



EDMONTON  
CATHOLIC SCHOOLS

# École Escuela Grandin

School Plan for Continuous Growth

2017-2020

Christ has no body but yours, no hands, no feet on Earth but yours.

(St. Teresa of Avila)

Goals:

<p><b>Goal:</b> All teachers will deepen their pedagogical content knowledge in the area of mathematics</p>		
<p><u>District Correlation:</u></p> <p><b><i>District Goal 4: ECSD has excellent teachers, school and school district leaders</i></b></p> <p>4.1 Provide professional learning opportunities that build capacity and leadership of all staff to improve learner success</p> <p>4.4 Promote excellent teaching practices consistent with the Teaching Quality Standard, which guides student achievement</p> <p>4.7 Ensure that every school and department creates the conditions to improve student learning and achievement within the context of a Catholic learning community (Literacy and Numeracy plan, Ministerial Order, data-driven)</p>		
<p><b>Sub Goal a) Teachers will deepen their pedagogical content knowledge in the area of mathematics (Number Strand).</b></p>		
<p><u>Strategy</u></p> <p>Provide ongoing, year-long professional development course for all certified staff at the school level</p>	<p><u>Actions</u></p> <p>All certified staff participate in 6 half-day <i>First Steps</i> session in conjunction with ERLC and LSI</p>	<p><u>Measures/ Evidence of effectiveness</u></p> <p>Teacher feedback during and at the end of the course</p> <p>Number of teachers who incorporate the <i>First Steps</i> assessment tasks and learning activities into their classroom</p> <p>School administrators and learning coaches observe improvement in quality of math lessons through regular supervision (set up monthly schedule)</p> <p>Notes from follow-up learning conversations between admin/LC and teachers.</p>

**Sub Goal b) Teachers will implement high impact strategies in mathematics lessons, based on student developmental readiness**

<u>Strategy</u>	<u>Actions</u>	<u>Measures/evidence of effectiveness</u>
School administration gain an in-depth understanding of the sprint model	Principal and Assistant Principal participate in the summer <i>Agile Leadership</i> summit.	Principal and assistant principal use new knowledge to implement <i>Sprints</i> at school level in fall of 2017 with grade 3 and 4 teachers (Agile Learning teams).
Participate in the <i>Agile Schools Sprint</i> project	Send principal and grade 3 and 4 teachers to the ATA <i>Agile Schools Project</i>	Attendance at ATA Agile Learning sessions throughout the year.
	Provide designate time for Grade 3 and 4 teams to work collaboratively on Sprints	Teachers run 3-4 sprint cycles during the school year, assessing student learning before and after – documentation from meetings gathered.
Investigate high-impact strategies in mathematics as a staff	Read <i>Visible Learning for Mathematics</i> by John Hattie, et. Al	Teachers experiment with at least 2 <u>new</u> high impact strategies in their mathematics classes that are shared at PD staff meetings and/or during teacher Collaboration time
	Include excerpts from <i>Visible Learning for Mathematics</i> in weekly school WAGs and include in certified teacher staff meetings	

**Sub Goal c) All students will reach grade-level benchmarks set by grade level teacher teams by June 2018**

<u>Strategy</u>	<u>Actions</u>	<u>Measures/evidence of effectiveness</u>
Set clear year-end grade-level benchmarks based on research	Establish foundational benchmarks at each grade level, within the curriculum, adjusting for developmental readiness based on phases of First Steps.	Written summary of grade level benchmarks – assessed and reported in report cards.

	<p>Collect both PRE and POST data for each individual students from K-6</p> <p>Improve upon data collection from last year by standardizing collection methods:  <i>Establish mid-point dates to review data to inform instruction</i></p> <p><i>Share collection methods through a data wall bulletin board in staffroom</i></p>	<p>Data posted on a DATA WALL in the staffroom</p> <p>Mid-point data collection information (February)</p>
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------

**Review Date 1:**

**Review Date 2:**

<b><u>Goal:</u></b> To integrate technology meaningfully into daily instruction		
<u>District Correlation:</u>		
<p><b><i>District Goal 4: ECSD has excellent teachers, school and school district leaders</i></b></p> <p>4.6 Support teachers and system leaders to integrate technology effectively into the learning environment as outlined in the Learning and Technology Policy Framework.</p>		
<b>Sub Goal a) By June 2018, each teacher will learn a new technology application that enhances student learning.</b>		
<u>Strategy</u>	<u>Actions</u>	<u>Measures/ Evidence of effectiveness</u>
Repair and rework the use of existing robotics technology	<p>Tap into parent expertise to repair robots</p> <p>Reinstate robotics club</p>	<p>Number of parents volunteering at November work bee to set up existing robotics in the library</p> <p>Number of Robotic Club meetings  Photos/students reflections on learning during Robotics Club</p>

<p>Explore the use of applications such as Google classroom and iPad apps that can be effectively integrated into instructional plans</p>	<p>Reconfigure storage and access to this technology</p> <p>Dedicate time for Tech Coach to work with classroom teachers</p> <p>Share best practices within the context of goal #1 (mathematical PCK)</p> <p>Deploy iPads into classrooms for easy access</p> <p>Organize sharing of school Chromebooks and Laptops so they are more readily available</p>	<p>Quality of student learning projects using new technology</p> <p>Number of classrooms using Google classroom or like programs increases</p>
-------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------

<p><b>Goal:</b> To enhance visible signs of our Catholic identity within Grandin school.</p>		
<p><u>District Correlation:</u></p> <p><b><i>District Goal 1: Live and enhance the distinctiveness of Catholic Education</i></b></p> <p>4.7 Demonstrate the distinctiveness and advantages of Catholic education.</p> <p>a) Cultivate and support a Catholic ethos within each site</p> <p>b) Demonstrate a way of life rooted in the Catholic Christian call to discipleship and service</p>		
<p><b>Sub Goal a) Create a Catholic ethos through symbols and daily traditions</b></p>		
<p><u>Strategy</u></p> <p>Focus on each staff member finding unique ways to contribute to a spirituality of communion (Mark 5: The Excellent Catholic Teacher)</p>	<p><u>Actions</u></p> <p>Examine and discuss the characteristic of Mark 5: The Excellent Catholic Teacher</p>	<p><u>Measures/ Evidence of effectiveness</u></p> <p>Staff meeting dedicated to group discussion of Mark 5.</p> <p>Staff-generated illustrative examples of Mark 5</p>

<p>Ensure that Catholic symbols are evident throughout the school</p> <p>In response to the Archbishop's Pastoral letter, infuse our school with scripture readings</p>	<p>Sensitivity training with staff around how we speak about children</p> <p>Pro-Social Skills training for Learning Coaches to share with all staff</p> <p>Purchase crucifixes for each classroom/common learning areas</p> <p>Use liturgical colors for the different seasons in key areas</p> <p>Post scripture readings on two key bulletin boards throughout the year</p> <p>Base Student-faith day activities in scripture readings</p>	<p>Personal reflection by each staff member on their contribution to the spirituality of communion within Grandin School</p> <p>Training sessions attended</p> <p>Learning Coaches work with teachers/EA's on pro-social skills</p> <p>Crucifix in each class</p> <p>Religion tables with proper liturgical clothes in all rooms</p> <p>Front entry cross draped in seasonal colors</p> <p>Two bulletin boards with scripture readings</p> <p>Student feedback, "What did you learn" after Faith Day</p>
<p><b>Sub Goal b) All students from K-6 will see themselves as Collaborative Contributors to their school and the wider community with a focus on Catholic Social Justice</b></p>		
<p><u>Strategy</u></p> <p>Teach children the basis of Catholic Social Justice</p>	<p><u>Actions</u></p> <p>Ask Father Kris to focus on the meaning of 'justice' from a Catholic perspective in classrooms (the Heart that loves)</p> <p>Each class uses the book <i>Beautiful Hands</i> as their theme for the year – (the Hands that serve)</p>	<p><u>Measures/evidence of effectiveness</u></p> <p>Students articulate their understanding of Catholic 'justice'</p> <p>Class bulletin boards of artwork/discussions around the theme of service</p>

Student-driven Social Justice projects	Classes will continue to participate in a Social Justice/Outreach project that the students have determined. This may be continuing partnerships that were established last year – e.g., Rosedale Senior home, Basilica Senior’s lunch group, Kisiko Awasis projects	List of class project/student work and feedback
----------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------