



EDMONTON
CATHOLIC SCHOOLS
Ecole St. Angela
School

School Plan for Continuous Growth
2018-2021 Information Package

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

Ecole St. Angela School Plan for Continuous Growth 2018-2021

School Mission:

At École St. Angela School, we celebrate each other and grow as a community of lifelong learners, leaders and followers of Jesus.

School Vision:

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

School Charism:

Our patron saint, St. Angela, inspires us to enhance our leadership skills so that we feel confident in our abilities to share the wisdom and principles of Christianity with others outside of our school.

Prayer of St. Angela:

Saint Angela, you were not afraid of change. You did not let stereotypes keep you from serving. Help us to overcome our fear of change in order to follow God's call and allow others to follow theirs. Amen.

School Context: (2 paragraphs)

Located in the Wellington area of North Edmonton, our school population consists of 386 students. At École St. Angela, our positive and caring community is actively committed to the development of the whole child's individual potential. We offer distinct academic programs through Christ-Centred learning from Pre-K (100 Voices) to Grade 6. We are a spirited and innovative educational community, a neighbourhood school where parents have a choice between two dynamic programs: English and French Immersion. Students at St. Angela are enthusiastic learners who are eager to share their learning with others. With the guidance of their teachers, students are learning to become agents of their own learning growth. St. Angela has a wonderfully pleasant student body and a resilient and dedicated staff. St. Angela has an active parent Society that devotes much energy to the school.

As a school within the Edmonton Catholic School system, we focus on a faith-based education with emphasis on Social Justice, using the 5 Stages of Social Justice as our guide. Our school year is permeated with celebrations of faith and spirituality, with a weekly assembly held for all students where we celebrate prayer, leadership and goal attainment. We believe the power of technology can dramatically improve the learning for every student and teacher. We are a one-to-one iPad school, with technology infused into every subject area for our students. As well, we utilize Google Classrooms and Chromebooks. We believe all students can become leaders. We are a Leader-in-Me school with all classrooms and lessons infused with the 7 Habits of Highly Effective People.

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

Goal	Achieved/continue Modify	Evidence/data used
<p>Goal #1: Achieved through the intentional establishment of a Literacy Community of Practice, students at St. Angela School will demonstrate AT LEAST two reading levels of growth in their reading fluency and comprehension per year</p>	<p>Staff would like to continue working on this goal. It is felt that work needs to continue in the area of student writing and that the goal needs to be expanded to full literacy, with an emphasis on Visible Learning, writing portfolios, student self-assessment/goal setting, and collective teacher efficacy. Given that almost a third of our population is ELL, we believe that enhancing reading skills will help students to improve their performance in all subjects, including Language Arts, Social Studies, Mathematics and Science. It became clear early that some teachers needed training and support in our Daily 5/ Café reading strategies in order to implement daily Guided Reading respectively in both English and French in their English or French Immersion classrooms. We will continue with teacher training for LLI when it is offered next in September 2019 as only 3 teachers at St. Angela have been trained to deliver LLI to the students that need it.</p>	<p>In 2017-2018, Writing Literacy was a strong focus and was supported with a writer in residency program, results on the PAT in writing increased in the English program from 87.9% to 90.4% and in the French Immersion Program from 75% to 90.9% scoring acceptable standard. While we need to continue to improve our success in writing proficiency, reading growth now needs to become our school focus. Reading at acceptable standard dropped over the course of the past two years, in the English program (from 86.7% to 77.8% acceptable) and drastically in the FLA PAT (from 68.8% to 36.4% acceptable). 0% of students achieved excellence on the Grade 6 FLA PAT. The low achievement in reading and writing skills in French would have impacted the ELA exams also, as French Immersion students write both ELA and FLA exams.</p> <p>Student reading deficiencies carry strongly</p>

		<p>into the Social Studies PAT, where English writers performed below the provincial average, but increased the percentage of acceptable exams from 66.7% to 72.5%, a solid gain, and also saw an increase in the exam mean from 56.5% to 61.3%. The French Immersion exam writers however decreased from 62.5% acceptable to 25% acceptable, a 37% drop. This pattern is also evident in the regression declines in French Social Studies PAT over the past two years. Science PAT data shows similar discrepancies with English writing students almost matching provincial averages for acceptable standards, while French Immersion students scored 42% less in the acceptable standard category. Apart from what may not be stated here, data poignantly suggests a need to address students' reading skills as a learning target, especially within the French Immersion program.</p>
<p>Goal #2: Achieved through the intentional establishment of a Numeracy Community of Practice, students at St. Angela School will demonstrate proficiency within their levelled Key Learner Outcomes</p>	<p>Continue/Modify We are planning for future modification of our Mathematics instruction. Emphasis will be put on Visible Learning, student self-assessment, conceptual understanding and collective teacher efficacy. We will be adding a MIPI assessment</p>	<p>English writers are currently meeting their regression targets in Mathematics on the Grade 6 PAT. Moreover, while students who wrote the Math PAT achieved an average of 75.9% meeting the acceptable standard versus</p>

		<p>the provincial acceptable standard average of 72.9%, the percentage of students achieving the acceptable standard increased 12.6% from the previous year and is above the provincial average, clearly suggesting that student Mathematical learning is improving. On Part A, the non-calculator component of the exam, English student writers increased in the acceptable category from 52.4% in 2017 to 65% acceptable in 2018, a 12.6% increase in students achieving acceptable standard. English student writers also increased in the acceptable standard for Part B of the Mathematics exam, moving from 76.2% in 2017 to 90% acceptable in 2018, a 13.8% increase and 8.6% above the provincial average for acceptable. The data for the French Immersion students is quite different. Students achieving acceptable standard on the Mathematics exam for French Immersion dropped from 70.6% to 50%. Curiously, there is a 15% gain in French Immersion students meeting the acceptable standard on Part A (an increase from 43.8% to 58.3% acceptable) but a massive 31.3% drop in students achieving acceptable on Part B of the</p>
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		<p>exam (81.3% acceptable in 2017 to 50% acceptable in 2018 for French Immersion students). Similar discrepancies between English student scores and French Immersion scores in the Science PAT results. There are other impacting correlations that cannot be stated here.</p>
<p>Goal #3: By June of every year, all students as diverse learners will demonstrate growth in all competencies, with appropriate Programming and accommodations which are embedded in our core values, gospel teachings and faith-based education</p>	<p>Continue/Modify Staff would like to continue with this goal, but as competencies are being woven into all programming, they would like to see more focus on student leadership, faith-based activities and First Nations, Metis and Inuit Reconciliation and education.</p>	<p>Scores are high on the Accountability Pillar survey. Safe and Caring, Education Quality, and Citizenship all have high scores, but show some decline. The Education Quality indicator rates higher than the Provincial average, but has been listed as an issue. This issue is a response rate issue since only 8 parents responded to the survey in 2017. Any one response could have impacted the outcome substantially. Club participation is low, and students with a positive sense of belonging was slightly below the District average. Safe and Caring needs addressing in the future goals.</p>

Data Analysis:

Areas to celebrate

<p>Accountability Pillar</p>	<p>Measure Category: Program of Studies (Excellent), Work Preparation (Excellent), Parental Involvement (Good), School Improvement (Good) Achievement Measure: Program of Studies (Very High), Work Preparation (Very High), Parental Involvement (High), School Improvement (High) Improvement Measure: None Overall Measure: Program of Studies (Excellent), Work Preparation (Excellent), Parental Involvement (Good), School Improvement (Good)</p>
<p>District Satisfaction Survey</p>	<p>Parents:</p> <ul style="list-style-type: none"> • Daily Prayer and religious celebrations are important at my child’s school. (100%) • At school my child is developing technology skills that enhance his or her learning. (99.3%) • I am involved in my child’s education. (98.7%) • My child’s school creates and promotes a Catholic learning environment. (97.4%) • My child’s school demonstrates care for the environment. (97.2%) <p>Students:</p> <ul style="list-style-type: none"> • I show respect for others in my school. (100%) • Prayer is important at my school. (99.3%) • My teacher expects my work to be done well. (99.3%) • Our religious celebrations at school are important. (98.6%) • My classroom learning activities are meaningful. (98.1%) <p>Staff:</p> <ul style="list-style-type: none"> • Our School is Involved in social justice, service, and charitable activities. (100%) • Prayer and celebrations add a meaningful dimension to the Catholic identity at my school. (100%) • Our students collaborate through a variety of learning approaches. (100%) • Our students are taught to use the skills of critical thinking and inquiry in their approach to learning. (100%) • Learning experiences at our school support the development of creative, critical thinking, global citizens. (100%) • Formative and summative assessment practices are improving student learning at our school. (100%) • I utilize technology to enhance student learning and broaden the perspective I provide to students. (100%)

	<ul style="list-style-type: none"> • In our school, technology is meaningfully integrated into instruction. (100%) • I am aware of our school’s Occupational Health and Safety Procedures. (100%)
Regression Analysis	Mathematics
PAT/Diploma analysis	<p>Mathematics-Although the French Immersion student exam mean fell 8.9%, the English student exam mean rose 3.7% and included a large increase in the percentage of students who scored in the acceptable range (12.3% increase). This increase in the acceptable range did not come at the expense of English students scoring in the Excellence category for Part A (increased from 9.5% to 25%) or Part B (increased from 7.1% to 10%). It is noteworthy that 87.5% of our writers (higher than both the Province and the District) scored in the acceptable range for the English Math PAT.</p> <p>Science-Although the school mean for the Science exam was slightly below the provincial average, 35% of the English students who wrote the PAT scored in the excellence category. The number of our English students who scored in the excellence category is higher than both the Provincial and District averages.</p>
Our School Survey	<p>Effort-Students try hard to succeed in their learning (+4%)</p> <p>Students meeting and nearly meeting Canada’s Food Guide (+3%)</p> <p>Students consuming less than 5 sweet or fatty foods per day (+3%)</p> <p>Students who are interested and motivated in their learning (+2%)</p>
5 Marks of Catholic School Identity Assessment	<p>Mark Two: Imbued with a Catholic Worldview is present and visible in classrooms, in our weekly religious celebrations, and in daily prayer in the classrooms.</p> <p>Mark Three: Animated by a Faith Infused Curriculum is present in our classrooms as our teachers teach with Catholic faith infused lessons.</p> <p>Mark Four: Sustained by Gospel Witness, our staff are living witnesses to the Gospel in their interactions with each other, with parents and with students.</p>

Areas to target for growth

Data Source	Measures	Goals in response to data
Accountability Pillar	<ul style="list-style-type: none"> • Safe and Caring Schools, Education Quality, PAT Acceptable, Citizenship • PAT Acceptable, Safe and Caring Schools, Citizenship • Safe and Caring, Citizenship • Education Quality, PAT Acceptable 	<ul style="list-style-type: none"> • Education Quality and Citizenship are high areas of achievement but were impacted by the low response rate from parents. We only had 8 parent responses, so one negative response would have a significant effect on each of these categories. • Safe and Caring Schools has a High rating but has shown some decline from student responses with regard to how students feel treated by adults and other students, and whether they feel safe at school and safe on the way to school. • PAT Acceptable is an issue and will be addressed in the Goals, particularly with a goal addressing reading literacy.
District Satisfaction Survey	<p>Parents:</p> <ul style="list-style-type: none"> • Please indicate your level of satisfaction with your opportunity to access information about activities in the school. (91.2%) • Please indicate your level of satisfaction with your opportunity to access information about decision-making processes. (90.2%) 	<p>Parent responses were overall very high and indicated strong satisfaction. The lowest responses were both related to parents' ability to access information. We will address these issues with the school road sign, the SWIFT Connect program and PowerTeacher Pro.</p>

	<ul style="list-style-type: none"> • My role as the primary educator of my child is respected by the school. (95.9%) • My child’s school teaches respect for different cultures and religions. (96.6%) • My child’s school creates and promotes a Catholic learning environment. (97.4%) <p>Students:</p> <ul style="list-style-type: none"> • My school teaches me to make healthy food choices and to be active. (80.9%) • I can make choices about my learning. (80%) • I feel safe in my school building. (87.3%) • Student behavior is handled fairly. (82.5%) • I am happy with how much I am learning. (91.3%) <p>Staff:</p> <ul style="list-style-type: none"> • Non-academic needs of students are met in our school through a variety of supports and services. (82.4%) • School professional development provides me with an opportunity to improve my work skills. (82.4%) • Our community is the team of the school, home, and parish working together. (88.2%) • The approach to conflict management with adults in our school is reflective of our core values. (84%) • I have appropriate opportunity for input into school level decisions that affect my job. (83.3%) 	<p>Student responses related to diet and exercise, perceptions of safety in school, perceptions of how they are treated by adults, and choice and satisfaction regarding learning. Diet is discussed in classes, and changes have been made with regard to the supervision of children who display aggressive tendencies by hiring Behavioral Therapists and (very recently) an FSLW. Significant professional development has been provided for teachers that is targeted at helping students understand how to make choices in their learning, how to assess their own work and how to design personal learning goals.</p> <p>Staff concerns appear to be focused around support for students, support for their own professional development, input into decision making and conflict management. While I am new to the school and cannot comment on all of these issues, I have striven to be transparent with decision making and have brought major decisions to the staff for discussion. I have hired an extra EA and an FSLW to help provide support for student needs. Teachers have been asked to address the definition of bullying with students.</p>
Regression Analysis	<ul style="list-style-type: none"> • English Language Arts (-) • Science (-) 	In all areas, concerns point to literacy, especially reading, as

	<ul style="list-style-type: none"> • Social Studies (-) • French Language Arts (-) • Mathematics (French) (-) • Science (French) (-) • Social Studies (French) (-) 	<p>an issue. While marks were still low in the areas of Math, Science, and Social Studies, those subjects saw improvement in the exams</p>
<p>PAT/Diploma analysis</p>	<ul style="list-style-type: none"> • English Language Arts (Mean 62.3 vs. 68% Province (the school’s mean remained relatively stable from the previous year’s mean of 62.4%)) <ul style="list-style-type: none"> ○ Acceptable Standard 77.8% vs. 83.5% for the Province <ul style="list-style-type: none"> ▪ Acceptable Standard in Reading 73.1% vs. 89.8% Province ▪ Acceptable Standard in Writing 90.4% vs. 93% Province (increased 2.5% from the previous year) ○ Standard of Excellence 3.7% vs. 17.9% Province <ul style="list-style-type: none"> ▪ Standard of Excellence in Reading 26.9% vs. 42.7% Province ▪ Standard of Excellence in Writing 7.7% vs. 12.2% Province • Mathematics (English) <ul style="list-style-type: none"> ○ Acceptable Standard 83.3% vs. 71.9% Province <ul style="list-style-type: none"> ▪ Part A 65% vs. 71.6% Province (School Acceptable increased 13% from the previous year) ▪ Part B 90% vs. 81.4% Province (increased 13.8% from the previous year) 	<p>written in English, but noticeable declines in the exams written in French. The declines in the French Written exams negatively affected each of the overall subject scores substantially. Declines in the acceptable standard on the Reading scores for Language Arts PAT, in contrast to the increase in the writing scores on the same PAT, strongly suggest that reading is the underlying issue affecting all subject areas.</p> <p>The discrepancy between the French and English Scores indicate that the lower scores in all of the exams suggest a strong probability that the French students’ marks would have negatively impacted the aggregate English Language Arts results, but the disparate French and English exam scores were not made available.</p> <p>Of particular concern is the number of student scoring in the Excellence category in each subject. We need to target approaches to increase our results in the Standard of Excellence for all subjects.</p> <p>Literacy, reading and writing, with a particular focus on</p>

