



EDMONTON CATHOLIC SCHOOLS

St. Edmund Elementary & Junior High School/

St. Edmund Annex

IB World School

2018-19



School Plan for Continuous Growth

2018-2021 Information Package

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

St. Edmund Elementary & Junior High School/St. Edmund Annex

Plan for Continuous Growth 2018-2021

School Mission:

Enlightened by Christ, the mission of St. Edmund School is to inspire lifelong learning, embrace global citizenship and celebrate individual gifts.

School Vision:

St. Edmund is a Christ-centered community that encourages students to believe, to dream, to create and to empower. The staff and students at St. Edmund are dedicated to creating an environment in which, as believers, they have faith and trust in God and in the teachings of the Catholic Church; as dreamers, they explore big ideas and possibilities while working to become their best selves; and as creative persons, they cultivate imagination, open-mindedness and the skills needed to be successful in the 21st century. St. Edmund fosters a climate that empowers all persons to reach their full potential as caring, thoughtful and reflective global citizens.

International Baccalaureate Mission

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

School Charism:

A community of disciples in formation, extending the hospitality of Christ and serving those in search of hope and mercy.

School Context:

St. Edmund Elementary/Junior High School is located in the community of Calder. We are the North Edmonton site for the International Baccalaureate Primary and Middle Years Programmes within our school district. We continue to offer IB programming in the 100 Voices program for 3 and 4 year olds. We also offer Soccer, Hockey and Recreation Sports Academies. As a Catholic school, we are very proud of our Catholic traditions and values. At St. Edmund, our faith informs our actions and we work to establish a strong connection with our school and parish communities. As a fully accredited International Baccalaureate World School, we strive

to ensure that the IB Mission and Learner Profile are lived realities within our school community: “The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.” In keeping with the IB Learner Profile, our students are: inquirers, thinkers, communicators, and risk-takers who are knowledgeable, principled, open-minded, caring, balanced and reflective. In our Catholic inclusive community, we will continue to focus on literacy and numeracy. We have several supports in place to facilitate the inclusion of all students in our daily programming.

Major Modernization

Our Major Modernization at St. Edmund IB World School has been ongoing throughout our school site since March 2018. Safety is our number one priority for all student, staff, and renovation workers. Currently, construction is taking place on our CTS Lab, Foods Lab, Music Room, Fitness Centre, and adjacent classrooms. This is Phase 2 of the Major Modernization project and should be completed by April 2019. As a result of our Major Modernization, 100 Voices to Grade Two have been placed at our **St. Edmund Annex Catholic School** (13410-119St – Kensington School).

Below is an outline of what has occurred thus far:

PLANNING MEETING

- (September 2016) Design Planning Meeting
- (January 2016) Team meeting
- (March 2017) Parent Information Meeting

PHASE 1 of RENO

- (July 2017) Preparing St. Edmund Annex at Kensington Public School/ 100 Voices - Gr. 2 classrooms moved to St. Edmund Annex
- (August 2017) Renovations, Preparations, Infrastructure at St. Edmund Annex
- (September 2017) St. Edmund Annex Opens with Shuttle Service
- (July - October 2017) Completion of St. Edmund Annex
- (November 2017 - March 2018) Relocating gr. 3, 4, 5,6 classes into different locations to prepare for construction of 14 classrooms on East Side/ Doubling of classes in one classroom as space is limited
- (March 2018-Aug 31 2018)Renovation/Completion of 14 classrooms on East Side

PHASE 2 of RENO - Option Rooms

- (September 2018 – April 2019) Construction/Renovation to Construction Lab, Music Room, Foods Lab, Fitness Centre, Computer Lab, & 7 classrooms/Washrooms

PHASE 3 of RENO

- (January 1-September 1, 2019) Front Entrance to the School, Small Gym, Large Gym, Stage, Custodial Room, Elevator, Library, Staffroom, Washrooms, Change Rooms

PHASE 4 & PHASE 5 of RENO (September 2019 – ongoing) 14 classrooms, Staffroom, Office

Review of Previous Year’s Goals:

Goal	Achieved/continue Modify	Evidence/data used
School Goal 1: Achieved through the intentional creation and affirmation of our Catholic community, by June 2018, students at St. Edmund’s will show a greater sense of ownership of and responsibility to the school community and greater understanding of what it means to be a follower of Christ, as evidenced through improved results on the safety component of Satisfaction Surveys and Our School Surveys.	Achieved Although we achieved the goal, we will continue to work on new strategies and actions related to our Catholicity and continued spiritual growth.	District Satisfaction Survey Representation of Catholic Teachings (<i>Parents, All Staff, Gr. 4-6 Students, & Gr. 7-9 Students</i>) are all <u>above</u> district scores. Our School Survey (<i>Elementary and Secondary</i>) indicates that religious celebrations, prayer, and attending a Catholic School are <u>above</u> all district scores.
School Goal 2: Achieved through the intentional establishment of a Literacy Community of Practice, by June 2018, students at St. Edmund’s will demonstrate at least one year’s growth in their reading fluency and comprehension for the Primary and Middle Years Programmes.	Early school based results indicate a significant growth in addressing the needs of struggling readers. Continue to work on the goal using new strategies and actions which target the areas of concern in all areas of literacy.	Fountas & Pinnell Results (i.e. Biggest measure of success was highlighted in JH data with having 37 out of 65 (57%) students removed from our struggling readers list as they transitioned into their new grade).
School Goal 3: Achieved through the intentional establishment of Numeracy Community of Practice, by June 2018, students at St. Edmund’s will demonstrate at	Continue to work on the goal using implemented strategies and actions which address the areas in numeracy.	PAT Results Regression Analysis MIPI Results – used as a diagnostic tool to support our informed assessment

least one year's growth in mathematical competencies.	The wording of the goal will change to reflect a more concrete measure of the data.	practices in hopes to see improvement in PAT results and Regression Analysis.
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Data Analysis:

Areas to celebrate

Accountability Pillar	<table border="1"> <thead> <tr> <th>Measure Category</th> <th>Measure Achievement</th> <th>Measure Improvement</th> <th>Measure Overall</th> </tr> </thead> <tbody> <tr> <td>Safe and Caring Schools</td> <td>HIGH</td> <td>MAINTAINED</td> <td>GOOD "Safe and Caring"</td> </tr> <tr> <td>Student Learning Opportunities</td> <td>VERY HIGH</td> <td>MAINTAINED</td> <td>EXCELLENT "Drop Out Rate"</td> </tr> <tr> <td>Preparation for Lifelong Learning, World of Work, Citizenship</td> <td>INTERMEDIATE</td> <td>MAINTAINED</td> <td>ACCEPTABLE "Parental Involvement"</td> </tr> </tbody> </table>	Measure Category	Measure Achievement	Measure Improvement	Measure Overall	Safe and Caring Schools	HIGH	MAINTAINED	GOOD "Safe and Caring"	Student Learning Opportunities	VERY HIGH	MAINTAINED	EXCELLENT "Drop Out Rate"	Preparation for Lifelong Learning, World of Work, Citizenship	INTERMEDIATE	MAINTAINED	ACCEPTABLE "Parental Involvement"
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District Satisfaction Survey	<p>STUDENTS Grades 4-6</p> <p>#2 – (100%) Prayer is important at my school</p> <p>#8 – (100%) My classroom learning activities are meaningful.</p> <p>#14 – (99.3%) My teacher expects my work to be done well.</p> <p>#1 – (99.2%) Our religious celebrations at school are important.</p> <p>#5 – (99.2%) I am happy with school activities.</p> <p>STUDENTS Grades 7-9</p> <p>#14 –(96.1%) I show respect for others in my school.</p> <p>#2 – (95.8%) My school offers opportunities for me to participate in prayer during the school day.</p> <p>#20 – (92.9%) I know what I need to do to be successful in school.</p> <p>#7– (92.7%) I am challenged to my best.</p> <p>#12 –(92.4%) I respect my school.</p>																

