

Ecole Archbishop MacDonald Plan for Continuous Growth 2018-2021

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** - 998 students

Focus programs

- International Baccalaureate Middle Years & Diploma Programs:
 - Currently we have 24 Full IB Diploma candidates (26 grade 11 and 6 grade 12 candidates).
 - Currently we have 318 grade 11 and 12 students enrolled in at least one IB course.
 - Currently we have 27 students completing year 5 of the IB MYP program.

- French Immersion Program

-Currently we have 98 students enrolled.

ELL and FNMI statistics

- 32 – ELL students – grade 10 -18, grade 11 - 11, grade 12 - 3
- 13 - FNMI students - grade 10 –4, grade 11 –5, grade 12 – 4
- There are several students with exceptional needs in our school who require a variety of individualized supports.

High school completion rate (3 year)

2015-16	-	292 - 98.7%
2016-17	-	322 - 98.4%
2017-18	-	325 – 99.4%

Review of 2017-18 Year’s Goals:

Goal	Summary
<p>Goal #1: (1.2, 1.3) Staff and students will fulfill our commitment to Catholic education and celebrate our Catholic identity.</p> <ul style="list-style-type: none"> • Achieved and continue • Evidence/data used TTFM-Students are Interested and motivated in their learning (improved from -5 to -3%) 	<p><i>Our commitment to Catholic education and to celebrate our Catholic identity was fulfilled in numerous ways; for example, each teacher prepared a personalized spiritual display for their classroom, our whole school paused for the end of day blessing announcement throughout the school at the close of each day, we began a mentoring project wherein 18+ students visited various elementary schools over 12 different PLT sessions to provide: one-on-one reading to primary students, math tutoring for upper elementary students and support for student classroom presentations. Upwards of 60 of our students participated at least once in this mentoring program and these elementary schools have requested that we continue with this program next year. Our second language classes have taken on our morning prayer by reading the “Our Father” in French and Spanish, as well as “Hail Mary”</i></p>

	<p><i>in French. French classes discussed the bible in French and PLT sessions were held as opportunities for our students to create Christmas cards in French and Spanish. We have also evolved our morning prayers to include Saints and gospel readings. We were unsuccessful in connecting with St. Andrew's parish after numerous attempts, however we did have very good results with having students invite their parish priests in to lead their class in mass. Neither our goal to have 50% or more of our classes document a visit to their classroom by a representative from St. Andrew's, nor to have 25% or more of our classes visit St. Andrew's to participate in a tour or daily mass was achieved.</i></p> <p><i>Our goal to deliver and support our Religious Education programs to all students as a spirit-filled lived experience lead to an overall improvement in our student's self-esteem on the TTFM survey from -5% below the district to -3%. We also introduced the celebrating of Archbishop MacDonald, who initiated Catholic Social Services, to help connect our students with a life of service. 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 was coordinated with IB: CAS service requirements as well. With this having been the introductory year of a 3-year project, we will continue to implement this service program across each grade, as this aligns better with our curricular outcomes "to explore, to understand, and to create" acts of service. An example of the potential for such student directed initiatives, one of our grade 12 students chose to host a benefit concert in support her community this year. Students were also made aware of the CMMB and encouraged to use our Catholic values when finding ways to give back to international communities. This resulted in a contribution of \$4,688.00, in conjunction with the MYP's international mindedness focus, to benefit their mission.</i></p>
<p>Goal #2: (1.1, 1.5) Provide student-centered approaches to learning that enable all students to achieve success.</p> <ul style="list-style-type: none"> Achieved and continue 	<p><i>Our goal to Provide student-centered approaches to learning that enable all students to achieve success; to support their transitions from grades 9 to 10, and from 12 and beyond, we created "M10" Teacher Advisory Groupings to ensure greater grade 10 student comfort and to enhance their transitioning to MAC Community life. Every grade 10 student was placed into an advisory group; these small groups were led by a teacher advisor and peer support student. The M10 groups met periodically throughout the year to keep them abreast of upcoming events, etc. and to help them build relationships with their peers. The development of our "Learning Commons", as a more comprehensive student services team</i></p>

<ul style="list-style-type: none"> • Evidence/data used. TTFM-Students who like themselves, and are proud of their accomplishments (improved from -5 to -3%) 	<p><i>model, now includes a full-time Mental Health Therapist and a therapy dog on site twice per week to ensure our students are well supported. Weekly Student Services team meetings are held to monitor and address needs so that students have full access to counselling and mental health supports. To ensure students have current and up-to-date information about post-secondary institutions and grad requirements, we host PLT sessions for both Alberta and Out-of-Province Post-Secondary events and mandatory grade 12 application procedures sessions.</i></p> <p><i>Our goal of evaluating the current IB programme infrastructure and develop a plan for 2018-2019 to accommodate an increase in IB student enrollment was very successful. We developed a 3-year plan to include a grade 10 schedule that accommodates the full IB student. This plan includes: the anticipation of a Second Language and/or Chemistry in grade 10 to alleviate the pressures on the full IB student, providing flexible course delivery in Second Languages outside of the Carnegie Unit, re-strategizing the delivery of the IB English A: Literature curriculum by moving WIT to the grade 12 year, transitioning Italian ab initio out of our IB course offerings and expanding potential offerings of the IB languages: Spanish ab initio IB and French B SL / HL IB, budgeting for Internal Assessments and Implementing the new course models for TOK and EE.</i></p> <p><i>In our attempts to explore additional dual credit opportunities with post-secondary institutions, the district consultant highlighted a range of possibilities, however, it was determined that an increase in students taking such dual-credit courses would likely detract from the number of students currently taking our IB courses</i></p>
<p>Goal #3: (4.1, 4.6, 4.7) Engage Staff in collaborative professional learning opportunities to enhance classroom pedagogy and deepen student learning.</p> <ul style="list-style-type: none"> • Achieved, revisit and continue • Evidence/data used Staff Satisfaction Survey #18 (improved from -7.2 to -5.1%), Student Satisfaction Survey #22 (-5.0 to -7.9%), Chemistry maintained -0.0%, Diploma 	<p><i>One of our strategies to achieve our Goal to Engage Staff in collaborative professional learning opportunities to enhance classroom pedagogy and deepen student learning was to Identify curricular outcomes that require enhanced student practice to achieve the Diploma Standard of Excellence. This involved collaborative department analysis of diploma exam results, followed by PD days to Identify outcomes-based learning targets and success criteria. PD days were used to develop unit plans based on these learning targets, which included the development of supporting student learning guides formatted around "I Can..." statements. Another strategy was to compose the 5-year review documents outlining IBDP standards and practices. We provided IB specific PD days to inform and enhance teaching practice that involved providing concept planner templates to develop one concept plan/subject area. We also reinforced the integration of the IB skill set into the</i></p>