	<ul style="list-style-type: none"> ○ Standard of Excellence 7.5% vs. 15% Province <ul style="list-style-type: none"> ▪ Part A 25% vs. 35.3% Province ▪ Part B 10% vs. 15.8% Province ● Science (English) <ul style="list-style-type: none"> ○ Acceptable Standard 76.2% vs. 78.4% Province <ul style="list-style-type: none"> ▪ Knowledge 82.5% vs 92.8 Province ▪ Skills 67.5% vs. 81.8% Province ○ Standard of Excellence 33.3% vs. 31.2% Province <ul style="list-style-type: none"> ▪ Knowledge 37.5% vs 35.3% Province ▪ Skills 30% vs. 38.9% Province ● Social Studies (English) <ul style="list-style-type: none"> ○ Acceptable Standard 69% vs. 74.9% Province ○ Standard of Excellence 21.4% vs. 23.7% Province ● French Language Arts <ul style="list-style-type: none"> ○ Acceptable Standard Reading 66.7% vs. 85.2% Province <ul style="list-style-type: none"> ▪ Acceptable Standard Reading 36.4% vs. 84.4% Province ▪ Acceptable Standard Writing 90.9 vs. 91.7% ○ Standard of Excellence Reading 0% vs 12.3% Province <ul style="list-style-type: none"> ▪ Standard of Excellence Reading 18.2% vs. 24% 	<p>reading will be addressed in the goals.</p>
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	<ul style="list-style-type: none"> <ul style="list-style-type: none"> <ul style="list-style-type: none"> ▪ Standard of Excellence Writing 0% vs. 11.6% • Mathematics (French) <ul style="list-style-type: none"> ○ Acceptable Standard 50% vs. 85.3% Province <ul style="list-style-type: none"> ▪ Part A Acceptable Standard 58.3% vs. 78.5% Province ▪ Part B Acceptable Standard 50% vs. 87.7% Province ○ Standard of Excellence 8.3% vs. 19.4% Province <ul style="list-style-type: none"> ▪ Part A Standard of Excellence 0% vs. 37.9% Province ▪ Part B Standard of Excellence 8.3% vs. 21% Province • Science (French) <ul style="list-style-type: none"> ○ Acceptable Standard 33.3% vs. 83.7% Province <ul style="list-style-type: none"> ▪ Acceptable Standard Knowledge 58.3% vs. 89% Province ▪ Acceptable Standard Skills 41.7% vs. 82.8% Province ○ Standard of Excellence 8.3% vs. 22.7% Province <ul style="list-style-type: none"> ▪ Standard of Excellence Knowledge 8.3% vs. 26.6% Province ▪ Standard of Excellence Skills 8.3% vs. 27.5% Province • Social Studies (French) <ul style="list-style-type: none"> ○ Acceptable Standard 25% vs. 79.3% Province ○ Standard of Excellence 8.3% vs. 17.9% Province 	
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<p>Our School Survey</p>	<ul style="list-style-type: none"> • Student Participation in school sports • Student Participation in school clubs • Students with a positive sense of belonging • Hours per day students spend reading books for fun during a typical week day. • Students that value Schooling Outcomes • Students do homework for their classes with a positive attitude and in a timely manner. • Students with positive behavior at school • Students with moderate or high levels of anxiety • Bullying and Exclusion • Feel Safe attending this school • Positive Teacher-Student relations • Positive Learning Climate • Expectations for success • Students agreed that religious celebrations and prayer are important at their school 	<p>Bullying and Safety concerns have been highlighted by students. Measures have already been put in place to address these issues and will be discussed in the school goals.</p>
<p>5 Marks of Catholic School Identity Assessment</p>	<p>While the school has weekly celebrations with all students, work needs to be done to forge a relationship with members of the Church, especially having them present in our school to meet with students.</p>	<p>This issue will be addressed as a school goal.</p>

Goals:

<p>Goal 1: Increase the frequency of clergy visits to the school in order to enhance our spirituality of Communion (Mark Five).</p>
<p>1.1 Demonstrate the distinctiveness and advantages of Catholic education.</p> <ul style="list-style-type: none"> a) Continue to enhance the home – school – parish relationships. b) Cultivate and support a Catholic ethos/environment within each site. c) Demonstrate a way of life rooted in the Catholic Christian call to discipleship and service. d) Ensure that permeation of faith remains central in all our day to day practices. <p>1.3 Demonstrate commitment to and excellence in Catholic education.</p> <ul style="list-style-type: none"> a) Deliver and support our Religious Education programs to all students as a spirit-filled lived experience.

<u>Strategy 1:</u> Continue to invite Father Mark from St. Edmund Parish to visit our school classes, recognizing that his time is very limited.	
<u>Actions</u> Contact Father Mark requesting his attendance at one school assembly per month (we have 4 each month).	<u>Measures/ Evidence of effectiveness</u> The number of times Father Mark attends school celebrations. The more that Fr. Mark visits St. Angela, the more that students will become comfortable and feel at ease in engaging in meaningful conversation with him regarding religious matters.
<u>Strategy 2:</u> Invite Father Thich from the St. Anglea Merci Vietnamese Parish to visit St. Angela for celebrations and to visit our French Immersion classes.	
<u>Actions</u> Invite Father Thich to visit some of our French Immersion classes at a common time each week, and to assemblies when he is able to attend. We will set up a schedule for teachers to book their classes.	<u>Measures/ Evidence of effectiveness</u> Frequency with which Father Thich comes to St. Angela to visit students. Father Thich, because of his proximity to the school, is likely to visit regularly and create good relations with our students.
<u>Strategy 3:</u> Invite Father Stephen, Father Julian, or Bishop Motuk to speak to classes or individual grades in order to share an understanding of Ukrainian Catholic rites and to build student relationships.	
<u>Actions</u> Increase the awareness of the Ukrainian Catholic Rite with our students and create opportunity for our students to engage in meaningful dialogue with clergy.	<u>Measures/ Evidence of effectiveness</u> As a result of visits by Father Stephen, Father Julian or Bishop Motuk, our students will begin to understand, if not already familiar with, Ukrainian Catholicism. Those students with a Ukrainian Catholic background will feel the pride in their heritage, while likely asking higher

	level questions about their religious heritage.
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Review Date 1: January 2019

