



# EDMONTON CATHOLIC SCHOOLS

## School Plan for Continuous Growth 2018-2021 Information Package

Act justly, love tenderly, walk humbly with your God. (Micah 6:8)

## St. Francis Xavier High School Plan for Continuous Growth 2018-2021

**School Mission:** Staff is committed to fostering a positive learning environment and addressing the students' individual needs and differences. We will prepare our students to be productive citizens, lifelong learners, and responsible, autonomous learners. In the context of 21st Century Learning we embrace our Catholic identity and support professional growth as we are committed to provide exemplary education and to foster growth within the educational community.

**School Vision:** "A family that builds great Wonders"

**School Charism:** *Caritas Christi* – "Love of Christ"

St. FX High School is a family that builds great wonders. Our focus on academics, athletics and excellence is infused with the spiritual goals of love, compassion, and charity to create unity between students, staff, and our community from which great wonders can grow

**School Context:** St. Francis Xavier is a school of 1140 students serving the communities of West Edmonton and beyond, through a variety of programs. St. Francis Xavier has a sports academy focus, which, at present, includes five different skill academies: Baseball; Golf; Hockey; Soccer; and Lacrosse. The numbers in these academies will be listed below. We also offer an Advanced Placement program at St. FX with AP offered in English, Biology, Physics, Chemistry and Math.

**Academy Program Breakdown**

Grade	Soccer	Hockey	Lacrosse	Golf	Baseball
10	46	23	6	18	14
11	31	24	6	7	11
12	11	5	5	2	13
Total	88	52	17	27	38 + STM 15

**Special Programs Breakdown**

Grade	AP	ELL	KAE	WIN	FMNI
10	298	58	5	2	51
11	130	58	9	2	41
12	71	60	9	1	25
Total	499	176	23	5	117

## Review of Previous

### Year's Goals: (brief is better, delete the green text)

<p><b><u>Goal One:</u></b></p> <p>St. FX staff and students will strive to create an environment that enhances and supports the human and divine in each person. We will permeate Catholic teachings into our curriculum and our school community, showing the connection between knowledge and our Catholic faith, and strengthen our Catholic identity</p>	<p><b>Achieved/continue</b></p> <p><b>Modify</b></p> <p>We will continue with this goal for the coming school year. Our Catholicity is at the heart of who we are at St. Francis Xavier. Our motto "Caritas Christi" "Love of Christ" is what we as teachers and students try to bring with us to school each day.</p>	<p><b>Evidence/data used</b></p> <p>There were 85 recipients for the Father Michael Mireau "God is Love" awards this past year at St. Francis Xavier. Students continue to demonstrate their catholicity through their various acts of charity, such as bikeathon, volunteering at elementary schools, soup kitchens, senior centers and school sponsored events.</p>
<p><b><u>Goal Two:</u></b></p> <p>Improve student learning and achievement within the context of Inclusive Education while meeting the diverse needs of our students</p>	<p>We will be monitoring this goal somewhat this year, still concentrating on the teaching and learning going on in the classroom, but somewhat of a different focus</p>	
<p><b><u>Goal Three:</u></b></p> <p>Take the next step in the commitment to student learning within the 21<sup>st</sup> Century Catholic Learning Community by ensuring all</p>	<p><b>Continue</b></p> <p>We will continue doing this as a staff however it will not be specific goal for this school year.</p>	<p>All teaching staff have received the "Assessment Conversations" book which we will use throughout the year to ensure staff are</p>

teaching and assessment is aligned with Alberta Education curricular outcomes and assessment practices. Effectively communicating this to the student and parent groups		continually looking at their assessment practices.
<u>Goal 4</u>		

## Data Analysis:

### Areas to celebrate

<p>Accountability Pillar</p>	<p><b><u>Measure Category:</u></b>            Excellent: Drop Out Rate            Excellent: Rutherford Scholarship Rate            Excellent: School Improvement</p> <p><b><u>Achievement Measure:</u></b>            Very High: Drop Out Rate            Very High: High School Completion Rate (3 Year)            Very High: Diploma: Acceptable            Very High: Diploma Exam Participation Rate (4+ Exams)            Very High: Transition Rate (6 Year)            Very High: School Improvement</p> <p><b><u>Improved Measure:</u></b>            Improved Significantly: Drop Out Rate            Improved Significantly: School Improvement            Improved: High School Completion Rate (3 yr)            Improved: Diploma Acceptable            Improved: Diploma Exam Participation Rate (4+Exams)</p> <p><b><u>Overall Measure Evaluation:</u></b>            Excellent: Drop Out Rate            Excellent: High School Completion Rate (3 Yr)            Excellent: Diploma: Acceptable            Excellent: Diploma Exam Participation Rate (4+ Exams)            Excellent: School Improvement            Good: Safe and Caring School            Good: Program of Studies            Good: Education Quality            Good: Work Preparation</p>
<p>District Satisfaction Survey</p>	<p><b><u>STUDENTS</u></b>            [32] my parents/guardian is involved in my education            [33] My school teaches me to be environmentally responsible            [18] Student discipline is handled fairly            [19] My school teaches me the value of healthy food choices and active living            [30] I feel safe in my school building</p> <p><b><u>PARENTS</u></b>            [10] Students in my child’s school receive additional services and support when they need it            [17] I am satisfied with the way that student discipline is handled in my child’s school            [27] I feel welcome in my child’s school</p>

	<p>[18] My child's school focuses on continuous improvement [32E] level of satisfaction with your opportunity to access information about your child's educational progress and achievement</p> <p><u>STAFF</u> [7] Our students are taught to use the skills of critical thinking and inquiry in their approach to learning [43] Overall, my school is a good place to work [26] Our school is a safe environment for children to learn [27] Our school is a safe environment in which to work [6] Our students collaborate through a variety of learning approaches</p>
Regression Analysis	<p>Science 30 (+) This has improved from a (-) the previous year Social Studies 30-1 (+) This has remained unchanged from the previous year Biology 30 (=) this has remained unchanged from the previous year Math 30-1 (=) this has remained unchanged from the previous year Math 30-2 (=) this has remained unchanged from the previous year</p>
PAT/Diploma analysis	<p>English 30-1 Acceptable standard 94.5% school Math 30-1 Acceptable standard 85.6% Math 30-2 Acceptable Standard 85.1% Science 30 Acceptable Standard 88.5% Science 30 Standard of Excellence 32.3% Social 30-1 Acceptable Standard 95.1% Social 30-1 Standard of Excellence 24.3% Social 30-2 Acceptable Standard 85.5% Social 30-2 Standard of Excellence 13.0%</p>
Our School Survey	<p>Student participation in School Sports 51% - 46% Students with Positive Relationships 79% - 78% Students do homework 83% - 79% Effort – Students try hard to succeed 72% - 71% Desirable Quadrant 70% - 64% Students with a Positive Self Esteem 76% - 74% Bullying, Exclusion and Harassment 13% - 17% Feel Safe Attending this School 73% - 67% Positive Learning Climate 7 – 6.8</p>
5 Marks of Catholic School Identity Assessment	<p>As a school we are doing quite well in Mark Two, Mark Three and Mark Four and need some more work in Mark 5. The following are some of the examples that what we are doing to meet the Marks of our Catholic Identity</p> <p><u>Mark Two- Imbued with Catholic World View</u></p> <ul style="list-style-type: none"> <li>• Crosses hung in each classroom, offices, gym and around the school.</li> <li>• We celebrate mass with the community either at Annunciation Parish, in our school gym or chapel</li> <li>• The chapel is used weekly with our Religion classes</li> </ul>

- Morning prayer each day and at lunch
- Retreats offered each year
- Social Justice initiatives, active participation by the student's body to support Sign of Hope and Edmonton Catholic Schools Foundation through our yearly bikeathon.

