



# EDMONTON CATHOLIC SCHOOLS

## Holy Cross Académie Internationale School Plan for Continuous Growth 2016-2019

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 21<sup>st</sup> 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 21<sup>st</sup> century learning. In support of hopeful Christ-centred living, in a society transformed by globalization, technological innovation and human ingenuity, 21<sup>st</sup> 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 21<sup>st</sup> century learning opportunities. All facets of the learning system—curriculum, instruction, assessment, professional learning, accountability and resource allocation—are in support of 21<sup>st</sup> 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 21<sup>st</sup> 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 Information:**

### **Holy Cross School Mission:**

“Building together a community of globally minded learners....inspired by faith”

### **Holy Cross School Vision:**

“One World....Many Voices/Unité en Diversité”

### **Holy Cross School Context:**

Programming: Single-track French Immersion offering full Primary Years and Middle Years IB Programmes

Population: 513

FNMI students: 19

ELL students: 88

Inclusive programming Grades 1-9: This year, we program inclusively for 6 severe needs students, 37 students with PLPs, and 8 students will IPPs.

Early Learning: Focus on early language acquisition working with Multidisciplinary team, Educational Assistants, Teachers, and Early Learning Facilitator to address individual needs of all students, including 9 severe needs students.

### **Special Philosophical Focuses:**

French Immersion: To ensure that quality teaching addresses the needs of students in French language acquisition in the immersion setting we:

- Support interdisciplinary research in FLA and Études Sociales in the MYP
- Support levelled literacy for the PYP through guided reading
- Model Méthode Café reading strategies transferable to content, digital and interdisciplinary literacies
- Explore, share and provide multiple means of representation in order to increase student engagement
- Actively collaborate with the French immersion PLC team
- Lead PD that generates quality teaching and includes collaborative planning and reflection
- Collect evidence of student learning and use the IB action cycle (choose, act and reflect) to consider next steps in teaching

International Baccalaureate: To foster the development of globally minded citizens, who think critically, contribute to community and engage in learning with an inquiring mind, we:

- Offer International Baccalaureate professional development to strengthen program practices and/or introduce program requirements
- Communicate to the parent community IB program learning experiences through PYP and MYP monthly newsletters and parent information sessions
- Work collaboratively with the larger IB community, including SEBIQ
- Oversee Grade 9 IB Community Project and the Grade 5 Exhibition
- Support the inquiry process as outlined in the unit planners
- Ensure alignment with IB program policies
- Ensure program standards continue to be implemented
- Actively participate in the self-study and evaluation process
- Foster an environment where students can develop attributes of the learner profile

English Language Learner students: To provide support for ELL students we:

- Ensure completion of ELL benchmarks to assess and plan for instruction
- Are accountable for ELL allocations
- Ensure appropriate coding and accurate years of ELL
- Provide assessments for new students if not completed through One World One Centre
- Ensure file integrity for new and returning ELL students for funding purposes
- Provide ELL students with universal supports and targeted supports
- Support teacher professional development

Inclusive programming: To support the cognitive, emotional, physical, social, and spiritual development of all students we:

- Support collaboration between parents, teachers, learning coaches and administration
- Create learning spaces that accommodate learning style preferences; to accommodate a variety of uses including leisure reading, homework, individual and group activity
- Support student research, homework and strategies at Homework Club
- Support teaching to diversity by referring to class diversity profiles
- Access support from experts and District consultants
- Collaborate with Tech Coach and with District consultants to explore tools to support varied learning needs
- Apply Cross-curricular Competencies
- Continue to refine the implementation of CTF courses in Grades 6-9
- Provide staff and student access to current technology (Chromebooks, Computers, Robotics, iPads, Apple TV, Smartboards)
- Support the development of multiple literacies including digital, visual, textual and technological information navigation and use
- Provide opportunities for students to participate in and reflect on the assessment of their work and learning

APPLE School: To support the physical, social, and mental well-being of all students, we

- Develop an APPLE School implementation plan
- Ensure home, school and community partners are aware of the healthy school policies, including the school nutrition policy
- Ensure activities that promote Comprehensive School Health
- Actively support and participate in the district's mental health initiatives
- Provide all students with a variety of in-school and extracurricular physical activity opportunities
- Promote student leadership teams in the PYP and MYP programs
- Work collaboratively with other agencies to access support for students (RCSD, AHS)

## Review of School's Previous Three-Year Plan (2015-18)

| Goal   | Staff Reflection Notes  |
|--|---|
| <p><b>Goal One: Live the distinctiveness of Catholic education</b></p> | <p>Catholic Faith is central to the school's day to day life:</p> <ul style="list-style-type: none"> <li>• Students actively participate in celebrations</li> <li>• Students are engaged in faith-based education</li> <li>• Student-led morning prayer begins the day</li> </ul> <p>The school has established a positive relationship with St John the Evangelist parish</p>  |
| <p><b>Goal Two: Every student is successful</b></p>                    | <p>Early Learning Programs</p> <ul style="list-style-type: none"> <li>• Continued support of 100 Voices program</li> <li>• Support from the Multi-disciplinary team in Early Learning classrooms</li> <li>• Teacher collaboration in Early Learning programs</li> </ul> <p>Facilitate the development of Engaged Thinkers, Entrepreneurial Spirit and Ethical Citizens</p> <ul style="list-style-type: none"> <li>• Teacher professional development supports student needs</li> <li>• Learning Coach role is dynamic</li> <li>• Class profiles and student learning profiles guide teaching and learning</li> <li>• Continued support for English Language Learners</li> <li>• UDL Technology supports teaching and learning</li> <li>• A flexible cross-graded model to promote student voice and choice in CTF has been developed</li> <li>• Foster an environment where students can develop attributes of the International Baccalaureate (IB) learner profile and Cross-Curricular Competencies</li> <li>• Support project-based, service and action learning while considering grade 5 Exhibition and grade 9 Culminating Project</li> </ul> <p>Mental health and well-being needs are supported</p> <ul style="list-style-type: none"> <li>• Teachers have attended professional development or received instruction / modeling in their classes</li> <li>• Agencies have provided service on individual, small group and larger group basis</li> <li>• MYP has participated in weekly APPLE League activities</li> </ul> |

|  |   |
|--|---|
| <b>Goal Three: Quality teaching and school leadership</b>                | <p>Create opportunities for professional learning</p> <ul style="list-style-type: none"> <li>• Meet International Baccalaureate Organization (IBO) requirements for professional development internally and externally</li> <li>• Support for French Immersion teachers to provide excellent language programming</li> <li>• Ensure that quality teaching addresses the needs of students in French language acquisition</li> <li>• Teachers continue to explore and learn as UDL evolves</li> <li>• Teachers have attended professional development that meets their professional needs</li> </ul> |
| <b>Goal Four: Engaged and effective governance</b>                       | <p>The staff continues to:</p> <ul style="list-style-type: none"> <li>• work towards ensuring a safe work environment for all</li> <li>• work to promote school cleanliness</li> <li>• collaborate with community agencies and develop partnerships</li> </ul>  |
| <b>Goal Five: First Nations, Métis and Inuit students are successful</b> | <p>Provide and promote cultural diversity in collaboration with FMNI consultants by offering traditional and cultural learning experiences</p> <p>Promote successful practices to support FNMI students</p>   |
| <b>Technology Plan</b>   | <p>Encourage parent and student access to PowerSchool</p> <p>Student access to virtual classroom</p> <p>Purchase of Chromebooks for MYP</p> <p>Promote Digital Citizenship and Netiquette Netiquette policy and student owned device policy</p>   |

**Data Review**

**Alberta Education Accountability Pillar**

The Accountability Pillar from Alberta Education provides a wide range of data that paints a more complete picture of how they are performing. It focuses on more than student achievement and includes other measures such as safe and caring environments, parent involvement, and satisfaction with the education experience. It is based on Provincial Achievement Test (PAT) scores, but also on the input of students, parents and teachers.

Areas of Strength: The Overall Measure Evaluation shows that Holy Cross Académie Internationale:

- maintained a score of Excellent for the areas of Safe and Caring Schools and Program of Studies
- maintained the overall measure for both the Acceptable and Excellence scores on the Provincial Achievement Tests
- maintained the overall measure in areas of Work Preparation (Good), Citizenship (Excellent), and Parental Involvement (Excellent)

Areas of Growth:

- Continuous Improvement is an area of growth

### **Edmonton Catholic School District Satisfaction Survey**

Parents have an important role in their child's education. At Edmonton Catholic Schools we believe that the parent is the primary educator of the child. We are very interested in finding out how satisfied our parents are with the quality of education provided. Parent feedback from the Satisfaction Survey is used by schools and the school district to see what's working and what needs to be improved. At Holy Cross Académie Internationale, students in Grades 4-6 and in Grades 7-9, and teachers, also completed the Satisfaction Survey.

#### **Areas of Strength:**

- The positive reputation of the school within the greater community
- A safe and caring environment at the school
- Learning about healthy food choices and active living
- Students learn and practice skills such as collaboration, inquiry, and critical thinking

#### **Areas of Growth include continuing to:**

- Learn with and about current technology
- Develop a greater variety of CTF option courses
- Differentiate teaching and learning approaches and supports for the success of all students

### **Tell Them From Me (TTFM) Survey Results (Grades 4-6 students and Grades 7-9 students)**

The Tell Them From Me (TTFM) Survey measures student outcomes and school climate. It allows students in Grades 4 to 9 to respond to questions about their school.

#### **Areas of Strength:**

- Grade 7-9: School scores meet or exceeded district scores in all areas.
- Grade 4-6: School scores meet or exceeded district scores in most areas.

#### **Areas of Growth:**

- Making religious celebrations and prayer more important is an item where the school score did not exceed the district score (95% vs 96%)
- Students take part in less (0.9 hr vs 1.0 hr) of moderate physical activity, but more (1.6 hr vs 1.3 hr) intense physical activity

### **Provincial Achievement Test (PAT) Results and Regression Analysis Results**

The Regression Analysis uses student data from the Canadian Cognitive Abilities Test (CCAT) to predict the outcome of Provincial Achievement Test scores. The predicted Provincial Achievement Test results are compared to the actual Provincial Achievement Test results. The comparison of Provincial Achievement Test results indicates whether the school has exceeded (+), met (=) or achieved lower (-) than what was expected.

In all subjects, Holy Cross Académie Internationale Grade 6 and Grade 9 students met or exceeded their potential on the Provincial Achievement Tests as predicted from their Canadian Cognitive Abilities Test results.

| <b>Grade 6</b>               |                            |                              |                            |                              |                           |
|------------------------------|----------------------------|------------------------------|----------------------------|------------------------------|---------------------------|
| <b>Subject</b>               | <b>Acceptable (School)</b> | <b>Acceptable (Province)</b> | <b>Excellence (School)</b> | <b>Excellence (Province)</b> | <b>Regression 2015-16</b> |
| <b>English Language Arts</b> | 94.1                       | 82.9                         | 32.4                       | 20.4                         | =                         |
| <b>French Language Arts</b>  | 91.2                       | 87.7                         | 20.6                       | 14.2                         | =                         |
| <b>Mathematics</b>           | 75.8                       | 82.0                         | 9.1                        | 16.8                         | =                         |
| <b>Social Studies</b>        | 66.7                       | 75.1                         | 15.2                       | 13.7                         | =                         |
| <b>Science</b>               | 69.7                       | 83.8                         | 9.1                        | 19.1                         | =                         |

| <b>Grade 9</b>               |                            |                              |                            |                              |                           |
|------------------------------|----------------------------|------------------------------|----------------------------|------------------------------|---------------------------|
| <b>Subject</b>               | <b>Acceptable (School)</b> | <b>Acceptable (Province)</b> | <b>Excellence (School)</b> | <b>Excellence (Province)</b> | <b>Regression 2015-16</b> |
| <b>English Language Arts</b> | 97.4                       | 77.0                         | 52.6                       | 15.2                         | =                         |
| <b>French Language Arts</b>  | 89.5                       | 83.0                         | 18.4                       | 10.8                         | =                         |
| <b>Mathematics</b>           | 89.5                       | 83.7                         | 31.6                       | 21.8                         | =                         |
| <b>Social Studies</b>        | 68.4                       | 74.9                         | 15.8                       | 14.3                         | =                         |
| <b>Science</b>               | 94.7                       | 85.4                         | 42.1                       | 21.1                         | +                         |

## **District Goals with Corresponding School Goals and Strategies 2016-17**

**School Goal One: By the end of June 2017, students in 100 Voices to Grade 9 at Holy Cross Académie Internationale will grow in their understanding of Mark Three: Animated by a Faith-Infused Curriculum of “The Five Marks of Catholic School Identity” and “Learner Competencies Formed Through Catholic Education” as measured through the Satisfaction Survey, Accountability Pillar, Tell Them From Me, and informal observations.**

**District Correlation:**

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

1.1 Demonstrate the distinctiveness and advantages of Catholic education.

- a) Cultivate and support a Catholic ethos/environment within each site.
- b) Demonstrate a way of life rooted in the Catholic Christian call to discipleship and service.
- c) Ensure that permeation of faith remains central in all our day to day practices.

1.3 Demonstrate commitment to and excellence in Catholic education.

- a) Deliver our Religious Education programs to all students as a spirit-filled lived experience.
- b) Continue a focus on faith formation learning opportunities for all staff.
- c) Expect the same practice of excellence, professional preparation and quality of resource materials for Religious Education instruction as for other academic instruction.
- d) Continue to develop the role of the school based chaplain to support the faith formation of students and staff.

**School sub-goal 1a): Students will grow in an age-appropriate understanding of the importance of our Catholic faith in their everyday lives.**

School strategies and actions:

- Continue to build the relationship and partnership between the school and the parish
- Teachers will demonstrate our vocational call to be teachers within a Catholic community where our actions and words reflects those taught to us from Jesus
- Teachers will participate in faith-based professional development
- Teachers will ensure that religion classes are being taught as a core subject as set forth by Edmonton Catholic Schools

**School sub-goal 1b): Students will participate in social justice activities to address needs in the community**

School strategies and actions:

- Interested students in Grade 5 and in Grades 7 to 9 will take part in a leadership group facilitated by their teachers
- Students in Grades 6-9 will integrate the IB cycle in their religion programs in preparation for the Grade 9 Community Service Project

**School Goal Two: By the end of June 2017, PYP students will demonstrate at least one year's growth in their reading, decoding and comprehension in French and English. MYP struggling readers will increase by one reading level in French and English, as measured by Fountas and Pinnell and GB+ assessments, and PAT scores.**

**District Correlation:**

**District Goal 2: Every student is successful**

- 2.1 Identify and implement best practices that align with excellent early learning pedagogy and learning environments to realize transformed education as described in the May 6, 2013, Ministerial Order on Student Learning. An excellent start to learning necessitates a focus upon developing competencies and, in particular, the foundational competencies of literacy and numeracy.
- 2.2 Ensure the educational experiences meet the diverse needs of our learners and are available to all students.
  - d) Continue to implement strategies related to the success of our English Language Learners, which includes identifying and exploring strategies to ensure the success of our refugee students.
  - e) Continue to develop and support the Learning Coach role in our schools.

**District Goal 4: Quality teaching and school leadership**

- 4.1 Provide professional learning opportunities that build the capacity and leadership of all staff to improve learner success.
  - a) Engage in professional learning that ensures we live the distinctiveness of Catholic education and that every student is successful.
  - b) Increase academic achievements by promoting successful practices in teaching to support all students.
  - c) Continue to use the 8 Dimensions of Catholic Leadership to support, encourage and invest in the creative and innovative abilities of all staff.
- 4.2 Ensure that flexible learning spaces and technologies for learning and innovation are embedded into the instructional design, with guidance from Alberta Infrastructure and Alberta Education's Learning and Technology Framework.
- 4.3 Ensure that every school and department creates the conditions to improve student learning and achievement within the context of a Catholic learning community.
  - a) Engage in professional learning aligned with our district plan, *Literacy and Numeracy: Learning Deeply*, which focuses on the Ministerial Order on Student Learning (May 6, 2013) and enhances the conversation, creativity, collaboration, and capacity of our learning community. (Reference District Goal One: 2.3).
  - b) Ensure that assessment practices are aligned with Alberta Education competencies and that schools consider multiple sources of assessment data, including formative and summative, standardized and provincial assessment and test results such as District exams, to inform

instruction for improvement in identified areas. Assessment data, gathered into a student profile, leads the learning team to a deeper understanding of the student and greater ability to target teaching to improve learning.

- c) Ensure that appropriate and approved resources are used to support learning in the classrooms and that appropriate resources are allocated to support departments.

School strategies and actions:

- Teachers will develop an understanding of Alberta Education competencies with a focus on Communication
- Purchase of leveled books and réseau books; current guided reading books will be transferred to home reading collections
- Teachers will continue French Immersion PLC PD (lead teachers for content, digital and interdisciplinary)
- Invite outside guest speakers with focus on high impact literacy and numeracy
- Teachers will attend Early Learning sessions for 100V and Kindergarten
- Make available PD reference books such as:
  - Visible Learning for Literacy (Fisher, Frey & Hattie)
  - Multiple Paths to Literacy (Trehearne)
- French Immersion consultant collaborating with new to grade two teachers
- Guided reading will occur in every grade 1 – 6 class
- Apply Universal Design for Learning (UDL) practices by increasing student literacy through access to technology
- Staff PD for Google Education and Read Write Chrome
- Parent session for Google Education and Read Write Chrome
- Additional Chrome books purchased to complete class sets in Junior High
- Chrome books made available in grades 4 & 5 classes for special needs students
- Headsets with close contact microphone purchased for identified students grades 4 to 9
- Content literacy continues to be developed
- Staff PD facilitated by lead teachers based on literacy District or ERLC PD attended throughout the year

**School Goal Three: By the end of June 2017, students will grow in their understanding of the elements of the International Baccalaureate Programme by being globally minded citizens who think critically, contribute to the community, engage in learning with an inquiring mind, as measured through informal observations, Satisfaction Survey and Accountability Pillar**

**District Correlation:**

**District Goal 2: Every student is successful**

2.1 Identify and implement best practices that align with excellent early learning pedagogy and learning environments to realize transformed education as described in the May 6, 2013, Ministerial Order on Student Learning. An excellent start to learning necessitates a focus upon developing competencies and, in particular, the foundational competencies of literacy and numeracy.

**District Goal 4: Quality teaching and school leadership**

4.1 Provide professional learning opportunities that build the capacity and leadership of all staff to improve learner success.

- a) Engage in professional learning that ensures we live the distinctiveness of Catholic education and that every student is successful.
- b) Increase academic achievements by promoting successful practices in teaching to support all students.
- c) Continue to use the 8 Dimensions of Catholic Leadership to support, encourage and invest in the creative and innovative abilities of all staff.

4.2 Ensure that flexible learning spaces and technologies for learning and innovation are embedded into the instructional design, with guidance from Alberta Infrastructure and Alberta Education's Learning and Technology Framework.

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

- a) Engage in professional learning aligned with our district plan, *Literacy and Numeracy: Learning Deeply*, which focuses on the Ministerial Order on Student Learning (May 6, 2013) and enhances the conversation, creativity, collaboration, and capacity of our learning community. (Reference District Goal One: 2.3).
- b) Ensure that assessment practices are aligned with Alberta Education competencies and that schools consider multiple sources of assessment data, including formative and summative, standardized and provincial assessment and test results such as District exams, to inform instruction for improvement in identified areas. Assessment data, gathered into a student profile, leads the learning team to a deeper understanding of the student and greater ability to target teaching to improve learning.

- c) Ensure that appropriate and approved resources are used to support learning in the classrooms and that appropriate resources are allocated to support departments.
- d) Ensure that schools and departments are given flexibility in allocating resources to meet their unique needs.

**School sub-goal 3a) Students will develop, demonstrate and apply IB Learner Profile Attributes, Attitudes, and Skills, and Alberta Education competencies**

School strategies and actions:

- Teachers will make direct connections between IB Learner Profile Attributes, Attitudes, and Skills, and Alberta Education competencies, and use this in teaching and reporting
  - Professional development to understand the 8 Alberta Education competencies and the relation that they have to the IB Learner Profile Attributes, Attitudes, and Skills, and their assessment
  - Include Alberta Education competencies, IB Learner Profile Attributes, Skills language in the report cards
  - Make the language of Alberta Education competencies, IB learner profile attributes, attitudes and skills visible - on bulletin boards, in visual journals, in classrooms
  - Give students the language to understand, recognize and discuss Alberta Education competencies, IB Learner Profile Attributes, Attitudes and Skills
  - Teacher professional development to increase understanding of pedagogy that leads to the development of critical thinking skills in students, such as the Inquiry 5 series
  - Develop inquiry statements to promote student engagement
  - Encourage students to show and explain their thinking (through visual journals)
  - Students will be explicitly working on their collaborative skills in the cross-graded CTF-Design course
  - Development of rubrics to assess between IB Learner Profile Attributes, Attitudes, and Skills, and Alberta Education competencies (teacher, self, peer)
- Students will use technology in their daily practice to collaborate, innovate, communicate and discover
  - Technology available for all students in MYP 1:1
  - PD for staff to encourage the use of technology in the classroom (Tech Coach, district wide PD, etc.)
  - iPads for MYP program (20) and Apple T.V. in MYP classrooms
  - Google classroom for student and teacher use and collaboration
  - Review of planners and units of inquiry as part of self-study process, and how technology can be integrated into teaching and learning
- Students will demonstrate their understanding of the IB action cycle
  - IB action cycle will be included in all units of inquiry
  - Development / refinement of rubrics and assessments
  - IB action cycle integrated into Gr 6-9 religion curriculum
  - Development / refinement of planners for CTF courses

**School Goal Four: By the end of June 2017, students at Holy Cross Académie Internationale will demonstrate growth in their understanding of numeracy as measured by MIPI, PAT assessments, formative assessments, and informal observations.**

**District Correlation:**

**District Goal 2: Every student is successful**

2.1 Identify and implement best practices that align with excellent early learning pedagogy and learning environments to realize transformed education as described in the May 6, 2013, Ministerial Order on Student Learning. An excellent start to learning necessitates a focus upon developing competencies and, in particular, the foundational competencies of literacy and numeracy.

**District Goal 4: Quality teaching and school leadership**

4.1 Provide professional learning opportunities that build the capacity and leadership of all staff to improve learner success.

- a) Engage in professional learning that ensures we live the distinctiveness of Catholic education and that every student is successful.
- b) Increase academic achievements by promoting successful practices in teaching to support all students.

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

- a) Engage in professional learning aligned with our district plan, *Literacy and Numeracy: Learning Deeply*, which focuses on the Ministerial Order on Student Learning (May 6, 2013) and enhances the conversation, creativity, collaboration, and capacity of our learning community. (Reference District Goal One: 2.3).
- b) Ensure that assessment practices are aligned with Alberta Education competencies and that schools consider multiple sources of assessment data, including formative and summative, standardized and provincial assessment and test results such as District exams, to inform instruction for improvement in identified areas. Assessment data, gathered into a student profile, leads the learning team to a deeper understanding of the student and greater ability to target teaching to improve learning.

**School sub-goal 4a): Staff will begin developing and implementing a plan for an integrated approach to numeracy improvement**

School strategies and actions:

- Teachers will establish a common, shared language to describe numeracy and effective practices in numeracy teaching that includes differentiation within the classroom
- Teacher professional development to inform available from a variety of sources and resources
- Teacher will implement pilot project in Grade 6 to improve numeracy knowledge and skills
  - Grade 6 Teacher is part of district Math cohort
  - MIPI assessment to identify areas for growth
  - Putting in place structures to monitor, review and evaluate the numeracy development plan in action to include:
    - quality differentiated classroom teaching
    - short-term intervention to accelerate learning for students not achieving the expected level in numeracy