

École/Escuela Father Leo Green Plan for Continuous Growth 2020-2023

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.

Edmonton Catholic Schools Division Goal: Live and enhance the distinctiveness of Catholic education

ECSD Strategy: C.1 Ensure that every member of the community has a way to express and share their gifts from God and explore how a school's charism is permeated throughout school culture and why it is important.

School's intended outcome from working in this area:

- Faith-based messages and activities will be visible, present and available throughout the school.
- Teachers will meet in grade levels to plan engaging learning projects to integrate Religion outcomes in other academic subjects.
- Teachers and students will plan Masses/Celebrations that will engage student participation.

Actions we will take

- Catholic faith music will be played each morning as the students come into the school until the 2nd bell.
- Catholic faith music will be played through the broadcast system while waiting for the broadcast announcements.
 - The Growing in Faith, Growing in Christ song Version 1 and Version 2 will be played in the mornings (alternating days)

- During Liturgical Seasons, the songs in The Growing in Faith, Growing in Christ program will be played in the mornings.
- Catholic faith music will be played in the hallways as students walk to the gym for our school-wide masses. (In a virtual setting, Catholic Faith Music will be played as we prepare for the start of mass/celebrations.)
- Our family of school priest or district chaplain present virtually to lead Liturgies
- 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. (In cohort settings, a book connected to our Catholic Faith will be selected for each class for a Read-aloud. Students can ask questions about the book and the connection to our Catholic Faith)
- A faith-based question prompt will be displayed for students to respond to. Staff and parents will be invited to respond and display their connection to the books in this area.
- The students' prayers over broadcast are recorded in the Chapel.
- 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. (Through TEAMS)
- Through Student Leadership, provide opportunities to students to experience and deepen their understanding of the Learner Competencies Formed Through Catholic Education.
- Staff will meet monthly in grade levels to discuss and plan religion outcomes/activities that permeate each subject.
- Projects that have permeated our Catholic Faith into other areas of the curriculum will be showcased with a picture and a description and in our monthly newsletter and on Facebook, Instagram and Twitter, using the hashtag #ECSDFaithInspires
- Throughout the year, school wide celebrations will be Teaching Masses at school or at the parish. (When able to do so)
- Students will learn to sing all parts of the Mass. (When able to do so)
- Visual cues will be incorporated into the Mass/Celebrations to teach students the different responses and actions during the mass.
- Students who are altar servers will be altar servers at the mass. (When able to do so)
- Our family of school priest or district chaplain will meet with classes in the school chapel or in the classes throughout the year. (Through TEAMS until able to meet in the school chapel)
- Social media- Twitter, Instagram, Facebook) will be used to promote our Catholicity with examples of what is seen within being shown.
- Announce the names of students who received their sacraments during announcements.
- A sacrament board will be updated to celebrate students who received their sacraments.
- More bulletin boards will be added that highlight our Catholic Faith & Cross Curricular competencies.
- Students will add what they are grateful for on the Gratitude tree bulletin board. We will celebrate on Social Media the increased number of gratitude messages

Measures/Evidence we will use to check our progress and confirm our growth:

At the January midpoint review:

- Compare the increase of visibility from last year, the beginning of this year and January midpoint review
- Students will be able to appropriately respond during Celebrations/Mass
- Students will be able to make connections to our Faith from the stories read
- We will receive more “likes” on social media

At the May review:

January insert review date: January 21, 2021

ECSD Goal One: ECSD students are successful

ECSD Strategy: 1.2 Implement pedagogical & assessment practices focused on improving students’ conceptual/procedural knowledge of subject-area disciplines & cross-curricular connections to deepen understanding/provide greater ability to target teaching/improve learning

School’s intended outcome from working in this area:

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

Teachers will provide research-based interventions for students identified as struggling readers

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

Actions we will take

- Teachers will implement intensive small group literacy support
- Teachers will explicitly introduce students to subject specific content vocabulary to increase proficiency in reading and writing.
- Post “Learning Intention” and review the “Learning Intention” related to the lesson when beginning instruction to ensure that students understand the connection between the activity and what they are learning.
- Staff will collaborate and use common sight word lists across the grades.

- Raz-Kids and Epic used to support the students reading at home.
- Bulletin boards in the hallways will showcase student learning in the target language.
- Teachers will implement Read Write Google Chrome tech features for struggling readers and writers throughout the year. (Universal)
- Teachers will collaborate to create a literacy evening in conjunction with the numeracy evening for parents. (Virtual)
- Teachers will have opportunities to attend Math Up PD sessions.
- Teachers will review incorporate Marian Small resources in all classes.
- Teachers will review Math resources to establish common practices throughout the school.
- Teachers will collaborate to implement Guided Math instruction in all classes
- Teachers will continue to ensure effective use of online Math resources at school and at home.
- Create “Math Challenge” bulletin board for the school community in the grade level hallway area.
- Create engaging Math based activities during numeracy week.
- Weekly Math Talks will be integrated regularly.
- Teachers will create weekly school math calculation sent home in agenda (Monday Math homework)

Measures/Evidence we will use to check our progress and confirm our growth:

At the January midpoint review:

- All teachers will be using MathUp
- The bulletin board will show active participation in Math and Literacy
- Common sites words across the grade levels will be visible in the classrooms (in both target languages).
- Students will be comfortable with conversations around numeracy.

At the May review:

January: January 21

ECSD Goal Two: First Nations, Métis, and Inuit students in ECSD are successful

ECSD Strategy: 2.4 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, Leadership, and Superintendent Leadership Quality Standar

School's intended outcome from working in this area:

Teachers will collaborate to develop a common understanding of the Foundational Knowledge about First Nation, Métis and Inuit

Students will develop a common understanding of the Foundational Knowledge about First Nation, Métis and Inuit

Actions we will take

- Indigenous children books will be accessible in the hallways for parents and students to read and share. (When able to do so)
- Monthly First Nation Métis Inuit Read Aloud – invite Administration to participate in the Read Aloud
- Connect and collaborate with schools with Indigenous traditions and engage in in-class activities to provide students with a better understanding of the Indigenous Traditions.
- The First Nation, Métis and Inuit liaison will present at monthly staff meetings and share information that supports teacher and student knowledge and understanding of First Nation, Métis and Inuit.
- The First Nation, Métis and Inuit liaison will present and share resources that align with the program of studies.
- Expand First Nation, Métis and Inuit understanding into subjects such as Math, Science, Art and Religion and share these learnings on Social Media.
- The First Nation, Métis and Inuit liaison will send out monthly in class activities.
- Staff will participate in Learning Pebbles Professional Development.
- We will continue adding activities to Indigenous Day.
- Collaborate with the First Nation Metis Inuit consultant to coordinate community members to visit each classroom for a one or two 30 minute sessions. (Through TEAMS)
- Teachers will access the Edu-Kits from Indigenous Services.
- The Treaty 6 Acknowledgement will be included in the daily video-broadcast (in kid's language)
- First Nation, Métis and Inuit consultant to provide a school-wide residency (when able to do so)
- First Nation, Métis and Inuit included in our Grade 6 Farewell (acknowledgement or symbol or song)

- Our First Nation, Métis and Inuit liaison will coordinate and share resources with teachers to use in the classroom.
- During Metis Week- invite Metis presenters to meet with each class. (Through TEAMS)
- The Treaty Six Acknowledge will be posted in every classroom.
- Visible copy and referencing of Treaty 6 and map of Treaty areas as well as Metis Zone 4 in Alberta will be presented visually during the announcements.
- Collaborate with Indigenous families within the school community to share foundational knowledge through activities and stories. (Through TEAMS)

FNMI traditions will be included in various celebrations throughout the year.

Measures/Evidence we will use to check our progress and confirm our growth:

At the January midpoint review:

- students will be able to recognize the Treaty land 6 and Metis Zone 4 on the Alberta Map
- documentation of activities will demonstrate an increased awareness of First Nation, Metis and Inuit traditions
- increased participation and recognition of FNMI within our school community

At the May review:

January : January 21, 2020

ECSD Goal Three: ECSD has excellent teachers, staff, and school and school authority leaders

ECSD Strategy: 3.6 Continue to create an excellent Catholic educational working environment through the provision of faith formation, health, and wellness opportunities and supports for all staff.

School's intended outcome from working in this area:

Teachers will work collaboratively to achieve collective efficacy.

Actions we will take

- Leadership team will participate in a Collaborative Response Model Community of Practice. CRM meetings will occur every 4-6 weeks with staff to support our students.
- Share assessment examples samples of student work with grade-level colleagues during Community of Practice time.
- Teachers will have the opportunity to attend PD sessions that are specific to assessment and share their learnings during school Community of Practice. (PowerTeacher Pro and planning assessment for student success.)
- Teachers will participate in a book study “Mindset” once a month with colleagues at St. Teresa school in the division.
- Teachers will participate in Jody Carrington Professional Development modules.
- A gratitude board will be created in the staffroom to celebrate our gratitude.

Measures/Evidence we will use to check our progress and confirm our growth:

At the January midpoint review:

- Students will show increased success as a result of the CRM COP’s
- Teachers will be actively participating in PD to support student success.

At the May review:

January: January 21, 2021

ECSD Goal Four: ECSD is well governed and managed

ECSD Strategy: 4.2 Continue to nurture collaborations, relationships and partnerships to provide programs, services, and alternative learning spaces for students from Pre-K-12.

School’s intended outcome from working in this area:

Students will recognize the strategies they need to support their own learning needs.

Teachers will integrate the tools and strategies into their daily routine.

Actions we will take

- The Father Leo Green School Fundraising Society will allocate monies to create a central Calm Space in the school as well as calm spaces within the classroom.
- Collaborate with the Inclusive Consultant to determine the best items for a Calm Space.
- Resources provided by the Health Nurse will be shared with staff and families to support student and family needs.
- The SEL will visit classes monthly to support teachers and students in supporting Student Emotional Learning.
- Seek out Grants to support Mental Health and Social Emotional Learning activities in the classroom
- A Mental Health Club will be established where students will become leaders in engaging students' school wide to support Mental Health initiatives. (Through Teams)

Measures/Evidence we will use to check our progress and confirm our growth:

At the January midpoint review:

- Social Emotional Learning activities will be evident throughout the school.
- Students will use the strategies learned through the supports provided.
- Through the Collaborative Response Model, strategies will be shared that students are implementing to support their Social Emotional Learning.
- Increased opportunities to achieve collective efficacy

At the May review:

January: January 21, 2021