Review Date 2: September 2019

Goal 2: Create awareness and student/staff understanding of the Truth and Reconciliation call to action, and help develop pride within our First Nations, Metis and Inuit students.	
District Correlation: 2.2 Provide and promote cultural diversity. <ul style="list-style-type: none"> a) Engage Elders in a collaborative approach to meet the cultural needs of Indigenous students through the Indigenous ways of knowing. b) Recognize the Council of Elders as the authentic, active participants in spiritual ceremonies, traditional events and cultural protocols. c) Provide opportunities for on-going professional development for all District staff in cultural awareness. 2.4 Continue to walk together recognizing the calls to action from the Truth and Reconciliation Commission.	
Strategy 1: Highlight the District’s Truth and Recognition Call to Action at all meetings and assemblies, and invite representatives of the Metis, First Nations or Inuit communities to speak at student assemblies.	
<u>Actions</u> Religiously read the District Truth and Reconciliation Call to action statement and each Staff Meeting, each Parent Society Meeting, and have a student read it at each of our weekly Student Assemblies. Purchase, and display prominently, the First Nations and Metis’ flags.	<u>Measures/ Evidence of effectiveness</u> Our students, many of whom have First Nations, Metis or Inuit background, but chose not to declare it, will learn to be proud of their heritage. Other students will become more culturally aware of our Canadian heritage and the need to understand the truth of our past history with First Nations, Metis and Inuit peoples.
Strategy 2: Purchase “Turtle Island Voices” levelled reading materials for all grades for French and English students and create a plan for the use of the materials. This strategy will also fit well with our Literacy goal.	
<u>Actions</u> Invite consultants from the Metis, First Nations and Inuit communities to help teachers understand the cultural implications of presenting the stories.	<u>Measures/ Evidence of effectiveness</u> Students will gain awareness of First Nations, Metis and Inuit stories, culture and

<p>Encourage teacher use of the resources for each grade and language program.</p>	<p>issues. This awareness will help to create awareness of past wrongs and forge future opportunities to unite with a common understanding as Canadians.</p> <p>The levelled guided reading that is connected with the stories will help enhance student reading skills.</p>
<p>Strategy 3: Invite Elders into St. Angela School</p>	
<p><u>Actions</u> Invite an Elder to read to students during Reading week.</p> <p>Invite Elders into the school for smudging ceremonies.</p> <p>Continue to involve students in a First Nations, Metis and Inuit Drama production. Change the story underlying the play and involve new students in the creation of a play addressing First Nations, Metis and Inuit culture and awareness. It will take place in May.</p>	<p><u>Measures/ Evidence of effectiveness</u> Students will become engaged and thoughtfully involved in understanding and appreciating their Canadian heritage.</p> <p>Students will learn about the importance of Elders in First Nations culture.</p>

Review Date 1: January 2019

Review Date 2: September 2019

<p>Goal 3: Literacy Enhancement: All students will attain two levels of reading improvement within the year. Students will also enhance their writing proficiency and increase their performance scores on the ELA PAT.</p>
<p><u>District Correlation:</u></p> <p>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 necessitates a focus upon developing competencies, i.e. communication, growth and well-being, creativity and innovation, critical thinking, problem solving and management of information.</p> <p>3.6 Continue to provide and develop services and model initiatives that promote student health, using the Mental Health Strategic Plan.</p>

4.4 Promote excellent teaching practices consistent with the Teaching Quality Standard, which guides student achievement.

4.6 Ensure that every school and department create the conditions for optimal student learning and achievement within the context of a Catholic learning community.

a) Engage in professional learning aligned with the provincial focus on the learner competencies, literacy and numeracy, conceptual and procedural knowledge as per the Ministerial Order on Student Learning (May 6, 2013), and continue to focus on the foundations of literacy and numeracy and Alberta Education’s key competencies.

b) Ensure that assessment practices focus on improved student learning. Assessment data gathered into a student profile leads the learning team, including the student, to a deeper understanding and greater ability to target teaching and improve learning. Multiple sources of assessment data, including district and provincial exam results, inform instruction for school improvement in identified areas.

4.7 Support teachers and system leaders to implement technology effectively and equitably into the learning environment, identify indicators of progress, and be accountable for enacting policies, procedures and standards, as outlined in the Learning and Technology Policy Framework.

Strategy 1: Determine resource needs and staff training needs for reading instruction.

Actions

Obtain funding support from Ecole St. Angela School Parent Society to purchase the Turtle Island Voices Levelled Reading Kits for each grade and both French and English Programs, enabling the delivery of a reading program that also provides First Nations, Metis, and Inuit cultural appreciation.

Determine which staff members have LLI training to deliver reading intervention and plan for them to attend training when it is next offered from the District (September 2019). Arrange for the Language Arts’ consultant to deliver interim LLI training to staff needing the training.

Obtain Red and Gold LLI kits from schools who are not using the Kits. Having the kits will enable us to deliver intervention to students in Grades 3 and 4.

Determine which staff members need training in Daily 5, Café and Guided Reading instruction. Provide monthly sessions on how these teachers can instruct students using the above

Measures/ Evidence of effectiveness

Successfully obtain funding and support.