**Mark Three-Animated by a Faith-Infused Curriculum**

- Designated qualified teachers teach the religion program
- Father Glen speaks to the Biology and a Social class about the curriculum and Roman Catholic perspectives
- There are numerous examples of cross curricular instruction done in classes
- We take the students to mosques, synagogues, and temples. Plus, we have an elder spend time with the students and we participate in ceremonies with them
- Students are constantly challenged in all classes to think about how the curriculum reflects our Catholic teachings
- Students are called to ACT their faith in their daily encounters
- Teachers meet once a month to discuss the news and how we can bring this into our classes in a Catholic way.
- Religion students follow Pope Francis on twitter
- Professors and RMEC students come to speak to our students

**Mark Four-Sustained by Gospel Witness**

- Several teachers take in a 'Dinner and a Course' at St. Joseph College
- Many teachers are presently enrolled or have graduated with their MRE
- Athletic teams volunteering at Annunciation School to play games with students.
- Girls and Boys Basketball teams volunteer to set up, serve and clean up at St. Elizabeth School just before Christmas
- FX Rocks school group volunteering at various charities and working with FX school to promote our Catholic faith through various activities.

## Areas to target for growth

Data Source	Measures	Goals in response to data
Accountability Pillar	<p><b>Measure Category:</b>            Safe and Caring – dropped from 89.0 to 85.7 (drop of 3.3%)            Transition Rate (6 Year) dropped from 72.3 to 70.5            Citizenship dropped from 82.0 to 78.6</p> <p><b>Achievement Measure Evaluation:</b>            There are no areas of decline or areas that have dropped. We have either maintained or improved.</p> <p><b>Improvement Measure:</b>            Transition Rate (6 yr) has declined            Citizenship score has declined significantly</p> <p><b>Overall Measure Evaluation:</b>            Citizenship Overall score is an Issue</p>	<p>In reviewing our results for citizenship, we have had a drop of 5.2% with parents, 0.4 in student and 1.6% with teacher. Looking at the results, there were too many “Don’t Knows” which affects the overall results. The administration team will assist the parents understand how answers on the survey affect each dimension.</p> <p>The students who did get into post-secondary. Increased the time allocation with the Grad Coach as well as accessibility during FLEX and Lunch with the Grad Coach to increase the number of conversations about post-secondary planning.</p> <p>Hosting Post-Secondary presentations and having all CALM classes and Independent CALM students in the semester attend the session along with completing a reflection about information learned.</p>
District Satisfaction Survey	<p><b>PARENTS:</b>            Response Rate 10.6 to 28.4            (37) Inclusive Education 84.6% compared to 91.1%            (31A) Please indicate your cleanliness of the school</p> <p><b>STAFF:</b>            (10) I am satisfied with the way student discipline is handled in our school            (13) Our school/site demonstrates care for the environment            (18) School professional development provides me with an opportunity to improve my work skills            (28) Our community is the team of the school, home and parish working together</p>	<p>Parent            Work with parent council on describing what Inclusive Education program at the school.            Work more on notification to encourage them to participate in the satisfaction survey</p> <p>Staff:            Purchasing better containers as well as informing staff what is being done at the school.            We have explained the school discipline policy for staff along with how each case is deal with</p>



	<p><b>STUDENT:</b>  (28) given the opportunity to communicate my learning in a variety of ways  (27) Through the use of technology in my school, I am able to experience better learning opportunities  (25) I know what I need to do to receive a senior high school diploma  (16) My school teaches me to show respect for other cultures and religions  (11) I have opportunities to make decisions about my learning.</p>	<p>situationally with the tools available what we  An explanation directly with the teachers involved is always important.  Professional Development relevant to the staff.  Encourage department heads to bring in subject specific speakers or district consultants to their department meetings or district consultants.</p> <p>Team  Every year we are trying to improve the collaboration of all three community partners involving parents and then we use the district chaplain to perform celebrations</p> <p>Student  Added time to the grad coach meeting the students from Grade 10 to 12 and ensure requirements  Sit down with registration and the clearly identified in registration handbook  Chrome book cart and increase accessible and encourage students to use devices  Assessment development we are encouraging teachers to look at different ways of representing</p>
<p>Regression Analysis</p>	<p>English Language Arts 30-1 dropped from (=) to (-)  English Language Arts 30-2 dropped from (=) to (-)</p>	<ul style="list-style-type: none"> <li>• <b><u>See individual Department goals after their analysis of the Diploma and District Examinations</u></b></li> </ul>
<p>PAT/Diploma analysis</p>	<p>We achieved below the province in the following subject areas  Biology 30 Standard of Excellent 27.1% compared to 36.5%  Chemistry 30 Standard of Excellence 18.6% compared to 38.3%</p>	

	<p>Chemistry 30 Acceptable Standard 18.6% compared to 38.3%</p> <p>Physics 30 Standard of Excellence 27.5% compared to 43.2%</p> <p>Physics 30 Acceptable Standard 78.4% compared to 86.0%</p> <p>Math 30-1 Standard of Excellence 28.0% compared to 34.7%</p> <p>Math 30-2 Standard of Excellence 14.0% compared to 16.3%</p>	
Our School Survey	<p>Student Participation in School Clubs: 27% compared to 33%</p> <p>Students that Value Schooling Outcomes: 65% compared to 73%</p> <p>Students that are Regularly Truant: 24% compared to 17%</p> <p>Student with Positive Behavior at School: 95% compared to 96%</p> <p>Students planning to finish high school, and pursue a trade or apprenticeship program: 21% compared to 24%</p> <p>Students planning to pursue a post-secondary education: 69% compared to 67%</p> <p>Students agreed that attending a Catholic School helped them to explore their love of God and service to community: 73% compared to 78%</p>	<p>More students participate in school teams then clubs at the site which is an element of the focus of the school.</p> <p>Grad coach time extended to include more one on one time working with grade 10 to 12 students on post-secondary studies including looking at the opportunity for trades and apprenticeship.</p> <p>Chaplain will draw connections between the service students do at the site comes from the exploration of their faith in action.</p>
5 Marks of Catholic School Identity Assessment	<p><u>Mark 5</u></p> <ul style="list-style-type: none"> <li>• We certainly could work at having a better relationship with the parish priest at Annunciation Parish. We do have at least 3 masses there a year but have Father Glen come and say mass for the students and before that we have had Father Dean.</li> <li>• We have in the past supported the Annunciation Food Bank collecting food at our Thanksgiving celebration</li> <li>• We have small but very involved parent council who recently have helped with our Bikeathon and our casinos, but certainly we would also welcome more input from parents</li> </ul>	

## St. Francis Xavier Goals:

**Goal 1:** St. FX staff and students will strive to create an environment that enhances and supports the human and divine in each person. We will permeate Catholic teachings into our curriculum and our school community, showing the connection between knowledge and our Catholic faith, and strengthen our Catholic identity

### District Correlation:

**District Goal Catholicity: Live and enhance the distinctiveness of Catholic education**

1.1 Demonstrate the distinctiveness and advantages of Catholic education.

- b) Cultivate and support a Catholic ethos/environment within each site
- c) Demonstrate a way of life rooted in the Catholic Christian call to discipleship and service
- d) Ensure that permeation of faith remains central in all our day to day practices

g) Continue to enhance and strengthen our Catholic identity through the Five Marks of Catholic School Identity Implementation Plan (2015-2018) (Five Marks of Catholic Education) and continue teacher faith formation through the Five Marks of Catholic School Identity and the Excellent Catholic Teacher (The Excellent Catholic Teacher).

**Strategy 1:** Work with all staff in understanding how our Catholic faith and the opportunity to work in Catholic education is truly a blessing that we must nurture, cherish, and bring actively into our classes and school community

### Actions

There will be several PD's that staff have an opportunity to share their faith journey and how that has impacted their teaching.

### Measures/ Evidence of effectiveness

Staff feel comfortable integrating their faith into all the classes they teach.

Staff will recognize that their faith is not necessarily a personal thing but is rather something to be shared with both students and staff, as follow our Pope's call to live our Catholic faith.

An increase in faith discussions and in-class permeation will be the result of nurtured personal faith journeys, and a stronger understanding of the importance of our faith in Catholic education

**Strategy 2:**

Ensure teachings on and about Catholic faith permeates all classes and is not restricted to Religion classes.

**Actions**

Father Paul will come in to lead a PD on the significance of been able to teach in Catholic Schools and the opportunities this provides staff to practice their faith and impact the lives of our students.

Make the school motto “Love of Christ” more visible around the school for all to see (enhance the Catholic environment). Continue to nominate those students who demonstrate this motto daily for the Fr. Michael Mireau “God is Love” awards each year.

Take every opportunity to bring our Catholic teachings into other curricular areas. There will also be a focus in Religion classes to compare the Catholic faith with other world religions, to promote understanding and respect

**Measures/ Evidence of effectiveness**

Students and staff appreciate and promote the wonderful opportunities we must practice our faith in the context of Catholic Schools

Students will see that being in a Catholic school involves faith in all areas of the school experience, not simply in a Religion class. Greater understanding of world religions and Catholic faith will lead to living as a Catholic more fully, improving school and community care for self, and care for others.

**Review Date 1: January 30, 2019**

**Review Date 2: June 4, 2019**

**Goal 2: To help improve FNMI students' success.**

**District Correlation:**

Goal One: ECSD students are successful

- a. Ensure that flexible and responsive programming meets the diverse needs of all learners.
- b. Continue to develop career pathways for students

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

2.1 (a) Continue programs and enhanced academic and cultural supports for all students that lead to successful transitions between all levels, increased high school completion rates, improved successful transitioning to post-secondary, career development and encourage life-long learning.

(b) Ensure that all teachers and leaders have the acquired skills to meet and exceed the foundational knowledge of First Nations, Métis and Inuit standard as outlined in Alberta Teaching Quality Standards.

**Sub Goal a: To improve success by reducing the FNMI drop-out rate to below 4%**

**Strategy 1: Improve course completions**

**Actions**

Using flex time and lunch time for FNMI help sessions in specific core subject areas, targeted towards students failing at the mid-point of a semester.

**Measures/ Evidence of effectiveness**

Increased completion of FNMI students in core courses, as measured by less students failing at semester end than at mid-point

**Strategy 2: Increase outside class supports**

**Actions**

Availability of tutors during school time and after school hours to help support FNMI students one-on-one

**Measures/ Evidence of effectiveness**

By having a minimum of 10% of the FNMI student population use the tutors and pass the course requiring support.

**Strategy 3: Provide career exploration and transition opportunities**

**Actions**

Provide field trip opportunities to explore career options, and facilitate enrollment into Work Experience or Registered Apprenticeship Program (RAP) to help retain FNMI students with less intrinsic academic motivation

**Measures/ Evidence of effectiveness**

By seeing an increase in student enrollment in Work Experience and/or RAP as compared with previous year.

<b>Sub Goal b: To improve diploma participation rate and improve English diploma results by 5%.</b>	
<b>Strategy 1: Provide structured caring environment to work on English assessments</b>	
<u><b>Actions</b></u> Hosting FNMI help sessions at lunch or after school, providing food to help strengthen the concept of family and nurturing while working on English assessments.	<u><b>Measures/ Evidence of effectiveness</b></u> To have at minimum 10 students working with English teachers during these help sessions
<b>Strategy 2: To improve English diploma results by drawing upon cultural parallels and analogies</b>	
<u><b>Actions</b></u> By exploring the traditions and culture of FNMI students, teachers can draw parallels to class literature and create analogies that enrich FNMI student understanding of the key literary points and analyses.	<u><b>Measures/ Evidence of effectiveness</b></u> Qualitative descriptions from teachers indicating greater understanding from FNMI students, as well as improved grades on similar assessments used in previous years.
<b>Strategy 3: To increase diploma participation rate through use of Science 30 and proper English streaming with upgrading to 30-1</b>	
<u><b>Actions</b></u> Keep students in appropriate English stream until 30-2 diploma is completed, then encourage them to upgrade to 30-1 if they have post-secondary goals. By avoiding the early transition to 20-1, students will find greater success in the -2 stream and will complete two diplomas (30-2, and then 30-1). Also, encourage students who complete Chemistry 20 and/or Physics 20 to take Science 30	<u><b>Measures/ Evidence of effectiveness</b></u> Improved English results on diplomas due to extra diploma being written and improved participate rate with second English course and accessible Science 30 course. This will be measured in the October 2019 Accountability Pillar

**Review Date 1:** January 30<sup>th</sup>, 2019

**Review Date 2:** June 21<sup>st</sup>

<b>Goal 3: Improve student learning and achievement through the lenses of Inclusive Education to meet the diverse needs of our students</b>	
<b>District Correlation:</b> 1.3 Ensure that flexible and responsive programming meets the diverse needs of all learners 3.1 Implement the Inclusive Education Policy Framework by ensuring that schools focus on the creation of welcoming, inclusive, caring, respectful and safe learning environments for all students and staff. 3.2 Continue to support the provincial Inclusive Education Policy Framework. 3.7 Ensure that learner centered decisions are based on the 6 Principles of Inclusive Education 3.8 Further develop a Collaborative Response Model with school multi-disciplinary teams. 4.4 Promote Excellent teaching practices consistent with the Teaching Quality Standard, which guides student achievement.	
<b>Sub Goal a:</b> Staff have a better understanding of the Philosophy of the Knowledge and Employability Curriculum by focusing on Learner Outcomes and how to incorporate them in a blended Inclusive classroom.	
<b>Strategy 1: Create a curriculum leader position in Knowledge and Employability</b>	
<b>Actions</b> Create a Knowledge and Employability Position at St. Francis Xavier High School to provide support to classroom teachers and liaison with KAE students.	<b>Measures/ Evidence of effectiveness</b> KAE Student completion
<b>Strategy 2: Collaboration meetings with core subject teachers and KAE Inclusive Teacher to create positive learning opportunities that are aligned to the KAE program.</b>	
<b>Actions</b> KAE Inclusive Teacher aligning Learner Outcomes between the -2 and -4 programs in online environment for quick reference.  Collaboration meetings with teachers to review learning activities and how they align  Team teaching opportunities to assist with complex learning situations in a blended classroom  Small group instruction for KAE students to support demonstrating Learner Outcomes in a variety of ways.	<b>Measures/ Evidence of effectiveness</b> Teachers have better understanding on how to develop the classes.  Students are meeting the requirements for the KAE program of studies with high success rate in class marks.
<b>Strategy 3: Timetable scheduling to allow one on one support with KAE Students with KAE Inclusive Teacher</b>	
<b>Actions</b> Create a block of time where the KAE Teacher can meet with KAE students to focus on positive habits to prepare for Workplace Readiness.	<b>Measures/ Evidence of effectiveness</b>
<b>Sub Goal b:</b> Assist the community of St. Francis Xavier to have a better understanding of the 6 Principles of Inclusive Education and what they look like at our site.	
<b>Strategy 1: Develop staff understanding of the Language of Inclusive Education</b>	

<p><b><u>Actions</u></b> Share with the staff the 6 Principals of Inclusive Education as well as the Inclusive Education Policy:</p> <p>Email Staff the district Inclusive Education Newsletter</p> <p>Staff Meeting activities that identify examples of Inclusive Education at our school.</p> <p>During administrative walk-through's target examples of Inclusive Education principles in action</p>	<p><b><u>Measures/ Evidence of effectiveness</u></b> The staff are using the language of Inclusive Education</p> <p>The district satisfaction survey questions Teacher Q#8 and Q#18 will improve</p>
<b>Strategy 2: Inform Parent community of the Inclusive Education in action at the site</b>	
<p><b><u>Actions</u></b> During Parent Council Meeting demonstrate the elements of Inclusive Education</p> <p>In school newsletters or Swift messages, show examples that are generated by staff of the use of Inclusive Education at St. Francis Xavier</p>	<p><b><u>Measures/ Evidence of effectiveness</u></b> Parents have a raised awareness of Inclusive</p> <p>Parent Satisfaction Survey Q37 will have an increase from the 10.6% number.</p>
<b>Strategy 3: Ongoing work in our Collaboration Response Model</b>	
<p><b><u>Actions</u></b> Build on the Collaborative meetings by establishing Norms of meeting and notification to staff.</p> <p>Staff and Grade Coordinator communication to maintain observation of Attendance and Learning and flag student who require more in-depth assistance.</p> <p>Activate Student Supports Services to support them.</p>	<p><b><u>Measures/ Evidence of effectiveness</u></b> Improve responsiveness to needs of the student that contribute to student success.</p>

<b>Goal 4: Review and discuss the revised areas of the TQS especially the new additions in relation to the Foundational Knowledge about FMNI</b>	
<p><u>District Correlation:</u> ECS has Excellent teachers, and school and school district leaders</p> <p>4.2 Ensure that teachers, principals and other administrative leaders have the capacity to meet the new Quality Standards, in collaboration with stakeholders and school authorities.</p> <p>2.1 (b) Ensure that all teachers and leaders have the acquired skills to meet and exceed the foundational knowledge of First</p>	



Nations, Métis and Inuit standard as outlined in Alberta Teaching Quality Standards.	
<u>Sub Goal a:</u> To dissect TQS #3 - Demonstrating a Professional Body Knowledge	
<u>Strategy 1:</u> PD activity on reviewing the new TQS document	
<u>Actions</u> Teachers will collaborate and discuss in groups examples on how they execute the TQS in their classrooms. Then share their results with entire teaching staff.	<u>Measures/ Evidence of effectiveness</u> Teachers reflecting and recording examples of how they are meeting the outcomes of the TQS
<u>Strategy 2:</u> Working with staff to review their assessment practices to align with expectations from the TQS	
<u>Actions</u> Each teacher received a copy of the Alberta Assessment Consortium book title “Assessment Conversations”. Several PD’s will be offered where teachers will work through various conversations regarding assessment practices and these will then be shared as a group.	<u>Measures/ Evidence of effectiveness</u> Teachers recording examples of evidence that they are meeting this standard
<u>Actions</u> Myron Dueck, David Martin were both brought in to share their strategies in- regards to assessment practices.	<u>Measures/ Evidence of effectiveness</u> Teachers will have more creative ideas in-regards to refining their assessment practices.

## Department Goals

### Goals: English Department

<b>Goal 1:</b> Improving the literacy in the 30-2 classes.	
<b>District Correlation:</b> District goals 1.1, 1.2, 1.3, 1.4 Focusing on developing competencies, communication, and programming needs for diverse needs of all learners.	
<b>Sub Goal a:</b> Improve the writing skills in the 30-2 classes, with a special focus on the ELL learners.	
<b>Strategy 1:</b> Scaffolding: Determining specific skills, phrases, terms that will be taught at each grade level. Scope and sequence.	
<b>Actions</b> Implementing requirements for each grade level. Example 10-2 each teacher will focus on developing the visual assignment by utilizing common terms. This will build consistency throughout the department, resulting in increased comfort for the student.	<b>Measures/ Evidence of effectiveness</b> 3-year plan: track grades initially at grade 10 level, but then follow in subsequent years and grades.
<b>Strategy 2:</b> Implementing specific literacy terminology to enhance the reading abilities at each grade level.	
<b>Actions</b> The department will develop a “bank” of terms that will be stressed at each grade level. Looking again for continuity and fluidity between classes and grade levels.	<b>Measures/ Evidence of effectiveness</b> We will be able to measure results through reading comprehension scores

<b>Goal 2:</b> Continue with establishing common assessments for the -1 stream	
<b>District Correlation:</b> District goals 1.1, 1.2, 1.3, 1.4 Focusing on developing competencies, communication, and programming needs for diverse needs of all learners.	
<b>Sub Goal a:</b> Establishing common reading assessments for the grade 10 and 11 levels.	
<b>Strategy 1:</b> Field testing multiple reading comprehension assessments, to establish a bank of common assessments for each grade level and class.	
<b>Actions</b>	<b>Measures/ Evidence of effectiveness</b>

Each teacher will administer multiple exams and record the scores to establish the validity of the assessment. Based on the results from a cross section of classes we will determine if the assessment is a valid assessment, then it will become a common assessment to be used by each class at that level.	Reading comprehension scores will be consistent from class, and results will validate the process.
<b>Strategy 2:</b> Common strategies will be employed in the classes. Looking for consistency and continuity for the students.	
<b>Actions</b> Compiling common terms, strategies, and identifying common errors by students. By identifying common errors teachers will be better able to develop strategies to counter the errors.	Teachers will collect data on “types” of errors being made and be able to assess if strategies are correcting the errors.

