

# St. Edmund Elementary/Junior High

## School Plan for Continuous Growth 2016-2019

### School Mission:

Enlightened by Christ, the mission of St. Edmund School is to inspire lifelong learning, embrace global citizenship and celebrate individual gifts.

### School Vision:

St. Edmund is a Christ-centered community that encourages students to believe, to dream, to create and to empower. The staff and students at St. Edmund are dedicated to creating an environment in which, as believers, they have faith and trust in God and in the teachings of the Catholic Church; as dreamers, they explore big ideas and possibilities while working to become their best selves; and as creative persons, they cultivate imagination, open-mindedness and the skills needed to be successful in the 21st century. St. Edmund fosters a climate that empowers all persons to reach their full potential as caring, thoughtful and reflective global citizens.

### International Baccalaureate Mission

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

### School Context:

As a Catholic school, we are very proud of our Catholic traditions and values. At St. Edmund, our faith informs our actions and we work to establish a strong connection with our school and parish communities.

As a fully accredited International Baccalaureate World School, we strive to ensure that the IB mission and Learner Profile are lived realities within our school community:

“The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.”

In keeping with the IB Learner Profile, our students are: inquirers, thinkers, communicators, and risk-takers who are knowledgeable, principled, open-minded, caring, balanced and reflective.

We currently have 765 students enrolled at St. Edmund in 100 Voices through grade nine. There are 336 students in our elementary this year, which is an increase of 56 students over last year. There are 429 students in our junior high, which is down by 42 students. We attribute this decrease to small classes in our feeder schools last year. We celebrate the diversity of our student population, which is made up of students from a wide variety of ethnicities and socio-economic backgrounds. There are currently 86 English Language Learners at St. Edmund (11% of our student population), along with 48 students of First Nations, Metis or Inuit heritage (6% of our student population). 11 students in K-9 (1.4% of our student population) have severe behaviors. We have 9 students (1.1% of our student population) with medical diagnoses such as autism or hearing or sight impairments.

St. Edmund Elementary/Junior High School is located in the community of Calder. We are the north Edmonton site for the International Baccalaureate Primary and Middle Years Programmes within our school district. We are excited to offer the 100 Voices program, which makes us the first school in Edmonton to offer IB programming for 3 and 4 year olds. We also offer Soccer, Hockey and Recreation Sports Academies.

**Review of Previous Year’s Goals: (brief is better)**

Goal	Achieved/continue modify	Evidence/data used
<u>(Write in the goal)</u>	<u>(What will you do with that goal?)</u>	<u>(What data supported your decision?)</u>
To enhance and develop Mark Two: Standard Two of the Five Marks of Catholic School Identity: An excellent Catholic school has a visible and tangible Catholic vision evident in its physical space, liturgical celebrations and prayer life.	This goal has been largely achieved. We will continue the actions and practices we implemented over the past year. We will work on developing additional areas for student and staff faith development over the upcoming year.	Students and staff have had expanded opportunities to pray during the school day, including meal-time prayers, prayers before games, student-led celebrations, etc.  Students have also taken part in activities such as a junior high student faith development day, attending morning mass at St. Edmund Parish, various student retreats, and opportunities to take

		part in volunteer and social justice initiatives.
To promote attitudes and actions that contribute to the continued development of an inclusive school community in which diversity and the gifts that each person brings are celebrated and valued.	There have been great strides made toward achieving this goal. The actions and strategies put in place to promote inclusivity will continue.	<p>Fewer serious incidents related to bullying or behavior are being dealt with in the office. Students are accepting of one another and they think of themselves as belonging to one school – not academies and other – as they used to.</p> <p>Flex time and cross-graded groupings have provided good opportunities for students to connect with one another in different settings.</p>
To improve current levels of students in all grades and subjects, with emphasis on students in grades six and nine, achieving at acceptable standard levels, while significantly increasing the number of students achieving at the Standard of Excellence level.	This goal has not been achieved and will continue with revised strategies for next year.	In both grades six and nine, the regression analysis shows that students performed below expectations in each subject area on the Provincial achievement tests. Although scores in the acceptable standard were maintained in each subject area, there was a drop from the previous year in the number of students achieving standard of excellence scores in each subject and an increase in the number of students achieving below the acceptable standard.
To revitalize our IB programmes and improve student achievement by embracing 21 <sup>st</sup> century strategies that promote critical thinking, inquiry and concept-based learning.	This goal has largely been achieved although there are still areas for growth. We will continue to refine and reflect upon our programmes and strategies as we take part in mandatory self-studies in each programme.	<p>Much work has been done to rewrite planners at every grade and subject area in order to ensure that they meet the standards and practices laid out by the IB.</p> <p>Students have been provided with opportunities to take part in</p>

		<p>inquiry-based projects and to exert choice over their learning in flex blocks. Many teachers have embraced strategies such as concept-based learning, flipped instruction and use of virtual classrooms.</p>
<p>Provide professional development opportunities for staff in the areas of IB training, faith formation and 21<sup>st</sup> century learning strategies.</p>	<p>Although the need for professional development is ongoing, this goal has been largely achieved.</p>	<p>We have met the training requirements from the IB. We continue to send teachers to professional development sessions offered through the district.</p>

## Data Analysis:

### Areas to celebrate

Accountability Pillar	<p>We are celebrating overall excellent ratings in:</p> <ul style="list-style-type: none"><li>• Education Quality</li><li>• Drop Out Rate</li><li>• Work Preparation</li><li>• Citizenship</li><li>• School Improvement</li></ul> <p>We also celebrate high ratings in:</p> <ul style="list-style-type: none"><li>• Safe and Caring</li></ul>
District Satisfaction Survey	<p>We are celebrating the following:</p> <p><u>Staff Responses</u></p> <ul style="list-style-type: none"><li>• 100% of staff believe that overall, our school is a good place to work.</li><li>• 100% of staff believe that overall, the district is a good place to work.</li><li>• 100% of staff believe that school finances are allocated in keeping with our core value of fairness.</li><li>• 100% of staff believe that parents/guardians are involved in the decisions about their child’s education</li><li>• 100% of the staff believe that our community is the team of the school, home, and parish working together.</li></ul> <p><u>Parent Responses</u></p> <ul style="list-style-type: none"><li>• 100% of parents at St. Edmund believe that our school creates and promotes a Catholic learning environment.</li><li>• 100% of parents at St. Edmund believe they are involved in their child’s education.</li><li>• 97.4% of parents at St. Edmund believe that daily prayer and religious celebrations are important at our school.</li><li>• 96.7% of parents at St. Edmund believe that their child has opportunities to participate in social justice activities at school.</li><li>• 96% of parents at St. Edmund believe that our school teaches respect for different cultures and religions.</li></ul>

	<p><u>Grade 4 – 6 Responses</u></p> <ul style="list-style-type: none"> <li>• 94.6% of students in grades 4 – 6 believe that they learn better by using technology in school (90.9% in the district)</li> <li>• 97.3% of students in grades 4 – 6 believe that student discipline is handled fairly in school. (93.9% in the district)</li> <li>• 100% of students in grades 4 – 6 believe that their parents help them with their learning (97.5% in the district)</li> <li>• 100% of students in grades 4 – 6 are happy with school activities (97.9% in the district)</li> <li>• 100% of students in grades 4 – 6 are happy with how much they are learning (98% in the district)</li> </ul> <p><u>Grade 7-9 Responses</u></p> <ul style="list-style-type: none"> <li>• 88.3% of students in grades 7-9 believe that religion classes make the Catholic faith meaningful to them (85.1% in the district)</li> <li>• 87.6% of students in grades 7-9 believe that what they learn in religion class helps make them a better person (84.6% in the district)</li> <li>• 90% of students in grades 7-9 believe that our school teaches them the value of healthy food choices and active living (87% in the district)</li> <li>• 89.7% of students in grades 7-9 believe that teachers use a variety of approaches to meet their individual learning needs (87% in the district)</li> <li>• 90.3% of students in grades 7-9 believe that they are given opportunities to communicate their learning through a variety of media (87.9% in the district)</li> </ul>
Regression Analysis	Regression analysis indicates that students did not meet predicted scores in any subject area.
PAT/Diploma analysis	<p>Students scored above the provincial average for the acceptable standard in the following subjects:</p> <ul style="list-style-type: none"> <li>• Grade 6 Language Arts</li> <li>• Grade 6 Mathematics</li> <li>• Grade 6 Social Studies</li> <li>• Grade 9 Language Arts</li> <li>• Grade 9 Science</li> <li>• Grade 9 Social Studies</li> </ul>

Tell Them From Me	<p><u>Elementary Survey Results</u></p> <ul style="list-style-type: none"> <li>• 14% of students experienced moderate to high levels of anxiety as opposed to 20% in the district as a whole.</li> <li>• 57% of students met or nearly met recommendations in Canada’s Food Guide as opposed to 51% in the district as a whole.</li> <li>• 19% of students reported incidents of bullying as opposed to 24% in the district as a whole.</li> <li>• 89% of students had positive relationships with others as opposed to 85% in the district as a whole.</li> <li>• 75% of students had a high rate of participation in sports as opposed to 73% in the district as a whole.</li> <li>• 85% of students had a high sense of belonging as opposed to 83% in the district as a whole.</li> </ul> <p>Junior High Results</p> <ul style="list-style-type: none"> <li>• 61% of students had a high rate of participation in sports at school as opposed to 47% in the district as a whole.</li> <li>• 84% of students valued school outcomes as opposed to 76% in the district as a whole.</li> <li>• 9% of students at St. Edmund were regularly truant as opposed to 19% in the district as a whole.</li> <li>• 84% of students had positive homework behaviors as opposed to 80% in the district as a whole.</li> <li>• 75% of students felt a high sense of belonging as opposed to 72% in the district as a whole.</li> </ul>
5 Marks of Catholic School Identity Assessment	<p>Very strong in Mark Two: Standard Two. Our school:</p> <ul style="list-style-type: none"> <li>• Provides students with opportunities to pray each day and at numerous times over the course of the day.</li> <li>• Provides students with opportunities to attend religious celebrations and masses.</li> <li>• Provides students with opportunities to attend mass at the parish on a weekly basis.</li> <li>• Catholic worldview is evident in signage and artwork throughout the building.</li> <li>• Every classroom and teaching space has a prayer center with a Crucifix, candle, Bible, cloth with appropriate liturgical color.</li> <li>• The school works with the local parish to support sacramental preparation.</li> <li>• Students have many opportunities to take part in action and service projects that reflect Catholic teaching on social justice and charity.</li> <li>• Students have frequent opportunities to take part in faith experiences such as retreats.</li> </ul>

## Areas to target for growth

Data Source	Process	Goals in response to data
Accountability Pillar	<p>The Accountability Pillar indicates two areas of concern for St. Edmund:</p> <ul style="list-style-type: none"> <li>• PAT Standard of Excellence Scores</li> <li>• Parental Involvement</li> </ul>	<p>To increase the numbers of students achieving at the Standard of Excellence level on Provincial Achievement Tests.</p> <p>To increase the number of parents responding to surveys and participating in the life of the school.</p>
District Satisfaction Survey	<p><u>Parent Survey Results</u></p> <p>Highest levels of dissatisfaction were expressed with regard to questions that focused on the district or provincial level, such as:</p> <ul style="list-style-type: none"> <li>• the Trustees leadership of the district</li> <li>• opportunities to access information about overall student achievement</li> <li>• the quality of education in Alberta</li> </ul> <p>With regard to the school, parents indicated concerns with:</p> <ul style="list-style-type: none"> <li>• The effectiveness of the School Council</li> <li>• Helping each child develop reading and writing skills</li> <li>• Helping each child learn to the best of his/her ability</li> <li>• Additional services and supports for students who need them</li> <li>• Learning expectations for students</li> </ul> <p><u>Staff Survey Results</u></p> <p>Areas of concern identified by staff include:</p> <ul style="list-style-type: none"> <li>• Handling of student discipline in the school</li> <li>• Providing differentiated learning experiences for all students</li> </ul>	<p>To focus efforts in helping each child develop reading and writing skills across the curriculum.</p>



	<ul style="list-style-type: none"> <li>• A focus on continuous improvement though data analysis</li> <li>• Decision-making processes at the school</li> <li>• Care and concern for others in day-to-day interactions</li> </ul> <p><u>Grade 7-9 Survey Results</u></p> <p>Areas of concern identified by junior high students include:</p> <ul style="list-style-type: none"> <li>• Opportunities to participate in social justice activities</li> <li>• Feeling safe on school grounds during school hours</li> </ul> <p><u>Grade 4 – 6 Survey Results</u></p> <p>Only one area of concern identified by elementary students differed to slightly greater degree from the district:</p> <ul style="list-style-type: none"> <li>• What I learn in religion class helps me to be a better person</li> </ul>	
Regression Analysis	Scores were below predictions in both grade 6 and 9 in all subject areas:	To improve academic achievement levels in all grades and subject areas.
PAT/Diploma analysis	<p>Students scored below the provincial average in the acceptable standard in:</p> <ul style="list-style-type: none"> <li>• Grade 6 Science</li> <li>• Grade 9 Mathematics</li> </ul> <p>Students scored below the provincial average in the standard of excellence in in both grade 6 and 9 in all subject areas.</p>	<p>To improve academic achievement levels in all grades and subject areas.</p> <p>To increase the number of students achieving at the Standard of Excellence level on Provincial Achievement Tests.</p>
Tell Them From Me	<p>In our junior high, students scored higher than the district in the areas of:</p> <ul style="list-style-type: none"> <li>• Bullying and exclusion (21% as opposed to the district average of 17%)</li> <li>• Feeling safe at school (65% as opposed to the district average of 70%)</li> </ul>	

5 Marks of Catholic School Identity Assessment	<p>Strengthen and refine efforts to collaborate with the parish in preparing children for the sacraments of initiation.</p> <p>Provide opportunities for staff faith formation.</p>	
--	---	--

**Goals:**

<p><b><u>Goal 1:</u></b></p> <p>To refine our implementation of the Five Marks of Catholic School Identity.</p>		
<p><b><u>District Correlation:</u></b></p> <p>District Goal 1: Live and enhance the distinctiveness of Catholic Education.</p> <p>1.7 Continue to enhance and strengthen our Catholic identity through the Five Marks of Catholic School Identity Implementation Plan (2015-2018) (<a href="#">Five Marks of Catholic Education</a>) and continue teacher faith formation through the Five Marks of Catholic School Identity and the Excellent Catholic Teacher (<a href="#">The Excellent Catholic Teacher</a>).</p>		
<p><b><u>Sub Goal a)</u></b></p> <p>To strengthen and refine efforts to collaborate with the parish in preparing children for the sacraments of initiation.</p>		
<p><b><u>Strategy</u></b></p> <ul style="list-style-type: none"> <li>• Work with parish to develop a process for disseminating information and collecting forms.</li> <li>• Invite members of the parish team to visit classes and speak to students about preparing for the sacraments.</li> <li>• Celebrate students receiving the sacraments.</li> </ul>	<p><b><u>Actions</u></b></p> <ul style="list-style-type: none"> <li>• Ask the parish for dates to be included in newsletters and in email messages to parents.</li> <li>• Establish lines of communication with neighbouring parishes in order to ensure that all students have access to information about sacramental preparation</li> <li>• Coordinate presentations with teachers and parish staff regarding the sacraments.</li> </ul>	<p><b><u>Measures/ Evidence of effectiveness</u></b></p> <ul style="list-style-type: none"> <li>• Increase in number of children who are receiving the sacraments.</li> <li>• Increase in positive feedback received from parents and students regarding the sacramental preparation program.</li> <li>• Increase in student knowledge and understanding of the sacraments as measured by classroom discussions and assignments.</li> </ul>

	<ul style="list-style-type: none"> <li>• School representative(s) attend masses when students are to receive the sacraments.</li> <li>• Congratulate students who have received the sacraments in the school newsletter.</li> </ul>	
--	---	--

**Sub Goal b)**

To nurture staff in their ongoing formation as living witnesses to our faith.

<u>Strategy</u>	<u>Actions</u>	<u>Measures/evidence of effectiveness</u>
<p>To provide opportunities for staff faith formation in order to increase understanding of our faith.</p>	<ul style="list-style-type: none"> <li>• Dedicate time at each staff meeting for prayer, reflection and information about our faith.</li> <li>• School chaplain will write a Catholic faith series for our weekly blog, complete with explanations of an aspect of our faith and suggested professional readings.</li> <li>• Chaplains will connect prayer to current staff situations.</li> <li>• Chaplains will offer interactive ways to engage students in religious studies.</li> <li>• Invite parish representatives to be guest speakers at PD sessions.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff will feel more comfortable in planning faith related lessons and activities.</li> <li>• Staff will be more knowledgeable and confident in speaking about and discussing our faith.</li> </ul>

**Goal 2:**

To improve academic achievement levels in all grades and subject areas.

**District Correlation:**

District Goal 4: Quality teaching and school leadership.

4.1 b) Increase academic achievements by promoting successful practices in teaching to support all students.

**Sub Goal a)**

To ensure that teaching and learning at St. Edmund meets the standards and practices required by the IB for the Primary and Middle Years Programmes.

**Strategy**

- Take part in year-long self-study to review, reflect upon and improve standards and practices related to teaching and learning at St. Edmund.

**Actions**

- Plan for dedicated time at staff meetings and school PD day to review IB standards and practices.
- Create an action plan that addresses areas for growth within the IB programmes.
- Provide teachers with time for collaborative planning and reflection on our programme of inquiry, such as through replacement teachers, Thursday afternoons or flex time.
- Review all planners to ensure that they reflect the transdisciplinary/interdisciplinary nature of the PYP and MYP programmes.
- Ensure that planners incorporate opportunities for differentiation for students learning needs and styles.
- Provide students with opportunities for input and choice with regard to assignments.

**Measures/evidence of effectiveness**

- Successfully meeting all requirements of the PYP and MYP programmes.
- Successful evaluation visit from the IB in the fall of 2017 with no matters to be addressed.
- Improved teaching and learning as a result of successful implementation of the standards and practices required by the IB.

**Sub Goal b)**

To improve literacy and numeracy levels of achievement for students at all grade levels and across the disciplines.

**Strategy**

- Improve home reading program at the elementary level.
- Elementary teachers use guided reading to improve literacy levels
- Integrate reading and writing activities into lessons in all subjects and grades
- Make efforts to relate learning in math to real life.
- Use tools such as Mathletics and manipulatives to increase numeracy skills.
- Develop actions to reduce student dependency on calculators.
- Identify and implement numeracy and number pattern development.
- Develop cross-curricular and/or multi-grade outcomes for JH students in flex blocks.

**Actions**

- Provide high interest reading materials for students
- Incorporate strategies to promote the development of comprehension skills into lessons
- Targeted flex blocks for students at all age ranges.
- Use the Fountas & Pinnell test for all students in September and May as a diagnostic tool.
- Use guided reading, café/Daily 5, Global Café, Imagine Learning.
- Literacy centers with time to work one-on-one with students in early grades.
- Practice basic math skills with students.
- Provide access to the library for junior high students.
- Add mother tongue and subject area resources in the library.
- Teach non-calculator approaches with integers, then add calculators for more complex concepts. Keep calculators on hand for those students who cannot afford to purchase them.
- Increase and focus on algebraic thinking in order to teach the algebraic process.

**Measures/evidence of effectiveness**

- Improved scores in students' reading and writing assessments at all levels
- Improved scores in mathematics outcomes.

**Sub Goal c)**

To improve achievement for students in all grades and subject areas.

**Strategy**

- Create a culture of high expectations for student achievement.
- Develop strategies to increase student motivation.
- Create “Teacher Mentor” teams for students in grades 4-9 for activities such as the Year 4 Collaborative Project in the MYP and the Exhibition in the PYP.

**Actions**

- Focus on grade level standards
- Align lessons with key learner outcomes
- Require higher order thinking in assignments and activities
- Use a variety of strategies in order to address different learning modalities
- Develop lessons and activities that students will value.
- Provide students with opportunities for success.
- Insist that students complete all assignments.
- Provide students with opportunities for inquiry and problem-based learning in order to develop thinking and reasoning skills.

**Measures/evidence of effectiveness**

- Student achievement as measured through report cards and standardized tests is improved.

**Sub Goal d)**

To increase the number of students achieving at the Standard of Excellence level on Provincial Achievement Tests.

**Strategy**

- Target instruction to high average students.
- No missed assignments.
- Practice PATs so that students are aware of what tests are like.
- Design unit tests that are in the same format as PATs.
- Teach strategies for decoding questions.

**Actions**

- Focus on grade level standards
- Align lessons with key learner outcomes
- Require higher order thinking in assignments and activities
- Integrate writing into lessons and assignments in all subject areas.
- Set clear assessment targets and have students monitor

**Measures/evidence of effectiveness**

Increased levels of students achieving at the standard of excellence level on Provincial Achievement Tests.

	<p>their own learning and set goals for improvement as learners.</p> <ul style="list-style-type: none"><li>• Provide targeted instruction for areas of concern indicated on PAT analyses for all subjects.</li><li>• Provide more time for independent learning/inquiry for high average students.</li><li>• Require more critical thinking and extension activities in all grades and subjects.</li><li>• Develop collaborative, project-based learning targeted toward exam preparation.</li><li>• Provide students with opportunities to reflect upon their learning.</li></ul>	
--	--	--

**Review Date 1:**

**Review Date 2:**