

École/Escuela Father Leo Green

School Plan for Continuous Growth 2019-2022

...let your light shine before others, so that they may see your good works... (Matthew 5:16)

School Mission

École/Escuela Father Leo Green is a Christ centered learning community that provides a Catholic learning environment celebrating the French and Spanish languages and their cultures. Guided by the teachings of Christ, the staff and students strive for high academic standards where all members are encouraged to develop 21st century learning skills and opportunities in order to become adaptable, global citizens who aspire to a life of faith-filled service to others.

School Vision

Aprendemos en la luz de Cristo

La lumière du Christ dirige notre apprentissage

We learn in the light of Christ



We, the Catholic school community of École/Escuela Father Leo Green, will ensure that all members are treated with dignity and respect as *we learn together in the light of Christ.*

As a faith community dedicated to learning, our mission is to foster a positive Catholic identity and learning environment where we celebrate children, the French and Spanish languages, and their culture. Guided by the teachings of Christ, we respect the dignity and worth of all individuals while striving for excellence in academic education.

School Charism

Following the example of our Patron Saint, Mary the mother of God, we are called to communicate the knowledge, love, and hope of Christ through our actions and by being of service to others.

School Context:

École/Escuela Father Leo Green School is a French Immersion/ Spanish Bilingual (K-6) school located in north east Edmonton. We serve many communities in north east and north west of Edmonton because of our 2 language programs. We currently have 353 students. There are 189 students enrolled in the French Immersion Program and 164 students in the Spanish Bilingual Program.

To support student needs, we have a 0.5FTE Family School Liaison Worker, a 1.0FTE Emotional Behavioural Specialist, three 1.0FTE Educational Assistants and a 0.5FTE Learning Coach.

Through effective literacy and numeracy instruction and best practices in second language pedagogy, we continue to focus on developing strong literacy and numeracy skills in our students in English and the program target language (French or Spanish). The school learning team developed a Collaborative Response Model to support the needs of our students in the classrooms.

Review of Previous Year's Goals:

Goal	Achieved/continue/Modify	Evidence/data used
<u>Goal 1:</u> Our students will continue to grow in their ability to effectively communicate their understanding of the Learner Competencies Formed Through Catholic Education, guided by Mark Three of the Five Marks of Catholic School Identity, "Animated by a Faith-Infused Curriculum".	We achieved all strategies and almost all the actions. We will continue to work on the actions not achieved to enhance the goal.	<ul style="list-style-type: none">-Monthly assemblies were held each month with the focus on one competency per month.-Students led Social Justice activities throughout the year and more will be added to increase visibility- Students created a bulletin board to show their understanding of the Learning Competencies.-The rosary garden was created at the end of the year.
<u>Goal 2:</u> By the end of each school year, every student will demonstrate one year's growth in literacy and numeracy as indicated	This goal will continue, many actions and strategies have been achieved; however, other strategies and actions will be revised to include increased	<ul style="list-style-type: none">-The literacy levels need to align with grade levels.

<p>by their achievement on school and district level assessments.</p>	<p>resources to support continued literacy improvements, extended research resources, and teacher collaboration time to implement literacy strategies.</p>	<p>-Numeracy results in the - PAT's -CCAT's</p>
<p>Goal 3: We will refine and enhance our practices to better meet the needs of our First Nations, Metis and Inuit students, and increase knowledge and understanding amongst all members of Father Leo Green Learning Community.</p>	<p>We have implemented many of the strategies and actions to support an increased knowledge and understanding of FNMI.</p>	<p>-Teachers expressed a desire to continue learning about the First Nations, Métis and Inuit people.</p>

Data Analysis:

Areas to celebrate

<p>Accountability Pillar</p>	<p>Achievement Measure Evaluation</p> <ul style="list-style-type: none"> • Very High: Safe and Caring • Very High: PAT Acceptable • Very High: Citizenship • Very High: Parental Involvement • High: PAT Excellence (Increase from previous year) • High: School Improvement <p>Achievement Measure Improvement</p> <ul style="list-style-type: none"> • Improved: Safe and Caring • Improved: PAT Excellence <p>Achievement Measure Overall</p> <ul style="list-style-type: none"> • Excellent: Safe and Caring • Excellent: PAT Acceptable • Excellent: Citizenship • Excellent: Parental Involvement • Good: PAT Excellence • Good: School Improvement
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<p>District Satisfaction Survey</p>	<p>4. My child's school has a positive reputation in the community. (2.1)</p> <p>5. My child's school creates and promotes a Catholic learning environment (0.9)</p> <p>7. Daily prayer and religious celebrations are important at my child's school. (1.1)</p> <p>14. My child's school demonstrates care for the environment. (1.6)</p> <p>15. My child's school teaches respect for different cultures and religions (1.5)</p> <p>23. At school my child is developing technology skills that enhance his or her learning. (1.8)</p> <p>32A. Please indicate your level of satisfaction with your opportunity to access information about activities in the school. (3.0)</p> <p>Student</p> <p>2. Prayer is important at my school. (0.8)</p> <p>15. My teacher expects my work to be done well. (0) (100%)</p> <p>20. My school gives me the opportunity to use a variety of technology tools. (2.2)</p> <p>21. I learn better by using technology in my school. (2.6)</p> <p>24. My school teaches me to take care of the environment. (0.9)</p>
<p>Regression Analysis</p>	<ul style="list-style-type: none"> • Social Studies (EN) (+) • Mathematics (EN) (=) • French Language Arts (=)
<p>PAT/Diploma analysis</p>	<p><u>English Language Arts</u></p> <ul style="list-style-type: none"> - Reading & Writing- Acceptable Standard - Reading & Writing - Standard of Excellence <p><u>French Language Arts</u></p> <ul style="list-style-type: none"> - Reading & Writing- Acceptable Standard - Reading & Writing - Standard of Excellence

	<p><u>Mathematics</u></p> <ul style="list-style-type: none"> - Part B: Acceptable Standard <p><u>Science:</u></p> <ul style="list-style-type: none"> - Knowledge Acceptable Standard - Skills- Acceptable Standard <p><u>Social Studies</u></p> <ul style="list-style-type: none"> - Acceptable Standard - Standard of Excellence
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Areas to target for growth

Data Source	Measures	Goals in response to data
Accountability Pillar	<p>ACHIEVEMENT MEASURE EVALUATION</p> <ul style="list-style-type: none"> • Very Low: Work Preparation • High: Program of Studies • Intermediate: Education Quality <p>ACHIEVEMENT MEASURE IMPROVEMENT</p> <ul style="list-style-type: none"> • Declined: Education Quality • Declined Significantly: Work Preparation <p>ACHIEVEMENT MEASURE OVERALL</p> <ul style="list-style-type: none"> • Issue: Education Quality • Concern: Work Preparation 	<p>-The data for parents is based on 10 parents</p> <p>-The data from the survey indicates a need to communicate to parents the school learning and activities that are in place for all students.</p>
District Satisfaction Survey	<p>17. I am satisfied with the way that student discipline is handled in my child's school. (-8.7)</p> <p>31B. Please indicate your level of satisfaction with the learning expectations for students (-6.1)</p> <p>32D. Please indicate your level of satisfaction with your opportunity to access information about your child's educational progress and achievement. (-5.5)</p>	<ul style="list-style-type: none"> • Parents expressed increased communication is required so they are informed on: <ul style="list-style-type: none"> ○ the services offered at school and understanding them ○ what is happening in school by showcasing the learning.

Data Source	Measures	Goals in response to data
	<p>10. Students in my child's school receive additional services and support when they need it. (-3.5)</p> <p>18. My child's school focuses on continuous improvement. (-3.8)</p> <p>32B. Please indicate your level of satisfaction with your opportunity to access information about decision-making processes. (-4.7)</p> <p>Students</p> <p>17. I know how well I am doing in my school work. (-3.8)</p> <p>18. I know what I need to do to improve in my school work (-3.7)</p> <p>7. I am happy with how much I am learning. (-3.0)</p> <p>9. My classroom learning activities are meaningful. (-2.9)</p> <p>22. I feel safe in my school building. (3.3)</p>	<p>-ongoing student reporting will help address students knowing how they are doing in school and what they need to do to improve in their school-work.</p>
Regression Analysis	<ul style="list-style-type: none"> • English Language Arts (EN) = • Science (EN) = • Math (FR) = • Science (FR) = • Social Studies (FR) = 	<p>- A competency goal was established.</p>
PAT/Diploma analysis	<p>Mathematics</p> <p>Part B Standard of Excellence</p>	<p>- A numeracy goal has been established</p>

Goals:

Catholic Identity Goal:

By the end of the year, students will identify our Catholic identity in the school from what they see, sense, hear and feel around them.

District Correlation:

My Catholic school belongs to God's family.

- a. Understand that our presence in a Catholic school is the result of Christ's call.
John 15:16 - "You did not choose me but I chose you. And I appointed you to go and bear fruit, fruit that will last, so that the Father will give you whatever you ask him in my name."
- b. Explore and recognize ourselves as members of the Catholic Church.
1 Corinthians 12:12 – For just as the body is one and has many members, and all the members of the body, though many, are one body, so it is with Christ."

Strategy 1:

Faith-based messages and activities will be visible, present and available throughout the school.

Actions

1. Catholic faith music will be played each morning as the students come into the school until the 2nd bell.
2. Catholic faith music will be played during the movement break.
3. Catholic faith music will be played in the hallways as students walk to the gym for our school-wide masses.
4. Books connected to our Catholic faith will be displayed in a prominent area of the school allowing students to read them, ask questions about them, and sign them out of the library.
5. A faith-based question prompt will be displayed for students to respond to. Staff and parents will be

Measures/ Evidence of effectiveness

- Students will recognize the faith music and sing along
- Students will be prayerful and reflective on their way to our mass.
- Within the classroom students will engage in dialogue about their faith.

<p>invited to respond and display their connection to the books in this area.</p> <ol style="list-style-type: none"> 6. Students praying the rosary Friday at lunch in the Chapel 7. The students' prayers over broadcast are recorded in the Chapel. 8. The Christmas concert is Catholic faith-based 	<p>-Students will participate in discussions and share their connections.</p>
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<p><u>Catholic Education Goal:</u></p> <p>Our students will continue to grow in their ability to effectively communicate their understanding of the Learner Competencies Formed Through Catholic Education, guided by Mark Three of the Five Marks of Catholic School Identity, “Animated by a Faith-Infused Curriculum”.</p>
<p><u>District Correlation:</u></p> <p>Live and enhance the distinctiveness of Catholic education</p> <p>Objective: This goal is central to our mission and fundamental to our being. We are called to live the Word of God through worship, witness, and service.</p> <p>1.2 Promote and foster the presence of Edmonton Catholic Schools in the education, Church, civic, business and government communities.</p> <ol style="list-style-type: none"> a. Continue collaboration with the Archdiocese of Edmonton and the Ukrainian Catholic Eparchy of Edmonton to enhance our mutual work and to evangelize our families and promote a life of faith. b. Celebrate and advance the work of the Edmonton Catholic Schools Foundation within our schools and District. c. Create opportunities for the community to learn about, celebrate, and advocate for Catholic education. d. Provide opportunities for authentic student expressions and applications of faith as members of many different communities.

Strategy 1:

Teachers will meet in grade levels to plan engaging learning projects to integrate Religion outcomes in other academic subjects.

Actions:

1. Grade 4-6 students provide one competency a month to the whole school and invite classes to participate in a school wide project-based activity specific to the competency.
2. Through Student Leadership, provide opportunities to students to experience and deepen their understanding of the Learner Competencies Formed Through Catholic Education.
3. Staff will meet monthly in grade levels to discuss and plan religion outcomes/activities that permeate each subject.
4. Projects that have permeated our Catholic Faith into other areas of the curriculum will be showcased with a picture and a description on Facebook and Twitter, using the hashtag #ECSDFaithInspires and in our monthly newsletter

Measures/ Evidence of effectiveness

- Students will present their projects and assignments in the hallway and/or bulletin boards.
- Collaboration dates to debrief once the projects are completed.
- Increased visibility of our Catholic Faith on Facebook and Twitter

Strategy 2:

Teachers and students will plan Masses that will engage student participation.

Actions

1. Throughout the year, school wide liturgical celebrations will be Teaching Masses at school or at the parish.
2. Students will learn to sing all parts of the Mass.
3. Visual cues will be incorporated into the Mass to teach students the different responses and actions during the mass.
4. Students who are altar servers will be altar servers at the mass.

Measures/ Evidence of effectiveness

- Increased participation in the Mass.
- Understanding of the cues will be evident through active participation during Mass.
- Students will express a better understanding of the

<p>5. Our family of school priest or district chaplain will meet with classes in the school chapel or in the classes throughout the year.</p> <p>6. A sacrament board will be created to celebrate students who received their sacraments.</p>	<p>parts of the mass and participation will increase.</p> <p>-Students will volunteer to assist the priest during the Mass in various roles.</p> <p>-The number of students on the sacrament board will celebrate an increasing number of students in our Catholic Faith.</p>
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Goal 3:
By the end of each school year, every student will demonstrate one year’s growth in literacy and numeracy as indicated by their achievement on school and district level assessments.

District Correlation:

ECSD Goal One: ECSD students are successful

Objective: 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.

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

1.2 Identify and implement best practices that align with excellent pedagogy and learning environments while developing a strong foundation in literacy and numeracy. A strong start to learning necessitates a focus upon developing competencies, i.e. communication, growth and well-being, creativity and innovation, critical thinking, problem solving and management of information.

1.3 Implement pedagogical and assessment practices focused on improving students’ conceptual and procedural knowledge of subject-area disciplines and cross-curricular connections.

1.4 Identify and implement best practices in disciplinary literacy from early learning through to graduation to ensure all students have the foundational skills for success.

Sub Goal a:

Assessments will be designed to enhance the learning and achievement of diverse learners. This will allow students greater voice in their learning, thus improving satisfaction and achievement.

Strategy 1:

Teachers will collaborate to determine a common understanding of instructional and assessment practices in literacy.

Actions

1. Teachers will use researched-based literacy resource “Visible Learning Feedback” to create an ongoing feedback model.
2. Teachers will collaboratively create assessment plans to include a variety of formative and summative assessments.
3. Teachers will attend PD on current best writing practices in ELA
4. Teachers will engage students in Freewriting to help students make connections, think critically, and construct meaning.
5. French Immersion Teachers will meet with Grandin Elementary School to develop rubrics to ensure they align with the outcomes.
6. Spanish Bilingual Teachers will meet as a Spanish cohort to review resources and assessments that align with language needs of the classroom.
7. Teachers will explicitly review the French, English and Spanish reading assessment tools in October to ensure that assessment standards are consistent.
8. Staff will collaborate and use common sight word lists across the grades.

Measures/ Evidence of effectiveness

- A bank of assessments will be available to share amongst staff.
- Division Exams
- PAT’s
- A variety of formative assessments will be incorporated in the class.
- All teachers are assessing using a common bank of resources
- French Immersion and Spanish Bilingual COP’s professional dialogue

<p>9. Assessment Conversations – Community of Practice - Exploring Assessment for learning through the Alberta Assessment Consortium.</p> <p>10. Share assessment examples samples of student work with grade-level colleagues during Community of Practice time.</p> <p>11. Teachers will have the opportunity to attend PD sessions that are specific to assessment and share their learnings during school Community of Practice.</p>	
<p><u>Strategy 2:</u></p> <p>Teachers will provide research-based interventions for students identified as struggling readers</p>	
<p><u>Actions</u></p> <ol style="list-style-type: none"> 1. Teachers will Implement intensive small group literacy support 2. Teachers will explicitly introduce students to subject-specific content vocabulary to increase proficiency in reading and writing. 3. Post “I can” statements and review the “I can” statement related to the lesson when beginning instruction to ensure that students understand the connection between the activity and what they are learning. 4. Teachers will collaborate to create a literacy evening in conjunction with the numeracy evening for parents. 5. Teachers will implement Read Write Google Chrome tech features for struggling readers and writers throughout the year. 	<p><u>Measures/ Evidence of effectiveness</u></p> <ul style="list-style-type: none"> -Guided reading and mini lessons. -Improved running record results every few months -Words of the week regarding content words/word wall additions.

Strategy 3:

Teachers will collaborate to determine a common understanding of instructional and assessment practices in numeracy.

Actions

1. Teachers will collaborate to implement Guided Math instruction in all classes
2. Teachers will review Math resources to establish common practices throughout the school.
3. Teachers will review incorporate Marian Small resources in all classes.
4. Teachers will continue to ensure effective use of online Math resources at school and at home.
5. Create "Math Challenge" bulletin board for the school community in a central location.
6. Create engaging Math based activities during numeracy week.
7. Teachers will collaborate to create a numeracy evening in conjunction with the literacy evening for parents.
8. Weekly Math Talks will be integrated regularly.
9. Teachers will create weekly school math calculation sent home in agenda (Monday Math homework)

Measures/ Evidence of effectiveness

- PAT's
- Division Exams
- students engaging in Math resolutions in the hallways
- a strong participation of parents during the evening
- agendas will be signed by parents

Goal 4:

By the end of the year, our students will share their knowledge and understanding of and respect for the First Nations, Métis and Inuit.

District Correlation:

ECSD supports First Nations, Métis and Inuit students' success

Objective: In collaboration with our Indigenous communities, we will continue to be at the forefront of developing best practices to ensure success of First Nations, Métis and Inuit students.

2.1 Increase academic success and cultural knowledge by promoting successful practices to support First Nations, Métis and Inuit students.

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 Education Teaching Quality Standards.

2.2 Provide and promote cultural diversity.

a) Engage Elders in a collaborative approach to meet the cultural needs of Indigenous students through the Indigenous ways of knowing.

b) Recognize the Council of Elders as the authentic, active participants in spiritual ceremonies, traditional events and cultural protocols.

c) Provide opportunities for on-going professional development for all District staff in cultural awareness.

a) Require all school sites that receive targeted funding to engage in and report on the First Nations, Metis and Inuit model framework for student success.

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

<p><u>Strategy 1:</u></p> <ul style="list-style-type: none"> - Teachers will collaborate develop a common understanding of the Foundational Knowledge about First Nation, Métis and Inuit 	
<p><u>Actions</u></p> <ol style="list-style-type: none"> 1. Indigenous children books will be accessible in the hallways for parents and students to read and share. 2. Teachers will meet in division groups to review resources that align with the program of studies. 3. The FNMI liaison will present at monthly staff meetings and share information that supports teacher and student knowledge and understanding of FNMI. 4. Staff will participate in Learning Pebbles Professional Development 5. Continue adding activities to Indigenous Day 	<p><u>Measures/ Evidence of effectiveness</u></p> <ul style="list-style-type: none"> - Projects displayed in hallways and classrooms - Students engaging in conversations about FNMI.
<p><u>Strategy 2:</u></p> <ul style="list-style-type: none"> - Students will develop a common understanding of the Foundational Knowledge about First Nation, Métis and Inuit 	
<p><u>Actions</u></p> <ol style="list-style-type: none"> 1. Collaborate with the First Nation Metis Inuit consultant to coordinate community members to visit each classroom for a one or two 30 minute sessions. 2. Teachers will access the Edu-Kits from Indigenous Services. 3. The Treaty 6 Acknowledgement will be included in the daily video-broadcast (in kid's language) 4. FNMI consultant to provide a school-wide residency 5. FNMI included in our Grade 6 Farewell (acknowledgement or symbol or song) 6. Include Indigenous culture in our morning movement break. 7. Our FNMI liaison will coordinate and share resources with teachers to use in the classroom. 	<p><u>Measures/ Evidence of effectiveness</u></p> <ul style="list-style-type: none"> - Increased FNMI presence in the school

Goal 5:

By the end of 2019-2020, students will demonstrate an increase in positive proactive physical and mental health choices.

District Correlation:

ECSD Goal Three: ECSD respects diversity and promotes inclusion

Objective: Establishing inclusive learning environments where diversity is embraced, so that all students and staff within ECSD are respected, supported, and celebrated.

Edmonton Catholic School District Key Strategies:

- 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.
- 3.3 Continue to develop partnerships supporting and advancing inclusive communities.
- 3.4 Provide equitable opportunities for children and students to participate in learning from Pre-Kindergarten to Grade 12.
- 3.6 Continue to provide and develop services and model initiatives that promote student health, using the Mental Health Strategic Plan and staff health through Human Resource Services initiative.
- 3.8 Further develop a Collaborative Response Model with school multi-disciplinary teams.
- 3.9 Ensure that assistive technology is available to students identified with needs.

Strategy 1:

Teachers will meet as division groups and with the learning team members as needed as a community of practice to review and determine effective in class supports.

Actions

- 1. Teachers will participate in monthly Professional Development provided by the Emotional Behavioral Specialist and the Family School Liaison Worker on Trauma Informed School model.
- 2. Teachers will meet in division groups to collaborate on aligning strategies implemented in class to support diverse needs. (Collaborative Response Model)

Measures/ Evidence of effectiveness

- An increase in student supports in the classroom.
- An increase in students accessing supports

<ol style="list-style-type: none"> 3. Emotional Behavioral Specialist will provide specialized group support for students. 4. Teachers will meet with students to create movement break activities in the hallways. 5. The Mental Health Champion will present GotoEducator Boosters and Mental Health information at monthly meetings. 	
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Strategy 2:
 Community supports will be integrated into the school to provide increased knowledge and skills on Mental Health

<u>Actions</u>	<u>Measures/ Evidence of effectiveness</u>
<ol style="list-style-type: none"> 1. Stakeholders will be invited to provide sessions for parents, teachers and students on best practices to support Mental Health. 2. Telus Wise presentation on Digital Citizenship and maintaining a clean digital footprint. 3. Teachers and staff will create calm spaces within the classroom and school to support student’s emotional regulation. 4. Students will participate in a daily movement break in the hallways. Morning walk and Leadership Club is involved 5. Physical Literacy liaison will share strategies and ideas for in school activities to increase physical literacy. 6. Provide opportunities for parents to attend sessions on various topics such as Parenting in a Digital Society and internet safety. 7. Alberta Health Services school supports 8. Safe in Six (4 module) program presented by EPS 	<ul style="list-style-type: none"> -Strong participation of parent community at sessions -decrease in discipline concerns -students will engage in creative movements during daily movement breaks

Review Date 1: April 2, 2020

Review Date 2: June 4, 2020