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

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:

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. 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. Many of our French Immersion students arrive by bus at 8:05am for class each day.

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.

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 have also moved all progress reporting to PowerTeacher Pro.

We also believe in collective teacher efficacy. Currently, we have two teachers who are teaching multileveled combined classes collectively-instructing a combined class of grades 3, 4 and 5 in French Immersion. The project has unleashed potential for teachers to diversify learning in the classroom and to enhance their own teaching skills. Teachers have indicated that the change has resulted in students practicing their oral French more frequently than if they were in a traditional classroom. Parents have been notified of this change and have expressed support for it in our SAC meeting.

The strength of our school rests in our students and staff. We believe all students can become *Leaders for a Lifetime*. We are a **Leader-in-Me** 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 we celebrate prayer, leadership and goal attainment.

Located in the Wellington area of North Edmonton, our school population of 386 students is an inclusive community where we celebrate diversity.

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

- In October/November, all staff spent time together, talking about the previous school years' goals, planning for the next three years
- Analysis of Data includes: Grade 6 PAT results; Regression Analysis, Satisfaction Survey, Tell Them From Me, Struggling Readers Report, Alberta Education Accountability Pillar, and School Mental Health Survey
- The School Plan for Continuous Growth has been developing since the end of September 2018 and will be finalized by November 2018 with direct input from all staff members
- The school Pan for Continuous Growth will be presented to School Advisory Council in late November

Review of Previous Year's Goals:

Goal	Achieved/continue/modify	Evidence/data used
Goal #1: 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	**Continue/Modify** 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 will have our teachers focus on Tier 2 words so that students would have a better chance at success on their PAT exams. We believe that enhancing reading skills will help students to improve their performance in all subjects, including Language Arts, Social Studies, Mathematics and Science Additionally, we will be receiving in-servicing from Apple on how to utilize GarageBand to have students use a recording device to	PAT results, Regression Analysis, Teacher observations, Fountas and Pinnell Assessments

	record their reading, work collaboratively to create success criteria and learning targets, and then to assess their reading. These recording can then be stored on their Google Classrooms in terms of portfolio documentation for Metacognitive purposes All teaching staff will be in-serviced on the literacy targets of the Grade 6 PAT Exams We will work with Literacy Consultants in monthly collaboration sessions with all staff in both French and English to enhance literacy pedagogy across the entire school We will focus on the use of PowerTeacher Pro for timely reporting of Assessment to parents	

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	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	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 teachings and faith-based education	We will modify this goal to focus on student leadership skills. Competencies are already being woven into daily educational activities. We would like to have our students take more active leadership roles in the daily activities of the school to enhance our Leader in Me programming We will have students from all homeroom classes (each class at different junctures throughout the year) participate in the organization and presentation of Catholic religious celebrations Student Leadership Clubs-We have encouraged the organization of several leadership clubs in the school, such as Wellness, Welcoming, Sports Leadership, and Games We will begin building strong First Nations, Metis and Inuit recognition into the culture of the school	Monthly Collaboration Days, Tell Them From Me Survey, Accountability Pillar Observation of student involvement in Leadership Clubs

<u>Data Analysis:</u>

Areas to celebrate

Accountability Pillar	• The overall picture of our School is that it has declined in Safe and Caring, has declined significantly in Education Quality, there is an issue with PAT Acceptable, and it has declined in Citizenship. St. Angela is rated as Excellent in both Work Preparation and Program of Studies. Student Participation in clubs is well below the District Average. • Parent response rate is extremely low, making the parent response data statistically insignificant.
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.

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, and enabling students to better comprehend meaning in text, through practice and instruction in reading and writing.
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. We will continue to plan weekly and bi-weekly meetings of Educational Assistants for Professional Development and continue to support staff as they work together to address needs of all students. We will 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 three-year trend in Language Arts in both languages.	All goals in this School Plan for Continuous Growth are directed toward the improvements needed in reading and writing skills to help students improve performance in all subject areas in both the English and French Immersion programs.
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.	Discuss and plan with staff for the addition of student clubs to the school.

| 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. 4.3 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 to Focus on Tier Two Words Process: implementing this teaching strategy in all Grade 6	All teachers are working closely with Learning Coach	Increase 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.
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 through a Visible Learning perspective	Teacher leaders will engage the learning team and staff via dialogue, meeting, discussion and research on a regular monthly basis. We will clarify literacy outcomes in the curriculum, review writing marking rubrics, work on creating student writing self-assessment portfolios. In monthly collaborative teaching staff pd sessions, consultants will work with teaching staff in both French and English to coach staff in writing pedagogy, collaborative Marking and student self-assessment.	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
Teachers create a classroom profile of their students as a community of readers	All teachers intentionally observe reading behaviors of students in class, especially using a Daily Five and CAFÉ framework. All teachers will be trained in the use of Daily Five and CAFÉ	School documentation (both quantitative and qualitative) of reading level, behaviors, accuracy, fluency and comprehension F&P data

Students will use Google Chromebooks for their PAT exams	Teachers will instruct their students on the use of Chromebooks for PAT exams	All capable students will use Chromebooks for their Written PAT exams.
Teachers engage in ongoing reflective practice / assessment of student progress	Daily classroom teaching and assessment based on inquiry cycle; identify, learn, improve (Jim Knight). Specific practices will include setting learning targets and success criteria with student participation, instructing teachers on the development of formative assessment tools, sharing assessment practices, and helping students learn to assess their own work. Work will be done on helping all staff to become aware of PAT evaluation criteria. Consultants in English Language Arts and French Language Arts are visiting the school monthly to work collaboratively with teachers on the above skills. We are planning for LLI intervention for the 2019-2020 school year, including the acquisition of LLI kits, training staff for the delivery of the reading intervention, and the hiring of a staff member to manage LLI work with students at all levels	Evidence of formative and summative student assessment in reading via daily classwork, teacher observation, snapshot assessments, parent feedback, and ongoing progress reports using PowerTeacher Pro. Necessary accommodations and adaptions for programming based on student need
Introduce First Nations reading content to students at	The school will purchase one Turtle Island Voices reading kit for each grade level in English	Student awareness of First Nations' culture.

each grade level, in both English and French	and French	

School Wide focus on writing with monthly across grade writing connected to children's literature used in weekly assemblies attached to Leader in Me	Monthly writing 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.
We will enhance our Literacy 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 to them
Garage Band-Explore approaches of using GarageBand to have students identify learning targets, create success criteria, and then assess their reading abilities using GarageBand on their iPads	Apple Canada will provide staff with 4 professional development sessions on how to use GarageBand to help students collaboratively identify learning targets, establish success criteria, and assess their own work.	PAT scores, Fountas and Pinnell Assessment, Regression Analysis

Review Date 1: May 2019

Review Date 2: October 2019

Goal #2: Achieved through the intentional establishment of a Numeracy Community of Practice (CoP), 60% of students at St. Angela School will demonstrate proficiency within their levelled Key Learner Outcomes.

District Correlation:

District Goal One: ECSD students are successful.

1.2   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.

1.3 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.

4.3 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. Staff will also begin planning for changes to mathematics programming, looking specifically at guided numeracy, visible learning, and conceptual understanding. Planning for Mathematics pedagogy will look at differences between surface, deep and transference learning, and how teachers can strategically use each for maximum student learning	The Learning Coach will establish a working committee to look at recommendations to staff for delivery of visible learning in Mathematics. The Learning coach will provide sessions during PD meetings addressing common numeracy themes identified through classroom profiles. The MIPI will be administered to students and data will be used to inform educational decisions regarding pedagogy and programming	-Classroom Data collection on the MIPI Math assessment will provide information on how to direct instruction -Learning Coach Google Classroom will have resource materials on topics -Intentional work with the Program of Studies at each grade level -Teaching staff to collaborate and support each other with Problem of Practice sharing

Students will experience a broad spectrum of teaching and learning experiences. School wide focus on Numeracy (CoP).	-Teachers will post KLOs as learning targets for students. -Small and flexible student guided mathematics groupings based on student needs and achievement levels -ELL students will have appropriate supports	-PAT results -Gr. 3 SLAs -Regression Analysis -Accountability Pillar "Student Learning Opportunity" and "Student Learning Achievement" measures -Digital Data Notebooks -PowerTeacher Pro -Teacher established Google Classrooms

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.

