



EDMONTON CATHOLIC SCHOOLS

School Plan for Continuous Growth
Ben Calf Robe Elementary Junior High School
2018-2019

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

Ben Calf Robe/St. Clare School Plan for Continuous Growth 2018-2021

School Mission:

Academic Achievement

- To ensure educational programming that prepares students to meet academic standards as guided by Alberta Education.
- To inspire a sense of pride in our students about being well-educated.

Indigenous Cultural Infusion

- To ensure educational programming that integrates Indigenous traditions and realities.
- To develop cultural sensitivity and knowledge of Indigenous traditions, thus deepening the student's understanding of being Indigenous and permeating the learning of curricular objectives.
- To nurture a sense of pride in belonging to the Indigenous community by instilling awareness through wisdom, work, and respect which leads to the discovery of language, history and faith teachings.

Community and Parental Involvement

- To foster collaborative partnerships and communication between parents, guardians, school, church, the greater Indigenous community, the community at large, and government agencies.
- To offer the parents and members of the greater Indigenous community opportunities for involvement and participation in fostering a love of lifelong learning for all students.

School Vision: To provide a holistic, culturally relevant Catholic education that builds on the strengths and values of Indigenous families, which will inspire our students to learn, to work, to live fully and to serve God in one another.

School Charism: **Faith, culture and learning in community where we encourage, nurture, listen and embrace the family.**

School Context: Our 446 students from 100 Voices to grade 9 are served through a strong multidisciplinary team of 60 staff members including administrators (4), teachers (19), Cree language instructors (2), educational assistants (14), administrative assistants (3), cooks (2), emotional behavioural specialist (1), speech language pathologist (2 part time), occupational therapist (2 part time), therapeutic assistants in behavior (2), speech/language (1.5) and occupational therapy (1.5), mental health therapist (1), family school liaison worker (1.5), Indigenous youth coordinator (1) and school resource officer (0.5). The many perspectives that come from our varying roles create conditions for us to be able to more fully meet the depth and breadth of the needs of our students.

Our **learning** (fostering a love of lifelong learning with a focus on relationships as well as literacy and key concepts) grows out of our **faith** (how we are blessed and called to be a blessing to others), **culture** (through Indigenous teachings, Cree language, drumming, dancing, beading and more), and **family** (our students’ connections with their relations as well as how we are united as school family). To enhance student learning in our school, staff and students will be attentive to being kind to each other and to believing that every one of us will be successful in progressing in our learning this school year through an increased focus on literacy and attendance.

Review of Previous Year’s Goals:

Goal	Achieved/continue/adjust Modify	Evidence/data used
Each student will participate in at least one social justice activity by spring which will be grounded in and provide the opportunity to articulate the Catholic teaching on social justice and charity.	Continue as this goal is embedded within our school goal of cultivating and celebrating a Catholic ethos within our school	Our school is blessed to receive donations of goods and services from many organizations; by actions such as collecting food for the food bank and writing letters of support to those who are struggling, our students grow in their understanding that we all give and receive in this world as is shown on our district satisfaction survey
All students will be given the opportunity to expand their relationship between the school and parish to create an inclusive, holistic and welcoming school community.	Continue as this goal is embedded within the school goal of cultivating and celebrating a Catholic ethos within our school	In our district satisfaction survey, students highlight prayer as important in our school; our key structures (appreciated by staff, students, families) continue, rotating individual classes through Wednesday morning mass at St. Clare’s as well as our whole school attending mass or liturgy at St. Clare’s or Sacred Heart at least 5 times in the school year
All students will learn to access mental health supports by participating in a schoolwide	Continue as this goal is embedded within our school goal of cultivating and celebrating a Catholic ethos within our school	Safety and citizenship are identified as areas for growth on our Accountability Pillar, Our