<p>Analysis Std. Ex. Results (Social Studies improved from +10 to +15.3%, French Language Arts declined to -11.0 %)</p>	<p><i>planning of IB lessons (ATL, LP, TOK). As a result, all components of the IBDP 5-Year Review (Self Study) were completed and uploaded to IBO as of June 1, 2018. Our collaborate work to identify classroom improvement practices that are research-based (Hattie) has resulted in the development of units built around clear targets and “I can...” statements, resulting in greater clarity of assessment criteria. Most of our departments improved their Diploma SE results and saw benefits from sharing learning targets with students.</i></p> <p><i>Our goal to support teachers to integrate technology effectively into the learning environment, was met in part through identifying as a Google Pilot School. In our work with Emerging Technology to build capacity with Google Classroom, we encouraged COP’s to share Goggle Classroom practices during our General Staff meetings. In our aim to incorporate more interactive tools into daily classroom instruction, we invested in Microsoft Surface Pros/IPad Pro devices for teachers, two PD days were used to encourage the sharing of best practices with these devices. The pilot was very effective, our teachers are extremely competent using google classroom and instructional tools.</i></p> <p><i>Our attempts to engage all Archbishop MacDonald students in learning that fosters nutritional wellness within PE classes and during PLT, involved completing two interdisciplinary units, one in Social Studies and one in Math. We also invited fitness instructors to PLT sessions to discuss nutritional habits. However, we will continue to invite guest speakers next year and tie in the presentations with our Calm course.</i></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, except Work Preparation is Good • All Achievement Measures are Very High, except Work Preparation is High • Improved Measures from Very High to Excellent: Diploma Excellence, Transition Rate • Good Maintained: Work Preparation (+0.9 above Province) • Excellent Maintained: all other measures
<p>District Satisfaction Survey</p>	<p>Our Top 5 Scores above the District are on the Staff Satisfaction Survey:</p> <p>10. I am satisfied with the way student discipline is handled in our school. (100%)</p>

	<p>19. Our school is providing the necessary supports for children with special needs. (100%)</p> <p>39. I am satisfied with the communication from my school/department. (100%)</p> <p>31. I am satisfied with the decision-making processes that take place at our school/site. (97.1%)</p> <p>22. School/Department finances are being allocated in keeping with our core value of fairness. (100%)</p>
Regression Analysis	<ul style="list-style-type: none"> • + Results in Subjects: Biology 30, Chemistry 30, English 30-1, Physics 30, Math 30-1, Science 30, Social Studies 30-1, Social 30-2 • = Results in Subjects: Math 30-2
PAT/Diploma analysis	<p>English 30-1: Std. of Excellence +12.3 Improved, overall rating Excellent English 30-1: Acceptable Standard +10.8 Improved, overall rating Excellent</p> <p>SS 30-1: Std. of Excellence +9.7 Improved, overall rating Excellent SS 30-1: Acceptable Standard +11.2 overall rating Excellent SS 30-2: Std. of Excellence +15.3 overall rating Excellent SS 30-2: Acceptable Standard +19.2 overall rating Excellent</p> <p>Math 30-1: Std. of Excellence +10.9 overall rating NA Math 30-1: Acceptable Standard +7.5 overall rating NA Math 30-2: Std. of Excellence +22.5 overall rating NA Math 30-2: Acceptable Standard +16.5 overall rating NA</p> <p>Bio 30: Std. of Excellence +14.8 overall rating Excellent Bio 30: Acceptable Standard +10.6 overall rating Excellent</p> <p>Chem. 30: Acceptable Standard +3.4 overall rating Excellent</p> <p>Phys 30: Std. of Excellence +22.0 Improved Significantly, overall rating Excellent Phys 30: Acceptable Standard +10.7 Improved, overall rating Excellent</p> <p>Sci 30: Std. of Excellence +37.3 Improved Significantly, overall rating improved to Excellent Sci 30: Acceptable Standard +14.6 Improved, overall rating Excellent</p>

<p>Our School Survey</p>	<p>Categories where we are more than 5% better than the District:</p> <ul style="list-style-type: none"> -Are highly skilled and find their classes challenging. +20% above District -Students planning to finish high school. +11% above District -Planning to Pursue a post-secondary education. +9% above District -Feel safe at school as well as going to and from school. +8% above District -Students do homework for their classes with a positive attitude and in a timely manner. +8% above District -Students' average percentage in Math. +7% above District -Students' average percentage in Science. +7% above District -Students with a positive Sense of Belonging-Students feel accepted and valued by their peers and by others at their school. +6% above District
<p>5 Marks of Catholic School Identity Assessment</p>	<p><u>Mark 1: Grounded in a Christian Anthropology</u></p> <p>Members of our staff reviewed the Vision Statement and agreed that it remains pertinent and represents the Catholic values of our school well.</p> <p><u>Mark 2: Imbued with a Catholic Worldview</u></p> <p>All our teachers have created a personalized display in their classroom that exemplifies their own spiritual journey and the importance of our faith as a Catholic school. We believe this influenced our positive results on the TTFM survey related to students feeling "sad, discouraged or inadequate."</p> <p><u>Mark 3: Animated by a Faith Infused Curriculum</u></p> <p>We attempted to create another school-wide faith day during our Lenten season, but we learned that another faith day is not an ideal fit for our school community. This led our PLT committee to devise a new method of demonstrating our faith to our students. Teachers are now encouraged, and instructionally and fiscally supported, to create Religious PLT sessions that they can lead regularly in a semester and engage a wider student audience.</p>

	<p><u>Mark 5: Shaped by a Spirituality of Communion</u></p> <p>Stemming from our goal to have greater student and staff engagement outside of our building, regular PLT sessions to local elementary school and the local seniors home have been extremely successful. Over 100 students participated in these activities and embraced the power of social justice and being disciples of Jesus. This became evident in the increase in our student's "Positive Self Esteem" and that they are "interested and motivated in their learning" from the TTFM survey.</p>
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Areas to target for growth

