



EDMONTON CATHOLIC SCHOOLS

St. Benedict Catholic School

School Plan for Continuous Growth 2016-2019 Information Package

As God's chosen ones, holy and beloved, clothe yourselves with compassion,
kindness, humility, meekness, and patience (Colossians 3:1)

Catholic Identity Goal: Each school is asked to have a goal that corresponds to District Goal 1: Live 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

Please refer to the [2016-2019 District Plan for Continuous Growth](#) for goals and sub-goals.

Please follow the example 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

St. Benedict Plan for Continuous Growth 2016-2019

School Mission: The mission of St. Benedict School is to provide a Christ-centered educational journey in which students develop their personal potential in a collaborative, diverse, and supportive 21st century learning environment.

School Vision: Inspiring Passion to Love, Learn and Pray Together



School Context:

St. Benedict Catholic School is located on the west end surrounded by rental housing, as well as middle class housing. We currently have a student population of 470 students ranging from Full Day Kindergarten to Grade 6. St. Benedict is a high needs school community and is one of the few schools that many of us have been in that also has a middle and upper class population, partly due to the Hockey Academy and other factors, such as school reputation and success. A high ELL population has necessitated a strong literacy/numeracy plan at its core. We are very proud that our population is about 80% Catholic, 96% utilized space, as well as a diverse range of cultures and religions.

The St. Benedict School teaching context may be characterized and/or includes the following:

- 3 Full Day Kindergarten classes – Gr. 6
- 25 teachers, 9 Educational Assistants, 1 part time psychologist (2 mornings a week for 3 hours), FNMI Liaison, Joanne Ladoceur working with FNMI LLI program/cultural projects, 0.4 EBS, 0.4 FSLW, 0.2 speech assistant, 1.2 LC and Tech coach (0.1 added by school for tech mentor)

- 179 ELL -33% of our population
- 72 FNMI (15 % of our population)
- Focus Program:31 students in Hockey Academy
- Number and severity of special needs students
 - 14 – code 42
 - 2 – code 43
 - 2 – code 44A
 - 2 – code 44T
 - 2 – code 44F
 - 1 – code 46

Review of Previous Year's Goals:

<p>Staff will promote and deepen their understanding of Mark 2: Imbued with a Catholic World View and Mark 5: Shaped by a Spiritual Community</p>	<p><u>(What will you do with that goal?)</u> Actions: Mark 2</p> <ul style="list-style-type: none"> ✓one celebrations of the Eucharist within the school year ✓seminarian from St. Joseph's on site Thursdays throughout the year to support teachers and students with curricular concepts, and sacramental preparation help link St. Benedict and Annunciation Parish ✓invite seminarian to help us form school goal for Catholicity through the Marks ✓school community travels to the church to celebrate Eucharist ✓promote Sacraments through newsletter and Synervoice <p>Not Achieved- Reconciliation at St. Benedict for Grade 2+3 students (5-6 priests on site)</p> <p>Not achieved -School council chair also connects with Fr. John from Annunciation to promote parish events</p> <ul style="list-style-type: none"> ✓Fr. John visiting classrooms monthly to support teachers and students with curriculum, Catholic teachings and beliefs ✓Seminarian Andrew supports teachers and students on Thursday mornings with Catholic teachings, practices and beliefs ✓School chaplain liaison between parish and school ✓Inviting Fr. Dean/Fr. John to celebrations and special events ✓Advertise parish functions and events in newsletter/synervoice 	<p><u>(What data supported your decision?)</u></p> <p>Chaplain had staff email visits by priests, seminarian, district chaplain class or school visits</p> <p>Collected data on spreadsheet set up by Chaplain</p>
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<p><i>To improve students comprehension of informational/non-fiction texts</i></p> <p>PAT sample results of individual questions- really need to work on non-fiction/informational-below province</p> <p>91.7 92.4 Ideas and Details Informational Infer an implicit detail in an informational article</p> <p>18 78.6 80.1 Ideas and Details Informational Draw a conclusion from key details in an informational article</p> <p>26 51.2 59.8 Ideas and Details Informational Recognize the relationship between ideas and details in an informational article</p> <p>27 66.7 71.6 Ideas and Details Informational Make an inference about a detail in an informational article</p>	<p>√Hire additional teacher (0.4 FTE) in support of Team Teaching/classroom support model for extreme learning needs in Grades 2-5.</p> <p>√Support coaching and development and literacy training opportunities through district and PD offered by organizations such as ERLC.</p> <p>√Continued funding of 0.5 Reading Intervention teacher to support Grades 1+2 (and some Grade struggling readers, ELL and FNMI students.</p> <p>√Continue adding literacy series and resources such as Eagle Crest (FNMI leveled readers) and LLI (red kit)</p> <p>Needs work, not consistent from class to class - Continue to enhance literacy by actively promoting and supporting Guided Reading within the classroom, in particular at the upper elementary level (Grades 4-6). 1-2 x week using content areas- access L.A. consultant for support</p> <p>√Continue to evergreen and nourish printed resources that are in the library and in classrooms through the Adopt a School grant of nearly \$17 000 worth of books and resources through purchase at Chapters.</p> <p>Needs work, not consistent from class to class Continue to promote online learning opportunities (i.e. Raz Kids; Imagine Learning).</p> <p>√. ALS consultant Karyn Gagnon working with FNMI groups for Guided Reading</p>	<p>Continued to support new teachers with LLI training opportunities and empowering writers workshops</p> <p>Added purple, teal (Grades 4, 5 LLI kit)</p> <p>Grades and individual classes not consistent with guide reading LA consultant working with newer teachers</p> <p>Beyond our expectations with adopt a school success- \$31 000 in student books and teacher materials</p> <p>Great success for students. FNMI students (Grades 2-6) advanced on average 3 reading levels</p>
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<p><i>To improve student writing in the areas of sentence structure, vocabulary and punctuation</i></p>	<p>√Continue to support use of web programs (e.g. Story Jumper, BitStrips) as alternative to paper/pencil writing tasks.</p> <p>√School wide training and purchase of Empowering Writers (resource for teaching concepts and skills with format for different writing genres</p> <p>Not consistent, this will need work like guided reading- Guided Writing groups with support from LC, additional teacher support for literacy/numeracy (0.4 FTE)</p> <p>Not consistent -Daily 5 implemented consistently in Grades 1-3 and beginning in Grades 4-6.</p> <p>√ Consistent and deliberate formative writing assessments with specific feedback and use of student exemplars (using Seven Strategies of Assessment for Learning Model by Jan Chappuis)</p> <p>√ Writing opportunities in the content areas to expand writing principles beyond Narrative (can grow still in writing more non-fiction pieces across all grades)</p> <p>Not consistent - Use of specific, effective graphic organizers (e.g Ran Strategy) to support students in writing (in particular ELL, FNMI and struggling readers)</p> <p>√ Developing collaborative common assessments through specific learning targets/rubrics presented in student friendly language</p>	<p>P.A.T results- Grade 6 writing Acceptable- Writing St. Ben -96% Province -89% In Sentence structure, vocabulary and Punctuation-majority of scores were 3-3.5/5</p> <p>This evidence was collected in both the 2nd and 3rd reporting period from teachers to admin. team</p>
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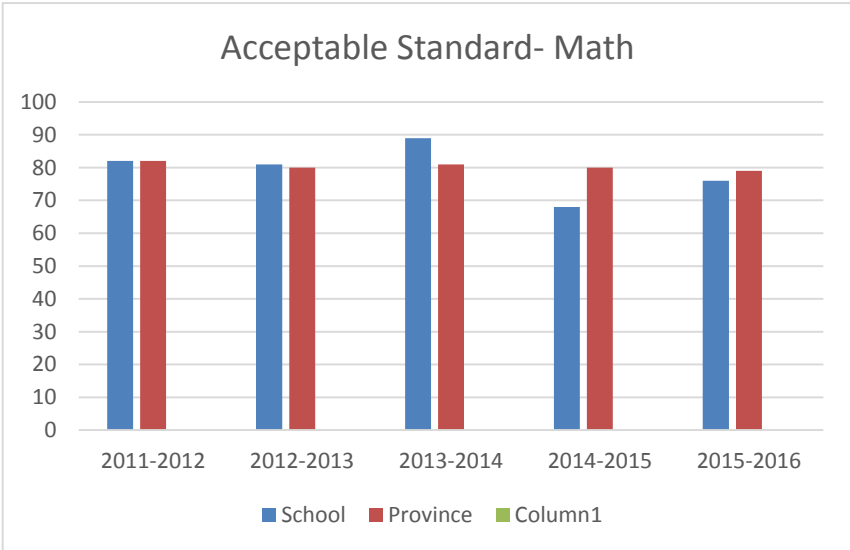
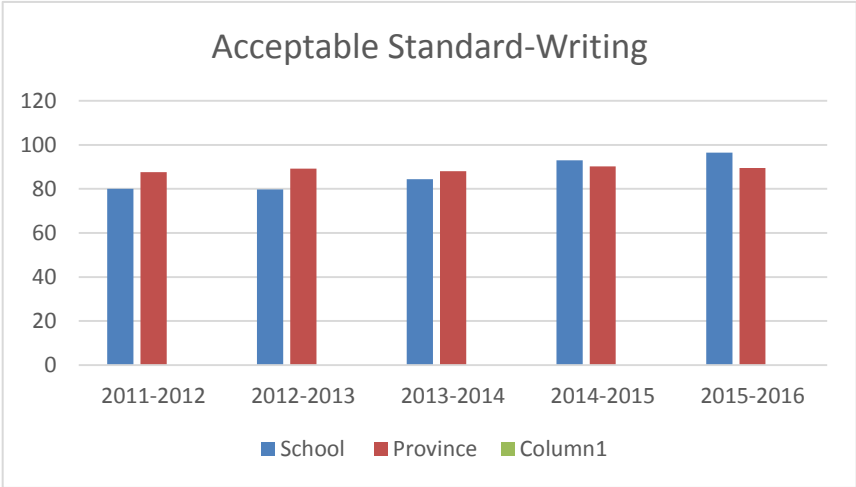
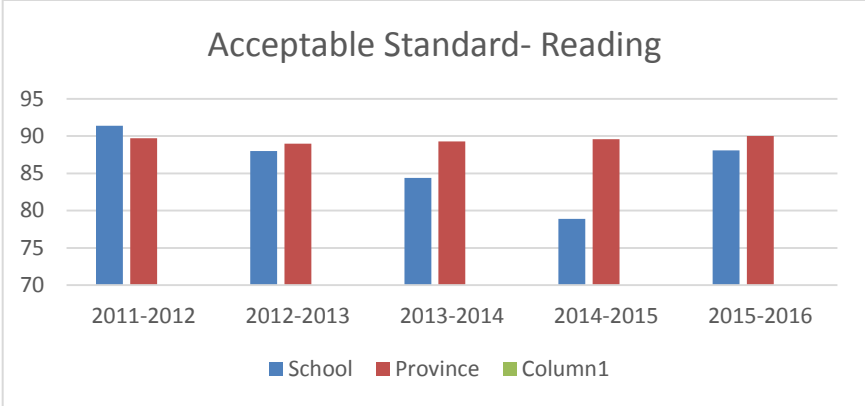
<p><i>To deepen students understanding of math concepts in the strand of NUMBER</i></p>	<p>√Hire additional teacher (0.4 FTE) in support of Team Teaching/classroom support model for extreme learning needs in Grades 2-5.</p> <p>Not consistent use of this diagnostic tool- Using diagnostic Math tools such as Early Years Interview and MIPI to provide feedback on students to help drive instruction</p> <p>Improving throughout school- Use of collaborative Kagan Learning Structures (e.g. Rally Coach, Quiz Quiz) to provide students opportunity for dialogue and sharing of effective strategies</p> <p>√Build, Draw, Name using manipulatives (e.g. number lines, lattice/grid, cue cards</p> <p>√Math games such as WAR, Around the World, and Buzz to help students use strategies</p>	<p>Purchase of intervention resource Leaps and Bounds to direct pathways for kids (differentiation)</p> <p>We have added 2-3 more staff members with Kagan</p> <p>Teachers attending session on Box-Cars and one-eyed jacks then passing on to colleagues</p>
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<p><i>Staff, students and parents will participate in activities to uphold principles of Apple Schools which promote healthy mind, body and spirit</i></p>	<ul style="list-style-type: none"> √Continue partnerships with Save on Foods for taste testers and H+M Foods who supply our monthly apples at a substantial discount √revamped and simplifies St. Benedict Nutrition Policy for parents and staff √Nutrition students from U of A working with students to make healthy snacks √Mental Health staff development and training- Mental Health First Aide course √'Lunch Lady program' offered with healthy lunches every Tuesday √daily Apple Schools message read on SBTV √increases time form one half day a week to two with psychologist Catherine Paton to support students in need √Apple Schools bulletin board monthly displays done by classrooms √Gymnastics and Dance residency supported by school and S.A.C √posters throughout the school (e.g. Choose most often) √ /Caribbean Day □ Parent Health Night –Try again for this year to organize √educational displays such as Sugar Shocker √Student leadership Club promoting Apple School messages √ Family Lunch groupings- Cross grade eat and do activities together as a family grouping 	<p>2 day workshop attended by 5 teachers and assistant principal(course synopsis-The course will include units about mental health and mental illness,</p> <p>Daily messages supplied by Apple Schools read by students</p> <p>Assigned to 2 grades each month-mainly set by kids</p> <p>Culminating show and share with staff and parents by kids</p> <p>Monthly way to bring cross grade groupings at lunch to build community</p>
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Data Analysis: Complete the matrix using your school's data. Delete the green explanation text and insert your data.