<p>comprehensive mental health program that utilizes school wide strategies daily</p>		<p>Survey as well as from parent, student, and staff comments on our District Satisfaction Survey; higher levels of student anxiety and depression are also noted in Our Survey; this school year we are setting the foundations for a key 2019/20 goal of living out the PATHS (Promoting Alternative Thinking Strategies) program more fully throughout our school</p>
<p>Through a community of practice, by June 2018, students at Ben Calf Robe School will demonstrate growth in their numeracy and literacy.</p>	<p>Continue as this goal is embedded within our of school literacy/numeracy goal for 2018/19</p>	<p>According to our district guidelines, we identify many struggling readers; for example, more than 40% of our current grade 6 students are identified as struggling readers, requiring intentional and targeted supports; being able to read and respond in writing in our many subjects as well as to work though foundational math is key to the progress and success of our students in our school and as they transition to high school</p>
<p>Students and staff will have increased opportunities to understand cultural diversity in a variety of ways and celebrate our FNMI successes.</p>	<p>In our school, this goal is always ongoing (we are currently fundraising to purchase updated regalia for our dancers/singers/drummers and are purchasing more Cree language resources) and yet is considered on pause as a formal goal for this school year; our strong Indigenous culture is embedded in student learning throughout the school day</p>	<p>Feedback from staff through individual and group conversations; existence of powerful Cree language prayer/drumming full school assemblies on Mondays and Fridays; weekly culture options (dancing, drumming, regalia, teachings of the land, fiddling)</p>

Data Analysis:

Areas to celebrate

Accountability Pillar	In our FNMI school report, the Acceptable Standard in grade 6 Math, Science and Social Studies is highlighted as improved or improved significantly
District Satisfaction Survey	<p><u>Parents:</u> My school creates and promotes a Catholic learning environment. I am involved in my child's education. I am treated with dignity and respect at my child's school. Please indicate your level of satisfaction with your opportunity to access information about activities in the school.</p> <p><u>Students:</u> Prayer is important at my school. (grades 4-6) My teacher helps me learn. (grades 4-6) I am happy with how much I am learning. (grades 4-6) I know what I need to do to be successful in school. (grades 7-9) My school teaches me to show respect for other cultures and religions. (grades 7-9) I am satisfied with my access to computer technology at my school. (grades 7-9)</p> <p><u>Staff:</u> Edmonton Catholic Schools delivers the Alberta Programs of Study within a Christ-centred learning community. Our school/site focuses on learning and teaching within a Catholic context. Prayer and celebrations add a meaningful dimension to the Catholic identity at my school. Our school focuses on continuous improvement through data analysis. Our school demonstrates care for the environment. I am treated with dignity and respect by my co-workers.</p>
Regression Analysis	<p>Grade 6 Mathematics (+); this has improved from an (=) the previous year to a (+) this year. Grade 6 Science and Social Studies (=); this has remained unchanged from the previous year. Grade 9 English Language Arts (=); this has remained unchanged from the previous year.</p>
PAT/Diploma analysis	<p>Grade 6 Mathematics and Science improved significantly; in the case of math, 15 out of 20 students who wrote achieved the acceptable standard on part B In Grade 9 English Language Arts, 11 out of the 17 who wrote achieved the acceptable standard in writing.</p>
Our School Survey	<p>Students who are interested and motivated in their learning. Students that value schooling outcomes – Students believe that education will benefit them personally and economically, and will have a strong bearing on their future.</p>

	<p>Hours per day student spent doing moderate physical activity during a typical week day.</p> <p>Student participation in school sports – Students play sports with an instructor at school, other than in a gym class.</p>
5 Marks of Catholic School Identity Assessment	<p>The area we celebrate is: Mark Two: Imbued with a Catholic Worldview:</p> <p>Students have opportunities to pray every day in school or at church, and at numerous times during the day.</p> <p>All students and staff have opportunities for age-appropriated faith experiences during the school year.</p>

