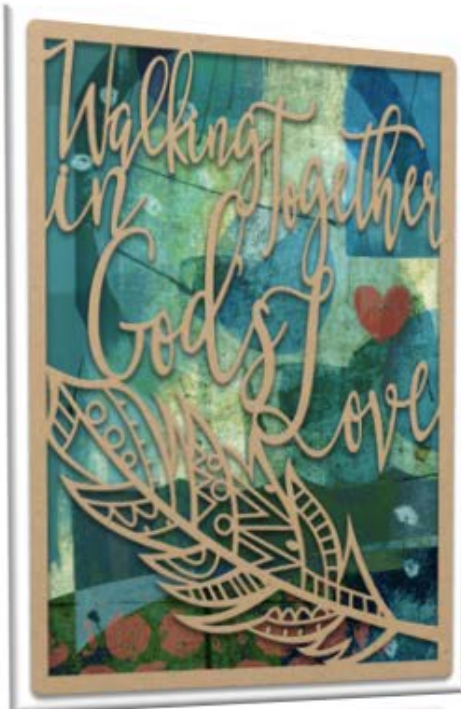




EDMONTON
CATHOLIC SCHOOLS
CATHOLIC SCHOOLS

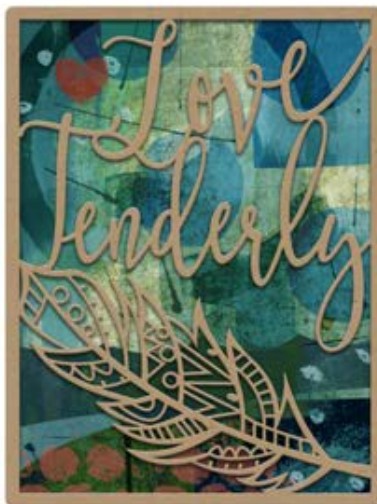


ST. MARY
Catholic Elementary School



Inspire and Ignite
Through Christ

*St. Mary Elementary
School Plan for Continuous Growth
2018-2021*



School Mission:

It is the mission of St. Mary Catholic School to embrace quality Catholic education and advance educational knowledge and leading practices in teaching and learning for the success of all children.

School Vision:

Inspire and Ignite Through Christ

School Charism:

At St. Mary School, we strive to be like Mary in our faith and we place our trust in her. We are inspired to serve one another through her example, glorifying God and rejoicing in the gifts God has given us.

School Context:

St. Mary is a unique school that serves 257 students from Grade 2 through 6. Most of our grade two students are transitioning from an early learning environment at St. Monica School to our school. Our goal at St. Mary schools is to work collaboratively with our colleagues to establish the best learning opportunities for all learners.

Our School is supported by an active School Advisory Council with parents who support us in creating a learning environment that supports and engages all learners.

Review of Previous Year's Goals:

Goal	Achieved/Continue/Modify	Evidence/Data Used
Through Permeation, St. Mary School will provide students with an authentic Faith Filled Learning Environment.	Continue	Visible signs of our faith are displayed throughout the building. Celebrations are held regularly, and students are consistently attentive and respectful.
Integrate our characteristics of Catholic Education with learner outcomes and teaching strategies	Continue	
By June 2019 St. Mary will build a community of readers and writers that meets the needs of our students.	Continue/Modify	Teachers continue to design programs using the Alberta Program of Studies that are meaningful and engaging, using strategies rooted in best practice.
Students will demonstrate comprehension of text and articulate meaning through various reading and writing strategies (Connections, Predicting/Inferencing, Questioning, Monitoring, Summarizing/Synthesizing and Evaluation)	Continue/Modify	Following the regression analysis of our PATs, we note that ongoing work is required in this area.
Guided Reading instruction will be implemented to support differentiated instruction to improve student reading levels.	Continue	Teachers are doing Guided Reading regularly utilizing both fiction and nonfiction material.
By June 2018, St. Mary students will increase their numeric fluency, focusing on the areas of mathematical language comprehension and basic fact automaticity	Modify	After working with our Math consultant, we will refocus our efforts on Math Talks utilizing mathematical vocabulary and on basic fact mastery.
Students will demonstrate comprehension of mathematical language, focusing on the application of mathematical word problems, and will demonstrate the application of the correct operation.	Modify	We will administer the MIPE to all students and use the results as a guiding element in our targeted efforts.
Students will increase their automaticity of basic facts and will demonstrate 95% accuracy on grade level outcomes.	Modify	We will administer a whole school basic facts assessment, focusing on grade level required achievement and use the results as a guiding element in our targeted efforts.

