

École St. Angela School

School Plan for Continuous Growth 2016-2019

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

School Context:

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 neighbourhood school where parents have a choice between two dynamic programs: English and French Immersion. The French Immersion program begins in Kindergarten and is designed to provide non-francophone children with a high degree of proficiency in the French language. French Immersion broadens and deepens the exposure to a second language. In Immersion programs, French is not only a subject, but a language of instruction and a means of communication. We are learning IN French, not just a second language.

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.

The strength of our school rests in our students and staff. We believe all students can become ***Leaders for a Lifetime***. We are a **Leadership for ALL** school with all classrooms and lessons infused with the 7 Habits of Highly Effective People. Students set goals on a daily and yearly basis. They track their goals and demonstrate their learning in Digital Data Notebooks.

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 prayer, leadership and goal reaching is celebrated.

Located in the Wellington area of North Edmonton, our school population of 454 students is an inclusive community where we celebrate diversity.

Review of the School's Three Year Plan /Data Analysis

- In October, all staff have spent time together, talking about the previous school years' goals and where we want to go for the next three years
- Technology is a constant topic of conversation as teachers and students integrate technology into every subject area and grade level. Our school is a one-to-one iPad school.
- Analysis of Data includes: Grade 6 PAT results; Regression Analysis, Satisfaction Survey, Tell Them From Me, Struggling Readers Report, Alberta Education Accountability Pillar, School Mental Health Survey, and Thought Exchange
- School Plan for Continuous Growth has been developing since Mid-October 2016, and will be finalized by November 24 with direct input from all staff members.
- School Pan for Continuous Growth will be presented to School Advisory Council, November 28, 2016 at 6:30 pm.

Review of Previous Year's Goals:

Goal	Achieved/continue/modify	Evidence/data used
Goal #1: We are committed to creating a Catholic school culture of leadership through our <i>Leadership for ALL</i> program to inspire greatness, one child at a time.	We use this goal as a strategy.	Student leadership is evident on a daily basis throughout the school by the common language of students and staff. Students lead weekly assemblies. Collected Data demonstrate negative behaviours have declined and students are taking responsibility for their own actions. Data is collected via PowerSchool and demonstrates the increase or decline in behaviour incidents.

<p>Goal #2: St. Angela School is committed to improving student learning and achievement within the context of a 21st Century Catholic learning community with emphasis on literacy and numeracy.</p>	<p>We will continue with this goal with the CoPs and PoPs.</p>	<p>Anecdotal notes, F&P diagnostic data, review of existing files, PAT data, IPP / PLP, GB+, etc.</p>
<p>Goal #3: St. Angela School teaching staff is committed to meaningful collaboration and collegiality to bring about transformation in our teaching skills that connect, engage, support, sustain and enrich our students' lives and accelerate their achievement in a Catholic School environment.</p>	<p>This is a strategy. We will continue with this goal with the CoPs and PoPs.</p>	<p>Monthly Collaboration Days for all teaching staff. Monthly professional development days. Use of technology for the 'connected educator' such as OneNote and Google Classroom.</p>

Data Analysis:

Areas to celebrate

<p>Accountability Pillar</p>	<ul style="list-style-type: none"> • Excellent: parent involvement overall • Very High Achievement: Safe and Caring, Program of Studies and Education Quality • Improvement: Education Quality • Overall Excellence: Work Preparation, Education Quality, Work Preparation, Parental Involvement
<p>District Satisfaction Survey</p>	<ul style="list-style-type: none"> • Student High Satisfaction: Student behaviour is handled fairly. (+4.1) • Staff High Satisfaction: The Superintendent of Schools provided effective leadership in the district (+11.2) • Parent High Satisfaction How satisfied you are with the yellow bus transportation service. (+11.3)
<p>Regression Analysis</p>	<ul style="list-style-type: none"> • (=) in Mathematics, Science, Social Studies (both English and French)
<p>PAT/Diploma analysis</p>	<ul style="list-style-type: none"> • Achieved above the provincial average in Science (French and English)
<p>Tell Them From Me</p>	<ul style="list-style-type: none"> • 80% of students have a high sense of belonging • 83% of students have positive relationships • students match the Canadian norm for hours per day on leisure reading (0.9 hrs)

	<ul style="list-style-type: none"> • 76% of students demonstrate positive homework behaviours • 87% of students are interested and motivated compared to the Canadian norm of 71% • 94% of students try hard to succeed, compared to the Canadian norm of 91% • positive teacher-student relations were rated 8.7 out of 10; the Canadian norm is 7.9 out of 10 • 72% of students strongly agree: Religious celebrations and prayer are important at my school. • 63% of students strongly agree: Attending a Catholic school helps me to explore my love of God and service to the community
5 Marks of Catholic School Identity Assessment	<ul style="list-style-type: none"> • Mark 1: Grounded in a Christian Anthropology: An excellent Catholic school is driven by a mission which views all people with an inherent dignity as sons and daughters of God • Mark 2: Imbued with Catholic Worldview: An excellent Catholic school has a visible and tangible Catholic vision evident in its physical space, liturgical celebrations and prayer life.

Areas to target for growth

Data Source	Process	Goals in response to data
Accountability Pillar	In the Improvement Category, we have three areas of decline, Safe and Caring; Citizenship and School Improvement. (-4% points)	<ul style="list-style-type: none"> • Ensure all teachers are trained in the 7 Habits of Highly Effective People • Ensure all classes and students are creating personal and classroom goals, using their leadership skills to reach these goals
District Satisfaction Survey	<p>Student Response Below District Average:</p> <p>-My school teaches me to make healthy food choices and to be active. (-2.2)</p> <p>-My classroom learning activities are meaningful. (-2.2)</p>	<p>1. One-to-one iPads</p> <p>2. Continuation of our Community of Practice with monthly collaboration days</p> <p>3. Parent Calendar: a PDF document linked on the front page of the school web site, which can be downloaded or</p>

	<p>Staff Responses Below District Average: - -Our staff works as a team in our school/department. (-3.5)</p> <p>Parent Responses Below District Average: - level of satisfaction with your opportunity to access information about activities in the school. (-2.8)</p>	<p>viewed at any time. It is updated on a weekly basis, informing parents of all activities happening with the school.</p> <p>4. Front Outside School Sign: highlights specific upcoming events in the near future, as well as slogans and thoughts for the day.</p> <p>5. Monthly or Bi-Monthly Events Update PDF, sent out with <i>Synervoice</i>. This is an email to all parents, with the attached PDF of the upcoming events, with details for each event. This PDF is also linked on the school web site, front page access.</p> <p>6. Upcoming Events on School Web Site located on the bottom part of the web site (called 'Ad Hoc' events). This is updated regularly, almost daily.</p> <p>7. Individual Teachers send out classroom newsletters, approved first by administration.</p> <p>8. Email Connections with all members of School Advisory Council.</p> <p>9. Telephone Communication is always part of the communication strategy of our school, with Administration and teachers never hesitating to make the call home when necessary.</p> <p>10. Student Agenda used on a daily basis by all teachers and front office staff for day to day reminders, attendance and student responsibilities.</p>
Regression Analysis	-we have a minus in English Language Arts and French Language Arts	All goals in this School Plan for Continuous Growth are directed toward the improvements needed in English and French Language Arts

PAT/Diploma analysis	Language Arts English: Standard of Excellence in 2015 of 93.5% to 78.6% in 2016. Language Arts French: Standard of Excellence in 2015 of 88.2% to 81.3% in 2016	All goals in this School Plan for Continuous Growth are directed toward the improvements needed in English and French Language Arts.
Tell Them From Me	Categories which need attention: student participation in sports; school clubs; religious celebrations and prayer are important at my school; attending a Catholic School helps me to explore my love of God and service to the community.	Students are engaged in sports/clubs not originating at the school (hockey, soccer). All students are engaged in student led celebrations on a weekly assembly. Our emphasis on the 5 Stages of Social Justice will open their response to service to our community.
5 Marks of Catholic School Identity Assessment	Mark One: <i>Grounded in a Christian Anthropology</i> Standard One: <i>An excellent Catholic school is driven by a mission which views all men and women with an inherent dignity as sons and daughters of God.</i>	All goals support the 5 Marks of Catholic School Identity.

Goals:

<p>Goal #1: Achieved through the intentional establishment of a Literacy Community of Practice (CoP), students at St. Angela School will demonstrate AT LEAST two reading levels of growth in their reading fluency and comprehension per year.</p> <p><u>District Correlation:</u></p> <p><u>District Goal Two: Every student is successful</u> 2.2 Ensure the educational experiences meet the diverse needs of our learners and are available to all students.</p> <p><u>District Goal Four: Quality teaching and school leadership</u> 4.1 Provide professional learning opportunities that build the capacity and leadership of all staff to improve learner success. a) Engage in professional learning that ensures we live the distinctiveness of Catholic education and that every student is successful b) Increase academic achievements by promoting successful practices in teaching to support all students. 4.3 Ensure that every school and department creates 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, <i>Literacy and Numeracy: Learning Deeply</i> which focusses on the Ministerial Order on Student Learning (May 6. 2013) and enhances the conversation, creativity, collaboration, and capacity of our learning community.</p>

b) Ensure that assessment practices are aligned with Alberta Education competencies and that schools consider multiple sources of assessment data, including formative and summative, standardized and provincial assessment, and test results such as district exams, to inform instruction for improvement in identified areas. Assessment data, gathered into a student profile, leads the learning team to a deeper understanding of the student and greater ability to target teaching to improve learning.

c) Ensure that appropriate and approved resources are used to support learning in the classrooms and that appropriate resources area allocated to support departments.

Strategy	Actions	Measures/ Evidence of effectiveness
Principal, with school learning team, creates a school-wide literacy community of practice (COP) whose domain or problem of practice (POP) is focusing on content literacy.	Teacher leaders will engage the learning team and staff via dialogue, meeting, discussion and research into how COP(s) are established and implemented.	Teachers will utilize key terms and common language associated with COP with strong focus on vocabulary and comprehension. Intentional work with the Program of Studies at each grade level One Best Thing: teacher sharing of best practices on a monthly and yearly basis (Jim Knight) to build capacity.
Teachers create a classroom profile of their students as a community of readers.	All teachers intentionally observe reading behaviors of students in class. Teachers assess reading, using multiple sources of combined data such as anecdotal notes, conversations with past teachers, F&P diagnostic data, review of existing files, PAT data, IPP / PLP, GB+, etc.	School documentation (both quantitative and qualitative) of reading level, behaviors, accuracy, fluency and comprehension. Note: F&P data from June can be used as part of baseline reading assessment.
Teachers identify recurring themes from student profiles.	Teachers meet to identify PoPs focused on reading behaviours to support	Anecdotal notes, conversations with past teachers, F&P diagnostic

	student reading achievement.	data, review of existing files, PAT data, IPP / PLP, GB+, etc.
Each literacy CoP chooses a focus to explore in a deepening inquiry cycle of internal and external expertise, professional dialogue and deliberate practice.	<p>Given their focus, teachers delve deeper into and apply high impact strategies and structures with their students in their classrooms that will support enhanced student achievement in reading. This can be achieved through classroom practice, interclass school visitations, staff meetings, dedicated collaborative time, school PD day(s), District Thursdays.</p> <p>Teachers participate in Monthly Teacher Collaboration Days, focusing on specific PoPs with continued dialogue and support through Google Classroom, Learning Coach, Technology Coach and School Administration support.</p> <p>Teachers co-plan and co-teach with colleagues with support of \$5800 for replacement teachers.</p> <p>At least one teacher from the school participates in the district LSI cohorts involving literacy.</p> <p>Teachers engage LSI, LSE and district monitoring as required to support school driven literacy CoP work.</p> <p>The learning coach will provide sessions on the last Wednesday of each month for our EAs during their weekly meeting.</p>	<p>School schedule of staff meeting and dedication collaborative time to engage in literacy COP(s).</p> <p>Attendance in six district LSI cohort sessions: Sept, Oct, Dec, Jan, Feb, and March.</p> <p>Google Classroom.</p> <p>.</p>

<p>Teachers engage in ongoing reflective practice / assessment of student progress.</p>	<p>Daily classroom teaching and assessment based on inquiry cycle; identify, learn, improve (Jim Knight).</p>	<p>Evidence of formative and summative student assessment in reading via daily classwork, teacher observation, snapshot assessments, parent feedback, and ongoing, progress reports (Nov / March / June).</p> <p>In government exam grade levels, student achievement will reflect an increase in the number of students achieving the “acceptable” standard.</p> <p>Regression analysis for those years will reflect +or = in subject areas.</p> <p>Necessary accommodation and adaption for programing based on student need.</p>
<p>School Wide focus on writing with monthly across grade Write Ons connected to children’s literature used in weekly assemblies attached to Leadership for ALL.</p>	<p>Monthly Write Ons for students, with collaborative marking and peer discussion across grades.</p>	<p>Data collection of writing samples, determining the growth for each student to drive instruction.</p>

Review Date 1: May 2017

Review Date 2: October 2017

<p>Goal #2: Achieved through the intentional establishment of a Numeracy Community of Practice (CoP), students at St. Angela School will demonstrate proficiency within their levelled Key Learner Outcomes.</p>
<p><u>District Correlation:</u></p> <p>District Goal Two: Every student is successful 2.2 Ensure the educational experiences meet the diverse needs of our learners and are available to all students.</p>

- d) Continue to implement strategies related to the success of our English Language Learners, which includes identifying and exploring strategies to ensure the success of our refugee students.
- e) Continue to develop and support the Learning Coach role in our schools.

District Goal Four: Quality teaching and school leadership

4.1 Provide professional learning opportunities that build the capacity and leadership of all staff to improve learner success.

- a) Engage in professional learning that ensures we live the distinctiveness of Catholic education and that every student is successful
- b) Increase academic achievements by promoting successful practices in teaching to support all students.

<u>Strategy</u>	<u>Actions</u>	<u>Measures/ Evidence of effectiveness</u>
Staff will engage in a variety of professional learning activities that build their capacity to support their students' diverse needs.	<p>The Learning Coach/Assistant Principal will provide sessions during Monthly Collaboration days and Thursday PD addressing common numeracy themes identified through classroom profiles</p> <p>Teachers will schedule weekly visits from the Learning Coach to target job embedded PD that is relevant to their classroom</p>	<p>-One Best Thing: teacher sharing of best practices on a monthly and yearly basis (Jim Knight) to build capacity.</p> <p>-Classroom Data collection on Math assessment will provide information on how to direct instruction</p> <p>-Learning Coach Google Classroom will have resource materials on all topics</p> <p>-Learning Coach/Assistant Principal is in each class on a weekly basis</p> <p>-Teaching staff collaborate and support each other with Problem of Practice sharing</p> <p>-intentional work with the Program of Studies at each grade level</p>
		- PAT results

<p>Students will experience a broad spectrum of teaching and learning experiences.</p> <p>School wide focus on Numeracy (CoP).</p> <p>Students will have a menu of supports available to them to enhance their learning.</p>	<ul style="list-style-type: none"> -small and flexible student guided mathematics groupings based on student needs and achievement levels -students will learn at least one collaborative App per month with the support of the tech coach -ELL students will have appropriate supports -all teachers will post their syllabus and support materials in their virtual classroom to facilitate home review of lessons -teachers will post KLOs as learning targets for students. -students establish personalized learning goals, collected digitally in their Digital Data Notebooks. 	<ul style="list-style-type: none"> - Gr. 3 SLAs - Regression scores - Accountability Pillar “Student Learning Opportunity” and “Student Learning Achievement” measures - Digital Data Notebooks - Report Cards - Teacher established Google Classrooms - ELL plan in place - Necessary accommodation and adaption for programing based on student need.
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Review Date 1: May 2017

Review Date 2: October 2017

<p><u>Goal #3:</u> 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 teaching and faith-based education.</p>
<p><u>District Correlation:</u> District Goal One: Live the distinctiveness of Catholic education 1.1 Demonstrate the distinctiveness and advantages of Catholic education.</p>

- 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.

1.7 Continue to enhance and strengthen our Catholic identity through the Five Marks of Catholic School Identity Implementation Plan (2015-2018) (Five Marks of Catholic Education) and continue teacher faith formation through the Five Marks of Catholic School Identity and the Excellent Catholic Teacher (The Excellent Catholic Teacher).

<u>Strategy</u>	<u>Actions</u>	<u>Measures/evidence of effectiveness</u>
<p>Teachers will participate in 'just in time' professional development for school wide liturgical celebrations, faith based questions and topics.</p> <p>Teachers will recognize social and emotional learning.</p> <p>Staff, students and parents have been in-serviced on the 5 stages of Social Justice.</p> <p>Students will have the opportunity to reflect upon social justice projects in an age appropriate manner to articulate their understanding of Catholic Social teaching achieved through the projects.</p> <p>Intentional work with Staff to connect Competencies with the Program of Studies.</p> <p>All staff and students are trained in the 7 Habits of Highly Effective People.</p>	<p>The school chaplain will present age appropriate lessons to all classes on the five stages of social justice</p> <p>Teachers will attend PATHS and recognize social and emotional learning to support Mental Health.</p> <p>Each class will carry out a social justice project in addition to a whole school social justice project (to be determined by staff)</p> <p>Classes will research various social justice projects and collaboratively decide on their social justice project</p> <p>To build capacity and awareness, each teacher will share the social justice projects from their classroom</p>	<p>-Five Marks of Catholic School Identity Assessment</p> <p>-each class posts a Mission Statement. This statement is used to demonstrate the Do's of the competencies</p> <p>-students will place their projects on Google Classroom and Digital Notebook to demonstrate to parents and community</p>

<p>All classrooms experience the permeation of the 7 Habits of Highly Effective People.</p> <p>Support EAs to plan life skill activities for all severe identified students. These life skill activities are shared with the school community.</p>		
<p>Students will complete cross-curricular projects that reflect the competencies.</p>	<p>-each grade level team will choose two elements from the cross curricular competencies to focus on for a project.</p> <p>-project plans will be shared during a staff meeting to build staff capacity.</p>	<p>- Project plans target the elements of the competencies</p> <p>- Students can articulate/demonstrate their learning (Genius Hour) (7 Habits application) in each project from a variety of curricular and competency perspectives</p>

Review Date 1: May 2017

Review Date 2: October 2017