Purchase Turtle Island Voices and integrate it into classroom use for our reading programs for both French and English students.

Successful classroom visits from the consultant to increase First Nations, Metis and Inuit cultural understanding with students. Student cultural appreciation of First Nations, Metis and Inuit issues. Teachers will learn content and approaches to presenting

<p>reading strategies. Review reading strategies for Guided Reading with the entire staff.</p> <p>Ensure that all teachers are delivering the guided reading program to their class.</p>	<p>this information with sensitivity.</p> <p>Obtain Red and Gold LLI reading kits.</p> <p>Interim training from the Language Arts Consultant on the proper use of LLI reading kits for staff (only 3 of our staff are currently trained). Teachers will learn how to use LLI kits with struggling readers.</p> <p>Enrollment of our untrained staff in the LLI District training for the following year.</p> <p>St. Angela will see an increase in reading scores for Struggling readers on the PAT reading section for ELA.</p>
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Strategy 2: Provide students with greater access to reading material by reopening the Library and enhancing classroom libraries.

<p><u>Actions</u></p> <p>Reopen our school library and reorganize the books according to the Dewey Decimal system. Order a cataloguing system so that students are able to sign-out books. Remove all assorted stored items from the library left there from the Server Room Upgrade (3 Months as a result of the large scale of the work)</p> <p>Provide teachers with a budget allocation of \$500/each to purchase literature for students in their classrooms.</p>	<p><u>Measures/ Evidence of effectiveness</u></p> <p>Reopening of the school library and student/teacher use of the space and reading materials. Students will gain access to a great variety of reading materials.</p> <p>Teachers will purchase fiction and nonfiction books to enhance classroom libraries. Students will have access to a variety of reading materials during class reading time.</p> <p>Student reading scores will increase on the PAT for ELA.</p>
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Strategy 3: Writing: Arrange for collaborative professional development sessions for all teachers to become acquainted with the writing targets, marking rubrics and exemplary samples Grade 6 PAT writing (for both the ELA and FLA exams).

Actions

For the purpose of the collaborative PD sessions on writing and reading, organize the staff into two groups, French Immersion and English, for complete grade level vertical integration. All English staff (Grades 1-6) will meet ½ day per month and alternately all French staff will meet ½ day per month so that all staff understand the full spectrum of elementary learning targets for writing. Staff will meet twice each month as a full group.

Arrange for consultant support for each of the English and the French Literacy collaboration sessions.

Organize sessions for all English and French Immersion teachers to examine and understand the writing rubrics and samples for Grade 6 ELA and FLA exams. Arrange for staff to develop rubrics for their particular instructional grade level that address writing outcomes appearing on the Grade 6 ELA and FLA exams. Ask staff to include their students in the discussion of the creation of the rubric so that it is written for their levels of understanding.

Focus instruction on Content and Organization categories which have the greatest impact on exam scores, but which most importantly develop higher level thinking skills.

Arrange for staff to engage in collaborative marking on student written assignments.

Purchase Chromebooks so that students have access to technology to write their ELA and FLA exams. Ensure that students have frequent opportunities throughout the year to practice using the Chromebooks prior to their exams.

Ensure that we continue to track writing progress in writing portfolios, and most importantly that teachers are including metacognitive exercises like checklists and self-evaluations for students so as to make student learning visible to students.

Measures/ Evidence of effectiveness

Arrange for 10 consultant visits on Literacy for both French Immersion and English PD respectively on FLA and PAT writing targets (subs paid through LSI Collaboration funds as well as school funds). Teachers will participate in valuable PD regarding writing targets. The awareness of the writing targets will help teachers to plan lessons and assessments for students.

Developed writing rubrics for each grade and level and language of instruction.

Organized collaborative sharing and discussion of marking for all teachers.

Arrange for teachers and students to be trained on the use of Chromebooks for the PAT.

The above will help St. Angela students achieve continued student improvement in the writing marks on the ELA PAT and improvement in the writing marks on the FLA PAT.

Postings of Excellent Exemplary samples of writing in classrooms will help

<p>Ensure that teachers are posting examples of Exemplary writing in the Excellence category in their classrooms so that students have access to examples of how to improve their writing.</p>	<p>students to target their own learning needs and see concrete examples of success.</p>
<p>Strategy 4: Tracking with Data Walls/Google Classrooms</p>	
<p><u>Actions</u> Prepare a space for the creation of a data wall or spreadsheet (if our collaboration room is not ready) to track struggling readers. Begin with only those students who are more than 2 reading levels below the level they should be at for their grade level. (Collaboration Room)</p> <p>Arrange for teachers to meet to discuss how they might provide reading intervention for each student. This will also create opportunities for collective teacher efficacy, especially as teachers who have worked with the students before will have valuable insight into how a particular student learns.</p>	<p><u>Measures/ Evidence of effectiveness</u> Development of a tool for data tracking (physically on a wall or digitally on Google).</p> <p>Prepare discussion questions for staff collaboration on the topic and arrange for staff to discuss tracking results several times per year to know what to target for improvement.</p> <p>The above processes will help create a continuum of learning whereby teachers who have worked with struggling students can share how they achieved success in previous years with a particular student. This discussion accelerates the learning process for the current teacher working with the same student. The data also helps the school to target strategies and professional development in the school for continued success.</p>

Review Date 1: January 2019

Review Date 2: September 2019

<p>Goal 4: Numeracy: Develop a plan to begin a Guided Mathematics Program at St. Angela</p>
<p><u>District Correlation:</u></p>

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 necessitates a focus upon developing competencies, i.e. communication, growth and well-being, creativity and innovation, critical thinking, problem solving and management of information.

