	
<p><u>Actions</u></p> <ul style="list-style-type: none"> • Educational assistants, when possible, to be in academic core subject areas and focus on supporting literacy and numeracy • Use go educator strategies and PATHS permeated within the day to increase positive and caring classroom and working environments. • Ensure that the MDT team provides additional community supports, educational sessions, and works with families and students to support student learning and family social-wellbeing. 	<p><u>Measures/ Evidence of effectiveness</u></p> <ul style="list-style-type: none"> • Educational assistance aware of PLP goals of students and fully engaged in student learning, in core subjects • PLP goals being attained • Mental Health issues remaining stable and low, rather than critical levels
<p>Strategy 2: Focus on Mental Health for students and staff</p>	
<p><u>Actions</u></p> <ul style="list-style-type: none"> • Use go educator strategies and PATHS permeated throughout the day to increase positive and caring classroom and working environment. 	<p><u>Measures/ Evidence of effectiveness</u></p>

<ul style="list-style-type: none"> • Implement physical literacy breaks and strategies • Introduce new models/ideas and implement movement breaks in younger grades • Universal proactive programming, presentations and activities for various grades prepared by our FNMI and EBS team. 	<ul style="list-style-type: none"> • Positive and supportive school culture and environment • Students feeling safe at school • Successful student regulation systems • Happy and positive staff
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Review Date 1: March 1, 2019

Review Date 2: June 13, 2019

Linked Resources

Links on how to develop Vision and Mission Statements: “Vision and mission statements provide schools with an essential overview of where they want to go and what they want to be.” Gabriel and Farmer (2009)

[Dufour and Eaker documents on mission and vision](#)

<http://centerforschoolchange.org/publications/minnesota-charter-school-handbook/vision-and-mission/>

<http://www.ascd.org/publications/books/107042/chapters/Developing-a-Vision-and-a-Mission.aspx>

<http://www.ascd.org/publications/books/103019/chapters/Vision-as-the-Compass.aspx>

<http://www.uscsd.k12.pa.us/Page/33>

Links on Goal Setting

<http://www.schoolimprovementcoach.org/manual/11%20Helping%20Teams%20Convert%20Goals.pdf>

<http://topachievement.com/smart.html>

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