

St. Boniface Plan for Continuous Growth 2020-2023

School Mission: Guided by our Catholic faith, we inquire, create, and take action as globally minded communicators.

School Vision: As principled members of our Catholic community, all students will be empowered and inspired by the International Baccalaureate Primary Years Programme, and the Arts, to be socially responsible life-long learners.

School Charism: Our namesake was a missionary from England who became “Apostle of the Germans”. Pope Gregory II named him *Bonifatius*, which means “he who does good”. Thus, our charism is: “Those who do good”.

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:

By the end of June 2021, students and staff will understand our school charism and use the IB learner profile to help us share our gifts of the Holy Spirit. It is also our intent that all members of our school community will understand and appreciate the significant role that Catholic Education plays in our daily lives.

Actions we will take

Staff will ensure that students and parents understand the school’s new charism and appreciate its significance to our community overall.

Staff will develop ways to integrate the teaching of the IB learner profile and sharing our gifts from the Holy Spirit.

Service projects will reflect and articulate Catholic teaching on social justice and charity and will permeate daily life.

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

At the January midpoint review: *Students, staff and parents will be able to name our charism. Students will identify with the charism and will articulate this through their actions. Students will be able to articulate how the IB learner profile and Catholic faith are related to one another. Students will be able to see their own gifts of the Holy Spirit and share them with others.*

At the May review: *Student actions will reflect our attitude towards doing good through evidence of these acts in the community. Student language will reflect that there has been a shift in understanding of how our learner attributes are all gifts from the Holy Spirit.*

January **insert review date:**

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: *By June 2021, students will improve their levels of achievement through the conceptual learning of the IB PYP and the Arts.*

Actions we will take

Staff will create more opportunities for students to express their passion for, and demonstrate their knowledge of, the Arts. Staff will provide opportunities for students to engage in artistically creative and reflective processes that will enhance their understanding of concepts in their units of inquiry.

Teachers will collaborate to create a common, school-wide understanding of formative assessment processes while ensuring they are aligned with IB assessment standards.

Teacher feedback strategies will be explored to enhance their efficacy in improving student performance.

Teachers will analyze summative assessment tools.

Staff will increase student agency in the process of assessment, including goal setting and reflection.

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

At the January midpoint review: Stand-alone units of inquiry will be created, addressing the recommendation for Objective 3.B. in our IB PYP Action Plan. More authentic integration of the arts in the Units of Inquiry will allow students to relay to the IB evaluation team how the arts were taught in relation to the transdisciplinary themes.

At the May review: There will be improvements in: PAT results, Regression Scores, F and P data, Struggling reader lists, Satisfaction Survey results. Student Agency will have produced more student involvement in rubric creation, more robust digital portfolios.

January insert review date:

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

ECSD Strategy: 3.2 Provide and engage in professional learning to enhance the level of subject matter, conceptual, and procedural knowledge expertise and competency.

School's intended outcome from working in this area: **By June of 2021, through increased administrative instructional leadership and the comprehensive IB self-study and evaluation process, teachers will critically assess and reflect upon their practices to improve overall teacher competency and student achievement.**

Actions we will take

Staff will engage in professional development and collaborative analysis that specifically targets improvement of literacy and numeracy teaching practices and will put these into daily use.

During IB Self-study completion and IB Evaluation, staff will engage in extensive reflection of current practices and their efficacy, and further engage in goal setting to improve upon these practices.

Teachers will collaborate to create a common, school-wide understanding of formative assessment processes while ensuring they are aligned with IB assessment standards.

Teachers will analyze and improve upon the efficacy and variance of summative assessment tools.

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

At the January midpoint review: *School data in the profile will reveal increased reading levels and a decrease in the number of students requiring targeted intervention for both numeracy and literacy. Success of our IB evaluation will be a major indicator of the efficacy of our teaching practices.*

At the May review: *PAT results in all areas will improve through increased comprehension. Teachers will have increased understanding of best literacy and numeracy practices. Staff will experience an increased feeling of effectiveness and will expand their leadership capacity through sharing of strategies and PD. Teachers and administrators will learn from mediative questioning meetings and put improved strategies into practice.*

January [insert review date](#):

ECSD Goal Four: ECSD is well governed and managed

ECSD Strategy: 4.3 Ensure decisions are data-informed; enable best practice indicators and transparency to ensure continuous improvement.

School's intended outcome from working in this area: *By the end of June 2021, through improved data analysis, staff will have increased opportunities to deliver effective, personalized learning support for diverse learners, struggling learners, and the social emotional needs of all. Transparency to parents regarding supportive strategies will improve home-school collaborative relationships as well.*

Actions we will take:

Staff will employ the use of the Collaborative Response Model to better understand our students and therefore provide appropriate measures of support.

Teachers will meet at the beginning of the year and end of the year with administrators and LC to discuss data that came from diagnostic assessment tools in each student file and discuss strategies for support.

Staff will enhance our present collaboration time with LC, IB Coordinator and Social Emotional Learning Coach by establishing norms and goals for specified students requiring interventions.

Teachers will improve communication with parents regarding strategies we are implementing for support and their degree of success to encourage home involvement and enhanced at-home learning and reinforcement.

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

At the January midpoint review: *There will be a more effective identification process of the student needs profile, resulting in more improved: PAT results, Regression Scores, F and P data, Struggling reader lists, Satisfaction Survey results. ELL students will progress more quickly through the stages of language acquisition. Struggling readers will move closer to grade level benchmarks. Student survey results reveal a greater sense of belonging and understanding of their needs.*

At the May review: *There will be a more effective identification process of the student needs profile, resulting in more improved: PAT results, Regression Scores, F and P data, Struggling reader lists, Satisfaction Survey results.*

January **insert review date:**