**Review Date 1:** January 30<sup>th</sup>

**Review Date 2:** June 21<sup>st</sup>

## Social Studies Department Goals:

<b>Goal 1: Aim for 100% of our students achieving the acceptable standard on the diploma and in class (Social 30-1/30-2)</b>	
<b>District Correlation:</b> <u>ECSD students are successful</u> Improved diploma results and graduation numbers	
<b>Strategy 1:</b> - Working towards higher standards	
<b>Actions</b> - Increase standardization across department at all grades to improve student performance in grade 12 - Improve teacher and student performance in diploma area subjects	<b>Measures/ Evidence of effectiveness</b> Acceptable standard achieved in course and on diploma exam

<b>Goal 2:</b> Record a visible improvement in student written work during the semester. Need to keep student work from beginning of semester until end. Comparative analysis. All levels. <b>District Correlation:</b> <u>ECSD students are successful and ECSD has excellent teachers, and school and school district leaders</u>	
<b>Strategy 1:</b> Copy the student’s work and gauge improvement levels over semester	
<b>Actions</b> - Maintain use of writing guides to allow for standardized instruction - Make sure that all teachers are doing the prep and development to enhance possible improvement - Keep student work and make sure there is something tangible to work from for future instruction to others	<b>Measures/ Evidence of effectiveness</b> If we make some copies of student work and see improvement over time, we can see how the guidebook is helping

<p><b>Goal 3:</b> Merge more student focused interests within our teaching. District Correlation: ECSD students are successful and ECSD has excellent teachers, and school and school district leaders <u>Strategy 1</u> Once the foundational understanding is built within the lessons, we will pause for student feedback. We can ask for student ideas to generate more personal connection and interest with the material.</p>	
<p><b><u>Actions</u></b> Need clear objectives and guidelines but in order to meet these the student chooses the path. Teacher can offer options to the students, but this should be student directed. Does not replace a test- this exercise is to supplement learning prior to a test. May have to cue the students with options to select from Students can also decide how the work is to be presented</p>	<p><b><u>Measures/ Evidence of effectiveness</u></b> Measure will be gauging student interest and through formative assessment – q and a- as well as summative assessment results Hopefully test results that reflect even greater understanding</p>

**Review Date 1:** January 30th

**Review Date 2:** June 21<sup>st</sup>

## Math Department Goals:

<b>Goal 1:</b> Improve math 20-1 district results and/or maintain district exam and diploma provincial exam results. In addition, improve course averages in the classroom.	
<u>District Correlation:</u> 1) Promote excellent teaching practices consistent with the Teaching Quality Standard, which guides student achievement. 2) Ensure that every school and department create the conditions to improve student learning and achievement within the context of a Catholic learning community. 3) Ensure that assessment practices focus on improved student learning. Assessment data gathered into a student profile leads the learning team, including the student, to a deeper understanding and greater ability to target teaching and improve learning.	
<b>Sub Goal a:</b> Improve district results in 20-1	
<b>Strategy 1:</b> <ul style="list-style-type: none"> <li>• Allow students enough time to learn the outcomes before they are assessed on them (deciding as a department what timeline that maybe)</li> <li>• Allow students the opportunities to prove their understanding of a concept more than once (whether that is through re-writes, make up your mark assignments or whatever the teacher decides)</li> </ul>	
<u>Actions</u> Allow more than one opportunity for students to show their understanding of the outcomes	<u>Measures/ Evidence of effectiveness</u> Track class average and grade changes after re-writes More formative assessment
<b>Strategy 2:</b> Create assessments within our courses that align with the district assessments	
<u>Actions</u> Keep improving the Stem of our questions in homework, assignments, and assessment to align with the directing words released by the province (used on diploma exams) Use multiple styles of questions such as procedural, conceptual and problem solving Diversifying question vocabulary (Example: not all Solve) some that say explain, justify, verify, compare...	<u>Measures/ Evidence of effectiveness</u> Checking to see if students are using the right methods to solve a question Ex) when says explain are they using words? When it says compare are, they talking about similarities and differences?
<b>Strategy 3:</b> <ul style="list-style-type: none"> <li>• Ensure communication and collaboration is happening with the 20-1 teachers to ensure consistency and to support each other when developing new and appropriate lessons and assessments.</li> </ul>	

<p><b><u>Actions</u></b>          More collaboration amongst 20-1 teachers about areas of strength and weakness and how they can improve lessons, assignments, and assessment</p>	<p><b><u>Measures/ Evidence of effectiveness</u></b></p> <ul style="list-style-type: none"> <li>• Teachers are using at least one of their collaboration Fridays to tweak or make new assessment</li> </ul>
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**Sub Goal b:** Improve Numerical Response Question results in all levels and courses of math

**Strategy 1:**

- Use more Numerical Response Style questions in our quizzes and assignments (already have a good number on unit exams)

<p><b><u>Actions</u></b>          Go through the new style of Numerical Response questions released from the diplomas (and district exams) and align the style of our numerical questions</p>	<p><b><u>Measures/ Evidence of effectiveness</u></b></p> <ul style="list-style-type: none"> <li>• Track how the students are doing throughout the course on these types of questions (is there improvement) 5% 10% better results?</li> </ul>
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**Strategy 2:**

- Ensure communication and collaboration is happening within the department and to ensure consistency amongst courses and support for teachers developing appropriate lessons and assessments.

<p><b><u>Actions</u></b>          More collaboration done not just in specific courses but at all levels. Math 20-1 teachers can collaborate with 30-1 teachers to see what is being used in 30-1 and 20-2 with 30-2 etc...</p>	<p><b><u>Measures/ Evidence of effectiveness</u></b></p> <ul style="list-style-type: none"> <li>• Teachers are using at least one of their collaboration Fridays to talk about what is happening in their courses and share materials</li> </ul>
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**Review Date 1: January 30<sup>th</sup>, 2019**

**Review Date 2: June 30<sup>th</sup>, 2019**

**Goal 2: Ensure we as a department are providing highest standard of mathematical education for every student and giving each student the opportunity to learn the objectives in the courses, they are taking**

**District Correlation:**

- 1) Ensure the education experiences meet the diverse needs of our learners and are available to all students.
- 2) Increase academic success by promoting successful practices to support First Nations, Métis and Inuit students.
- 3) Identify and implement best practices that align with excellent learning environments to realize transformed education. An excellent start to learning necessitates a focus upon developing competencies and the foundational competencies of literacy and numeracy, content and procedural knowledge.
- 4) Promote excellent teaching practices consistent with the Teaching Quality Standard, which guides student achievement.

**Sub Goal a:**

- **Ensure students are streamed properly at registered in the appropriate courses**

**Strategy 1:**

- Fewer students below a 50% in the course
- Open communications between department head, math teacher and administrators about what is happening in each course (successes, failures, averages...)

**Actions**

- Ensure feedback from teachers, students and parents about the successes and failures in the courses is being communicated through log entries, conversations and emails

**Measures/ Evidence of effectiveness**

- Send out emails to parents and grade coordinator about students struggling weekly, or after an assessment

**Strategy 2:**

- **Communicate with teachers in the department, grade coordinators, students and parents to ensure everyone is supporting the student's educational needs**
- **Teachers will BLUEPRINT their exams to ensure outcomes are being properly assessed**

**Actions**

- Students and parents will have access to the blueprints and or outcome checklists, so they know what outcomes are being assessed and can relate their student's success directly to the Alberta program of studies

**Measures/ Evidence of effectiveness**

- Students can show on a checklist or verbally their understanding of the

	outcomes and what they feel they are grasping or not.
<b>Strategy 3:</b>	
<ul style="list-style-type: none"> <li>• Have math teachers attend PD to help learn new ways to support students needs in the classroom</li> </ul>	
<u>Actions</u> Look for new opportunities for Professional development within the district and province. (example: learning how to analyze diploma results and use the information in the classroom) Ensure department teachers feel supported whether it is through professional development opportunities, or new recourses available.	<u>Measures/ Evidence of effectiveness</u> Attend at least one PD a year

**Review Date 1: January 11<sup>th</sup>, 2019**

**Review Date 2: April 26<sup>th</sup>, 2019**

### Science Department Goals:

<b>Goal 1:</b> Improve student performance on skills-based questions on district and diploma exams	
<u>District Correlation:</u> ECSD students are successful	
<i>Objective:</i> To develop students to their fullest potential, through multiple pathways, so that they can nurture their gifts and talents in service to others and pursue their passions and interests as contributing members of community... academically, spiritually, physically, mentally and socially.	
<b>Sub Goal:</b> Improve student understanding of fundamental laboratory practices and techniques that are used in all science disciplines. These labs will reinforce important skills- based outcomes central to all science courses. These labs will have the following objectives: <ul style="list-style-type: none"> <li>- Correctly measure and dispense the proper amount of dry chemical from a storage container</li> <li>- Create a solution to a desired concentration using proper laboratory practices.</li> <li>- Using a pipet correctly to measure and dispense a specific quantity of solution</li> <li>- Identifying and understanding the purpose for laboratory equipment.</li> </ul>	
<b>Strategy 1:</b> Teachers will collectively create common laboratory experiments that require the development and attainment of the lab skills mentioned in the Sub Goal. All teachers in the department will use the same labs to address the fundamental lab skills.	
<u>Actions</u> Science teachers will develop and implement laboratory experiments that specifically target the bulleted goals. These labs will be mandatory and implemented in Science 10, Chemistry 20 and Biology 20.	<u>Measures/ Evidence of effectiveness</u> Students will be required to measure a specific quantity of dry chemical from a storage



<p>Each lab will address specific lab skills. Students will be expected to demonstrate mastery of these skills before they can progress to subsequent labs that require these skills.</p>	<p>container and transfer it to another container correctly. Students will be required to prepare a standardized solution of a specific concentration on their own. Students will demonstrate proper pipetting techniques to the instructor on their own. Students will be asked to identify and explain lab equipment and its purpose.</p>
<p><b>Strategy 2:</b> Questions that address the goals will be integrated into Science 10, Chemistry 20 and Biology 20-unit exams.</p>	
<p><b>Actions</b>  Science teachers will collaboratively develop and implement questions that test the lab skills into our unit common exams. Science teachers will also develop and implement a skills-based evaluation where students will be tested in a lab environment; demonstrating these essential skills.</p>	<p><b>Measures/ Evidence of effectiveness</b>  Teachers will use collaboration time to analyze the students' performance on the skill-based questions and modify practice as necessary</p>

**Review Date 1:** Feb. 1, 2019 Science Department Meeting: These labs will be ready to implement for the second term and the teachers will all have copies of the lab procedures

**Review Date 2:** April 12, 2019 Teachers will discuss students' performance on the fundamental lab skills, both anecdotally and by analyzing their performance on the common exam questions.

<p><b>Goal 2:</b> Improve student performance on the district and diploma standardized tests to achieve a higher correlation between the number of students who achieve the standard of excellence in the classroom awarded mark and on the diploma exam.</p>
<p><b>District Correlation:</b> ECSD students are successful  <i>Objective:</i> To develop students to their fullest potential, through multiple pathways, so that they can nurture their gifts and talents in service to others and pursue their passions and interests as contributing members of community... academically, spiritually, physically, mentally and socially.</p>
<p><b>Sub Goal:</b> Improve the quality of the schools standardized assessments, specifically our common unit exams.</p>

<b>Strategy 1:</b> The department will use diagnostic exam marking software to assess the quality of our unit exams.	
<u>Actions</u> The department will buy a site license for “Smarter Marks”. This program provides diagnostic feedback on the quality of each item on an exam. The science department teachers will use this to assess the quality of the items on our unit exams. Questions that are deemed poor quality will be edited or replaced.	<u>Measures/ Evidence of effectiveness</u> Teachers will use collaboration time to review unit exam questions that do not properly discriminating strong and weak students. The program will also be used to create a test with the proper balance of HMA, CA, and knowledge outcomes.

**Review Date 1:** Collaboration time after each major unit exam for all the science disciplines.

**Review Date 2:** The department will continue to edit and improve our unit exams after using the diagnostic software following unit exams

### Religion Department Goals:

<b>Goal 1:</b> Summative and formative living out of the Gospel values	
<u>District Correlation:</u> Live and enhance the distinctiveness of Catholic education	
<b>Sub Goal a:</b> <ul style="list-style-type: none"> <li>o Improve basic understanding of the Roman Catholic religion thru common assessments in religion classes</li> </ul>	
<u>Strategy 1:</u> Common assessment and collaboration to create and share projects.	
<u>Actions</u> Common assessment and collaboration to create and share projects.	<u>Measures/ Evidence of effectiveness</u> There will be the same level of rigor in each level of Religious Studies
<u>Strategy 2:</u> Formative assessment thru discussions after guest speakers, course content, field trips and volunteering.	

<u><b>Actions</b></u> Collaboration in bringing in guest speakers, field trips, etc.	<u><b>Measures/ Evidence of effectiveness</b></u> Student participation and response
<u><b>Sub Goal b:</b></u> Improve everyday living of our Catholic faith through participation in school liturgies, prayer, feast day, and volunteering.	
<u><b>Strategy 1:</b></u> Increase volunteer participation and opportunities for students and staff.	
<u><b>Actions</b></u> Call volunteer agencies School wide involvement in social justice activities	<u><b>Measures/ Evidence of effectiveness</b></u> Level of participation in events
<u><b>Strategy 2:</b></u> Set up information sessions to train staff and students on becoming Eucharistic Ministers, Readers, etc.	
<u><b>Actions</b></u> Neighboring parish priest and/or Fr. Glenn come in	<u><b>Measures/ Evidence of effectiveness</b></u> More people involved in liturgies

<b>Goal 2: All Religion students leave St. FX with the same knowledge of our Catholic faith.</b>	
<u><b>District Correlation:</b></u> Quality teaching and school leadership Every student is successful	
<u><b>Sub Goal a:</b></u> All teachers use the same grading rules and assignments	
<u><b>Strategy 1: Adhere to the specific number of assignments per percentage of grade</b></u>	
<u><b>Actions</b></u> Variety of delivery techniques to introduce course contents. Ex: field trips, guest speakers, group work, discussion, family involvement where questions are brought home and culture promoted, student/parish team work	<u><b>Measures/ Evidence of effectiveness</b></u> Check teachers' assignments in grade book Use of collaboration on Friday's to produce department assignments etc.

**Review Date 1: January 30**

**Review Date 2: June 21<sup>st</sup>**

## PHYSICAL EDUCATION Goals:

<p><b>Goal 1:</b> Help students adopt a physically active lifestyle by individualizing opportunities for participation for students, so they can improve personal performance &amp; physical fitness.</p>	
<p><b>District Correlation:</b> ECSD students are successful</p> <ul style="list-style-type: none"> <li>• Ensure that flexible &amp; responsive programming meets the diverse needs of all learners.</li> </ul>	
<p><b>Strategy 1:</b> Provide opportunities for participation in a variety of sports, activities, games, &amp; off-campus field trips.</p>	
<p><b>Actions</b></p> <ul style="list-style-type: none"> <li>• Teachers will set clear expectations &amp; establish routines for students.</li> <li>• Flex weighting will continue to be used to keep assessment personalized.</li> </ul>	<p><b>Measures/ Evidence of effectiveness</b></p> <ul style="list-style-type: none"> <li>• Students who meet expectations &amp; follow routines will receive a grade of 50% or higher.</li> <li>• Higher enrollment rates for PE 20 &amp; 30 classes.</li> </ul>
<p><b>Strategy 2:</b> Teachers will continue to collaborate &amp; attend professional development opportunities to provide meaningful, diverse, and 21<sup>st</sup> century learning based instruction.</p>	
<p><b>Actions</b></p> <ul style="list-style-type: none"> <li>• Teachers will seek out professional development opportunities that are subject specific.</li> </ul>	<p><b>Measures/ Evidence of effectiveness</b></p> <ul style="list-style-type: none"> <li>• All PE teachers will attend a minimum of 2 professional development opportunities each semester.</li> </ul>
<p><b>Strategy 3:</b> Students experiencing injury will be able to participate in physical education classes to the best of their ability.</p>	
<p><b>Actions</b></p> <ul style="list-style-type: none"> <li>• Tasks/activities will be adapted to ensure student can remain as physically active as possible.</li> <li>• Provide opportunities where more than just execution-based skills are assessed (ex. Quizzes).</li> </ul>	<p><b>Measures/ Evidence of effectiveness</b></p> <ul style="list-style-type: none"> <li>• Higher participation rate for injured students.</li> <li>• Decrease in the number of skill related exemption marks.</li> </ul>

**Review Date 1:** January 2019

**Review Date 2:** June 2019

<b>Goal 2:</b> Create and foster a learning environment that is adaptive and that facilitates participation from students of all backgrounds.	
<b>District Correlation:</b> ECSD is an inclusive school district.	
<b>Strategy 1:</b> Continue to encourage and emphasize a learning environment that holds all students to a high expectation of cooperation, fair play, and mutual respect.	
<b>Actions</b> <ul style="list-style-type: none"> <li>Assessment practices both formative and summative reflect an emphasis of fair play, cooperation, and respect of classmates.</li> </ul>	<b>Measures/ Evidence of effectiveness</b> <ul style="list-style-type: none"> <li>Student feedback and class surveying</li> <li>Periodical Formative assessment</li> </ul>
<b>Strategy 2:</b> Create foster an inclusive learning environment that sets a high precedent for effort and participation.	
<b>Actions</b> <ul style="list-style-type: none"> <li>Assessment practices as well as holding students to a high level of accountability.</li> <li>Implement student autonomy over units which has shown to create more motivation and participation.</li> </ul>	<b>Measures/ Evidence of effectiveness</b> <ul style="list-style-type: none"> <li>Trend analysis on previous gradebook participation looking for a positive correlation between participation marks.</li> </ul>
<b>Strategy 3:</b> We will implement several culturally diverse games to create a more culturally diverse student body.	
<b>Actions</b> <ul style="list-style-type: none"> <li>Implementing a variety of culturally diverse games beyond conventional North American games.</li> <li>We will acknowledge the origins of these game to our student body.</li> </ul>	<b>Measures/ Evidence of effectiveness</b> <ul style="list-style-type: none"> <li>Formative and summative assessment to determine retention of knowledge and cultural significance.</li> </ul>

**Review Date 1:** January 2019

**Review Date 2:** June 2019

## Advance Placement Goals:

<b>Goal 1:</b> Increase the enrollment in AP courses for all the grades 10-12 through better exposure and communication to both students and parents.	
<u>District Correlation:</u>	
<b>Strategy 1:</b> Promote AP to a wide range of prospective students	
<p><u>Actions</u>  Marketing through-out the school, website, and Open House Events.  Promote AP during Jr High Visits  Promote AP during spring and late summer registrations  Identify and meet with current students not currently enrolled in AP that show an aptitude or by teacher recommendations  New AP class offerings will increase enrollment. Biology AP begins this year and we have also added this year French AP for Gr 9 immersion students coming this year. Chemistry 30 will begin in the 2019-2020 school year.</p>	<p><u>Measures/ Evidence of effectiveness</u>  We can collect data from PowerSchool on the number of students by grade level enrolled in AP courses  We can compare the previous year's AP enrollment numbers for grade 10 to the current AP enrollment numbers for grade 11 (along with previous grade 11 to current grade 12) to measure retention rate  We can compare grade 10 AP enrollment as a % of total grade 10 students from previous year to the current grade 10 to measure any growth in enrollment to AP courses as a % of new student population</p>

**Review Date 1:** Review AP enrollment in May after registrations

**Review Date 2:** Review AP enrollment in September after walk-in registrations

<b>Goal 2:</b> Increase the number of AP exams written in May through challenge or online offerings.	
<u>District Correlation:</u>	
<b>Strategy 1:</b> Increase the number of AP Exams written by identifying current FX students to take online courses through Revelation online or by challenging exams.	
<p><u>Actions</u>  Communicate AP benefits and opportunities to challenge or take online courses through Grade Assemblies in early September  Visit every AP class and speak with AP students to encourage them to take an online AP course or to challenge languages/music exams to reach 3 AP exams for the</p>	<p><u>Measures/ Evidence of effectiveness</u>  We can collect data from AP Reporting  Compare the number of exams challenged or from online courses to last year's results</p>

opportunity of achieving AP Scholar or potentially 5 AP exams for the opportunity of achieving AP National Scholar	
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**Review Date 1:** Review after AP Exams are written in May

**Review Date 2:** Compare school's results to district during AP Principal/Coordinator meeting in October.

## Student Services Goals:

<b>Goal 1:</b> To maintain, and improve upon, department collaboration in order to maximize the effectiveness of the Pyramid of Interventions at level 1 and 2 in order to minimize the need for levels 3 and 4.	
<b>District Correlation:</b> Goal One: ECSD students are successful 1.3 Ensure that flexible and responsive programming meets the diverse needs of all learners. Goal Three: ECSD respects diversity and promotes inclusion. 3.1 Implement the Inclusive Education Policy Framework by ensuring that schools focus on the creation of welcoming, inclusive, caring, respectful and safe learning environments for all students and staff.	
<b>Strategy 1:</b> Evaluate and modify the bi-weekly Learner Support Services meetings to best address the most urgent student needs and develop action plans to help support students in need. Follow the Collaborative Response Model when setting up supports for students	
<b>Actions</b> In consultation with the Inclusive Education Consultant, address aspects of the meetings that could be improved upon in order to streamline discussions and creation of action plans.	<b>Measures/ Evidence of effectiveness</b> Measured by qualitative data from meeting participants as to the efficiency and success of the meeting, as well as through the creation of action plans for each student discussed
<b>Strategy 2:</b> Provide targeted supported to students who struggle with anxiety and depression.	
<b>Actions</b> Gather information from teachers and staff as to which students demonstrate need for early intervention regarding depression and/or anxiety – engage with students instead of waiting for students to come to Student Support Services	<b>Measures/ Evidence of effectiveness</b> Reduced numbers of crisis interventions and high-risk situations

<b>Goal 2:</b> Maintain, and improve upon, support for developing positive student mental health	
<b>District Correlation:</b> Goal Three: ECSD respects diversity and promotes inclusion. 3.6 Continue to provide and develop services and model initiatives that promote student health, using the Mental Health Strategic Plan.	
<b>Strategy 1:</b> Create wellness sessions for students	

<p><b><u>Actions</u></b> Recruit outside resources to offer wellness sessions, including dog therapy and larger audience presentations</p>	<p><b><u>Measures/ Evidence of effectiveness</u></b> Attendance at these sessions will be an indicator of success</p>
<p><b><u>Strategy 2:</u></b> Advertising specific wellness initiatives throughout the year</p>	
<p><b><u>Actions</u></b> Creating posters and tv monitor clips that advertise for such times as National Addictions Awareness Week, or National Domestic Violence Awareness Month, which include free sessions</p>	<p><b><u>Measures/ Evidence of effectiveness</u></b> Attendance to sessions will be an indicator of success, in addition to students discussing these posters with Student Supports Services staff</p>
<p><b><u>Strategy 3:</u></b> Increase awareness of and focus on Mental Health Week</p>	
<p><b><u>Actions</u></b> Creation of events to promote Mental Health Month of May to facilitate open conversations about mental health and wellness</p>	<p><b><u>Measures/ Evidence of effectiveness</u></b> Qualitative evidence by observing participation in sessions and hearing discussions around the school</p>

**Review Date 1:** February 1, 2019

**Review Date 2:** June 20, 2019

**Learning Support Service-Goals**

<p><b>Goal 1:</b> LSS will assist in promoting educational experiences to meet the needs of all learners, while promoting best practice in all -2/-4 classrooms</p>	
<p><b><u>District Correlation:</u></b> Quality teaching and school leadership: Every student is successful 1.2-educational experiences meet the diverse needs of our learners and are available to all students 4.4- promote excellent teaching practices consistent with the teacher quality standards which guides student achievement</p>	
<p><b>Strategy 1:</b> Inclusive K and E facilitator/teacher will assist teachers in adapting assignments and assessments to the K and K-4 curriculum</p>	
<p><b><u>Actions</u></b></p> <ol style="list-style-type: none"> <li>1. Google classroom for students</li> <li>2. SharePoint website for staff (resources, apps, correlation charts, sample assignments and rubrics)</li> <li>3. one-on-one, group, universal supports within classroom and within workplace Readiness 10 work placement/experience</li> </ol>	<p><b><u>Measures/ Evidence of effectiveness</u></b> -students will assess material and utilize RWG and other apps thus improving comprehension</p>



<b>Increase and retain student numbers in the languages</b>	
4. Facilitate small cohort educational sessions to inform how to foster inclusive learning in the classroom (revise – assignments/exams from -2 teacher for their -4's)	-staff will utilize specialized K and E resources thus improving student achievement Students will gain employability, literacy and numeracy skills and marks will reflect this.

<b>Strategy 2:</b> LC will support and offer opportunities to build capacity of certified and EA staff through one on one discussion, modeling, and workshops	
<b><u>Actions</u></b> <ol style="list-style-type: none"> <li>1. Friday collaborative session EA to teach literacy and Best practice</li> <li>2. Pullout/push in literacy support-one on one/small group (coded, k and e, FNMI, struggling readers from list)</li> </ol>	<b><u>Measures/ Evidence of effectiveness</u></b> EA will be more confident/effective in their individual and small group interactions- thus increasing literacy skills in all -2 classrooms (classrooms which include -4) Students will become more confident and effective at reading and writing- literacy skills improve- marks go up
<b>Strategy 3: WIN teacher-</b> one on one support with WIN students within classrooms and specific Learning Strategies: Numeracy/Literacy classes and work placement	
<b><u>Actions</u></b> <ol style="list-style-type: none"> <li>1. Continue to facilitate transitions for WIN students among home, school and community, between grade levels and into post-secondary institutions, the workforce, and the world beyond school.</li> <li>2. Develop knowledge base on Down Syndrome and Autism Spectrum Disorder in order to meet the diverse needs of our WIN students (present and future)</li> </ol>	<b><u>Measures/ Evidence of effectiveness</u></b> Demonstration – Increase the number of WIN students on work study in all grades Increase the number of organizations that are open to conducting work study with FX

## Modern Languages Goals:

Strategy	Timeline	Resources
Implementing varies resources such as technology.	At the end of each semester	<ul style="list-style-type: none"> <li>• Google Classroom</li> <li>• Quiz</li> <li>• Tapis Volant</li> <li>• Kahoot</li> <li>• Idello*</li> <li>• YouTube*</li> </ul>
Offer accommodations and differentiation. *Offering AP as an option	At the beginning of the semester	<ul style="list-style-type: none"> <li>• Teaching all levels in the same block to accommodate student's schedules and learning</li> <li>• PowerTeacher Pro*</li> </ul>

### Indicators and Measure of Goal Achievement:

Increased enrollment and google classroom allows teachers to modify assignments and track students' progress.

### Goal #2:

#### SMART Goal #2: Teachers will increase awareness of mental health in the classroom

District Goal #3: ECSD respects diversity and promotes inclusion

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

TQS #4 Applying Foundation Knowledge about First Nations, Metis and Inuit: A teacher develops and applies foundational knowledge about First Nations, Metis and Inuit for the benefit of all students.

# 5 Establishing Inclusive Learning Environments: A teacher establishes, promotes and sustains inclusive learning environments where diversity is embraced, and every student is welcomed, cared for, respected and safe.

Strategy	Timeline	Resources
Pd	End of April	Involves Language department
Having different learning tools in the classroom to ensure all types of students needs are met.	Ongoing	Collaboration among department to try new strategies.

### Indicators and Measure of Goal Achievement:

- A decrease in anxiety in the classroom

- Every student feels safe, respected and happy.
- Using flex time to ensure comprehension of material when needed

**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://centerforschoolchange.org/publications/minnesota-charter-school-handbook/vision-and-mission/>

<http://www.ascd.org/publications/books/107042/chapters/Developing-a-Vision-and-a-Mission.aspx>

<http://www.ascd.org/publications/books/103019/chapters/Vision-as-the-Compass.aspx>

<http://www.uscsd.k12.pa.us/Page/33>

### **Links on Goal Setting**

<http://www.schoolimprovementcoach.org/manual/11%20Helping%20Teams%20Convert%20Goals.pdf>

<http://topachievement.com/smart.html>

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