Data Source	Measures	Goals in response to data
Accountability Pillar	<p>Good Maintained: <u>Work Preparation</u> <i>*Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.</i> (High/Maintained/=Good (dropped to 83.3 from 85.3, 0.9 above Prov.)</p>	<p>Goal 2: 1.1.3 Promote opportunities that prepare students for the world of work:</p> <ul style="list-style-type: none"> • Promote mental health education to the staff and students at MAC by concentrating on two main themes, "Take a Break" and "Don't get over it, get through it" • Educate students and parents about non-linear career paths • Build PLT sessions for resume writing • Add "MAC Media Talks" to our school newsletter each month to help parents monitor student media usage • Offer credit for Mentoring modules for students who would like to highlight these leadership skills in their applications • Provide M10 session to prepare them for Grade 11 registration, considering post-sec requirements • Share active lifestyle strategies on our school newsletter; develop a physical active awareness bulletin board for strategies in being active daily and overall healthy living choices • Provide fun nutritional games during PLT such as trivia team games • Implement a wellness challenge, such as a food journal and get student feedback via an electronic survey

<p>District Satisfaction Survey</p>	<p>Our 5 scores below District on the student and staff responses to the survey:</p> <p>3. My religion classes make the Catholic faith meaningful to me. (38.3%)</p> <p>9. I am satisfied with the variety of extra-curricular activities available. (29.1%)</p> <p>10. I am satisfied with the variety of complementary courses that are offered. (50.3%)</p> <p>19. My school teaches me the value of healthy food choices and active living. (40.1%)</p> <p>23. I am satisfied with the resources available to help me make career decisions. (25.9%)</p> <p>24. I am receiving help in selecting courses to prepare for post-secondary education. (29.8%)</p>	<p>Goal 5: 4.1.1 As per the new TQS, support PD opportunities in which teachers demonstrate instructional leadership in their department collaborations around assessment and student engagement</p> <p>Goal 5: 4.4.2 Attend annual HSRD conference to support our reflection of successful practices and visioning for next steps to be addressed through dedicated school-wide PD time</p> <p><i>#9. PE staff will lead physical literacy exemplars in our teachings for staff via PD days and general staff meetings</i></p> <p><i>#10. Provide more opportunities for students to complete CTS 20/30 level courses within their schedules</i></p> <p><i>#23. Offer CTS PLT activities that include current advancements in technology and hands-on/tactile learning.</i></p> <p>Goal 5: 4.4.1 Use Vertical Articulation to identify common instructional strategies (scaffolding, literacy, common grade-specific practices)</p> <p>Goal 4: 3.1.1 Work as a team to address the mental health needs of our students while taking into account a balance of social, emotional, and academic needs. Student Services fosters an inclusive environment and all students are welcome.</p> <p><i>#9. Introduce a fitness challenge</i> <i>#9. Promote Fun Friday activities</i></p> <p>Goal 2: 1.1.1 Consult with U. of A. Student Services Department to explore ways to enhance our Student Services model</p> <p><i>#9. Provide fun nutritional games during PLT such as trivia team games</i> <i>#24. Meet with Post-Secondary and Career Centers to better our practices.</i></p>
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		<p>Goal 1: 1.2.2 Teachers will be guided towards creating one religious personal learning time (PLT) session this school year that directly engages students and their spiritual journey. Both financial and instructional support will be provided by the chaplain and administration. Creativity and engagement will be promoted and celebrated.</p> <p>Goal 1: 1.3.1 The religion department will be strongly encouraged to join the chaplain and participate in the Religion consultant's professional development opportunities. The chaplain will be taking a leadership role amongst the district religion teachers to develop and support clearer horizontal articulation of the program</p> <p><i>#3. Teachers will participate in district and school-based PD activities that will spark and encourage new methods of permeating their faith through cross-curricular competencies and infusing our Catholic Worldview into their subject matter and present during one or more PLT session(s).</i></p> <p><i>#3. The religion department will Introduce student-led assessment for specific learner outcomes, teach students about directing words and have them understand the highest form of Bloom's taxonomy...evaluation. Students will identify goals and will demonstrate their learning by creating their own assessment of this outcome</i></p> <p><i>#3. Teachers will create one religious PLT session this school year that creatively engages students through their spiritual journey</i></p> <p><i>#9. Addressing the following issues with M10 Groups: transition to high school, making new friends, clubs/teams/and events available for students to take part in</i></p> <p><i>#9. Share active lifestyle strategies on our school newsletter; develop a physical active awareness bulletin board for students to view and share strategies in being active daily and overall healthy living choices</i></p>
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		<p><i>#9. Add activities/games to tables in the SRC to encourage relationships and not allow video games in the SRC. An increased emphasis on Fun Fridays to reduce stress and create healthy relationships and balance</i></p> <p><i>#10. Get input for course ideas from MAC student groups: M10, Peer Support, and MAC Council</i></p> <p><i>#19. Student Services will apply for grants or access funds to establish a food program for students who may need a nutritious breakfast/snack.</i></p> <p><i>#23. CTS will host PLT guest speakers and invite alumni that are in CTS related post-secondary programs to share their experiences. Include career profile assignments that support portfolio development.</i></p> <p><i>#23. Create self-directed Fine Arts course-work wherein students are assessed based on completion and mastery of content/competency.</i></p> <p><i>#23. Invite MAC Graduates to share their journey about their post-secondary and work-related Fine Arts successes</i></p> <p><i>#23. Work closely with stake holders to develop and review personal learning plans.</i></p> <p><i>#23. Administration will revisit our internal registration process</i></p> <p><i>#24. Create a link to U of A Career Centre on our website and promote attendance at U of A career centered activities. Increase post-secondary and career information to parents through newsletter submissions</i></p> <p><i>#24. Communicate supports to parents that are available at post-secondary level, including the completion of necessary documents and other supports in seeking accommodations for coded students</i></p>
Regression Analysis	= Result in Math 30-2 (dropped from a difference of 14.3 to 4.54 between the lower and upper limit)	Goal 5: 4.4.3 Send department leads to AAC assessment cohort series to support our use of their resources and to guide our department professional conversations

<p>Diploma analysis</p>	<p>French Language Arts 30-1: Std. of Excellence - 11.0 Maintained, overall rating Issue French Language Arts 30-1: Acceptable Standard -4.9 Declined, overall rating Issue</p> <p>Chem. 30: Std. of Excellence -0.1 overall rating Excellent</p>	<ul style="list-style-type: none"> • Admin/Teachers will attend district PD on interpreting Diploma results on Nov.5 with Tim Coates • French Immersion teachers will identify strategies to reduce the number of items in which our students perform below the provincial average <p>Goal 5: 4.1.1 As per the new TQS, support PD opportunities in which teachers demonstrate instructional leadership in their department collaborations around assessment and student engagement</p> <ul style="list-style-type: none"> • Chemistry teachers will base their instructional style around reviewing and evaluating Diploma questions, with a Focus on command terms and clarity around question comprehension, as well as utilize Diploma Analysis to help direct additional focus on Topics that are discrepant • Offer PLT sessions that are based around reviewing and evaluating Diploma questions
<p>Our School Survey</p>	<p>Student(s)</p> <ol style="list-style-type: none"> 1. Play sports with an instructor at school, other than in a gym class. (-28%) 2. Students meeting and nearly meeting Canada’s Food Guide. (-14%) 3. Students agreed that attending a Catholic school helped them to explore their love of God and service to community. (-7%) 4. Are interested and motivated in their learning. (improved, -3% below District) 5. Students that Value Schooling Outcomes – Students believe that education will benefit them personally and economically and will have a strong bearing on their future. (-1%) 	<p>Goal 5: 4.1.1 As per the new TQS, support PD opportunities in which teachers demonstrate instructional leadership in their department collaborations around assessment and student engagement</p> <p>1 & 2. PE department will lead physical literacy in our school by sharing examples of physical literacy in our teachings to staff via PD days and general staff meetings. PE teachers will provide 2 physical literacy lessons to the English department & Science, Math & Social department prior to the semester break</p> <p>Goal 4: 3.1.1 Work as a team to address the mental health needs of our students while taking into account a balance of social, emotional, and academic needs. Student Services fosters an inclusive environment and all students are welcome.</p>

		<p>Goal 4: 3.6.3 HSRD explore grant projects initiated by students</p> <p>4. M10 groups will address the following issues: transition to high school, making new friends, clubs/teams/events available for students to take part in</p> <p>4. HSRD explore grant projects initiated by students, encourage students to design and lead projects to support mental health</p> <p>Goal 2: 1.1.3 Promote opportunities that prepare students for the world of work</p> <p>2. Implement a wellness challenge, such as a food journal and collect student feedback via an electronic survey</p> <p>Goal 1: 1.1.3 Our Social Justice club (10% of student population) will get involved in more activities that will engage our local community outside the school.</p> <p>Goal 1: 1.1.4 Our Social Justice and International Mindedness clubs will be initiating more social justice projects that involve more local and international charities to increase student and staff engagement and demonstrate to a larger population the love and leadership at our school</p> <p>3. The chaplain and teacher volunteers will promote monthly social justice activities for students and attended at needy institutions in Edmonton, such as the Hope Mission and Homeless Connect.</p> <p>3. The main charities of focus are the ECSD Foundation and the Catholic Medical Mission Board (CMMB); and to increase engagement, student and staff voice, will be used to expand the number of people in our community we can support.</p>
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		<p>3. Our chaplain will initiate educational events for our community to increase awareness of the diverse needs that Catholic charities support in the community, such as the ministries of Catholic Social Services, ECSD foundation and CMMB</p> <p>Goal 2: 1.1.1 Consult with U. of A. Student Services Department to explore ways to enhance our Student Services model</p> <p>2. Student Services will apply for grants or access funds to establish a food program for students who may need a nutritious breakfast/snack.</p> <p>3. Our Social Justice club (10% of student population) will get involved in more activities that will engage them in our local community outside the school.</p> <p>4. Introduce student-led assessment based on Bloom’s Taxonomy – Evaluation, wherein students identify the outcome goal and demonstrate their learning by creating their own assessment of this outcome.</p> <p>4. Create self-directed Fine Arts course-work wherein students are assessed based on completion and mastery of content/competency.</p> <p>5. Our Social Justice and International Mindedness clubs will initiate more projects that involve local and international charities to increase student and staff engagement and demonstrate their love and leadership of our school</p> <p>5. CTS will host PLT guest speakers and invite alumni that are in CTS and Fine Arts related post-secondary programs to share their experiences and successes, as well as include career profile assignments that support portfolio development.</p>
5 Marks of Catholic School	<p><u>Mark 3: Animated by a Faith Infused Curriculum</u></p> <p><u>Mark 4: Sustained by Gospel Witness</u></p>	<p>Goal 5: 4.4.1 Use Vertical Articulation to identify common instructional strategies (scaffolding, literacy, common grade-specific practices)</p>

Identity Assessment	<u>Mark 5: Shaped by a Spirituality of Communion</u>	<p>3. Develop new professional development methods to support teachers in their permeation of their faith and their understanding of FNMI to enhance instruction</p> <p>4. Further promote and support of our students' faith journeys: Introduce student-led evaluative assessment (based on Bloom's Taxonomy), wherein students identify outcome goals and demonstrate learning by creating their own assessment of the outcome.</p> <p>4. Continue to encourage a greater number of staff and students to engage in Faith-based PLT sessions by offering more engaging opportunities, especially through works of Social Justice outside our building.</p> <p>5. Explore creative ways to nurture our MAC community's relationship with our Parish priest at St. Andrew's Parish.</p> <p>5. Identify ways to further engage our community and increase attendance for our Easter Mass at St. Joseph Basilica.</p>
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Goals:

<u>Goal 1:</u> Staff and students will fulfill our commitment to Catholic education and celebrate our Catholic identity.	
<u>District Goal:</u> Live and enhance the distinctiveness of Catholic education	
<p><u>Sub Goal 1.1:</u> Demonstrate the distinctiveness and advantages of Catholic education.</p> <p>b) Cultivate and support a Catholic ethos/environment within each site.</p> <p>c) Demonstrate a way of life rooted in the Catholic Christian call to discipleship and service.</p>	
<u>Strategy 1:</u> Initiate a tradition that will annually name a teaching center or classroom in the school after a saint or important Catholic figure.	
<u>Actions</u>	<u>Measures/ Evidence of effectiveness</u>

<ul style="list-style-type: none"> Annually run a democratic process to name a teaching center or classroom in the school. A committee will use research and community expertise, to identify a saint or important Catholic figure to remember and glorify through a name plate and a plaque, giving thanks for their contribution to our church (as aligned with our School charism to know God, to love God and to serve God). 	<ul style="list-style-type: none"> A sense of Catholicity will develop due to direct engagement in the building's culture and increasing our understanding of our faith over time. Student Satisfaction Survey #5 will increase (Our school community demonstrates that Catholic values are important).
<p>Strategy 2: An engaging math-based school faith theme will be used focusing on terms such as adding and multiplying love, and not subtracting or dividing our community.</p>	
<p><u>Actions</u></p> <ul style="list-style-type: none"> Use Math-based morning prayers, end of the day blessings and religious celebrations to increase student engagement in their faith journeys throughout the year. 	<p><u>Measures/ Evidence of effectiveness</u></p> <ul style="list-style-type: none"> Student Satisfaction Survey #1&2 will increase (#1. Religious celebrations are important at my school. #2. Prayer is important at my school.)
<p>Strategy 3: Our Social Justice club (10% of student population) will get involved in more activities that will engage our local community outside the school.</p>	
<p><u>Actions</u></p> <ul style="list-style-type: none"> Through the chaplain and other teacher volunteers, monthly social justice activities for students will be promoted and attended at needy institutions in Edmonton, such as the Hope Mission and Homeless Connect. 	<p><u>Measures/ Evidence of effectiveness</u></p> <ul style="list-style-type: none"> Positive feelings of love and community will increase in our students and staff in response to the engaging activities our students are involved in.
<ul style="list-style-type: none"> Strategy 4: Our Social Justice and International Mindedness clubs will be initiating more social justice projects that involve local and international charities to increase student and staff engagement and demonstrate to a larger population the love and leadership at our school. 	
<ul style="list-style-type: none"> The main charities our students will focus on are the ECSD foundation and the Catholic Medical Mission Board (CMMB), and, to increase engagement and collective voice, will be used 	<ul style="list-style-type: none"> Questions # 6 & #7 in the student satisfaction survey will increase: #6. I am taught that helping others through service is important. #7. My school expects me to demonstrate Catholic service by becoming

<p>to expand the number of people in our community we can support.</p> <ul style="list-style-type: none"> • Our chaplain will initiate educational events for our community to increase their awareness of the diverse needs many Catholic charities support in the community, such as the ministries of Catholic Social Services, ECSD foundation and CMMB 	<p>involved in activities such as the Food Bank, Sign of Hope, Coates for Kids, and Hygiene Bags for Haiti.</p> <ul style="list-style-type: none"> • MAC students will present the results of their Dreams Grant for the Mosaic Club to increase an awareness of the importance of the ECSD Foundation
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Sub Goal 1.2: Promote and foster the presence of Edmonton Catholic Schools in the education, Church, civic, business and government communities.

- d) Create opportunities to engage the Catholic community in discussion on Catholic Education.
- e) Provide opportunities for relevant and authentic student engagement.

Strategy 1: The chaplain and administration will start discussions with students to gauge interest in a possible student movement to promote the value and importance of publicly-funded Catholic education. MAC students attend many Catholic churches around the city, through a pamphlet or conversations with their parishioners; we can influence public opinion and/or our government leaders.

<p><u>Actions</u></p> <ul style="list-style-type: none"> • The chaplain and administration will use religious PLTs or classes to initiate discussions to see if one or more students would be interested in promoting publicly-funded Catholic education. The direction of the process will be mostly student led to ensure authenticity and political effectiveness 	<p><u>Measures/ Evidence of effectiveness</u></p> <ul style="list-style-type: none"> • Success will be determined by the number of students and parishes engaged in the process • Student Satisfaction Survey #5 will increase (Our school community demonstrates that Catholic values are important.)
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Strategy 2: Teachers will be guided towards creating one religious personal learning time (PLT) session this school year that directly engages students on their spiritual journey. Both financial and instructional support will be provided by the chaplain and administration. Creativity and engagement will be promoted and celebrated.

<p><u>Actions</u></p> <ul style="list-style-type: none"> • A plan to encourage teachers to develop creative and engaging religious PLTs that are directly or indirectly 	<p><u>Measures/ Evidence of effectiveness</u></p>
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<p>connected to their subject matter will be part of the school's professional development plan.</p> <ul style="list-style-type: none"> Teachers will be participating in district and school-based PD activities that will spark and encourage new methods of permeating their faith through cross-curricular competencies and our Catholic Worldview into their subject matter and then presenting the material during one or more PLT session(s). 	<ul style="list-style-type: none"> Student Satisfaction Survey #3&4 will increase (#3. My religion classes make the Catholic faith meaningful to me. #4. What I learn in religion class helps make me a better person.) There will be an increased number of faith-based PLT sessions offered 2nd. Language teachers will meet as a department once a month during PLT on Friday to create an interdisciplinary unit of second languages and religion. Social teachers, working collaboratively, will produce a single common lesson plan used in all Social 10-1 classes that will be based on <i>Laudato Si</i>
<p>Sub Goal 1.3: Demonstrate commitment to excellence in Catholic education. c) Expect the same practice of excellence, professional preparation and quality of resources materials for Religious Education instruction as for other academic instruction</p>	
<p>Strategy 1: The religion department will be encouraged to join the chaplain in participating in the Religion consultant's professional development opportunities. The chaplain will be taking a leadership role amongst the district religion teachers to develop and support clearer horizontal articulation of the program.</p>	
<p><u>Actions</u></p> <ul style="list-style-type: none"> Provide Substitute teachers to encourage the religion teachers to participate in religious professional development opportunities. 	<p><u>Measures/ Evidence of effectiveness</u></p> <ul style="list-style-type: none"> Student Satisfaction Survey #3&4 will increase (#3. My religion classes make the Catholic faith meaningful to me. #4. What I learn in religion class helps make me a better person.)

Review Date 1:

Review Date 2:

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

District Goal One: ECSD students are successful

Sub Goal 1.1: Focus on strategies to support seamless transitions from K to 1, grades 6 to 7, grades 9 to 10, and 12 and beyond.

Strategy 1: Consult with U. of A. Student Services Department to explore ways to enhance our Student Services model

Actions

- The Student Services Team will meet with Post-Secondary and Career Centers to better our practices.
- Track CTS and Fine Arts-focused MAC Graduates to better promote the viability of these fields for students as they prepare for post-secondary.

Measures/ Evidence of effectiveness

- TTFM (value schooling outcomes), Student Satisfaction survey #23&24 (career decisions, post-secondary education)
- Student Services will utilize the following processes to enhance our current model:
 - Post a link to the U. of A. Career Centre on our MAC website and promote student attendance at the U of A career centered activities.*
 - Increase post-secondary and career information provided to parents through newsletter submissions*
 - Work closely with stake holders to develop and review personal learning plans.*
 - Communicate to parents supports that are available at the post-secondary level and assist in completion of necessary documents*
 - Assist the IBDP coordinator in seeking accommodations for coded students for the May IB exams*
- CTS and Fine Arts teachers will host PLT guest speakers inviting alumni from related post-secondary programs to share their experiences and success stories.
- CTS and Fine Arts teachers will also include career profile assignments that support portfolio development.
- Art teachers will create self-directed Fine Arts course-work wherein students are assessed based on completion and mastery of content/competency.

Strategy 2: Revisit our Open House program and Grade 10 Application Process.

Actions

- New more efficient methods will be created to expedite the application process to reduce stress on the staff and future MAC families.
- New open house plan will be implemented to accommodate the 600 potential students and families that cannot fit into our main formal presentation in the gym.
- Provide lunch and learn information sessions for grade 9 students and their parents as they transition to high school.

Measures/ Evidence of effectiveness

- Shorter wait times and positive feedback from families and staff.
- Positive feedback and an increase in the number of applications.
- Parents and students will attend these sessions to inquire about specific application requirements and MAC programs

Strategy 3: Promote opportunities that prepare students for the world of work.

Actions

- Create M10 sessions to prepare students for Grade 11 registration in anticipating post-sec requirements.
- Communicate Work Preparedness opportunities that develop attitudes/behaviors for student success to Staff and Parents (through our monthly MAC Newsletter as “MAC Media Talks” and M10 media awareness sessions)
- Offer Mentorship Opportunities for grade 12 Credits
- Promote Physical Literacy throughout the school by Introducing “Go Get Fit” program to all Grade 10 Phys. Ed. Students

Measures/ Evidence of effectiveness

- Accountability pillar (work preparation)
- The Media Awareness Network will be used by parents and students as a relevant guide to support work preparedness
- Grade 12 students will take Mentorship modules so that they can provide additional supports for our M10 program
- TTFM (participation in school sports)
- Our MAC newsletter will share active lifestyle strategies; PE staff will develop a physical active awareness bulletin board for students with strategies in being active daily and healthy living choices.
- PLT sessions will provide fun nutritional games
- A wellness challenge will challenge our student body engage in physical literacy

Sub Goal 1.5: Develop a plan to increase participation in the Advanced Placement and International Baccalaureate high school programs.

Strategy 1: Develop and Implement a school-wide Academic Honesty Policy.

<p><u>Actions</u></p> <ul style="list-style-type: none"> • Identify and chart department measures that ensure student awareness of appropriate academic behaviours related to: plagiarism, collusion, misconduct, duplication of work, inappropriate communication of information • Use MAC Media Talks to communicate the importance of academic honesty to parents and students 	<p><u>Measures/ Evidence of effectiveness</u></p> <ul style="list-style-type: none"> • Complete the policy by Dec. 1st. and post onto website and course outlines (PD: 9/20, 11/09) • The Final Draft will be posted on the school website. • The Final Draft will be forwarded to IBO as a resolution to our matter to be addressed. • Common communication of Academic Honesty stated on all course outlines. • Introduction of MAC Media Talks into each monthly newsletter to highlight current media usage.
<p><u>Strategy 2:</u> Renewed emphasis on the development and maintenance of Critical Thinking Skills.</p>	
<p><u>Actions</u></p> <ul style="list-style-type: none"> • Math teachers will develop/introduce numeracy problems into their courses • French Immersion teachers will explore various strategies that will strengthen formative assessment • Religion teachers will introduce student-led assessment based on Bloom’s Taxonomy –Evaluation 	<p><u>Measures/ Evidence of effectiveness</u></p> <ul style="list-style-type: none"> • Regression Analysis (Math 30-2) • Diploma Analysis (French Immersion) • Students will seek relevance from outcome goals and demonstrate learning by creating outcome-based self-assessments.
<p><u>Strategy 3:</u> Collaborative PD on Vertical Articulation to support an increase in IB enrollment.</p>	
<p><u>Actions</u></p> <ul style="list-style-type: none"> • Staff work to identify skills that require bridging between the MYP and the DP • MYP staff will develop cross-curricular unit planner • Subject specific IB professional learning communities will plan ways to increase the appeal of continuing with IB and decrease stressors that deter from IB enrollment. 	<p><u>Measures/ Evidence of effectiveness</u></p> <ul style="list-style-type: none"> • Written documentation from each IB subject cohort (MYP + DP) of the student benefits / advantages of continuing with IB programming in the cohort’s subject area. • Written documentation from each IB subject cohort (MYP + DP) of subject specific areas of stress that contribute to students not continuing to take IB courses from grade 10-11-12.

<ul style="list-style-type: none"> Enrollment issues in the MYP will be discussed and a plan of action will be rolled out. Plan will deal with enrollment numbers as well as the stress associated in completing all the components of the PP at the high school level 	<ul style="list-style-type: none"> A written plan for implementation (grades 10-11-12 inclusive) of methods to alleviate the stressors discussed in the above document (focus on what students 'get to do' rather than what students 'have to do') MYP coordinators from all three sites will come up with an action plan that starts in the spring to ensure/increase student buy-in The personal project will be discussed with the MYP year five students in their appropriate junior highs in order to deal with unnecessary stress at the high school level. Mac will have ready all PP necessary documentation in a google classroom. Students in year four will join the classroom. MYP coordinator will travel to STM and St. Ed's where students will complete the MYP registration documents.
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Goal 3: Over the course of the year, staff and students will grow in their understanding of the foundational knowledge for First Nations, Metis and Inuit and will explore the calls to action from the Truth and Reconciliation Commission so that our teachers, students and our community build an understanding.

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

Sub Goal 2.1b: Ensure that all teachers and leaders have the acquired skills to meet and exceed the foundational knowledge for First Nations, Metis and Inuit standards as outlined in Alberta Education Teaching Quality Standards

Sub Goal 2.4: Continue to walk together recognizing the calls to action from the Truth and Reconciliation Commission.

Strategy 1: Through continued professional development, teachers and administrators will grow in their own personal understanding of the Truth and Reconciliation Commission and foundational knowledge of our FNMI history. Through this initiative staff will grow in their understanding of the TQS as it relates to the foundational knowledge of FNMI peoples and the TR Calls to Action.