4.4 Promote excellent teaching practices consistent with the Teaching Quality Standard, which guides student achievement.

4.6 Ensure that every school and department create the conditions for optimal student learning and achievement within the context of a Catholic learning community.

a) Engage in professional learning aligned with the provincial focus on the learner competencies, literacy and numeracy, conceptual and procedural knowledge as per the Ministerial Order on Student Learning (May 6, 2013), and continue to focus on the foundations of literacy and numeracy and Alberta Education’s key competencies.

b) Ensure that assessment practices focus on improved student learning. Assessment data gathered into a student profile leads the learning team, including the student, to a deeper understanding and greater ability to target teaching and improve learning. Multiple sources of assessment data, including district and provincial exam results, inform instruction for school improvement in identified areas.

4.7 Support teachers and system leaders to implement technology effectively and equitably into the learning environment, identify indicators of progress, and be accountable for enacting policies, procedures and standards, as outlined in the Learning and Technology Policy Framework.

Strategy 1: Measure students current learning needs in Mathematics

<u>Actions</u>	<u>Measures/ Evidence of effectiveness</u>
<p>Have all students complete the MIPI exam for a baseline understanding of their learning needs.</p> <p>Discuss the results with teachers, noting particularly what skills and knowledge need the most focused learning attention. The result will help us in our discussion of program planning.</p>	<p>Obtain MIPI scores as a baseline to plan instructional foci. The school, especially the teachers, will discover what students are successful at and what they are struggling with in numeracy understanding. This will help the school target PD and learning strategies to help students improve their numeracy skills and PAT results in Mathematics.</p>

	Plan PD for 2019-2020 to target improvement in student Math skills.
Strategy 2: Engage a group of teachers in reading about and researching guided math programs so that we are ready to implement a program at the outset of the 2019-2020 year. This group should take its findings to a discussion with the rest of the teaching staff.	
<u>Actions</u> Secure and research math methodology books. Discuss the methods in relation to the needs of our students. Discuss the preliminary plan with the full staff and obtain feedback from all staff.	<u>Measures/ Evidence of effectiveness</u> Organize a Mathematics' pedagogy focus group to prepare a plan to report on to the staff for PD and instructional targeting. In consultation with all staff, targets should be established this year for PD and instructional foci for Mathematics so that teachers have time to plan for 2019-2020.
Strategy 3: Prepare for implementation of the Numeracy plan in September 2019.	
<u>Actions</u> Do an inventory of current school resources that would meet the needs of the program. Order any necessary and missing resources. Write the plan for school implementation for September 2019. Review the Numeracy plan with the District Elementary Mathematics Consultant.	<u>Measures/ Evidence of effectiveness</u> Obtain necessary and agreed upon resources. Present staff with a targeted plan for Math instruction that will address our student numeracy deficiencies. Listen to feedback and adjust plans accordingly.

Review Date 1: January 2019

Review Date 2: September 2019

Goal 5: Increase student and parent confidence that St. Angela School is a safe and caring school.
<u>District Correlation:</u> 3.6 Continue to provide and develop services and model initiatives that promote student health, using the Mental Health Strategic Plan.

3.7 Ensure that learner centered decisions are based on the 6 Principles of Inclusive Education (https://education.alberta.ca/inclusive-education/what-is-inclusion/).	
Strategy 1: Provide staff support for students with behavioral needs.	
<u>Actions</u> Hire an additional EA Hire a Family Social Liaison Worker to help students who are dealing with trauma and behavioral issues. Arrange for full supervision of some students (during their free play time at recess and before and after school) so that they do not hurt others. Effective assigned use of the TABT assistants in the school on the basis of student needs.	<u>Measures/ Evidence of effectiveness</u> We will see a decrease in incidence of student aggression during supervised playtime at recess and before as well as after school. We will see a decrease in the percentage of students and parents indicating that bullying is an issue.
Strategy 2: Evaluate the use of the PATHs program by staff.	
<u>Actions</u> Ensure that PATHs resources are available to all teachers. Ensure that all teachers have been trained for PATHs. Discuss teacher use of the PATHs program.	<u>Measures/ Evidence of effectiveness</u> We will see a decline in the incidence of student aggression.
Strategy 3: Ensure use of PowerTeacher Pro Log entries on student behavior.	
<u>Actions</u> Instruct all teachers on how to log student behavior entries in PowerTeacher Pro so that we are able to track changes in student behavior and plan appropriate interventions.	<u>Measures/ Evidence of effectiveness</u> There will be more teacher and Admin use of Log Entries We will have valuable information on student behavior in Log Entries and will be able to make informed use of the information for behavioral intervention.
Strategy 4: Clarify student language regarding aggression.	
<u>Actions</u> Ensure that teachers are clarifying with students and parents the difference between bullying and aggression, and that students use the appropriate language.	<u>Measures/ Evidence of effectiveness</u> We will see a decrease in the use of the term bullying with regard to each separate incident of aggression.