Areas to target for growth

Data Source	Measures	Goals in response to data
Accountability Pillar	<ul style="list-style-type: none"> The areas of Safe and Caring, Education Quality, and Citizenship declined significantly and are an overall concern. The areas of PAT: Acceptable, PAT: Excellence and Work Preparation remain a concern. The achievement in the areas of Program of Studies and Drop Out Rate is low and in the areas of Safe and Caring, Education Quality, PAT: Acceptable, PAT: Excellence, Work Preparation and Citizenship is very low. 	<p>These results lead us to our goals to</p> <ul style="list-style-type: none"> improve the safety and discipline in our school through further developing our Catholic ethos enhance intentional collaborative literacy learning throughout the day in all subject areas more fully connect learner activities to key learner outcomes improve student attendance
District Satisfaction Survey	<p><u>Parents:</u> I am satisfied with the way that student discipline is handled in my school. Inclusive Education – Overall, how satisfied are you with the programming and progress of your child with special educational needs? At school my child is developing technology skills that enhance his or her learning. How satisfied are you with the yellow bus transportation service?</p> <p><u>Students:</u> Student behavior is handled fairly. (gr 4-6) I learn better by using technology in my school. (grades 4-6)</p>	<ul style="list-style-type: none"> We are working to establish more order in our school, where students are participating positively in class or, if they are being too disruptive or not emotionally able to be in class, are engaging in their learning in an alternative learning space with a staff member; students are realizing that it is

	<p>My school gives me the opportunity to use a variety of technology tools. (gr 4-6) Student discipline is handled fairly. (gr 7-9) I feel positively about my school. (gr 7-9) I have opportunities to express my opinions about school issues. (grades 7-9)</p> <p><u>Staff:</u> I am satisfied with the way student discipline is handled in our school. Our school is providing the necessary supports for children with special needs. Parents/guardians are involved in the decisions about their child’s education. Our school is a safe environment for children to learn.</p>	<p>unacceptable to be wandering the hallways</p> <ul style="list-style-type: none"> • Student engagement with technology has been improved as many new Chromebooks have been purchased and are being incorporated into learning throughout the grades • To provide the supports necessary for our students, our staff is focusing on creating structures so that flexible small groupings of students occur more regularly
Regression Analysis	<p>Grade 6 English Language Arts (-); this has remained unchanged from the previous year. Grade 9 Mathematics, Science and Social Studies (-); these have declined from an (=) the previous year</p>	<p>Our regression analysis indicates to us that we need to focus on literacy learning, especially reading comprehension, across the subject areas, including math, to create conditions for our students to be able to better respond to Provincial Achievement Tests</p>
PAT/Diploma analysis	<p>Grade 9 students declined significantly in all four subject areas (16 students wrote and 7-9 were absent on each test). In Grade 9 English Language Arts, 3 out of the 17 who wrote achieved the acceptable standard in reading.</p>	
Our School Survey	<p>Students with positive relationships – Students have friends at school that they can trust and who encourage them to make positive choices. Students with positive behavior at school – Students that do not get in trouble at school for disruptive or inappropriate behavior. Students with moderate or high levels of anxiety – Students have intense feelings of fear, intense anxiety, or worry about particular events or social situations. Students with a positive self-esteem – Students like and accept themselves, and are proud of their accomplishments.</p>	<p>Our school goal of building a Catholic communal vision of how we are with each other at school will create conditions for our staff to enhance support to students in the areas of safety, positive feelings about school and positive relationships.</p>

	Feel safe attending this school – Students feel safe at school as well as going to and from school.	
5 Marks of Catholic School Identity Assessment	An area for growth is Mark 5: Shaped by a Spirituality of Communion An excellent Catholic leader ensures a communal vision; recognizing that God will be found with and in each other. (Fostering reconciliation when needed, celebrating and affirming the community, developing priorities and protocols to address the needs of the marginalized) The Catholic school has policies in place to resolve conflict in a manner consistent with the Gospel values.	We will focus on the learner competencies formed through Catholic education, specifically: A Discerning Believer who actively reflects on the role and meaning of God’s Word in our lives and who integrates faith with life A Critical Thinker who recognizes there is grace in our world and that hope is essential in facing all challenges A Lifelong Learner who demonstrates respect for the dignity and welfare of self and others

