



Sister Annata Brockman
Elementary Junior High School

School Plan for Continuous Growth
2020/21

Sister Annata Brockman Plan for Continuous Growth 2020-2023

School Mission:

Sister Annata Brockman Elementary Junior High School is a vibrant, flexible learning community centered in Christ, where every student progresses and experiences success as a 21st century learner.

School Vision:

Inspired by God, in relationship with home, school and parish, students are nurtured to become their best selves through faith, hope and love.

With Christ as our role model and Sister Annata Brockman as our namesake, seeing each person as a gift of God with special talents, our school staff adapts our teaching and learning environment in many ways so that every student can progress and experience success.

Blessed with the Holy Spirit, our students strive to love according to the Gospel to show respect for all people, to appreciate diversity, to work hard in a spirit of joyful, creative, collaborative achievement in a balanced program of academics, arts, physical activity and technology.

School Charism:

With Sister Annata Brockman as our namesake, Christ as our role model, and blessed with the Holy Spirit, our students strive to show respect for all people, appreciate diversity, work hard in a spirit of joyful and creative collaboration, and share our best selves through faith, hope and love.

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

ECSD Strategy:

C.3 Provide excellent Catholic educational opportunities and experiences that empower students to discern current events from a Catholic worldview and witness our identity as people of God to the wider community.

C.4 Provide faith formation opportunities for students and staff that further their personal and communal growth as participants in a Catholic educational community and enable them to discern the presence of God in their lives.

School's intended outcome from working in this area:

Sister Annata Brockman students will deepen their capacity of understanding that we are all united as one in Christ.

Actions we will take

Elementary:

- In elementary classes, teachers will rotate through one book per month that focuses on or highlights Sacred Scripture and makes connections to our Eight Characters of Catholic Education such as hospitality, community, justice, etc.
- Through religious literature, teachers will provide students with reflective questions and/or prompts to share in rich discussion and discernment and provide activities which will enhance student learning of our faith.
- Elementary Flex sessions will offer a faith-based activity related to the Catholic Church's teachings.

Junior High:

- Junior High Flex sessions will offer a faith-based activity related to the Catholic Church's teachings.
- Junior High teachers will introduce, and all JH will participate in a Lectio Divina in Religion classes.

Elementary & JH:

- Students will prepare prayers to be shared on morning announcements which reflect on our Gospel teachings.
- By exploring our school-wide theme book, Sulwe, students will review how we are all called to be inclusive. "Do nothing from rivalry or conceit, but in humility count others more significant than yourselves. Let each of you look not only to his own interests, but also to the interests of others."
- Themes which will be explored through our theme book, Sulwe, include: Self-acceptance, Resilience and Growth Mindset, Diversity, and Inclusivity.
- Students will participate in various faith formation activities which includes though not limited to pilgrimage around the school, virtual decade of the rosary with stories of Mary.

Staff:

- Staff meetings will begin with Liturgy of the Word.

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

Elementary:

At the January midpoint review:

- Students will be sharing their reflections on the teaching of the story through discussion, written and/or artistic expression.
- Students will provide connections through discussions and in written and/or artistic expression on how we are called to be united as brothers and sisters in Christ.
- Students will design prayers which will be read during morning announcements.

At the May review include:

- Satisfaction Survey “My Catholic school encourages me to deepen my understanding of my faith.”
- Satisfaction Survey “Our school/site focuses on learning and teaching within a Catholic context.”

Junior High:

At the January midpoint review:

- Students will have participated in a Lectio Divina in their Religion program or through Flex sessions.
- Students will be sharing their reflections on the teaching of the story through discussion, written and/or artistic expression.
- Students will provide connections through discussions and in written and/or artistic expression on how we are called to be united as brothers and sisters in Christ.
- Students will design prayers which will be read during morning announcements.

At the May review include:

- Satisfaction Survey “Our school/site focuses on learning and teaching within a Catholic context.”
- Satisfaction Survey “Catholic teachings and traditions are important at our school/site.”
- Increase in teachers offering ideas for faith-based FLEX sessions.

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.

C.5 Engage families, parishes, and Catholic organizations to provide opportunities for authentic student engagement in, expressions of, and applications of faith as members of the Body of Christ.

School's intended outcome from working in this area:

Sister Annata Brockman, including staff, students, and parents, will enhance our community by providing opportunities for authentic student expressions and applications of their faith.

Actions we will take

"In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven"
(Matt 5:16)

- Participation in grade selected Social Justice activities – each grade will embrace a cause which will help the students engage in understanding unique needs in our community and their important role in supporting others such as Warm Hands Warm Hearts.
- Participation in two school-wide social justice activities during Advent and Lent such as: RunWild, Christmas Dinner for the St. Theresa of Calcutta community with adherence to division Re-entry protocols.
- Voluntary participation with a Social Justice committee will be established.
- Recognition will be provided on broadcast for special activities/programs which were introduced throughout the month.

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

At the January midpoint review:

- Participation in a Social Justice project through activities such as reviewing the unique needs presented within the selected project, sharing active roles to provide positive support, and engaging in activities which offer increased awareness of the needs within our communities.
- Teacher and student feedback
- Observation of student/staff behaviour

At the May review include:

- Satisfaction Survey “My school teaches me to show respect for other cultures and religions.”
- Satisfaction Survey “My Catholic school encourages me to deepen my understanding of my faith.”
- Satisfaction Survey “Our school/site focuses on learning and teaching within a Catholic context.”

January 2021:

ECSD Goal One: ECSD students are successful

ECSD Strategy: 1.1 Identify and apply best practices for curriculum implementation to provide students with the essential knowledge, skills, and foundational competencies that they need to be successful.

School’s intended outcome from working in this area:

Teachers will improve student learning by providing instruction using various resources and strategies and will maintain and/or increase the acceptable standard and standard of excellence on Provincial Achievement Exams.

Actions

Teachers will improve student learning by providing instruction using various resources and strategies and will maintain and/or increase the acceptable standard and standard of excellence on Provincial Achievement Exams.

Elementary Language Arts

- Intentional reading instruction focusing on comprehension using strategies such as making connections, inferencing and vocabulary/word study
- Continued small group instruction in reading and writing with intentional use of the Fountas and Pinnell Literacy Continuum to ensure differentiation of instruction
- Utilization of reading journals for comprehension strategies
- Continued use of Empowering Writers with increased emphasis on nonfiction writing as well as incorporating more elaborative detail in narrative writing
- Intentional reading instruction focusing on associated meaning and ideas and details
- Utilization of Google classroom to support language arts learning outcomes

Elementary Math (K-6)

- Increased emphasis on basic fact recall using the strategy of math games
- Intentional instruction on problem solving questions
- Access curriculum consultants to provide professional learning on math games for basic fact recall and problem solving
- Incorporate the MathUp program resource for all elementary students

Junior High Language Arts:

- Teach the gr. 7-9 students the 6 “**signposts**” found when reading so that students can recognize when a writer is presenting important information
- Use more consistent mini lessons on **sentence fragments** to all students in gr. 7-9
- During editing and peer editing, review correct sentences, “run-on” sentences and sentence fragments to allow students to recognize and correct errors in sentence structure
- Focus on reading comprehension in **cartoon analysis** across all grades in both L.A. and S.S. to allow students to recognize and understand meaning of information presented
- Teachers will model how to draw a conclusion using various types of text and media, including literature, commercials, and cartoons
- Increased Google Classroom and PowerTeacher feedback
- One-on-one writing conferences focusing on individual components of the writing rubric, especially in essay writing

Junior High Math

- Increased use of Number lines, manipulatives, tiles, pictures to differentiate instruction for all students
- More frequent structured review of previously learned concepts with connections to new objectives
- Utilization of Math games in Flex to reinforce areas of growth such as Bingo Jenga, Lego Fractions, etc.
- Analyze MIPI to inform practice and identify students’ strengths and weaknesses
- Facilitate more communication to parents and students using PowerTeacher Pro
- Continue Math Help daily for one-on-one support.
- Increased focus on Exit passes on work block days to check student understanding
- Use Google forms – practice questions (Exit Pass) Mentimeter, SMART Learning Suite (district license) as formative assessment to direct instruction

Junior High Science

- Students will be exposed to more charts, tables, and graphs and cross-curricular strategies will be applied such as teacher modeling, cooperative learning (modified Kagan), and increased individual practice
- Focus on cross-curricular instruction that helps students relate to the skills they are developing by linking economic and ecological perspectives
- Increased focus on vocabulary using Word Walls in teacher's classrooms
- Continue to work with Science consultants to reinforce and learn best practices

Junior High Social

- Provide online simulations to make learning more relevant and authentic
- Higher amount of quizzes to increase formative assessment and determine students' needs
- Reinforce concepts through more structured review both in class and through flex sessions
- Continue to work with Social consultants and participate in district Communities of Practice

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

At the January midpoint review:

- Teacher Gradebooks
- Student observation/teacher feedback during collaboration
- Google Classroom
- Curriculum Pacing Guides with teacher assessments

At the May review include:

- Accountability Pillar
- Satisfaction Survey "Our school focuses on continuous improvement through data analysis."
- Satisfaction Survey "Formative and summative assessment practices are improving student learning at our school."

January 2021:

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

ECSD Strategy: 2.3 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.

School's intended outcome from working in this area:

Students will be actively involved in activities that create more cultural awareness of First Nations, Métis, and Inuit cultural activities from K-9.

Actions we will take:

Students will be engaged in FNMI awareness where we plan in-class activities that include:

- Drumming Residency for students leading to a Sister Annata Indigenous Day celebration
- Indigenous Spirituality as Connected to our Catholic Faith Residency as led by Gary Gagnon
- Junior high teachers will offer a session during Flex that promotes cultural awareness of First Nations, Metis, and Inuit
- Modified utilization of edu-kits from Indigenous Learning Services

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

At the January midpoint review:

- Student/Parent/Teacher Feedback
- Student reflections indicating increased awareness of FNMI culture and traditions
- Attendance records for Indigenous students

At the May review include:

- Satisfaction Survey "My school teaches me to show respect for other cultures and religions."
- Accountability Pillar (FNMI report)

January 2021:

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 Standards.

School's intended outcome from working in this area:

Teachers will build their repertoire through professional development opportunities from Indigenous Learning Services and transfer this knowledge to students by teaching them that all faiths and cultures are welcome at Sister Annata Brockman.

Actions we will take:

- Offer session to teachers on Indigenous Content in the new TQS standards
- Incorporate professional learning into lesson plans

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

At the January midpoint review:

- Teacher sharing of best practices
- Incorporation of Indigenous content in Google Classrooms

At the May review:

- Satisfaction Survey "My school teaches me to show respect for other cultures and religions."
- Accountability Pillar (FNMI report)

January 2021:

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

ECSD Strategy: 3.1 Develop, promote, and oversee the application of excellent professional practices consistent with the Teaching Quality Standard, Leadership Quality Standard, and Superintendent Leadership Quality Standard, all which guide and support student achievement.

School's intended outcome from working in this area:

Teachers will diversify and improve their standards of teaching by providing meaningful and relevant professional learning opportunities.

Actions we will take

- Explore programs such Math Up and Haggerty
- Utilize the program SmarterMarks to analyze results
- Engagement in Division provided professional learning sessions such as the new IPP, MathUp, PowerTeacher Pro, technology proficiency in re-entry

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

At the January midpoint review:

- Participation in professional learning opportunities
- Increased utilization of new programs
- Observation and discussion
- Information shared in Professional Growth Plan meetings

At the May review included:

- Satisfaction Survey
- Google Classrooms
- Observation and discussion

January 2021: