School Plan for Continuous Growth

2017-2020 Information Package

Christ has no body but yours, no hands, no feet on Earth but yours.
(St. Teresa of Avila)
Guidelines for School Plan for Continuous Growth

Edmonton Catholic School District Foundation Statements

Preamble:
Each year school communities set targets for student achievement and for other areas that are germane to that community, and are linked to the District’s Goals and Priorities. This is done within the context of a three-year plan for continuous growth. After a review of their plan for continuous growth from the previous year, schools determine the direction of the school for the next three years. It is also recommended that you look at your goals through the lens of the Alberta Education documents Inspiring Education and the Ministerial Order on Student Learning.

Administrative Procedure 102 School Accountability (Draft)

Background
Principals are accountable for the preparation of an annual three-year school plan and a subsequent annual report.

Procedures
1. Schools in the District, under the direction of the Principal, implement a three-year School Plan for Continuous Growth consistent with provincial requirements, District requirements and local needs.

2. The School Plans for Continuous Growth are to be updated annually following the format prescribed by the Superintendent. The plan shall address:

   2.1. The District goal one (Catholicity) and the remaining District goals which align with those from Alberta Education.

   2.2. Relevant local strategies outlined in the District Plan for Continuous Growth.

   2.3 Performance measures:
      2.3.1. Multi-year report of provincial achievement test and/or diploma examination results;
      2.3.2. Regression analysis information;
      2.3.3. Accountability Pillar; and
      2.3.4. Our School Survey.
2.4. Additional goals, strategies, results and performance measures to reflect local needs and the advice of the School Council.

2.5. Targets for achievement tests and/or diploma exams.

3. The updated School Plan for Continuous Growth is to be posted annually by November 30 for review by the Superintendent.

4. Principals will report to the School Council the following information relative to their school, on or before November 30 of each school year:
   4.1. Multi-year report of provincial achievement test and/or diploma examination results;
   4.2. Regression Analysis Report;
   4.3. Accountability Pillar;
   4.4. Our School Survey; and
   4.5. The school budget.

5. Principals are responsible for keeping a hard copy of their School Plan for Continuous Growth for a period of five (5) years

**Task:**
Choose a Catholic Education goal that is correlated to the District Catholicity Goal and three or four of the five other goals identified in the Edmonton Catholic Schools’ District Plan for Continuous Growth for 2017-2020 to focus on in your school community. Determine goals that will facilitate growth in your school community. As each District goal has numerous key strategies, school strategies need to be linked to one of the key strategies. The strategies and actions that you list should be descriptions of new things that you are doing to promote growth in that area as opposed to reiterations of things that are already a routine part of your programming/operations. Please remember that the intention of a School Plan for Continuous Growth is that it be a three-year working plan that you will monitor and adjust as your year progresses. You may choose to extend previous goals as part of this process if they still require further action and are clearly linked to the District goals.

*Your final product should be a very concise, easily-readable living document. It is suggested that you review your progress throughout the year so that you can monitor and adjust.
Catholic Identity Goal: Each school is asked to have a goal that corresponds to the Edmonton Catholic School District Goal: Live and Enhance the Distinctiveness of Catholic Education. Please complete the Five Marks of Catholic School Identity Assessment Tool as outlined in the brochure and review the document Developing Alberta’s Cross Curricular Competencies From A Catholic Worldview. Based on your findings, please choose the particular benchmarks of one or more marks that your school will focus on exploring more deeply. When planning your goal, strategies, and actions, articulate the new or modified steps which you will take over the course of the year.

Please refer to the 2017-2020 District Plan for Continuous Growth for goals and sub-goals.

Methodology:
You are asked to create a school plan for continuous growth that is built on Outcomes based SMART (specific, measurable, achievable, relevant, time-bound) goals. Goals are intended to be decided upon with input from the staff and parent community (school council) and should respond to needs identified in the community by data analysis.

Please use the template that is provided.

Elements for Inclusion:
Please include the following elements in your plan. As your plan will be posted on your public website, please do not include any information that could potentially identify students, staff, or stakeholders:

- **School Name, Mission, Vision, and Charism**: Each school should have a mission and vision. Schools should review their mission and vision each year to ensure that they remain current and relevant to the context of the community. Planning for the school’s growth should flow from the mission and vision. Resources on Mission and Vision. Your school determined its Charism last year. Please include your Charism in your plan as it is an important part of your school identity.

- **School Context**: describe your school community and demographics in 2 paragraphs or less. Only use information that has the greatest impact on your programming. This may include
  - Special philosophical focus/Focus Programs/District Programs
  - *Literacy/numeracy* focus
  - School population details that could include English Language Learner and First Nations Métis, and Inuit populations
  - Any other factors that are relevant to programming
➢ Review of the school’s three-year plan- Brief is better. Are goals completed, modified, or continuing? What data was reviewed and analyzed?

➢ Data Analysis-You have been provided with a Data Analysis Matrix for you to complete in order to inform your goals. Other data that you may choose to use include:
  o Enrolment data
  o Attendance
  o Data on the number of discipline referrals, suspensions, expulsions
  o Teacher and Classroom assessments

➢ Goals, Strategies, and Actions-Please focus on 3 or 4 goals in your School Plan for Continuous Growth so that it is manageable. Your data analysis from above will indicate which areas your goals need to focus on. You may choose to write individual goals for each of them, or to have overarching goals with each area addressed as a sub-goal. All goals should have a positive impact on student learning. Please use outcomes based SMART goals. Each action statement should have a verb in it. Actions should not be taken down to the micro level, nor should they be managerial in nature. Be sure to include the data measures that you will use to indicate success. (links for resources on goal setting are found below)

Please upload your School Plan for Continuous Growth 2017-2020 to the portal under the Office of the Superintendent and to your public website by November 30, 2017.
School Plan for Continuous Growth

Holy Trinity Plan for Continuous Growth 2017-2020

School Mission: Holy Trinity High School, a diverse community of learners centered on Catholic teachings and traditions, nurtures faith development, celebrates individual gifts, promotes Christian service and active citizenship, teaches for lifelong learning and global perspective, and challenges students to aspire to excellence.

School Vision: We believe:

- in nurturing our spiritual growth and living our Catholic Faith.
- In affirming the worth and dignity of each individual in the eyes of God and man.
- in sharing the responsibility for the educational process among the home, the students, the staff, the church, and the community.
- in teaching students to become creative and critical thinkers, effective communicators, and life-long learners.
- in encouraging students to appreciate an education that involves a broad spectrum of subjects.
- in developing a sense of self-worth and confidence in students through accountability and excellence.
- in preparing students and staff to participate in the technological advances for the 21st Century.
in providing opportunities for community service and leadership development.

in promoting the wellness of our students and staff.

**School Charism:** Holy Trinity – Three Persons in One God – in the tradition of three in one, our charism is We Care, We Serve We share, as one.

**School Context:**
Holy Trinity Catholic High School in the heart of Millwoods. We are connected to the Millwoods Recreation Centre which allows us access to their facilities for our Physical Education classes. Our school population is 1056 students. Holy Trinity is an International Baccalaureate school with both the Middle years program and the Diploma program. We offer a wide range of courses for our students from the dash 1 to the dash 4.

Our school has a significant English as a Second Language population, with many students new to Canada in the last five years. We have several supports in place to facilitate the inclusion of these students in our daily programming. As well, all students are able to access our breakfast snack program should they need it.

**Review of Previous Year’s Goals:**

<table>
<thead>
<tr>
<th>English and Languages</th>
<th>Achieved/continue modify</th>
<th>Evidence/data used</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal 1 - Improve Diploma Examination Results</strong></td>
<td>We are continuing to work on improving our diploma results through various PD sessions and through working on more literacy school activities throughout the year. Our last year’s results from June were inconclusive as the students only wrote the Part B of the diploma examination (water main issues). Even though our numbers do not exceed the province in the area of Excellence on the Diploma, our results are not significantly different from</td>
<td>Our last year’s results from June were inconclusive as the students only wrote the Part B of the diploma examination (water main issues). Even though our numbers do not exceed the province in the area of Excellence on the Diploma, our results are not significantly different from</td>
</tr>
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</table>
the classroom awarded mark, demonstrating that the teachers are assessing the students at a fair and equivalent level as the diploma markers.

| Goal 2 - Common Assessment for Reading Comprehension exams at all levels |
|---------------------------------|---------------------------------|---------------------------------|
| We are continuing to work with our common exams from last year and are planning on modifying some of the exams to make sure that they are pertinent to the grade and course level at which they are administered. | Some of our results from the reading comprehension exams demonstrated that the exams were either too low or high in their areas of difficulty so this year we will be monitoring the results through a common google share drive wherein we input our results to look at the overall average at the end of each semester. |

| Goal 3 - Enhance usage of new technology |
|---------------------------------|---------------------------------|---------------------------------|
| We are still modifying our google classrooms and as well as other forms of media and online documents either in our classroom or the departments. We plan to modify some of our practices through new resources and online tools which we get to learn about in our departmental PD sessions. | Most of our technology is used on a daily individual basis within our classes but we have also started to collaborate more on google share drives which has helped the department in the area of communication and collection of data. |

<table>
<thead>
<tr>
<th>FA.CTS: Fine Arts + Career and Technology Studies</th>
<th>Achieved/continue/modify</th>
<th>Evidence/data used</th>
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</thead>
</table>
| **Goal 1 Live the distinctiveness of Catholic Education**  
1.2 Promote and foster the presence of Edmonton Catholic Schools in the education, Church, civic, business, and government communities Dept. Goal: To build a strong responsive | We are continuing to reach out to our community, building relationships, and increasing student involvement | • Greater number of student families at the FA.CTS evening and our open house  
• Numerous displays and exhibits in the school – CTS, Cosmo, Music, Art  
• Open improv continues |
partnership between FA.CTS and our community

- Involvement in FA.CTS activities has increased
- Art Students created a mural for the Mill Woods Park – celebrating diversity and self-efficacy
- Music in hallways for functions and special occasions.
- Provide music at all masses – Worship Band and Choir

Goal 2: Every student is successful 2.2 Ensure the educational experiences meet the diverse needs of our learners and are available to all students. Dept. Goal: To ensure that every FA.CTS student, regardless of exceptionality, receive the best possible education.

We will continue with peer collaboration, supporting each other in learning smart technologies, promoting all subject areas in the FA.CTS. We need to re-address our plan to have a library of general assessment tools

- Peer collaboration
- New students welcomed to seminar groups where possible
- Promoted career development in all areas
- Students given numerous opportunities to compete in various subject related events. Foods, Cosmo, CTS, Art and Music

Goal 3: Quality teaching and school leadership 4.3 Ensure that every school and department create the conditions to improve student learning and achievement within the context of a Catholic learning community. Dept. Goal: To ensure that all subject areas and teachers in the FA.CTS Department create environments that support

We will continue with PD in all subject area. We will continue to build on collaboration.

- Took advantage of District PD
- Collaborated with other subject specific teachers
- Shared best practices with each other
- Updated technology
- Training in Approaches to
and encourage student learning and achievement.

<table>
<thead>
<tr>
<th>Religion</th>
<th>Achieved/continue/modify</th>
<th>Evidence/data used</th>
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</thead>
<tbody>
<tr>
<td><strong>Goal 1:</strong> Live and Enhance the distinctiveness of Catholic Education.</td>
<td>We continue to pursue this goal by permeating our faith in all of our day to day practices and activities with our daily reflection/prayer, our social justice activities as well as our weekly visits from our parish priest and seminarians.</td>
<td>Students and staff value the importance of Religious Education and express it freely and openly in their daily activities within the school and in the community.</td>
</tr>
<tr>
<td><strong>Goal 2:</strong> Every student is successful.</td>
<td>We continue to pursue this goal by ensuring that all religion classes are scheduled within the regular school timetable.</td>
<td>Students and staff value the importance of Religious Education therefore students are being successful in their religion classes and discovering their spirituality.</td>
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<tr>
<th>Science</th>
<th>Achieved/continue/modify</th>
<th>Evidence/data used</th>
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</table>
| **Goal 1:** Improving Diploma Marks | We had improvements in most of our Science diplomas. | • Chemistry 30 improved  
• Physics 30 improved  
• Science 30 improved |
<p>| <strong>Goal 2:</strong> Improving on Commons Assessments | We have achieved common assessments for all of our Science courses. We are continuing with the use of common assessments throughout the Science courses. | • All of our Science courses have created and used the common assessments. This can be seen in our Gradebooks. |
| <strong>Goal 3:</strong> Using Digital Tools in the Classroom | We have achieved this goal this year | • We have modified a number of our lab activities for the |</p>
<table>
<thead>
<tr>
<th>Goal 4: Continuing to participate in school wide Celebrations, Social Justice initiatives, and District Wide Faith Formation Sessions</th>
<th>We have achieved this goal this year</th>
<th>• Teachers have participated throughout the year</th>
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<tbody>
<tr>
<td>Physical Education</td>
<td>Achieved/continue/modify</td>
<td>Evidence/data used</td>
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<tr>
<td><strong>Goal 1:</strong> Students will give back to the community through service and leadership opportunities</td>
<td>We have achieved this goal and will continue this practice</td>
<td>• Over 90% of students completed their service/leadership hours</td>
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<td><strong>Goal 2:</strong> Ensure that Holy Trinity physical education classes promote a safe environment for learning so students will understand and experience emotional, social, mental nutrition and spiritual growth.</td>
<td>We achieved this goal and will continue to promote a safe environment for learning</td>
<td>• Student achievement for cooperation within games and activities was high</td>
</tr>
<tr>
<td><strong>Goal 3:</strong> Ensure exposure and education to a healthy lifestyle and promote and interest that will continue into adulthood.</td>
<td>We have achieved this goal and will continue this practice</td>
<td>• Enrollment in physical education remains high with over 40% of student population enrolled in this course</td>
</tr>
<tr>
<td><strong>International Baccalaureate</strong></td>
<td>Achieved/continue/modify</td>
<td>Evidence/data used</td>
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<tr>
<td><strong>Goal 1:</strong> To improve differentiation in the lesson and unit planning process making IB-DP and IB-MYP</td>
<td>This goal is being achieved throughout the district as a communal effort. The MYP planners are advanced in their development and fully</td>
<td>• Developed concept planners (MYP/DP) through time provided by administration.</td>
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more accessible to a larger number of students

address differentiation in the IB programming. The DP programme is currently undergoing Concept planner sessions that will engage the teacher in differentiating their lessons, during the development of these resources. Collaboration is occurring within the IB teaching staff on a monthly basis.

Goal 2: To determine ways to improve enrollment in the IB Diploma Programme

Increased parent awareness of the IB programme (February Gala/Open House) has increased our Diploma and course based students. New course offered this year: Chemistry, with high enrollment of 27 students.

Goal 3: To expand/enhance the teaching competencies of our IB DP faculty members and non IB-DP staff. This will enable transformed pedagogical shifts which better instruct student learning skills aligned with the IB Diploma Programme.

Work has been done by IB staff on vertical articulation charts, curriculum alignment documentation, and ATL charting in the IB-MYP. All staff are trained by January 2018 in the courses they teach and a high capacity of teachers in the building is achieved.

• In most cases, IB-DP has built capacity by having 2 trained teachers in each subject group.
• Greater understanding of IB approaches to teaching (ATT) and IB approaches to learning (ATL) through development of concept planners.

<table>
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<tr>
<th>Mathematics</th>
<th>Achieved/continue/modify</th>
<th>Evidence/data used</th>
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<tbody>
<tr>
<td>Goal 1: Develop and promote the distinctiveness of Catholic Education through our teaching. Continue to grow the understanding and importance of Church, civic,</td>
<td>Continue</td>
<td>Increase in number of students volunteering within the school community</td>
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### Goal 2: Through a positive education experience, we will see a growth in our completion rate, and better diploma results. Specifically with our ESL and students new to Canada as they get more comfortable with the educational process.

**Achieved/Modify**

We will continue to improve our diploma results, specifically to increase our number of students achieving a Standard of Excellence.

Although, our math 30-1 results were an improvement from the previous year, the results did not meet provincial average.

There was an increase in completion for the Math 30-2 course. Compared to the previous year, there was an improvement in diploma marks in math 30-1 and math 30-2.

- Math 30-1
  - 2015-2016: 54.1%
  - 2016-2017: 58.1%
- Math 30-2
  - 2015-2016: 58.8%
  - 2016-2017: 61.1%

### Goal 3: Take professional development opportunities to strengthen the department, and ultimately increase student understanding.

**Achieved**

In January 2017, the math department attended an Item Writing Workshop PD with Darin Trufyn. Holy Trinity Department created the most questions out of all high schools participating. Nearly 30 items were created for the item bank.

### English as a Second Language

**Achieved/continue modify**

We have analyzed the grades of students from the second semester and assessed the discrepancy between their grades coming out of ESL classes. As a result, we are continuing to promote rigor within our curriculum and have added Content Literacy as a bridging support for these students.
<table>
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<tr>
<th><strong>Goal 2</strong> - Promoting the use of technologies for learning and innovation are embedded into instructional design.</th>
<th>We are continuing to source and implement new tech tools in order to enhance student learning.</th>
<th>We have assessed the effectiveness of which we are using our iPads in the classroom and are researching new tools which could better serve our learning purposes.</th>
</tr>
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<tbody>
<tr>
<td><strong>Goal 3</strong> - To demonstrate the distinctiveness and advantages of Catholic education.</td>
<td>We will continue to demonstrate and practice the values of Catholic education in our classrooms</td>
<td>We assessed how frequently we seized upon opportunities to permeate our faith into the classroom and are looking at purposefully planning ways to imbed Catholic perspectives in lessons.</td>
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<tr>
<td>Social Studies</td>
<td>Achieved/Continue Modify</td>
<td>Evidence/Data used</td>
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<tr>
<td><strong>Goal 1</strong>&lt;br&gt;Develop the Catholic perspective with concern the curricular topic of identity in Related Issue #1 of all 3 levels of Social Studies. Develop lesson(s) to include the catholic perspective on identity. Integrate the catholic vision of faith</td>
<td><strong>Achieved/Modify</strong>&lt;br&gt;Social 10 Related Issue 1: Expressions of Identity&lt;br&gt;Social 20 Related Issue 1: Expressions of Nationalism&lt;br&gt;Social 30 Related Issue 1: Understandings of Identity and Ideology</td>
<td>Teacher collaboration and common lesson planning.&lt;br&gt;Implementation of Catholic Perspective in all three levels of Social Studies.</td>
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<tr>
<td><strong>Goal 2</strong>&lt;br&gt;Develop educational experiences and strategies to meet diverse learners. Integrate strategies, technology and collaboration with the learning community at Holy Trinity to ensure student opportunities for success.</td>
<td><strong>Achieved/Continue</strong>&lt;br&gt;Social Studies Department will incorporate and develop goal using the following strategies:&lt;br&gt;- Google Classrooms/Office 365 Classrooms to replace older versions of virtual classrooms&lt;br&gt;- Extra time accommodations for ESL/ELL on major exams and final exams&lt;br&gt;- Invited ELL/ESL staff to join the social studies staff to suggest and develop appropriate strategies to improve ESL/ELL learning.&lt;br&gt;- Offer student re-writes and review sessions for major assessments (Mastery Learning)</td>
<td>Each Social Teacher has created a Google/365 classroom.&lt;br&gt;Social Teachers have utilized the TC exam protocol to facilitate extra time, re-writes, and individual student needs and accommodations.&lt;br&gt;Social Studies department will continue with this goal to enhance our knowledge and understanding of student needs by inviting to collaborate with the professionals at Holy Trinity who may offer better insight into the individual needs of our students.</td>
</tr>
<tr>
<td><strong>Goal 3</strong></td>
<td><strong>Achieved</strong></td>
<td><strong>Evidence/Data used</strong></td>
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| Provide professional learning opportunities and mentorship with new staff. Mentor new staff with courses being taught for the 1<sup>st</sup> or 2<sup>nd</sup> time. Provide professional learning opportunities to build a team dynamic and a cohesive department. Extend leadership opportunities to social studies staff who are encouraged to become more involved with the department. | Sharing best practices, previous lesson and unit plans and collaboratively plan courses on a semester to semester basis. Actively registration in various opportunities for staff to participate in learning opportunities and subject area development. For example:  
- Center for Constitutional Studies (U of A)  
- Fraser Institute teacher workshops: March 10<sup>th</sup> 2017  
Assist alternate programming and student opportunity at school:  
- Encounters Canada  
- World Vision  
- Diploma Marking  
- Model UN  
- Social Studies Conference | Assessment Standards  
Collaboration 2 times a semester to mentor new staff on assessment.  
Attended Fraser Institute Teacher Workshop in Calgary  
Attended 2 Center for Constitutional Studies lectures at the University of Alberta  
All diploma teachers request diploma marking.  
Continuing to work on Encounters Canada, Model UN, World Vision. |
<table>
<thead>
<tr>
<th>Goal 4</th>
<th>Achieved and Continuing</th>
<th>Evidence/ Data used</th>
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<tbody>
<tr>
<td>Improve student learning/achievement and enhance assessment.</td>
<td>Collaboration during Social Studies assigned time to design seminar sessions to include opportunity for students to Master source based analysis for multiple choice assessments.</td>
<td>Several Related Issue Exams and Final Exams have been revised and reconstruction. (10-1.2 and 20-1.1) Continue to work with Social Studies Consultant on MC question strategy. Align with the current goals of the district consultant on creating and developing Multiple Choice exams.</td>
</tr>
<tr>
<td>Continue to develop and provide innovative and curricular based Seminar Sessions to continue with previous department goals linking to Transform and Mastery Learning. Review and Revise summative multiple choice assessments to ensure best multiple choice assessment practice, update examinations to align with diploma assessment style multiple choice exam.</td>
<td>Collaboration during Social Studies assigned time to review and revise Related Issue Final and Final Exam multiple choice assessments and to revise source based questions to better match diploma style multiple choice questions. Focus for exam review will be at the 10 and 20 levels.</td>
<td>Creating multiple choice strategies and methodology is still a work in progress for the Social Studies Department.</td>
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<td>Develop multiple choice strategies to reduce test anxiety and develop exam confidence with social studies multiple choice exams</td>
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<thead>
<tr>
<th>Goal 5</th>
<th>Achieved and Modify</th>
<th>Evidence/ Data used</th>
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<tbody>
<tr>
<td>Develop e-resources and utilize various classroom resources</td>
<td>Enhance Social Studies resources and teaching materials from text and</td>
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May 2017
Data Analysis:
Areas to celebrate

<table>
<thead>
<tr>
<th>Accountability Pillar</th>
<th>Measurement Category:</th>
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<tbody>
<tr>
<td></td>
<td><strong>Safe and Caring Schools:</strong></td>
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<tr>
<td></td>
<td>Excellent: Safe and Caring – 91.5%</td>
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<tr>
<td></td>
<td><strong>Student Learning Opportunities:</strong></td>
</tr>
<tr>
<td></td>
<td>Excellent: Education Quality – 93.0%</td>
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<td></td>
<td>Excellent: Dropout Rate – 0.7%</td>
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<td></td>
<td>Excellent: High School Completion Rate (3 yr) – 86.6%</td>
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<td></td>
<td><strong>Student Learning Achievements (grades 10-12)</strong></td>
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<tr>
<td></td>
<td>Good: Diploma: Excellent – 19.9%</td>
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<tr>
<td></td>
<td>Good: Diploma Exam Participation Rate (4+ Exams) - 65.6%</td>
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<td></td>
<td><strong>Preparation for Lifelong Learning, world of Work, Citizenship:</strong></td>
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<td></td>
<td>Good: Transition Rate (6 Yr) - 68.3%</td>
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Develop e-resources and purchase online subscriptions to Social Studies content:
- Flocabulary.com
- Brainpop.com
- Study.com
- Geopoliticalfantasy.com
- Zipgrade.com
- Netflix.ca
- Podcasts

Review subscribed e-resources with department to determine which resources are to be continued, unsubscribed, or new resources to acquire.

Subscriptions purchased. Review of subscription used will be an ongoing process.
- Study.com
- Netflix
- Brainpop
- Geopoliticalfantasy.com

New Social Studies e-resources will replace purchased e-resources that have been reviewed and determined to be eliminated.
Excellent: Work Preparation – 88.0%

**Achievement Measure:**

**Safe and Caring Schools:**
Very High: Safe and Caring – 91.5%

**Student Learning Opportunities:**
Very High: Education Quality – 93.0%
Very High: Dropout Rate – 0.7%
Very High: High School Completion Rate – 86.6%

**Student Learning Achievements (grades 10-12)**
High: Diploma: Excellent – 19.9%
High: Diploma Exam Participation Rate (4+ Exams) - 65.6%

**Preparation for Lifelong Learning, world of Work, Citizenship:**
High: Transition Rate (6 Yr) - 68.3%
Very High: Work Preparation – 88.0%

**Improved Measure:**

**Improved:**
Drop Out Rate – Improved from 1.9% - 1.7% - 0.7%
Diploma: Excellence – from Intermediate to High – 17.5% - 19.9%

**Overall Measure Evaluation:**

**Safe and Caring Schools:**
Excellent: Safe and Caring – 91.5%

**Student Learning Opportunities:**
Excellent: Education Quality – 93.0%
Excellent: Dropout Rate – 0.7%
Excellent: High School Completion Rate (3 yr) – 86.6%

**Student Learning Achievements (grades 10-12)**
Good: Diploma: Excellent – 19.9%
Good: Diploma Exam Participation Rate (4+ Exams) - 65.6%

**Preparation for Lifelong Learning, world of Work, Citizenship:**
Good: Transition Rate (6 Yr) - 68.3%
Excellent: Work Preparation – 88.0%

| District Satisfaction Survey | Student |
### All but one were above the District - Most significant:

- (3) My Religion classes make the Catholic faith meaningful to me. - 9.1%
- (4) What I learn in Religion class helps make me a better person. 7.8%
- (22) My teachers use a variety of approaches to meet my individual learning needs. 7.7%
- (28) In my school, I am given the opportunity to communicate my learning though a variety of media. - 7.1%

Student discipline is handled fairly – 6.8%

### Staff:

- (19) Our school is providing the necessary supports for children with special needs – 8.4%

### Regression Analysis

There has been an improvement in the scores for our students in the following subject areas:

- Biology 30 (=) Slight improvement over last year
- Chemistry 30 (+) Significant improvement over last year
- English Language Arts 30-1 (+) slight improvement over last year
- Physics 30 (=) This has remained unchanged from last year
- Math 30-1 (=) Slight improvement from last year
- Math 30-2 (=) Significant improvement over last year

### PAT/Diploma analysis

We achieved above the province in the following subject areas:

- **English language Arts 30-1:**
  - School-Awarded Mark:
    - Acceptable Standard (%) – 100.0
  - Diploma Examination Mark:
    - Standard of Excellence (%) - 17.1
    - Acceptable Standard (%) - 91.4
    - Average (%) - 67.7

- **English language Arts 30-2:**
  - School-Awarded Mark:
    - Acceptable Standard (%) – 98.8
    - Average (%) - 68.1

- **Mathematics 30-1:**
  - School-Awarded Mark:
    - Acceptable Standard (%) – 99.0

- **Mathematics 30-2:**
  - School-Awarded Mark:
    - Standard of Excellence (%) - 27.7
✓ Acceptable Standard (%) – 97.5
✓ Average (%) - 70.5
Diploma Examination Mark:
✓ Average (%) - 61.1

• Social Studies 30-1:
School-Awarded Mark:
✓ Standard of Excellence (%) - 43.9
✓ Acceptable Standard (%) – 10.00
✓ Average (%) - 75.7
Diploma Examination Mark:
✓ Average (%) - 65.7

• Social Studies 30-2:
School-Awarded Mark:
✓ Acceptable Standard (%) – 99.4
✓ Average (%) - 69.6

• Biology 30:
School-Awarded Mark:
✓ Acceptable Standard (%) – 99.0
Diploma Examination Mark:
✓ Average (%) - 85.1

• Chemistry 30:
School-Awarded Mark:
✓ Acceptable Standard (%) – 100.0
Diploma Examination Mark:
✓ Standard of Excellence (%) - 52.4
✓ Acceptable Standard (%) - 94.0
✓ Average (%) - 77.5

• Physics 30:
School-Awarded Mark:
✓ Acceptable Standard (%) – 100.0

• Science 30:
Diploma Examination Mark:
✓ Standard of Excellence (%) - 31.2
✓ Acceptable Standard (%) - 91.5
✓ Average (%) - 70.5

We improved significantly in the following subjects:

• English language Arts 30-1:
Diploma Examination Mark:
✓ Standard of Excellence (%): 9.6 -17.1
✓ Acceptable Standard (%): 88.1 -91.4
✓ Average (%): 63.7 -67.7

• Mathematics 30-1:
School-Awarded Mark:
Our School Survey

<table>
<thead>
<tr>
<th>Subject</th>
<th>School Awarded Mark</th>
<th>Diploma Examination Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics 30</td>
<td>Standard of Excellence (%): 33.6 - 35.7</td>
<td>Accepted Standard (%): 95.9 - 99.0</td>
</tr>
<tr>
<td>Social Studies 30-1</td>
<td>Standard of Excellence (%): 25.5 - 43.9</td>
<td>Accepted Standard (%): 97.1 - 100.0</td>
</tr>
<tr>
<td>Biology 30</td>
<td>Standard of Excellence (%): 30.7 - 36.6</td>
<td>Accepted Standard (%): 90.6 - 99.0</td>
</tr>
<tr>
<td>Chemistry 30</td>
<td>Standard of Excellence (%): 27.7 - 47.6</td>
<td>Accepted Standard (%): 94.1 - 100.0</td>
</tr>
<tr>
<td>Physics 30</td>
<td>Standard of Excellence (%): 30.4 - 43.2</td>
<td>Accepted Standard (%): 96.2 - 94.0</td>
</tr>
<tr>
<td>Science 30</td>
<td>Standard of Excellence (%): 27.7 - 31.2</td>
<td>Accepted Standard (%): 97.1 - 76.0</td>
</tr>
</tbody>
</table>

Social Emotional Outcomes: Holy Trinity compared to the District:
✓ Students with positive relationships: 80% - 79%
✓ Students that value Schooling outcomes: 78% - 77%
✓ Students do homework for their classes with a positive attitude and in a timely manner: 85% - 81%
✓ Students with Positive Behaviour at school: 97% - 95%
✓ Students who are interested and motivated in their learning: 50% - 47%
✓ Effort: 74% - 73%
✓ Desirable Quadrant – Students are highly skilled and find their classes challenging: 69% - 64%

**Physical Outcomes: Holy Trinity compared to the District:**
✓ Students consuming less than 5 sweet or fatty foods per day: 51% - 53%

**Drivers of Student Outcomes: Holy Trinity compared to the District:**
✓ Bullying, Exclusion, and Harassment: 11% - 17%
✓ Feel safe attending this school: 74% - 70%
✓ Positive teacher- Student relationships: 7.2/10 - 7/10
✓ Positive learning climate: 7.2/10 - 6.9/10
✓ Students agreed that religious celebrations and prayer are important at this school: 93% - 90%
✓ Students agreed that attending a Catholic school helped them to explore their love of God and service to community: 82% - 80%

**Demographic Factors: Holy Trinity compared to the District:**
Time Student has lived in Canada – Students who were born in Canada – 42% - 66%

**Multiple Choice:**
Religious Celebrations and prayer are important: 48% - 40% (A)
Attending a Catholic School helps me to explore my love God ad service to community: 43% - 36% (A)

Moving Forward with High School Design
#1 Students were asked: Many of you have experienced a modified learning environment consisting of a flexible block of time. Given a choice, which of the following learning experiences would you prefer?
An academic focus on receiving extra help – 24%
An academic focus based on enrichment – 46%
Extra time devoted to options – 30%
#2 Students were asked: Schools have used a teacher advisor program to assist students in their completion of High School. Given the choice, what would your time with a teacher focus on:
Strategies to be successful in school – 31%
Strategies to manage stress – 37%
Lifelong Educational Planning – 32%

### 5 Marks of Catholic School Identity Assessment

The area where we grew was: Mark Two Imbued with a Catholic Worldview:
- The school has a chapel for the purpose of prayer and worship
- Students have opportunities to pray every day in school and at various times during the day
- Every classroom has a prayer centre
- Eucharist is celebrated in the local parish
- The school works with the local parish to support the preparation for the sacraments
- Service projects reflect and articulate Catholic teaching on social justice and charity

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### Areas to target for growth

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Measures</th>
<th>Goals in response to data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accountability Pillar</td>
<td>Measure Category: Good – When we compare to last year we have dropped in Program of Studies 85.5% - 90.4% and parental involvement 75.8% - 80.1%</td>
<td>Program of studies: Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts,</td>
</tr>
</tbody>
</table>
career, technology, and health and physical education.

Parental Involvement:
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

Areas we will work on: Option classes that are available to all students, looking at new courses to add especially in IB. Invite the parents to the school to celebrate their children successes.

<table>
<thead>
<tr>
<th>District Satisfaction Survey</th>
<th>Staff:</th>
<th>As a staff, we went over the results that were below the district and discussed what could be done by departments. this is what they came up with.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(18) School Professional Development provides me with an opportunity to improve my work skill – 17.5</td>
<td>(18) Last year our PD was in regards to High School redesign as were new to this. This year we are spreading it our between High School Redesign and classroom skills</td>
<td></td>
</tr>
<tr>
<td>(10) I am satisfied with the way student discipline is handled in our school – 17.2</td>
<td>(10) We have come up with a communication plan on discipline in the school.</td>
<td></td>
</tr>
<tr>
<td>(13) Our school/site demonstrates care for the environment – 10.1</td>
<td>(13) recycling program started – cans and paper. They wanted a garden which is not feasible at this time.</td>
<td></td>
</tr>
<tr>
<td>(29) I have opportunity for input into school/site level decisions that affect my job – 9.6</td>
<td>(29) All decisions are made within Leadership meetings (Department heads) which are</td>
<td></td>
</tr>
<tr>
<td>(28) parents/guardians are involved in the decision about their child's education – 9.4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
(28) Implemented TA role for more communication with parents.

### Regression Analysis

We have no significant on-roads in our regression analysis. 

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>School Awarded Mark - Standard of Excellence</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts 30-2</td>
<td>32.9 compared to 19.3</td>
</tr>
<tr>
<td>Social Studies 30-1</td>
<td></td>
</tr>
<tr>
<td>Social Studies 30-2</td>
<td></td>
</tr>
</tbody>
</table>

This is being addressed in the departments.

### Diploma analysis

We achieved below the province in the following subject areas:

**English Language Arts 30-1:**
- School Awarded Mark - Standard of Excellence 32.9 compared to 19.3
- English Language Arts 30-2: School Awarded Mark Standard of Excellence 14.5 compared to 11.4

**English Language Arts 30-2:**
- Diploma Examination Mark - Standard of Excellence 11.4 compared to 9.6
- Diploma Examination Mark - Acceptable Standard 89.5 compared to 85.6

**English Language Arts 30-1:**
Although we are below the provincial average in school award mark we are right on with what our students achieve. 19.3 (SAM) compared to 17.1 (DEM) Our teachers are doing an excellent job of evaluating our students.

**English Language Arts 30-2:**
Although our students may not have met the standard of excellence matching the provincial average, our students have demonstrated that they have remained on par over the past 3 years with their acceptable standard on the diploma and have exceeded the acceptable standard in their school awarded marks. The department will address the issue of working on a better transition for the students moving from the ELL and 10-4 program into the regular stream, as those marks are lower.
Mathematics
Mathematics 30-1:
• School Awarded Mark – Standard of Excellence 51.7 compared to 35.7
• Diploma Examination Mark – Standard of Excellence 30.7 compared to 20.4
• Diploma Examination Mark – Acceptable Standard 73.1 compared to 59.2

Mathematics 30-2:
• Diploma Examination Mark – Standard of Excellence 15.9 compared to 14.3
• Diploma Examination Mark – Acceptable Standard 74.7 compared to 73.9

Social Studies
Social Studies 30-1:
• Diploma Examination Mark – Standard of Excellence 14.8 compared to 12.9

Mathematics 30-1:
Students struggled on Conceptual and Problem Solving Questions on the Diploma, specifically in the strand of Trigonometry and Permutation, Combinations & the Binomial Theorem. As a department, we will target these areas within our assessments and classroom instruction (specifically introducing more Standard Excellence Questions within instruction)

Mathematics 30-2:
Less than 1 percent difference Math 30-1 teachers have aligned their Unit weightings along the lines of the diploma unit weightings. This has created success within the Math 30-2 results. The demographic of Holy Trinity is more suited for the dash 2 stream of math, which is also a factor. Areas of improvement pertains to the Logical Reasoning Strand of dash 2

Social Studies 30-1:
Social Studies scores are below the provincial standards of excellence. Our school based grades are in alignment with
Social Studies 30-2:
- Diploma Examination Mark – Standard of Excellence 12.6 compared to 8.4
- Diploma Examination Mark – Acceptable Standard 80.6 compared to 71.7

diploma results but below the provincial scores. Review of assessment practices for school based grades to better understand the discrepancy with the province.

Specific target of growth for 30-1 Social would be a greater focus on developing strategies of argumentation in Assignment II. Argumentation scores are below province in each of the grading criteria.

Social Studies 30-2:

Considering Holy Trinity’s large ELL population in the 30-2 level, and the larger degree of reading comprehension in the multiple choice exams, results show a discrepancy in Multiple Choice Part A between the school results and the province. Target of growth will be in developing strategies for writing multiple choice exams and reading comprehension.

Target of growth in the Social 30-2 results show below provincial average in standards of excellence.

Biology 30:
Teachers will be aligning their Unit weightings along the lines of the diploma unit weightings. Teachers will be putting together a diploma prep package focusing on Unit A
Diploma Examination Mark – Standard of Excellence 32.3 compared to 25.7

Physics 30:
- School Awarded Mark – Standard of Excellence 56.0 compared to 43.2
- Diploma Examination Mark – Standard of Excellence 41.8 compared to 34.1
- Diploma Examination Mark – Acceptable Standard 85.7 compared to 79

Science 30:
- School Awarded Mark – Standard of Excellence 37.9 compared to 24.8

and C (these were areas of weakness)

Physics 30:
Teachers will be putting together a diploma prep package focusing on Unit A (this was area of weakness)

Science 30:
Although we are below the provincial average in school award mark (24.8) we achieve higher than the province in the diploma examination mark (31.2). This shows that are teachers are possibly marking harder than need be.

Our School Survey
- Students participation in School Sports – 48% compared to 38%
- Student participation in School Clubs – 37% compared to 35%
- Students that are regularly Truant 17% compared to 24%
- Students with Moderate or high levels of Anxiety 27% compared to 32%
- Students with Moderate or High Levels of Depression 23% compared to 28%
- Students meeting and nearly meeting Canada's Food Guide 39% compared to 27%

At the beginning of the school year school council hosted a club and team day to get to know what clubs and teams the school has, it had a great turn out for all areas.

Teachers are to contact parents once students have missed 3 classes.

In regards to anxiety and depression we have increased our supports in student services: full time counsellor, full time Family Liaison Worker, Mental health therapist 3 days a week. We
We also have an administrative assistant for booking appointments for students. We have started a breakfast/snack program on Monday/Wednesday/Friday providing fruit, yogurt and granola bars for students.

| **5 Marks of Catholic School Identity Assessment** | Need to work on: Mark Three: Animated by Faith-Infused Curriculum: An excellent Catholic school has an academic curriculum that integrates a vision of faith within the learner outcome and teaching strategies. | The curriculum reflects the Church's understanding of the unity of truth and the harmony between faith and reason. The school offers a Catholic faith-infused curriculum (the lessons of which) that could not be duplicated in a non-Catholic school. |

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**Goals: Holy Trinity is focusing on District goals:**

*Rooted in Jesus... Hearts To Love, Hands To Serve*

*Catholicity: Live and enhance the distinctiveness of Catholic Education*

*ECSD students are successful*

*ECSD is an inclusive school district*

*ECSD has excellent teachers, school and school district leaders*

As identified in the Edmonton Catholic Schools’ District Plan for Continuous Growth 2017 – 2020. The following competencies are also being incorporated; critical thinking, problem solving, managing information, creativity and innovation, communication, collaboration, cultural and global citizenship and personal growth and well-being.

**Religion:**
**Goal 1: Rooted in Jesus.. Hearts To Love, Hands To Serve – Religion Goal**
The competency we would like to focus on in our Religion department is communication and collaboration. We have a diverse group of students and teachers who teach the religion courses. Therefore, it is imperative that we provide courses from a unified group so that students are assured that they are given the best opportunities to complete their courses and grow spiritually.

**District Correlation: District Goal 1: ECSD Students are successful**
Sub-Goal 1.2: Ensure the educational experiences meet the diverse needs of our learners and are available to all students.
Continue to implement strategies related to the success of our English Language Learners, which includes identifying and exploring strategies to ensure the success of our foreign students (not only refugee students) but to all of our diversified learners.

<table>
<thead>
<tr>
<th><strong>Strategy</strong></th>
<th><strong>Actions</strong></th>
<th><strong>Measures/ Evidence of effectiveness</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>To continue to create a collaborative culture within our department where assessment standards are discussed and created with a common vision.</td>
<td>Continue a common evaluation process for all religion teachers to employ in their course outlines and gradebooks. Provide time for teachers to share best assessment practices with each other at our department meetings. Invite teachers to attend PD sessions offered within the district as well as other Catholic conferences. Continue to invite our local priests and other religious leaders into our school/classrooms.</td>
<td>Students are successful in their religion classes and value its importance in their journey of life-long learning.</td>
</tr>
</tbody>
</table>

**Goal 2: Live and Enhance the distinctiveness of Catholic Education**

**District Correlation:**
1.1 Demonstrate the distinctiveness and advantages of Catholic education.
1. Cultivate and support a Catholic ethos/environment within each site.
2. Demonstrate a way of life rooted in the Catholic Christian call to discipleship and service.
3. Ensure that permeation of faith remains central in all our day to day practices.

1.2 Demonstrate commitment to and excellence in Catholic education.
   1. Deliver our Religious Education programs to all students as a spirit-filled lived experience.
   2. Continue a focus on faith-formation learning opportunities for all staff.
   3. Expect the same practice of excellence, professional preparation and quality of resource materials for Religious Education instruction as for other academic instruction.
   4. Continue to develop the role of the school based chaplain to support the faith formation of students and staff.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Actions</th>
<th>Measures/ Evidence of effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementing the importance of Religious education within our school.</td>
<td>Religion classes we all be scheduled classes within the school timetable.</td>
<td>Students and staff value the importance of Religious Education and express it freely and openly in their daily activities within the school and in the community.</td>
</tr>
</tbody>
</table>

Sub Goal b)
Each student and staff will participate in minimally one social justice activity throughout the school year which will be grounded in our Catholic faith.

Review Date 1: February 6, 2018
Review Date 2: June 26, 2018

**English Department:**
<table>
<thead>
<tr>
<th><strong>Goal:</strong> #1- ECSD Students are Successful</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>District Correlation:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>1.2</strong> - Ensure that the education experiences meet the diverse needs of our learners and are available to all students</td>
<td></td>
</tr>
<tr>
<td><strong>1.4</strong> - Develop a plan to increase participation in the Advanced Placement and International Baccalaureate high school programs</td>
<td></td>
</tr>
</tbody>
</table>

**Sub Goal a)**

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

<table>
<thead>
<tr>
<th><strong>Strategy</strong></th>
<th><strong>Actions</strong></th>
<th><strong>Measures/ Evidence of effectiveness</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>We will continue to work on ensuring that our students are placed within the appropriate levels within the English and Languages classes to ensure that their various learning needs are met and that they succeed within our classes.</td>
<td><strong>Within the English department we will continue to assess our students through diagnostic exams to ensure that they are placed within the proper level.</strong> The Languages teachers will complete their own diagnostic exams and based on the evidence will determine if students should remain in the assigned course or if they are able to move up or perhaps even challenge the district language exam. Teachers within both departments will continue to use a variety of texts and forms of media to better meet the needs of a variety of learners. This will include visuals, power points, the annotation of texts as well as choosing more modern texts which are more pertinent to our changing students.</td>
<td><strong>Students who receive failing scores on their diagnostic assessments and are taking a 10,20 or 30-1 level course may be recommended to take the non-academic stream as it will provide them with a higher chance of success. The assessments will consist of a written and reading comprehension component suitable for that grade and level and will be administered within the first week of a student taking that course. The languages department teachers will be able to determine who is recommended to take part in the District Exam challenge based on an oral and written component. As a result of proper student placement, achievement should increase as will be demonstrated on future diploma and in-class assessments.</strong></td>
</tr>
</tbody>
</table>
**Sub Goal b)**

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

<table>
<thead>
<tr>
<th><strong>Strategy</strong></th>
<th><strong>Actions</strong></th>
<th><strong>Measures/evidence of effectiveness</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The English and Languages Department will take part in promoting the IB programme throughout the year and providing a cohesive transition for the students moving on from year to year.</td>
<td>The department will promote the IB programme through the open house and by having the current grade 11 and 12 IB students visit the grade 10 classes to discuss the benefits of the program. The languages teachers will be taking part in more hands on projects and activities to promote the multicultural aspects of IB within the school. Students will also be provided with in school support through teacher collaboration within the IB department to ensure that no major assessments are taking place within the same time for different IB courses. This will alleviate some of the stress and pressure off of the students when it comes to the program. Teachers within the grade 11 level in English, Spanish and French will move along with their current teacher into the grade 12 level to allow for a smoother transition in the curriculum and program. The grade 10 English and languages teachers will also collaborate with the MYP teachers to come up with goals and strategies to make sure that there is a smooth transition.</td>
<td>Grade 10 students who are not MYP students but received honours (a mark of 75% or higher) in their grade 9 year may be visited by the IB co-ordinator or teacher to discuss the benefits of moving to IB within the first 2 weeks of their course. This will be beneficial to them as many of them are not familiar with the IB programme or have misconceptions about how IB works. Having the current grade 11 and 12 students will also allow them to see someone with experience who has been able to benefit from the IB classes. Students who have had more guidance and support through a mentorship program have been proven to remain within the IB programme. This will increase the enrollment and retention within the IB program.</td>
</tr>
</tbody>
</table>
transition into grade 10 for the MYP/IB students.

| Review Date 1:       | This will be first reviewed in January 2018 upon completion of Semester 1 |
| Review Date 2:       | Final review will take place in June of 2018 |

| Goal: #4 - ECSD has excellent teachers, school and school district leaders. |
| District Correlation: |
| 4.1- Provide professional learning opportunities that build capacity and leadership of all staff to improve learner success. |
| 4.4- Promote excellent teaching practices consistent with the Teaching Quality Standard, which guides student achievement. |

| Sub Goal a) |
| 4.1- Provide professional learning opportunities that build capacity and leadership of all staff to improve learner success. |

| Strategy |
| All staff within the English and Languages departments will continue to take part in opportunities to learn and to grow as pedagogues in order to ensure student success. |

| Actions |
| Half of the English department is taking part in the Communities of Practice sessions with the ELA consultant, which will then be brought to the remainder of the department in a day long PD session. This will provide teachers with more practices to improve the reading comprehension and written skills within all levels. Teachers will also take part in the ELAC conference where they will be immersed in new pedagogical skills and techniques to improve their teaching practices. The languages teachers are going to take the opportunity to |

| Measures/ Evidence of effectiveness |
| Through the engagement in various out of school PD sessions and learning opportunities, teachers will be able to bring in new methods and practices to the school. Through the implementation of the new practices, students will be able to increase in their areas of success. The evidence will be measured through an improvement in assessment scores. |
observe their colleagues teach by taking part in the inter-visitation at other schools.

### Sub Goal b)

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

<table>
<thead>
<tr>
<th><strong>Strategy</strong></th>
<th><strong>Actions</strong></th>
<th><strong>Measures/evidence of effectiveness</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The departments will take more time to plan and collaborate in order to attain cohesiveness within the cross curricular outcomes and objectives.</td>
<td>The English teachers will take time to plan and collaborate on improving the current reading comprehension exams to make sure that they are well matched up with the grade and subject level. They will also work on collecting data on the results of the exams to determine which exams may be too easy or too difficult for the students. The data will be shared through a common google document which all ELA teachers will have access to in order to input their data. Teachers will also work on unit planning together as there are implementations of new texts and materials being taught. These collaborations will take place during Thursday afternoons or during teacher prep times.</td>
<td>The evidence of effectiveness will be measured through a statistical as well as regression analysis of the exams. The collaboration will also be measured through a more comprehensive and flexible curriculum for our students as well as more options for assessments. The languages department will not only be able to promote the various benefits of taking part in a languages class, but also allow for more engaging lesson plans. This will help with the enrollment within the classes.</td>
</tr>
</tbody>
</table>

Teachers will also work on collecting data on the results of the exams to determine which exams may be too easy or too difficult for the students. The date will be shared through a common google document which all ELA teachers will have access to in order to input their data. Teachers will also work on unit planning together as there are implementations of new texts and materials being taught. These collaborations will take place during Thursday afternoons or during teacher prep times. The languages department is planning on collaborating together to enhance and promote the languages department through a multicultural day as well as by having more hands on activities and guest speakers coming in.
Review Date 1: The first review will take place in January 2018 upon completion of semester 1

Review Date 2: The final review date will take place in June of 2018

Science Department:

<table>
<thead>
<tr>
<th>Goal: ECSD Goal One: Students are successful</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>District Correlation:</strong></td>
</tr>
<tr>
<td>1.1 Identify and implement best practices that align with excellent early learning pedagogy and learning environments to realize transformed education. An excellent start to learning necessitates a focus upon developing competencies and, in particular, the foundational competencies of literacy and numeracy, content and procedural.</td>
</tr>
<tr>
<td>1.2 Ensure the education experiences meet the diverse needs of our learners and are available to all students.</td>
</tr>
<tr>
<td>1.3 Continue to further develop career pathways for students</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal: ECSD Goal Three: Is an Inclusive School District</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>District Correlation:</strong></td>
</tr>
<tr>
<td>3.1 Implement strategies to ensure that schools focus on the creation of inclusive, safe, healthy and caring environments for all students and staff.</td>
</tr>
<tr>
<td>3.2 Identify and implement best practices that align with excellent learning pedagogy and learning environments to realize transformed education as described in the May 6, 2013, Ministerial Order on Student Learning.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategy</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to access extra time for major assessment pieces in all of the Science courses.</td>
<td>Students will have access to our Trinity Commons “Learning Success Center” whenever they are in need of having extra time on any assessment.</td>
<td>We anticipate that we should have less students being unsuccessfully in Science courses. We also anticipate that the number of students passing Science courses will increase.</td>
</tr>
<tr>
<td>Students will be able to access Science Teachers every Wednesday during our TA help session.</td>
<td>Every Wednesday students will have access to all of the Science teachers for any type of “Science help” during the</td>
<td>We should see an improvement in our Acceptable Standard and in our Standard of Excellence numbers for our Science</td>
</tr>
<tr>
<td>Placing our Students into appropriate Science Courses for academic success</td>
<td>TA model that we’ve implemented this year. Students can access a Science teacher in the morning session, afternoon session, or both sessions which is in addition to the existing support structures that we have in place. Using the “My Blueprints” program and using teacher recommendations and prerequisite marks we are striving to place our students into Science courses in which they should have greater academic success.</td>
<td>We should see completion rates rise, less dropping of courses, and an improvement in the Standard of Excellence in the District and Diploma levels.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
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</tr>
<tr>
<td>Students who have special needs will have access to modified class instruction and exams</td>
<td>Visually impaired students require larger print for exams. Hearing impaired students require the use of a JUNO machine.</td>
<td></td>
</tr>
<tr>
<td>Students are able to access class materials via the “Google Classroom” platform.</td>
<td>All of our Science teachers have created “Google Classrooms” for each of their courses. They have placed their classroom materials, notes, enrichment pieces, and review. Students will have the ability to access the “classroom” from their mobile device or computer. Also, students who happen to miss class time for long periods of time will now have</td>
<td></td>
</tr>
<tr>
<td>Field Testing</td>
<td>the ability to keep up with course work online and are able to submit class work to their teachers.</td>
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<tr>
<td>---------------</td>
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<td></td>
</tr>
<tr>
<td>Professional Development</td>
<td>Our Diploma Science Teachers will be participating in both Digital and Hybrid Field Testing from Alberta Ed.</td>
<td></td>
</tr>
<tr>
<td>Focusing on Improving on our District Results</td>
<td>All of our diploma Science teachers will be participating in Field Testing both semesters.</td>
<td></td>
</tr>
<tr>
<td>Focusing on Improving on our Diploma Exam Results</td>
<td>Teachers will be attending the NSTA conference in November through December</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Department head will be going to the ATA Science conference in November</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This will occur throughout both Semesters. All of our non-diploma Science Teachers will be participating in these Working Groups.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This will occur throughout both Semesters.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>We are forming Biology 30, Chemistry 30 and Physics 30 Diploma working groups. Along with the use of the Diploma Analysis worksheets.</td>
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</tr>
<tr>
<td></td>
<td>There are at least two Thursdays a month in which our Science teachers will meet for PLC and work on creating and/or revamping</td>
<td></td>
</tr>
</tbody>
</table>
Common Assessments | common assessment for all of our Science courses | This will occur throughout the year mainly on Thursdays.

Review Date 1: The first review will take place in January 2018 upon completion of semester 1

Review Date 2: The final review date will take place in June of 2018

English as a Second Language:

Goal: #1 - ECSD has excellent teachers, school and school district leaders.

Sub-goal 1.2
Teachers will ensure that the educational experiences provided in their classrooms will meet the diverse needs of our English Language Learners.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Actions</th>
<th>Measures/ Evidence of effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL teachers will continue to ensure that instruction and programming in their classes promote rigor and language development.</td>
<td>• Provide scaffolded lessons to develop literacy skills. • Teachers will provide focused lessons in writing paragraph and essay structures in order to better prepare them for mainstream courses. • Implement student engagement strategies that consistently provide opportunities for ELLs to enhance their listening and speaking skills • Teachers will implement student-</td>
<td>• Communication with the Content Literacy and English 10-2 teachers in the second semester will determine the effectiveness of these structures. • Teachers will complete ESL benchmarks in May, in a timely manner, and collaborate with other staff regarding these assessments. Data from these assessments will be used to assist in course programming for ELLs in the next</td>
</tr>
</tbody>
</table>
ESL teachers will enhance lessons through the use of 21st century strategies and web 2.0 tools to ensure content comprehension for all ELLs.

- Teachers will create and refine content for ESL Mathematics 15 to ensure proper bridging into 10-3 stream.
- Differentiate classroom lessons and assessments to address the various proficiency levels of ELLs.
- Engage students in active learning and critical thinking through educational technology.
- Teachers will source out and utilize various websites and apps in order to assist students in accessing classroom content.

school year and to evaluate the effectiveness of classroom listening activities.
- ESL Math teacher and department head will collaborate with the Math Consultant at least 3 times to assist in the development of the ESL Math course.
- Teachers will embed at least one interactive activity per lesson.
- Students will be provided, when applicable, access to information in mother tongue to enhance comprehension.

- Teachers will attend at least one, ESL focused Professional development in-service centered on instructional practices in relation to embedding technology to enhance learning.
- By June 2018, we will complete a databank of these resources to place on Google Classroom.

**Goal: #4 - ECSD has excellent teachers, school and school district leaders.**

**Sub Goal 4.1**
(a) Provide professional learning opportunities that build capacity and leadership of all staff to improve learner success.

<table>
<thead>
<tr>
<th>Strategy</th>
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<th>Measures/evidence of effectiveness</th>
</tr>
</thead>
</table>
| Attend professional development opportunities aimed at developing best teaching practices | • Teachers will attend at least one, ATA specialized or ESL focused Professional development inservice centered on instructional practices in relation to embedding technology to enhance learning.  
• Teachers will attend ESL collaborative sessions within the district in order to enhance teaching practices and programming solutions. | • Teachers will be attending the TCEA 2018 conference  
• The ESL departments of Holy Trinity and Blessed Oscar Romero will meet to collaborate during the January 2018 exam break. |

Sub-goal 4.7
(b) Teachers will ensure that assessment practices focus on improved student learning

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Actions</th>
<th>Measures/evidence of effectiveness</th>
</tr>
</thead>
</table>
| ESL teachers will engage in common assessment practices. Teachers will appropriately assess new and existing students to ensure best course placement. | • Teachers will work on creating levelled test banks  
• Department will collaborate with core department heads to ensure proper placement of ELLs in mainstream programming. | • By June 2018, the department will have created assessments for at least levels 2 and 3.  
• New students will be evaluated with an entrance exam and then re-examined at the end of the semester to keep track of the accuracy of placement assessments. |
Social Studies:

Social Studies Goal #1:

**ECSD students are successful. Social Studies Students at Holy Trinity are successful.**

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Actions</th>
<th>Measures/Evidence of effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Holy Trinity Social Studies Department will continue to enhance education experiences to meet the diverse needs of the learners in our classrooms.</strong></td>
<td>In alignment with district goals 1.1,1.2</td>
<td>PowerSchool flex block/TA sessions will be planned and submitted for students to select to enhance learning and provide support for the various learning needs both in individual classes and in conjunction with understandings discovered in meeting with the professionals working in the school.</td>
</tr>
<tr>
<td></td>
<td>Enhanced educational experiences will include the following:</td>
<td>Create and maintain Google Classrooms at all levels and grades of social studies, maintain communication after hours with Remind 101, Develop virtual google drive resources to be accessed by teachers and students</td>
</tr>
<tr>
<td></td>
<td>- Use of TA advisory sessions to provide supports for student needs such as review, practice and one on one assistance.</td>
<td>Continue to support student assessment needs using the exam protocol in the TC.</td>
</tr>
<tr>
<td></td>
<td>- Utilize instructional supports in the TC for rewrites, EA support and opportunities to facilitate Mastery Learning.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Provide out of class supports for student achievement with the use of online resources and communication technology.</td>
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</tbody>
</table>

Social Studies Goal #2:

**ECSD is an inclusive school district. Social Studies department and classes are**

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Review Date 1: This will be first reviewed in January 2018

Review Date 2: Final review will take place in June of 2018
inclusive to student learning needs.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Actions</th>
<th>Measures/Evidence of effectiveness</th>
</tr>
</thead>
</table>
| Social Studies department will plan and provide opportunities to collaborate and learn from the various learning professionals at Holy Trinity. | In alignment with district goals: 3.1, 3.2  
- Book PLC time with various professionals in the school to enhance understanding of student needs in a variety of contexts: ELL lead, Grad Coach, Physiologist  
- Social Studies department will collaborate on outcomes and goals for student needs who maintain PLP/IPPs. Especially 2nd and 3rd year students who may have had different teachers as they progress through their high school experience.  
- Collaborate to adapt instruction with the -4 Social Studies courses to meet curricular outcomes. | Scheduled Department time booked to collaborate with learning professionals to enhance teacher knowledge of the various needs within our student population. Review of meeting and report to Principal of meeting dialogue and plans for the Social Studies department moving forward with diverse needs.  
-4 social studies teachers will have access to all social studies resources and expertise to create an adapted program in line with the -2 courses. In collaboration with -1/-2 teachers, resources and course materials will be developed to diversify practice at the -4 level. |

Social Studies Goal #3:  
Enhance Professional Development opportunities focused on mentorship and collaboration and skill building.
<table>
<thead>
<tr>
<th>Strategy</th>
<th>Actions</th>
<th>Measures/Evidence of effectiveness</th>
</tr>
</thead>
</table>
| Social Studies department will continue to provide opportunities for professional development and collaboration. These opportunities are intended to enhance the student experience in class, and depth and breath of instruction content connected to curricular outcomes and knowledge. | Social Studies Department will book/invite district consultant to collaborate and discuss current and upcoming changes to curriculum and developments from the district level. | Social Studies will/have book(ed) the following professional development opportunities:  
  - Center of Constitutional Studies (university of Alberta, Law Department Seminars)  
  - Fraser Institute Teacher Workshops / Canadian War Museum (Calgary February)  
  - Diploma Marking (both semesters)  
  - NCHE: National Council for History Education (San Antonio April)  
  - Consultant collaboration. |

Social Studies Goal #4

Social Studies Department will continue to revise major Multiple Choice Assessment in line with diploma multiple choice standards.

<table>
<thead>
<tr>
<th>Strategy</th>
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<th>Measures/Evidence of effectiveness</th>
</tr>
</thead>
</table>
| Goal continued from previous year 2016-17.                             | Strategies encouraged from meeting with district consultant and Alberta Learning examiners will be implemented into the design of revised exams.  
  Social Studies department time assigned for Thursdays                | Social Studies exam review is an ongoing goal that will take substantial time to accomplish. Final exams at the 10-1/-2 and 20-1/-2 will be revised and ready to administer for current semester. |
Collaborative teams will be assigned current exams to review, edit and revise to meet strategies and suggestions acquired from district Social Studies Professional Development on this topic.

Related issue exams will be targeted secondly upon completion of previous mentioned exams.

<table>
<thead>
<tr>
<th>Social Studies Goal #5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies Department will make meaningful connections with the community of schools in the neighborhood primarily to support the start up of Michael Mireau School.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Actions</th>
<th>Measures/Evidence of effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies Staff will volunteer to read to the grade 2 students on a monthly basis and move toward making more frequent connections to establish a working relationship with both staff and students in a new school.</td>
<td>Social Studies Department will plan an Easter/end of year field trip for the grade 2 students to come to Holy Trinity and work with high school students on a constructive learning activity. English Language Arts and Religion departments will be invited to collaborate and plan the year end activity.</td>
<td>Monthly visits with Mrs. Jubinville and the grade 2 students. Minimum of one visit from each social studies staff member. Grade 2 Easter/ year end field trip to Holy Trinity in May 2018.</td>
</tr>
</tbody>
</table>

**Review Date 1:** This will be first reviewed in January 2018 upon completion of Semester 1

**Review Date 2:** Final review will take place in June of 2018

**Student Services:**
### Goal 1:
Ensure that students have access to personal and academic counselling as well as support in the classroom

**District Correlation:**
#1 ECSD students are successful.

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

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Actions</th>
<th>Measures/ Evidence of effectiveness</th>
</tr>
</thead>
</table>
| Administrative assistant to schedule appointments  
Streamline student services to make it more efficient  
Assist students at risk and in need of counselling at the school level  
Student meetings recorded in student services folder  
Share information with staff about students while maintaining confidentiality  
Learning Coaches to work closely with students, teachers and parents  
Communication and collaboration with administration to meet the needs of all students  
Collaboration with department heads to ensure students have correct course streaming | Students are making appointments with the grad coach daily  
Referral to FSLW/Counsellor form  
Initial appointment with FSLW or counsellor and a plan put in place  
Excel tracking form being used to look at needs of students as well as frequency of services being used  
Staff are informed of situations when necessary  
Staff are supported with their specific student needs  
IPP/PLP meetings with students, staff and parents  
Referral system and direct dialogue with student services | Grad coach is going over student DAR  
FSLW or counsellor will make the referral to MHT or AC  
Students are being seen by FSLW/ Counsellor/MHT/AC  
Tuesday afternoon meetings as a group to de-brief with minutes recorded  
MHT and AC have set up a system to efficiently look after new referrals and assess needs of students  
FSLW is providing statistics  
Students are being seen in a timely manner and supports are being put in place  
Staff are making referrals and communication has been positive  
Students are successful in their courses with the appropriate supports in place |

### Goal 2:
Assist each student in completing high school and earn a diploma or certificate in order to transition to a career pathway

**District Correlation:**
#1 ECSD students are successful.

1.3 Continue to further develop career pathways for students.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Actions</th>
<th>Measures/evidence of effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promote post-secondary venues and information sessions</td>
<td>ELAA, U of A information session, NAIT one on ones,</td>
<td></td>
</tr>
</tbody>
</table>

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May 2017
Go over graduation requirements with grade 10 students
Meet with all grade 12 students to look at transcripts and grad requirements
Grad coach continually tracking and monitoring Counsellor assisting with academic counseling
Access to My Blueprint
Students create MyPass account
Discuss student plans to transition into life after high school

attend counsellor updates held by post-secondary
Teacher advisors to explain diploma requirements to grade 10 advisees
Meetings are set up by office assistant
Academic counselling is continually being done
My Blueprint was started in the TA groups and students are working on completing modules
Grade 10s created a MyPass account in TA sessions
One-on-one meetings with Grad coach, learning coaches and grade coordinator

Many students attended ELAA and felt the information was valuable
Grad coach developed diploma information
PowerPoint which was used by all TA groups
Students are booking appointments and many have been seen by the Grad coach

If there is the need, students are signed up for additional modules once their transcript has been reviewed
Grad coach confirms MyPass account for all grade 12s
Requirements for attending grad is having completed 80 credits and all required courses are scheduled by February 2018

<table>
<thead>
<tr>
<th>Goal 3:</th>
<th>Ensure that Student Services is a space where students feel comfortable coming to and are able to access assistance when needed</th>
</tr>
</thead>
</table>
| **District Correlation:** | #3 ECSD is an inclusive school district.
3.1 Implement strategies to ensure that schools focus on the creation of inclusive, safe, healthy and caring environments for all students and staff. |

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Create an inviting office environment</th>
<th>Create an informative leaflet with student service information</th>
<th>Share information with staff about students while maintaining confidentiality</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Actions</th>
<th>Office has been furnished to create an inviting and safe space</th>
<th>Safe space stickers have been posted on all office doors in student services</th>
<th>Staff are informed of situations when necessary</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Measures/evidence of effectiveness</th>
<th>Students come into student services to speak to a team member on an as need basis</th>
<th>Students are coming to decompress in student services</th>
<th>Students work on course material</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Under unusual circumstances, students are able to write exams in student services</td>
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<tr>
<td></td>
<td>At risk/vulnerable students have a designated go-to educator(s) set up by student services</td>
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**Review Date 1:** January 2018

**Review Date 2:** June 2018
Dash 4/WIN:

**Goal 1:**
Teachers will be committed to the success of each student in their care.

**District Correlation:**
#1 ECSD students are successful.
1.2 Ensure the education experiences meet the diverse needs of our learners and are available to all students.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Actions</th>
<th>Measures/ Evidence of effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use a variety of assessment practices</td>
<td>Focus on the diverse needs of every student and plan lessons that allow each student to be successful at some level</td>
<td>Students will attend school on a more regular basis as they are experiencing success. Attendance is closely monitored and home visits will take place to assist with the success of students. Some students transition to the diploma route with continued support from the Dash 4 department head. Dash 4 and WIN students are graduating with their certificate.</td>
</tr>
<tr>
<td>Use multiple means of expression which considers how a student will demonstrate the knowledge that he/she has learned</td>
<td>Teachers will appropriately assess new and existing students to ensure best course placement</td>
<td></td>
</tr>
<tr>
<td>Provide digital versions of textbooks and resources where available</td>
<td>Level of difficulty of test/project should reflect individual student needs; use of oral assessment where necessary</td>
<td></td>
</tr>
<tr>
<td>Teachers will use technology within their classrooms</td>
<td>Use digital versions of textbooks when possible</td>
<td></td>
</tr>
<tr>
<td>Refer students to FSLW/Counsellor if they require additional support</td>
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</tbody>
</table>

**Goal 2:**
Teachers will be committed to improving student learning and achievement by creating healthy and caring environments in their classroom.

**District Correlation:**
#3 ECSD is an inclusive school district.
3.1 Implement strategies to ensure that schools focus on the creation of inclusive, safe, healthy and caring environments for all students and staff.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Actions</th>
<th>Measures/evidence of effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will attend professional development in Dash 4 curriculum and special needs to learn strategies that they can apply to their classrooms to improve student</td>
<td>Accommodate and modify instruction/assignments to meet the needs of the students</td>
<td>Students are attending classes and are receiving passing grades</td>
</tr>
<tr>
<td></td>
<td>Use various assessment tools to appropriately assess the students</td>
<td>Students are able to transition to higher courses as they attain success in their program</td>
</tr>
</tbody>
</table>
achievement in their subject areas
Teachers will embrace the uniqueness of each student and encourage them reach their potential
When necessary, teachers will allow students to work in alternate settings to allow students to be successful

| | Work with the learning coach on IPPs/PLPs to better understand the needs of the coded students
Students may work in student services when extra support is necessary | Students are able to successfully complete work experience placements with the support and guidance of the Dash 4/WIN teachers and department head |

**Review Date 1: January 2018**

**Review Date 2: June 2018**
**Mathematics Department:**

<table>
<thead>
<tr>
<th><strong>Goal 1:</strong> Students are successful</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>District Correlation:</strong></td>
</tr>
<tr>
<td>ECSD Goal One: ECSD students are successful</td>
</tr>
<tr>
<td>1.4 Develop a plan to increase participation in the Advanced Placement and International Baccalaureate high school programs.</td>
</tr>
<tr>
<td>1.5 Pilot and evaluate the provincially funded school nutrition programs.</td>
</tr>
</tbody>
</table>

### Sub Goal a)

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

1.3 Continue to further develop career pathways for students.

<table>
<thead>
<tr>
<th><strong>Strategy</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Utilize Teacher Advisor Role to Counsel and Guide Students to Proper Stream of Mathematics. Since all advisees are grade 10, this will bolster proper streaming from Math 10C.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Actions</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>-Apply MyBluePrint as a tool for guiding TAs into correct stream</td>
</tr>
<tr>
<td>-Engage TAs in meaningful conversation while using My Blueprint during scheduled TA times</td>
</tr>
<tr>
<td>-Counsel TAS into proper stream of mathematics</td>
</tr>
<tr>
<td>-Refer students to student services to further develop career pathways</td>
</tr>
<tr>
<td>-Promote IB programme for Mathematics SL to students who show great passion and interest in mathematics. Students who excel in the math 10C will be recommended take Mathematics SL by the teacher.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Measures/ Evidence of effectiveness</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student chooses the proper stream of mathematics for grade 11 year (-1, -2 or -3)</td>
</tr>
</tbody>
</table>

### Sub Goal b)

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

<table>
<thead>
<tr>
<th><strong>Strategy</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Utilize FLEX/ Student Success Time (AM and PM) to review student progress and provide support in math courses.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Actions</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>-As a department, we will collaborate in providing effective and meaningful experiences during FLEX/student success time. This will be done during PLCs Thursday afternoon.</td>
</tr>
<tr>
<td>-Encourage students at the beginning of each week to sign up for FLEX session offerings by math department</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Measures/evidence of effectiveness</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>-number of students attending and engaging Flex/Student Success times</td>
</tr>
<tr>
<td>-Improvement in study and work habits</td>
</tr>
</tbody>
</table>
**Sub Goal c)**

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.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Actions</th>
<th>Measures/evidence of effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement fun and engaging activities during Numeracy week in March 2018</td>
<td>-We will encourage all students and staff to take part in daily activities Numeracy -Provide engaging activities everyday during the week of March 12-16 -Activities could include: • daily math problems solvable by students at grade 9 math level • Recite the Digits of Pi Contest • Pi throwing • Guess that Mathematician • Guess number of candies in a jar - Teachers will provide activities and during class time that would promote numeracy skills - Involve Math Consultant, Darin Trufyn, in planning and implementation of activities during Numeracy week</td>
<td>-number of students participating and engaging in activities</td>
</tr>
</tbody>
</table>

**Review Date 1:** April 2018 (We will reflect on Numeracy Week)

**Review Date 2:** June 2018 (We will ensure that TAs and students will enter the correct stream of mathematics)
**Goal 2**: Mathematics is an inclusive department

**District Correlation:**
ECSD is an inclusive school district

**3.2** 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.

**3.7** Continue to provide and develop services and model initiatives that promote student health, using the Mental Health Strategic Plan

**Sub Goal a)**

**3.1** Implement strategies to ensure that schools focus on the creation of inclusive, safe, healthy and caring environments for all students and staff.

<table>
<thead>
<tr>
<th><strong>Strategy</strong></th>
<th><strong>Actions</strong></th>
<th><strong>Measures/ Evidence of effectiveness</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide support in mathematics for ELL student population.</td>
<td>- Utilize the MIPI (Mathematics Intervention/ Programming Instrument) to better stream ELL students from junior high - Implement technology as a major platform to support ELL students i.e Kahn Academy, Video lessons by teachers - Consult with Darin Trufyn, ELL department and student services when needing extra support and assistance with particular ELL students in class - Differentiated teaching practices and modified exams at grade 10 level - Utilize Trinity Commons Thursday afternoon as an opportunity for ELL students to finish exams</td>
<td>- Better results and more success for our ELL student population - ELL Students will hopefully enroll in the proper stream that suits their abilities and skills.</td>
</tr>
</tbody>
</table>

**Review Date 1**: April 2018

**Review Date 2**: June 2018
**Goal 3:** Holy Trinity Mathematics Department has excellent teachers

**District Correlation:**
ECSD has excellent teachers, school and school district leaders

**Sub Goal a)**

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

4.4 Promote excellent teaching practices consistent with the Teaching Quality Standard, which guides student achievement.

4.5 Develop and oversee the application of standards that promote excellence for school and school authority leaders.

4.7 Ensure that every school and department creates the conditions to improve student learning and achievement within the context of a Catholic learning community. a) Engage in professional learning aligned with our district plan, Literacy and Numeracy: Learning Deeply, which focuses on the Ministerial Order on Student Learning (May 6, 2013) and enhances the conversation, creativity, collaboration and capacity of our learning community.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Actions</th>
<th>Measures/ Evidence of effectiveness</th>
</tr>
</thead>
</table>
| Continue in Professional Development Activities offered throughout the year | -As a department, we will take part in an Item Writing Workshop, which is led by Darin Trufyn. This item writing PD will focus primarily on Standard of Excellence questions seen on district finals and diploma exams. We will also use data from district finals and diplomas to target areas of improvement.  
  
  -Ms. Victoria Garlitos will attend the NCTM Mathematics Conference in Washington DC in April 2018  
  
  -All teachers will attend Math PD offered by LSI at the end of January and June | -Ample questions accessible by the math teachers to create effective exams in math courses  
  
  -Increase in student percentage achieving a Standard of Excellence  
  
  -An improvement in areas that were once a struggle for students on district finals (this will be reviewed next |
### Sub Goal b)

#### 4.2 Continue to use the 8 Dimensions of Catholic Leadership to support, encourage and invest in the creative and innovative abilities of all staff.

#### 4.3 Ensure that teachers, principals and other administrative leaders have the capacity to meet the new Quality Standards, in collaboration with stakeholders and school authorities.

<table>
<thead>
<tr>
<th><strong>Strategy</strong></th>
<th><strong>Actions</strong></th>
<th><strong>Measures/evidence of effectiveness</strong></th>
</tr>
</thead>
</table>
| Math Department will continue to collaborate on assessments in courses. | - Teachers will use PLC times on Thursday afternoons and before/after school hours to collaborate on the common assessments. This would include selecting and writing questions that would ensure student success.  
- Practice Tests and Exam Blue Prints are in the process of creation for Math 30-2 and Math 20-1. Practice Tests provide extra support for students and Test Blue Prints will encourage students to reflect on what they can improve on. | - An ample amount of common assessments which can be used for upcoming years  
- Increase in student participation and success in math courses.  
- An increase in percentage of students achieving a Standard of Excellence |

### Sub Goal c)

#### 4.6 Support teachers and system leaders to integrate technology effectively into the learning environment, as outlined in the Learning and Technology Policy Framework.

<table>
<thead>
<tr>
<th><strong>Strategy</strong></th>
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</table>
| Utilize Google Classroom and Google Drive as a space to collaborate and communicate with each other | - Course material such as outlines, assessments and classroom consumables will be uploaded to the Holy Trinity Math Department classroom. This will allow teachers to access materials from all courses from any computer with internet access.  
- A Google Calendar will be used to post exam dates. | - Improvement on communication between teachers  
- Google classroom will have an ample amount of supports for each course which is accessible to all math teachers |
This will ensure that all teachers are on the same track for completing courses. This would also allow new teachers to see the timeline of courses.

**Review Date 1:** January 2018 [PD with Darin Trufyn for item writing will occur this month]

**Review Date 2:** June 2018
International Baccalaureate:

**Goal 1: Students are successful**

**District Correlation:**
ECSD Goal One: ECSD students are successful
1.4 Develop a plan to increase participation in the International Baccalaureate high school programs.

**Sub Goal a) 1.2**
Ensure the education experiences meet the diverse needs of our learners and are available to all students.
1.3 Continue to further develop career pathways for students.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Implementation and use of IB TA time, specific to IB students, and new IB courses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Actions</td>
</tr>
<tr>
<td></td>
<td>- Use of IB TA time to discuss core topics (CAS, TOK, EE)</td>
</tr>
<tr>
<td></td>
<td>- development of research skills</td>
</tr>
<tr>
<td></td>
<td>- community building, finding support from other students in IB courses.</td>
</tr>
<tr>
<td></td>
<td>- addition of Pilipino Language A to open a different stream for full IB students to pursue, and to broaden availability for all students to access an IB course</td>
</tr>
<tr>
<td></td>
<td>Measures/ Evidence of effectiveness</td>
</tr>
<tr>
<td></td>
<td>Improved enrollment, perseverance, and achievement of students in IB core subjects.</td>
</tr>
</tbody>
</table>

**Sub Goal b) 1.2**
Ensure the education experiences meet the diverse needs of our learners and are available to all students.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Use of communication strategies to improve student success</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Actions</td>
</tr>
<tr>
<td></td>
<td>- Use of ManageBac to help coordinate students through their core courses (CAS, TOK, EE).</td>
</tr>
<tr>
<td></td>
<td>- Group email for coordination from IB coordinator and teachers.</td>
</tr>
<tr>
<td></td>
<td>- Increase number of IB bulletin boards around school, to disseminate information on a broader scale.</td>
</tr>
<tr>
<td></td>
<td>Measures/evidence of effectiveness</td>
</tr>
<tr>
<td></td>
<td>- ManageBac helping to organize CAS, TOK and EE will help students be more organized and find more success in the full IB diploma stream.</td>
</tr>
<tr>
<td></td>
<td>- With more communication and help with organization, student deadlines should be met more completely and results should improve.</td>
</tr>
</tbody>
</table>
Sub Goal c)
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.

<table>
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<tr>
<th>Strategy</th>
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<tbody>
<tr>
<td>Exclude IB assessments from PowerSchool grades</td>
<td>- By only listing AB curriculum assessments and not IB assessments, a student PowerSchool report will show equivalent grades in the IB classes, without the detriment of any IB specific assessments. This allows students to understand where they are in AB curriculum achievement, and provides a greater sense of success and performance on diploma exams.</td>
<td>- increased grades in diploma exams, and stronger correlation between school awarded grade and diploma grade.</td>
</tr>
</tbody>
</table>

Review Date 1: April 2018
Review Date 2: June 2018

Goal 3: IB is inclusive
District Correlation:
ECSD is an inclusive school district
3.2 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.
3.7 Continue to provide and develop services and model initiatives that promote student health, using the Mental Health Strategic Plan

Sub Goal a)
3.1 Implement strategies to ensure that schools focus on the creation of inclusive, safe, healthy and caring environments for all students and staff.

<table>
<thead>
<tr>
<th>Strategy</th>
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<tbody>
<tr>
<td>Provide support and opportunities for diverse learners to enroll, and be successful, in IB courses.</td>
<td>Implement MYP philosophy for all grade 10s, to promote inclusivity and provide IB experience to all.</td>
<td>Better results and more success for our grade 10 students, and more students taking IB 20 level courses.</td>
</tr>
</tbody>
</table>

- Implement technology as a major platform to support students i.e ManageBac, Virtual Classroom, group email.

- Variety of technology will supplement student-teacher interactions and will appeal to students with diverse learning needs, thereby improving student results.

Review Date 1: April 2018
Review Date 2: June 2018

FA.CTS- Fine Arts and Career and Technology Studies:

**Goal 1: Ensure that Holy Trinity FA.CTS students are successful**

**District Correlation:**
Goal One: ECSD Students are successful

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

1.3 Continue to further develop career pathways for students.

1.4 Develop a plan to increase participation in the Advanced Placement and International Baccalaureate high school programs. (Specific to Music and Visual Arts)

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

<table>
<thead>
<tr>
<th>Strategy</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Teachers will become versed in the exceptional needs of their students</td>
<td>Check IPP’s, log entries, and recommendations ask for inservicing on exceptional needs</td>
<td>• Appropriate modifications made to lesson plans, equipment, access, and student safety</td>
</tr>
</tbody>
</table>

| Teachers will remain in contact with student services | Should need arise – teacher will obtain the help of student services | • Appropriate placement of students.  
• Student achieve success |
| Class sizes will be evaluated and addressed | After accessing the diverse needs of students in the class adjust class size to maximize learning and student success | • More students reaching their potential |
| Create a welcoming accepting environment with Christ as our Model and Mentor | Students are not labelled but welcomed; build classrooms were love, kindness and generosity are embraced and shared | • Student confidence and sense of contentment rises |
| Use technology to support and enhance learning and communication | Use classroom technology. Google classrooms; Remind me; Websites; Instagram; | • Better informed students  
• The needs of our diverse learners are met |
| Provide extra time to complete projects or work on assignments | Use TA advisory sessions to provide support for student needs; after school open doors, survey student needs to drive support | • Students complete assignments  
• are more successful – earn a better grade  
• gain more confidence and self-esteem |

**Sub Goal**

1.3 *Continue to further develop career pathways for students.*

| Provide information on career choices and pathways | Teachers will be well versed in choices and pathways and stay current with trends and requirements | • Students choose careers related to courses taken  
• passion is instilled |

Please note that the FA.CTS Department is a unique department encompassing the Fine Arts-FA (Visual Arts and Performing Arts: Music and Drama), as well as, Career and Technology Studies- CTS (Computer Technology, Cosmetology, Fabrication, Construction, Foods, Sports Performance, Wildlife, Computer Science). The teachers are specialists in their fields and bring a wealth of knowledge and passion to their students and subject areas. What these teachers provide for student success is not confined by the walls of their classrooms.

| Provide opportunities to enrich and expand knowledge and skills | Music: share with school, sports teams, community feeder schools, and Church. Students participate in; Music camps, Band trip, Band | • Students will be successful in the classroom and outside of the classroom. |
Share Day. Play for awards, celebrations, and Fine Arts Night
Cosmo: Extra time after school to work on skills (nails, hair, esthetics) Internal competitions run and external Skills competition in the Spring.
Foods: CCF Culinary High School Challenge
Drama: Year Play, lunch time Improv, compete in Northern Alberta Improv League, Canadian Improv Games, Nosebowl and Cappies
Construction/Fabrication: Assist with drama set and, needs in school – display student work in halls
Art: Students will be challenged through designing and creating Posters, Murals, and Hospital window paintings. Exhibits in school, Fine Arts Night, University Extension Gallery and throughout the entire school

- Student will demonstrate pride for self and others
- Students will have a better understanding of careers and pathways available to them

Sub Goal
1.4 Develop a plan to increase participation in the Advanced Placement and International Baccalaureate high school programs. (Specific to Music and Visual Arts)

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<tbody>
<tr>
<td>Be trained in all facets of IB (Art and Music are offered to IB students and SL and HL)</td>
<td>Get training in Approaches to Teaching and Learning</td>
<td>• More effective and efficient teacher</td>
</tr>
<tr>
<td></td>
<td>Keep current with new curriculum – be involved in district concept planning</td>
<td>• Units planned and collaboration with other music and art teachers has occurred</td>
</tr>
<tr>
<td>Use our current IB students to promote greater student enrolment</td>
<td>At club day have IB students explain and demonstrate what they have been doing in the IB classes</td>
<td>• Enrolment in IB increases</td>
</tr>
</tbody>
</table>
| Increase demonstrations of IB work in school and community | For Art: Create hall displays of IB work in school and for community exhibits. For Music have IB students demonstrate what they have been learning - | • Greater understanding of what IB offers  
• Greater desire to participate |

**Goal 2: Ensure that Holy Trinity FA.CTS are inclusive classrooms**

**District Correlation:**

**Goal Three: ECSD is an inclusive school district**

3.1 Implement strategies to ensure that schools focus on the creation of inclusive, safe, healthy and caring environments for all students and staff.

3.7 Continue to provide and develop services and model initiatives that promote student health, using the Mental Health Strategic Plan

**Sub Goal**

3.1 Implement strategies to ensure that schools focus on the creation of inclusive, safe, healthy and caring environments for all students and staff.

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| Continue to offer time and space for our PALS (Pride Acceptance League for Students) and GSA (Gay Straight Alliance) | Have a safe, welcoming judgement free and social multi-faceted club. | • Students have a sense of community inside the school atmosphere.  
• Enrolment in club increases |
| Access the support of student services | Use referral system as designed by student services | • Decrease in student anxieties  
• District survey results  
• Student service staff is utilized |
| Encourage student participation in our Mission Club | Students join the club and become involved in a number of social needs in school, community and globally | • Development of a more caring, generous, loving, individual – which in turn will affect the entire school body |

**Sub Goal**
## 3.7 Continue to provide and develop services and model initiatives that promote student health, using the Mental Health Strategic Plan

<table>
<thead>
<tr>
<th>Strategy</th>
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</tr>
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<tbody>
<tr>
<td>Use the Mental Health Strategic planner to guide our practices</td>
<td>Seek help for early identification&lt;br&gt;Recommend students to student services&lt;br&gt;Be prompt on referrals</td>
<td>• More aware of student attributes, social circumstances and environmental factors all leading to greater inclusivity of our students</td>
</tr>
</tbody>
</table>

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**Goal Three: Ensure that Holy Trinity FA.CTS Department has excellent teachers**

**District Correlation:** Goal Four: ECSD has excellent teachers, school and school, district leaders

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

4.6 Support teachers and system leaders to integrate technology effectively into the learning environment, as outlined in the Learning and Technology Policy Framework.

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

**Sub Goal**

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

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</tr>
</thead>
<tbody>
<tr>
<td>Attend PD sessions offered by the district</td>
<td>Sign up for PD sessions specific to subject being taught</td>
<td>• More effective teachers</td>
</tr>
<tr>
<td>Collaborate with like-minded teachers – school based</td>
<td>Meet every 4 to 6 weeks with the FA.CTS department to discuss student success, complications, directions, future ideas</td>
<td>• More effective department</td>
</tr>
<tr>
<td>Collaborate with like-minded teachers-district based</td>
<td>Meet with other teachers to collaborate on units, lessons, and incidentals</td>
<td>• Stronger community of teachers</td>
</tr>
<tr>
<td>All FA.CTS members will continue to take part in opportunities to learn and to grow as pedagogues in order to ensure student success</td>
<td>Focus on personal growth through reading, research, and practice</td>
<td>• A more rounded confident teacher that is more equipped to deal with the diverse needs of students</td>
</tr>
</tbody>
</table>
### 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.**

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</tr>
</thead>
<tbody>
<tr>
<td>Share expertise</td>
<td>Ms. Reis will offer support with Google Classrooms</td>
<td>• More teachers using Google classrooms</td>
</tr>
<tr>
<td></td>
<td>Mr. Whelan and Mr. Eagleson will help by sharing design skills</td>
<td>• Teacher knowledge and confidence increases</td>
</tr>
<tr>
<td>Access technology links supplied by Mr. Stewart</td>
<td>Take time to use the link</td>
<td>• Greater use of current technologies</td>
</tr>
<tr>
<td>Integrate technology into the education experience</td>
<td>think purposefully about seamless technology</td>
<td>• Students will gain the understanding and skills</td>
</tr>
<tr>
<td>Update technology</td>
<td>Stay informed - attend sessions - seek expertise</td>
<td>• Current and effective use of technology</td>
</tr>
</tbody>
</table>
| Use districted sanctioned Social Media as a means of communication | Students access information from Google classrooms | • Improvement with communications  
  • Student easily access feedback, assignments  
  • Students can access examples, challenges, and enrichment online |

### Sub Goal

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

<table>
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</thead>
<tbody>
<tr>
<td>Demonstrate by example the distinctiveness and advantages of Catholic Education</td>
<td>Attend school religious celebrations and masses</td>
<td>• Lead by example</td>
</tr>
<tr>
<td></td>
<td>Volunteer as religious leader in above activities</td>
<td>• Visual representation at celebration</td>
</tr>
<tr>
<td></td>
<td>Setup prayer table in each classroom as a constant reminder of the importance of daily prayer</td>
<td>• Visible celebration of our faith</td>
</tr>
</tbody>
</table>
Encourage students to take part in celebrations and masses
1. Servers
2. Musicians
3. Singers
4. Readers
5. Organizers
6. Builders
7. Artists
8. Dramatists

| **Embed district theme into our teaching** | Examine boards spiritual theme | • Better understanding of district direction |
| **Continue to encourage students** | Discuss how we can put our faith into practice within our environment | • Better implementation of goals |
| | Using the gospel values on a daily bases build character formation in our students | • A community of learners that demonstrate faith, love, hope, charity, dignity and respect, |
| | | • Students that are stewards of creation and justice |

**Review Date 1: April 2018** (We will review goals and setup the FA.CTS demonstration of learning for May/June)

**Review Date 2: June 2018** (Reconsider new goals based on the achievement or shortfall of the 2017-18 goals. Plan for next year.)
Linked Foundation Statements:

**A Statement of 21st Century Learning in Edmonton Catholic Schools**
**Preparing our students for a world not yet realized**

**A Defining Statement of Inclusive Education in Our District – Katholos:**
**Education for Life for All**

Links on how to develop Vision and Mission Statements: “Vision and mission statements provide schools with an essential overview of where they want to go and what they want to be.” Gabriel and Farmer (2009)

Dufour and Eaker documents on mission and vision


[http://www.uscsd.k12.pa.us/Page/33](http://www.uscsd.k12.pa.us/Page/33)

**Links on Goal Setting**