Data Analysis

Areas to Celebrate

Accountability Pillar	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #d3d3d3;"> <th style="text-align: left;">Measure Category</th> <th style="text-align: left;">Measure</th> <th colspan="3" style="text-align: left;">Measure Evaluation</th> </tr> <tr style="background-color: #d3d3d3;"> <th></th> <th></th> <th style="text-align: left;">Achievement</th> <th style="text-align: left;">Improvement</th> <th style="text-align: left;">Overall</th> </tr> </thead> <tbody> <tr> <td>Safe & Caring School</td> <td>Safe & Caring</td> <td>Very High</td> <td>Maintained</td> <td>Excellent</td> </tr> <tr> <td>Student Learning Opportunities</td> <td>Program of Studies</td> <td>Very High</td> <td>Maintained</td> <td>Excellent</td> </tr> <tr> <td>Student Learning Opportunities</td> <td>Education Quality</td> <td>Very High</td> <td>Maintained</td> <td>Excellent</td> </tr> <tr> <td>Preparation for Lifelong Learning</td> <td>Citizenship</td> <td>Very High</td> <td>Maintained</td> <td>Excellent</td> </tr> <tr> <td>Parental Involvement</td> <td>Parental Involvement</td> <td>Very High</td> <td>Maintained</td> <td>Excellent</td> </tr> <tr> <td>Continuous Improvement</td> <td>School Improvement</td> <td>Very High</td> <td>Improved Significantly</td> <td>Excellent</td> </tr> </tbody> </table>	Measure Category	Measure	Measure Evaluation					Achievement	Improvement	Overall	Safe & Caring School	Safe & Caring	Very High	Maintained	Excellent	Student Learning Opportunities	Program of Studies	Very High	Maintained	Excellent	Student Learning Opportunities	Education Quality	Very High	Maintained	Excellent	Preparation for Lifelong Learning	Citizenship	Very High	Maintained	Excellent	Parental Involvement	Parental Involvement	Very High	Maintained	Excellent	Continuous Improvement	School Improvement	Very High	Improved Significantly	Excellent
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District Satisfaction Survey	<p>Parents:</p> <ul style="list-style-type: none"> ✓ My child’s school has a positive reputation in the community. (99.0%) – Increased 1.3% from 2016/2017 ✓ My child’s school creates and promotes a Catholic learning environment (100.0%) – Increased 1.2% from 2016/2017 ✓ My child has the opportunity to participate in Social Justice activities at school (98.4%) – Increased 1.1% from 2016/2017 ✓ I am treated with dignity and respect at my child’s school (99.0%) – Increased 0.8% from 2016/2017 ✓ Daily prayer and religious celebration are important at my child’s school. <p>*Increase in participation rate from 25.3% in 2016/2017 to 66.4% in 2017/2018.</p> <p>Students:</p> <ul style="list-style-type: none"> ✓ Prayer is important at my school. (99.4%) ✓ I am challenged to do my best. (98.6%) ✓ I show respect for others in my school. (99.4%) ✓ My teacher helps me learn. (100.0%) ✓ My school gives me the opportunity to use a variety of technology tools. (98.6%) <p>*Increase in participation rate from 92.9% in 2016/2017 to 99.5% in 2017/2018.</p> <p>Staff:</p> <ul style="list-style-type: none"> ✓ Prayer and celebrations add a meaningful dimension to the Catholic identity at my school/site. (100%) – Increase of 5.3% from 2016/2017 																																								

- ✓ Care and concern for others is evident in day-to-day interactions at our school. (100%) – Increase of 10.5% from 2016/2017
 - ✓ Non-academic needs of students are met in our school through a variety of supports and services. (100%) – Increase of 11.1% from 2016/2017
 - ✓ Learning experiences at our school support the development of creative, critical thinking, global citizens. (100%) – Increase of 5.3% from 2016/2017
 - ✓ Our staff works as a team in our school. (100%) – Increase of 12.5% from 2016/2017
- *Increase in participation rate from 90.3% in 2016/2017 to 100.0% in 2017/2018.**
 * For 22 of the 45 questions our staff was at 100% satisfaction with significant increase in 5 areas from previous years.