<p>Increase the number of parent responses for the Accountability Pillar survey so that we obtain a statistically significant survey response and overall accurate information. Send frequent emails to parents and have teachers contact the parents of their students to remind them of the need to respond to the survey.</p>	<p>We will see an increase in the number of parent Accountability Pillar surveys returned.</p>
<p>Strategy 5: Engage students and parents in school events by communicating activities to them.</p>	
<p><u>Actions</u> Use the school road-sign, Swift Connect, the school newsletter, the school website, and PowerSchool to communicate information from the school to students and parents.</p>	<p><u>Measures/ Evidence of effectiveness</u> We will see increased parent engagement in the life of the school.</p>

Review Date 1: January 2019

Review Date 2: September 2019

<p>Goal 6: Enhance student collaborative learning and collective teacher efficacy.</p>
<p><u>District Correlation:</u></p> <p>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 necessitates a focus upon developing competencies, i.e. communication, growth and well-being, creativity and innovation, critical thinking, problem solving and management of information.</p> <p>4.4 Promote excellent teaching practices consistent with the Teaching Quality Standard, which guides student achievement.</p> <p>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.</p> <p>a) Engage in professional learning aligned with the provincial focus on the learner competencies, literacy and numeracy, conceptual and procedural knowledge as per the Ministerial Order on Student Learning (May 6, 2013), and continue to focus on the foundations of literacy and numeracy and Alberta Education’s key competencies.</p> <p>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.</p>

4.7 Support teachers and system leaders to implement technology effectively and equitably into the learning environment, identify indicators of progress, and be accountable for enacting policies, procedures and standards, as outlined in the Learning and Technology Policy Framework.

Strategy 1: Facilitate Teacher Cross Grade Planning and Teaching

<u>Actions</u>	<u>Measures/ Evidence of effectiveness</u>
<p>Look for teacher volunteers to engage in cross grade planning and cooperative teaching. This process appears facilitate flexible use of teacher instruction to respond efficiently to student learning needs and encourages teacher collective efficacy. The model allows for greater opportunity for students to learn cooperatively with others, from the perspectives of helping other students, receiving help from other students, and working on the competency of collaboration with a larger community than their own classroom. The model will allow for students who are capable of working at levels above their grade to aspire to higher learning outcomes with help from other students.</p>	<p>We will see an increase in the numbers of teachers who want to participate in cross grade co-planning and co-teaching.</p> <p>We will see an increase in student achievement, especially marks in the standard of Excellence category</p> <p>We will see an increase in student metacognition and individual goal setting and goal achievement, particularly in writing portfolios.</p> <p>We will see a decrease in behavioral issues interfering with learning during class time as students take a greater community role in modulating activity within the class.</p> <p>We will see the elimination of small class student counter learning cultures (these behavioral issues become very pronounced in small classes that are isolated from the larger school population for several years- they form their own quasi-independent society).</p>

Strategy 2: Remove physical barriers to learning	
<u>Actions</u> Petition the District for the removal of the physical barriers separating the collaboration that could occur between cross grade classes.	<u>Measures/ Evidence of effectiveness</u> We hope to see partial removal of walls in participating classes.
Strategy 3: Increase teacher understanding of the full spectrum of learning outcomes in elementary grades	
<u>Actions</u> Encourage co-teaching and planning of classes, especially through dialogue that occurs around teacher growth from fully immersing oneself in the planning and teaching process with a colleague.	<u>Measures/ Evidence of effectiveness</u> We will see growth in teacher skillsets and confidence. We will see growth in teacher understanding of student learning issues that are important beyond a teacher's grade compartmentalization. We will see growth in teacher understanding of student developmental issues beyond their grade level.

Review Date 1: January 2019

Review Date 2: September 2019

Goal 7: Enhance student engagement in learning through metacognitive strategies such as involving students in creating learning targets, success criteria, and engaging in reflective goal setting.
<u>District Correlation:</u> 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 necessitates a focus upon developing competencies, i.e. communication, growth and well-being, creativity and innovation, critical thinking, problem solving and management of information.

4.4 Promote excellent teaching practices consistent with the Teaching Quality Standard, which guides student achievement.

4.6 Ensure that every school and department create the conditions for optimal student learning and achievement within the context of a Catholic learning community.

a) Engage in professional learning aligned with the provincial focus on the learner competencies, literacy and numeracy, conceptual and procedural knowledge as per the Ministerial Order on Student Learning (May 6, 2013), and continue to focus on the foundations of literacy and numeracy and Alberta Education’s key competencies.

b) Ensure that assessment practices focus on improved student learning. Assessment data gathered into a student profile leads the learning team, including the student, to a deeper understanding and greater ability to target teaching and improve learning. Multiple sources of assessment data, including district and provincial exam results, inform instruction for school improvement in identified areas.

4.7 Support teachers and system leaders to implement technology effectively and equitably into the learning environment, identify indicators of progress, and be accountable for enacting policies, procedures and standards, as outlined in the Learning and Technology Policy Framework.

Strategy 1: Create a Visible Learning Community of Practice to make recommendations to the staff regarding make student learning visible to students.

Actions

Create recommendations for the creation of student writing portfolios in each class, especially with student self-assessment rubrics and other metrics.

Provide guidance to teachers on how to involve students in establishing learning targets and defining success criteria.

Measures/ Evidence of effectiveness

We will see the development of Metacognitive learning portfolios for students in all classes.

Students will be involved in the creation of learning targets and success criteria for assignments and activities.

Strategy 2: Engage students in monitoring their learning success, especially through PowerSchool.

Actions

Instruct students in how to access PowerSchool and ensure that they access it regularly to understand their success at meeting their learning outcomes.

Measures/ Evidence of effectiveness

We will be able to track greater frequency of student access to PowerSchool and consequently an increase in student engagement and

	understanding of their success in meeting their learning outcomes.
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Review Date 1: January 2019

Review Date 2: September 2019