	<p>PARENTS</p> <p>#5 – (99.6%) My child’s school creates and promotes a Catholic learning environment.</p> <p>#30 – (99.6%) I am involved in my child’s education.</p> <p>#27 – (99.2%) I feel welcome in my child’s school.</p> <p>#7 – (99.1%) Daily prayer and religious celebrations are important at my child’s school.</p> <p>#15 – (99.1%) My child’s school teaches respect for different cultures and religions.</p> <p>STAFF:</p> <p>#6 - (100%) Our students collaborate through a variety of learning approaches.</p> <p>#12 -(100%) Our school focuses on continuous improvement through data analysis.</p> <p>#15 -(100%) Learning experiences at our school supports the development of creative, critical thinking, global citizens.</p> <p>#16 – (100%) Care and concern for others is evident in day to day interactions at our school site.</p> <p>#28 – (100%) Our community is the team of the school, home, and parish working together.</p>
Regression Analysis	<p>Grade 9: Science (=) This has remained unchanged from the previous year. Social (=) This has remained unchanged from the previous year.</p>
PAT/Diploma analysis	<p>We achieved above the province in the following subject areas:</p> <ul style="list-style-type: none"> • Mathematics 6 Standard of Acceptable- 77.2% compared to 71.9% • Science 6 Standard of Acceptable- 82.5% compared to 78.4% • English Language Arts 6 Standard of Acceptable- 91.2% compared to 83.5% • Social Studies 6 Standard of Acceptable – 75.4% compared to 74.9% • Science 9 Standard of Acceptable- 83.2% compared to 75.0%

	<p>Standard of Excellence – 28.9% compared to 24.4%</p> <ul style="list-style-type: none"> • English Language Arts 9 Standard of Acceptable- 85.2% compared to 76.1% • Standard of Excellence- 18.8% compared to 14.7% • Social Studies 9 Standard of Acceptable – 79.2% compared to 66.0%
<p>Our School Survey</p>	<p>ELEMENTARY</p> <p>Student Participation in School Sports – Students play sports with an instructor at school, other than in a gym class. 97% compared to 68%</p> <p>Student Participation in School Clubs – Students take part in art, drama, or music groups; school clubs; or a school committee. 81% compared to 53%</p> <p>Students with a Positive Sense of Belonging – Students feel accepted and valued by their peers and by others at their school. 87% compared to 80%</p> <p>Students with Positive Relationships – Students have friends at school they can trust and who encourage them to make positive choices. 88% compared 82%</p> <p>Students that Value Schooling Outcomes – Students believe that education will benefit them personally and economically, and will have a strong bearing on their future. 99% compared to 96%</p> <p>Students do homework for their classes with a positive attitude and in a timely manner. 75% compared to 73%</p> <p>Students with Positive Behaviour at School – Students that do not get in trouble at school for disruptive or inappropriate behaviour. 94% compared to 93%</p> <p>Students who are interested and motivated in their learning. 89% compared to 88%</p> <p>Students meeting and nearly meeting Canada’s Food Guide 57% compared to 46%</p> <p>Feel Safe Attending this School – Students feel safe at school as well as going to and from school. 77% compared to 71%</p> <p>Students agreed that religious celebrations and prayer are important at their school. 96% compared to 95%</p> <p>Positive Teacher-Student Relations – Students feel teachers are responsive to their needs, and encourage independence with a democratic approach. 8.8/10 compared to 8.5/10</p>

