



Our Lady of Mount Carmel
Plan for Continuous Growth
2019-2022

School Mission: Our mission is to provide an education which embodies the Catholic faith principles of nurturing, acceptance, respect, and love

School Vision: Together our students will seek the balance between: • Self-sufficiency and Dependency • Community and Self-interest • Social Action and Social Justice

School Charism: Looking to Mary as our model and guide, our school community will endeavour to seek an ever-deeper faith rooted in the person of Jesus Christ.

School Context: Our Lady of Mount Carmel is a Kindergarten to Grade 9 School with 322 students, 196 in K-6 and 126 in Junior High. It is in the Queen Alexandra community, part of historical Old Strathcona situated in south-central Edmonton, and is housed in a sizeable facility, part of which dates to 1925. The Early Learning Kindergarten class is a full-day program. Beyond that, our Elementary component consists of one class each in Grades 1, 2, 3 & 4 class, a straight Grade 5 class, a combined Grade 5/6 class, and a straight Grade 6 class. Our JH has 5 homerooms, two in each of Grade 7 and 8, & one in 9. Mount Carmel has four Academies: Hockey, Soccer, Performing Arts, and Recreation. In addition, we have an Elite Athlete Program that provides flexible programming to high-level athletes in Grades 4-9. With about 180 students from Grades 3-9 registered in these five programs of choice, we are a destination school for many south Edmonton families and even beyond. The students attending Our Lady of Mount Carmel School come from a wide range of nationalities, family structures, and socio-economic statuses. We have 27 students who have self-identified as First Nation, Inuit, or Metis and 52 who are English Language Learners in their first five years in Canada.

Review of Previous Year's Goals:

| Goal | | Evidence/data used |
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| Goal 1: Provide a sound, well-rounded education grounded in Catholic values | -Continue Modify -continue focus on core programs (literacy and numeracy) with looking at assessment practices | PAT exam results, MIPs, Regression analysis and F & P |
| Goal 2: Develop a shared vision of student success in mind, body, & spirit | -Continue to focus on core programs with ACE support, provide activities for physical literacy in class and school-wide, ongoing celebrations, prayers throughout the day | Satisfaction surveys, Tell Them From Me results, and teacher feedback |
| Goal 3: Access school, district, and community resources to provide a holistic, quality education to our First Nations, Métis, and Inuit students | -Continue with use of Edu-kits, guest speakers, and staff professional development | Student feedback, Indigenous day participation -attended Sacred Heart parish |
| Goal 4: Encourage and support ongoing teacher and administrator professional growth | -Continue -focus on sharing best practices in assessment (Power Teacher Pro) | -teacher professional development sessions attended, staff satisfaction survey, and scheduled Thursday times |

Data Analysis:

Areas to celebrate

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| Accountability Pillar | <ul style="list-style-type: none"> • PAT Acceptable and PAT Excellence – both very high • Drop out rate – very high/excellent • Parental involvement – high/good |
| District Satisfaction Survey | <p>Parents: My child is developing reading and writing skills that will prepare them for the future. (+12.9%) I am satisfied that my child's school uses a variety of methods to help him/her learn +11.5</p> <p>Students: I have opportunity to participate in Social Justice activities. +21.4 Critical thinking and inquiry are taught at my school. +16.9 I have opportunities to make decisions about my learning +12.8</p> |

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| | <p>School/department finances are being allocated in keeping with our core value of fairness +15.8</p> <p>Highest Scores:</p> <p>Parents My input is considered and valued by my child's school My child is learning the attitudes and behaviours that will make him/her successful in the world of work</p> <p>Students 4-6 My classroom learning activities are meaningful.</p> <p>Students 7-9 I am challenged to do my best I feel safe in my school building My school teaches me to be environmentally responsible</p> <p>Staff I am aware of the District Plan for Continuous Growth (Goals and Priorities) for this school year School/department finances are being allocated in keeping with our core value of fairness</p> |
| Regression Analysis | <ul style="list-style-type: none"> • Gr.6 Mathematics + • Gr. 9 Language arts + • Gr. 9 Mathematics + • Gr. 9 Social Studies + • All other areas equal |
| PAT/Diploma analysis | <ul style="list-style-type: none"> • Above the provincial average in ALL subjects for acceptable – grade 6 and 9 • Above the provincial average for Excellence in all subjects for gr. 6 and for gr. 9 social |

Areas to target for growth

| Data Source | Measures | Goals in response to data |
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| Accountability Pillar | <ul style="list-style-type: none"> • Program of studies -low • Education quality -low • Work preparation -very low • School improvement - low • Safe and caring – declined significantly • Citizenship - declined significantly | <p>-By June 30, 2020, students and staff will be involved in providing/receiving a sound, well-rounded education grounded in Catholic values.</p> <p>-All teachers will improve their professional capacities related to classroom instruction and assessment in relation to the TQS through communities of practice, peer modeling, professional learning, and collegial sharing.</p> |

| Data Source | Measures | Goals in response to data |
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| District Satisfaction Survey | <p>Staff: I am satisfied with the way student discipline is handled in our school. (-53%) I utilize technology to enhance student learning (-26.7%)</p> <p>Students: I am satisfied with my access to computer technology at school. (-19.7%) Student behaviour is handled fairly. (-11.2%)</p> | <p>-By June 30, 2020, students and staff will be involved in providing/receiving a sound, well-rounded education grounded in Catholic values.</p> <p>-By June 30, 2020, staff and students will be involved in incorporating technology into classroom activities and assignments and share best practices.</p> |
| Regression Analysis | <ul style="list-style-type: none"> • There were 4 areas + and 4 areas = • No significant drops in PAT scores or regression expectations. • No clear area of growth – continue with a strong focus on literacy and numeracy | |
| PAT/Diploma analysis | <ul style="list-style-type: none"> • -above provincial average in all 8 tests across grade 6 and 9. No significant drop in scores from previous years. Also strong in areas of Excellence. | |

School Goals:

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| Catholic Identity Goal: Celebrate our charism of the connection with Mary, Our Lady of Mount Carmel through coming together as a community and sharing our God given gifts and talents within our school and in the greater community. | |
| District Correlation: Goal 1: My Catholic school belongs to God’s family. My Catholic school has a charism where our gifts are shared. | |
| Strategy 1: Social Justice projects and class initiatives throughout the year guided by the call and model of Jesus. | |
| <u>Actions</u> Terry Fox Run, We Care Hunger, Remembrance Day, Christmas hampers, Toys for Tots, MTC Classic, Change for Children, Chalice missions, Stollery hospital fundraiser, class community projects, class social justice in spring, leadership opportunities, ACE leadership initiatives | <u>Measures/ Evidence of effectiveness</u> -number of social justice projects and log amounts of donations brought in -class participation and student leadership involvement in projects |
| Strategy 2: Sharing of talents through the school in activities and celebrations. | |

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| <p><u>Actions</u> – key in on the strengths we have in our academies and regular program students and use their talents to make our activities and celebrations come alive.</p> <p>Class buddies for projects throughout the year</p> <p>Students and class groups leading celebrations</p> <p>Demo of Learning</p> <p>Celebration of OLMC feast day</p> | <p><u>Measures/ Evidence of effectiveness</u></p> <p>-number of students involved in leading projects or celebrations, Satisfaction survey results on related questions</p> <p>-number of projects and opportunities available for student involvement</p> |
| <p><u>Strategy 3:</u> Incorporate prayer across all grades into daily school routines</p> | |
| <p><u>Actions</u></p> <p>-student led prayer on morning Broadcast and at celebrations</p> <p>-prayer centers in each class – changing with the liturgical seasons</p> <p>-prayer cards and rosaries available for prayer time</p> <p>-quiet prayer center in the library and prayer clubs at various times in the year</p> <p>-outdoor courtyard prayer spaces</p> | <p><u>Measures/ Evidence of effectiveness</u></p> <p>-students involvement in leading prayer, celebrations, and other leadership opportunities</p> |
| <p><u>Strategy 4:</u> Maintain strong parish connection and presence of religious leaders in our school</p> | |
| <p><u>Actions</u></p> <p>-Invitation to parish for all celebrations and major events</p> <p>-Meetings with Father and St. Anthony parish team to plan for year calendar and events</p> <p>-Reconciliation and celebration opportunities available to our students through the year</p> | <p><u>Measures/ Evidence of effectiveness</u></p> <p>-presence of clergy at school events, Satisfaction survey results on related questions</p> |
| <p><u>Strategy 5:</u> Focus on behaviour and mental health support available to our students in promoting a welcoming, caring community</p> | |
| <p><u>Actions</u></p> <p>-Involvement of FSLW, EBS, EA supports, STAY office, classroom teachers, Academy instructors, and all staff in linking with students – Caring adults connections formed</p> <p>-Moving in the halls promoted and practiced</p> <p>-promotion of physical literacy along with positive mental health</p> <p>-buddy classes for academic and social justice projects</p> | <p><u>Measures/ Evidence of effectiveness</u></p> <p>-measures from Satisfaction survey related questions and Accountability pillar</p> |

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| Catholic Education Goal: By June 30, 2020, students and staff will be involved in providing/receiving a sound, well-rounded education grounded in Catholic values. | |
| <u>District Correlation:</u> Goal 1-ECSD students are successful. 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. Goal 2 -ECSD supports First nations, Metis, and Inuit students' success. | |
| <u>Strategy 1:</u> Enhance the religious and curricular knowledge of staff through our work and professional development to allow them to grow in their own faith and increase knowledge for teaching. | |
| <u>Actions</u> -staff faith formation as a regular part of Thursday time, participation in District faith PD, explore the resources and activities of the new religion curriculum and continue to have times where staff meet for faith development opportunities. | <u>Measures/ Evidence of effectiveness</u> -staff involvement in PD and other faith building activities -staff satisfaction surveys |
| <u>Strategy 2:</u> Staff focus on assessment practices and use of Power Teacher Pro for communication with students and parents. | |
| <u>Actions</u> -regular PD and work time to share best practices. -invite District consultant out regularly to support all teachers -peer teaching group / collaboration -feedback and peer support on PTP | <u>Measures/ Evidence of effectiveness</u> -Power Teacher Pro used effectively (best practices shared) -communication with parents as measured in satisfaction survey |
| <u>Strategy 3:</u> Introduction and focus on 7 sacred teachings throughout the school year | |
| <u>Actions</u> -Access school, district, and community resources to provide a holistic, quality education to our First Nations, Métis, and Inuit students -explore and develop activities around the sacred teachings each month -provide Edu-kits and other resources to support teachers | <u>Measures/ Evidence of effectiveness</u> -number of projects completed by classes through the year and involvement with Elders, community members, and Edu-kits |

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| -invite in Elders or other community members to share on the values of the teachings | |
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Goal 3: By June 30, 2020, staff and students will be involved in incorporating technology and other ways to represent learning into classroom activities and assignments.

District Correlation: 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.

3.9 Ensure that assistive technology is available to students identified with needs.

Strategy 1: Ensure technology is up to date and available for class use

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| <u>Actions</u> -collaborate with our Parent Council in purchasing and updating technology in our school -inventory, organization and analysis of technology in our building -shared resources between classes | <u>Measures/ Evidence of effectiveness</u> -satisfaction survey questions on related areas |
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Strategy 2: Staff professional development time set aside for sharing uses of technology, Google classrooms, PTP, IXL, RWG, Raz kids, coding, and technology for assessment

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| <u>Actions</u> -developing the “how to’s” for use with students -sharing of strategies and best use of technology available in our school | <u>Measures/ Evidence of effectiveness</u> -number of PD/staff meeting sessions with a focus on technology -satisfaction survey results |
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Strategy 3: Student involved with using technology to support and show their learning

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| <u>Actions</u> -student use of IXL for both language arts and math support -student use of technology to share their learning -student use of technology for adaptations and communication -student familiarity with various programs to support their learning -introduction of students into Hour of Code activities | <u>Measures/ Evidence of effectiveness</u> -student projects completed with technology through the year -student satisfaction survey results |
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| Goal 4: All teachers will improve their professional capacities related to classroom instruction and assessment in relation to the TQS through communities of practice, peer modeling, professional learning, and collegial sharing. | |
| <u>District Correlation:</u> 1.3 Implement pedagogical and assessment practices focused on improving students' conceptual and procedural knowledge of subject-area disciplines and cross-curricular connections. | |
| 4.7 b) 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. Multiple sources of assessment data, including district and provincial exam results, inform instruction for school improvement in identified areas | |
| Sub Goal a: Delve deeper into assessment practices and TQS standards as a regular part of staff collaboration/meeting time. | |
| <u>Strategy 1:</u> Reviewing formative and summative assessment practices in connection to curriculum. | |
| <u>Actions:</u> introduce Sprints and other sharing of assessment practices to guide instruction -spend time working together with Power Teacher Pro. -collaborative opportunities to review F & P, MIPI, PAT analysis, regression analysis | <u>Measures/ Evidence of effectiveness</u> -staff time dedicated to work in this area |
| <u>Strategy 2:</u> Focus on student literacy activities and assessment | |
| <u>Actions</u> Common division writing prompts and marking sessions in relation to common words we are working on as a staff i.e) -letters to Santa, story writing, Remembrance Day prompts, Sacred teaching prompts | <u>Measures/ Evidence of effectiveness</u> PAT scores and number of projects |
| <u>Strategy 3:</u> Introduction of common tier 2 literacy terms. | |
| <u>Actions</u> -every 3 weeks, choose a focus word to be used across curriculum in all grades -words shared via morning announcements, PowerPoints, and able to be posted in the classrooms as a reminder to reference | <u>Measures/ Evidence of effectiveness</u> -use of these words in classes and evident around the school |

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| <p>-students involved in developing the words meaning in assignments and class discussions</p> <p>-resources provided to all teachers to guide instruction</p> | |
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Review Date 1: March 19, 2020

Review Date 2: June 18, 2020