<u>Actions</u>	<u>Measures/ Evidence of effectiveness</u>
<ul style="list-style-type: none"> Professional development time will be devoted to the foundational knowledge of FNMI history 	<ul style="list-style-type: none"> Staff are better able to articulate their understanding of the foundational knowledge of FNMI history and infuse it into their classrooms

<ul style="list-style-type: none"> Professional development time will be devoted to the understanding the Truth and Reconciliation Commission Have a standing agenda item at staff meetings with a focus on the Truth and Reconciliation Commission Explore the calls to action and create teacher led bulletin boards that will accurately inform the student body about one of the Calls to Action and why it is important. 	<ul style="list-style-type: none"> Staff are better able to articulate their understanding of the Truth and Reconciliation Commission Staff have an awareness of the calls to action and share their understanding with
<p>Strategy 2: Through school wide activities, bulletin boards and Personal Learning Time (PLT), students will grow in their own personal understanding of the Truth and Reconciliation Commission and our calls to action.</p>	
<p><u>Actions</u></p> <ul style="list-style-type: none"> Teachers will host PLT's with a focus on the Truth and Reconciliation Commission Students will engage in personal learning time sessions with a focus on the Truth and Reconciliation Commission 	<p><u>Measures/ Evidence of effectiveness</u></p> <ul style="list-style-type: none"> Students will register in PLT's Students will have an increased awareness of the foundational knowledge and our calls to action
<p><u>Goal 4: To support students' mental health concerns</u></p>	
<p><u>District Goal Three: ECSD respects diversity and promotes inclusion</u></p>	
<p><u>Sub Goal 3.1:</u> Implement the Inclusive Education Policy Framework by ensuring that schools focus on the creation of welcoming, inclusive, caring, respectful and safe learning environments for all students and staff.</p>	
<p>Strategy 1: Work as a team to address the mental health needs of our students while taking into account a balance of social, emotional, and academic needs. Student Services fosters an inclusive environment and all students are welcome.</p>	
<p><u>Actions</u></p> <ul style="list-style-type: none"> Student services will present at Staff Meetings on elements of mental health. Host PLTs about anxiety, depression and wellness. Promote Fun Friday activities 	<p><u>Measures/ Evidence of effectiveness</u></p> <ul style="list-style-type: none"> Increased tolerance and understanding of mental health issues in both staff and students. Students have full access to counselling and mental health supports when they are in need. Students feel supported, comfortable and welcome to approach student services staff and ask for help when needed

<ul style="list-style-type: none"> • Accommodate various exam writing situations to address the needs of our student population • Continue working with the Peer Support team to promote mental health education to the staff and students at MAC by concentrating on two main themes, “Take a Break”, and “Don’t get over it, get through it”. • Continue to build on the strengths of M10 groupings for all grade 10 students by addressing the following issues: transition to high school, making new friends, clubs/teams/events available for students to take part in, study strategies and how to effectively prepare for exams, media smarts, how to approach final exams, semester change (what this means for students) and preparing for registration for Grade 11 taking into account post-sec requirements. 	<ul style="list-style-type: none"> • Students are better able to cope with everyday life occurrences
<p>Sub Goal 3.6: Continue to provide and develop services and model initiatives that promote student health, using the Mental Health Strategic Plan.</p>	
<p><u>Strategy 1:</u> HSRD: Address concerns that surround student media use and overuse.</p>	
<p><u>Actions</u></p> <ul style="list-style-type: none"> • Use MAC monthly Newsletter inserts of “MAC Media Talks” to promote greater access to the Media Awareness Network for parents and students 	<p><u>Measures/ Evidence of effectiveness</u></p> <ul style="list-style-type: none"> • Students are more aware of the risks associated with the overuse of media and are more open to discussing their vulnerabilities with parents and staff
<p>Goal 5: Goal #5: Engage Staff in collaborative professional learning opportunities to enhance classroom pedagogy and deepen student learning.</p>	
<p><u>District Goal Four: ECSD has excellent teachers, school administrators and school district leaders</u></p>	

Sub Goal4.1: Provide professional learning opportunities that build the capacity and leadership of all staff to improve learner success

Strategy 1: As per the new TQS, support PD opportunities in which teachers demonstrate instructional leadership in their department collaborations around assessment and student engagement.

Actions

- Biology teachers will create new alternative assessment tools
- Physics teachers will develop parallel, comparable unit exams
- Social Studies teachers will take part in the district-wide project to develop a bank of assessment questions
- Religion teachers will Read “A Fresh Look at Grading and Reporting in High Schools” by Herbst and Davies.
- Religion teachers will Facilitate student focus groups to collect qualitative data on what makes religious education engaging.
- Religion teachers will develop appropriate strategies to explore relevant “hot topics” with students
- Religion teachers will develop academic-focused approaches to achieving Religious Education program outcomes
- Languages teachers will develop and share common classroom instructional practices
- Phys. Ed. teachers will EXPLORE PD opportunities to enhance their programming
- CTS teachers will focus on usable end products that use functional materials
- CTS teachers will set up Rendering Stations in the lab
- CTS teachers will acquire training in Robotics at the 30 level
- As a PE department, be the leaders in physical literacy in our school by sharing examples of physical literacy in our teachings to staff via PD days and general staff meetings.

Measures/ Evidence of effectiveness

- Science teachers will use appropriate marking software that will give us useable and reliable data. With more consistent and detailed data we would be able to look more specifically at questions, topics and students to help develop better assessments which would hopefully result in higher standards.
- Chemistry teachers’ Instructional style will be based around reviewing and evaluating Diploma questions. Focusing on command terms and clarity around question comprehension. Utilize Diploma Analysis to help direct additional focus on Topics that are discrepant.
- Math teachers will Look at the trends in the diploma questioning and alter our diploma course exams with relevant questions
- Social Studies 10-1 teachers will work collaboratively, during PLT and/or Dept. meetings to discuss/share common sources to be used for the minor and major papers.
- Each member of the Religion department finds one article or pedagogical practice (lesson plan, assessment, curriculum design) to be shared with the department
- Religion teachers will teach students about directing words, having them understand the highest form of Bloom’s taxonomy...evaluation
- 2nd. Language teachers will explore various strategies that will strengthen formative assessment practices to improve students’ learning in second languages classroom.
- PE teachers will provide 2 physical literacy lessons to the English department & Science department prior to the semester break.