Regression Analysis	Language Arts	Mathematics	Science	Social Studies
	+	=	=	=

(-) statistically below expectation, (=) within expectation, (+) statistically above expectation

PAT/Diploma analysis	Standard	Language Arts	Mathematics	Science	Social Studies
	Excellent	36.2%	10.4%	44.8%	28.4%
	Acceptable	92.5%	83.6%	94.0%	89.6%
	Below	7.5%	16.4%	6.0%	7.2%
Language Arts:					
<ul style="list-style-type: none"> ✓ 9.0% Above Province in Acceptable Standard ✓ 14.9% Above Province in Standard of Excellence ✓ Increase in Acceptable Standard from 89.9% to 92.5% ✓ Increase in Below Acceptable Standard from 5.8% to 7.5% ✓ Decrease in Standard of Excellence from 36.2% to 32.8% 					
Mathematics:					
<ul style="list-style-type: none"> ✓ 11.7% Above Province in Acceptable Standard ✓ 3.1% Below Province in Standard of Excellence ✓ Decrease in Standard of Excellence from 13.0% to 10.4% ✓ Increase in Acceptable Standard from 76.8% to 83.6% ✓ Decrease in Below Acceptable Standard from 18.8% to 16.4% 					
Science:					
<ul style="list-style-type: none"> ✓ 15.6% Above Province in Acceptable Standard ✓ 13.6% Above Province in Standard of Excellence ✓ Increase in Standard of Excellence from 42.0% to 44.8% ✓ Acceptable Standard from 84.1% to 94.0% ✓ Decrease in Below Acceptable from 11.6% to 6.0% 					
Social Studies:					
<ul style="list-style-type: none"> ✓ 14.7% Above Province in Acceptable Standard ✓ 4.7% Above Province in Standard of Excellence ✓ Increase in Acceptable Standard from 88.4% to 89.6% ✓ Decrease in Standard of Excellence from 40.6% to 28.4% ✓ Increase in Below Acceptable Standard from 7.2% to 10.4% 					

<p>Tell Them From Me/Our School</p>	<table border="1"> <thead> <tr> <th data-bbox="488 191 1195 268">Measure</th> <th data-bbox="1195 191 1305 268">St. Mary</th> <th data-bbox="1305 191 1429 268">ECSD</th> </tr> </thead> <tbody> <tr> <td data-bbox="488 268 1195 373">Student Participation in School Clubs - Students take part in art, drama, or music groups; school clubs; or a school committee.</td> <td data-bbox="1195 268 1305 373">69%</td> <td data-bbox="1305 268 1429 373">53%</td> </tr> <tr> <td data-bbox="488 373 1195 512">Students with a Positive Sense of Belonging - Students feel accepted and valued by their peers and by others at their school.</td> <td data-bbox="1195 373 1305 512">82%</td> <td data-bbox="1305 373 1429 512">80%</td> </tr> <tr> <td data-bbox="488 512 1195 625">Students with Positive Relationships - Students have friends at school that they can trust and who encourage them to make positive choices.</td> <td data-bbox="1195 512 1305 625">93%</td> <td data-bbox="1305 512 1429 625">82%</td> </tr> <tr> <td data-bbox="488 625 1195 730">Students with Positive Behaviour at School – Students that do not get in trouble at school for disruptive or inappropriate behaviour.</td> <td data-bbox="1195 625 1305 730">97%</td> <td data-bbox="1305 625 1429 730">93%</td> </tr> <tr> <td data-bbox="488 730 1195 768">Effort- Students try hard to succeed in their learning.</td> <td data-bbox="1195 730 1305 768">95%</td> <td data-bbox="1305 730 1429 768">93%</td> </tr> <tr> <td data-bbox="488 768 1195 873">Students with Moderate or High Levels of Anxiety – Students have intense feelings of fear, intense anxiety, or worry about particular events or social situations.</td> <td data-bbox="1195 768 1305 873">18%</td> <td data-bbox="1305 768 1429 873">22%</td> </tr> <tr> <td data-bbox="488 873 1195 978">Bullying and Exclusion – Students are subjected to physical, social, or verbal bullying, or are bullied over the Internet.</td> <td data-bbox="1195 873 1305 978">15%</td> <td data-bbox="1305 873 1429 978">23%</td> </tr> <tr> <td data-bbox="488 978 1195 1058">Feel Safe Attending this School – Students feel safe at the school as well as going to and from school.</td> <td data-bbox="1195 978 1305 1058">80%</td> <td data-bbox="1305 978 1429 1058">71%</td> </tr> <tr> <td data-bbox="488 1058 1195 1163">Positive Teacher-Student Relations – Students feel teachers are responsive to their needs and encourage independence with a democratic approach.</td> <td data-bbox="1195 1058 1305 1163">8.7/10</td> <td data-bbox="1305 1058 1429 1163">8.5/10</td> </tr> <tr> <td data-bbox="488 1163 1195 1310">Positive Learning Climate – There are clear rules and expectations for classroom behaviour. 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<p>5 Marks of Catholic School Identity Assessment</p>	<p><u>Mark Two: Imbued with a Catholic Worldview</u> Standard Two: An excellent Catholic School has a visible and tangible Catholic vision evident in its physical Space, liturgical celebrations, and prayer life.</p> <ol style="list-style-type: none"> The school’s Catholic worldview is evident in the art and architecture of the school’s exterior and signage as well as in hallways, classrooms, offices, library, gymnasium and auditorium. 																																							

2. The school has a chapel or a specific space for community prayer that is used by the school community for the purpose of prayer and worship.
3. Students have the opportunity to pray every day in school, and a numerous time during the day
4. Every classroom has a prayer centre with following standard items:
 - Cross
 - Candle
 - Bible
 - Cloth with appropriate liturgical colour
5. The school community gathers for liturgical celebrations at least once a month, two of which are celebrations of the Eucharist
6. Whenever possible, Eucharist is celebrated in the local parish.
10. All students and staff have opportunities for age-appropriate faith experiences, such as retreats, at least once during the year.

Mark Three: Animated by a Faith-Infused Curriculum

Standard Three: An excellent Catholic school has an academic curriculum that integrates a vision of faith with the learner outcomes and teaching strategies.

3. The school offers a Catholic faith-infused curriculum (the lessons of which) that could not be duplicated in a non-Catholic school.

Mark Four: Sustained by Gospel Witness

Standard Four: An excellent Catholic school hires and nurtures teachers that are living witnesses of the Gospel, and intentional disciples of Jesus Christ and his Church.

2. Teachers and administrators witness their life in Christ through their relationship with parents, students and each other
3. Teachers and administrators demonstrate their faith through their active involvement in the school's Catholic culture, especially in liturgy, prayer and justice activities.
4. Teachers and administrators form proper and prudent bonds of friendship with students in order for authentic formation to occur.

Mark Five: Sustained by a Spirituality of Communion

Standard Five: An excellent Catholic school recognizes that each and every stakeholder is responsible for the common good.

4. The Catholic school and the district have policies in place to resolve conflict in a manner consistent with the Gospel values.
6. The school and local parish work together to create evangelization teams committed to nurturing the faith life of families who send their children to Catholic School.
7. The Catholic school frequently invites the local parish priest to school functions and encourages him to be an active member of the school community.

Areas to target for growth

Data Source	Process	Goals in response to data
Accountability Pillar	Student Learning Achievement PAT: Acceptable – Declined Significantly PAT: Excellence - Declined	<ul style="list-style-type: none"> ✓ Focus on Student Learning Achievement: PAT – Acceptable: PAT – Excellence We will work on this through our goals in Literacy and Numeracy
District Satisfaction Survey	<p>Parents:</p> <ul style="list-style-type: none"> ✓ My child is developing math and number skills that will prepare them for the future. (90.4%) ✓ I am satisfied with the way that student discipline is handled in my child’s school (93.2%) ✓ My child’s school helps my child learn to the best of her/his ability. (93.3%) ✓ My child is developing reading and writing skills that will prepare them for the future. (93.4%) ✓ Students in my child’s school receive additional services and support when they need it. (94.1%) <p>Students:</p> <ul style="list-style-type: none"> ✓ The school rules are fair. (88.3%) ✓ I enjoy leaning about the Catholic faith. (89.0%) ✓ I learn better by using technology in my school. (90.7%) ✓ I know how well I am doing in my school work. (91.3%) ✓ I can make choices about my learning. (92.0%) <p>Staff:</p> <ul style="list-style-type: none"> ✓ Our students are taught to use the skills of critical thinking and inquiry in their approach to learning. (94.4%) ✓ Our School provides differentiated learning experiences for all students. (94.4%) ✓ Our School focuses on continuous improvement through data analysis. (94.1%) ✓ Our School is providing necessary supports for children with special needs. (94.1%) 	<p>Parents:</p> <ul style="list-style-type: none"> ✓ Numeracy Night for Families to reinforce skills and strategies that being taught to students. ✓ Implementation of Passion Projects for students to engage further in learning. ✓ Literacy Links with Home – Family Night and strategies included in newsletter. <p>Students:</p> <ul style="list-style-type: none"> ✓ More parish involvement within the school. ✓ Faith Days throughout the year ✓ Focus on varied formative and summative assessment practices ✓ Providing students with Multiple Intelligence tasks to demonstrate their learning. <p>Staff:</p> <ul style="list-style-type: none"> ✓ Working collaboratively with colleagues to plan and implement common practices using critical thinking and inquiry approach to teaching practice.

	<ul style="list-style-type: none"> School professional development provides me with opportunities to improve my work skills. (88.9%) 																																	
<p>Regression Analysis</p>	<p>Social Studies dropped from a (+) last year to a (=) this year.</p> <table border="1" data-bbox="407 411 919 741"> <thead> <tr> <th colspan="4">2017/2018</th> </tr> <tr> <th>Language Arts</th> <th>Mathematics</th> <th>Science</th> <th>Social Studies</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">+</td> <td style="text-align: center;">=</td> <td style="text-align: center;">=</td> <td style="text-align: center;">=</td> </tr> <tr> <td colspan="4"><small>(-) statistically below expectation, (=) within expectation, (+) statistically above expectation</small></td> </tr> <tr> <th colspan="4">2016/2017</th> </tr> <tr> <th>Language Arts</th> <th>Mathematics</th> <th>Science</th> <th>Social Studies</th> </tr> <tr> <td style="text-align: center;">=</td> <td style="text-align: center;">-</td> <td style="text-align: center;">=</td> <td style="text-align: center;">+</td> </tr> <tr> <td colspan="4"><small>(-) statistically below expectation, (=) within expectation, (+) statistically above expectation</small></td> </tr> </tbody> </table>	2017/2018				Language Arts	Mathematics	Science	Social Studies	+	=	=	=	<small>(-) statistically below expectation, (=) within expectation, (+) statistically above expectation</small>				2016/2017				Language Arts	Mathematics	Science	Social Studies	=	-	=	+	<small>(-) statistically below expectation, (=) within expectation, (+) statistically above expectation</small>				<p>Our regression analysis indicates to us that we need to plan goals that provide our students with academic challenges.</p>
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<p>PAT/Diploma analysis</p>	<p>English Language Arts:</p> <ul style="list-style-type: none"> Decrease in Standard of Excellence from 36.2% to 32.8% Increase in Below Acceptable Standard from 5.8% to 7.5% <p>Mathematics:</p> <ul style="list-style-type: none"> Below province in Standard of excellence: <ul style="list-style-type: none"> Part A – 8.0% Part B – 4.4% 	<ul style="list-style-type: none"> We have completed the PAT analysis booklet in each subject. <p>English Language Arts Reading</p> <ul style="list-style-type: none"> Informational Texts <ul style="list-style-type: none"> Ideas & Details Synthesizing Ideas Narrative/Poetic <ul style="list-style-type: none"> Text Organization Associating Meaning <p>Mathematics</p> <ul style="list-style-type: none"> Number & Patterns and Relations Solve a problem involving subtraction of a whole number from a decimal number without regrouping. Solve a problem involving the subtraction of decimal number, with regrouping Solve a problem involving the subtraction of a decimal number from a whole number, with regrouping. Increase in Below Acceptable Standard from 5.8% to 7.5% 																																

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<p>5 Marks of Catholic School Identity Assessment</p>	<p>Mark One: Grounded in a Christian Anthropology</p> <ul style="list-style-type: none"> ✓ Standard One: An excellent Catholic school is driven by a mission which views all men and women with an inherent dignity as sons and daughters of God. <p>Mark Two: Imbued with a Catholic Worldview</p> <ul style="list-style-type: none"> ✓ 8. The school and the local parish collaborate in preparing children who have not received the sacraments of Initiation, including Baptism, First Communion, and Confirmation and the Sacrament of Reconciliation. <p>Mark Three: Animated by a Faith-Infused Curriculum</p> <ul style="list-style-type: none"> ✓ 8. Teachers meet on a regular basis to discuss methods of infusing faith in their subject areas. <p>Mark Four: Sustained by Gospel Witness</p> <ul style="list-style-type: none"> ✓ 5. Teachers are supported in their ongoing faith formation through the allocation of time and resources 										

St. Mary Elementary School Goals

Goal:

Through Permeation, St. Mary School will provide students with an authentic Faith Filled Learning Environment.

District Correlation:

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.
 - a) Continue to enhance the home – school – parish relationships.
 - b) Cultivate and support a Catholic ethos/environment within each site.
 - c) Demonstrate a way of 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.
- 1.2 Promote and foster the presence of Edmonton Catholic Schools in the education, Church, civic, business and government communities.
 - a) Continue collaboration with the Archdiocese of Edmonton and the Ukrainian Catholic Eparchy of Edmonton.
 - b) Create opportunities to be a visible presence in the broader community including evangelization of our families.
 - c) Support and promote the work of the Edmonton Catholic Schools Foundation.
 - d) Create opportunities to engage the Catholic community in discussion on Catholic education.
 - e) Provide opportunities for relevant and authentic student engagement.
- 1.3 Demonstrate commitment to and excellence in Catholic education.
 - a) Deliver and support our Religious Education programs to all students as a spirit-filled lived experience.
 - b) Continue a focus on faith formation learning opportunities for all staff.
 - c) Expect the same practice of excellence, professional preparation and quality of resource materials for Religious Education instruction as for other academic instruction.
 - d) Continue to develop the role of the school-based chaplain to support the faith formation of students and staff and support sacred-space environments.
 - e) Review our District Foundation Statement and its implications at each site at least twice annually.
 - f) Identify, honour and protect our history and traditions of Catholic education through maintenance and enhancement of our archival collections for each site.
 - g) Continue to enhance and strengthen our Catholic identity through revisioning the Five Marks of Catholic School Identity Implementation Plan (2015-2018) (Five Marks of Catholic Education) and continue teacher faith formation through the Five Marks of Catholic School Identity and the Excellent Catholic Teacher (The Excellent Catholic Teacher).

Sub Goal A

Integrate our characteristics of Catholic Education with learner outcomes and teaching strategies.

Strategy:

Engage students to deepen their understanding of our Faith through intentional and incidental permeation, which will encourage students to live out their faith through their actions, words and thoughts.

<p>Actions:</p> <ul style="list-style-type: none"> ✓ Cross grade groupings to support permeation ✓ Time for staff to meet to collaborate on learning activities ✓ Focus on Eight Competencies through Catholic Education ✓ Develop a variety of prayer practices: community, personal, petition and thanksgiving ✓ More integration of Scripture daily ✓ 	<p>Measures/Evidence of Effectiveness:</p> <ul style="list-style-type: none"> ✓ Students can identify how we are Walking Together in God’s Love ✓ Visible displays of our lived actions throughout the school ✓ Gospel Talks
Sub Goal B	
Strategy	
<p>Actions:</p> <ul style="list-style-type: none"> ✓ Plan and participate in “Social Justice” projects that move beyond the collection phase. ✓ Promote students in initiating Social Justice Projects for our school community. ✓ 	<p>Measures/Evidence of Effectiveness:</p> <ul style="list-style-type: none"> ✓ Student initiated Social Justice Projects ✓

Goal:

St. Mary students will surpass expected personal levels of achievement in literacy and numeracy.

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:

1.2 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.

Sub Goal A

Students will demonstrate in-depth comprehension of informational texts and articulate meaning through various means.

Strategy:

Teachers will integrate informational texts as essential elements in their balanced literacy program.

Actions:

- ✓ Newsela (Grades 4-6) – Assessment
- ✓ Transforming Bulletin Boards into Progress Boards
- ✓ Book Clubs
- ✓ Mentor Texts
- ✓ Literacy Night for Parents
- ✓ Home Reading Programs
- ✓ Five Professional Development Sessions with Literacy Consults for staff
- ✓ Mini-Lessons
- ✓ Modeling of strategies for staff
- ✓ Informational text selection in classroom libraries

Measures/ Evidence of Effectiveness:

- ✓ Reader responses (written and oral)
- ✓ Increase in F & P scores
- ✓ PAT Scores
- ✓ Common language being visible within classrooms
- ✓ Increased parent involvement.
- ✓ Students articulate textual connections (self/text/world)

Strategy:

Students will deepen their understanding of Literary Devices as utilized in narrative and poetic writing

Actions:

- ✓ Professional development sessions for staff with district consultants.
- ✓ Use of poetry for mini lessons
- ✓ Mentor texts for literary devices
- ✓ School wide literary device lessons
- ✓ Staff collaboration time
- ✓ Focused lessons during guided reading

Measures/Evidence of Effectiveness:

- ✓ Increase in reading levels for all students
- ✓ Use of literary elements in student writing
- ✓ Student created literary elements displayed throughout the school
- ✓ Anecdotal notes from guided reading
- ✓ PAT Analysis

Strategy:

Identified struggling learners will receive targeted support.

Actions:

- ✓ Small group instruction
- ✓ 1 to 1 assessments
- ✓ Home Reading Program
- ✓ Collaboration time for teachers and Learning Team
- ✓ Classroom supports from Learning Coach, ELL Designate and Literacy Teacher

Measures/Evidence of Effectiveness:

- ✓ Increased in reading level
- ✓ Anecdotal notes from intervention session
- ✓ Increase in PAT scores

Sub Goal B:

St. Mary students will increase their numeric fluency, focusing on the areas of mathematical language comprehension and basic fact automaticity

Strategy:

Students will demonstrate comprehension of mathematical language, focusing on the application of mathematical word problems, and will demonstrate the application of the correct operation.

Actions:

- ✓ Math Word Wall in Class and in Learning Commons
- ✓ Think Alouds
- ✓ Guided Practice
- ✓ Problem of the Day
- ✓ Math Talks
- ✓ Creative Writing
- ✓ Anchor Charts
- ✓ Community of Practice
- ✓ Common Rubrics
- ✓ School Wide Math Challenges

Measures/Evidence of Effectiveness:

- ✓ Pre and Post Tests
- ✓ PAT Results
- ✓ Use of material in Learning Commons
- ✓ Common language among classes
- ✓ Math Journal

Strategy:

Students will increase their automaticity of basic facts and will demonstrate 95% accuracy on grade level basic fact knowledge outcomes.

Actions:

- ✓ Our Math program will support our learners as they develop their fact fluency through common practices.
- ✓ Math games in Learning Commons
- ✓ Math provocations around the school
- ✓ Guided math fact station in classrooms
- ✓ Mathletics
- ✓ Parent information in Newsletters
- ✓ Parent information Night
- ✓ Manipulatives
- ✓ Regular Fact Fluency Activities
- ✓ Community of Practice

Measures/Evidence of Effectiveness:

- ✓ PAT Results
- ✓ School created pre and post assessment
- ✓ Personal Best Times

Goal:

St. Mary students will be immersed in an engaging and dynamic learning environment that utilizes best teaching and best assessment practices founded in multiple intelligences.

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:

1.2 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.

Sub Goal A

Through formative and summative assessments, students know how well they are performing in their subject areas.

Strategy:

Teachers will use formative assessment practices that provide feedback to students on how to enhance their work.

Actions:

- ✓ Implementation of various Assessment for Learning Strategies
- ✓ Staff Book Study: *Assessment Conversations: Engaging with Colleagues to Support Student Learning* Alberta Assessment Consortium
- ✓ Focus on Informative Assessment from *Grading, Reporting, and Professional Judgment in Elementary Classrooms*, Sandra Herbst & Anne Davies
- ✓ Teacher created rubrics and exemplars
- ✓ Success Rubrics with regular meetings

Measures/ Evidence of Effectiveness:

- ✓ Students will use feedback effectively to further express their understanding of concepts covered
- ✓ Students will be confident in setting criteria and self-assessing their work
- ✓ Enhanced performance in academic success

Sub Goal B

St. Mary students will experience alternative learning opportunities.

Strategy:

Students will be empowered in selecting projects, tools and work environments.

<p>Actions:</p> <ul style="list-style-type: none">➤ Maker Space developed in learning commons with various learning experience that will address multiple intelligences and support choice➤ Provide students with enrichment/passion projects➤ Google Suite➤ Dedicated collaboration time for Technology Coach and Teachers	<p>Measures/Evidence of Effectiveness:</p> <ul style="list-style-type: none">➤ Increase in student engagement➤ Increase use of learning commons and maker space➤ All students accessing Google Classroom, Google Forms and Google Documents
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