Good Shepherd Plan for Continuous Growth 2019-2022

School Mission:

Our mission is to engage all learners by implementing best practices for improving student achievement. Through collaboration, respect, love, and faith, we strive to create an inclusive community where students will be inspired to take risks as life-long learners, problem solvers, and Catholic citizens

School Vision:

Good Shepherd School will be a community of learners where children are supported to reach their potential through acquired knowledge, skills, and attitude in a Christ centered environment.

School Charism:

Inspired by our Good Shepherd, Jesus, to Love, Learn and Lead.

School Context:

Good Shepherd School is an elementary school located in southwest Edmonton. The neighborhoods served by Good Shepherd School are, for the most part, socially and economically stable. The parents are very supportive and active in the life of the school.

The school population is growing with the opening of the new subdivisions of Edgemont, Uplands, Woodhaven, Rural West, Cameron Heights, and Riverview Acres. This year enrolment is at 396 and increase of 23 students over last year. We have students in 100 Voices to grade 6 with the expectation of continued increases in population. As our population grows, the number of students qualifying for ESL funding has increased to 36% of students in all grades, we have 4 FMNI identified students, and special education students with needs has increased.

Review of Previous Year's Goals:

Goal : Staff and Students will be able to articulate their faith and build safe and caring relationships with peers and adults.	Continue goals with new strategies: Mark 5 The Catholic school frequently invites the local parish priest to school functions and	Our Parish has a new priest and we will introduce him to our School community.

	encourages him to be an active member of the school community. Mark 2 of Catholic School Identity- The school's Catholic worldview is evident in the art and architecture of the school's exterior and signage as well as in hallways, classrooms, offices, library, cafeteria, gymnasium and auditorium.	Need to promote awareness of our charism.
Goal 2 : Students will demonstrate a deeper understanding of basic skills, and number sense.	Continue working on the goal using strategies and actions that address math processes, and concepts using problem solving, Fractions, probability, place value, equality, and algebraic expressions. Continue Guided Math Groups. Use exam bank in grade 3 and up.	PAT and MIPI results show that we have increased knowledge and skills in basic facts and numerical competency. Need to target fractions and probability.
Goal 3 : All students will demonstrate a year's growth in literacy.	Continue working on this goal using strategies and actions that will target student reading and writing. Student results were slightly better in narrative writing than for functional writing. In Narrative reading we need to better connect details to ideas in a poem. Determine a word with meaning in context of a poem. Students achieved excellent at identifying details in text.	PAT results and analysis will show positive standards in writing and reading for information.

Goal 4 : Staff will develop effective strategies to meet the diverse educational needs of learners to improve academic achievement.	We already use student profiles and pyramids of intervention. We will better target students by implementing a Collaborative Response Model. All teachers will make an assessment plan showing the formative and summative assessments for the year. Power Teacher Pro will help students know what they are learning and how successful they are.	More students will achieve grade level standards as measured by summative assessments.

Data Analysis:

Areas to celebrate

Accountability Pillar	**Achievement Measure evaluation that is very high (or high provided it has not dropped from last year):**
	Very High: Safe and caring
	Very High: Program of Studies
	Very High: Education Quality
	Very High: PAT Acceptable
	Very High: PAT Excellence
	Very High: Citizenship
	Very High: Parental Involvement

	Improvement Measure evaluation that is improved or significantly improved:
	Very High: PAT Excellence improved
	Overall Measure evaluation that is excellent (or good provided it has not declined from last year):
	    Excellent: Safe and caring
	    Excellent: Program of Studies
	    Excellent: Education Quality
	    Excellent: PAT Acceptable
	    Excellent: PAT Excellence
	    Excellent: Citizenship
	    Excellent: Parental Involvement

District Satisfaction Survey	**Improvement over previous Year** **Parents:** (14) My child's school demonstrates care for the environment. (18) My child's school focuses on continuous improvement. (19) My child is developing reading and writing skills that will prepare them for the future. (25) My input is considered and valued by the district. (32c) Please indicate your level of satisfaction with your opportunity to access information about resource allocations. **Students 4-6:** (5) I enjoy learning about the Catholic Faith. (6) I am happy with the school activities. (10) I can make choices about my learning. (14) Student behavior is handled fairly. (22) I feel safe in my school building. **Teachers:** (10) I am satisfied with the way student discipline is handled in our school. (17) District professional development provides me with an opportunity to improve my work skills. (19) Our school is providing the necessary supports for children with special needs. (24) I utilize technology to enhance student learning and broaden the perspective I provide to students. (36) I am aware of the District Plan for Continuous Growth for this school year. **5 Scores that are highest above the District average:** **Parents:** (4) My child's school has a positive reputation in the community. (16) My child is learning the attitudes and behaviors that will make him/her successful in the world of work. (20) My child is developing math and number skills that will prepare them for the future.

	(25) My input is considered and valued by the district. (32D) Please indicate your level of satisfaction with your opportunity to access information about your child's educational progress and achievement. **Students 5-6:** (5) I enjoy learning about the Catholic faith. (10) I can make choices about my learning. (14) Student behavior is handled fairly. (22) I feel safe in my school building. (23) I feel safe on the playground during school hours. **Teachers:** (10) I am satisfied with the way student discipline is handled in our school. (17) District Professional development provides me with an opportunity to improve my work skills. (23) I receive the resources required to do my job given the limits on school and district resources. (29) Parents/guardians are involved in the decisions about their child's education. (38) I am satisfied with the communication from the district.
Regression Analysis	We have achieved statistically (+), above expectations in all subjects. We improved in all subjects showing an upward trend in our results. We improved from = to + in Social Studies and Science over the previous year.

PAT/Diploma analysis	Standard achieved above the provincial average:
	  • Acceptable:
	    - English Language Arts - 98.1%
	    - Math – 94.3%
	    - Science – 98.1%
	    - Social Studies – 94.3%
	
	  • Excellence:
	    - English Language Arts – 49.1%
	    - Math – 43.4%
	    - Science - 69.8%
	    - Social Studies – 45.3%

Areas to target for growth

Data Source	Measures	Goals in response to data
Accountability Pillar	• Achievement Measure "Work Preparation" is Low • Improvement Measure evaluation "Continuous Improvement" has declined	Our Parent sample size for Accountability is only 11. • We had many answers that were "Don't Know" from students. Alberta Government tracks those answers as a negative response. We will encourage students to make a definitive response instead of Don't know.
District Satisfaction Survey	**<u>Marked decline</u>** **Staff:** -Our School focuses on continuous improvement through data analysis. -School professional development provides me with an opportunity to improve my work skills. -Formative and Summative assessment practices are improving student learning at our school. -I have appropriate opportunity for input into school/site decision that affect my job. -Our staff works as a team in our school. **Parents:** -I feel welcome in my child's school. 8/213 parents had a negative response. -Please indicate your level of satisfaction with the learning expectations for students. 7/213 parents had a negative response. -My input is considered and valued at my child's school. 14/213 parents had a negative response. -	We use data analysis to form our goals and strategies. We will have staff analyze the data we gather so that they are a part of the process and can have more input into strategies and actions. Teachers will use Power Teacher Pro and an Assessment Plan to help teachers develop better formative and summative assessment practices. Provide collaborative planning and Power Teacher Pro PD planning time on at least two Thursdays per month. Use Swift messaging to inform parents where and when school newsletter is published. Use Swift messaging to remind parents of school events. Invite parents to SAC and provide them with email addresses so they can voice their concerns to contact school and parent council.

Data Source	Measures	Goals in response to data
	-I am treated with dignity and respect at my child's school. 3/213 parents gave a negative response. **Students:** -I learn better by using technology in my school. -I know how well I am doing in my schoolwork. -My school teaches me to make healthy food choices and to be active. -I know what I need to do to improve in my schoolwork. -I am challenged to do my best. **Responses below District average.** **Staff:** Our School focuses on continuous improvement through data analysis. -School professional development provides me with an opportunity to improve my work skills. -Formative and Summative assessment practices are improving student learning at our school. -I am treated with dignity and respect by my co-workers. -Our staff works as a team in our school. **Parents:** **-**Students in my child's school receive additional services and support when they need it. -Please indicate your level of satisfaction with your opportunity to access information about resource allocations.	Power Teacher Pro and student self assessment strategies- Goal 3 Goal 3,4 Goal 3, 4 We use data analysis to form our goals and strategies. We will have staff analyze the data we gather so that they are a part of the process and can have more input into strategies and actions. Teachers will use Power Teacher Pro and an Assessment Plan to help teachers develop better formative and summative assessment practices. Provide collaborative planning and Power Teacher Pro PD planning time on at least two Thursdays per month. Use Swift messaging to inform parents where and when school newsletter is published. Use Swift messaging to remind parents of school events.

Data Source	Measures	Goals in response to data
	-Please indicate your level of satisfaction with your opportunity to access information about activities in the school. -My input is considered and valued at my child's school. -I feel welcome in my child's school. **Students:** -I learn better by using technology in my school. -My school teaches me to make healthy food choices and to be active. -My school teaches me the opportunity to use a variety of technology tools.	Invite parents to SAC and provide them with email addresses so they can voice their concerns to contact school and parent council Parents identified that students may want to bring devices from home. Teachers will identify Raz kids and Mathletics and other educational applications as using Technology in class.
Regression Analysis	No subjects have dropped, all positive results.	
PAT/Diploma analysis	List any subject standard that you achieved below the provincial average in or that you declined significantly over last year in: • All subject standards achieved were above provincial averages and increased over last year.	We will continue to work on our identified areas that still need improvement. Social Studies - democracy, Math- Fractions and probability, Language Arts – functional writing and connecting meaning in poetry, Science – Vocabulary meaning.

Goals:

Catholic Identity Goal: My Catholic school has a charism where our gifts are shared.	
District Correlation: 1.1Demonstrate the distinctiveness and strengths of Catholic education. a. Enhance and strengthen our Catholic identity within each site by implementing our Catholic Identity Plan 2019-2022. (See Appendix I)	
A) Strategy 1: **Explore how our school's charism is permeated throughout school culture and discuss why it is important.**	
Actions: Discuss with staff what our charism means to us. Discuss how we can use our charism in our daily life at school.	Measures/ Evidence of effectiveness Staff instructed students what our charism statement means so that students could complete Mural mosaic.
Strategy 2: Provide opportunities for authentic student expressions and applications of faith as members of many different communities.	
Actions: Students show the meaning of charism in pictures. Develop a 25th anniversary project using school's charism.	Students learned the meaning of school Charism statement by showing it in pictures. Students made a ceramic mural mosaic using pictures that they made. Mosaic was permanently mounted to visually remind us of our Charism.

Catholic Education Goal: Explore and recognize ourselves as members of the Catholic Church.
District Correlation: **Live and enhance the distinctiveness of Catholic education**

1.1 Demonstrate the distinctiveness and strengths of Catholic education.
1.3 B. Provide faith formation opportunities for all staff that further their personal and communal growth as participants in a Catholic educational community.

Strategy 1: Continue to enhance the home – school – parish relationships.	
Actions Meet with new priest and invite him to visit the school. Invite parish liaison to visit school at Meet the Teacher night to promote sacramental preparation. Publish student names who completed sacraments in newsletter and recognize the students in assemblies. Set up a celebration schedule with Good Shepherd family of schools.	Priest comes to visit school on a monthly basis. Staff and students identify Fr. Leo as their parish priest. Increase in students completing sacraments.
Strategy 2: Provide staff with opportunities to further communal growth in a Catholic community.	
Actions Share a Thursday afternoon liturgy with our community of schools and then get together in the church basement for communal sharing.	Staff will feel part of a larger community.

Goal 3: All students will demonstrate growth in understanding of math concepts and processes.
District Correlation: ECSD students are successful 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.

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

Strategy 1: Teachers will have a standard vocabulary to increase understanding of math concepts.	
Actions Use Math word walls Pre-teach vocabulary. Use Math games and Mathletics	Measures/ Evidence of effectiveness Students will know math vocabulary used from year to year so it is consistent in each classroom.
Strategy 2: Teachers will continue to use data on student achievement such as MIPI, Leaps and Bounds diagnostic tool to drive instruction in fractions and probability.	
Actions Teachers will analyze and share between grades the data obtained from MIPI assessments. Then target students who need math support. Teachers will implement guided math strategies in their lessons. Teachers will use Alberta K-6 Math Progression of Outcomes to develop vocabulary and deepen their understanding of grade level knowledge and skills	Measures/ Evidence of effectiveness MIPI assessment in June will show growth. Teacher formative assessments. PAT results
Strategy 3: Challenge capable students, with proficient achievement, to exemplary achievement	
Actions Students from grade 3-6 will have access to exam bank to practice what they have learned and self-reflect on their results.	Measures/ Evidence of effectiveness MIPI assessment in June will show growth. Teacher formative assessments.

Teachers will use exam bank as a formative assessment to help drive instruction.	PAT results

Goal 4: All students will demonstrate a growth in literacy.

District Correlation:

ECSD students are successful

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.

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

Strategy 1:

Increase focus by staff, parents and students on reading skills and home reading program

Actions	Measures/ Evidence of effectiveness
Continue to rebuild classroom libraries and update home reading programs.	All students will reach the acceptable reading achievement level.
Students will have new levelled books to pick from in their classrooms.	
Implement intensive interventions for Tier 2 and 3 students to move them into higher levels of reading.	Student PAT results in reading, Social Studies and Science will increase, and the level of excellence will improve.

Strategy 2: Daily Five Language Arts program will be reviewed with all teachers.

Actions	Measures/ Evidence of effectiveness
Ensure Daily Five program is being used for Language Arts program.	Students will have the same classroom reading expectations year to year. A common language and practice can be seen in all our classrooms

Strategy 3: Improve student skills in reading for information and instruction.	
Actions During classroom reading, provide students with non-fiction reading material and test for comprehension. Students will have increased opportunities for personalized learning experiences that meet their specific learner needs. -e.g. Workshops that provide enrichment such as: Young Authors and Arts Alive!	**Measures/ Evidence of effectiveness** PAT and F&P assessments will realize better results. Students will have better results in formative and summative assessments in Science and Social Studies.

Goal 5:
Staff will develop effective strategies to meet the diverse educational needs of learners to improve academic achievement.

District Correlation: ECSD students are successful   1.1   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. 1.2   Implement pedagogical and assessment practices focused on improving students' conceptual and procedural knowledge of subject-area disciplines and cross-curricular connections. 1.3   Identify and implement best practices in disciplinary literacy from early learning through to graduation to ensure all students have the foundational skills for success.

1.4 Ensure that flexible and responsive programming meets the diverse needs of all learners.	
Strategy 1: Ensure that we are meeting the needs of our diverse learners	
<u>Actions</u> Target tier 2 and 3 students to receive teacher and EA interventions. We will better target students by implementing a Collaborative Response Model.	<u>Measures/ Evidence of effectiveness</u> More students will achieve grade level standards as measured by summative assessments.
Strategy 2: Teachers foster a collaborative culture which promotes a growth mindset for high achievement.	
<u>Actions</u> All teachers will make an assessment plan showing the formative and summative assessments for the year. Power Teacher Pro will help teachers plan assessment and drive instruction.	<u>Measures/ Evidence of effectiveness</u> More students will achieve grade level standards as measured by summative assessments.
Strategy 3: Professional development time is focused on sharing of strategies, shared readings, and a common vision/language built together.	
<u>Actions</u> Teachers will have at least 2 Thursdays per month for collaboration to develop assessment plans, and student intervention plans Implement Power Teacher Pro so students know what they are learning and how successful they are.	<u>Measures/ Evidence of effectiveness</u> More students will achieve grade level standards as measured by summative assessments

Administration will supervise teacher assessments through an assessment plan that is given to administration and through Power Teacher Pro.	More students will achieve grade level standards as measured by summative assessments

Review Date 1:   April 30, 2020

Review Date 2:   June 29, 2020