Areas to celebrate

Accountability Pillar	<p>Go to the overall summary page of your report</p> <ul style="list-style-type: none"> • Safe and Caring, program of Studies and Education Quality, Work Preparation, Citizenship and School Improvement all OVERALL-Excellent • PAT excellence – improved- moved to GOOD 										
District Satisfaction Survey	<p><u>Students</u> My school teaches me to make healthy food choices and to be active. I know how well I am doing in my school work. I know what I need to do to improve in my school work. My classroom learning activities are meaningful. I enjoy learning about the Catholic faith.</p> <p><u>Parents</u> Collaboration skills are taught at my child's school Critical Thinking skills are taught at my child's school I am satisfied that my child's school uses a variety of methods to learn My input is considered and valued by my child's school Students in my child's school receives additional supports</p> <p><u>Staff</u> I am satisfied that our school council is fulfilling its advisory role School professional development provides me with an opportunity to improve my work skills. Our school is providing the necessary supports for children with special needs. Our school provides differentiated learning experiences for all students.</p>										
Regression Analysis	<p>ELA, Math and Social Studies all = Science + Maintained same result as last year with increase in student population</p> <table border="1" data-bbox="521 1451 976 1692"> <thead> <tr> <th>Subject</th> <th>Result*</th> </tr> </thead> <tbody> <tr> <td>English Language Arts</td> <td>=</td> </tr> <tr> <td>Mathematics</td> <td>=</td> </tr> <tr> <td>Science</td> <td>+</td> </tr> <tr> <td>Social Studies</td> <td>=</td> </tr> </tbody> </table>	Subject	Result*	English Language Arts	=	Mathematics	=	Science	+	Social Studies	=
Subject	Result*										
English Language Arts	=										
Mathematics	=										
Science	+										
Social Studies	=										



PAT/Diploma analysis	<ul style="list-style-type: none"> • Science Acceptable above or at standard 4 of the 5 years
Tell Them From Me	<p>Students who are motivated and interested in their learning (4% above) Students meeting and nearly meeting Canada’s food guide (9% above) Bullying and Exclusion (6 % lower than district+ve) Feel safe attending school (8 % above) Students with positive sense of belonging (3% above)</p>
5 Marks of Catholic School Identity Assessment	<div data-bbox="500 575 951 726" style="background-color: #f4b084; padding: 5px;"> <p>The school has an active and vibrant parent advisory council working with a shared purpose. The Catholic school has a plan to increase involvement of parents in the life of the school and parish.</p> </div> <p style="text-align: right;">From Mark 5</p> <ul style="list-style-type: none"> • The Catholic school frequently invites the local parish priest to school functions and encourages him to be an active member of the school community.

Areas to target for growth

Data Source	Process	Goals in response to data
Accountability Pillar	<ul style="list-style-type: none"> The only category that has declined is parental involvement so this is an issue. 	<ul style="list-style-type: none"> SAC chair and co- chair to meet with admin. team to discuss possibilities However, council participation is up by 4-5 members
District Satisfaction Survey	<ul style="list-style-type: none"> Non-academic needs of students are met in our school through a variety of supports and services. (contradicts these 2 above district measures- Our school is providing the necessary supports for children with special needs., Our school provides differentiated learning experiences for all students.) School/department finances are being allocated in keeping with our core value of fairness.(contradicts these three high measures - School professional development provides me with an opportunity to improve my work skills, Our school is providing the necessary supports for children with special needs) I have appropriate opportunity for input into school/site level decisions that affect my job. I am satisfied with the decision-making processes that take place at our school/site. I have appropriate opportunity for input into decisions that affect my job. 	A survey was done in early September through Survey Monkey to help provide clarification and specific examples. Survey data was analyzed and presented back to staff. Staff provided some good feedback but in the end the results were dramatically different and majority of staff are very supportive and happy with the direction and focus we are continuing to work on. (results are attached)
Regression Analysis	No subject area has dropped from last year. Results duplicated this year ELA=, Math =, Science + and Social Studies =	
PAT/Diploma analysis	<ul style="list-style-type: none"> Acceptable standard in Math 4 out of 5 years has been on par or very close to province Acceptable standard has been slightly above or with 2% of province 4 out 5 years Struggle in both Math and L.A.- excellence standard 	See below goals for Mathematics and Language Arts

<p>Tell Them From Me</p>	<p>Students with moderate to high levels of anxiety- St. Benedict, 4% higher than district and higher % as well for females than the district</p> <p>Religious celebrations and prayer important at school (6% below) Attending Catholic School helped explore love of God (4% below)</p>	<p>Psychologist working with small groups or one on one 1 day per week-students with high anxiety</p> <p>EBS time increased by 0.3, total = 0.4 FTE FSLW- time increased by 0.3, total = 0.4 FTE EBS and FSLW working on social skills course together for identified students with anxious or inappropriate interactions with peers</p> <p>Father Dean supporting our school by attending and explaining parts of mass, traditions, and attending special events- Meet the Teacher, Grade 4 bible celebration and Christmas concert Students will have Easter mass at Annunciation District Chaplain and parish priest to continue supporting teachers and students with school wide celebrations and social justice initiatives</p>
<p>5 Marks of Catholic School Identity Assessment</p>	<p>Ensure that permeation of faith remains central in all our day to day practices. Improved connections and communications between parish and school</p> <p>The school works with the local parish to support the immediate preparation for the sacraments of Eucharist, Reconciliation, and Confirmation.</p>	<p>RES resources and website presented at staff meeting in November (e.g. daily reflection website) See above Sacramental information in newsletter, Synervice Parish/School Meetings are held 3-4 times/ year with Chaplain acting as liaison or with admin team and chaplain Meetings: Nov. 16 Parish and west end schools</p>

Goals:

Goal: To improve reading comprehension and writing skills

District Correlation: District Goal Two: Every student is successful

District Goal Four: Quality teaching and school leadership

District Goal Six: First Nations, Métis and Inuit students are successful

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 refugee students.

Ensure that appropriate and approved resources are used to support learning in the classrooms and that appropriate resources are allocated to support departments.

Require all school sites to engage in and report on the First Nations, Métis and Inuit model framework for student success.

Ensure that assessment practices are aligned with Alberta Education competencies and that schools consider multiple sources of assessment data, including formative and summative, standardized and provincial assessment and test results such as District exams, to inform instruction for improvement in identified areas. Assessment data, gathered into a student profile, leads the learning team to a deeper understanding of the student and greater ability to target teaching to improve learning.

Sub Goal a) Students will achieve one year of reading growth with fiction and/or non-fiction

<u>Strategy</u>	<u>Actions</u>	<u>Measures/ Evidence of effectiveness</u>
<p>Reading intervention for FNMI students</p> <p>Reading intervention and FNMI teacher will consult and observe together</p>	<p>-0.6 cultural and curriculum support FNMI instructor-Gr 2-6</p> <p>-Pull out small groups 20-25 min 3 x week</p> <p>-Use blend of fiction, non-fiction and cultural text (Eagle Crest Books)</p> <p>-The Reading Strategies Book- 300 strategies</p>	<p>-Oral and written composition related to familiar guided reading text</p> <p>-Increase in reading level</p> <p>-Increase ability to retell various reading selections</p> <p>-Able to compose oral or written composition related to text</p>
<p>Grades 2-6 Focused Strategies</p>		
<p>Grades 1+2 Focused Strategies</p> <p>Reading intervention (0.5 FTE) for at risk/struggling readers or students who are having difficulties accelerating at specific reading level</p>	<p>-Pullout- for Grades 1+2 for intense reading support and strategies (Gr. 1 -3) 3 am's/week, Grade 2 1 am/week)</p> <p>- Groups are dynamic and flexible</p> <p>-0.8 EA support combined for 3 Grade 1 classes</p> <p>d. EA support for small group or one on one- phonemic awareness, working memory, language and behavioral learning (guided by classroom and intervention teachers)</p>	<p>-Running records from guided reading</p> <p>-Ongoing F+P assessments</p> <p>-Fluent phrase expressive reading, attention to punctuation</p> <p>-Can read a variety of fiction and non-fiction</p>
<p><u>Sub Goal b)</u> Students will improve associating meaning when reading informational text (semantics)</p>		

<u>Strategy</u>	<u>Actions</u>	<u>Measures/evidence of effectiveness</u>
<ul style="list-style-type: none"> -whole class, student created word wall (encountered words) -frayer model -mnemonics -engaging, motivating, humor, visuals -Blooms taxonomy -repeated exposure across subject areas -peer tutoring + collaboration 	<ul style="list-style-type: none"> -Students find words in text, define and post on wall -Train context specific words - e.g. FLP, SHP (For Bernoulli's principle)- Gr. 6 science - youtube videos, songs, cheers -to create test questions+ rubric - word-work routine, cross curricular connection -use of LLI, Literacy Place and Reaching Readers non-fiction books - The Reading Strategies 	<ul style="list-style-type: none"> F+P results Guided Reading groups assessment (min-lessons) P.A.T results SLA data from Grade 3 reading assessment

<u>Sub Goal c) Students will improve non-fictional and fictional writing pieces</u>		
<u>Strategy</u>	<u>Actions</u>	<u>Measures/evidence of effectiveness</u>
<ul style="list-style-type: none"> -focus on sentence structure -organization 	<ul style="list-style-type: none"> -moving from simple sentences to adding adverbs and adjectives to make more complex sentences -students will vary sentence beginnings -sentence frames for ELL's -use of transition words (e.g. sometime later, before, soon after) -begin with focusing on parts of paragraph (topic sentence, supporting details) -graphic organizers -tools and lessons from empowering writer's -analyze student writing from grade levels 	<ul style="list-style-type: none"> -students colour coding parts of speech to identify adjectives, adverbs etc. -Writing pieces scored with appropriate rubrics that identify good sentence structure (e.g. PAT rubric, Empowering Writer's, 6+1 writing traits) -Share the Pen- students work cooperatively to record a piece of writing -expose students to a variety of genre (e.g. personal narrative, persuasive, research) -P.A.T's Grade 6 -Grade level exemplars

Goal: To By the end of the 2016-2017 school year, our students will grow in their understanding of our Catholic identity as expressed in mark 2 of “the Five Marks of Catholic School Identity” and “Learner Competencies Formed Through Catholic Education”

District Correlation: Live the Distinctiveness of catholic education

- 1.1 Demonstrate the distinctiveness and advantages of Catholic education.
 - a) Cultivate and support a Catholic ethos/environment within each site.
 - b) Demonstrate a way of life rooted in the Catholic Christian call to discipleship and service.
 - c) Ensure that permeation of faith remains central in all our day to day practices.
- 1.7 Continue to enhance and strengthen our Catholic identity through the Five Marks of Catholic School

Mark 2: Imbued with a Catholic Worldview

Sub-Goal: a)

Each grade level/class will participate in or initiate, minimally one social justice activity by the end of the year which will be grounded in and provide the opportunity to articulate the Catholic teaching on social justice and charity.

<u>Strategy</u>	<u>Actions</u>	<u>Measures/ Evidence of effectiveness</u>
<p>- Students will choose social justice activities for their classes based on Catholic social teaching.</p> <p>- student leadership team 15 (Grade 4-6 students) will support classrooms by providing announcement messages, posters, video or ppt.</p> <p>- Students will have the opportunity to reflect upon social justice projects in an age appropriate manner to articulate their understanding of Catholic Social teaching</p>	<p>-each class/grade group will carry out a social justice project in addition to a whole school social justice project(to be determined by staff)</p> <p>-classes will research various social justice projects and collaboratively decide on their social justice project</p> <p>- teachers will incorporate a reflective writing assignment on the class social justice project</p>	<p>Five Marks of Catholic School Identity Assessment</p> <p>project plan for each class articulates the Catholic social teaching principles that it engenders.</p> <p>Response journal, rubric</p>

Sub-Goal: b) modeling and explaining of our Catholic practices and traditions		
<p>Strategy</p> <p>-Recitation and Explanation of common prayers, rituals</p> <p>-Review with students parts of the mass before celebrations</p> <p>-pastor/clergy support during mass or celebrations</p>	<p>Actions</p> <p>-Assessing students' on reciting common prayers</p> <p>-Use SBTV to support and prepare students-reinforce</p> <p>-have priests at church or celebrations explain parts of mass</p> <p>-Father John share vestments</p> <p>-tour of church (Grade 2)</p>	<p>Measure/Evidence of effectiveness</p> <p>Report card descriptors from RES</p> <p>RES resources from consultant web page</p> <p>Students can articulate/demonstrate their learning through responses, visual journals</p>

<p>Sub-Goal: c) The school and parish work together to evangelize to our students and their families our faith and active bond between school, home and parish</p>		
<p>Strategy</p> <ul style="list-style-type: none"> -The Catholic school has a plan to increase involvement of parents in the life of the school and parish. -The school and the local parish work together to create evangelization teams committed to nurturing the faith life of families who send their children to the Catholic school. -The Catholic school frequently invites the local parish priest to school functions and encourages him to be an active member of the school 	<p>Actions</p> <ul style="list-style-type: none"> First meeting with west end schools and Annunciation Parish- Nov. 15 -increase student numbers for sacraments -look at alternate day, not just Saturday as option for busy families -schools to eventually be a go between for families and parish to register and pick up packages for sacramental preparation -schools to send monthly calendar to parish , parish team and/or Father John invited to celebrations and/or school events -Father John visits every 2-3 weeks individual classrooms -district chaplain invited to celebrate with our students times when parish priest is unable 	<p>Measure/Evidence of effectiveness</p> <ul style="list-style-type: none"> -increase in number for sacraments -action plans and next steps from 2-3 parish/school meetings -chaplain updates on process from intermittent meetings with Fr. John and parish team members throughout the year -more frequent visits from Fr. John from school invites to events

Goal: To reduce the difference (in %) of student responses that were between 5-10% from the province standard in the areas of patterns and relations, shape and space and statistics and probability

District Correlation:

District Goal Two: Every student is successful

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 student success

District Goal Four: Quality teaching and school leadership

Ensure that assessment practices are aligned with Alberta Education competencies and that schools consider multiple sources of assessment data, including formative and summative, standardized and provincial assessment and test results, to inform instruction for improvement in identified areas.

Assessment data, gathered into a student profile, leads the learning team to a deeper understanding of the student and greater ability to target teaching to improve learning.

Ensure that appropriate and approved resources are used to support learning in the classrooms

Sub Goal a) Use strategies to increase proficiency within patterns and relations

<u>Strategy</u>	<u>Actions</u>	<u>Measures/ Evidence of effectiveness</u>
-integrate literacy strategies (e.g. graphic organizers) into math, Social and Science	-include reading text boxes into class questions to build skills. -review text features in math problems, social studies and science literature, text	Performance tasks from Math Makes sense or AAC website P.A.T results
-questions cut out and broken down into (glue in journals) so students take ownership of the problem -use manipulatives to model data in charts	-decoding the 'math' in a written question -color coding/highlighting	MIPI Leaps and Bounds
-generate questions for other students by students	-students create questions for practice and to prepare for tests, exams	

Sub Goal b) students will create and interpret graphs and charts

<u>Strategy</u>	<u>Actions</u>	<u>Measures/evidence of effectiveness</u>
-use non-fiction texts (Reaching Readers, Literacy Place and LLI books) to show graphs and charts in context	-incorporate graphs, charts into world problems -daily morning problems with exit slips	MIPI assessment Mathletics Leaps and Bounds

<ul style="list-style-type: none"> -use of text features in student resources for Social, Math and Science -use Mathletics software program 	<ul style="list-style-type: none"> -more intentional focus on data charts and graphs in Science and Social context -data analysis woven and intentional throughout the year not just as a 'unit' -use Leaps and Bounds intervention section 	<p>SLA data</p> <p>Science and Social studies quizzes and tests with graphing and data chart questions</p> <p>-</p>

Review Date 1: Feb. 2017

Review Date 2: May 2017

Goal: Engage students and staff in learning that fosters physical, emotional, social, mental, nutritional and spiritual wellness.

District Correlation: (insert district goals/sub goals)

District Goal Three: The Edmonton Catholic School District is inclusive

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

- a) Seek practices and build staff capacity to enhance delivery of mental health supports that are both proactive and preventative in nature.
- b) Engage students in learning that fosters physical, emotional, social, mental, nutritional and spiritual wellness.
- c) Encourage and support partnerships that promote student health

4.4 Seek, promote and engage in responsive and responsible community partnerships.

Sub Goal a) Seek practices and build staff capacity to enhance delivery of mental health supports that are both proactive and preventative in nature.

<u>Strategy</u>	<u>Actions</u>	<u>Measures/ Evidence of effectiveness</u>
Themed Parent Nights	Celebration of Learning Nights (November/March)- FSLW and EBS with program info for parents January- April 2017	Parent response and attendance- promote on Friday updates through Syervice, newsletter and SAC
Themed Months	EBS to host at St. Benedict Anxiety in children and parenting (similar to Triple P sessions) December: Worry Stones, Jan: Hats off, Feb: Pink shirt day, March: Laugh out loud April: Neighborhoods post cards, May: Mindfulness walk, June: Fun Mental health day	Monthly newsletter insert articles from student leadership team
Bulletin Board Messages	Positive messages relating to Filling each other's bucket Mental health info (Teen Mental Health)	
Staff wellness afternoons	Yoga WEM challenge Bowling Night after report cards	Monthly /Nov. 4 PD (pm)- yoga

Wellness Wednesday	Video broadcasts on healthy mind and body	Student reflections to share on announcements- how is this helping me
Teacher training and PD	Go to Educator Paths	
Psychologist	One full day a week working with small groups –anxiety, social skills	Parent feedback
EBS/FSLW	Social skills course- small group- cross grade- once/week	Teacher/EBS/FSLW talks, check-in, progress – Improved learner skills on report cards

Review Date 1: Feb 2017

Review Date 2: May 2017

