School Plan for Continuous Growth

School: St. Mary

Date: 11/29/2013

“This is the day the LORD has made; let us rejoice and be glad in it.” Psalm 118:24
School Plan for Continuous Growth

Preamble:
Each year school communities review their plan for continuous growth from the previous year and determine the direction of the school for the next three years.

Using the steps for “Solution Fluency” – define, discover, dream, design, deliver, and debrief – gives a school community the process to reflect on the past accomplishments and develop goals to guide into the future.

Task:
For two or three of the five goals identified in the Edmonton Catholic Schools’ District Plan for Continuous Growth for 2013-2016, determine strategies that will assist continuous growth in your school community. As each goal has numerous detailed sub-goals, strategies need to be linked to one of the sub-goals.

Please refer to the ECS District Plan for Continuous Growth 2013-2016 for goals and sub-goals.

Step 1: Define:
This step is the clarification of the task. Clarify the task by restating your task in your own words. What is your school community being asked to do? (This is not the step to state the school goals or background information.) Consider the challenge identified. What assumptions regarding growth within a school will need to be identified, clarified and/or considered changing? What is the large task you are being asked to complete? What might be some smaller chunks of the challenge?

Definition of what is required in developing the School Plan for Continuous Growth for 2013-2014:
• Construct a school growth plan that identifies areas of growth that challenges all stakeholders to take an active role in the overall well-being of the school culture.
Step 2: Discover:

This step is the exploration phase of the background that will assist you in identifying determining where you need to grow as a school community. Some questions that will help to provide information/background:

Reflection on the current situation:  (add point form information after each question.)

Review of school’s Three-Year plan. What was completed? What needs to be revisited? What process was used to determine what was achieved? What data was reviewed and analyzed? What strengths and areas of growth were noted? How was the school council involved?

- Staff came together on Thursday, September 19th to review the school’s Three Year plan
- We had staff highlight which actions under our previous goals could be moved to our three new strategies for 2013-2014. We also had staff identify which actions had been achieved and also which actions could be rewritten into our three new strategies.
- School Council asked to provide feedback to administration on the previous three year plan and possible new directions
- We shared our PAT results and also our District Satisfaction Survey and school based results
- We noted that our Body, Mind and Spirit goal is now completely embedded into our school culture so therefore this came off of our strategies list
- Our inferential thinking skills had improved and therefore we looked at how some of the actions and strategies could be implemented and continued for our pedagogical shifts
- We still need to develop certain areas of our Catholicity goal, in particular continuing to build our parish school relationship by having the parish priest attend more of our school celebrations, add more icons to our prayer tables and create more detailed religion bins.
- We really showed great growth in having classes and the whole school visit the parish for parish tours and mass. We also demonstrated growth in the consistency of the proper elements of a school based celebrations, celebrating on an ongoing basis, sacraments of our students and creating more consistent partnerships with agencies in the community.
We will continue to push forward next year in creating more partnerships with outside agencies to support social justice.

- We showed significant growth in our Professional Learning Communities, especially in building a consistent time in the timetable for staff to meet
- Technology integration showed great growth as well as our tech mentor worked very well with our teachers in assisting them to integrate technology where needed in the curriculum. Our digital citizenship improved greatly as the tech mentor offered a digital citizenship course every second week to our grades 2-6 students
- Literacy Centre is now in place with a varied selection of leveled readers
- Daily 5 is a program that is consistent in both grade two and three
- Professional Learning Community for Educational Assistants is embedded in to our school culture
- Fountas and Pinnell reading assessments consistently follow grade six students to grade seven to support programming at the junior high
- We will receive data for our reading comprehension goal once the first reading diagnostic test is administered in the Fall

Review the following data and determine the impact this data has on your future growth. Insert relevant information below the point that you will focus on in your School Plan for Continuous Growth.

- **PAT and Diploma Exam results**
  [https://phoenix.edc.gov.ab.ca/login/default.asp](https://phoenix.edc.gov.ab.ca/login/default.asp)
  1. Inferential thinking and higher level thinking items on 2013 PAT exams increased in success – this influenced our 2013-2014 growth plan to take certain actions that we were successful in and further enhance them using solution fluency

- **Satisfaction Survey results from parents, students and staff**
  1. We did very well, but we did not do so well in the area of special needs. New flex model was difficult at times to implement. This was also a staffing issue that has been dealt with and a new, but experienced learning coach has taken over the portfolio. This person is also our technology coach who will help integrate assistive technologies
• **School/site technology plan**
  1. We will continue to focus on digital citizenship by offering this course every second week to all grades 2-6 students. This will fit in very well with our solution fluency strategy. A scope and sequence program will be established by our technology coach, integrating the District statement of 21st Century Learning. Transform team committee members will help support the implementation of solution fluency and other fluencies throughout the school year.

Describe school details and demographics (Only use data that has the greatest impact on your programming. Use point form.)

• **School population**

School population increased by 22 students, especially in grade three and five. This resulted in larger class sizes and also some of our greatest needs.

• **ELL and FNMI statistics**

Our ELL population has increased to fifty-three students which has resulted in reviewing our approach to ELL learning and how we can best meet the needs of these students.

• **Number and severity of special needs students**

We have increased in our number of severe students. Our greatest need is in grade five where five of the thirteen severe students are enrolled.

**Step 3: Dream**

This step is the innovation phase where identified areas of growth are reflected on and possible approaches are developed. This phase relies on envisioning the future and exploring possibilities. What is the vision for your school community and how will it be achieved?

Do not rewrite the goals but select 2 or 3 of the goals and state the sub-goals that you will target in your Growth Plan.

(Please follow this link to read the goals and sub-goals of the District Plan for Continuous Growth: [ECS District Plan for Continuous Growth 2013-2016](#))
First Goal and Sub-goal: Through our school theme of “You Matter” staff and students have made connections to the Eight Characters of Catholic Education and have reflected on their faith journey.

Second Goal and Sub-goal: Our school has moved closer to a more student centered learning environment where students have become seekers of knowledge, demonstrated leadership and have become responsible citizens making a difference in their own community.

Step 4: Design

This step is the planning phase where the solutions to the tasks are clearly laid out. Remember to choose two or three District Goals and connect strategies for growth to these goals. Starting with the end in mind – where do you want to be by the end of the year with each of the stated goals? Build backwards and determine strategies that will assist your community in its growth.

District Goal: Live the distinctiveness of Catholic Education

Sub-Goal: 5.1: Demonstrate the distinctiveness and advantages of Catholic Education

- **Strategy:** Permeate and Support Catholic Education
  - Eight Characters of Catholic Education and District Core Values integrated and permeated through our School Theme: "You Matter" and "Seven Habits of Highly Effective Leaders"
  - School wide and classroom reflective journal writing activities used to integrate school theme, "You Matter", Eight Characters of Catholic Education, District Core Values and Seven Habits of Highly Effective Leaders
  - Mini Lessons on St. Mary television to help permeate and support Catholic Education
  - Music teacher supports the above actions by assisting students in creating a school theme song that will be used consistently at school celebrations
  - Staff choose three words form our school theme and live this throughout the school year (for example: smile, faith, pray, rejoice, joy, kindness ect.)
 Bulletin board in Atrium and Library area built by staff and students to display the relationship and connection of the school theme, "You Matter", Eight Characters of Catholic Education, District Core Values and Seven Habits of Effective Leaders
 Planning and implementation of greenhouse as Catholic stewards of environmental education
 Promote Catholic Education Sunday
 Promote our Catholic Faith in newsletters and other forms of correspondence
 Faith filled music throughout the school in the morning before school starts
 Videos on SMTV promote our Catholic faith
 Our name sake, St. Mary, is honored through staff meeting prayer (Our Lady of Schools) and St. Mary Feast Day
 Connecting music and prayer from church to school setting and celebration
 Symbols displayed throughout the liturgical year
 Class prayer center and prayer center in atrium for all students, staff and parents
 Create religion bins for each class
 Maintaining strong parish school relationship with St. Thomas More Parish
 Host liturgical celebrations throughout the school term inviting members of the greater school community
 Promote ongoing staff faith formation in the distribution of hosting school celebrations and teaching homeroom Religious Education Program
 Announce the liturgical season of the year and a weekly Catholic “Did You Know” information on SMTV
 Continue to have classes visit St. Thomas More Parish
 Buddy classes to support school theme and Eight Characters of Catholic Education

• **Strategy: Implement Grade level and School Wide Partnerships in Social Justice**

 Each grade level researches and develops a yearlong social justice partnership with an agency, charity, schools, church or non-profit organizations based on the school theme of "You Matter"
 Partnerships evident in school wide celebrations
 Work through the five stages of social justice in action
 Two School wide partnership projects during the Advent and Easter season based on the school theme of “You Matter”
 We Day participation by 21 grade six students
 Jars of Hope campaign and Lenten Prayer Feast
 Participate in community learning experiences like Inquiry Minds Site Schools (Museum, City Hall and Ice School) where a social justice component is part of the overall learning
**District Goal:** Success for Every Student

**Sub-Goal:** 2.2: Ensure that every school and department is committed to improving student learning and achievement within the context of 21st century Catholic learning community.

2.2 (a): Implement the “Transform! Engage in Christ-Centered Learning for Today and Tomorrow” plan focusing on 21st century fluencies.

- **Strategy:** Integrate and apply Solution Fluency to one curricular unit of study and to the overall culture of the school

**Actions:**

- Teachers participate in school and district wide PD
- Teachers plan solution fluency during CCPLC embedded meeting times and during one half day grade level planning time
- Staff apply solution fluency to classroom and school ground issues
- Staff apply solution fluency to continue transforming the physical environment and learning environment of our pods
- Administration apply solution fluency to conflict situations that may arise with students and/or staff
- Teachers access Transform website to inform planning and next steps
- Learning coach supports teachers during solution fluency planning sessions and for differentiation
- Technology Mentor to support teachers for technology integration using solution fluency
- Technology Mentor supports different modes of technology in the classroom, Discovery Centre and during Digital citizenship
- Re-emerge team to continue support of technology integration into all subject areas
- Transform committee supports implementation of fluencies and 21st century unit planner
- Teachers will complete 2013-2014 Teacher Growth Plan document which uses the 6DS
- Involve LSI staff in Professional Development with staff
- Technology Mentor and Assistant Principal to apply solution fluency to the teaching of digital citizenship and various games and activities during collaboration time with students
- Solution fluency integrated with our school theme: “You Matter”, “Leader in Me”, Eight Characters of Catholic Education and District Core Values through school and classroom wide reflective journal writing activities
• **Strategy**: As a host school – provide Professional Development to school staff and visiting schools to transform their pedagogical practices

- Two lead teachers trained and supported by Cheryl Shinkaruk
- Continue to access Transform website and Lee Crockett’s work on the six fluencies and integrate with pedagogical shifts
- Lead teachers support teachers in making one significant pedagogical shift from traditional to more student centered
- Lead teachers support visiting schools to model pedagogical shifts
- Consult and collaborate with Rhonda Nixon
- Professional Development after school to support the pedagogical shift in using the Café of Daily Five to support guided reading and writing practices
- Continue to examine best practices for inferential thinking and reading comprehension
- Provide in-school opportunities for class visitations