School Plan for Continuous Growth

2016-2019 Information Package

As God’s chosen ones, holy and beloved, clothe yourselves with compassion, kindness, humility, meekness, and patience (Colossians 3:12)
Edmonton Catholic School District Foundation Statements

District Mission Statement
Inspired by
• Love of the Father
• Faith in Jesus Christ
• Hope from the Holy Spirit

We believe in God and we believe
• that each person is created in the image and likeness of God
• that each child is a precious gift and sacred responsibility
• in the goodness, dignity and worth of each person
  • that Christ is our model and our teacher
  • in celebrating and witnessing our faith
  • in transforming the world through Catholic education
  • that Catholic education includes spiritual growth and fulfillment
  • that learning is a lifelong journey
  • that all can learn and develop their gifts
  • in building inclusive Christ-centred communities for service to one another
  • that all have rights, roles and responsibilities for which they are accountable
  • that Catholic education is a shared responsibility in which parents have a primary role

The mission of Edmonton Catholic Schools is to provide a Catholic education that inspires students to learn and that prepares them to live fully and to serve God in one another.

District Vision
Our students will learn together, work together and pray together in answering the call to a faith-filled life of service.
**A Statement of 21st Century Learning in Edmonton Catholic Schools**

*Preparing our students for a world not yet realized*

In keeping with our Foundation Statement, the students and staff of Edmonton Catholic Schools commit to 21st century learning. In support of hopeful Christ-centred living, in a society transformed by globalization, technological innovation and human ingenuity, 21st century learning complements our commitment as a Catholic community of learners, leaders and educators.

Edmonton Catholic Schools fosters faith-based learning that deeply engages all staff and students in 21st century learning opportunities. All facets of the learning system—curriculum, instruction, assessment, professional learning, accountability and resource allocation—are in support of 21st century learning. Students will be creative, digitally aware, critical-thinking global citizens, analysts, communicators and producers engaged in learning that is conceptual and authentic within a faith-based environment.

Guided by our moral compass and focused on the common good, students and staff will be self-directed, adaptable, discerning and curious, as they engage individually and collaboratively in 21st century learning.

**Defining Statement of Inclusive Education for ECSD: Katholos-Education for Life for All**

In accordance with our District Foundation Statement, all resident* students and their parents/caregivers are welcomed into our schools. The Learning Team is committed to collaborating, identifying, applying and monitoring practices enabling all students to reach their potential, spiritually, socially, emotionally, physically and academically within the Programs of Study alongside their peers. (*as defined by the School Act).
School Plan for Continuous Growth

Preamble:
Each year school communities set targets for student achievement and for other areas that are germane to that community, and are linked to the District’s Goals and Priorities. This is done within the context of a three-year plan for continuous growth. After a review of their plan for continuous growth from the previous year, schools determine the direction of the school for the next three years. It is also recommended that you look at your goals through the lens of the Alberta Education documents Inspiring Education and the Ministerial Order on Student Learning.

School Accountability Regulation 102.1

1. Schools under the direction of the principal, in the Edmonton Catholic Separate School District No. 7 implement a three-year School Plan for Continuous Growth consistent with provincial requirements, district requirements and local needs.

2. The School Plans for Continuous Growth are to be updated annually following the format prescribed by the superintendent. The plan shall address:
   a. the district goal one (Catholicity) and the remaining district goals which align with those from Alberta Education.
   b. relevant local strategies outlined in the District Plan for Continuous Growth.
   c. performance measures:
      i. multi-year report of provincial achievement test and/or diploma examination results;
      ii. regression analysis information;
      iii. Accountability Pillar;
      iv. Tell Them From Me Survey; and
      v. Thoughtexchange Survey.
   d. additional goals, strategies, results and performance measures to reflect local needs and the advice of the school council.
   e. targets for achievement tests and/or diploma exams.

3. The updated School Plan for Continuous Growth is to be posted annually by November 30 for review by the Superintendent.
4. Schools will report to the School Council the following information relative to their school, on or before November 30 of each school year:

   A. multi-year report of provincial achievement test and/or diploma examination results;
   b. Regression Analysis Report
   c. Accountability Pillar
   d. Tell Them From Me Survey
   e. Thoughtexchange Survey and
   f. the school budget.

5. Schools are responsible for keeping a hard copy of their School Plan for Continuous Growth for a period of five (5) years.

**Template for School Plan for Continuous Growth**

**St. Bonaventure Plan for Continuous Growth 2016-2019**

**School Mission:** At St. Bonaventure School, we are a community of learners who integrate Catholic ideals into all school subjects. As a team, we strive to help individuals develop as Christians by providing an INSPIRED! To Learn, safe, loving, and supportive environment where the self-worth and unique gifts of all are accepted and nurtured.

**School Vision:**
To nurture a community of dedicated learners and faithful followers of Jesus Christ within a caring Catholic atmosphere. Strategies using: Learning, Catholic Identity, People, Community and Resources.

The staff of St. Bonaventure will endeavor to:

1. Develop a Christian atmosphere in the school through personal example of the staff.
2. Instill necessary knowledge and skills, accordance with the Alberta Education and Edmonton Catholic School guidelines.
3. Establish discipline through the teacher's leadership qualities, within a context of mutual respect and personal concern for students.
4. Encourage the development of self-worth and positive self-concept in children, and to set realistic expectations for each child.
5. Encourage in the mind of the student, the perception that classes are places where they and the teachers are partners in achieving worthwhile academic, personal, spiritual and social outcomes.
6. Encourage the development of responsibility in the student's own behavior.
7. Develop an atmosphere of warmth, personal concern and awareness for one another in the school.

School Context: St. Bonaventure School is located in the very farthest corner of the community of Clareview and serves a population of 350 students that come from a diverse array of cultural and socioeconomic backgrounds. A large ELL and FNMI population attends, and a good start to learning is realized through a full day kindergarten experience. We have committed to small class sizes in Grades K-2 to provide early and targeted invention for these students in their formative years. Educational Assistants are assigned throughout the entire school to support all students and are trained to work with specific students in Guided Reading each day. All Educational Assistants offer support to severe inclusive students under the direct supervision of both classroom teachers and the Learning Team.

An Extensive commitment has been made to increasing student access to and support in modern and mobile, web-based technology which is helping to achieve affective 21st Century Learning Outcomes as suggested in the Ministerial Order on Learning. To add to this, the school has committed to an increased investment into human resources to support all students. St. Bonaventure has invested into a Learning Team made up of three experienced teachers offering support, guidance and expertise to teachers. As well, an increase in time for our Family Social
Liaison Worker and Emotional Behavioral Specialist has also been made to support students, families and teachers.

**Data Review**

**Review of Previous Year’s Goals:** (brief is better)

<table>
<thead>
<tr>
<th>Goal</th>
<th>Achieved/continue modify</th>
<th>Evidence/data used</th>
</tr>
</thead>
<tbody>
<tr>
<td>To expand our Making Learning/Thinking Visible in to include assessment in supporting student learning.</td>
<td>Continue with our Making Learning/Thinking Visible. This has provided a new context of teaching, providing teachers additional tools for effective instruction.</td>
<td>Shared digital notebook as evidence of teacher’s extent of Making Learning/Thinking Visible.</td>
</tr>
<tr>
<td>Make available web based technologies to support student learning.</td>
<td>Achieved. Chromebooks for Gr. 3-6 were purchased and training on 365 was provided. IPads were reallocated to K-2, enrollment into MDM and a new Ipad cart was purchased to accommodate 2 class sets of devices. Computer lab was redesigned for optimum instructional environment and computers updated to accommodate applications requiring faster resources.</td>
<td>Chromebooks are used regularly and in many cases, Google classroom is becoming the digital environment that enhances communication and effectiveness with students. Ipad have been move to MDM with IITS and slowly the applications are being redeployed with a primary focus, eliminating the apps for Div. 2. Streamlining access for younger students. Computer lab is still being used when Chromebook arts are unavailable, providing regular tech access for all student.</td>
</tr>
<tr>
<td>Acquisition of licensing for supplemental resources to support literacy and numeracy.</td>
<td>Achieved. IXL Math, Mathletics, RAZ kids, Exambank are but a few supplemental online resources that students can access at home and at school to support them in literacy and numeracy.</td>
<td>More student achieved the acceptable standard on PAT, fewer students on the Struggling readers list. We can track student use of some of these programs and we see an increase in use during the summer and</td>
</tr>
</tbody>
</table>
Redesigning the full day kindergarten program.

Continuing. This redesign was initiated in early Spring and continues to evolve. The impetus and focus remains the same, numeracy, literacy and student regulation.

Students transitioning to Gr. 1 are more competent, able to regulate themselves more appropriately, and able to more capably manage the Programs of Study. More students are reading at grade level in Gr. 1.

Continue with year 2 of Making Learning/Thinking Visible

Continuing. This was a 3 year goal and will continue into 2016-2017 with Early Learning Consultants support.

Data Analysis:

Areas to celebrate

<table>
<thead>
<tr>
<th>Accountability Pillar</th>
<th>Parents:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Level of satisfaction with Trustee Leadership in District – (13.0)</td>
</tr>
<tr>
<td></td>
<td>Child’s use of Yellow School Bus to and from school – (11.8)</td>
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<tr>
<td></td>
<td>Inclusive Education – overall satisfied with the programming &amp; progress of child with special education needs – (9.8)</td>
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<tr>
<td></td>
<td>Satisfied with quality of education in Alberta – (7.1)</td>
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<tr>
<td></td>
<td>Satisfaction with opportunity to access information about overall student achievement in the district – (4.9)</td>
</tr>
<tr>
<td></td>
<td>Students:</td>
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<tr>
<td></td>
<td>I can make choices about Learning – (3.6)</td>
</tr>
<tr>
<td>My classroom learning activities are meaningful – (2.9)</td>
<td></td>
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<tr>
<td>I am challenged to do my best – (2.8)</td>
<td></td>
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<tr>
<td>I feel safe on the playground during school hours – (2.5)</td>
<td></td>
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<tr>
<td>Student behavior is handled fairly – (1.9)</td>
<td></td>
</tr>
</tbody>
</table>

All Staff:
- I am satisfied with the way student discipline is handled at school – (10.4)
- I am satisfied with the decision-making process that takes place at my school – (8.0)
- The approach to conflict management with adults in our school is reflective of our core values – (8.0)
- School professional development provides me with an opportunity to improve my work skills – (7.3)
- School finances are being allocated in keeping with our core values of fairness – (6.6)

Regression Analysis
- English Language Arts - =
- Mathematics - =
- Science =
- Social - =

PAT/Diploma analysis
Go to the file titled *Regression Table* that gives regression scores and Provincial test scores and the *Five Year Multi Year Report* that shows trends over time.
- English Language Arts – Acceptable Standard Total Test: 95.6
- English Language Arts – Acceptable Standard Reading: 93.3
- English Language Arts – Acceptable Standard Writing: 93.3
- Math – Acceptable Standard: 82.2
- Science – Acceptable Standard: 95.6
- Social – Acceptable Standard: 88.9

Tell Them From Me
- Hours per day watching TV
- Hours per day student spent on computer and video games during a typical week
- Students meeting and nearly meeting Canada’s Food Guide
- Students consuming less than 5 sweet or fatty foods per day
- Expectations for Success – the school staff emphasizes academic skills and hold high expectations for all student to succeed

5 Marks of Catholic School Identity Assessment
Mark 2 – Imbued with a Catholic Worldview
- The number of the service projects that are student driven to support a broad spectrum of organizations and the less fortunate within the community.
- Recognition of and enacting higher stages of social justice in the projects staff and student engage in.
- Evidence of Faith and the liturgical year in the classroom and throughout the school.
• Regular and rich celebrations both at school and at church with regular clergy involvement throughout the school year.
• Strong relationship with parish and parish team.
• Students have opportunity to pray every day in class and as a whole community.
• The school and the church work together to promote student enrollment in sacramental preparation. Students are publicly recognized and with the parish, promote and work with non-resident families to promote student reception of sacraments through school wide and church attendance promotion.

Mark 3 – Animated by a Faith Infused Curriculum
• Chaplaincy instruction for all classes at least once monthly
• Instruction and planning in all subject areas are imbued with gospel teachings
• Monthly school wide focus on gospel values are shared each day and students come together monthly to be publicly recognized for their demonstration of those values.
• Teachers meet once a month for collaboration time to review curriculum and ways to collectively embed faith into all subject areas through the support of the chaplain.

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Process</th>
<th>Goals in response to data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accountability Pillar</td>
<td>Go to the overall summary page of your report</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Measure Category:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Parental Involvement – Concern</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Continuous Improvement</td>
<td></td>
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<tr>
<td></td>
<td>• Achievement Measure:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Parental Involvement – Very Low</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Improvement Measure Evaluation:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Safe and Caring -Declined</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Education Quality - Declined</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Citizenship - Declined</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The areas of concern in this document do not coincide with the data collected from the District Satisfaction Survey – Parents. For example, Parental satisfaction on involvement in decisions about their child’s education as reported on the Accountability Pillar is a concern. However, on the District Satisfaction question on parental involvement in their child’s education was reported</td>
<td></td>
</tr>
</tbody>
</table>
Parental Involvement - Declined
School Improvement – Declined Significantly

- Overall Measure Evaluation:
  - School Improvement – Issue
  - Parental Involvement - Concern

as positively exceeding the district. This is true in nearly all the categories where the Accountability Pillar data suggest a decline or a concern. School improvement, according to 3 year rolling average still is performing better than the province though it has declined somewhat.

St. Bonaventure will continue to review all data and make decisions that involve parents in the consistent pursuit of creating an atmosphere that is responsive and responsible to the needs of the students and families we serve.

**District Satisfaction Survey**

**Students**
- I am happy with how much I am learning (-2.9)
- My school gives me the opportunity to use a variety of technology tools. (-1.8)
- What I learn in religion class helps make me a better person. (-2.6)
- My teacher helps me learn. (-0.8)
- I know how well I am doing in my school work. (-0.8)

**Parents**
- My child’s school focuses on continuous improvement. (-3.0)
- My child’s school demonstrates care for the environment. (-2.3)
- Level of satisfaction with the effectiveness of the school council. (-1.6)
- My role as the primary educator of my child is respected by the school. (-1.5)
- Level of satisfaction with learning expectations of the school. (-1.4)

**Teachers**
- The Superintendent of Schools provides effective leadership in the district. (-18.4)
- The Board of Trustees provides effective leadership for the district. (-17.9)
- Overall, the district is a good place to work. (-7.1)

- None of the measures for Gr. 4-6 students and parent responses is statistically of significant difference from the district and therefore will not have a specific goal targeted the indicators.

- After the staff reviewed this data from the Staff Satisfaction Survey, it was determined that the site is unable to affect issues at the district level where the measures are of the most significantly discrepant from the district.
I am satisfied with the decision-making processes that take place at the district level. (-5.6)

Feedback that I hear from the greater community reflects a favorable opinion of our school district. (-1.7)

The review of the performance of students has fluctuated year to year over the last 5 years with students generally improving performance in each subject area in comparison to the previous year. We will continue to employ a strong literacy program to support the success of all students in all subject areas to establish success for every student. This is reflected in 1 of our goals this school year.

### Regression Analysis

- **ELA =**
- **Math =**
- **Science =**
- **Social =**

### PAT/Diploma analysis

**ELA**
- **Total Test** – improved from last year in Acceptable Standard and declined slightly in Standard of Excellence.
- **Reading** – improved in both Standard of Excellence and Acceptable Standard.
- **Writing** – Declined slightly in Acceptable standard and improved in Standard of Excellence.

**Math**
- **Total Test** – Significantly improved in Acceptable Standard and declined slightly in Standard of Excellence.

**Science**
- **Total Test** – Significantly improved in Acceptable Standard and declined slightly in Standard of Excellence.
- **Knowledge** – Improved in both Acceptable standard and Standard of Excellence.
- **Skills** – Improved in both Acceptable Standard and Standard of Excellence.
- **Social**
  - **Total Test** – Improved significantly in Acceptable Standard and Standard of Excellence.

### Tell Them From Me

- **Student participation in School Clubs** – Students take part in art, drama, or music groups; school clubs; or a school committee. (-21)
- **Student participation is School Sports** – Students play sports with an instructor at school, other than in a gym class. (-12)
- **Bullying and Exclusion** - Students are subjected to physical, social or verbal bullying, or are bullied over the internet. (-12)

Comparing TTFM to District satisfaction, the data demonstrates contradictory results. For example, TTFM results for feeling safe at school is significantly below the district, but District Satisfaction results in the same category demonstrates an insignificant discrepancy. The school’s goal of Living and enhancing the distinctiveness of Catholic Education will reflect actions to address anxiety and safety.
Students with Moderate or High Levels of Anxiety – Students have intense feelings of fear, intense anxiety or worry about particular events or social situations. (12)

Feel Safe Attending this school – Students feel safe at school as well as going to and from school (-12)

The school continues to offer many sports clubs and teams during the day and after school and is partnered with Abbotsfield Youth Program to deliver sports activities and physical activity to students after school.

5 Marks of Catholic School Identity Assessment

Many of our objectives at implementing the 5 marks of Catholic School identity, though achieved, must consistently be embedded into the ongoing fabric of our community that make it a unique one. St. Bonaventure is strong in Marks 2 and 3 and will continue to focus on them as they have become the foundation of our identity.

Goals:

Goal 1: By June 2017 St. Bonaventure will have decreased the number of students on our struggling reader list according to the F & P scores and other measures through regrouping of students school-wide according to ability and targeting specific learning needs in literacy using a variety of resources including additional staff to support our students’ success.

District Correlation: Every student is successful

2.2 Ensure the educational experiences meet the diverse needs of our learners and are available to all students.

a) Continue to research and consider programs of choice that are aligned with the Ministerial Order on Student Learning

Strategy
To review our student literacy performance in all grades and determine abilities of all our students to establish better instructional practices to increase those performance measures by the end of the year.

Actions
- F & P all students to determine levels beginning, middle and the end of the school year.
- Group students per ability in multi-age groups and provide daily guided reading in small groups for the most struggling readers.
- Invest in a comprehensive Language Learning Intervention (LLI) kits and train support

Measures/ Evidence of effectiveness
- Using F & P more regularly throughout the year, by June 2017, our Struggling Reader list will be reduced by a minimum of 15%
- Reduced number of students receiving targeted LLI instruction
- Student PAT scores in Grade 6 ELA will continue to positively demonstrate achievement to their potential as predicted from their Canadian Cognitive Abilities Test
staff to provide intensive, regular and targeting support for students in a dedicated space.

- Review Guided Reading practices in each classroom and offer professional development for teachers to create school-wide continuity of practice in supporting literacy development and improvement in students.
- Reinvest into contemporary and relevant classroom levelled libraries.
- Daily 5 Flex Block for Gr. 1 students to establish a strong foundation for literacy skill development.
- Provide for “Sacred Literacy Time” each morning where the whole school will engage in literacy activities each day of the week.
- Implement a Flex Block for Full day Kindergarten program with a focus on literacy and numeracy to target specific needs of student in giving them an excellent start to

- SLA scores in Literacy for student in Gr. 3 will continue to demonstrate more students achieving higher levels of response quality from the previous year.
- Fewer students in all grades reading below grade level according to F & P scores.
- Kindergarten students preparedness to readily begin Gr. 1.
“Kindergarten Redesign.”

- Continue our partnership with Anne Fitzgerald school in our full day kindergarten redesign.

**Sub Goal b)** By June 2017, in support of all Grade 6 students achieving to their potential in numeracy, a flex block will be implemented to allow for more effective teaching approaches to meet diverse student learning needs in Math ensuring all students achieve to their abilities.

**Strategy**
To review available data on Gr. 6 student performance in math to determine effective, site-specific strategies to support all learners in numeracy acquisition and competency.

**Actions**
- Establish time for Gr. 6 teachers to collaborate with all other grade levels to determine numeracy foundation skills essential for success in Gr. 6.
- Teachers in all grades provide detailed information on class profiles with attention to numeracy indicating student ability and potential supports.
- Provide additional supports such as EA time and LC supports for development of program adaptation.
- Develop a flex block in Math for Gr. 6 students throughout the week to target the needs of all students, focusing in on a “can” approach, accommodating for varying abilities.

**Measures/evidence of effectiveness**
- Gr. 6 PAT – number of students increasing the acceptable standard and decreasing the number of students who do not meet the acceptable standard.
- Utilizing MIPI to provide a snapshot of each student’s understanding of basic math concepts based on previous year’s outcomes.
- Leaps and Bounds Diagnostic Tool will reduce the number of students requiring differentiated and targeted instruction.
• Review Flex Block each month with LC and admin to determine needs, success and potential supports.
• Teachers will report to all staff at monthly meetings to share experiences of flex block.
• Utilize a variety of spaces and approaches, such as project based learning and direct instruction to target specific numeracy needs of students.

**Review Date 1:** January 2017

**Review Date 2:** June, 2017

**Goal 2:** By June, 2017, we will continue to implement aspects of the Five marks of Catholic School Identity that they are a lived and embedded element of our day- to- day practice and that they form the fabric of the overall experience of everyone who encounters our school, in conjunction with our parish relationship in supporting the evangelization of our faith to non-resident families.

**District Correlation:**
Live and Enhance the distinctiveness of Catholic Education
  1.1 A – Cultivate and support a Catholic ethos/environment within each site
  1.2 B – Demonstrate a way of life rooted in the Catholic Christian call to discipleship and service
  1.3 C – Ensure that permeation of faith remains central in all our day to day practices
  1.7 – Continue to enhance and strengthen our Catholic Identity through the Five Marks of Catholic School Identity Plan and continue teacher faith formation through the Five marks of School Identity and Excellent Catholic Teacher.

**Strategy**
To continue to be as much as possible, an inclusive school for all families wanting to

**Actions**
• Begin each day in student led prayer on the intercom with key

**Measures/ Evidence of effectiveness**
• Tracking the number of non-residents enrolling in the school
share in and experience the benefits of a faith-filled education using elements of the Five marks as the foundation for implementation.

- Teachers will review the 4 key elements of prayer:
  1. Adoration - Praising, worshipping God, for Who He is
  2. Confession - Asking God to cleanse us from sin
  3. Thanksgiving - Believing, acknowledging God's grace
  4. Supplication - Our specific prayer requests

- Publicly recognize and celebrate students for receiving sacraments.
- Organize school wide celebrations coordinated and presented by all students.
- Secular celebrations and events will have a faith element embedded within.
- Chaplain will liaise between parish and school to ensure appropriate elements of celebrations at school and church are included.
- Chaplain will teach each grade level once a month (Chaplaincy rotation) with a focus on Catholic values and virtues that can be reinforced by classroom teachers and fit in with each grade levels

- Communication with parish on the numbers of students receiving sacraments.
- Review with the Social Justice Committee the number, type and impact projects students are engaged in.
- Frequency of Parish Priest attending celebrations at the site.
- Student led prayers have the 4 elements of prayer
- The celebration of student success in demonstrating Faith filled values and virtues impacting behaviors and attitudes at the school.
- Numbers of non-resident families attending school-hosted mass, celebrations and student recognition assemblies.
- Regular check-in with chaplain and all staff to determine success of Chaplaincy rotation.
- Year-end survey results demonstrate a reduction in student reporting of bullying.
- Survey results demonstrate a reduction in students reporting anxiety and feelings of worry.
Religious Education Program.

- Catholic Values and virtues demonstrated by students will be celebrated once a month at school wide assemblies.
- Visible signs of our Faith are overt throughout the school and accessible to students.
- Social Justice Projects will reflect a move from primarily Stage 1 to stages 2 and 3.
- Information on Sacramental Preparation will be made available at the office with parish contact information for families considering themselves or their children receiving them.
- Commit resources to ensure that non-resident families are given suitable consideration for enrollment into St. Bonaventure.
- Teachers are given support time to review and successfully implement new Programs of Study in Religious Education.
- Review of and revision of student conduct policy to ensure that practices are in place to resolve issues consistent with Gospel Values of
| **Goal 3:** | By June, 2017, the role of the Learning Coach will be expanded in order to support teachers and students in improving professional practice that successfully impacts individual student learning across all grades, targeting numeracy and literacy as well as student regulation techniques and strategies. |
| District Correlation: | Quality teaching and school leadership 4.1 – Provide professional learning opportunities that build the capacity and leadership of all staff to improve learner success. 4.1 A – Engage in professional learning that ensure we live the distinctiveness of Catholic Education and that every student is successful. |

**Review Date 1:** January 2017

**Review Date 2:** June, 2017

- Continue to create a safe learning environment by reinforcing our Anti-Bullying program and appropriately responding to reported incidents for all who are involved focusing on an inherent dignity as sons and daughters of God.
- Utilize PAX/Tripe P and Path programs on a school wide basis to help students with regulation in the classroom.
- Commit resources to increase the time for the MDT to help students with anxiety and apprehension, specifically the FSLW and EBS.
4.1 B – increase academic achievements by promoting successful practices in teaching to support all students.
4.3 A – Engage in professional learning aligned with our district plan, Literacy and Numeracy: Learning Deeply, which focuses on the Ministerial Order on Student learning and enhances the conversation, creativity, collaboration and capacity of our learning community.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Actions</th>
<th>Measures/ Evidence of effectiveness</th>
</tr>
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| For our staff to review our pedagogical practices and beliefs and how they correspond with the district goals at improving student success in those foundational academic areas and determine how best the Learning Team can support teachers its implementation. | - Administration will review the budget to determine if the school finances can afford and increase in fte for the learning coach.  
- Administration will review staff to decide an appropriate staff member addition to the team and the fte.  
- The learning team will collaborate with admin to establish roles and responsibilities in helping certificated staff with their needs within the class, their pedagogy and ways to support all students.  
- Provision of a monthly meeting time during the day for grade level teachers to meet with a member of the learning team to review student needs and teacher practices.  
- Continue with year 3 of making Learning/Thinking Visible in conjunction with Early Learning to | - Regular feedback at staff meetings at the inclusion of learning team members into classrooms.  
- Regular check-ins with the learning team to review teacher needs, differentiated approaches to reaching all students.  
- Reduce instances of students’ inability to regulate themselves (fewer discipline issues).  
- PLP’s and IPP’s demonstrate more effective and reasonable goals that students can realistically achieve.  
- Class profiles illustrate success for all students at their level because of the effective differentiation and intervention of the learning team.  
- Best practices are regularly shared at staff meetings, and supported by admin and the learning team.  
- Students demonstrate a willingness to more |
<table>
<thead>
<tr>
<th>support teacher pedagogy.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Implement the philosophies of the PAX/PPP programs together with PATH to support student regulation in the classroom.</td>
</tr>
<tr>
<td>• Enshrine in our calendar CCPLC time at least one a month for teachers to collaborate.</td>
</tr>
<tr>
<td>• Build into the culture of the school the collaborative role of the learning team to co-teach, &amp; co-plan.</td>
</tr>
<tr>
<td>• The learning team will focus on literacy, &amp; numeracy interventions that school-wide to ensure all staff utilize common practice and common language.</td>
</tr>
<tr>
<td>• The learning team will meet regularly to review student profiles, programming and teacher supports.</td>
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</tbody>
</table>

**Linked Resources**

**Linked Foundation Statements:**

*A Statement of 21st Century Learning in Edmonton Catholic Schools*

*Preparing our students for a world not yet realized*

*A Defining Statement of Inclusive Education in Our District – Katholos: Education for Life for All*
Planning for School Improvement


Links on how to develop Vision and Mission Statements: “Vision and mission statements provide schools with an essential overview of where they want to go and what they want to be.” Gabriel and Farmer (2009)

Dufour and Eaker documents on mission and vision


http://www.ascd.org/publications/books/103019/chapters/Vision-as-the-Compass.aspx


http://www.uscsd.k12.pa.us/Page/33

Links on Goal Setting


http://topachievement.com/smart.html


References


