



EDMONTON CATHOLIC SCHOOLS

School Plan for Continuous Growth 2017-2020 Information Package

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

St. Vladimir Plan for Continuous Growth 2017-2020

School Mission:

We believe that:

- Christ's teachings are the foundation for our learning and our existence.
- All students will have the opportunity to learn and develop their unique gifts and talents.
- All students have rights, roles and responsibilities for which they are accountable.
- Providing opportunities for inquiry-based projects, creativity and technological experiences which will enhance student learning.
- Students who work collaboratively in a 21st century learning environment will benefit from each other's ideas and develop skills that encourage lifelong learning.
- Providing a Catholic school where that Five Marks of our Catholic Identity are evident and permeated.

School Vision:

As 21st century learners, we will learn and work together in a Catholic faith-based setting that promotes pluralism, acceptance, accountability, and responsibility.

School Charism:

Community, Faith, Hospitality, Christ-centred, peace

School Context:

The school and neighborhood are becoming more culturally diverse. In completing our School Profile, we were able to visually see many patterns evolving. To address some of the high academic, social and emotional needs in our inclusive setting we have created an inclusive model used some of our FNMI and ELL funds and our block funding to support an EBS (0.5), EBS-TA (1.0), FSLW (0.5), OT-TA (0.2), Educational Assistants (3.6), RCSD, and a learning team to meet with and support parents and students in a collaborative model.

Our focus for the year will be on Literacy and Numeracy, as many of our students are not reading and comprehending at grade level. This impacts all subject areas. As well our students receive limited support from home to work on these areas. Students entering our school at the primary level have limited skills in the areas of organization, problem solving and independence.

Our on-site daycare supports about one-third of our students and families.

This year we are piloting the Empower Reading Program to further address the literacy concerns of our students. This is a prescribed program for 21 of our students from grades 2-6 that are needing extra support beyond the regular classroom.

Review of Previous Year's Goals:

Goal	Achieved/continue modify	Evidence/data used
<p>School Goal 1: All students in Kindergarten-Grade 6 will show growth and development by at least one level at their level of ability in the areas of Literacy and Numeracy by June 2017.</p>	<p>Continue to make this a focus, however separate Literacy and Numeracy into two separate goals. Implement more specific, in-class strategies (classroom libraries, guided reading time slots, etc.). Make these goals directly relate to our FNMI students, more specifically to support closing the achievement gap for First Nation students.</p>	
<p>School Goal 2: All students and staff will grow in their understanding of the Five Marks of Catholic School Identity- specifically Mark Two- Imbued with a Catholic World view as measured by the checklist for the Five Marks of Catholicity by June 2017.</p>	<p>Continue developing an understanding of the Five Marks of Catholic School Identity. Rather than select one or two Marks, embed all 5 Marks as strategies to achieve the primary goal to make St. Vladimir “a place of mercy freely given, where everyone can feel welcomed, loved, forgiven and encouraged to live the good life of the Gospel.” (The Joy of the Gospel, 114).</p>	
<p>School Goal 3: All students in 100 Voices-Grade 6 will show growth and development of their diverse needs by at least one level in the area of Mental Health Strategies as prescribed by the district for each level by the end of June 2016.</p>	<p>Continue to focus on addressing and improving Mental Health. More specifically by creating an awareness for students and staff of the importance of student mental health and well-being.</p>	
<p>School Goal 4: All staff will be provided with professional development opportunities that will allow them to further</p>	<p>Continue to make this a focus, however separate Literacy and Numeracy into two separate goals.</p>	

<p>develop and enrich their instructional and job appropriate skills in the areas of literacy, numeracy, mental health, and Catholicity by the end of June 2017.</p>	<p>This goal becomes more of a strategy to address our Numeracy and Literacy goals at the school. Staff will always be encouraged to engage in professional development activities that would support improving Literacy, Numeracy and Mental Health in our school(Inter-school visitations, COP's both on and off site, Consultant support).</p>	
<p>School Goal 5: All FNMI students in Kindergarten-Grade 6 will show growth and development by at least one level at their level of ability in the areas of Literacy, Numeracy, and Mental Health by June 2017.</p>	<p>Continue. All strategies laid out for our Literacy, Numeracy and Mental Health goals will benefit all our students, including our FNMI students with the primary goal being to support closing the achievement gap for First Nation students.</p>	

Data Analysis:

Areas to celebrate

Accountability Pillar	The one measure category that was HIGH and was maintained was in Program of Studies.
District Satisfaction Survey	Satisfaction Survey – Students Prayer is important at my school (0.7). I enjoy learning about the Catholic faith (1.4) Satisfaction Survey – Parents Satisfaction with the quality of education that your child is receiving in school (4.5). Satisfaction with the learning expectations for students (3.9) Children are developing technology skills that enhance their learning (3.5) Satisfaction Survey – Staff I am aware of the District Plan for Continuous Growth for this school year (5.5) Our community is the team of the school, home, and parish working together (4.5) People of all faiths and cultures are welcome in our school/site (1.6).
Regression Analysis	Mathematics scored within expectations (=)
PAT/Diploma analysis	We did not achieve above the provincial average in any subject area, nor did we show improvement in any area since last year.
Our School Survey	Students agreed that attending a Catholic school helped them to explore their love of God and service to the community (3%)
5 Marks of Catholic School Identity Assessment	Mark Two: St Vladimir Catholic Elementary School has a very visible and tangible Catholic vision as is evident in its physical space, liturgical celebrations, and prayer life. There is also a very long-standing tradition with many of our celebrations, wherein the school, parent community and parish priest gather to celebrate together.

Areas to target for growth

Data Source	Measures	Goals in response to data
Accountability Pillar	<p>The following areas declined significantly and are a concern:</p> <ul style="list-style-type: none"> Safe and Caring School Education Quality Citizenship School Improvement Work Preparation <p>The following area is an issue:</p> <ul style="list-style-type: none"> Parental Involvement 	<p>There seems to be a great deal of dissatisfaction amongst the parent community.</p> <p>In citizenship there seems to be a significant drop in satisfaction in all the stakeholder groups (parent, teacher and student)</p> <p>The greatest decline in satisfaction, within all three stakeholders was in school improvement:</p> <ul style="list-style-type: none"> Parent (42.9) Student (20.2) Teacher (33.3) Overall (32.1)
District Satisfaction Survey	<p>Satisfaction Survey – Students</p> <ul style="list-style-type: none"> I can make choices about my learning (23.0) The school rules are fair (20.9) My school gives me the opportunity to use a variety of technology tools (18.4) <p>Satisfaction Survey – Parents</p> <ul style="list-style-type: none"> Opportunity to access information about decision making processes (14.5) I feel welcome in my child’s school (14.2) My input is considered and valued by my child’s school (6.4) <p>Satisfaction Survey – Staff</p> <ul style="list-style-type: none"> I utilize technology to enhance student learning and broaden the perspective I provide to students (24.7) I am satisfied that our school council is fulfilling its advisory role (21.6) Learning experiences at our school support the development of creative, critical thinking, global citizens (21.1) Our school is providing the necessary supports for children with special needs (20.7) 	<p>Part of our focus this year will be to implement resources and programs to support students who are achieving below their grade level; Levelled Literacy Intervention, Empowered Reading Program.</p> <p>We are also creating learning spaces (Maker space, Art room, reading resource room, in class leveled libraries, etc.) within the school that support all students and provide opportunities to develop creative, critical thinking skills.</p>
Regression Analysis	Language Arts, Science and Social Studies, with a three year trend in Social Studies.	Language Arts: Informational Skills

<p>PAT/Diploma analysis</p>		<p>Narrative/Poetic Skills</p> <p>Science: Identifying, Classifying and Analyzing</p> <p>Social Studies: Knowledge and Understanding</p>
<p>Our School Survey</p>	<p>Participation in sports outside of gym class (-13%) Meeting Canada's Food Guide (-9%) High anxiety (-8%) Feel safe attending school (-7%) Participation in clubs (-7%)</p>	
<p>5 Marks of Catholic School Identity Assessment</p>	<p>St Vladimir Catholic Elementary School has a very visible and tangible Catholic vision as is evident in its physical space, liturgical celebrations, and prayer life. Where we need to focus, as a community, is on recognizing that each and every stakeholder, students, teachers and parents are responsible for the common good and the well-being of our members.</p>	

Goals:

Goal 1: All students, FNMI students included, in Kindergarten-Grade 6 will show growth and development by at least one grade level at their level of ability in the areas of Literacy by June 2018.

ECSD Goal One: ECSD students are successful

Edmonton Catholic School District Key Strategies:

- 1.1 Identify and implement best practices that align with excellent early learning pedagogy and learning environments to realize transformed education as described in the May 6, 2013, Ministerial Order on Student Learning. An excellent start to learning necessitates a focus upon developing competencies and, in particular, the foundational competencies of literacy and numeracy, content and procedural knowledge.
- 1.2 Ensure the education experiences meet the diverse needs of our learners and are available to all students.

ECSD Goal Two: The achievement gap between First Nations, Métis and Inuit students and all other students is eliminated

Key Strategies:

- 2.1 Increase academic success by promoting successful practices to support First Nations, Métis and Inuit students.
 - b) Ensure all students, teachers and system leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties and the history and legacy of residential schools.
- 2.2 Provide and promote cultural diversity.
 - b) Provide opportunities for on-going professional development for all District staff in cultural awareness.

ECSD Goal Three: ECSD is an inclusive school district

Key Strategies:

- 3.1 Implement strategies to ensure that schools focus on the creation of inclusive, safe, healthy and caring environments for all students and staff.

ECSD Goal Four: ECSD has excellent teachers, school and school district leaders

Edmonton Catholic School District Key Strategies:

- 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.
- 4.3 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 Support teachers and system leaders to integrate technology effectively into the learning environment, as outlined in the Learning and Technology Policy Framework.
- 4.7 Ensure that every school and department creates the conditions to improve student learning and achievement within the context of a Catholic learning community.
 - a) Engage in professional learning aligned with our district plan, Literacy and Numeracy: Learning Deeply, which focuses on the Ministerial Order on Student Learning (May 6, 2013) and enhances the conversation, creativity, collaboration and capacity of our learning community.
 - 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.
- 4.8 Enable system leaders to implement technology effectively and equitably into the learning environment, identify indicators of progress, and be accountable for enacting policies, procedures and standards, as outlined in the Learning and Technology Policy Framework.

Strategy	<u>Actions</u>	<u>Measures/ Evidence of effectiveness</u>
All students will participate in a Guided Reading program at their level of comprehension	Develop a staff Literacy Committee for on-site support. Guided reading in-service by on-site staff Monthly running records of reading abilities for ALL students.	
Continue the Empowered Reading Program and implement the Levelled Literacy Intervention Program to target our struggling readers.	Identify students who are reading 2 or more years below grade level and enroll them in the on-site Empowered Reading Program (Program delivered by LC). Identify students who are struggling readers and enroll them in one of many on-site LLI Programs (Program delivered by LC and principal).	

	Have ALL staff trained	
Develop skills to enhance reading and comprehension levels.	<p>Create classroom libraries in ALL grades with a wide range of reading levels.</p> <p>Infuse a wide variety of levelled resources related to curricular outcomes in every classroom.</p> <p>Intentional grammar lessons at ALL levels.</p>	
Develop a love for reading	<p>Develop a Home Reading Program in ALL classes (Div 1 and Div 2).</p> <p>Stop, Drop and read?</p> <p>Class reading incentive program activities: Laser City Raz Kids</p> <p>Regular on-site library visits.</p> <p>Reading Rockstars Program?</p>	
PAT related	Library books F and NF F and NF in ALL classroom libraries.	
Keeping in mind our PAT scores are dropping	Rehearse how to read and comprehend non-fiction text.	
Encourage staff professional development that contributes to an improved Literacy Program.	<p>PD funding provided for staff.</p> <p>Teacher collaboration opportunities with fellow staff members (Thursday afternoons and mid-week visitations)</p>	

	Inter-school visitations LLI workshop for teachers	
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Review Date 1: January 2018

Review Date 2: June 2018

Goal 2: All students, FNMI students included, in Kindergarten-Grade 6 will show growth and development in the areas of Numeracy by June 2018.

ECSD Goal One: ECSD students are successful

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

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- 2.3 Increase academic success by promoting successful practices to support First Nations, Métis and Inuit students.
 - c) Ensure all students, teachers and system leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties and the history and legacy of residential schools.
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 - c) Provide opportunities for on-going professional development for all District staff in cultural awareness.

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Key Strategies:

- 3.2 Implement strategies to ensure that schools focus on the creation of inclusive, safe, healthy and caring environments for all students and staff.

ECSD Goal Four: ECSD has excellent teachers, school and school district leaders

Edmonton Catholic School District Key Strategies:

- 4.9 Provide professional learning opportunities that build the capacity and leadership of all staff to improve learner success.
- 4.10 Continue to use the 8 Dimensions of Catholic Leadership to support, encourage and invest in the creative and innovative abilities of all staff.
- 4.11 Ensure that teachers, principals, and other administrative leaders have the capacity to meet the new Quality Standards, in collaboration with stakeholders and school authorities.
- 4.12 Promote excellent teaching practices consistent with the Teaching Quality Standard, which guides student achievement.
- 4.13 Develop and oversee the application of standards that promote excellence for school and school authority leaders.
- 4.14 Support teachers and system leaders to integrate technology effectively into the learning environment, as outlined in the Learning and Technology Policy Framework.

4.15 Ensure that every school and department creates the conditions to improve student learning and achievement within the context of a Catholic learning community.

- a) Engage in professional learning aligned with our district plan, Literacy and Numeracy: Learning Deeply, which focuses on the Ministerial Order on Student Learning (May 6, 2013) and enhances the conversation, creativity, collaboration and capacity of our learning community.
- 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.

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

<u>Strategy</u>	<u>Actions</u>	<u>Measures/ Evidence of effectiveness</u>
Implement Guided Math Programs or similar programs in each classroom.	Develop a staff Numeracy Committee for on-site support. Teacher collaboration time. Utilize on-line resources http://www.guided-math.com/p/stations.html	
Improve basic math facts and computational skills.	Using the manipulatives from Box Cars and One-Eyed Jacks Daily review and practice of basic facts. Mathletics Numeracy Night to increase parental engagement.	
Develop critical thinking and problem-solving skills.	With every unit in math, include a problem-solving element. Creation of a Maker Space.	

	<p>Creation of a science, math, art room.</p> <p>Purchase Math Resources and manipulatives for classrooms and portable rolling carts.</p>	
<p>Encourage staff professional development that contributes to an improved Literacy Program.</p>	<p>PD funding provided for staff.</p> <p>Teacher collaboration opportunities with fellow staff members (Thursday afternoons and mid-week visitations)</p> <p>Inter-school visitations</p>	

Goal 3: To create a place of mercy freely given, where everyone can feel welcomed, loved, forgiven and encouraged to live the good life of the Gospel.” (The Joy of the Gospel, 114)

Edmonton Catholic School District Goal: Live and enhance the distinctiveness of Catholic education

- 1.3 Demonstrate commitment to and excellence in Catholic education.
- a) Deliver 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.
 - c) Expect the same practice of excellence, professional preparation and quality of resource materials for Religious Education instruction as for other academic instruction.
 - d) Continue to develop the role of the school based chaplain to support the faith formation of students and staff.
 - e) Review our District Foundation Statement and its implication at least once yearly at each site.
 - f) Review/examine the District Foundation Statement.
 - g) Identify, honour and protect our history and traditions of Catholic education through maintenance and enhancement of our archival collections of each site.
 - h) Continue to enhance and strengthen our Catholic identity through the Five Marks of Catholic School Identity Implementation Plan (2015-2018) ([Five Marks of Catholic Education](#)) and continue teacher faith formation through the Five Marks of Catholic School Identity and the Excellent Catholic Teacher ([The Excellent Catholic Teacher](#)).

<u>Strategy</u>	<u>Actions</u>	<u>Measures/ Evidence of effectiveness</u>
<p>(Mark 3) To ensure our curriculum integrates a vision of faith within the learner outcomes and teaching strategies.</p>	<p>Post the “Five Marks” poster in ALL classrooms.</p> <p>Invite consultants in to demonstrate a lesson that connects the curricular competencies to our faith competencies similar to what we experienced on our Faith Formation Thursday.</p> <p>Teachers will deliver a lesson in each subject area that connects the curricular competencies to our faith competencies.</p> <p>Create a “Hearts to Love and Hands to Serve” bulletin board. Recognize students for their actions of love and service at all our celebrations.</p>	

	Continue to be involved in the WE School Program and other Social Justice initiatives.	
(Mark 5) To recognize that each and every stakeholder is responsible for the common good.	<p>Post the "Five Marks" poster in ALL classrooms.</p> <p>Invite and encourage parental attendance and involvement in our celebrations.</p> <p>Visiting the church monthly for morning mass (Div. 2).</p> <p>Invite consultants in to demonstrate a lesson that connects the curricular competencies to our faith competencies similar to what we experienced on our Faith Formation Thursday.</p> <p>Teachers will deliver a lesson in each subject area that connects the curricular competencies to our faith competencies.</p> <p>Classes select readers of daily prayer and daily gospel reading on morning announcements.</p>	

Goal 4: To create an awareness for students and staff of the importance of student mental health and well-being.

ECSD Goal Three: ECSD is an inclusive school district

Key Strategies:

- 3.1 Implement strategies to ensure that schools focus on the creation of inclusive, safe, healthy and caring environments for all students and staff.

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<u>Strategy</u>	<u>Actions</u>	<u>Measures/ Evidence of effectiveness</u>
Implementation of Mental Health Strategies that can be used to assist students with specific needs/concerns	Small support groups (anxiety, social skills, managing stress, etc.)	

Create a support team within the school.	<p>Teachers, EA's, EBS, TA-BT, FSLW, Administration, etc.</p> <p>Positive language</p> <p>Monthly Support Meetings</p> <p>In-class sensory room</p> <p>Positive language</p> <p>Zones</p> <p>Snap</p> <p>PATH</p>	
Empower students and encourage student voice	<p>Student leadership</p> <p>WE School</p> <p>Student involvement in different areas of the school like?</p>	
Focus on Staff mental health and well-being.	Encourage staff involvement in "self-health" activities	