	<p>Expectations for Success – The school staff emphasizes academic skills and hold high expectations for all students to succeed. 9/10 compared to 8.9/10 Students agreed that attending a Catholic school helped them to explore their love of God and service to community. 95% compared to 92%</p> <p>SECONDARY</p> <p>Student Participation in School Sports – Students play sports with an instructor at school, other than in a gym class 63% compared to 46%</p> <p>Students with a Positive Sense of Belonging – Students feel accepted and valued by their peers and by others at their school. 75% compared to 70%</p> <p>Students with Positive Relationships – Students have friends at school they can trust and who encourage them to make positive choices. 81% compared to 78%</p> <p>Students that Value Schooling Outcomes – Students believe that education will benefit them personally and economically, and will have a strong bearing on their future. 78% compared to 73%</p> <p>Students that are Regularly Truant – Students skip classes or miss days at school without a reason, or arrive late for school or classes. 8% compared to 17%</p> <p>Students do homework for their classes with a positive attitude and in a timely manner. 82% compared to 79%</p> <p>Students with Positive Behaviour at School – Students that do not get in trouble at school for disruptive or inappropriate behaviour. 97% compared to 96%</p> <p>Students who are interested and motivated in their learning. 50% compared to 44%</p> <p>Effort – Students try hard to succeed in their learning. 80% compared to 71%</p> <p>Desirable Quadrant – Students are highly skilled and find their classes challenging. 68% compared to 64%</p> <p>Students with Moderate or High Levels of Anxiety – Students have intense feelings of fear, intense anxiety, or worry about particular events or social situations. 23 % compared to 28%</p> <p>Students with Moderate or High Levels of Depression – Students have prolonged periods when they feel sad, discouraged, and inadequate. 17% compared to 25%</p>
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	<p>Students with a Positive Self Esteem – Students like and accept themselves, and are proud of their accomplishments. 80% compared to 74%</p> <p>Students meeting and nearly meeting Canada’s Food Guide. 48% compared to 37%</p> <p>Students’ average percentage in Language Arts. 79% compared 77%</p> <p>Students’ average percentage in Math. 84% compared 78%</p> <p>Students’ average percentage in Science. 80% compared 78%</p> <p>Students planning to finish high school, and afterwards pursue a trade or apprenticeship program. 30% compared to 24%</p> <p>Students planning to pursue a post-secondary education. 71% compared to 69%</p> <p>Students agreed that religious celebrations and prayer are important at their school. 90% compared to 89%</p> <p>Students agreed that attending a Catholic school helped them to explore their love of God and service to community. 81% compared to 78%</p>
5 Marks of Catholic School Identity Assessment	<p>The area where demonstrated growth was: Mark Three: Animated by a Faith Infused Curriculum.</p> <p>Students were leaders of faith in teaching the virtues throughout the entire school year from the 8 Characters of Catholic Education. These are lessons that cannot be duplicated in a non-Catholic school. This naturally permeated into this current school year as we have been observers of students taking action independently within the school and the community.</p>

Areas to target for growth

Data Source	Measures				Goals in response to data
Accountability Pillar	Measure Category	Measure Achievement	Measure Improvement	Measure Overall	As we reflect on our overall summary on the Accountability Pillar, it demonstrated a decline as listed. We will be re-evaluating our process and create goals in our School Growth Plan that will target areas for growth. We will also provide supports
	Student Learning Opportunities	INTERMEDIATE	DECLINED	ISSUE “Program of Studies”	

	Student Learning Opportunities	INTERMEDIATE	DECLINED SIGNIFICANTLY	ISSUE "Education Quality"	in educating all stakeholders in working together in improving our results.
	Preparation for Lifelong Learning, World of Work, Citizenship	LOW	DECLINED SIGNIFICANTLY	CONCERN "Work Preparation"	
	Continuous Improvement	INTERMEDIATE	DECLINED SIGNIFICANTLY	ISSUE "School Improvement"	