Goals:

Goal 1: Over the course of the year, through our words and actions, staff will focus on building a communal vision, connecting heart and mind, with our students, recognizing that God is found with and in each other.	
<u>District Correlation:</u> Edmonton Catholic School District Goal: Live and enhance the distinctiveness of Catholic education Objective: This goal is central to our mission and fundamental to our being. We are called to live the Word of god through worship, witness, and service.	
1.1 Demonstrate the distinctiveness and advantages of Catholic education. b) Cultivate and support a Catholic ethos/environment within each site.	
<u>Strategy 1:</u> Clarify and communicate school values, expectations and consequences about how students relate to each other and to staff.	
<u>Actions</u>	<u>Measures/ Evidence of effectiveness</u>
<ul style="list-style-type: none"> To build a communal vision, staff, from all employee groups, will reflect and note what we value in our school; this data will be synthesized 	Administrators will share slides of the staff process with students at beginning of Advent classroom visits, supporting the way to our understanding of “We are kind to each other. We are learners.”

<ul style="list-style-type: none"> • Staff will create a continuum of positive behavior supports and continue to support students in their choice of positive behaviors • Teachers will engage in dialogue with our students about our school values to consider what the expectations are in each class in relation to the values and determine what consequences make sense • At the start of Advent, principal and assistant principals will visit classes to engage in dialogue about school values, expectations and consequences and the importance of high expectations to support each student becoming who they are called to be • Before Christmas holidays, each class will then offer a response to the values, expectations, consequences dialogue in the form of a poster to be displayed together in the hallway as a reminder of our agreements; each poster will include a Scripture passage chosen by the class • Staff and students will become accustomed to using the shared language and actions created through this process; for example, students will know that if they are interfering with the learning in class, they will need to move to an alternative learning space to accomplish their school work • Staff will work together, through trial and error, to conceptualize alternative learning spaces that focus on student learning (who, what, when, where, how), with the understanding that classroom learning is most beneficial for students, however, for the sake of the learning of other students or the individual student who is struggling, alternative learning spaces, supervised by a staff member, are necessary 	<p>This document will be shared with staff</p> <p>Posters will be displayed together as a school statement of communal vision for the remainder of the year in a visible area of the school</p> <p>Students will be accomplishing their learning tasks in class or in alternative spaces</p> <p>Improved District Satisfaction Survey and Accountability Pillar results in the areas of safety and discipline</p> <p>Students and staff will be clear on where, when and who will be supervising alternative learning spaces of flexible groupings with the expectation that students move forward in the completion of their assignments</p>
<p><u>Strategy 2:</u> Consistently incorporate Gospel values and Church teaching into planning, instruction and daily school life.</p>	
<p><u>Actions</u></p> <ul style="list-style-type: none"> • Through ongoing, organic dialogue and connection to print and media resources in all subject areas, staff will support our students in developing an understanding of their inherent value as children of God; for example, by virtue of our baptism, we are blessed and called to 	<p><u>Measures/ Evidence of effectiveness</u></p> <p>Student language and actions will be more positive in reference to themselves as well as others</p>

<p>be a blessing to others or, as God’s dream is to gather all people, the importance of living in right relationship with each other</p> <ul style="list-style-type: none"> • Staff will work with individual students and/or their whole class to respond to authentic need in our school or greater community through acts of social justice • Staff will intentionally pray together with our students at varying times throughout the day, will attend mass occasionally on Wednesday mornings with their class at St. Clare church and will engage in dialogue and reflection with students before and after religious school celebrations • Staff will continue to learn from a variety of resources, including our district mental health strategic plan, and from each other, through dialogue and communication in response to student actions, about the importance of developing and sustaining mental health and wellness in ourselves and our students 	<p>Classes and individual students or small groups will engage in acts of social justice in ways that fit their journeys at school</p> <p>District Satisfaction Survey results in the areas of importance of religion and Catholicity</p> <p>The frequency of dialogue amongst staff, problem solving next steps in supporting student wellness and learning</p> <p>District Satisfaction Survey results in the areas of positive feelings, anxiety and depression</p>
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Review Date 1:

Review Date 2:

Goal 2: Over the course of the year, teachers will lead students to engage in more intentional literacy (including numeracy) learning (listening, thinking, speaking, reading, writing, viewing and representing) throughout the day in all subject areas.

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

Edmonton Catholic School District Key Strategies:
 1.1 Focus on strategies to support seamless transitions from K to 1, grades 6 to 7, grades 9 to 10, and 12 and beyond.
 1.2 Identify and implement best practices that align with excellent early learning pedagogy and learning environments while developing a strong foundation in literacy and numeracy. A strong start to learning necessitates a focus upon developing competencies, i.e. communication, growth and well-being, creativity and innovation, critical thinking, problem solving and management of information.

1.3 Ensure that flexible and responsive programming meets the diverse needs of all learners.

Strategy 1: Students will read text that they are able to respond to every day.

<u>Actions</u>	<u>Measures/ Evidence of effectiveness</u>
<ul style="list-style-type: none"> • School will apply for grant dollars (Ben Calf Robe Indigenous Literacy Project) through Suncor to purchase new books, such as the <i>Under One Sun</i> levelled Indigenous class sets for students from K-9 • School will work with ILS and LSI literacy (and numeracy consultants) in choosing resources as well as strategies/tools to respond to student learning needs 	<p><i>Under One Sun</i> resource will be given to each Language Arts teacher from K-8 at a meeting on November 29th; ILS consultant Erin Reid will share possible ways to fully use print and digital aspects for the resource</p>
<ul style="list-style-type: none"> • School will use dollars received through district needs allocation process to increase (by way of book fair/class and school orders/book shopping teacher field trips) the number and variety of levelled literacy resources available in our classes for all students from 100 Voices to grade 9 	<p>Levelled books will be in classrooms and alternative learning spaces by the end of January</p>
<ul style="list-style-type: none"> • When students struggle in their regulation, they will be guided to choose an appropriate book for them from baskets in the class or alternative learning spaces 	<p>The number of students who read an appropriate book in our alternative learning spaces</p>
<ul style="list-style-type: none"> • The number of flexible groupings, facilitated by staff, offering students targeted instruction (such as guided reading and Levelled Literacy Instruction), will expand to include students from other areas such as math, science and social studies (perhaps a targeted time for reading for each division each day or buddy math fluency each week) 	<p>Increased success on Provincial Achievement Test results</p> <p>Daily reading will be embedded in our culture, evident through action and dialogue</p>
<ul style="list-style-type: none"> • Staff will also consider and implement structures where students might read with and to each other more often within and across grades during class time and possibly at lunch recess and on the bus (with a tote bag full of fiction and non-fiction books at various levels) 	<p>Increased success on Provincial Achievement Test results</p>
<ul style="list-style-type: none"> • Teachers will support parents with home reading books where appropriate and will share reading tips with parents at Demonstration of Learning in a handout, “How can I help my child improve their reading?” 	<p>Dialogue between teachers and parents regarding the importance of daily reading and how a parent can support such reading</p>

Strategy 2: Staff will expand our individual instructional repertoires of literacy strategies to be able to more fully focus on literacy progressions in our teaching in all subjects.	
<u>Actions</u>	<u>Measures/ Evidence of effectiveness</u>
<ul style="list-style-type: none"> • ILS literacy consultant will guide teachers through the print and digital implementation options of our newly purchased <i>Under One Sun</i> levelled literacy resource • At our teacher meeting on January 10th, teachers will engage in dialogue about the literacy strategies we currently use (including the teachers working with Words Their Way), refer to some books and resources (including Alberta Education literacy progressions and ERLS literacy guides), choose a strategy/tool or two to be more intentional with in our teaching and then share one embedded literacy strategy/tool from our instructional repertoire and/or one newer (or revisited) literacy strategy/tool we have been exploring more intentionally with our students with colleagues at a teacher meeting on February 7th • Throughout the year, principal and assistant principals will read, learn from and share with staff the highlights from the LSI Let's Talk Literacy monthly topic prepared by consultants for school administrators, such as the November version on Read -Alouds • Teachers will create and articulate a literacy continuum of supports (classroom instruction, classroom intervention, school intervention, intensive school intervention) to inform our planning and implementation of targeted support at our March 7th teacher meeting • Through collaborative team meetings and peer learning literacy walks, staff will work together to support student progress in literacy 	<p>Teachers will embed new Indigenous levelled literacy resources into their teaching</p> <p>Teachers will share stories of successful literacy strategies across the content areas with each other</p> <p>Literacy strategies will be an ongoing topic of dialogue Increased success on PAT results</p> <p>The collated document will be shared digitally with teachers as a resource</p> <p>Teachers and multi-disciplinary team members will engage in targeted dialogue involving specific literacy strategies that are part of the next steps for that student's learning</p>

Review Date 1:

Review Date 2:

Goal 3: Teacher will focus more intentionally on connecting learning activities to learner outcomes.

District Correlation:

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

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

Edmonton Catholic School District Key Strategies:

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

4.4 Promote excellent teaching practices consistent with the Teaching Quality Standard, which guides student achievement.

4.6 Ensure that every school and department create the conditions for optimal student learning and achievement within the context of a Catholic learning community.

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.

Strategy 1: Teachers from grades 1-9 will assess their students with the new PowerTeacherPro gradebook.

Actions

- Teachers will work to learn the new program individually and collaboratively, knowing that we are just beginning the journey with this continuous assessment program and that there is support from our district in terms of replacement teacher time to explore as well as consultant partnership
- Throughout the year, teachers and administrators will teach our students and parents how to view student progress in class and at our School Council meetings, Demonstrations of Learning, Christmas concert and as parents gather regularly in the front office space
- As teachers plan, we will consider how our current assessment resources align with our learner outcomes-

Measures/ Evidence of effectiveness

Teacher gradebooks will be set up and functional for November 22 demonstration of learning and refined for the summary progress report to be published on January 31

The number of parents who use the PowerSchool app to receive notifications about their child's progress District Satisfaction Survey in the area of parent connection to student learning

Teachers working collaboratively with their

<p>based assignments and adjust our assessments accordingly, for example clustering questions together on a written assessment that fit a certain outcome or creating oral questions for conferencing with students where their response will show their knowledge and understanding of the outcome</p>	<p>grade and close grade partners, sharing ideas around outcomes-based assignments for assessment in the PowerTeacherPro gradebook</p>
<p>Strategy 2: All staff will talk with students using the intentional language of, What are you learning? Where are you in that learning or how is it going? What is your next step?</p>	
<p><u>Actions</u></p> <ul style="list-style-type: none"> • At the December 6th teacher meeting and at the Monday morning stand up meeting for all staff on December 17th, the template of the Assessment Capable Checklist will be shared as a guide to intentional assessment conversations with students • At the December 6th teacher meeting, teachers will share thoughts on how they might more intentionally infuse the content of this checklist in their teaching from a gradual release of responsibility stance through whole class (occasionally co-constructing criteria), teacher-student conferences (using language such as I noticed that...next time you might try...) and as a self-assessment or peer-assessment tool for students to use more independently (for instance, completing a met/not yet met/evidence directly from student work organizer or placing a green dot in the work that aligns with criteria and a red dot where there might be a missed opportunity according to the criteria that can be revised) • This student assessment capable dialogue will be followed up at the February 7th teacher meeting in coordination with the intentional literacy strategies that were developed at the January 10th meeting • Twice a month, beginning in March, at our Monday morning whole school assembly, students will be invited to reflect on these questions, “What am I learning? How am I doing? What is my next step?” with teachers being invited to follow up the dialogue more personally in class 	<p><u>Measures/ Evidence of effectiveness</u></p> <p>Evidence of this shared language between staff and students in daily school life</p> <p>Students respond with confidence when spontaneously asked, What are you learning? How are you doing? What is your next step?</p> <p>Teachers will articulate student learning progress in reference to the assessment capable checklist and the literacy strategies we have been exploring in our work, sharing learning stories with our colleagues</p> <p>Students will articulate their learning in publi</p>

Review Date 1:

Review Date 2:

Goal 4: As the school year progresses, student attendance will improve which will lead to improved student achievement.

District Correlation:

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

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

Edmonton Catholic School District Key Strategies:

2.1 Increase academic success and cultural knowledge by promoting successful practices to support First Nations, Métis and Inuit students.

a) Continue programs and enhanced academic and cultural supports for all students that lead to successful transitions between all levels, increased high school completion rates, improved successful transitioning to post-secondary, career development and encourage life-long learning.

Strategy 1: A management structure to track student attendance will be developed in the office with follow up strategies from school staff (administrators, teachers and multi-disciplinary team members).

Actions

- Administrative support staff will document daily attendance communication (phone calls, emails, in-person) in PowerSchool
- Administrative support staff/administrators will print off attendance reports at the start of each month
- Teachers will spontaneously talk with school administrators when a student's attendance has declined without known reason
- School staff will support bussing in various ways so that the long ride of many of our students is as smooth as possible (including working with our Ben Calf Robe Society bus monitors as well as preparing tote bags of books for students to read)
- With the data in hand, school administrators will follow up with communication (letters, phone calls, texts, emails) home as well as meetings with students and/or parents/guardians to determine cause of

Measures/ Evidence of effectiveness

Reports will be collated in a binder with administrator notes

Teacher/administrator dialogue regarding student attendance will be noted on attendance reports

Continuous and positive communication between parents, school, district transportation department and bussing companies

Letters, phone calls, texts and emails home will be noted on attendance report sheets

<p>absence and what barriers might possibly be lessened to increase attendance and learning</p> <ul style="list-style-type: none"> • After an absence, front office staff, teachers, educational assistants and multi-disciplinary staff will warmly welcome students back into our learning community and continue to build positive relationships with students, praising their presence and efforts to engage (perhaps engaging in the two minute intervention, talking conversationally about an area of student interest with a specific student for 10 days) • If students are not ready, students may transition for a short while by working in the office or an alternative learning space, attending some classes each day rather than the complete schedule which may be overwhelming at first • Administrators will invite student classmates to touch base with returning student to help them feel that they belong as part of the class community • If necessary and possibly helpful, attendance incentives will be created for individual students, involving a reward that means something to the student, such as computer time or a sensory tool, if the student achieves attendance for a set number of days • As we work on piloting the collaborative response model with our grade 4 and 8 classes, multi-disciplinary staff will meet in collaborative team meetings to consider alternative ways of improving student attendance in those classes 	<p>Evidence of positive welcoming dialogue between staff and returning students</p> <p>Student transition time noted on attendance report sheets</p> <p>Increase in student attendance due to student connection and sense of belonging</p> <p>Level of success of incentives will be noted on student attendance report sheets</p> <p>Alternative ideas shared and noted in collaborative team meeting documentation form will be added to attendance report binder</p>
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Review Date 1:

Review Date 2: