



# EDMONTON CATHOLIC SCHOOLS

## **St. Boniface**

### **School Plan for Continuous Growth**

**2018-2021**

Christ has no body but yours, no hands, no feet on Earth but yours.  
(St. Teresa of Avila)

School Mission: Guided by our Catholic faith, we inquire, create, and take action as globally-minded communicators.

School Vision: As principled members of our Catholic community, all students will be empowered and inspired by the International Baccalaureate Primary Years Programme, and the Arts, to be socially responsible life-long learners.

School Charism: Like our namesake, St. Boniface, the “Apostle to the Germans”, we are called by God to be caring communicators and open-minded risk-takers. Through action and service, and guided by our Catholic faith, we demonstrate commitment, creativity, enthusiasm, integrity, and respect.

School Context: St. Boniface Catholic Elementary is a community of approximately 240 learners with a relatively low ELL and FNMI population. We are located on the southside of Edmonton, serving families of mid to high socio-economic status in the areas of Westbrook, Greenfield, Aspen Gardens and Royal Gardens.

We are a unique elementary school in the programming that we offer, as we are only one of two K-6 schools that offer the IB Primary Years Programme, and the only elementary school that has an Arts focus. Taught through the IB lens, we offer dance, art, music and drama classes to all students through a weekly schedule. To maintain the integrity of these unique programs, and still ensure their relevance to each other, we are always seeking ways to improve our delivery. With a significant amount of teaching staff turnover, as well as change in administration, this remains a focus for continuous reassessment and reform. Thankfully, our parent community is incredibly involved and supportive of initiatives for school improvement.

Review of Previous Year’s Goals:

| Goal  | Achieved/continue modify   | Evidence/data used  |
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| <b>#1: By the end of the 2017-18 school year all members of our school community will grow in their understanding of our Catholic identity as expressed in Mark #2 of the five marks of Catholic School Identity.</b> | -we will be continuing to work on this goal. We have begun to make an impact in this area but need to continue to enhance the visibility of our faith. Due to whole school painting and redesign of common areas last school year, we are only now | -through staff and parent discussion and observation, it was expressed that this still needs to be improved upon. A change in the Parish priest has also changed certain expectations that we will need to address. |

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|  | able to address this goal more efficiently.  |   |
| <b>#2. By June 2018, students will improve their levels of achievement through the transdisciplinary learning of the IB PYP and the Arts.</b>                  | -we will be continuing this goal and enhancing it through the addition of a goal that directly addresses increased instructional leadership and focus on critical assessment of current practices. (i.e. help improve achievement through the application of the new TQS/LQS). Much work still needs to be done in regard to the IB teaching and learning standards, especially in light of the expectation of implementation of a new Enhanced PYP. | -Accountability Pillar<br>-PAT results<br>-Satisfaction Surveys<br>-Regression Analysis   |
| <b>#3. By June of 2018, the parents, staff and students of St. Boniface will experience a greater sense of community, inclusion and pride in their school.</b> | -we will be keeping this goal, as we are still addressing the complexity of our Arts identity in the community and how it affects and relates to the identity of our PYP. Although we have experienced great strides in one short year, we know achieving this goal takes time as it directly targets something that is built over time.   | -our Accountability Pillar results revealed that parent involvement was an area that saw a huge improvement, so we are continuing and further qualifying the previous year's sub goals. |

Data Analysis:

**Areas to celebrate**

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| Accountability Pillar | <b>Measure Category: <u>We achieved excellence in all categories:</u></b><br>Excellent: SAFE AND CARING SCHOOLS – Safe and Caring<br>Excellent: STUDENT LEARNING OPPORTUNITIES – Program of Studies<br>Excellent: STUDENT LEARNING OPPORTUNITIES – Education Quality<br>Excellent: STUDENT LEARNING ACHIEVEMENT – PAT Acceptable<br>Excellent: STUDENT LEARNING ACHIEVEMENT – PAT Excellence<br>Excellent: PREPARATION FOR LIFE LONG LEARNING – Work Preparation |
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Excellent: PREPARATION FOR LIFE LONG LEARNING – Citizenship  
Excellent: PARENTAL INVOLVEMENT –Parental Involvement  
Excellent: CONTINUOUS IMPROVEMENT – School Improvement

**Achievement Measure: We achieved a Very High in all areas:**

Very High: SAFE AND CARING SCHOOLS – Safe and Caring  
Very High: STUDENT LEARNING OPPORTUNITIES – Program of Studies  
Very High: STUDENT LEARNING OPPORTUNITIES – Education Quality  
Very High: STUDENT LEARNING ACHIEVEMENT – PAT Acceptable  
Very High: STUDENT LEARNING ACHIEVEMENT – PAT Excellence  
Very High: PREPARATION FOR LIFE LONG LEARNING, WORLD OF WORK, CITIZENSHIP –Work Preparation  
Very High: PREPARATION FOR LIFE LONG LEARNING, WORLD OF WORK, CITIZENSHIP – Citizenship  
Very High: PARENTAL INVOLVEMENT-Parental Involvement  
Very High: CONTINUOUS IMPROVEMENT-School Improvement

**Improvement Measure:**

Improved Significantly: SAFE AND CARING SCHOOLS-Safe and Caring  
Improved: STUDENT LEARNING OPPORTUNITIES – Program of Studies  
Improved Significantly: STUDENT LEARNING OPPORTUNITIES- Education Quality  
Improved: STUDENT LEARNING ACHIEVEMENT-PAT Acceptable  
Improved Significantly: PREPARATION FOR LIFE LONG LEARNING, WORLD OF WORK, CITIZENSHIP – Work Preparation  
Improved Significantly: PREPARATION FOR LIFE LONG LEARNING, WORLD OF WORK, CITIZENSHIP – Citizenship  
Improved Significantly: PARENTAL INVOLVEMENT – Parental Involvement  
Improved Significantly: CONTINUOUS IMPROVEMENT – School Improvement

**Overall Measure Evaluation: We achieved excellence in all categories:**

Excellent: SAFE AND CARING SCHOOLS – Safe and Caring  
Excellent: STUDENT LEARNING OPPORTUNITIES – Program of Studies  
Excellent: STUDENT LEARNING OPPORTUNITIES – Education Quality  
Excellent: STUDENT LEARNING ACHIEVEMENT – PAT Acceptable  
Excellent: STUDENT LEARNING ACHIEVEMENT – PAT Excellence  
Excellent: PREPARATION FOR LIFE LONG LEARNING – Work Preparation  
Excellent: PREPARATION FOR LIFE LONG LEARNING – Citizenship  
Excellent: PARENTAL INVOLVEMENT –Parental Involvement  
Excellent: CONTINUOUS IMPROVEMENT – School Improvement

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| <p>District Satisfaction Survey</p> | <p><b><u>Students Grades 4-6:</u></b><br/> <b>#6:</b> I am happy with how much I am learning.<br/> <b>#7:</b> I am challenged to do my best.<br/> <b>#8:</b> My classroom learning activities are meaningful.<br/> <b>#9:</b> I can make choices about my learning.<br/> <b>#25:</b> Overall I am happy with my school.</p> <p><b><u>Parents:</u></b><br/> <b># 30:</b> I am involved in my child’s education.<br/> <b>#5:</b> My child’s school creates and promotes a Catholic learning environment.<br/> <b>#7:</b> Daily prayer and religious celebrations are important at my child’s school.<br/> <b>#13:</b> My child’s school demonstrates care for the environment.<br/> <b>#27:</b> My child’s school teaches respect for different cultures and religions.</p> <p><b><u>Staff:</u></b><br/> <b>#2:</b> Our school/site focuses on learning and teaching within a Catholic context.<br/> <b>#10:</b> I am satisfied with the way student discipline is handled in our school.<br/> <b>#11:</b> The approach to conflict management with adults in our school/site is reflective of our core values.<br/> <b>#15:</b> Learning experiences at our school support the development of creative, critical thinking, global citizens.<br/> <b>#28:</b> Our community is the team of the school, home and parish working together.</p> |
| <p>Regression Analysis</p>          | <p>There were 3 subject areas that were “=”, <b>Mathematics, Science, and Social Studies</b></p>   |
| <p>PAT/Diploma analysis</p>         | <p>We achieved above the province in the following subject areas:</p> <ul style="list-style-type: none"> <li>• <b>English Language Arts:</b><br/> Acceptable Standard-<b>100%</b><br/> Below Acceptable Standard- <b>0%</b></li> <li>• <b>Mathematics:</b><br/> Acceptable Standard- <b>93.1%</b><br/> Below Acceptable Standard – <b>6.9%</b></li> <li>• <b>Science:</b><br/> Acceptable Standard – <b>96.6%</b><br/> Standard of Excellence – <b>55.2%</b><br/> Below Acceptable Standard – <b>3.4%</b></li> </ul>   |