<p>District Satisfaction Survey</p>	<p>STAFF</p> <p>#18 (79.5%) – School professional development provides me an opportunity to improve my work skills.</p> <p>#19 (86.8%) – Our school is providing the necessary supports for children special needs.</p> <p>#39 (89.5%) – I am satisfied with the communication from my school/department.</p> <p>#25 (89.7%) – In our school, technology is meaningfully integrated into instruction.</p> <p>#10 (89.7%) - I am satisfied with the way student discipline is handled in our school.</p> <p>STUDENTS Grades 4-6</p> <p>#20 (81.9%) – I learn better by using technology in my school.</p> <p>#13 (86.4%) – Student behavior is handled fairly.</p> <p>#21 (91.8%) – I feel safe in my school building.</p> <p>#3 (92.1%) – What I learn in Religion class helps make me a better person.</p>	<p>STAFF</p> <p>Personalized PD for staff will be an area of focus.</p> <p>Offer staff survey to capture interest of professional learning.</p> <p>(#19) Although this reflects as an area of growth, it has increased significantly by 35.4%.</p> <p>SAC/School Budget to slowly rebuild and transform our technological resources as we progress through our renovation</p> <p>(#10) Although this reflects as an area of growth, it has increased significantly by 23%. Our behavior protocols are more concrete and</p>
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	<p>#15 (92.1%)- My school teaches me to make healthy food choices and to be active.</p> <p>STUDENTS Grades 7-9</p> <p>#11 (59.4%) – I have opportunities to express my opinions about school issues.</p> <p># 24 (65.7%) – I am satisfied with my access to computer technology at school.</p> <p>#17 (66.4%) – Student discipline is handled fairly.</p> <p>#9 (72.3%) – I am satisfied with the variety of complimentary courses (options) that are offered.</p> <p>#5 (72.9%) – I have opportunity to participate in Social Justice activities.</p> <p>PARENTS</p> <p>#17 (85.7%) – I am satisfied with the way that student discipline is handled in my child’s school.</p> <p>#23 (93.0%) – At school, my child is developing technology skills that enhance his/her learning.</p> <p>#11 (95.0%) – I am satisfied that my child’s school uses a variety of methods to help him/her learn.</p> <p>#12 (96.2%) – My child’s school helps my child learn to the best of his/her ability.</p> <p>#26 (96.1%) – My input is considered and valued at my child’s school.</p>	<p>transparent to staff and students, and we continue to monitor and improve.</p> <p>STUDENTS Grades 4-6</p> <p>Overall, our students in Grade 4-6 have a very positive outlook on their school community and feel a great sense of belonging. Our targets for growth only show a small decrease, however it provides us with information to move forward in continuing to support our students, through our renovation and temporary environmental challenges.</p> <p>STUDENTS Grades 7-9</p> <p>These items are most reflected in the change of the process of revamping options, and removing our Flex block based on staff, parent, and student feedback.</p> <p>Cell Phone Policy will be introduced with our hopes of improving social interactions and communications by limiting peer conflict.</p> <p>Possible student misconception/ misunderstanding of program of choice dictates access to options. For example, Academy students</p>
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		<p>have limited choices compared to a regular IB student.</p> <p>Due to renovations, option courses will need to be adjusted to support our current environmental restrictions and school enrolment. CTS Labs, Foods Room, Music, & Fitness are all under construction. Therefore, we will not be surprised if this item will remain low until renovation completion.</p> <p>With our MYP students, our students will be provided with service learning opportunities. We will continue to build relationships with our Intergenerational Project with Catholic Social Services, Calder Senior Centre, and Kensington Senior Centre.</p> <p>PARENTS We recognize this area as an opportunity to improve and strengthen relationships with our parent community. One way we will be focusing to address this will be to rebuild our parent council and offer opportunities for parents to be involved in the decision making process of their child</p>
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		and school. Ensuring parents know they are an important stakeholder in their child's education will strengthen the school and home connection.
Regression Analysis	<p>Regression Analysis:</p> <p>Grade 6: Social Studies dropped from an (=) last year to a (-) this year. Science dropped from an (=) last year to a (-) this year. English Language Arts dropped from an (=) last year to a (-) this year. Math dropped from an (=) last year to a (-) this year.</p> <p>Grade 9: English Language Arts dropped from a (+) to an (=) this year. Mathematics dropped from an (=) last year to a (-) this year.</p>	Our regression analysis indicates to us that for grade 6, we need to plan goals, strategies, and actions from the Program of Studies through the IB framework to allow opportunity for our students to have greater academic understanding, knowledge, and challenge.
PAT/Diploma analysis	<p>We achieved below the province in the following subject areas:</p> <ul style="list-style-type: none"> • Social Studies 6 Standard of Excellence-8.8% compared to 23.7% Below Acceptable Standard- 24.6% compared to 15.2% • Science 6 Standard of Excellence-19.3% compared to 31.2% Below Acceptable Standard- 17.5% compared to 11.9% • Mathematics 6 Standard of Excellence-5.3% compared to 13.5% Below Acceptable Standard- 22.8% compared to 18.5% • Language Arts 6 Standard of Excellence-8.8% compared to 17.9% • Social Studies 9 Standard of Excellence-20.8% compared to 21.6% • Mathematics 9 Standard of Excellence-4.7% compared to 14.5% Below Acceptable Standard- 38.3% compared to 30.2% 	<p>As a school, we are gaining momentum with our Literacy and Numeracy Focus. We will complete the PAT analysis booklets in each subject and will address achievement in our goals with Admin Team and teachers.</p> <p>Through a transdisciplinary lens, we are looking at infusing all aspects of curriculum with intentional vocabulary stemming from Tier 1,2, & 3 vocabulary words. Our major focus is Tier 2 and Tier 3 vocabulary words as these tiers focus on high frequency words across a variety of domains and low</p>

		frequency words that occur in specific domains. It is our intention that students will be able to break apart what the question is asking.
Our School Survey	<p>St. Edmund IB World School Compared to the District</p> <p>Elementary: Students with Moderate or High Levels of Anxiety – Students have intense feelings of fear, intense anxiety, or worry about particular events or social situations. 25% compared to 22%</p> <p>Bullying and Exclusion – Students are subjected to physical, social, or verbal bullying, or are bullied over the Internet. 25% compared to 23%</p> <p>Secondary: Student Participation in School Clubs – Students take part in art, drama, or music groups; school clubs; or a school committee. 30% compared to 33%</p> <p>Bullying, Exclusion, and Harassment – Students are subjected to physical, social, or verbal bullying, or are bullied over the Internet. 22% compared to 17%</p>	<p>We will address the areas of physical and mental health in one of our goals (elementary and secondary).</p> <p>We will implement a No Cell Phone Policy that only permits the use of cell phones for educational purposes during instructional time only (elementary and secondary).</p>
5 Marks of Catholic School Identity Assessment	<p>The area we need to work on: Mark Two: <i>Imbued with a Catholic Worldview</i> As we continue to strengthen our school/parish/home relationship, we are working towards identifying students who require sacramental preparation courses to complete their sacraments of initiation.</p>	<p>As a school, we continually meet with the parish and our family of schools to strengthen our faith community beyond the walls of our school and ensure the participation of the parish in our building.</p> <p>We will start to analyze or develop a process in collecting data that represents student population of completed sacraments. We will recognize and celebrate students that receive their sacraments.</p>

Goals:

<p>Goal 1: By the end of the 2018-2019 school year, our students will grow in their understanding of our Catholic identity as expressed in Mark Two: <i>Imbued with a Catholic Worldview.</i></p>	
<p><u>District Correlation:</u> Live and enhance the distinctiveness of Catholic Education</p> <p>1.1 Demonstrate the distinctiveness and advantages of Catholic education. a) Continue to enhance the home – school – parish relationships. b) Cultivate and support a Catholic ethos/environment within each site. c) Demonstrate a life rooted in the Catholic Christian call to discipleship and service. d) Ensure that permeation of faith remains central in all our day to day practices.</p> <p>1.2 Promote and foster the presence of Edmonton Catholic Schools in the education, Church, civic, business and government communities. a) Provide opportunities for relevant and authentic student engagement.</p> <p>1.3 Demonstrate commitment to and excellence in Catholic education. a) Deliver our Religion Education programs to all students as a spirit-filled lived experience.</p>	
<p>Strategy 1: St. Edmund School and Parish will work together to create an evangelization team committed to nurturing the faith life of families with a focus on Sacramental Preparation.</p>	
<p><u>Actions</u></p> <ul style="list-style-type: none"> • Develop a process to collect data that represents student population of completed Sacraments. • Include Parish Sacramental Preparation information in the school newsletter. • Recognize and celebrate students that receive their Sacraments through morning announcement or school assemblies and present them with a St. Edmund prayer card. • Include the names of students who have received Sacraments in the school newsletter. • Creation of a Sacraments bulletin board to recognize students who have received a Sacrament during the school year. • Invite students to write and share reflections of their Sacramental preparation with their classes or the school 	<p><u>Measures/ Evidence of effectiveness</u></p> <ul style="list-style-type: none"> • School based data is shared with St. Edmund Parish. • School newsletters include information about Sacraments. • Student/ Parent Testimonials

through morning announcements and school wide assemblies.	
<p>Strategy 2: Ensure that each classroom and learning space has a prayer centre with the following standard items: cross, candle, bible, & cloth with the appropriate liturgical color.</p>	
<p>Actions</p> <ul style="list-style-type: none"> • Creation of Liturgical Committee to ensure standard items are visible in classrooms and school community (office, entrance, etc.). • Liturgical Committee to walk through both school sites to take inventory of which items are needed in each classroom. • Purchase liturgical cloths for each classroom. • Liturgical Committee/ Chaplain to educate staff and students on the liturgical colors and to provide reminders when the cloths should be changed. 	<p>Measures/ Evidence of effectiveness</p> <ul style="list-style-type: none"> • Standardized checklist created of items required. • All classrooms have the standard items in the classrooms.

Review Date 1:

Review Date 2:

<p>Goal 2: Over the course of the year, students will achieve one year of growth as demonstrated through reading behaviours across curriculum.</p>
<p>District Correlation:</p> <p>ECSD Goal 1: ECSD Students are successful</p> <p>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 s contributing members of community... Academically, Spiritually, Physically, Mentally and Socially.</p>
<p>Sub Goal: Students will have increased opportunities for personalized learning experiences that meet their specific learning needs in literacy across all grades.</p>
<p>Strategy 1:</p>

Refine instructional and assessment practices to ensure alignment with Alberta Education Program of Studies and Literacy Progressions.

<u>Actions</u>	<u>Measures/ Evidence of effectiveness</u>
<ul style="list-style-type: none"> • Classroom Profile Binder- Learning Coach to demonstrate examples of what this could look like. • All teachers intentionally observe reading behaviors of students in class to ensure appropriate student groupings for instructional purposes. • Guided Reading 3 times per week for K-6. • Literacy Block 4 times per week for JH with collaborative instructional and assessment practices. • Shared reading and teacher think alouds to model strategies that support instructional practices. • Teach students self-management skills when reading. • Teachers assess reading, using multiple sources of combined data such as anecdotal notes, conversations with past teachers, F&P diagnostic data, review of existing files, PAT data and PLP/IPP goals and strategies. • Teachers have reading behaviours checklist progression as well as F&P levels to monitor student growth. • Teacher intentionally infuse higher level thinking (key concepts: form, function, causation, etc.) questioning and strategies in their instruction. 	<ul style="list-style-type: none"> • School documentation (both quantitative and qualitative) of reading level, behaviors, accuracy, fluency, and comprehension. • F&P data from June 2018 is used as part of baseline reading assessment to make LLI groups. • Classroom profiles at the end of the school year will be given to next teacher for transition. • Consistency throughout Division 1 Elementary Sight (Dolch) Words. • Implementing Alberta Education Literacy Progressions across grades to allow for consistent growth. • Grade One using Reading Readiness Screening Tool. • Use of F&P assessment to focus on strands form reading and comprehension.

	<ul style="list-style-type: none"> • Running records and student conferences.
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Strategy 2:
Increasing Vocabulary (Tier 1, 2 and 3) knowledge and application across all curricular domains.

<p><u>Actions</u></p> <ul style="list-style-type: none"> • Teachers will utilize key terms and common language associated with Literacy. • Use of content vocabulary to create visual word walls of Tier 2 words that will support all learners in all subject areas. • Reading – intentional guided reading with all ages with both narrative and expository texts with a focus on vocabulary development. • Level 1 & 2 ELL students will receive additional support in Vocabulary instruction. • Creative and innovative instructional practices of Tier 1, 2 and 3 vocabulary at the junior high level (student created word walls, Frayer model, games, etc.). • Focus on Tier 2 words to support students making meaning across subject areas. 	<p><u>Measures/ Evidence of effectiveness</u></p> <ul style="list-style-type: none"> • Consistency throughout divisions of Tier 2 words through visible classroom word walls and instructional practices. • Use of reflection journals in JH reading block to capture student thinking. • Common lesson plan created by Learning Coach to support reading block outcomes – feedback from teachers to support lesson extension. • Time table reflects additional time to support ELL learners. • Students being able to decode PAT questions resulting in increased test scores.
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Strategy 3:
Preparing for the implementation of new curriculum by reviewing the Draft K-4 Programs of Study.

<p><u>Actions</u></p>	<p><u>Measures/ Evidence of effectiveness</u></p>
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- Making connections within our IB collaboration time to build relationships between the pre-existing PYP and MYP approaches to learning and the Drafted K-4 curriculum with a focus on “big ideas” (concept based learning).
- Building in time in the instructional day for opportunities for collaboration among grade partners and divisional staff (PLC).
- Communication across grade level in regards to changes in instructional practice as outlined in draft curriculum, with a focus on an educational shift in teaching strategies and assessment.

- Long range and daily plans.
- Alignment documented on IB planners by ensuring Program of Studies is captured in the Program of Inquiry.
- Teacher reflections during professional development opportunities lead by Administrators and District departments.

Review Date 1:

Review Date 2:

Goal 3: Through an increased focus on the Mathematics Program of Studies and the implementation of the Alberta Education Numeracy Progressions, students will meet or exceed their predicted levels of achievement on the Mathematics Provincial Achievement Tests.

District Correlation:

ECSD Goal 1: ECSD Students are successful

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 s contributing members of community... Academically, Spiritually, Physically, Mentally and Socially.

ECSD Goal 4: ECSD has excellent teachers, and school and school district leaders

District Key Strategy: 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.

- 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.
- 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 a: Increasing communication of all teachers across grade levels regarding expectations of student achievement and instructional practices in terms of reporting student progress.

Strategy 1: Aligning the Program of Study and Numeracy Progressions with planning and assessment.

Actions

- Teachers will review the Program of Studies and Numeracy Progressions with grade level/department partners.
- Teachers will review existing tasks and lessons in mathematics to ensure alignment with specific outcomes.
- All teachers will utilize the Numeracy Progressions to incorporate numeracy into their subject areas.
- Time with IB Coordinator to modify current planners to better connect the Program of Studies and Numeracy Progressions.
- Updating our resources to provide a variety of instructional strategies to support student learning, i.e. Think Tank resource, Explore Learning Gizmos, etc.
- JH uses PowerTeacher Pro to link assessments to outcomes.
- Common numeracy block in JH to target deficiencies in data identified from the MIPI.
- Hands on Numeracy centres accessible in all Elementary classrooms and learning commons.

Measures/ Evidence of effectiveness

- Collaboration time provided for teaching partners to meet and develop plans to be posted to Numeracy SharePoint site.
- Increased MIPI results.
- Increased PAT results.
- Use of PowerTeacher Pro in making learning transparent to all stakeholders.

Strategy 2: Collaboration among teachers to support common test taking skills and strategies across grade levels and subject areas.

Actions

- Teach vocabulary (Tier 2 and 3 words) used in exams.
- Specific test taking strategies such as logical processes of elimination (multiple choice exams, etc.).
- Practice PAT questions (Quest A+, Field Testing, etc.)

Measures/ Evidence of effectiveness

- Increased test scores in variety of classroom assessments.

<ul style="list-style-type: none">• Teach strategies to cope with Mental Health (anxiety & stress).• Set targets for students on each test based on past performance (moving students from Acceptable Standard to Standard of Excellence).• Engage parents to assist in meeting student targets.	<ul style="list-style-type: none">• Increased scores in large scale assessments.• Student report of lower levels of anxiety/ stress.
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Review Date 1:

Review Date 2: