École St. Angela School

School Plan for Continuous Growth 2017-2020

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/Electronic Portfolios.

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 434 students is an inclusive community where we celebrate diversity.

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

- In October/November (and a full day retreat on November 2, 2017), all staff 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 the end of September 2017, and will be finalized by November 2017 with direct input from all staff members.
- School Pan for Continuous Growth will be presented to School Advisory Council, November 27, 2017 at 6:30 pm.

Review of Previous Year's Goals:

Goal	Achieved/continue/modify	Evidence/data used
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.	This goal is achieved on a daily basis, continued for the entire school year, and is modified daily as we help students learn to become leaders by a paradigm shift to the model of 'see-do-get'. Staff have incorporated the 7 Habits in their own lives and reflect the use of these habits in daily lesson plans.	-common language of students and staff. -Students lead weekly assemblies. -Collected Data demonstrate negative behaviours continue to decline as students take responsibility for their own actions. Data is collected via PowerSchool.

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.	We will continue this goal with our Community of Practice.	Anecdotal notes, review of existing files, PAT data, IPP / PLP.
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 teaching and faith-based education.	We will continue this goal with our Community of Practice.	Monthly Collaboration Days for all teaching staff. Monthly professional development days. Teachers select one or two specific competencies to focus on for students in their classroom, collecting data to determine student understanding.

Data Analysis:

Areas to celebrate

Accountability Pillar	• The overall picture of our School is Good and Excellent, with the exception of the 'Excellence' Standard in PAT results. It has declined and there is a concern due to the decline. Otherwise, all other areas have remained the same or a slight decline to the standard of 'Good', 'Acceptable' or 'Excellent'.
District Satisfaction Survey	• **Student High Satisfaction:** I learn better by using technology in my school. (+4.1) • **Staff High Satisfaction**: School professional development provides me with an opportunity to improve my work skills. (+9.8) • **Parent High Satisfaction** Collaboration skills are taught at my child's school (+1.7)
Regression Analysis	• (-) in all areas (both English and French)
PAT/Diploma analysis	• We are aware of the decline over the past two years in both English and French regarding PAT results. It is our central focus for this School Growth Plan to turn the tide this school year with increases in all areas by the end of June 2018.
Our School Survey	• Students with positive relationships (+3% over the district) • Students meeting and nearly meeting Canada's Food Guide (+3% over the district)

5 Marks of Catholic School Identity Assessment	• 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 songs 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, regular liturgical celebrations and prayer life.

Areas to target for growth

Data Source	Measures	Goals in response to data
Accountability Pillar	Our first priority is the PAT Standard of Excellence decline.	-All teachers in all grades will be focusing on understanding the language used in PATs, supporting ELL students in particular, enabling students to better comprehend meaning in text.
District Satisfaction Survey	-Non-academic needs of students are met in our school through a variety of supports and services. (-4.2% below District) -My school teaches me to make healthy food choices and to be active. (-4.3% below District). -	-Teachers, Administration and Educational Assistants will continue to focus specifically on the physical and mental health concerns of students. Weekly and bi-weekly meetings of Educational Assistants for Professional Development, continue to support staff as they work together to address needs of all students. -Continue with Daily Physical Activity for ALL students. Practice of Habit 7: Sharpen the Saw to be permeated in lesson plans on a daily basis.
Regression Analysis	Regression is negative in all subjects in English and French, and is a two-year trend in Language Arts in both languages.	All goals in this School Plan for Continuous Growth are directed toward the improvements needed in English and French Language Arts.
PAT/Diploma analysis	There is a downward trend in both English 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.
Our School Survey	Categories which need attention: student participation in sports; school clubs.	Students are engaged in sports/clubs not originating at the school (hockey, soccer).
5 Marks of Catholic School Identity Assessment	Mark Five: Shaped by a Spirituality of Communion Standard One: An excellent Catholic school recognizes each and every stakeholder is responsible for the common good.	Goal #3.

Goals:

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.
Sub Goal: All teachers will focus on Language Arts in both French and English to support student learning, stimulating the results of our Regression Analysis to reach the equals (=) level in English and French Language Arts.
District Correlation: District Goal One: ECSD students are successful. 1.1 Identify and implement best practices that align with excellent early learning pedagogy and learning environments to realize transformed education as described by the Ministerial Order on Student Learning. 1.2 Ensure the education experiences meet the diverse needs of our learners and are available to all students. District Goal Four: ECSD has excellent teachers, school and school district leaders. 4.1 Provide professional learning opportunities that build the capacity and leadership of all staff to improve learner success. 4.2 Continue to use the 8 Dimensions of Catholic Leadership to support, encourage and invest in the creative and innovative abilities of all staff. 4.4 Promote excellent teaching practices consistent with the Teaching Quality Standard, which guides student achievement. 4.6 Support teachers and system leaders to integrate technology effectively into the learning environment, as outlined in the Learning and Technology Policy Framework.

Strategy	Actions	Measures/ Evidence of effectiveness
Hire 1.0 FTE Teacher (December 1, 2017) to support the students in combined Grade 4/5 French; Grade 5/6 French; Grade 5/6 English and Grade 6 English to support struggling students as they prepare for the PATs.	Additional 1.0 FTE teacher will work with students directly, and as a team-teaching unit, addressing the Language Arts struggles of all students.	Significant percentage rise (5-10%) in the number of students reaching Standard of Acceptable and Standard of Excellence on PATs.
Tier Two Words Process: implementing this teaching strategy in all Grade 6	All teachers are working closely with Learning Coach	Significant percentage rise (5-10%) in the number of students reaching Standard

classrooms, to help students know and use the set vocabulary of PATs.	to improve on this practice for all students.	of Acceptable and Standard of Excellence on PATs.
Book Club: will be focusing on Non-Fiction writing to support student preparation for PATs. Book Club operates twice per week from November to June.	Non-fiction writing support with a Writing Residency for all students. (Monies from CIF to support this action).	Significant percentage rise (5-10%) in the number of students reaching Standard of Acceptable and Standard of Excellence on PATs.
Writing Residency: for all students from Grade 1 to Grade 6.	Local author providing staff professional development, and 6 writing residency days for all students.	Significant percentage rise (5-10%) in the number of students reaching Standard of Acceptable and Standard of Excellence on PATs.
School Professional Learning Team operates as a school-wide literacy community of practice (COP) whose domain or problem of practice is focusing on content literacy.	Teacher leaders will engage the learning team and staff via dialogue, meeting, discussion and research on a regular monthly basis.	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 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 previous grade teachers, F&P diagnostic data, review of

	student reading achievement.	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.	Achieved through classroom practice, interclass school visitations, staff meetings, dedicated collaborative time, school PD day(s), District Thursdays. Monthly Teacher Collaboration Days, focusing on specific PoPs with continued dialogue and support through Google Classroom, Learning Coach, Technology Coach and School Administration support. Teachers engage LSI, LSE and district monitoring as required to support school driven literacy CoP work.	School schedule of staff meeting and dedication collaborative time to engage in literacy COP(s). Google Classroom.
Teachers engage in ongoing reflective practice / assessment of student progress.	Daily classroom teaching and assessment based on inquiry cycle; identify, learn, improve (Jim Knight).	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). In government exam grade levels, student achievement will reflect an increase in the number of students achieving the "acceptable" standard. Regression analysis for this year will reflect +or = in subject areas. Necessary accommodation and adaption for programing based on student need.

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.	Monthly Write Ons for students, with collaborative marking and peer discussion across grades. Include a focus on writing with a Writing Residency throughout the school year.	Data collection of writing samples, determining the growth for each student to drive instruction.
Create **Web Site** for Parents	'Tools for Parents' web site and education links created by teaching staff.	Comments and response from parents on if they are using the web site and links provided them
School is enrolled in **Agile Schools professional development** provided by Alberta Teachers Association.	Created a Lead Learning Team (2 teachers, Learning Coach, Tech Coach, Assistant Principal, Principal)	Sprints will be intertwined by every teacher within each classroom by June 30, 2018.

Review Date 1: May 2018

Review Date 2: October 2018

Goal #2: Achieved through the intentional establishment of a Numeracy Community of Practice (CoP), 70% of students at St. Angela School will demonstrate proficiency within their levelled Key Learner Outcomes.
District Correlation: District Goal One: ECSD students are successful. 1.3 Identify and implement best practices that align with excellent early learning pedagogy and learning environments to realize transformed education as described by the Ministerial Order on Student Learning. 1.4 Ensure the education experiences meet the diverse needs of our learners and are available to all students. District Goal Four: ECSD has excellent teachers, school and school district leaders. 4.1 Provide professional learning opportunities that build the capacity and leadership of all staff to improve learner success. 4.2 Continue to use the 8 Dimensions of Catholic Leadership to support, encourage and invest in the creative and innovative abilities of all staff. 4.4 Promote excellent teaching practices consistent with the Teaching Quality Standard, which guides student achievement. 4.6 Support teachers and system leaders to integrate technology effectively into the learning environment, as outlined in the Learning and Technology Policy Framework.

Strategy	Actions	Measures/ Evidence of effectiveness
Staff will engage in a variety of professional learning activities that build their capacity to support their students' diverse needs.	The Learning Coach/Assistant Principal will provide sessions during Monthly Collaboration days and Thursday PD addressing common numeracy themes identified through classroom profiles Teachers will schedule weekly visits from the Learning Coach to target job embedded PD that is relevant to their classroom	-One Best Thing: teacher sharing of best practices on a monthly and yearly basis (Jim Knight) to build capacity. -Classroom Data collection on Math assessment will provide information on how to direct instruction -Learning Coach Google Classroom will have resource materials on all topics -Learning Coach/Assistant Principal is in each class on a weekly basis -Teaching staff collaborate and support each other with Problem of Practice sharing -Intentional work with the Program of Studies at each grade level
Students will experience a broad spectrum of teaching and learning experiences. School wide focus on Numeracy (CoP).	-Small and flexible student guided mathematics groupings based on student needs and achievement levels -ELL students will have appropriate supports -Teachers will post KLOs as learning targets for students.	-PAT results -Gr. 3 SLAs -Regression Analysis -Accountability Pillar "Student Learning Opportunity" and "Student Learning Achievement" measures -Digital Data Notebooks -Report Cards -Teacher established Google Classrooms -ELL plan in place

Students will have a menu of supports available to them to enhance their learning.	-students establish personalized learning goals, collected digitally in their Digital Data Notebooks.	-Necessary accommodation and adaption for programing based on student need.
Create Web Site for Parents	-'Tools for Parents' web site and education links created by teaching staff.	Comments and response from parents on if they are using the web site and links provided them
School is enrolled in Agile Schools professional development provided by Alberta Teachers Association.	-Created a Lead Learning Team (2 teachers, Learning Coach, Tech Coach, Assistant Principal, Principal)	Sprints will be intertwined by every teacher within each classroom by June 30, 2018.

Review Date 1: May 2018

Review Date 2: October 2018

Goal #3: By June of every year, all students as diverse learners will demonstrate growth in one or more Learner Competencies, with appropriate programming and accommodations, embedded in our core values, gospel teaching, and faith-based education.

ECSD District Goal: Catholicity
1.1 Demonstrate the distinctiveness and advantages of Catholic education.
    a) Cultivate and support a Catholic ethos/environment within each site.
    b) Demonstrate a way of life rooted in the Catholic Christian call to discipleship and service
    c) Ensure that permeation of faith remains central in all our day to day practices.
District Goal One: ECSD students are successful.
1.5 Identify and implement best practices that align with excellent early learning pedagogy and learning environments to realize transformed education as described by the Ministerial Order on Student Learning.
1.6 Ensure the education experiences meet the diverse needs of our learners and are available to all students.
 	
District Goal Four: ECSD has excellent teachers, school and school district leaders.
4.1 Provide professional learning opportunities that build the capacity and leadership of all staff to improve learner success.
4.2 Continue to use the 8 Dimensions of Catholic Leadership to support, encourage and invest in the creative and innovative abilities of all staff.
4.4 Promote excellent teaching practices consistent with the Teaching Quality Standard, which guides student achievement.
4.6 Support teachers and system leaders to integrate technology effectively into the learning environment, as outlined in the Learning and Technology Policy Framework.

Strategy	Actions	Measures/evidence of effectiveness
Teachers will participate in 'just in time' professional development for school wide liturgical celebrations, faith based questions and topics.

Teachers will recognize social and emotional learning.

Staff, students and parents have been in-serviced on the 5 stages of Social Justice.

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.

Intentional work with Staff to connect Competencies with the Program of Studies.

All staff and students are trained in the 7 Habits of Highly Effective People.

All classrooms experience the permeation of the 7 Habits of Highly Effective People.

Support EAs to plan life skill activities for all severe identified students. These life skill activities are shared with the school community. | Teachers continue to implement PATHS and recognize social and emotional learning in students to support Mental Health.

Each class will carry out a social justice project in addition to a whole school social justice project (Thanksgiving Food Collection/ Winter Clothing Collection)

To build capacity and awareness, each teacher will share the social justice projects from their classroom | -Five Marks of Catholic School Identity Assessment

-Each class posts a Mission Statement. This statement is used to demonstrate the Do's of the competencies

-Students will place their projects on Google Classroom and Digital Notebook to demonstrate to parents and community |

Students will complete cross-curricular projects that reflect the competencies.	-Each grade level team will choose two elements from the cross curricular competencies to focus on for a project. -Project plans will be shared during a staff meeting to build staff capacity.	- Project plans target the elements of the competencies - Students can articulate/demonstrate their learning (Genius Hour) (7 Habits application) in each project from a variety of curricular and competency perspectives
School is enrolled in Agile Schools Professional Development provided by Alberta Teachers Association.	Created a Lead Learning Team (2 teachers, Learning Coach, Tech Coach, Assistant Principal, Principal)	Sprints will be intertwined by every teacher within each classroom by June 30, 2018.
Create Web Site for Parents	'Tools for Parents' web site and education links created by teaching staff.	Comments and response from parents on if they are using the web site and links provided them

Review Date 1: May 2018

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