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|                   | <ul style="list-style-type: none"> <li>• <b>Social Studies:</b><br/>Acceptable Standard – <b>96.6%</b><br/>Standard of excellence- <b>27.6%</b><br/>Below Acceptable Standard – <b>3.4%</b></li> </ul>   |
| Our School Survey | <p><b>St. Boniface Compared to the District: <u>Categories in which we scored above the District</u></b></p> <ul style="list-style-type: none"> <li>• Student Participation in School Clubs: 64% compared to 53%</li> <li>• Student Participation in School Sports: 72% compared to 68%</li> <li>• Students with a Positive Sense of Belonging: 91% compared to 80%</li> <li>• Students with Positive Relationships: 89% compared to 82%</li> <li>• Hours per day spent watching TV: 1hr compared to 1.3 hrs</li> <li>• Hours per day spent reading books: 1.4 hrs compared to 0.9 hrs</li> <li>• Hours per day spent on computers and video games: 1hr compared to 1.5 hrs</li> <li>• Hours per day spent using the phone: 0.3 hrs compared to 0.5 hrs</li> <li>• Students that Value Schooling Outcomes: 100% compared to 96%</li> <li>• Students do homework for their classes with a positive attitude and in a timely manner: 78% compared to 73%</li> <li>• Hours per day students spent doing homework: 1hr compared to 0.9hrs</li> <li>• Students with positive behaviour at school: 97% compared to 93%</li> <li>• Students who are interested and motivated in their learning: 90% compared to 88%</li> <li>• Students meeting and nearly meeting Canada’s Food Guide: 47% compared to 46%</li> <li>• Hours per day students spent doing moderate physical activity: 1 hr compared to 0.9 hrs</li> <li>• Hours per day students spent doing intense physical activity: 1.5 hrs compared to 1.2 hrs</li> <li>• Bullying and Exclusion-Students are subjected to physical, social or verbal bullying: 10% compared to 23%</li> <li>• Feel Safe attending this School: 84% compared to 71%</li> <li>• Positive Teacher-Student Relations: 9/10 compared to 8.5/10</li> <li>• Positive Learning Climate: 7.9/10 compared to 7.2/10</li> <li>• Expectations for Success: 9.1/10 compared to 8.9/10</li> </ul> |

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| <p>5 Marks of Catholic School Identity Assessment</p> | <p>Our school is very strong in the following Marks:</p> <p><b>Mark One:</b></p> <ul style="list-style-type: none"> <li>-our mission statement was reworded to include a stronger Catholic identity</li> <li>-our discipline policy is firmly grounded in our mission statement. It is always used as the foundation and reference point for strategic planning and evaluation of staff and students</li> </ul> <p><b>Mark Three:</b></p> <ul style="list-style-type: none"> <li>-our teachers have all attended professional development on the new curriculum resources and how to best infuse them into the curriculum</li> <li>-teachers meet on a consistent basis with the Chaplain to discuss best practices</li> <li>-teachers have Chaplain coming in to help deliver and enhance curriculum</li> </ul> <p><b>Mark Four: Sustained by Gospel Witness</b></p> <ul style="list-style-type: none"> <li>-teachers and administrators have authentic and meaningful relationships with students and parents</li> <li>-all teachers and administrators demonstrate their faith through active and intentional involvement in the Catholic culture of the school liturgies and prayer and, most notably, social justice activities that are integral to IB programming</li> </ul> |
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**Areas to target for growth**

| Data Source                  | Measures  | Goals in response to data  |
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| <p>Accountability Pillar</p> | <p><b><u>Measure Category:</u></b></p> <ul style="list-style-type: none"> <li>• There are no categories that have declined.</li> </ul> <p><b><u>Achievement Measure Evaluation:</u></b></p> <ul style="list-style-type: none"> <li>• There are no categories that are low or have dropped.</li> </ul> <p><b><u>Improvement Measure:</u></b></p> <ul style="list-style-type: none"> <li>• There are no areas of decline. We have either maintained or improved.</li> </ul> | <p>-In reviewing our results, we have either improved across all Measure Categories</p> <p>-In our Improvement Measure Evaluation, the PAT Standard of Excellence category is something we are addressing in goals #2 and #3. We have several strategies in these goals that should address this directly.</p> <p>-We continue to monitor the Regression Analysis so that our PAT Excellence</p> |

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|                                     | <p><b><u>Overall Measure Evaluation:</u></b></p> <ul style="list-style-type: none"> <li>• There are no areas of concern, issue or decline. We have improved in all categories.</li> </ul>   | <p>numbers improve to the “Very High” category and “=” and “+”</p>  |
| <p>District Satisfaction Survey</p> | <p><b><u>Parents:</u></b></p> <p><b>#32b:</b> Level of satisfaction with your opportunity to access information about decision making processes.</p> <p><b>#17:</b> I am satisfied with the way that student discipline is handled in my child’s school</p> <p><b>#10:</b> Students in my child’s school receives additional services and support when they need it.</p> <p><b>#20:</b> My child is developing Math and Number skills that will prepare them for the future.</p> <p><b>#26:</b> My input is considered and valued by my child’s school.</p> <p><b><u>Students:</u></b></p> <p><b>#3:</b> What I learn in Religion class helps make me a better person.</p> <p><b>#4:</b> I enjoy learning about the Catholic Faith.</p> <p><b>#20:</b> I learn better by using technology in my school.</p> <p><b>#21:</b> I feel safe in my school building.</p> <p><b>#23:</b> My school teaches me to take care of the environment.</p> <p><b><u>Staff:</u></b></p> <p><b>#20:</b> Non-academic needs of students are met in our school though a variety of supports and services.</p> <p><b>#19:</b> Our school is providing the necessary supports for children with special needs.</p> <p><b>#18:</b> School professional development provides me with an opportunity to improve my work skills.</p> <p><b>#40:</b> I have appropriate opportunity for input into decisions that affect my job.</p> | <p><b><u>Parents:</u></b></p> <p>We are addressing the communication issue (in goal #4) that parents have identified by increasing the frequency and range of availability of information from the classroom. Student discipline is being addressed as well, by continuing to adhere to our clearer and more comprehensive Student Conduct Policy. Both of these areas however, have seen improvement over last year.</p> <p><b><u>Students:</u></b></p> <p>We are looking at the strength of our students’ Catholic Worldview in Goal #1 and seeking to strengthen #3 and #4. While the other categories listed are among the lowest, they are all still above 97% but we will continue to monitor and seek to improve overall.</p> <p><b><u>Staff:</u></b></p> <p>Staff discussion about these results revealed that they felt there was too much emphasis on IB improvement to the</p> |

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|                      | #23: I receive the resources required to do my job given the limits on school/ department and District resources.  | detriment of meeting student needs overall (i.e. LC/ELL support). Goal #2 will address this directly. -More transparency and increased critical reflection in goal #3 should address #18, 40 and 23.   |
| Regression Analysis  | <ul style="list-style-type: none"> <li>English Language Arts has a result of (-)</li> </ul>  | <p>This is being addressed in Goal #2-Sub Goal b) Sub Goal c) and all of goal #3.</p> <p>We are targeting comprehension proficiency, assessment strategies and overall literacy teaching practices.</p> <p><b>Our analysis reveals that we need to focus on:</b></p> <p><b><u>Language Arts</u></b></p> <p><i><u>Narrative writing</u></i></p> <ul style="list-style-type: none"> <li>Vocabulary</li> <li>Organization</li> </ul> <p><i><u>Functional Writing</u></i></p> <ul style="list-style-type: none"> <li>Content</li> </ul> <p><i><u>Comprehension</u></i></p> <ul style="list-style-type: none"> <li>Ideas and details: Narrative/Poetic</li> <li>Synthesizing ideas: Narrative/Poetic</li> <li>Text Organization: Narrative/Poetic</li> </ul> <p><b><u>Mathematics</u></b></p> <ul style="list-style-type: none"> <li>Subtraction: Solving a problem involving subtraction of decimal numbers with regrouping</li> <li>Addition: Solve a problem involving the addition of a whole number and decimal</li> </ul> |
| PAT/Diploma analysis | <p>We achieved below the province in the following subject areas:</p> <ul style="list-style-type: none"> <li><b>English Language Arts:</b> Standard of Excellence – 17.2% compared to 19.7%</li> <li><b>Mathematics:</b> Standard of Excellence – 10.3% compared to 15.3%</li> </ul> <p>We declined significantly in the following areas:</p> <ul style="list-style-type: none"> <li><b>English Language Arts:</b> Standard of Excellence – from 22.2% to 17.2%</li> <li><b>Mathematics:</b> Standard of Excellence – from 18.5% to 10.3%</li> </ul> |  |

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|  |   | <p>numbers with and without regrouping</p> <p>As most of these issues can be addressed through an increased literacy/ comprehension and numeracy focus, we feel that we will see improvements in these categories.</p>   |
| Our School Survey                              | <p><b><u>St. Boniface compared to the District:</u></b><br/> <b><u>Areas where we scored below the District:</u></b><br/>         -Students try hard to exceed in their learning: 92% compared to 93%.</p>  | <p>We feel that the huge improvement from last year is due to many factors including new physical literacy initiatives, increased positive relationships, as well as sense of belonging.</p> <p>-We will continue to address the effort students are putting forth through the increased reinforcement of the IB Learner Profile and the attitudes that reflect a mature responsible approach to learning.</p> |
| 5 Marks of Catholic School Identity Assessment | <p>Need to Work on <b>Mark Two: Imbued with a Catholic Worldview</b><br/>         Areas for Growth:<br/>         -We need to ensure that the school's Catholic worldview is evident in the art and architecture of the school's exterior and signage as well as in hallways, classrooms, etc.</p> | <p>These will be addressed in Goal #1 with the following benchmark strategies:<br/>         -The school's Catholic Worldview is evident in the art and architecture of the school's exterior and signage as well as in hallways,</p>   |

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|  | <ul style="list-style-type: none"> <li>-We need to create a chapel as a place for prayer and solace</li> <li>-We need to create Doors of Mercy</li> <li>-We need to have more liturgical celebrations that are celebrations of the Eucharist.</li> </ul> | <p>classrooms, offices, library and gymnasium.</p> <ul style="list-style-type: none"> <li>-The school has a chapel or a specific space for community prayer that is used by the school community for the purpose of prayer and worship.</li> <li>-The school community gathers for liturgical celebrations at least once a month, 2 of which are celebrations of the Eucharist.</li> </ul> |
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Goals:

**Goal: #1: By the end of the 2018-19 school year all members of our school community will grow in their understanding of our Catholic identity as expressed in Mark #2 of the five marks of Catholic School Identity.**

- District Correlation: **Live and Enhance the Distinctiveness of Catholic Education**
- 1.1 Demonstrate the distinctiveness and advantages of Catholic education.
    - 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.
  - 1.2 Promote and foster the presence of Edmonton Catholic Schools in the education, Church, civic, business and government communities.
    - b) Create opportunities to be a visible presence in the broader community including evangelization of our families.
    - e) Provide opportunities for relevant and authentic student engagement.
  - 1.3 Demonstrate commitment to and excellence in Catholic education.
    - a) Deliver and support our Religious Education programs to all students as a spirit-filled lived experience.
    - b) Continue a focus on faith formation learning opportunities for all staff.
    - d) Continue to develop the role of the school-based chaplain to support the faith formation of students and staff and support sacred-space environments.
    - e) Review our District Foundation Statement and its implications at each site at least twice annually.

**Sub Goal a) The shared spaces of the school will be transformed to better facilitate permeation of, and physically embody, our Catholicity.**

**Strategy 1: The school’s Catholic Worldview will be evident in the art and architecture of the school’s exterior and signage as well as in hallways, classrooms, offices, library and gymnasium.**

| <u>Actions</u>  | <u>Measures/Evidence of Effectiveness</u>  |
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| <ol style="list-style-type: none"> <li>1. With direction from staff members, and with support from interested family members, students will create visual representations of our Catholic faith to be displayed in the school's common areas</li> <li>2. A student <i>Charism Club</i> will be created and one of its priorities will be to assist in this initiative</li> <li>3. Visual representations of our Catholic faith will be an essential element in the foyer monitor scrolling video</li> <li>4. <i>Holy Doors of Mercy</i> will be created with the collaboration of our staff Art team and parent community with rich expertise in the Arts</li> <li>5. Students will be taught the significance/relevance of the Catholic artifacts in the school</li> <li>6. Students will create a <i>Prayer Wall</i> where they can have physical representation of their prayers and share them with the community and show evidence of our faith</li> <li>7. The School will create a chapel or a specific space for community prayer that is used by the school community for the purpose of prayer and worship</li> </ol> | <ul style="list-style-type: none"> <li>-School community will feel that the space is more welcoming and will have a better sense of being in a sacred space</li> <li>-Survey results for students and parents will show improvement for indicators related to our Catholic learning environment</li> <li>-Survey results for students and parents will show improvement for indicators related to our Catholic learning environment</li> <li>-Student survey results will show improvement for indicator related to religious celebrations</li> <li>-Staff survey results will show improvement for indicator related to school, home and parish working together</li> </ul> |

**Sub Goal b) Students will participate in more meaningful social justice actions which will be grounded in the Catholic teaching on social justice and charity.**

**Strategy 1: Service projects will reflect and articulate Catholic teaching on social justice and charity**

| <u>Actions</u>  | <u>Measures/evidence of effectiveness</u>  |
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| <ol style="list-style-type: none"> <li>1. We will highlight the IB programme expectation that students are always acting with a social consciousness and link the action piece from the units of inquiry to whole school social justice action to give back to the community</li> <li>2. Grade 6 farewell efforts will be geared towards more service action in the community, rather than more self-centred celebration</li> </ol> | <ul style="list-style-type: none"> <li>-Parent survey results will show improvement for indicators related to our school having a positive reputation in the community and opportunities for students to participate in social justice activities</li> </ul> |

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| <p>3. School will create a Social Justice club that collaborates with the Arts teams (e.g. Dance and Choir club performances could be held at Church and Senior Care homes)</p> <p>4. School will have school-wide food drive/lunch program where students will make, deliver, and enjoy lunch with less fortunate Catholic schools</p> | <p>-Student survey results will show improvement for indicator related to what they learn in Religious Studies classes helps them make them be better people</p> <p>-Students will understand and thrive in the effectiveness and fulfillment of a faith-filled life of service</p> <p>-Other schools and community members will benefit from our efforts, and will enjoy better physical and mental health</p> |
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**Goal #2: By June 2018, students will improve their levels of achievement through the transdisciplinary learning of the IB PYP and the Arts.**

**District Correlation:**

**Goal #1: ECSD students are Successful**

**Edmonton Catholic Schools District Key Strategies:**

1.2: Ensure the education experiences meet the diverse needs of our learners and are available to all students.

**Goal #4: ECSD has excellent teachers, school and school authority leaders**

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

4.2 Ensure that teachers, principals and other administrative leaders have the capacity to meet the new Quality Standards, in collaboration with stakeholders and school authorities.

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

4.5: Develop and oversee the application of standards that promote excellence for school and school authority leaders.

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

- 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.

- c) Ensure that schools and departments are given flexibility in allocating resources to meet their unique needs.

**Sub Goal a) Students will engage in creative and reflective processes that will enhance their understanding of concepts in their units of inquiry.**

**Strategy 1: Staff will create more opportunity for students to express their passion for, and demonstrate their knowledge of, the Arts. Meaningful reflection will be an integral part of the process.**

Actions

1. Staff will be broken up into Art discipline teams and will work collaboratively to create opportunities for Art expression through field trips, whole school activities, etc.
2. Staff will ensure that transdisciplinary teaching and learning is planned, taught and assessed in every unit of inquiry
3. Each two- month flex session will be reflected upon and planned through an IB inspired planner. Teachers will collaborate as a team to create lessons and reflect upon them with students
4. Students voice and choice will be at the forefront of the creation of assessments and rubrics; they will be tailored to incorporate the Arts wherever possible. Students will be allowed and encouraged to demonstrate their knowledge and understanding of concepts through the Art
5. Students will be encouraged to demonstrate and deepen their understanding of concepts learned, by contributing to monthly newspaper editions and Spotlight/Twitter submissions through a rich reflective process

Measures/evidence of effectiveness

- increased visibility District- wide, for recognition of our Fine Arts focus
- stand-alone units of inquiry will be created, addressing the recommendation for Objective 3.B. in our 2016-2017 IB PYP Action Plan
- All of the content of our monthly newspaper will be student-created
- At least one student-created article will be submitted for each issue of Spotlight

**Sub Goal b) While adhering to the IB Standard of using a variety of media resources to enhance learning, all teachers will incorporate the use of several types of media and voice and choice for student inquiry.**

**Strategy 1: School staff will make better use of professional resources in the school**

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| <p><u>Actions</u></p> <ol style="list-style-type: none"> <li>1. book rooms will be organized and arranged for ease of use (staff will assess the usefulness of current resource and will cull any outdated ones). Manipulatives will be reorganized</li> <li>2. library will undergo a transformation into a learning commons with many types of tools for inquiry as well as reflection and self-regulation. Hard wired computers will be replaced by a Chromebook cart of a class set of mobile laptops.</li> </ol> | <p><u>Measures/evidence of effectiveness</u></p> <ul style="list-style-type: none"> <li>-teachers will increase the variety of resources they are using</li> <li>-students and teachers will use the learning commons on a consistent basis for learning opportunities</li> </ul> |
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**Strategy 2: Staff will give children the opportunity for varied learning spaces and choice of learning tools**

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| <p><u>Actions</u></p> <ol style="list-style-type: none"> <li>1. Furniture, Lego walls, puzzle tables will all be purchased and implemented in the learning commons</li> <li>2. Admin will create schedules for use of learning commons and other resources to ensure they are being used</li> <li>3. LC/IB coordinator will lead learning commons lessons to model the best use of the space</li> <li>4. Books will be organized according to Transdisciplinary themes and signage will be erected to help kids with inquiry into those themes</li> <li>5. Admin will model delivering lessons in the enhanced space</li> </ol> | <p><u>Measures/evidence of effectiveness</u></p> <ul style="list-style-type: none"> <li>-students will thrive in the space and will enhance their inquiry process and output</li> <li>-students express joy and increased satisfaction with the space</li> </ul> |
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**Sub Goal c) Students will have increased opportunities for personalized learning support and experiences that meet their specific learning needs.**

**Strategy 1: Staff will engage in professional learning and collaboration to build capacity and make use of best practices for identifying and supporting students' diverse needs**

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| <p><u>Actions</u></p> <ol style="list-style-type: none"> <li>1. PLC time will be partially dedicated to development and discussion of PLPs through a whole class support model</li> <li>2. PD will be specifically targeted to understanding how to identify students who may need testing/outside support</li> <li>3. Teachers/students will be given more LC support during the week to work together on development of better strategies and individual program plans and goals</li> </ol> | <p><u>Measures/evidence of effectiveness</u></p> <ul style="list-style-type: none"> <li>-there will be a more effective identification process of the student needs profile and will result in more targeted support</li> </ul> |
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| <p>4. Teachers will complete and share a class profile that is a comprehensive picture of student needs in collaboration with the LC</p>  |   |
| <p><b>Strategy 2: Staff will provide opportunity for students to have a variety of supports readily available to them to enhance their learning and meet their needs</b></p>  |   |
| <p><u>Actions</u></p> <ol style="list-style-type: none"> <li>1. Tech coach will coordinate his time with LC to provide targeted interventions for students in need of diversified tech learning experiences</li> <li>2. Struggling readers/writers will be given opportunities for in class, as well as small group targeted support for success</li> <li>3. Teachers will use differentiated instruction to give students different options during class time. Students will have the opportunity to select from a range of options for assessment, providing students with choices about what they will learn and how they will demonstrate mastery</li> <li>4. School will continue to develop a sensory room to address mental health issues for students and provide an alternative work space</li> <li>5. Teachers will post clear expectations and assignment requirements in their Google Classroom to encourage home support and enhanced at-home learning and review</li> <li>6. Teachers will be asked to plan ahead by identifying and reporting more appropriate KLOs for students who are unable to meet grade level outcomes. Teachers will then provide alternative learning activities for students to reach these diverse outcomes</li> </ol> | <p><u>Measures/evidence of effectiveness</u></p> <p>PAT results</p> <ul style="list-style-type: none"> <li>-Regression Scores</li> <li>-F and P data</li> <li>-Struggling reader lists</li> <li>-Satisfaction Survey results</li> <li>-ELL students will progress more quickly through the stages of language acquisition</li> <li>-Struggling readers will move closer to grade level benchmarks</li> <li>-student survey results reveal a greater sense of belonging and understanding of their needs</li> <li>-students are more successful overall and achievement levels increase</li> <li>-students experience more success at their level and increase motivation while decreasing frustration levels</li> </ul> |
| <p><b>Goal #3: By June of 2019, through increased administrative instructional leadership and the use of the TQS, teachers will critically assess and reflect upon the impact of their practices. This will improve overall teacher competency and student achievement.</b></p>   |   |
| <p><b>District Correlation:</b><br/> <b>Goal #1: ECSD students are Successful</b><br/> <b>Edmonton Catholic Schools District Key Strategies:</b></p>  |   |

**1.3: Ensure that flexible and responsive programming meets the diverse needs of all learners.**

**Goal #4: ECSD has excellent teachers, school and school authority leaders**

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

**4.2 Ensure that teachers, principals and other administrative leaders have the capacity to meet the new Quality Standards, in collaboration with stakeholders and school authorities.**

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

**4.5: Develop and oversee the application of standards that promote excellence for school and school authority leaders.**

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

- b) 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.**
- c) Ensure that schools and departments are given flexibility in allocating resources to meet their unique needs.**

**Sub goal a) Staff will critically assess their teaching techniques in the area of literacy to improve language arts achievement scores.**

**Strategy 1: Staff will engage in more professional development that specifically targets improvement of literacy teaching practices and put these into daily use.**

**Actions**

1. Admin will gather data from teachers regarding areas of greatest need in literacy programming and work with literacy consultant to develop meaningful PD
2. Weekly literacy schedules will be created with extra time for explicit teaching of comprehension strategies
3. Admin will build capacity for teachers/EAs with sharing of literacy techniques and strategies (i.e. building home reading programs, building motivation and creating inspiration for reading, facilitating whole school promotion and recognition of reading goals and

Measures/evidence of effectiveness

PAT results in all areas will improve through increased comprehension overall

-Teachers will have increased understanding of best literacy practices overall

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| <p>achievements, creating healthy classroom/school wide reading competition</p> <ol style="list-style-type: none"> <li>4. Teachers, LC and admin will engage in ongoing analysis of PAT scores, and areas of deficiency will be addressed through collaborative development of lessons targeted for improvement in those areas</li> <li>5. Balanced Literacy concepts (writing strategies in particular) will be taught to new staff and other staff that feel this is an area of need</li> <li>6. Admin and Learning Coach will model and facilitate Guided Reading sessions and Visible Thinking Strategies</li> <li>7. Teachers will seek out PD offered in the District that specifically addresses literacy. Teachers will then be expected to share their learning with the rest of the staff</li> <li>8. Staff will have a 45-minute block of dedicated time to engage in on site PD by collaborating with the LC/IB coordinator and their grade partner. The focus will be on rich professional conversation and reflection of best practices for literacy through the IB unit planner</li> <li>9. The teaching staff will work collaboratively to improve upon existing units of inquiry that imbed deliberate literacy strategies, skills and attitudes that permeate the IB teaching and learning environment at St. Boniface.</li> <li>10. Through the use of "Please Notice" boards, teachers will make their learning visible to all stakeholders. Teachers will change this board monthly and admin will meet with them to discuss what they noticed through mediative questioning techniques and strategies</li> <li>11. Admin will intentionally set aside time in both PLC weekly meetings and blocked off time in teacher parent conferences to meet one on one with staff in regards to their professional growth plans to discuss areas for growth and improvement. This will be revisited later in the year as well to reflect upon improvement. Staff will use the TQS to reflect upon practices they want to improve and provide an area of focus for admin to notice and share constructive feedback</li> </ol> | <ul style="list-style-type: none"> <li>-students will increase levels of literacy/comprehension understanding overall</li> <li>-achievement levels in areas of writing specifically, will improve</li> <li>-staff will experience an increased feeling of effectiveness and will expand their leadership capacity through sharing of strategies and PD</li> <li>-teachers and admin will learn from mediative questioning meetings and put improved strategies into practice</li> <li>-teachers will feel valued and respected through the time allotted to feedback sessions</li> </ul> |
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**Sub goal b) To improve student achievement, staff will critically assess their practices/tools in the area of assessment to better address learner outcomes.**

**Strategy 1:** Teachers will meet as a community of practice to create a common, school-wide understanding of grading standards and both formative and summative assessment tasks while ensuring they are aligned with IB assessment standards.

Actions

Teachers will:

1. Collaboratively examine the IB assessment framework in the enhanced PYP and areas of deficiency.
2. Collaboratively examine student samples of varying levels of performance to develop an understanding of what achievement looks like at varying levels.
3. Construct, with students and colleagues, a shared understanding of what achievement looks like at varying levels
4. Gather a variety of student work to establish exemplars that can be shared with all stakeholders. Re-examine rubrics and other assessment tools to ensure they are aligned with outcomes and IB standards.
5. Collaborate to establish guidelines regarding how many and what types of assessments are used for learner outcomes.
6. Examine programs of studies to look for nouns (content) and verbs (skills). They will collaboratively discuss instructional strategies for those outcomes.
7. Co-construct and post “I can” statements so students can self-assess progress and all teachers can clearly articulate expectations

Measures/evidence of effectiveness

- Self-study reveals that we have met enhanced Assessment framework
- teachers have a better understanding of their students through improved assessment tasks
- teachers are able to access an exemplar bank for specific tasks
- teachers collaborate with other colleagues to share rubrics and provide students with common language
- more continuity/consistency on progress reports from one year to another (i.e. F and P levels)

**Goal #4: By June of 2019, the parents, staff and students of St. Boniface will experience a greater sense of community, inclusion and pride in their school.**

**District Correlation:**

**Goal #3: ECSD is an inclusive school district**

- 3.1: Implement strategies to ensure that school focus on the creation of inclusive, safe, healthy and caring environments for all students and staff.
- 3.2: Continue to support the provincial Inclusive Education Policy Framework.
- 3.4: Provide equitable opportunities for children and students to participate in learning from Pre-Kindergarten to Grade 12.

**Sub Goal a) Staff will create and foster a positive and welcoming environment.**

**Strategy 1: Staff will create opportunities for all stakeholders to develop a stronger sense of pride in their school and its distinct programming.**

**Actions**

1. Admin will provide spirit wear to raise the profile of teams and clubs throughout the school, particularly in the area of the Arts

Measures/evidence of effectiveness

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| <ol style="list-style-type: none"> <li>2. School will participate in Celebration of the Arts</li> <li>3. IB signage will be improved and highlighted</li> <li>4. School website, newsletters and Spotlight entries will promote the great things happening at the school, with special consideration for all IB and Arts information</li> <li>5. Meaningful and distinctly Catholic events, celebrations etc. will be communicated to School Board trustee Lisa Turchansky to be shared and celebrated on Twitter</li> <li>6. Accomplishments and information will continue to be shared through the new foyer monitor power point</li> <li>7. Students will be invited to lead and help plan more school wide events and HEROs profile will be elevated</li> <li>8. Consistent, warm and respectful collegiality will be evident in the halls</li> <li>9. Students will host monthly assemblies where peers will be celebrated for reading achievements, social justice involvement, demonstration of IB Learner Attributes and the District theme</li> <li>10. New events will be created such as Cultural Appreciation Day and an Art Fair and will bring the community together</li> </ol> | <p>Satisfaction Survey Results for all groups will improve, specifically, “My child’s school has a positive reputation in the community” more district-wide school recognition</p> <p>-staff and students will identify with their school logo and wear it with pride</p> <p>-more people in the community will recognize us as an IB PYP school and understand what we stand for and what our values are</p> <p>-all stakeholders will feel and express an increased sense of the identity of the school as a well-balanced IB and Fine Arts Focus school.</p> |
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**Sub Goal b) Staff will provide opportunities for increased collaboration and involvement with parent community.**

**Strategy 1: Staff will improve home-school communications**

| <b>Actions</b>  | <u>Measures/evidence of effectiveness</u>  |
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| <ol style="list-style-type: none"> <li>1. Staff will create and send out the IB Inquirer package of information before every new Unit of Inquiry. Integral to the package will be the IB Learner at home page to be returned to school for sharing with the greater community at assemblies</li> <li>2. Staff will create and maintain Google classrooms to inform parents of all assignments, class news and educational expectations</li> <li>3. Swift messaging will be used efficiently to keep parents informed of any and all important information</li> <li>4. Any new school initiatives will be shared and discussed at School Council meetings. Parent feedback will be considered and addressed</li> <li>5. School Council members will be given a bigger role whenever parents are gathered so that the responsibilities</li> </ol> | <p>positive survey results of questions geared towards parental involvement</p> <p>-parents will have better understanding of IB units and the contents therein</p> <p>-parents will express a greater sense of connection with the school</p> |

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| <p>of the council are shared amongst a greater group and shared with new and young families for the sake of continuity</p> <p>6. parents will be invited to play more prominent roles in special events</p> | <p>-new parents will join School Council and volunteers will represent a broader number of families.</p> |
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**Review Date 1:**

**Review Date 2:**