Review Date 1: May 2019

Review Date 2: October 2019

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.
1.2 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.
1.3 Ensure that flexible and responsive programming meets the diverse needs of all learners.
District Goal Two: ECSD supports First Nations, Métis and Inuit students' success
2.1 Increase academic success and cultural knowledge by promoting successful practices to support First Nations, Métis and Inuit students.
2.2 Provide and promote cultural diversity.
2.4 Continue to walk together recognizing the calls to action from the Truth and Reconciliation Commission
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.
4.3 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.
4.7 Support teachers and system leaders to integrate technology effectively into the learning environment, as outlined in the Learning and Technology Policy Framework.

Strategy	Actions	
Teachers will participate in 'just in time' professional development for school wide liturgical celebrations, faith-based questions and topics	Teachers continue to implement PATHS and recognize social and emotional learning in students to support Mental Health.	- Project plans target the elements of the competencies
Teachers will recognize social and emotional learning	Each class will carry out a social justice project in addition to a whole school social justice project (Thanksgiving Food Collection/ Winter Clothing Collection)	Students can articulate/demonstrate their learning (Genius Hour) (7 Habits application) in each project from a variety of curricular and competency perspectives
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	To build capacity and awareness, each teacher will share the social justice projects from their classroom	
Support EAs to plan life skill activities for all severe identified students. These life skill activities are shared with the school community	Students will be given opportunities to engage in Leadership activities within the daily activity of the school	
Intentional work with Staff to connect Competencies with the Program of Studies	Invite our Metis consultant to our Metis Week celebrations	
	Purchase reading kits for each grade level in English and French with First Nations content	
All classrooms experience the permeation of the 7 Habits of Highly Effective People.	Prepare a First Nations drama production with students	
All staff and students are trained in the 7 Habits of	Purchase the First Nations and Metis Flags for the school entrance.	

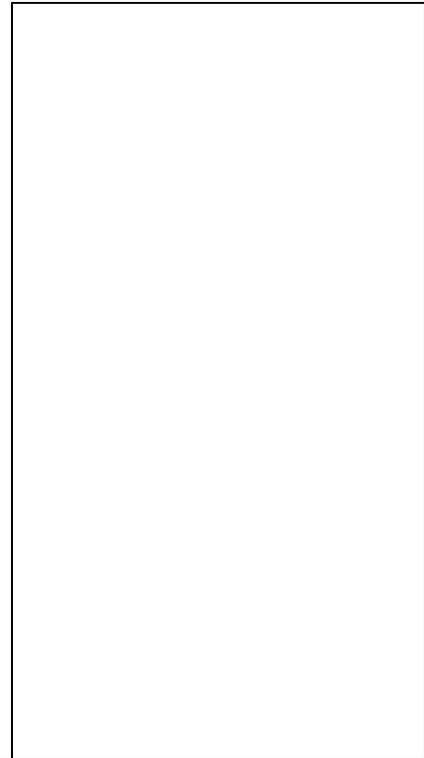|		
Highly Effective People Incorporate First Nations, Metis and Inuit activities into school celebrations to enhance cultural understanding and to create pride within our First Nations Metis and Inuit population Students will complete cross-curricular projects that reflect the competencies.	Invite an Elder during reading week to engage students in the oral storytelling tradition Purchase First Nations Metis and Inuit books for the Library to enhance student cultural awareness 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.	

Review Date 1: May 2019

Review Date 2: October 2019