

École Archbishop MacDonald Catholic High School

Plan for Continuous Growth 2017-2020

School Mission: *École Archbishop MacDonald High School is a compassionate Catholic community where we engage with challenging and rewarding programmes while fostering diversity. We empower our students to be inquiring, knowledgeable, and caring while serving others in the name of Jesus Christ.*

School Vision: *École Archbishop MacDonald Catholic High School provides a learning environment that is safe, productive and has the flexibility to conform to students' specific learning styles. The students will be engaged with active learning where their curiosity will be cultivated through encouraging inquiry, logical thinking and critical reasoning. We prepare students for successful roles in an ever-changing society by challenging them to persevere and by instilling an appreciation of the intrinsic beauty of learning.*

School Charism: *To know God, to love God, to serve God.*

School Context:

Population - 985 students

Focus programs

- International Baccalaureate Middle Years & Diploma Programs:
 - Currently we have 32 Full IB Diploma candidates (26 grade 11 and 6 grade 12 candidates).
 - Currently we have 499 grade 11 and 265 grade 12 students enrolled in at least one IB course.
 - Currently we have 15 students completing year 5 of the IB MYP program.
- French Immersion Program

-Currently we have 109 students enrolled.

ELL and FNMI statistics

- 23 – ELL students – grade 10 -14, grade 11 - 5, grade 12 - 4
- 10 - FNMI students - grade 10 –4, grade 11 –4, grade 12 – 2

Number and severity of special needs students

- There are several students with exceptional needs in our school who require a variety of individualized supports.

High school completion rate (3 year)	2014-15	-	326 - 96.3%
	2015-16	-	292 - 98.7%
	2016-17	-	322 - 98.4%

Review of 2016-17 Year's Goals:

Goal	Achieved/continue/modify	Evidence/data used
Goal #1: Staff and students will fulfill our commitment to Catholic education and celebrate our Catholic identity.	Partially achieved and continue	Our school used our Personal Learning Time (PLT) to have classroom teachers school-wide lead a religious activity in their class for the major events of the Church's liturgical calendar starting with Advent, enabling teachers to model and infuse the teachings of Jesus Christ. School wide religious themes for PLT: religion in sport, the real Bethlehem during Advent, planting bee friendly flowers, letter to Pope Francis and a nature walk in the river valley

		Classroom teachers created a visible prayer corner or board for students to reflect, pray, and imbue a Catholic worldview.
Goal #2: Provide student-centered approaches to learning that enable all students to achieve success.	Achieved and continue	<p>Post-Secondary institutions that visited between Oct.- May: Every post-secondary institution in Ab. Event, U. of A. (parent evening, MD ambassadors, Entrance Award Presentation, Faculty of Science, Faculty of Engineering), McGill U., MacEwan U., NAIT, Concordia U., King's U., Simon Fraser U., U. of Victoria (Student Satisfaction Survey #24)</p> <p>Video conference professionals were presented regularly (i.e., Philadelphia Art Gallery, Dolphin Research Center, Holocaust Survivors Museum of Tolerance in New York) (Student Satisfaction Survey #9)</p> <p>Three cohorts sent to District Literacy/Numeracy PD, however not high school focused, school PD addressed multiple literacies to construct and communicate meaning across subject and discipline areas to meet individual learning needs using Command Terms (Student Satisfaction Survey #11, 22)</p> <p>Split Learning Coach role between two teachers who collaborated to better meet student needs</p> <p>Offered PLT general interest sessions, supported the Rainbow club, brought therapy dogs as PLT sessions (Student Satisfaction Survey #10)</p>
Goal #3: By the end of this school year, we will implement the third phase of our high school redesign strategy. We will create the conditions for a more student-centered environment to	Achieved and continue	Offered Teacher supported Math and Social Studies modules

<p>improve opportunities for all to achieve a standard of excellence.</p>		<p>Provided Social Studies/Languages office space to support one-on-one teacher/student assistance/course completion</p> <p>Provided individualized instruction through the Learning Coach</p> <p>Monitored scheduled exam hall study centre</p> <p>Lead mental health focused PLT sessions</p> <p>Created a SharePoint spreadsheet whereby, PLT sessions are tracked, monitored and reported collaboratively</p> <p>Invited Myron Dueck to lead PD on identifying program Command Terms (Student Satisfaction Survey #11, 12)</p>
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Data Analysis:

Areas to celebrate

<p>Accountability Pillar</p>	<ul style="list-style-type: none"> • All Measure Categories are Excellent • All Achievement Measures are Very High except Work Preparation • Improved Measures from Very High to Excellent: Program of Studies, High School Completion Rate, Diploma Acceptance, Diploma Excellence, Diploma Exam Participation Rate, Rutherford Scholarship Eligibility Rate, Transition Rate, School Improvement • Good Maintained: Work Preparation (from +1.3 15/16, +2.6 above Province)
<p>District Satisfaction Survey</p>	<p>Top 5 Scores above the District on the student and staff responses to the survey:</p> <p>19. Our school is providing the necessary supports for children with special needs. (+12.6)</p> <p>18. Student discipline is handled fairly. (+9.3)</p> <p>30. I feel safe in my school building. (+7.5)</p>

	<p>7. My school expects me to demonstrate Catholic service by becoming involved in activities such as the Food Bank, Sign of Hope, and Coats for Kids. (+6.9)</p> <p>29. Critical thinking and inquiry are taught at my school. (+6.7)</p>
Regression Analysis	<ul style="list-style-type: none"> • + Results in Subjects: Biology 30, English 30-1, Physics 30, Math 30-1, Math 30-2, Science 30, Social Studies 30-1 • = Results in Subjects: Chemistry 30, Social Studies 30-2
Diploma analysis	<p>English 30-1: Std. of Excellence +11.1 (above Prov. 5 yrs.) overall rating Excellent English 30-1: Acceptable Standard +10.0 (above Prov. 5 yrs.) overall rating Excellent</p> <p>French 30-1: Std. of Excellence – program in third year, reduced negative difference again from -0.6% to -0.3 below Prov. this year, overall rating Acceptable French 30-1: Acceptable Standard +5.3 (above Prov. 2 yrs.) overall rating Excellent</p> <p>SS 30-1: Std. of Excellence +12.1 (above Prov. 4 yrs.) overall rating – Excellent SS 30-1: Acceptable Standard +11.2 (above Prov. 5 yrs.) overall rating – Excellent SS 30-2: Std. of Excellence +10.1 (program in second year, above Prov. 2 yrs.) overall rating – Good SS 30-2: Acceptable Standard +21.9 (program in second year, above Prov. 2 yrs.) overall rating – improved to Excellent</p> <p>Math 30-1: Std. of Excellence +14.8 (above Prov. for 4 yrs.) overall rating NA Math 30-1: Acceptable Standard +11.9 (above Prov. for 5 yrs.) overall rating NA Math 30-2: Std. of Excellence +25.5 (program in third year, above Prov. 3 yrs.) overall rating NA Math 30-2: Acceptable Standard +21.9 (program in third year, above Prov. 3 yrs.) overall rating NA</p> <p>Bio 30: Std. of Excellence +21.9 (above Prov. 5 yrs.) overall rating Excellent Bio 30: Acceptable Standard +12.1 (above Prov. 5 yrs.) overall rating improved to Excellent</p> <p>Chem. 30: Std. of Excellence +0.2 (above Prov. 5 yrs.) overall rating Excellent Chem. 30: Acceptable Standard +5.2 (above Prov. 5 yrs.) overall rating improved to Excellent</p> <p>Phys 30: Std. of Excellence +14.2 (above Prov. 5 yrs.) overall rating improved to Excellent Phys 30: Acceptable Standard +7.2 (above Prov. 5 yrs.) overall rating Excellent</p> <p>Sci 30: Std. of Excellence +28.1 (program in second year, above Prov. 2 yrs.) overall rating improved to Excellent Sci 30: Acceptable Standard +15.1 (program in second year, above Prov. 2 yrs.) overall rating Excellent</p>

Tell Them From Me	<p>Student(s)</p> <ul style="list-style-type: none"> -Are highly skilled and find their classes challenging +17% above District -Consuming less than 5 sweet or fatty foods per day +13% above District -Participation in school clubs +11% above District -Planning to Pursue a post-secondary education +11% above District -Are subject to physical, social, or verbal bullying, or are bullied over the internet -9% below District -Feel safe at school as well as going to and from school +9% above District
5 Marks of Catholic School Identity Assessment	<p><u>Mark 2: Imbued with a Catholic Worldview</u></p> <p>Many teachers celebrated their Catholicity and created beautiful prayer centers in their classroom</p> <p><u>Mark 3: Animated by a Faith Infused Curriculum</u></p> <p>Many teachers infused their faith into their classroom, especially during PLT sessions. Some of the sessions offered to the students include religion in sport, the real Bethlehem during Advent, planting bee friendly flowers, letter to Pope Francis and a nature walk in the river valley</p> <p>The goal was shifted from infusing into individual classroom instruction towards demonstrating individual faith through PLT sessions</p> <p><u>Mark 4: Sustained by Gospel Witness</u></p> <p>Staff are more involved in our religious activities and faith-based PLT sessions. Attendance for district faith permeation days continues to be high. Some of the sessions offered to the students include religion in sport, the real Bethlehem during Advent, planting bee friendly flowers, letter to Pope Francis and a nature walk in the river valley. The planting flowers session has evolved into a garden club this year</p> <p><u>Mark 5: Shaped by a Spirituality of Communion</u></p> <p>Advent celebration and Easter celebration were both successes with the majority of our student population attending each time. Parents and other members of the community were invited to our masses and some attended. Our</p>

	religion seminar class had great success connecting with the community. Four different priests and many other religious leaders joined our students during the seminar days. We had success working with Catholic Social Services through communication, presentations and fiscal donations. MAC students have a strong understanding of the organization and its importance in our community
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Areas to target for growth

Data Source	Process	Goals in response to data
Accountability Pillar	Good Maintained: Work Preparation (<i>N=52, +1.3 from 15/16, +2.6 above Province</i>)	1:1.3a-Christian Service Project Plan 3:4.7b-Interdisciplinary learning through the Competencies (attitudes/skills/knowledge)
District Satisfaction Survey	<p>Our 5 scores below District on the student and staff responses to the survey:</p> <p>10. I am satisfied with the variety of complementary courses that are offered. (-23.5) <i>improved from -26.8</i></p> <p>18. School professional development provides me with an opportunity to improve my work skills. (-7.2) <i>improved from -11.6</i></p> <p>22. My teachers use a variety of approaches to meet my individual learning needs. (-5.0) <i>improved from -13.4</i></p> <p>24. I am receiving help in selecting courses to prepare for post-secondary education. (-4.1) <i>improved from -9.4</i></p>	<p>2:1.4-Explore additional Dual Credit opportunities with post-secondary</p> <p>3:4.1-Literacy/Numeracy questioning techniques, COP's to develop formative assessment tools, PD to share best practices, school inter-visitation opportunities</p> <p>3:4.6-Work with Emerging Technology on Google Classroom Pilot</p> <p>3:4.1-Develop outcomes-based learning targets</p> <p>3:4.7b-Research-based classroom improvement practices (feedback related to outcomes-based criteria), invest in Microsoft Surface Pro to promote the use of more interactive classroom teacher resources</p> <p>3:4.1-Outcomes requiring practice to achieve standard of excellence</p>

	<p>9. I am satisfied with the variety of extra-curricular activities available. (-3.5) <i>improved from -8.5</i></p>	<p>2:1.4-Gr.12 PLT's on application procedures and scholarships, students will subscribe to Remind 101 App for deadlines/info. 2:1.4-3 Yr. Full IB scheduling plan includes gr.10, flexible Second language course delivery, staff training opportunities in CAS & Spanish 2:1.4-Offer PLT sessions on career options 2:1.4-Gr.10 Transition to MAC community life with M10 Teacher Advisory Groups 3:4.7b-PLT's on Nutritional Wellness: games, guest speakers, MAC challenge 1:1.2b-Christian service in action project coordinated with IB: CAS & MYP, PLT Mentorship teams visit elementary schools</p>
Regression Analysis	<p>= Result in Chemistry 30: Std. of Excellence average has dropped each year for the past 4 years, all below Prov., overall rating Excellent = Result in Social Studies 30-2 –second year of program, maintained small sample size (22) and not directly instructed, maintained overall rating of Good</p>	<p>3:4.1-use Formative self-assessments to support competency development 3:4.7b-teachers will develop common rubrics highlighting leveled command terms</p>
Diploma analysis	<p>Chem 30: Std. of Excellence (continues to exceed the Prov. by only 0.2% above this year) Social Studies 30-2: Std. of Excellence (second year of program, exceeded the Prov. each year, from +4.5 to +10.1 this year) French Language Arts 30-1: Std. of Excellence (-0.3 below Prov., however third year of program and negative difference has decreased each year from -4.6 to current -0.3)</p>	<p>2:1.4-collaborative planning on best practices for IB curriculum delivery 3:4.7b-teachers will develop common rubrics highlighting leveled command terms 3:4.7b-attend District PD on literacy-based instruction for diverse second language learners</p>
Tell Them From Me	<p>Student(s) -Play sports with an instructor at school, other than in a gym class – 21% below District</p>	<p>3:4.7b-Physical Literacy strategies include an active lifestyle newsletter, cross-curricular events with Social, English, Physics, Math and Com Tech classes</p>

	<p>-Have intense feelings of fear, intense anxiety, or worry about particular events or social situations +6% above District</p> <p>-Are interested and motivated in their learning -5% below District</p> <p>-Who like and accept themselves, and are proud of their accomplishments -5% below District</p> <p>-Have prolonged periods when they feel sad, discouraged, and inadequate +3% above District</p>	<p>3:4.7b-Nutritional Wellness fostered during PLT's</p> <p>2:1.4-attend District PD with Dr. Stan Kucher, present mental health elements at staff meetings, develop resiliency to address IB issues of stress/time mgmt., institute M10 advisor groupings for all gr.10 students</p> <p>3:4.6-Art classes incorporate Google tutorials, cross-curricular Art & CTS credits earned, purchase new technology for Art classroom</p> <p>3:4.6-attend Em.Tech. PD on using Microsoft Surface Pro in the classroom</p> <p>1:1.2e-Religion classes invite priests to class, take students to Parish daily mass, start and end class with prayer, explore different types of prayer, host PLT's to prepare for the Sacraments</p> <p>1:1.3a-develop Christian service in action projects to involve each grade level</p> <p>2:1.1-enhance the Student Services team with the addition of a Mental Health Therapist, provide weekly therapy dog access</p>
<p>5 Marks of Catholic School Identity Assessment</p>	<p><u>Mark 1: Grounded in a Christian Anthropology</u></p> <p>Revisiting our Vision statement this year with a committee to be set up by Christmas. Our intent is to infuse our Vision with the MAC motto and Charism, which is: To know, to understand and to serve God</p> <p><u>Mark 2: Imbued with a Catholic Worldview</u></p>	<ul style="list-style-type: none"> 1.1a- A New Vision statement will be created and presented to our community during our care for creation celebration in the spring of 2018

	<p>Need to encourage all teachers to participate in creating a prayer corner in their classroom. Our Chaplain will offer and supply a standard prayer center or teachers will be provided a budget to create and/or add to their own prayer center</p> <p><u>Mark 3: Animated by a Faith Infused Curriculum</u></p> <p>The Chaplain will continue to offer support to help teachers continue to infuse our faith into their classroom instruction</p> <p>The success of the whole school faith-based PLT sessions lead us to create another one based on the liturgical calendar. We are going to also run a Lenten PLT day</p> <p><u>Mark 4: Sustained by Gospel Witness</u></p> <p>Attendance and participation in Faith Formation events will continue to be encouraged</p> <p><u>Mark 5: Shaped by a Spirituality of Communion</u></p> <p>Fr. Andrew visited the school a handful of times, further nurturing of the relationship will continue. The logistics of transporting students to St. Andrew did not materialize, but has evolved into visits to local elementary schools and walking to the local senior home</p>	<ul style="list-style-type: none"> • All rooms will have a visible prayer center in their room by the spring of 2018 • 1.3a- Success will be determined by the TTFM survey results regarding our student's positive self-esteem and their interest in and motivation to learn • The religion department will meet in communities of best practice to evaluate the success of the change
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Goals:

<p><u>Goal #1: Staff and students will fulfill our commitment to Catholic education and celebrate our Catholic identity.</u></p>
<p><u>District Correlation: Live and enhance the distinctiveness of Catholic education</u></p>
<p><u>Sub Goal 1.1 Demonstrate the distinctiveness and advantages of Catholic education.</u></p> <p><u>1.1 (a) Cultivate and support a Catholic ethos/environment within each site...</u></p>

<p><u>Strategy</u></p> <p>Our staff will work together to create a new VISION statement that reflects our Christ-centered values. The following year the school will make the new faith-filled vision statement explicitly visible throughout the school.</p> <p>Continue to promote the creation of a visible prayer corner or board for students to reflect, pray, and imbue a Catholic worldview in each classroom.</p>	<p><u>Actions</u></p> <ul style="list-style-type: none"> • Online collaboration programs will be used to enable all stakeholders to input their suggestions. Time will be allocated during a PD day to finalize the new vision statement. • All teachers will be provided examples and ideas on how to create a prayer center in their room. Personal preference and creativity will be respected to ensure a positive experience and environment for the teacher and the students. • Incorporate an end of day blessing into our daily school schedule during the Advent season to emulate the closing of mass at church. 	<p><u>Measures/ Evidence of effectiveness</u></p> <ul style="list-style-type: none"> • A new Vision statement will be created and presented to our community during our care for creation celebration in the spring of 2018. • All rooms will have a visible prayer center in their room by the spring of 2018. • The whole school will pause for the end of day blessing announcement throughout the school each day.
<p><u>Sub Goal 1.2 Promote and foster the presence of Edmonton Catholic Schools in the education, Church, civic, business and government communities.</u></p> <p><u>1.2 (b) Create opportunities to be a visible presence in the broader community including evangelization of our families.</u></p> <p><u>1.2 (e) Provide opportunities for relevant and authentic student engagement.</u></p>		
<p><u>Strategy</u></p> <p>Our school is going to reach out to our community including our new trustee, parents, and partners and invite them to our Advent and Easter celebration at St. Joseph Basilica.</p>	<p><u>Actions</u></p> <ul style="list-style-type: none"> • Formal invitations will be sent out to our community in the hopes that more members of our community will join us in our celebrations. 	<p><u>Measures/evidence of effectiveness</u></p> <ul style="list-style-type: none"> • An informal count of non-student participants at the church will be done to determine the effectiveness of the invitations.

<p>Our chaplain will continue to build relations with our parish by taking religion classes to St. Andrew's parish for mass to help them connect with our religious community.</p> <p>Encourage daily prayer at the beginning of all our classes. With prayer central to all curriculums this is essential.</p> <p>Clarify and explore the sacraments in each of the respective curriculums with emphasis on action.</p> <p>Second Language classes will learn how to pray, and talk about different Catholic feasts in a second language.</p>	<ul style="list-style-type: none"> • Religion classes will be scheduled to attend mass at St. Andrew's. • Our chaplain will try to use our transporters (buses) to take students to St. Andrew during class time. • Regular visits will be made to support or local community including mentoring sessions at the local Catholic elementary schools and interactions at our local senior's home. • Explore different types of prayer (contemplative, thankful, etc.) to be implemented into class. • Provide direction to pray to the Saints and celebration of feast days. • Have teachers explore the work done in the Standards for Preparing Children and Youth for the Sacraments. • Host PLT sessions on the process of receiving the sacraments. • 2nd. Language classes will pray in French and Spanish. • 2nd. Language classes will find verses from the bible and share it with the class in French • 2nd. Language classes will sing Christian songs in French and Spanish. 	<ul style="list-style-type: none"> • 50% or more of our classes document a visit to their classes by a representative from St. Andrew's. • 25% or more of our classes visit St. Andrew's to participate in a tour or daily mass. • Student engagement will be determined based upon student participation during PLT's. • A department opening and closing prayer will be created for semester 2 of 2017-2018 school year. • Based on school records that show students who have received sacraments, a comparison of students attending PLT sessions and showing in interest in the sacraments will be correlated. • 2nd. Language classes will read the "Our Father" prayer in French, and Spanish as well as "Hail Mary" in French. • 2nd. Language classes will discuss the bible in French. • 2nd. Language classes will create Christmas cards in French and Spanish.
<p><u>Sub Goal 1.3 Demonstrate commitment to excellence in Catholic education.</u></p>		
<p><u>1.3 (a) Deliver our Religious Education program s to all students as a spirit-filled lived experience.</u></p>		

<u>Strategy</u>	<u>Actions</u>	<u>Measures/evidence of effectiveness</u>
<p>Our Religion department has restructured the Christian service project so that each grade level will have to demonstrate service based upon their curricular focus. This will be coordinated with IB: CAS service requirements.</p> <p>Our school is going to continue to use our Personal Learning Time (PLT) to have ALL teachers lead a religious activity in their class for the major events of the Church's liturgical calendar starting with Advent.</p> <p>The International Mindedness club is a club that is based from the IB philosophy. Through the IM club, we will choose a Catholic charity and use the Catholic Medical Mission Board as a springboard to educate students about Catholic values and how they pertain to our community.</p> <p>Use the MYP "Service in Action" requirement to steer the grade 10 students into thoughtful uses of their time. Living a Catholic life is giving back to society in the name of Jesus.</p>	<ul style="list-style-type: none"> • The Religion department will be meeting several times to collaborate and finalize the new Christian Service Project Plan: ❖ Rel. 15: 15 acts of Mercy ❖ Rel. 25: 10 hours of Service ❖ Rel. 35: Create 1 Service Initiative • More Religious PLT sessions will be scheduled to enable all our teachers to model and infuse the teachings of Jesus Christ and the church into their curriculum. • Structured collaboration time will be created to support the teachers' efforts. • Catholic Medical Mission's goals will be shared with the student population. • Provide Service in Action opportunities for students. 	<ul style="list-style-type: none"> • Success will be determined by the TTFM survey results regarding our student's positive self-esteem and their interest in and motivation to learn. • The religion department will meet in communities of best practice to evaluate the success of the change. • PLT sessions will be offered in which students that had a successful Christian Service Project will share their project to other members of our student body. Staff will be surveyed to guide future activities. • Online programs will be used so teachers can share what and how they infused a religious topic into their curriculum. A library of strategies will be created to support all teachers on the process. • Students will be made aware of the CMMB's missions and will use our Catholic values when finding ways to give back to international communities.

Goal #2: Provide student-centered approaches to learning that enable all students to achieve success.

District Correlation: 1: ECSD students are successful

Sub Goal 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.

Sub Goal 1.4 Develop a plan to increase participation in the Advanced Placement and International Baccalaureate high school programs.

<u>Strategy:</u>	<u>Actions:</u>	<u>Measures/ Evidence of effectiveness</u>
<p>Continue to explore HSRD student-centered learning opportunities and programs of choice that address learner needs.</p> <p>Work as a team to address the mental health needs of our students while considering a balance of social, emotional, and academic needs. Student Services fosters an inclusive environment and all students are welcome.</p> <p>Ensure students have current and up-to-date information about post-secondary institutions and grad requirements.</p>	<ul style="list-style-type: none"> • Create M10 Teacher Advisory Groupings to ensure greater grade 10 students transitioning comfort and to enhance MAC Community life • Hire a full-time Mental Health Therapist to advance the partnership with Alberta Health Services • Access the services of a therapy dog weekly • Counsellors will attend the District PD by Dr. Stan Kucher on resiliency. • Address issues such as building resiliency, time management and stress with IB classes • Explore additional dual credit opportunities with post-secondary institutions. • Host an Alberta Post-Secondary Event at MAC. 	<ul style="list-style-type: none"> • Survey students to determine the effectiveness of the program • Tell them from me results • Students have full access to counselling and mental health supports when they are in need. • Increased tolerance and understanding of mental health issues in both staff and students. • Students are better able to cope with everyday life occurrences. • Student enrollment in new dual credit courses • Increased ratings on District Student Satisfaction Survey #24.

<p>Evaluate the current IB programme infrastructure and develop a plan for 2018-2019 to accommodate an increase in IB student enrollment.</p>	<ul style="list-style-type: none"> • Host an Out-of-Province Post-Secondary Event • Hold mandatory PLT sessions for all grade 12 students on application procedures, grad requirements and scholarship opportunities. • Have all grade 12 students subscribe to our Remind 101 app to keep up-to date with deadlines and upcoming information. • Develop a 3-year plan to include a grade 10 schedule that accommodates the full IB student. • Encourage the anticipation of a Second Language and/or Chemistry to alleviate the pressures on the full IB student • Provide flexible course delivery in Second Languages • Re-strategize the delivery of the IB English A: Literature curriculum by moving WIT to the grade 12 year. • Transition Italian ab initio out of our IB course offerings, expanding potential offerings of the IB languages: Spanish ab initio IB and French B SL / HL IB • Budget for Internal Assessment. • Implement the new course models for TOK and EE 	<ul style="list-style-type: none"> • Increased attendance at post-secondary events and PLT sessions. • An increase in student enrollment taking Full IB • Encourage students to take two levels of 2nd. Language/Chemistry to incorporate the Full IB course requirement within our schedule • Students can access curriculum outside of the Carnegie Unit • English department will re-structure the delivery of the IB curriculum and assessment requirements to different levels (English 20 IB, English 30 IB and WIT) to ensure that all elements are covered for the first group effective May of 2019. • Students are properly counselled to select a language acquisition course that best suits their abilities and needs as an IB candidate, (e.g. French B SL vs. HL or guided toward French 31 C IB instead of French B SL). • TOK 25 IB in the schedule/ TOK 35 IB through seminar with completion of key assessments in Semester 1.
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<p>Goal #3: Engage Staff in collaborative professional learning opportunities to enhance classroom pedagogy and deepen student learning.</p>		
<p><u>District Correlation:</u> Goal #4 ECSD has excellent teachers, school and school district leaders</p>		
<p>Sub Goal 4.1 Provide professional learning opportunities that build the capacity and leadership of all staff to improve learner success</p>		
<p><u>Strategy</u></p> <p>Engage staff in professional learning which emphasizes literacy/numeracy strategies</p> <p>Establish COP's to develop formative assessment tools that can be embedded into unit plans</p> <p>Identify curricular outcomes that require enhanced student practice to achieve the Diploma Standard of Excellence</p> <p>Provide IB specific PD to staff to inform and enhance teaching practice specific to horizontal articulation</p>	<p><u>Actions</u></p> <ul style="list-style-type: none"> • Identify outcomes-based Command terms that are supported by "I Can..." statements • Continue to monitor the use of metacognitive teaching and learning practices by classroom visitations and observations • Provide collaborative/IPT Thursdays to enhance staff capacity • Collaborate in departments to analyze diploma exam results • IB Training Needs: Spanish ab initio, CAS Coordination • Compose the 5-year review documents outlining IBDP standards and practices. • Provide concept planner templates and PD on their use and develop 1 concept plan / subject area 	<p><u>Measures/ Evidence of effectiveness</u></p> <ul style="list-style-type: none"> • Survey students as to the impact that using "I Can..." statements has on their learning • Demonstrate the use of "I Can..." statements and Command Terms in daily classroom practice • Dedicated staff PD time to sharing best practices • Design unit plans with clear learning targets and success criteria • Provide students with study guides to enable them to monitor their own learning progress • Workshop completion in strategic areas • Completion and upload of all components of the 5 Year Study by June 2018 • 1 concept plan developed / IB DP subject.

	<ul style="list-style-type: none"> Reinforce the integration of the IB skill set into the planning of IB lessons (ATL, LP, TOK) 	<ul style="list-style-type: none"> Integration of ATL, LP and TOK are discussed within the concept plan / IB DP subject.
<p>Sub Goal 4.6 Support teachers and system leaders to integrate technology effectively into the learning environment, as outlined in the Learning and Technology Policy Framework.</p>		
<p><u>Strategy</u></p> <p>Identify as a Google Pilot School</p> <p>Encourage staff to attend relevant District Em.Tech PD</p>	<p><u>Actions</u></p> <ul style="list-style-type: none"> Work with Emerging Technology to build capacity with Google Classroom Taking note of any district PD opportunities related to Tech and either attending, or encouraging interested technology leaders in the school to attend. Provide examples and demonstration of how the Microsoft Surface Pros can be used to enhance teaching and get teachers out of their desks. 	<p><u>Measures/evidence of effectiveness</u></p> <ul style="list-style-type: none"> Encourage COP's to share Goggle Classroom practices during General Staff meetings Increased positive acceptance of district promoted tools. Art classes incorporate Google tutorials, cross-curricular Art & CTS credits earned, purchase new technology for Art classroom Increase teacher competency in district promoted tools.
<p>Sub Goal 4.7b 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.</p>		
<p>Develop and identify clear learning targets for students based on curriculum outcomes</p> <p>Implement Literacy/Numeracy strategies to support all learners.</p>	<ul style="list-style-type: none"> Embed the command terms into written feedback. Use varied assessment sources for better triangulation of data Attend District PD on Literacy-based instruction for diverse second language classrooms 	<ul style="list-style-type: none"> Students will receive specific feedback related to their learning progress Students have a means to justify multiple choice responses Common literacy practices are used to ensure cross curricular application.

<p>Review IB assessment practices.</p>	<ul style="list-style-type: none">• IBDP faculty will collaborate to develop one concept plan that ensures the integration of ATL, LP, TOK and International Mindedness• All teachers will use feedback from results on the May 2017 IB DP exams to inform practice toward better student results.	<ul style="list-style-type: none">• Creation of 1 concept plan / subject.• Purchase the May 2017 Exam & mark scheme package for teacher access.• All IB DP Faculty reviews the May 2017 subject area results.
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