

St. Paul Plan for Continuous Growth 2019-2022

School Mission: Our students will learn together, work together and pray together in answering the call to a faith-filled life of service.

School Vision: We believe that to achieve the mission of St. Paul School, we need to develop our capacity to function as a professional learning community.

We envision a school in which the staff works together in collaborative teams to:

- Seek and implement best practices for improving student achievement on a continuing basis.

We envision a school in which students:

- Are equipped with knowledge, skills, and attitudes which enable them to apply their learning in a meaningful context during 21 Century learning opportunities;
- Adopt positive attitudes treating themselves and others with respect and consideration;
- Develop confidence and pride in their gifts, talents, and abilities as they continue their educational journey in junior high.

We envision a school in which parents:

- Create home environments that encourage learning;
- Communicate high, yet reasonable, expectations for their children's achievement and future careers;
- Are involved in their children's education;
- Monitor their child's progress.

School Charism: Evangelization of the Gospel, Transformation, Teaching centered in Jesus Christ, Relationship between Faith and Learning

School Context: St. Paul is a K-6 school with 206 students located in the Crestwood/Parkview areas in the west end of the city. St. Paul School has 8 English language learners and 4 FNMI students. Our Division II students are one to one personally owned devices. The students leave grade 6 with a high level of technological knowledge, which will serve them well in Junior High School. Our school inclusive profile shows that students at our school receive individualized, targeted and universal supports. Considering the realities of many of our children's lives, regardless of excellent dedication and concern of their families, it is essential that our staff work to provide rich opportunities for differentiated learning throughout the school. To meet the needs of our students, financial allocations were designated to the staffing of a Learning Coach, Educational Assistant, Emotional Behavioral Specialist, Family School Liaison Worker and Therapeutic Assistants in Behavior Therapy.

At St. Paul School, we are fortunate to have a very committed and involved parent community who support our community and school council. Social justice and a strong sense of community involvement is apparent throughout the neighborhood and is especially vibrant in our school community. A strong working relationship with our parent community has been instrumental in providing rich learning experiences for our students.

Review of Previous Year’s Goals: (brief is better, delete the green text)

Goal	Achieved, Continue or Modify	Evidence/data used
All students and staff will foster and engage in the 5 Marks of Catholic Education and will use the Learner Competencies Formed Through Catholic Education.	Continue	District satisfaction survey of students showed a bit of decline in student enjoyment learning about Catholic faith. An area of strength is our connection with the parish. We have a high number of students receiving their sacraments this year.
All teachers will increase their classroom instructional knowledge of how to be a teacher of literacy with a focus on writing through deepening knowledge and skills in the areas of a) engaging in authentic writing practices across the curriculum b) focusing on a collaborative culture which promotes a growth mindset for high achievement	Continue	While our English Language Arts results show much progress with this goal, we feel a continued focus will support increasing our achievement in the standard of excellence.
All teachers will increase their classroom instructional knowledge of how to be a teacher of numeracy through deepening knowledge and skills in the areas of	Continue	Decreased PAT results, especially in the particularly Part A show that an increased focus on number operations

a) engaging in authentic numeracy practices across the curriculum b) focusing on a collaborative culture which promotes a growth mindset for high achievement.		are needed to support learning in mathematics.
Teachers and students will increase their understanding of the Provincial Learner Competencies and how to incorporate them into a student-centered approach for learning in flexible spaces.	Achieved	Learning Commons, Makerspace and Atelier spaces are regularly used for project-based learning.
Staff and Students will grow in their understanding of their personal mental health and how it relates to their professional/academic success	Continue	This is an ongoing need for all students and will further address safety and positive peer relationships for all students in the school.

Data Analysis:

Areas to celebrate

Accountability Pillar	<ul style="list-style-type: none"> • We maintained a very high achievement in safe and caring schools • Our scores improved to very high in the area of program of studies. • High achievement in the PAT acceptable standard was maintained • High achievement was maintained in work preparation of students • Very high achievement was maintained in the areas of parental involvement and school improvement
District Satisfaction Survey	<p>District Satisfaction Survey results improved from 2017/2018 in the following areas.</p> <p>Parents:</p> <ul style="list-style-type: none"> • My child has the opportunity to participate in social justice activities at school • I am satisfied that my child uses a variety of methods to help him/her learn • My child’s school teaches respect for different cultures and religions • My child’s school focusses on continuous improvement • I feel welcome in my child’s school

	<p>Students:</p> <ul style="list-style-type: none"> • I am happy with how much I am learning • My school teaches me to show respect for other cultures and religions • The school rules are fair • O know how well I am doing in my schoolwork • My school gives me the opportunity to use a variety of technology tools <p>Staff:</p> <ul style="list-style-type: none"> • Our school is providing the necessary supports for children with special needs • Non-academic needs of students are met in our school through a variety of supports and services • Our staff works as a team in our school • School finances are allocated in keeping with our core values <p>District satisfaction survey items above the district average:</p> <p>Parents:</p> <ul style="list-style-type: none"> • My child’s school creates and promotes a Catholic leaning environment • My child has the opportunity to participate in Social Justice activities at school • I feel welcome in my child’s school • I am treated with dignity and respect at my child’s school • I am involved in my child’s education <p>Students:</p> <ul style="list-style-type: none"> • I know how well I am doing in my schoolwork • I feel safe in my school building • I can make choices about my learning • My school teaches me to show respect for other cultures and religions • My school gives me the opportunity to use a variety of technology tools
Regression Analysis	<ul style="list-style-type: none"> • Language Arts • Science

PAT/Diploma analysis	<ul style="list-style-type: none"> • English Language Arts: Standard of Acceptable, Standard of Excellence • Science: Standard of Acceptable, Standard of Excellence • Social Studies: Standard of Acceptable and improved in acceptable and standard of excellence from 2017/2018
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Areas to target for growth

Data Source	Measures	Goals in response to data
Accountability Pillar	<ul style="list-style-type: none"> • School improvement results were low and declined from last year • PAT standard of excellence declined but remains in the acceptable range • Education quality has declined however, achievement remains high 	<p>All teachers will increase their classroom instructional knowledge of how to be a teacher of literacy with a focus on writing through deepening knowledge and skills in the areas of a) engaging in authentic writing practices across the curriculum b) focusing on a collaborative culture which promotes a growth mindset for high achievement</p>
District Satisfaction Survey	<p>Parents:</p> <ul style="list-style-type: none"> • Students in my child’s school receive additional supports when needed • I am satisfied with the way school discipline is handled • Opportunity to access information about the decision-making process • Access to information about the overall achievement of students in the school and in the district <p>Students:</p> <ul style="list-style-type: none"> • I enjoy learning about the Catholic Faith • I learn better by using technology in my school <p>Staff:</p>	<p>All students and staff will foster and engage in the 5 Marks of Catholic Education and will use the Learner Competencies Formed Through Catholic Education.</p> <p>Staff and Students will grow in their understanding of their personal mental health and how it relates to their professional/academic success</p>

Data Source	Measures	Goals in response to data
	<ul style="list-style-type: none"> • Our school is a safe environment for children to learn • Learning experiences at our school support the development of creative, critical thinking, global citizens • Our students are taught to use the skills of critical thinking and inquiry in their approach to learning 	
Regression Analysis	<ul style="list-style-type: none"> • Math • Social 	<p>All teachers will increase their classroom instructional knowledge of how to be a teacher of literacy with a focus on writing through deepening knowledge and skills in the areas of a) engaging in authentic writing practices across the curriculum b) focusing on a collaborative culture which promotes a growth mindset for high achievement.</p> <p>All teachers will increase their classroom instructional knowledge of how to be a teacher of numeracy through deepening knowledge and skills in the areas of a) engaging in authentic numeracy practices across the curriculum b) focusing on a collaborative culture which promotes a growth mindset for high achievement.</p>

Data Source	Measures	Goals in response to data
PAT/Diploma analysis	<ul style="list-style-type: none"> • Mathematics Part A • Mathematics Part B • Science • Social Studies Standard of Excellence 	<p>All teachers will increase their classroom instructional knowledge of how to be a teacher of literacy with a focus on writing through deepening knowledge and skills in the areas of a) engaging in authentic writing practices across the curriculum b) focusing on a collaborative culture which promotes a growth mindset for high achievement.</p> <p>All teachers will increase their classroom instructional knowledge of how to be a teacher of numeracy through deepening knowledge and skills in the areas of a) engaging in authentic numeracy practices across the curriculum b) focusing on a collaborative culture which promotes a growth mindset for high achievement.</p>

Goals:

Catholic Identity Goal: By May 2020, all students and staff will foster and engage in the 5 Marks of Catholic Education and will use the Learner Competencies Formed Through Catholic Education.

District Correlation:
 Edmonton Catholic School District Key Strategies:
 Live and Enhance the distinctiveness of Catholic education:
 1.2 Promote and foster the presence of ECS in the education
 d) provide opportunities for relevant and authentic students engagement
 1.3 Demonstrate commitment to and excellence in Catholic education.
 h) continue to enhance and strengthen our Catholic identity through the Five Marks of Catholic School Identity Implementation Plan.

<u>Strategy 1:</u> Continue collaboration with the Archdiocese of Edmonton and St. John the Evangelist Parish	
<u>Actions</u> Teachers will invite our division chaplains, parish priest and pastoral assistant for regular visits.	<u>Measures/ Evidence of effectiveness</u> Parish Priest and Division Chaplains will have been to our site at least 6 times.
<u>Strategy 2:</u> Promote the work of the Edmonton Catholic Schools Foundation	
<u>Actions</u> Encourage teachers to access Dreams for Kids Campaign to support our students in social justice initiatives as well as focus our own fundraising efforts in support of the foundation.	<u>Measures/ Evidence of effectiveness</u> A champion project proposal will be submitted to the spring cycle of the ECSD foundation campaign. St. Paul will host at least 2 events to raise funds for the foundation. Information about the foundation will be shared with families to encourage donation.
<u>Strategy 3:</u> Along with all staff, the school-based chaplain will support the faith formation of students.	
<u>Actions</u> Chaplain will support teachers in planning liturgies and celebrations. The receiving of sacraments and participation in parish ministries will be recognized at the school.	<u>Measures/ Evidence of effectiveness</u> The number of students receiving Sacraments and participating in ministries will increase over time
<u>Strategy 4:</u>	

Demonstrate stewardship for the environment and use resources wisely.	
<u>Actions</u> Student led fall clean-up, “Waste-less” Wednesday lunches, students recycle collection, recycle collection for makerspace projects	<u>Measures/ Evidence of effectiveness</u> Our school community will create less waste and increase the number of recyclables collected
<u>Strategy 5:</u> Minister to families, the school and the greater community through actions of service.	
<u>Actions</u> Students will be encouraged to take action to help others based on what they have learned. School-wide social justice initiatives will provide students and their families support community members in need	<u>Measures/ Evidence of effectiveness</u> The number of students involved in social justice initiatives will increase

<u>Catholic Education Goal:</u> By June 2020, all teachers will increase their classroom instructional knowledge of how to be a teacher of numeracy through deepening knowledge and skills in the areas of a) engaging in authentic numeracy practices across the curriculum b) focusing on a collaborative culture which promotes a growth mindset for high achievement.
<u>District Correlation:</u> 1.3 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 the foundational competencies of literacy and numeracy, content and procedural knowledge. 1.4 Ensure the education experiences meet the diverse needs of our learners and are available to all students. 4.7 Ensure that every school and department create the conditions to improve student learning and achievement within the context of a Catholic learning community.
<u>Strategy 1:</u> Teachers will participate in a school-wide community of practice with a focus on numeracy.

<p><u>Actions</u></p> <p>Teachers will implement the MIPI in January to assist in developing a school based and grade-based numeracy plan.</p>	<p><u>Measures/ Evidence of effectiveness</u></p> <p>Teachers will have an increased understanding of the areas of strength and the areas of growth in their classes to drive the instruction.</p>
<p><u>Strategy 2:</u> Teachers will engage in professional learning to promote academic achievement in the area of numeracy.</p>	
<p><u>Actions</u></p> <p>Onsite professional development provided by the learning team will focus on best practices as recommended by the district</p>	<p><u>Measures/ Evidence of effectiveness</u></p> <p>Teachers will have an increased repertoire of learning engagements to support student achievement</p>
<p><u>Strategy 3:</u> Teachers will include basic fact practice as part of their weekly instruction.</p>	
<p><u>Actions</u></p> <p>Guided math stations will include basic fact practice activities</p>	<p><u>Measures/ Evidence of effectiveness</u></p> <p>Assessments will provide evidence of improvement in recall of math facts</p>
<p><u>Strategy 4:</u> Students will engage in reflective practice to improve their conceptual understanding of mathematical concepts</p>	
<p><u>Actions</u></p> <p>Teachers will have “Math Talks” and students will reflect on their understanding in their visual journals</p>	<p><u>Measures/ Evidence of effectiveness</u></p> <p>Students will be able to articulate their understanding of learning outcomes using pictures and words in their visual journals</p>

Goal 3: By June 2020, all teachers will increase their classroom instructional knowledge of how to be a teacher of literacy with a focus on writing through deepening knowledge and skills in the areas of a) engaging in authentic writing practices across the curriculum b) focusing on a collaborative culture which promotes a growth mindset for high achievement

District Correlation:

1.1 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, content and procedural knowledge.

1.2 Ensure the education experiences meet the diverse needs of our learners and are available to all students.

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

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

Strategy 1: Teachers will engage in professional learning to promote student engagement and academic excellence in the area of literacy with a focus on writing.

Actions

The learning team will provide onsite PD for teachers on using the Empowering Writers program.

Measures/ Evidence of effectiveness

Increased co-teaching / consistency across division I and division II.

Strategy 2: Teachers will use current best practice resources to deepen professional knowledge and dialogue about literacy practices that enhance student learning.

Actions

Teachers will receive in servicing and one on one and small group planning time with the Empowering Writers experts.

Measures/ Evidence of effectiveness

Teachers will intentionally plan for a variety of writing strategies/mini lessons in their classes.

<u>Strategy 3:</u> Students will engage in a variety of writing activities across the curriculum.	
<u>Actions</u> Teachers will create a continuum of writing activities to span the grade levels and include a variety of subject areas.	<u>Measures/ Evidence of effectiveness</u> The standard of achievement and excellence scores will increase over time as students develop their writing skills.
<u>Goal 4:</u> Staff and Students will grow in their understanding of their personal mental health and how it relates to their professional/academic success.	
<u>District Correlation:</u> 3.1 Implement strategies to ensure that schools focus on the creation of inclusive, safe, healthy and caring environments for all students and staff. 3.7 Continue to provide and develop services and model initiatives that promote student health, using the Mental Health Strategic Plan. 4.7 Ensure that every school and department creates the conditions to improve student learning and achievement within the context of a Catholic learning community.	
<u>Strategy 1:</u> Through continued professional development teachers and administrators will grow in their own personal understanding of mental health both as it relates to the students in their classrooms as well as to themselves in their roles as teachers and caregivers.	
<u>Actions</u> Mental health professional development through the booster series through the division will be provided during regular staff meetings. Staff will attend trauma-informed practice professional development.	<u>Measures/ Evidence of effectiveness</u> Staff are better able to identify children who are at risk and know where and how to access supports for children.
<u>Strategy 2:</u>	

<p>Through this initiative staff will grow in their understanding of the district’s strategic plan in this area as well as in their own awareness of their personal mental health and wellbeing.</p>	
<p><u>Actions</u></p> <p>Implements the PATHS Program to augment the Health Curriculum.</p> <p>Daily, school-wide implementation of the FOCUS sequence as led each morning on St. Paul TV Broadcast.</p>	<p><u>Measures/ Evidence of effectiveness</u></p> <p>Students and staff will be more able to identify and articulate mental health needs and support strategies.</p>
<p><u>Strategy 3:</u></p> <p>Continue to foster positive relationships with mental health supports such as; Northgate Centre, CASA, the Neurodevelopmental Clinic, and the Glenrose Hospital.</p>	
<p><u>Actions</u></p> <p>Continue to work with MDT and consult our Inclusive Education consultant and Learning Services Innovations managers to make appropriate referrals and establish necessary supports for our children to grow and develop.</p>	<p><u>Measures/ Evidence of effectiveness</u></p> <p>Children are referred to the proper channels for additional supports. Strong relationships with these providers are maintained.</p>
<p><u>Strategy 4:</u></p> <p>Continue to develop and grow the role of our therapeutic service providers to address the emotional, social, and behavioral needs of our students as they relate to their mental health and wellbeing.</p>	
<p><u>Actions</u></p> <p>Provide small group learning opportunities for our children in the areas of positive self and peer interactions as well as social emotional development.</p> <p>Providing positive supports to students in the area of executive function to ensure their success.</p> <p>Provide opportunities for children to engage in physical literacy activities outside of those provided in regular</p>	<p><u>Measures/ Evidence of effectiveness</u></p> <p>Children are more regulated in their environments and respond positively to accommodations</p> <p>Children are better able to manage their stress and anxiety. They use positive strategies to cope.</p>

<p>classroom programming e.g.) yoga and mindfulness; gross motor movement groups.</p> <p>Providing student with the opportunity to participate in small group sessions dealing with topics such as coping with stress and managing anxiety.</p>	
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Review Date 1: February 27, 2020

Review Date 2: June 4, 2020