



EDMONTON  
CATHOLIC SCHOOLS

# St. Elizabeth

School Plan for Continuous Growth

2018-2021

Act justly, love tenderly, walk humbly with your God. (Micah 6:8)

# St. Elizabeth Catholic Elementary School Plan for Continuous Growth.

## **2018-2021**

**School Mission:** Our mission as a faith-based Catholic community is to demonstrate love, acceptance, and guidance in a Christ centered learning environment, seeking every opportunity to teach our students to develop their unique gifts in order to reach their full potential. At St. Elizabeth, we work as a team to create a positive, inclusive environment so all students can feel safe and accepted, and therefore be willing to take risks as life-long learners.

**School Vision:** All of students are welcomed to our school community to learn together to reach their potential as God intended.

**School Charism:** In the tradition of St. Elizabeth, our patron saint, our charism is compassion, mercy, service, and the nurturing of mind, body and spirit.



**School Context:** St. Elizabeth Catholic School has a population of approximately 345 students, situated in the North end of Mill Woods in a low socioeconomic area. Programming includes 100 Voices for Pre-Kindergarten students and full day Kindergarten. The school population is diverse with over 60% of our students identified as English Language Learners. We currently have 45 FNMI students and approximately 15% - 20% of our population is identified as having a mild/moderate or a severe learning disability. Our needs are significant and diverse requiring supports which include; 1 full time EBS, 4 TABT's, 8 EA's, and 1 transliterator. We have a .92 Learning Coach and offer .2 Counselling time.

We experience some transiency with families moving in and out of our community seeking subsidized housing and specialized supports from various agencies. To foster success for all students, basic needs must be met. We feed approximately 45 children breakfast and lunch and provide snacks to supplement as needed. We have been focusing on developing effective inclusive practices while maximizing our resources in numerous ways, e.g., Partnerships with Big Brothers/Big Sisters, Catholic Social Services, Mennonite Center, Edmonton Immigration Services, Go Auto, B's Diner, Edmonton Catholic Schools Foundation, Breakfast for Learning, and Aboriginal Learning Services are ongoing.

## Review of Previous Year's Goals:

Goal	Achieved/continue Modify	Evidence/data used
<p><b>Goal One:</b> Students and families will grow in their understanding of our Catholic Identity as expressed in Marks Two, Three and Five and will develop confidence as “Critical Thinkers”, “Lifelong Learners” and “Responsible Citizens”.</p> <p><b>Sub Goals:</b></p> <ul style="list-style-type: none"> <li>• Numbers of Sacramental Prep will improve by 10%</li> <li>• Every student and staff member will participate in a minimum of one Social Justice activity</li> <li>• By the end of this school year, each student will demonstrate and be able to articulate what it means to be a “Critical Thinker”, “Lifelong Learner” and a “Responsible Citizen”</li> </ul>	<ul style="list-style-type: none"> <li>• We will continue to ensure that families are informed of Sacramental Prep sessions. Evangelization remains a focus.</li> <li>• Social Justice projects are ongoing and will continue to be a priority. Participation from the entire school community is encouraged. We are doing a better job of school-wide engagement, communication of projects and mentorship of leaders. Our parents may have to be taught as to what “Social Justice” projects are.</li> <li>• Spirituality infused throughout the day will be ongoing.</li> </ul>	<ul style="list-style-type: none"> <li>• According to our data from St. Theresa parish, our numbers participating in the Sacraments have improved by 10%.</li> <li>• District Satisfaction surveys and TTFM surveys show that our Catholicity indicators for curriculum instruction, learning environment, and Catholic teachings and traditions are solid (above district).</li> <li>• Five Marks checklist review was positive</li> <li>• Learner Competency review positive</li> </ul>
<p><b>Goal Two:</b> Improvement in PAT scores, particularly an increase in the regression analysis (= or +) and 5% achieving the standard of excellence.</p> <p><b>Sub Goals:</b></p> <ul style="list-style-type: none"> <li>• ELL, FMNI &amp; struggling learners improve in F &amp; P, 10% more at level, grade six PAT scores and</li> </ul>	<ul style="list-style-type: none"> <li>• Our goals for best practices will continue in this area. We have taken the F &amp; P data and created a visual chart to review gains over the past three years. Our numbers of struggling readers have declined significantly. LLI</li> </ul>	<ul style="list-style-type: none"> <li>• F &amp; P Data</li> <li>• PAT Regression Analysis</li> <li>• PAT exam question breakdown of results</li> <li>• PAT Multiyear Report</li> <li>• TTFM survey data showing reduction in anxiety</li> </ul>

<p>regression analysis (reaching = and +).</p> <ul style="list-style-type: none"> <li>• Improved F &amp; P results, 10% more students reading at level and improved PAT results and regression analysis.</li> <li>• Numeracy skills &amp; improved results on the grade six PAT and regression analysis in math.</li> </ul>	<p>Intervention groups continued.</p> <ul style="list-style-type: none"> <li>• Our PAT scores are on the rise and improvements have been made in all subject areas moving more students into the Acceptable level and Excellence. More work to come.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom assessments</li> <li>• Triangular feedback</li> <li>• Accountability Pillar</li> <li>• MIPI testing</li> </ul>
<p><b>Goal Three:</b> Wellness goals related to improvements in social-emotional skills, physical literacy, mental health, and academic achievement.</p> <p><b>Sub Goals:</b></p> <ul style="list-style-type: none"> <li>• Improvement in social emotional skills, resiliency, communication, reduction in bullying.</li> <li>• Nutrition Education</li> <li>• Physical Literacy &amp; improved levels of physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>• We continue to make positive strides in many of these areas e.g. number of clubs and extracurricular activities, nutrition class, sports teams, wellness education.</li> <li>• Our data indicates that our students are still below district in lifestyle indicators of being physically active and eating healthy.</li> <li>• We celebrate our overall progress in the reduction of anxiety and bullying on site however feelings of safety still an issue.</li> <li>• Wellness education will be a continued goal.</li> <li>• Will capitalize on the expertise of our EBS for PD and social skill teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• TTFM Survey Data</li> <li>• Mental Health Indicator Chart</li> <li>• Accountability Survey Data</li> <li>• # of students participating in extracurricular activities and clubs</li> <li>• Observation and conversation with students/parents</li> <li>• Satisfaction Survey Results</li> </ul>

**Data Analysis: Areas to celebrate**

<p><b>Accountability Pillar</b></p>	<p><b>Measure Evaluation Successes:</b></p> <ul style="list-style-type: none"> <li>• Program of Studies: Very High/ Overall Excellent</li> <li>• Education Quality: Very High/ Overall Excellent</li> <li>• School Improvement: Very High/ Overall Excellent</li> <li>• PAT Acceptable: High/ Improved Significantly/ Overall Good</li> <li>• Work Preparation: High/ Overall Good</li> <li>• Parental Involvement: High/ Overall Good</li> <li>• School Improvement: Very High/ Improved/ Overall Excellent</li> </ul>
<p><b>District Satisfaction Survey</b></p> <p><b>All Staff</b> <b>Parents</b> <b>Students Gr. 4-6</b></p>	<p><b>Parents: Top Five (All 100%)</b></p> <ul style="list-style-type: none"> <li>• Quality of Education child is receiving in school</li> <li>• Access information about overall student achievement in the school</li> <li>• Collaboration skills are taught</li> <li>• Critical thinking skills are taught</li> <li>• My child’s school uses a variety of methods to help him/her learn</li> </ul> <p><b>Staff: Top Five (All 100%)</b></p> <ul style="list-style-type: none"> <li>• Prayer and celebrations add a meaningful dimension to the Catholic Identity at my school</li> <li>• Our students collaborate through a variety of learning approaches</li> <li>• Care and concern for others is evident in day to day interactions at our school</li> <li>• Formative and summative assessment practices are improving student learning at our school</li> </ul> <p><b>Students: Top Five</b></p> <ul style="list-style-type: none"> <li>• My teacher helps me learn (100%)</li> <li>• Prayer is important at my school (100%)</li> <li>• My school teaches me to show respect for other cultures and religions (99.2%)</li> <li>• My school teaches me to make healthy food choices and to be active (99%)</li> <li>• Overall, I am happy with my school (99%)</li> </ul>
<p><b>Regression Analysis</b></p>	<p><b>We have made significant gains in all areas:</b></p> <p>ELA: From -1.40 to +1.24 (=)          Math: From -3.50 to .01 (=)          Science: From -4.08 to .5 (-)          Social: From -.79 to +2.17 (=)</p> <p>In three of the four subject areas, progress was made from (-) to (=). Although Science is slightly (-), the gain is the most significant. Have gained over past two years and increased #'s in Acceptable and Excellence range by 50%+.</p>

<p><b>PAT/Diploma analysis</b></p>	<p><b>ELA:</b>  <b>Writing: Above the Provincial Average</b> in writing in the <b>Acceptable</b> range. From five years ago, we moved from 73% to 95%  <b>In Excellence category</b>, the gap over five years has narrowed in comparison with the province (moved from <b>2.4 Sch /13.5 AB</b> to <b>10.2 Sch /12.2 AB</b>  <b>Reading:</b> We are making gains and narrowing the gap from five years ago <b>75%Sch/ 89% AB</b> to <b>87% Sch/ 89.8% AB</b> in <b>Acceptable</b> category and <b>7.3Sch/40AB</b> to <b>24%Sch/42%AB</b> for <b>Excellence</b>.</p> <p><b>SCIENCE:</b>  <b>Above the Provincial Average</b> in <b>Acceptable Standard (91.8 Sch vs 86.7 AB)</b>  Made significant improvements in <b>Standard of Excellence</b> over past year from <b>1.8% to 10.2% (Sch)</b>. Over a year we have doubled our % of students who have achieved the <b>Standard of Excellence</b> in knowledge and skills.</p> <p><b>SOCIAL:</b>  <b>Above Provincial Average</b> in <b>Acceptable Standard (81.6 Sch vs 74.9AB)</b>. Over the past year have more than <b>doubled</b> standard of <b>Excellence (5.3% to 12.2% Sch)</b>.</p> <p><b>MATH:</b>  Improved trend from past 2 years however below district.  Pat A <b>Acceptable</b> moving from <b>47.4% to 69.4/ Excellence</b> from <b>17.5%-24.5</b>  Part B <b>Acceptable</b> moved from <b>63.2%-71.4/ Excellence</b> from <b>0% – 8.2</b></p>
<p><b>Our School Survey</b></p> <p><b>Tell Them From Me Survey Gr. 4-6</b></p>	<p><b>Above District: (Sch vs District)</b></p> <ul style="list-style-type: none"> <li>• Student participation in school sports: <b>73%</b> vs 68%</li> <li>• Student participation in school clubs: <b>63%</b> vs 53%</li> <li>• Students with a positive sense of belonging: <b>85%</b> vs 80%</li> <li>• Hrs per day students <b>spent reading books</b> for fun during a week: <b>1hr</b> vs .9 hrs</li> <li>• Students do homework for their classes with a positive attitude and in a timely manner: <b>78%</b> vs 73%</li> <li>• Students with moderate or high levels of anxiety: <b>21%</b> vs 22%</li> <li>• Students consume less than 5 sweet or fatty foods per day: <b>54%</b> vs 60%</li> <li>• Bullying and Exclusion: <b>22%</b> vs 23%</li> <li>• Students agreed that a Catholic School helps them to explore their love of God and service to community.</li> </ul> <p>** Many of our categories were equivalent or off by a very small percentage related to District measures.</p>
<p><b>5 Marks of Catholic School Identity Assessment</b></p>	<p><b>Mark One:</b> Grounded in Christian Anthropology</p> <ul style="list-style-type: none"> <li>• We continue to focus on our motto “Christ’s Light Shines Through Us” by modelling and reinforcing Christ like behaviors. We have continued to use the “bucket filler” concept to acknowledge positive acts of kindness towards others. Jesus is our role model that we fall</li> </ul>

back on when problem solving and decision making. We treat everyone with dignity and respect. People feel cared for as evident in our surveys. This year we are introducing the footprint bucket filler and the Lighthouse Award for extraordinary deeds.

**Mark Two:** Imbued with a Catholic Worldview

- Our physical environment reflects our Catholic worldview. We honor routines and rituals of celebrations and daily prayer before, during, and at the end of day. We invite students to write and read their prayers on announcements daily. Our families enter our building where they are warmly welcomed by staff and/or a welcoming display that reflects signs and symbols of Catholicity. Monthly celebrations include our parish priest and each grade will take their turn contributing readers, singers, signers or artwork to embellish the theme.
- We have a strong Social Justice committee led by our grade 6 Leadership team. All initiatives have an educational component and students contribute to help ease hunger, or various other resources in and outside of the school. “We Day” participation leads to many ideas locally and globally, e.g., We Scare Hunger Campaign, projects in Kenya for Health Care & Schooling.

**Mark Five:** Shaped by a Spirituality of Communion

- Our school has a small, but active Parent Council working with a shared purpose
- Parents are welcome to all celebrations to participate in the life of the school and parish. Numbers of guests have increased.
- We are participants in the Family of Schools for St. Theresa Parish. We collaborate effectively to support Sacramental Prep (Attend and lead parent meetings) and youth events.
- Our parish priest and team from St. Theresa are involved in our Meet the Staff Nights, Friday faith development with students, and special events that are ongoing, e.g., Fr. Glenn (District Chaplain involved in St. Elizabeth Day). Our Faith Day is spectacular!

## Areas to target for growth:

Data Source	Measures	Goals in response to data
<b>Accountability Pillar</b>	<p><b>Measure Categories of Concern:</b></p> <ul style="list-style-type: none"> <li>• PAT <b>Excellence</b> scores have been low and continue to be an issue (orange). However, we have improved from <b>2.6</b> to <b>10.2</b> over the past year.</li> <li>• Citizenship has declined over last year for overall measure (orange).</li> </ul> <p>** Overall in the other categories we are doing exceptionally well.</p>	<ul style="list-style-type: none"> <li>• We had improved significantly in <b>Acceptable Range</b> and have targeted moving students into the <b>Excellence Range</b> moving forward.</li> <li>• Following rules, respecting each other, and overall Citizenship continue to be an area of focus. Last year we experienced challenges in Kinder and gr. 3. EBS injured and absent ½ year.</li> <li>• Staff PD to support student regulation in place. Many goals to support citizenship.</li> </ul>
<b>District Satisfaction Survey</b>	<p><b>Lowest Scores excluding District Items</b></p> <p><b>Parents:</b></p> <ul style="list-style-type: none"> <li>• Participation in Social Justice Activities (95.4%)</li> <li>• Safe Environment (96%)</li> <li>• Student Discipline (95.1%)</li> <li>• Programming and Progress for Special Needs (95.7%)</li> <li>• Input is considered and valued (97.6%)</li> </ul> <p><b>Staff:</b></p> <ul style="list-style-type: none"> <li>• Handling of discipline (63.2%)</li> <li>• Necessary supports for children with special needs (78.9%)</li> <li>• Technology is meaningfully integrated into instruction (90.0%)</li> <li>• I receive the resources required to do my job given the limits on school/department resources (89.2%)</li> <li>• Opportunity for input into decisions that affect my job (89.5%)</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• Feeling safe on the playground during school hours (80.2%)</li> <li>• Learning better through technology (82.4%)</li> <li>• Parents help with learning (88.3%)</li> <li>• Student behavior is handled fairly (84%)</li> </ul>	<p><b>Parents:</b></p> <ul style="list-style-type: none"> <li>• Parent scores are extremely high. <b>95.1</b> is our lowest score. Social Justice and safety were only two below district by less than 1.0.</li> <li>• Have many special needs students and are always advocating for resources and support.</li> </ul> <p><b>Staff:</b></p> <ul style="list-style-type: none"> <li>• Loss of EBS last year</li> <li>• % of at-risk kids high</li> <li>• Resources are always stretched to support students with exceptional needs.</li> <li>• Staff members injured responding to student dysregulation.</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• Struggled with aggressive behaviors last year</li> <li>• Parent engaged in student learning affected by ELL/ Low socioeconomic factors</li> </ul>

	<ul style="list-style-type: none"> <li>School rules are fair (92.6%)</li> </ul>	
<b>Regression Analysis</b>	<p><b>We have gained in all areas!</b> Moved from (-) below in all subject areas to baseline and above</p> <p>ELA =</p> <p>Math =</p> <p>Science – (by .5 only)</p> <p>SC =</p>	<p>We have completed the PAT analysis booklets in each subject and will address achievement in our goals. Enrichment opportunities to move students into Excellence range targeted, e.g., flex time. We have surpassed the province in Acceptable range in Science and Social and have made gains in Standard of Excellence over 5 year trend.</p> <p>Continued philosophy of “Growth Mindset”. Literacy, numeracy and improving our “Standard of Excellence” rating is a focus.</p> <p>Writing skills are stronger than Reading. Emphasis on writing projects and a school-wide Home Reading Program continued. Supports for our ELL and at-risk students include small group intervention, i.e., LLI, Imagine Learning program, and SIOP. In all subject areas vocabulary plays a huge role. Understanding words such as predict, estimate, interpret, analyze, and infer, need to be taught from Div. 1 forward through Div. 2. Staff are participating in Community of Practice cohorts.</p>
<b>PAT/Diploma analysis</b>	<p><b>Scored below Province:</b></p> <p><b>ELA:</b> Standard of Excellence- 10.2% compared to 17.9% (last year improved from 3.5%) Below Acceptable- 10.2 compared to 7.1</p> <p><b>MATH:</b> Standard of Acceptable- 67.3% compared to 72.9 Standard of Excellence – 8.2% compared to 14% (last year at 0% so marked improvement) Below Acceptable- 32.7% compared to 18.1%</p> <p><b>SCIENCE:</b> Standard of Excellence- 10.2% compared to 30.5% (last year improved from 1.8%)</p> <p><b>SOCIAL:</b> Standard of Excellence- 12.2% compared to 23.2% (last year improved from 5.3%) Below Acceptable- 18.4% compared to 15.6%</p>	
<b>Our School Survey</b>	<p><b>Lower Scores Compared to District:</b></p> <ul style="list-style-type: none"> <li>Students with positive relationships: Students feel accepted and valued by their peers and others at school- 78% vs 82%</li> </ul>	<ul style="list-style-type: none"> <li>Our student population struggles with health habits in PA and Nutrition. Our goals will address education in these areas as</li> </ul>

	<ul style="list-style-type: none"> <li>• Hours per day students spent using the phone during a typical week day: .7hrs vs .5hrs</li> <li>• Students with positive behavior at school- Students that do not get in trouble at school for disruptive or inappropriate behavior: 90% vs 93%</li> <li>• Students interested and motivated in learning: 86% vs 88%</li> <li>• Effort- Students try hard to succeed in their learning: 90% vs 93%</li> <li>• Students meeting Canada’s Food Guide: 40% vs 46%</li> <li>• Hours per day students spent doing moderate PA during a typical week day: .7 hrs vs .9 hrs</li> <li>• Hours per day students spent doing intense PA during a typical week day: .8 hrs vs 1.2 hrs</li> <li>• Feel safe attending this school as well as going to and from school: 60% vs 71%</li> </ul>	<p>well as opportunities to participate in clubs and teams to increase PA.</p> <ul style="list-style-type: none"> <li>• Our EBS is providing PD to support our understanding of students with toxic stress and how to respond and nurture regulation and healthy relationships. She is also teaching social skills to small groups of at risk students.</li> <li>• Goals include character development, citizenship, boundaries, safety and communication protocols. Counselling time has been built into our schedule and our EBS is working with small groups of students on social skills.</li> <li>• Parent Education sessions a strategy.</li> <li>• Student dieticians doing their practicum in our school teaching Nutrition to gr. 2 and 4.</li> </ul>
<p><b>5 Marks of Catholic School Identity Assessment</b></p>	<p><b>Mark Two:</b> Imbued with a Catholic Worldview We continue to explore opportunities to communicate and promote sacramental preparation.</p> <p><b>Mark Three:</b> Continue to work on faith within the learning outcomes and teaching strategies.</p>	<ul style="list-style-type: none"> <li>• Focus on learner competencies formed through Catholic Education and creative ways to prepare students to acquire the sacraments, e.g. in-school flex block</li> <li>• Need to educate parents about Social Justice projects and promote opportunities for every student to participate.</li> </ul>

# Goals:

## Goal 1

**Goal 1:** By June, 2019, our students and families will grow in their understanding of our Catholic Identity as expressed in Marks Two, Three and Five of “The Five Marks of Catholic School Identity” as well as to develop confidence in the “Learner Competencies formed through Catholic Education”, primarily the “Critical Thinker”, “Lifelong Learner” and “Responsible Citizen”.

### District Correlation:

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

*Objective:* This goal is central to our mission and fundamental to our being. We are called to live the Word of God through worship, witness, and service.

- 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.
  - a) Continue collaboration with the Archdiocese of Edmonton and the Ukrainian Catholic Eparchy of Edmonton.
  - b) Create opportunities to be a visible presence in the broader community including evangelization of our families.
  - c) Support and promote the work of the Edmonton Catholic Schools Foundation.
  - d) Create opportunities to engage the Catholic community in discussion on Catholic education.
  - 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.
  - 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 and support sacred-space environments.
  - e) Review our District Foundation Statement and its implications at each site at least twice annually.
  - f) Identify, honor and protect our history and traditions of Catholic education through maintenance and enhancement of our archival collections for each site.

- g) Continue to enhance and strengthen our Catholic identity through revisioning 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).

**Mark Two: Imbued with a Catholic Worldview**

- An excellent Catholic school has a visible and tangible Catholic Vision evident in its physical space, liturgical celebrations and prayer life.

**Mark Three: Animated by a Faith Infused Curriculum**

- Gospel values and Church teaching are regularly and consistently incorporated into planning and instruction.

**Mark Five: Shaped by Spirituality of Communion**

- An excellent Catholic school recognizes that each and every stakeholder is responsible for the common good.

**Sub Goal a): The number of students who participate in the Sacraments of Reconciliation, First Eucharist, and First Communion will improve by 15% .**

Strategy 1: Communication about Sacraments and Preparation more varied and widespread to create awareness, education and home, school, community partnership.

Actions

- Communication in newsletter, parent council meetings, Swift K and letters of invitation home to parents prior to registration, sharing dates for sacramental prep well in advance.
- Greater use of social media to advertise and share our strengths as a Catholic school.
- Displaying information on our parent board and on the front tables where parents wait for their children.
- Congratulating the students who complete their sacramental prep by inviting them on morning announcements and posting their pictures on our display board in the main hallway.
- Inviting the parish priest and youth group minister or representative to give a lesson on Sacramental Preparation and to invite students to join the parish youth group activities and prepare for sacraments.

Measures/ Evidence of effectiveness

- #'s of students participating increases
- #Priest or youth minister visits
- Satisfaction Surveys
- TTFM data
- Visits from the youth ministry increase
- Collaborating with the parish team
- Representation from Parish at school events increases
- #of parent meetings attended for Sacramental Prep increases.

<ul style="list-style-type: none"> <li>• Invite of parish team members to school community events.</li> <li>• Making a presence by attending the parish celebration for the sacraments and participating in the parent meeting and teaching mass at St. Theresa.</li> <li>• Sacrament teaching over announcements</li> <li>• Special prayers for those receiving Sacraments.</li> </ul>	
<p>Strategy 2: Think outside of the box by bringing the Sacramental Preparation courses to the school through Flex Block or Thursday afternoons in an effort to reduce obstacles of transportation, child care and/or time for parents.</p>	
<p><u>Actions</u></p> <ul style="list-style-type: none"> <li>• Invite Bruno Binasi to attend our Family of Schools meeting for St. Theresa parish to share his experiences with in-school Sacramental Prep. Adapt and adopt a model of delivery of Sacramental Prep courses during school hours based on what worked for Bruno in the past.</li> <li>• Develop aspects of model with parent consultation through surveys/ School Council meetings.</li> <li>• Provide food, babysitting, the necessities for children to stay at school to participate with parents/ parish team members.</li> <li>• Work in community teams to deliver program if numbers are low, e.g., students from John Paul 1, Frere Antoine, St. Richard at one site.</li> </ul>	<p><u>Measures/ Evidence of effectiveness</u></p> <ul style="list-style-type: none"> <li>• Developing a working model that is good for parents/parish/school sites indicating success with # of participants and parent feedback.</li> <li>• % of participants registered who have completed the prep courses compared to previous year.</li> </ul>
<p>Strategy 3: Meaning of the Sacraments modelled/experienced through active participation</p>	
<p><u>Actions</u></p> <ul style="list-style-type: none"> <li>• Host a minimum of one celebration per year at St. Theresa parish</li> <li>• Intentionally teach about how to receive the Eucharist and the parts of the mass.</li> <li>• Role play with priest what Reconciliation means and looks like during class visits or at celebration</li> <li>• Create activities that help students understand the Sacraments during religion class and at celebrations.</li> </ul>	<p><u>Measures/ Evidence of effectiveness</u></p> <ul style="list-style-type: none"> <li>• # of visits to church for mass to participate in receiving Eucharist</li> <li>• Student feedback regarding understanding of Sacraments and their meaning through in class assessments.</li> </ul>

	<ul style="list-style-type: none"> <li>• # of students participating in SP increases.</li> </ul>
<p><b>Sub Goal b) Every student and staff member will have the opportunity to participate in a minimum of one Social Justice activity by the end of the year, providing an opportunity to reflect and articulate Catholic teaching on social justice and charity.</b></p>	
<p><u>Strategy 1:</u> Provide numerous opportunities to participate in Social Justice activities at all grade levels. Staff are role models in participating in school Social Justice projects and seek to engage the parent community.</p>	
<p><u>Action</u></p> <ul style="list-style-type: none"> <li>• Social Justice committee creates a yearlong plan for activities based on interests and ideas that are annual events and traditions as well as new ideas from WE Day (Grade 6 Leadership Team).</li> <li>• Each grade level creates a project during Lent or on another occasion in Liturgical Calendar.</li> <li>• Staff are invited to serve the community in a variety of ways, e.g. mustard seed, community dinners, parish events, non-profit organizations, hampers</li> <li>• At the school level, students who are confident readers volunteer time to work with struggling readers in another grade.</li> <li>• Cross graded grouping activities, i.e., Basecamps</li> <li>• Establishment of a Social Justice committee of staff members.</li> <li>• Engagement of School Advisory Council</li> <li>• Invite Catholic Social Service representative to speak to staff/students about SJ opportunities.</li> </ul>	<p><u>Measure</u></p> <ul style="list-style-type: none"> <li>• #of Social Justice projects led by students</li> <li>• Satisfaction surveys</li> <li>• TTFM survey</li> <li>• # of Staff events organized and implemented.</li> <li>• TTFM and Satisfaction survey responses</li> <li>• #of students supported through program</li> <li>• WE Day # of participants and initiatives</li> <li>• # of staff led social justice projects</li> <li>• Active committee</li> </ul>
<p><u>Strategy 2:</u> Help our school community of students and parents understand what Social Justice is through direct instruction and examples.</p>	
<p><u>Actions</u></p> <ul style="list-style-type: none"> <li>• Communication of projects led by student leadership team and staff through Swift K, website, newsletter, parent council meetings, visuals at school on parent board, social media.</li> <li>• Connect Social Justice concept to current events, locally and globally, by providing information from student leaders on announcements.</li> </ul>	<p><u>Measures/ Evidence of effectiveness</u></p> <ul style="list-style-type: none"> <li>• # of communication pieces shared through social media, newsletters, emails</li> <li>• Formal and informal assessment to check</li> </ul>

<ul style="list-style-type: none"> <li>• Social Justice “Project of the Month” segment on announcements.</li> <li>• Ensure that our students can articulate what Social Justice is and looks like through intentional teaching in Social Studies or Religion classes. Div. 2 students delve in at deeper level to understand the different tiers or levels of Social Justice.</li> <li>• Create an awareness of Social Justice events with pictures and children’s comments in a book at the front of the school for parents to view.</li> </ul>	<p>understanding of social justice concept</p> <ul style="list-style-type: none"> <li>• Data from surveys indicate parent awareness.</li> <li>• Events are photographed and communicated through various means</li> </ul>
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Strategy 3: Integrate our Catholicity into our instructional day with a focus on Social Justice in our actions, words, deeds.

<p><u>Actions</u></p> <ul style="list-style-type: none"> <li>• Host our St. Elizabeth Day and capitalize on the lived example of how St. Elizabeth epitomized Social Justice through her work with the sick and poor.</li> <li>• Integrate the teaching of Social Justice and Catholicity in our LA classes through poetry, student news articles, various assignments for students. Showcase their work.</li> <li>• Use real life examples of Social Justice locally and globally that are current.</li> <li>• School wide Care for Creation Day/Earth Day activities.</li> </ul>	<p><u>Measures/ Evidence of effectiveness</u></p> <ul style="list-style-type: none"> <li>• Reflection responses to St. Elizabeth</li> <li>• Examples of poems, project work from students</li> <li>• Real-life examples revealed and followed</li> <li>• Survey data from parents, staff, students on Social Justice topic</li> </ul>
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**Sub Goal c) By the end of this school year, each student will demonstrate and be able to articulate what it means to be a “Critical Thinker”, “Lifelong Learner” and a “Responsible Citizen”, aligned with the descriptors associated with these Learner Competencies formed through Catholic Education.**

Strategies  
 Be aware of curriculum changes and supports and engage students in meaningful Religious Education instruction to increase their understanding of our faith while respecting the faith traditions of world religions and life-journeys of all people.

<p><u>Action</u></p> <ul style="list-style-type: none"> <li>• Help students make connections to integrate faith with life through instruction and example.</li> <li>• Utilize the home, school, community connections in the new program of studies for Religious Education</li> </ul>	<p><u>Measure</u></p> <ul style="list-style-type: none"> <li>• Staff have current material and adequate resources.</li> <li>• # of connections made with consultant, parish</li> </ul>
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<ul style="list-style-type: none"> <li>• Access resources from one another, e.g., parish team, LSI Consultant and Chaplain.</li> <li>• Create Chapel area provided for students to pray</li> <li>• Model Catholic competencies</li> <li>• Tea or “Friendship” circles to celebrate our FMNI student culture and spirituality.</li> <li>• Honor traditions of our diverse multicultural community by educating respect and inclusivity through story, special events, celebrations, i.e., multicultural day, Peace expressions in various languages, FMNI activities.</li> <li>• Bring students to our parish to learn about mass and to gain comfort in praying as a school community outside of our school gym. Students will have the ability to question their faith and gain a better understanding though focused information sessions.</li> <li>• Students increase their understanding of what it means to act responsibly in a Christ-like manner, e.g., bucket filling</li> <li>• Students learn to think critically to evaluate and solve problems in light of Gospel teachings and values. “What would Jesus do?”</li> <li>• Students provided time to reflect and pray/ connect with God.</li> <li>• Teachers are provided time with grade partners to discuss how to infuse faith into curricular subject areas.</li> </ul>	<ul style="list-style-type: none"> <li>• TTFM and Satisfaction Survey responses which show connections to adults and importance of school celebrations.</li> <li>• #of FMNI activities planned to connect spirituality and culture.</li> <li>• Survey data positive indicating “sense of belonging”.</li> <li>• Multicultural Day/Activities implemented</li> <li>• Carousel attended by all grade 6 students</li> <li>• Student feedback from teaching carousel.</li> <li>• Reflection and feedback about participation and call to action from students/parents.</li> <li>• Student’s respond to each other in a more “Christ-like” manner, e.g., bucket fillers improve, student relations</li> <li>• # Students participating in using chapel area. Observation and reflective feedback.</li> </ul>
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Strategy 2: Theological Training for Staff members to enhance their understanding of our faith and knowledge of the teachings of the church.

<p><u>Actions</u></p> <ul style="list-style-type: none"> <li>• Weekly visits from parish priest to classes</li> <li>• Invite Parish representative to address a topic of interest at a staff meeting</li> <li>• Invite our District Chaplains out to special events to share their knowledge and faith</li> </ul>	<p><u>Measures/ Evidence of effectiveness</u></p> <ul style="list-style-type: none"> <li>• Staff surveys and informal conversations indicating growth as a learner</li> </ul>
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<ul style="list-style-type: none"> <li>• Support PD opportunities for staff that enhance faith</li> <li>• Share Chaplain meeting items with staff to increase their capacity and knowledge</li> <li>• Staff Carousel with Family of Schools in St. Theresa and Corpus Christi parish</li> <li>• Encourage interschool visitations between staff to seek knowledge and faith from fellow colleague.</li> </ul>	<ul style="list-style-type: none"> <li>• #Staff inspired to take a leadership role/initiate a deeper understanding of faith concept</li> <li>• 5 Marks of Catholic Ed review of checklist</li> <li>• #of collaboration opportunities for staff in and outside of school</li> </ul>
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**Review Date 1:**

**Review Date 2:**

## GOAL 2

**Goal 2: Goal Two: By June 2019, St. Elizabeth School students experience improvement in PAT scores, particularly a 10% increase in the regression analysis (a minimum of 2 of the 4 areas = and 2 of 4 +) with 10% of our students achieving the standard of excellence.**

***District Correlation:***

**ECSD Goal One:** ECSD students are successful

***Objective:*** To develop students to their fullest potential, through multiple pathways, so that they can nurture their gifts and talents in service to others and pursue their passions and interests as contributing members of community... academically, spiritually, physically, mentally and socially.

**Edmonton Catholic School District Key Strategies:**

- 1.1 Focus on strategies to support seamless transitions from K to 1, grades 6 to 7, grades 9 to 10, and 12 and beyond.
- 1.2 Identify and implement best practices that align with excellent early learning pedagogy and learning environments while developing a strong foundation in literacy and numeracy. A strong start to learning necessitates a focus upon developing competencies, i.e. communication, growth and well-being, creativity and innovation, critical thinking, problem solving and management of information.
- 1.3 Ensure that flexible and responsive programming meets the diverse needs of all learners.
- 1.4 Continue to further develop career pathways for students.

**ECSD Goal Two:** ECSD supports First Nations, Métis and Inuit students' success

**Objective:** In collaboration with our Indigenous communities, we will continue to be at the forefront of developing best practices to ensure success of First Nations, Métis and Inuit students.

**Key Strategies:**

- 2.1 Increase academic success and cultural knowledge by promoting successful practices to support First Nations, Métis and Inuit students.
  - a) Continue programs and enhanced academic and cultural supports for all students that lead to successful transitions between all levels, increased high school completion rates, improved successful transitioning to post-secondary, career development and encourage life-long learning.
  - b) Ensure that all teachers and leaders have the acquired skills to meet and exceed the foundational knowledge of First Nations, Métis and Inuit standard as outlined in Alberta Education Teaching Quality Standards.
  - c) Support the provincial PreK–12 Cree language and culture programming.
  - d) Recruit, retain and support First Nations, Métis and Inuit staff in education.
  - e) Continue to develop the collaborative plans between provincial school authorities and Indigenous communities.
  - f) Continue to develop and advance agreements to enhance supports and services for First Nations students residing on reserve.
- 2.2 Provide and promote cultural diversity.
  - a) Engage Elders in a collaborative approach to meet the cultural needs of Indigenous students through the Indigenous ways of knowing.
  - b) Recognize the Council of Elders as the authentic, active participants in spiritual ceremonies, traditional events and cultural protocols.
  - c) Provide opportunities for on-going professional development for all District staff in cultural awareness.
- 2.3 Ensure accountability of targeted funding for First Nations, Métis and Inuit students.
  - a) Redesign the allocation model of targeted funding to continue to support existing successful programs and to provide proactive interventions to all schools with demonstrated need.

Continue to walk together recognizing the calls to action from the Truth and Reconciliation Commission.

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

*Objective: We will provide an optimal learning and working environment that fosters a culture of faith, trust, unity, inclusivity, confidence, respect, value and appreciation for one another.*

**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 Ensure that teachers, principals and other administrative leaders have the capacity to meet the new Quality Standards, in collaboration with stakeholders and school authorities.
- 4.3 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.
- 4.5 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.
- 4.7 Support teachers and 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.
- 4.8 Develop further leadership pathways for staff.
  - a) Develop leadership attributes and teacher interest and create opportunities for multiple robust succession plans; invest in formal professional development and courses to support leadership.
  - b) Implement intentional recruitment to identify and nurture leadership opportunities for staff, the model of community ownership together with peers, with the responsibility of the principal and follow up from the Superintendent.
  - c) Develop partnerships with post-secondary institutions to nurture leadership in administration.
  - d) Create health and wellness opportunities for staff – including mental health sessions, physical literacy that encourages an active lifestyle and healthy environments.
  - e) Position ECSD as the employer of choice and continue to strive for Alberta’s Top 70 Employers designation.
  - f) Develop faith in diverse ways for staff and students.

**Sub Goal a) By June 2019, ELL students, FNMI students, and struggling learners will benefit from excellent, intentional teaching strategies, e.g., SIOP, specifically focusing on teaching academic vocabulary both functional and in content. This will be measured by improvement in reading scores (F & P, 15% more students achieving at level), ELL benchmark assessments (level progression of at least one benchmark) and grade six PAT scores and regression analysis (reaching = and +).**

Strategies: LLI Intervention groupings to improve reading, comprehension and overall success and improvement in PAT scores.

<u>Action</u>	<u>Measure</u>
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<ul style="list-style-type: none"> <li>• An intervention system is in place starting early October to provide opportunities for LLI group pull outs while the classroom teacher conducts their guided reading program.</li> <li>• Conduct a Data Analysis Plan to share the results of the PAT scores using the individual questions and regression analysis charts.</li> <li>• F &amp; P's are charted each report period to determine if group members should be moved. Data is provided by LLI lead teachers to support observations about reading behaviors of students.</li> <li>• Struggling readers targeted early in providing necessary accommodations for test writing. Supports in place to reduce anxiety during PAT tests.</li> <li>• Use of \$10,000 from district for hiring of LLI leader, i.e., support staff in library under mentorship of AP.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading PAT scores improve.</li> <li>• F &amp; P scores improve</li> <li>• Anxiety reduced in TTFM survey data</li> <li>• Student LLI group progress is measured informally and formally through F &amp; P testing and communication with the classroom teacher and LLI leader.</li> <li>• # of struggling readers declines as we graph results</li> <li>• Teachers engaged in cohorts are utilizing strategies in the classroom and experiencing success</li> </ul>
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**Strategies: Targeted interventions for our ELL Learners**

<u>Action</u>	<u>Measure</u>
<ul style="list-style-type: none"> <li>• Partnerships are formed with outside agencies to support success of our ELL Learners, e.g., Homework Club (Immigration Services).</li> <li>• Development of Word Walls with key words used in classroom assessments, district exams and PAT's.</li> <li>• Use of specific SIOP strategies and the use of COMMON (whole school) academic vocabulary. Initiatives such as putting the common vocabulary on morning announcements and building whole capacity with targeted words. Word Walls in use.</li> <li>• Every 2-3 weeks highlight a word commonly used in questioning to define and provide examples of so students gain a better understanding of meaning. Various classes can participate in showcasing words they have studied.</li> <li>• SIOP training PD for staff, e.g., Community of Practice cohort.</li> <li>• Collab with LSI consultants</li> </ul>	<p>F &amp; P data</p> <p>PAT Scores</p> <p>TTFM survey data showing reduction in anxiety</p> <p>Classroom assessments</p> <p>Benchmarks # using tech programs/ Apps</p> <p>Students less anxious as indicated on surveys # students supported and time utilized</p>

<ul style="list-style-type: none"> <li>• Digital and print resources provided as necessary for ELL students, e.g. Reading Eggs, Imagine Learning, Scholastic “Study jams” and exam bank.</li> <li>• Accommodations identified early to support success using a scribe, reader and/or CD</li> <li>• Pull out groups to provide intervention for ELL students during FLEX Block to do “Imagine Learning” reading program, i.e., 12:45-1:15 4 x per week.</li> <li>• Use of ELL Binders as support resource</li> <li>• Using model of “I do, We do, You do”. Model with visuals and graphic organizers.</li> <li>• Partnership with Edmonton Immigration Services to develop an afterschool homework club for ELL students who meet criteria. Club runs every Monday afterschool from 3:00-4:30 with a focus on homework help and academic support with the assistance of adult mentors.</li> <li>• Staff Representation at ELL conference, SIOP and LLI/ Reading Assessment and reporting (gr. 1&amp; 2 teachers)</li> </ul>	<p>#of students participating</p> <p># of parents participating Parent feedback</p> <p>Homework Club is successfully implemented and is engaging our ELL students. Observational and informal data to document success.</p>
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**Strategy 3: Targeted Interventions for our FMNI students**

<p><u>Actions</u></p> <ul style="list-style-type: none"> <li>• Connecting with our FMNI consultant Erin Reed to utilize resources/ build literacy kits for cross curricular connections between LA and SS.</li> <li>• Friendship Circle once every month to create a cultural connection based on a piece of literacy accompanied by an activity, e.g., craft, dance</li> <li>• Universal teaching strategies for all struggling learners in a context of culture/ connections.</li> </ul>	<p><u>Measures/ Evidence of effectiveness</u></p> <ul style="list-style-type: none"> <li>• FMNI kits signed out and utilized as instructional resources to engage our FMNI population</li> <li>• Kits signed out and utilized by staff</li> </ul>
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**Sub Goal b) Teachers and students will focus on research-based literacy practice with success measured by improved F & P results, 10% more students reading and writing at level and improved PAT results and regression analysis.**

Strategies  
Balanced Literacy programs with daily reading and writing practice in classrooms and through parent engagement in the home.

<p><u>Action</u></p> <ul style="list-style-type: none"> <li>• Ongoing Reading groups from Learning Team</li> <li>• Balanced Literacy: Listening, Speaking, Reading, Writing every day.</li> </ul>	<p><u>Measure</u></p> <ul style="list-style-type: none"> <li>• Classroom assessments clearly reveal greater confidence with</li> </ul>
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<ul style="list-style-type: none"> <li>• Comprehension strategies to teach inference using non-fiction and fiction (Exposure to various sources of literature).</li> <li>• Buddy Readers throughout the year.</li> <li>• Focus on literacy through all content areas, e.g., word problems in math, how to read charts and diagrams in science and social. Expose students to a variety of graphs and data interpretation.</li> <li>• Continuity of writing and reading program, e.g., school wide Daily 5, CAFÉ.</li> <li>• Develop school wide Home Reading Program “Reading Step by Step Around the World” using incentives along the route to each continent. Students track their reading minutes by coloring in patches of a running shoe.</li> <li>• Writing practice integrated into instructional practice daily. School wide writing prompts during Flex Block Time</li> <li>• Communication Tips about how to read with your child through Swift K, Website.</li> <li>• Work with LSI Consultants in Communities of Practice</li> </ul>	<p>reading comprehension.</p> <ul style="list-style-type: none"> <li>• #of occasions Buddy Readers gather</li> <li>• Daily 5 and CAFÉ strategies utilized in classrooms.</li> <li>• # of students participating successfully in our school wide reading program to earn collective reward.</li> <li>• Reading scores, F &amp; P’s, benchmarks</li> <li>• # of students engaged in writing process and reviewing strategies with visible criteria and self/peer/teacher assessments</li> <li>• # of parents participating</li> </ul>
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**Sub Goal c) By June 2019, teachers will engage in professional development and current practice in their classrooms that focus on numeracy skills. This will be measured by improved numeracy skills and attitudes towards numeracy, and improved results on the grade six PAT and regression analysis in math.**

Strategy 1: School-Wide strategies to promote Numeracy

<u>Action</u>	<u>Measure</u>
<ul style="list-style-type: none"> <li>• Math-a-thon or Math fair</li> <li>• Athletics used throughout grade levels for Math practice.</li> <li>• Numeracy Week daily activities, e.g., Problem of the Day, Estimation Jelly Bean Count, etc.</li> <li>• Teacher resources on Math Instruction purchased and utilized.</li> <li>• Use of exam bank for grades 3-6 for math practice</li> <li>• Data analysis of the MIPI results</li> <li>• Numeracy Support Groups</li> <li>• “Math Mondays” during Flex Block time for 30 min a week to practice math skills using a variety of</li> </ul>	<ul style="list-style-type: none"> <li>• Student motivation and success in regards to math</li> <li>• Improved PAT Scores</li> <li>• Success on classroom assessments</li> <li>• MIPI</li> <li>• Activities planned and implemented</li> <li>• Athletics Scores</li> <li>• Improvement in math scores across all grade levels.</li> </ul>

resources, e.g., games, cross graded groupings of students to mentor younger students.	
<u>Strategy 2: Focus on Basic Math Skills, e.g., Computation</u>	
<u>Actions</u> <ul style="list-style-type: none"> <li>• Basic Fact Practice Activities</li> <li>• Mathletics used in school and at home</li> <li>• Marian Smalls Rich Math Lesson resources for teachers to utilize in classroom instruction</li> </ul>	<u>Measures/ Evidence of effectiveness</u> <ul style="list-style-type: none"> <li>• PAT scores improve in Math</li> <li>• #of students using Mathletics at home/school and increase proficiency indicated by level progression.</li> </ul>
<u>Strategy 3: Focus on Problem Solving</u>	
<u>Actions</u> <ul style="list-style-type: none"> <li>• Using Mariam Small’s resources for instruction to support competency in problem solving</li> <li>• Breaking down word problems to identify the important information as to what is being asked.</li> </ul>	<u>Measures/ Evidence of effectiveness</u> <ul style="list-style-type: none"> <li>• PAT scores higher</li> <li>• Math assessments across all grades more positive</li> </ul>

### GOAL 3

**Goal 3: By the end of the 2018-19 school year, students will experience sequenced, active, and focused opportunities to learn and practice social-emotional skills, physical literacy, and nutrition education, to improve overall mental health, academic achievement, and incidences of positive social behaviors measured through an increase in performance scores, and perceptions of personal safety and wellness.**

**District Correlation:**

**ECSD Goal One:** ECSD students are successful

**Objective:** To develop students to their fullest potential, through multiple pathways, so that they can nurture their gifts and talents in service to others and pursue their passions and interests as contributing members of community... academically, spiritually, physically, mentally and socially.

**Edmonton Catholic School District Key Strategies:**

- 1.5 Focus on strategies to support seamless transitions from K to 1, grades 6 to 7, grades 9 to 10, and 12 and beyond.
- 1.6 Identify and implement best practices that align with excellent early learning pedagogy and learning environments while developing a strong foundation in literacy and numeracy. A strong start to learning necessitates a focus upon developing competencies, i.e. communication, growth and well-being, creativity and innovation, critical thinking, problem solving and management of information.
- 1.7 Ensure that flexible and responsive programming meets the diverse needs of all learners.
- 1.8 Continue to further develop career pathways for students.
- 1.10 Continue to pilot and evaluate the provincially funded school nutrition programs and report success.

**ECSD Goal Three:** ECSD respects diversity and promotes inclusion

Objective: Establishing inclusive learning environments where diversity is embraced, so that all students and staff within ECSD are respected, supported, and celebrated.

**Key Strategies:**

- 3.1 Implement the Inclusive Education Policy Framework by ensuring that schools focus on the creation of welcoming, inclusive, caring, respectful and safe learning environments for all students and staff.
- 3.2 Continue to support the provincial Inclusive Education Policy Framework.
- 3.3 Continue to develop partnerships supporting and advancing inclusive communities.
- 3.4 Provide equitable opportunities for children and students to participate in learning from Pre-Kindergarten to Grade 12.
- 3.5 Create opportunities to engage in collaboration across ministries to guide the development of an integrated early learning approach.
- 3.6 Continue to provide and develop services and model initiatives that promote student health, using the Mental Health Strategic Plan.
- 3.7 Ensure that learner centered decisions are based on the 6 Principles of Inclusive Education (<https://education.alberta.ca/inclusive-education/what-is-inclusion/>).
- 3.8 Further develop a Collaborative Response Model with school multi-disciplinary teams.
- 3.9 Ensure that assistive technology is available to students identified with needs.

**Sub Goal a) Students will learn and practice social emotional skills to build resiliency, communicate more effectively, and reduce bullying and at-risk behaviors to foster a safe, caring and respectful learning environment reinforced through an encouragement model.**

Strategies

Develop a common approach to support student regulation of our “Top of the Pyramid” students so they can effectively function in the classroom by exploring research-based strategies, e.g., trauma informed PD, parent education.

Action

Measure

- TTFM survey data results.

<ul style="list-style-type: none"> <li>• PATH’s program implemented across all grade levels. Resources and kits for teaching and learning utilized. Explore strategies to promote school-wide.</li> <li>• Staff will view and reflect on one “Go-To Educator” training video on the ECSD portal per staff meeting</li> <li>• Staff PD from our Emotional Behavior Specialist to teach universal behavior supports and share proactive strategies.</li> <li>• Study “Trauma Informed” practice to create an understanding of toxic stress and what to expect from students who experience this.</li> <li>• EBS expert will supervise and instruct sensory room play to supporting regulation. Teachers will be encouraged and freed up to spend time building rapport with challenging students engaged 1-1 outside of their class, e.g., Sensory Room play.</li> <li>• Students are identified earlier as to those requiring testing accommodations in preparation of PAT’s.</li> <li>• Work through School Discipline policy to understand definition of bullying and pathways to responses, e.g., student behavior handled consistently and fairly.</li> <li>• Mental Health Champion on staff attending meetings and sharing resources</li> <li>• Parent Education Course (PEAR) offered at school for 4 two-hour sessions (AHS to administer)</li> <li>• EBS provides Family Orientated Programming for our 100V/Kinder parents during day and in evening.</li> </ul>	<ul style="list-style-type: none"> <li>• Educator Training Video’s completed</li> <li>• Observations of positive rapport and relations between students.</li> <li>• # of Teachers implementing strategies to support regulation to their own students and others.</li> <li>• Satisfaction Survey Data (Safety)</li> <li>• Observations of behaviors and recommendation and modelling of supports formalized through discussions and behavior plans.</li> <li>• Safety of students measured in reported incidences of injury and restraint lowered.</li> <li>• Parents enrolled in FOP’s and PEARS program</li> <li>• # of students who use sensory room and achieve the positive effects of reduction in anxiety and increased self-regulation.</li> <li>• Staff using resources and finding success.</li> <li>• Supports are in place and predetermined prior to PAT exams. Scores higher.</li> <li>• TTFM survey data Mental Health Indicators</li> </ul>
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Strategy 2: Student Empowerment: Create opportunities for students to acquire social skills training with reinforcement of appropriate behaviors to promote good citizenship and safety throughout the school.

<p><u>Actions</u></p> <ul style="list-style-type: none"> <li>• Classroom/school-wide reward and recognition Character building program for students who support each other identified through bucket filling footsteps “Walking with God”.</li> <li>• Light House Award for living example of “Christ’s Light Shining Through Us”.</li> <li>• Intervention program for students to learn social skills from our EBS in a small group setting to improve social interactions in and outside of the classroom. Students recommended by teachers for group participation. Flex block utilized.</li> <li>• Teaching problem &amp; conflict resolution strategies using PATHS and LEAD program.</li> <li>• Recess Protocols: Use consistent language to solve conflicts, e.g., use words, walk away, tell an adult. Active supervision revisited with 1-1 supports for physical aggressive students.</li> <li>• Fun Team Grade Six initiative of older students teaching younger one’s playground games and activities, e.g., Indigenous Games theme</li> <li>• Encouragement Model</li> </ul>	<p><u>Measures/ Evidence of effectiveness</u></p> <ul style="list-style-type: none"> <li>• Groups of students participate in social skill teaching. Evidence of success in survey data., e.g., TTFM/Satisfaction.</li> <li>• TTFM survey results. Students response to initiative of wanting to be a Bucket Filler/ Light House as observed in classroom interactions and during announcements.</li> <li>• PATH’s strategies universal</li> <li>• Survey data indicates greater feelings of safety on playground at recess.</li> <li>• Reduction of student conflict/ bullying as noted in TTFM surveys.</li> </ul>
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Strategy 3: School wide approach to developing sense of belonging, inclusion, teamwork, relaxation and feelings of safety and reduction of anxiety.

<p><u>Actions</u></p> <ul style="list-style-type: none"> <li>• T-shirts for staff and students available for student purchase.</li> <li>• Teams and clubs activated to enhance school spirit and positive relationships, e.g. BB, VB, Intramurals, Stamp Club, Drama, Choral, etc.</li> <li>• Classroom meetings</li> <li>• Whole School Meditation 2-3 min</li> <li>• Basecamp groupings and activities throughout the year to practice social skills and foster positive relations through helping roles.</li> </ul>	<p><u>Measures/ Evidence of effectiveness</u></p> <ul style="list-style-type: none"> <li>• #Playground injuries reduced.</li> <li>• Playground play and relationships in classroom more positive TTFM data to indicate.</li> <li>• Basecamp activities positively received. Positive rapport and teamwork cultivated as evident in surveys/ informal observations from staff.</li> <li>• TTFM survey reporting reduction in anxiety levels</li> </ul>
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<ul style="list-style-type: none"> <li>• Multicultural Day to promote acceptance and inclusion.</li> </ul>	<ul style="list-style-type: none"> <li>• TTFM/ Satisfaction survey and observations of students identifying themselves as a collective group, respect for our differences, e.g., wearing t-shirts, success/participation in Multicultural day.</li> </ul>
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**Sub Goal b) Students will receive intentional instruction on nutrition education partnered with a focus on parent awareness communicated through agendas, website and social media identifying a priority for healthy lunches and nutritious snacks during special events.**

Strategies: Nutrition Education using the support of experts to improve instructional practices to meet student learning outcomes, e.g., Dietician Students modelling teaching.

<u>Action</u>	<u>Measure</u>
<ul style="list-style-type: none"> <li>• U of A Student Dieticians to teach Nutrition outcomes to our grade 2 and 4 classes.</li> <li>• Practicum students provide resources for Nutrition Education to all teachers for curriculum and general use.</li> <li>• Visuals/displays illustrating Choose Most Often Foods, Food Groups, Portion Sizes, etc.</li> <li>• Mentoring students with cooking lessons</li> <li>• School – wide healthy snack instructions, e.g., St. Elizabeth Day “Cooking With Cooper”(Once per month)</li> <li>• Starting with the planting of seedlings in class, our students will plant their own vegetable garden and be responsible for nurturing growth and eventually consuming the vegetables grown, i.e., Garden Tower</li> <li>• Garden Club to beautify our outdoor landscaping in front of school.</li> <li>• Announcements with Healthy Eating and Nutrition Tips, e.g., riddles, info bits</li> <li>• Moo Club program with PA prizes/incentives</li> <li>• Reverse Lunch Program</li> </ul>	<ul style="list-style-type: none"> <li>• # of students participating</li> <li>• TTFM results</li> <li>• Recipes generated through student research and participation. #of students who communicate greater awareness of healthy cooking and eating as indicated in TTFM survey.</li> <li>• Use of Tower Garden to grow own food and make curricular connections</li> <li>• #of Announcements with Nutrition Tips/ TTFM data</li> <li>• # of milk purchases will increase/ more participants in Moo Club</li> <li>• Observational data on improved focus, better eating habits and better relations with peers with Reverse Lunch</li> </ul>

Strategy 2: Foster Home, School, Community approach to healthy eating habits using effective communication of nutrition resources/information, e.g., Social Media, School Website Links.

Actions

- Campaign using our Facebook page, Twitter and Website to disperse important information and resources.
- Newsletters are on line and in print copy for all families.
- Facebook updates on sleep, nutrition, healthy recipes, etc. Encourage kids to get parents to join/like page.
- Utilize the resources from the Nutrition students to create a folder of information for parents on our school website, e.g., healthy snack ideas, lunches.
- Resources in other languages, e.g., Canada Food Guide
- Hardcopy or online resource idea for healthy recipes available for students to share with their parent.
- Parent Information Evenings on Nutrition (FOPS). Provide research as to benefits, recipes.

Measures/ Evidence of effectiveness

- #of parents and students accessing our Facebook and Twitter
- Parents accessing website resources on nutrition and making healthy recipes for snacks/lunch
- # parents attending Parent Info nights
- Survey data TTFM with visible gains in healthy eating habits, e.g., less sugar, balance of food groups.

**Sub Goal c) Students will move with competence and confidence engaged in a wide variety of physical activities, in multiple environments, that will benefit the healthy development of the whole person and increase their ability to make healthy active choices for the future.**

Strategies: To promote physical activity and the development of positive health habits to support increased wellbeing

Action

- Addition of intramural activities and clubs that promote physical activity and skill competency, e.g. Yoga, Dance, Running, etc.
- Opportunities to participate on school teams, e.g. Running Team, Free Footy
- Basketball Club Nov. – Jan. 3x per week gr. 3-6
- Volleyball Team Nov. - Feb. gr. 6
- Daily Physical Activity breaks infused into curriculum. Small space activities with

Measure

- # of participants in each grade.
- TTFM survey data
- Response of students to participation in clubs and teams. Indicators from TTFM survey.
- Mental Health data improved
- Observations of students and how they respond after their activity breaks, e.g., improved focus.

<p>opportunities for cross curricular competency, e.g. Math Olympics, Go Noodle</p> <ul style="list-style-type: none"> <li>• School-wide PE Yearly Plan to include a variety of activities and units, e.g., sledge hockey. Mentorship in teaching units is available from principal, PE consultant and teachers and/or student teachers on staff.</li> <li>• Students develop confidence in a variety of skill areas to improve physical literacy and readiness for junior high sport and sustainability in choosing to be active.</li> <li>• Grade six leaders partner with Fun Team Alberta to plan activities to teach at recess time in an effort to promote fair play and engagement in group activities.</li> <li>• Help families acquire skates and helmets and other equipment, e.g., bikes</li> <li>• REBOK program activities</li> </ul>	<ul style="list-style-type: none"> <li>• #number of students participating in activity breaks and # of breaks initiated by teachers/ TTFM survey data</li> <li>• Successful instruction and engagement of students in PE based on their responses/ Accountability Pillar</li> <li>• TTFM survey data on playground safety and positive relationships.</li> <li>• More kids active during their leisure time TTFM.</li> <li>• # of Kids accessing equipment</li>   <li>• Student Fun Team leaders leading REBOK activities for am Intramurals.</li> </ul>
<p>Strategy 2: Gain an understanding of what Physical Literacy (PL) is and its impact on teaching and learning.</p>	
<p><u>Actions</u></p> <ul style="list-style-type: none"> <li>• Review Physical Literacy Posters and make them visual in school hallways/gym</li> <li>• Staff to attend PD workshop on PL</li> <li>• PE consultant to provide PD onsite on a Thursday pm.</li> <li>• Grade partners to collaborate on teaching Physical Literacy through shared planning and instruction.</li> </ul>	<p><u>Measures/ Evidence of effectiveness</u></p> <ul style="list-style-type: none"> <li>• Staff and students develop a common language to define PL</li> <li>• Data collected from student feedback/ reflection, e.g., journal entries, visual journals, observations.</li> </ul>

**Review Date 1:**

**Review Date 2:**