	<ul style="list-style-type: none"> • CTS teachers will Include hands on/tactile learning activities such as: robotics/circuitry/3D printing/drones. • Social teachers working collaboratively will produce a single common lesson plan used in all Social 10-1 classes that will be based on <i>Laudato Si</i> • Religion teachers will offer 45-minute focus groups sessions created for three PLTs by end of March. • Focus groups completed by 100 students in the months of April and May.
<p>Sub Goal 4.4: Promote excellent teaching practices consistent with the Teaching Quality Standard, which guides student achievement.</p>	
<p><u>Strategy 1:</u> Use Vertical Articulation to identify common instructional strategies (scaffolding, literacy, common grade-specific practices).</p>	
<p><u>Actions</u></p> <ul style="list-style-type: none"> • Develop new professional development methods to support teachers in their permeation of their faith and their understanding of FNMI into their classroom instruction • Subject specific discussion of vertical articulation with targeted leading questions allowing for MYP-DP awareness of: <ul style="list-style-type: none"> ○ MYP vs. DP teacher expectations. ○ MYP vs. DP student requirements / assessments. • Ensure that IB instructional faculties receive PD that is appropriate to implementation of the IB at the subject, school and district level. • Departments will develop PD action plans to achieve their goals and commitment to teaching excellence: • English teachers to focus on introductory skill sets required for vocabulary development, reading and writing approaches 	<p><u>Measures/ Evidence of effectiveness</u></p> <ul style="list-style-type: none"> • 5 Marks of Catholic School Identity #3 • Subject specific discussion of how student learning can be improved by ensuring IB teaching strategies to support succession from grade 10-11-12 in subject area. • Evidence of using MYP criteria (each criterion must be used a minimum of two times) will be explicitly evident in each grade 10 teacher gradebook. • Languages will Implement the interdisciplinary unit • IB training for subject areas that are implementing new curricula and for those who require advanced leadership training. (MYP Subject Training Focus: Design, language and Literature) (DP Subject Training Focus: Second Languages, CAS, IBDC, Head of School) • IB Planner creation that ensures the curriculum specific implementation of the IB: MYP: unit planners must be

<ul style="list-style-type: none"> • Phys. Ed. teachers will develop common instructional strategies and activities • Physics teachers to develop lab procedures that require enhanced student investigative processes • Second Languages Meet as a department once a month during PLT on Friday to create an interdisciplinary unit of second languages and religion. • Social Studies teachers will concentrate on grade level reading comprehension and source analysis approaches • Social teachers will use the same marking standards will be applied to all Social 10-1 students. 	<p>completed for every unit in each subject area, every subject area must be involved in at least one Interdisciplinary unit. DP: Horizontal Articulation of 1 subject topic / concept. Teachers review the implementation of ATL and LP in their respective subject areas.</p> <ul style="list-style-type: none"> • Department PD plans should reflect sound assessment practices
<p>Strategy 2: Attend annual HSRD conference to support our reflection of successful practices and visioning for next steps to be addressed through dedicated school-wide PD time.</p>	
<p><u>Actions</u></p> <ul style="list-style-type: none"> • Regularly engage staff in exercises and conversations that enhance our understanding of fostering effective relationships with students as per TQS #1 • Continue to make courses available to students who are unable to schedule CTS courses • Provide tutorials and exemplars of district promoted education tools (Google Classroom, Forms, Sites, etc.) • Encourage staff to continue to grow in their use of various interactive tools to drive exploration of curricular outcomes 	<p><u>Measures/ Evidence of effectiveness</u></p> <ul style="list-style-type: none"> • TTFM (Students value schooling outcomes) • Students will feel more connected to our MAC community • Students will have more opportunities to complete CTS 20/30 level courses when they do not fit into their schedules. • Include hands on/tactile learning activities such as: robotics/circuitry/3D printing/drones. • Increased student interest in pursuing related fields at the post-secondary level. • Increased positive acceptance of district promoted tools. • Increase teacher competency in district promoted tools. • Department and/or PLT collaboration sessions will be used to share best practices regarding technology use in the classroom.
<p>Strategy 3: Send department leads to AAC assessment cohort series to support our use of their resources and to guide our department professional conversations</p>	
<p><u>Actions</u></p>	<p><u>Measures/ Evidence of effectiveness</u></p>

<ul style="list-style-type: none"> • Purchase print resources for each department, have departments collectively explore AAC online resources, encourage staff to join Effective Classroom Assessment Cohort Series • Biology teachers are changing order of topic delivery, covering reproduction and development earlier in the course • Chemistry teachers will offer multiple, concurrent PLT sessions to support student understanding. • English teachers will ensure a variety of assessments support student learning through a collaborative understanding of standards at each grade level. • FI teachers will use the information learned from Tim Coates to analyze Diploma reports and improve student learning. • Math teachers will use information from exam pieces to alter Math 20-1 exams • Physics teachers will re-word assessments to remove ambiguities, unnecessary detail, and increase the succinctness • Religion teachers will use student-led assessment • Second Language teachers will explore various strategies that will strengthen formative assessment practices • Social 10 teachers will work collaboratively to discuss/share common sources to be used for the minor and major papers 	<ul style="list-style-type: none"> • Regression Analysis (Math 30-2) • Diploma Analysis (French Immersion, Chemistry) • TTFM (Students value schooling outcomes) • Instructional leadership in assessment • Enhanced student ability to unpack Diploma exam questions • School developed exams are more valid tools of assessment. • Biology Diploma results from January and June writings support our change in order • Chemistry Diploma success on Topics that were discrepant • English student reflection consistently used with portfolios, student progress through <i>Reading Plus</i>, students risk taking in responding orally to improve reading and writing skills • FI teachers reduce the number of items that students perform below provincial average on. • Math students have lower failure rates on the Diploma as well as lower failure rates in the courses • Physics ELL students' use of extra time is reduced • Religion students demonstrate evaluation of selected outcomes • Improved student learning in second languages classroom with the use of various formative assessments. • The same marking standards will be applied to all Social 10-1 students: based on Diploma marking Blue Print, teachers deconstruct sources and define standards of <i>Excellent, Proficient, ...and share exemplars</i>)
<p>Strategy 4: Enhance teacher Diploma exam analysis</p>	
<ul style="list-style-type: none"> • departments will be represented at the district-wide Diploma Exam Analysis workshop on Nov.5 	<ul style="list-style-type: none"> • Department goals should reflect our analysis results and what we can do to enhance our standard of excellence
<p>Strategy 5: Staff will explore the new TQS to enable them to develop an understanding of our new teaching standards for the implementation of Sept. 2019. (<i>TQS Competency #5 to “Apply foundational knowledge about First Nations, Metis and Inuit”</i>)</p>	

<ul style="list-style-type: none"> • The TQS will be embedded throughout our PD plan for the year. • We will come to better understand that the updated Practice Standards increase Inclusiveness and feature indigenous content • We will consider the ATA's Walking Together: Education for Reconciliation Professional Learning grant project 	<ul style="list-style-type: none"> • Teachers will be able to articulate the new teaching standards • teachers will begin to develop First Nations, Métis and Inuit foundational knowledge • teachers will embrace opportunities to learn from First Nations, Métis, and Inuit Elders, Knowledge Keepers and Cultural Advisors through conversations and other possible opportunities • teachers will consider multiple ways to weave authentic Indigenous content into our classrooms and school communities for the benefit of all students and in support of reconciliation • teachers will contribute to and lead reconciliation efforts of Canada's Calls to Action
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Review Date 1:

Review Date 2: