



# EDMONTON CATHOLIC SCHOOLS

## School Plan for Continuous Growth 2018-2021 Information Package

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

## Grandin Plan for Continuous Growth 2018-2021

School Mission: *Ecole/Escuela Grandin is a Christ-centered environment in which students develop the necessary competencies to be successful and ethical global citizens. Languages, culture and faith deepen our sense of community.*

### School Vision:

*Within our Christ-centered school community, students, staff and parents:*

- *value continuous language and cultural development through connection with the local and global community;*
- *encourage a safe, supportive school community where we are respectful of ourselves, of others and of the environment;*
- *foster independence, self-efficacy, perseverance, resilience through learning opportunities that nurture the child's dignity;*
- *are motivated to acquire current attitudes, skills and knowledge to see beyond self-interests in order to achieve the school community's success.*

### School Charism:

*Celebrating our faith through language and culture.....in the Heart  of the City.*

### School Context: (2 paragraphs)

*École/Escuela Grandin has a long tradition of educational and cultural leadership in the community. It is a rich culture, with strong French Immersion and Spanish Bilingual programs. Many of our students travel great distances to access the special programming at our school. We strive to build a welcoming community where joy, hope and mercy characterize how we live together.*

*We work together as educators and parents to ensure that our students master foundational skills in literacy and numeracy along with competencies that they need in an ever-changing world. We value learning – in a vibrant faith community.*

**Goal 1:** All teachers will enhance their assessment expertise in the area of mathematics instruction

District Correlation:

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

- 4.1 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.

**Sub Goal: Teachers will embed evidence-based assessment for learning practices into their mathematics instruction.**

Strategy 1: Teachers will study evidence-based practices from general assessment for learning research.

<u>Actions</u>	<u>Measures/ Evidence of effectiveness</u>
<ul style="list-style-type: none"><li>• Provide teachers with new AAC Resource and <i>Seven Strategies of Assessment for Learning</i> book.</li><li>• Teachers will be given time during general staff meetings to process these two resources.</li></ul>	Number of teachers reading the AAC and/or Seven Strategies of Assessment resource book

Strategy 2: Teacher will use data from multiple sources to inform their teaching

<u>Actions</u>	<u>Measures/ Evidence of effectiveness</u>
<ul style="list-style-type: none"><li>• Teachers will review PAT data from the 2017-2018 school year.</li></ul>	PAT exam data reviewed in October with all staff
<ul style="list-style-type: none"><li>• Teachers will track student progress on IXL (Grades 4-6) and Mathletics (Grades 1-3) programs</li></ul>	Number of teachers reviewing IXL/Mathletics data at monthly staff meetings
<ul style="list-style-type: none"><li>• Teachers will use First Steps assessment tasks to assess student progress during Sprints.</li></ul>	Number of First Steps tasks administered during Sprints

<ul style="list-style-type: none"> <li>Teachers will experiment with questions designed to both better assess student mathematical thinking and push student thinking forward (critical thinking)</li> <li>Teachers at each grade level will administer and compare results on Math Makes Sense chapter assessments</li> </ul>	<p>List of questions used and teacher reflection on their effectiveness during Sprint reviews</p> <p>Number of Math Makes Sense assessments administered and teacher reflection on results</p>
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**Strategy 3:** All teachers will engage in instructional Sprints to study the impact of new, evidence-based teaching and assessment practices on student mathematical achievement.

	<u>Measures/ Evidence of effectiveness</u>
<ul style="list-style-type: none"> <li>Teachers will align their assessment practices with their knowledge of student developmental phases in mathematics (First Steps Course completed last year) and key grade-level Math outcomes</li> <li>Teachers will engage in at least three math Sprints during the year, using the assessment for learning tasks from the First Steps course they completed last year.</li> <li>Sprint Cycles facilitated by an identified Math Lead</li> <li>Continued participation in the Alberta Teachers' Association Sprint Network PD sessions</li> </ul>	<p>Notes from Sprint planning meetings/conversations about aligning student learning with POS and First Steps phases.</p> <p>PAT results 2019 Classroom math assessments (including First Step Sprint assessments) Regression Analysis</p> <p>Sprint cycle data on student progress in specific key mathematical concepts</p> <p>Sprint meeting notes Number of Sprint planning/review meetings</p> <p>Number of sessions attended by the Sprint Lead team</p> <p>Attendance at ATA Sprint Network sessions</p>

**Review Date 1: December 6, 2018**

**Review Date 2: March 7, 2018**

**Goal 2: Teachers will examine the new Teacher Quality Standards and take steps to improve in at least one identified area as well as FNMI foundational knowledge**

District Correlation:

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

- 4.2 Provide professional learning opportunities that build the capacity and leadership of all staff to improve learner success.
- 4.3 Ensure that teachers, principals and other administrative leaders have the capacity to meet the new Quality Standards, in collaboration with stakeholders and school authorities.
- 4.4 Promote excellent teaching practices consistent with the Teaching Quality Standard, which guides student achievement.

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

- 2.1 Provide and promote cultural diversity.
  - a) Provide opportunities for on-going professional development for all District staff in cultural awareness.

**Sub Goal a: Each teacher will tie their professional growth plan to the new Teaching Quality Standards**

Strategy 1: Provide copies of the new TQS to all staff, and provide sample Growth Plans based on TQS for their consideration

<u>Actions</u>	<u>Measures/ Evidence of effectiveness</u>
Download and share new Teacher Quality Standards with all certified staff, including time to read and discuss documents	Number of teachers who include Teacher Quality Standard statements in their professional growth plan
Create and share sample Teacher Growth Plans, including the principal plan based on Leadership Quality Standards, with all certified staff	Number of samples shared
Administration to review Teacher Growth Plans three time during the school year, and provide feedback through mediative questioning focused on teachers' identified TQS goals.	Notes from Growth Plan review meetings and teacher feedback on impact of mediative questions and other feedback
Provide teacher with professional resources (literature, professional development sessions) to address their identified TQS goal	Professional development resources purchased and PD session accessed by staff

<b>Sub Goal b: Certified staff will apply foundational knowledge of FNMI for the benefit of all students</b>	
<u>Strategy 1: Access outside expertise from the FNMI community</u>	
<u>Actions</u>  Invite ATA professional development personnel to work with staff on understanding Treaty 6 from and FNMI perspective  Invite an elder to present at Día Grandin  Provide release time for teachers to work with Indigenous Learning Staff during the school year	<u>Measures/ Evidence of effectiveness</u>  Number of outside experts that work with staff in the school during the school year
<u>Strategy 2: Highlight FNMI culture within our school</u>	
<u>Actions</u>  Participate in Orange T-Shirt Day Celebrate Métis week at Grandin Incorporate FNMI culture into Día Grandin day  Incorporate FNMI culture into Artist in Residence project	<u>Measures/ Evidence of effectiveness</u>  Number of FNMI cultural events at Grandin and student/teacher feedback about these events  New art for Outdoor Classroom space reflects FNMI roots of the area
<u>Strategy 3: Provide teaching and learning resources for classrooms</u>	
<u>Actions</u>  Ensure teachers are using the Turtle Island and many other resources such as novel study kits purchased in the past – FNMI designate to encourage and track usage  Examine online FNMI learning resources during staff meetings  Provide “Education is our Buffalo” to all new staff	<u>Measures/ Evidence of effectiveness</u>  Number of times teachers report using FNMI resources

<b>Strategy 4:</b> Provide opportunities for on-going professional development for staff	
<u>Actions</u>	<u>Measures/ Evidence of effectiveness</u>
<p>Ensure that FNMI delegate is released to attend all sessions offered by Indigenous Learning Services</p> <p>Provide teacher release time to attend PD sessions (ILS/ATA/ELRC) on foundational FNMI knowledge</p>	<p>Number of PD sessions with FNMI attended by Grandin staff</p>

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<b>Goal 3: French Immersion students will enhance their oral fluency in French as defined by the Alberta Program of Studies and the Common European Framework</b>	
<u>District Correlation:</u>	
<p><b>ECSD Goal Four:</b> ECSD has excellent teachers, and school and school authority leaders</p> <p><i>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.</i></p> <p><b>Edmonton Catholic School District Key Strategies:</b></p> <ol style="list-style-type: none"> <li>1. Provide professional learning opportunities that build the capacity and leadership of all staff to improve learner success.</li> <li>4. Promote excellent teaching practices consistent with the Teaching Quality Standard, which guides student achievement.</li> </ol>	
<b>Strategy 1:</b> French Immersion teachers will define/refine grade level expectations for French oral fluency	
<u>Actions</u>	<u>Measures/ Evidence of effectiveness</u>
<p>Teachers will explore oral production outcomes in depth in the French Language Arts program of studies with French Immersion consultant staff</p> <p>Teachers will use research and collaborative dialogue to clarify and write expectations about oral fluency targets that</p>	<p>Targets set by each grade level teacher</p>

progress one grade to the next.	
<b>Strategy 2:</b> Teachers will research and select strategies to increase both the amount of oral practice during class time and the authenticity of these opportunities	
<u>Actions</u>  Teacher will experiment with evidence-based practices for meaningful oral French production with the support of LSI staff.  Teachers will share best practices for ensuring meaningful oral production within their classrooms.  Teachers will decrease “teacher talk time” by 10% and increase “student talk time” by 10% during subjects taught in French.	<u>Measures/ Evidence of effectiveness</u>  Teachers self-reporting at PD session about strategies they have tried and the impact of these strategies throughout the year  Teacher self-assessment and student feedback
<b>Strategy 3:</b> Teachers will involve students in self-reflection about their oral French fluency to increase student engagement and effort to speak French.	
<u>Actions</u>  Select students will participate in an Action Research project, led by the LSI French Immersion consultant, to investigate impact of self-reflection on student confidence to speak French.	<u>Measures/ Evidence of effectiveness</u>  Results of Action Research project shared by LSI consultant  Teacher feedback

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<b>Goal 4: To enhance <i>Mark 2: Imbued with a Catholic Worldview</i> within the Grandin community</b>
<u>District Correlation:</u>  <b>Edmonton Catholic School District Goal: Live and enhance the distinctiveness of Catholic education</b>

<p>1.1 Demonstrate the distinctiveness and advantages of Catholic education.</p> <p>a) Cultivate and support a Catholic ethos/environment within each site.</p> <p>b) Ensure that permeation of faith remains central in all our day to day practices.</p> <p>c) Demonstrate a way of life rooted in the Catholic Christian call to discipleship and service.</p>	
<p><b>Sub Goal a: Ensure that the physical space in the school meets the standards set out in Mark 2, An excellent Catholic school has a visible and tangible Catholic vision evident in its physical space.</b></p>	
<p><b>Strategy 1:</b> Create a school chapel that is used by the school community for the purpose of prayer and worship</p>	
<p><u>Actions</u></p> <p>Work with the school chaplain and parish priests to design a chapel on the second floor of the school</p> <p>Apply for grant money from the Edmonton Catholic School foundation to create the new chapel</p> <p>Highlight the chapel with an official school opening ceremony, inviting parish priests to participate</p> <p>Establish guidelines around use of chapel with ALL school staff</p>	<p><u>Measures/ Evidence of effectiveness</u></p> <p>Establishment of new chapel</p> <p>Track use (if completed this year) by having a simple tally chart for those who use the chapel.</p>
<p><b>Sub Goal b: Ensure that the prayer life in Grandin is vibrant and embedded into daily routines</b></p>	
<p><b>Strategy 1:</b> Enhance daily prayer routines and resources, and identify key prayers to focus on this year</p>	
<p><u>Actions</u></p> <p>Establish a bank of prayers (shared drive) to begin each day – prayer reminder each day over intercom at 8:32 p.m.</p> <p>Provide teachers with electronic copies of the Our Father and Hail Mary (in English, French and Spanish)</p> <p>During the month of May, pray a mystery each week in all Religion classes</p>	<p><u>Measures/ Evidence of effectiveness</u></p> <p>Satisfaction survey results – Students: <i>Prayer is important at my school</i></p>

<p>Give lunch monitors prayers to lead students before lunch</p> <p>Teach <i>Praying With Colour</i> art lesson to all students grade 1-6</p>	
<p><b>Sub Goal c: Provide opportunities for both staff and students to engage in social justice projects, including service projects</b></p>	
<p><b>Strategy 1:</b> Continue classroom-based social justice projects, inviting more student input into these projects</p>	
<p><u>Actions</u></p> <p>Each class will work with our parish priest to continue learning about the unique nature of Catholic Social Justice</p> <p>Highlight Social Justice projects on weekly broadcast</p> <p>Students will be invited to identify social justice service or charity projects, doing research into actual needs and reflecting on dignity of the person</p> <p>Staff will be given opportunity to engage in their own social justice service project, partnering with <i>The Back Porch</i></p>	<p><u>Measures/ Evidence of effectiveness</u></p> <p>Satisfaction survey results;</p> <p>Parent: <i>My child has the opportunity to participate in Social Justice activities at school</i></p> <p>Staff: <i>Our school/site is involved in social justice, service and charitable activities</i></p> <p>Number of staff participating in staff social justice initiative with <i>The Back Porch</i></p>

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