

St. Pius X School Plan for Continuous Growth 2020-2023



School Mission:

Rooted in faith, as disciples of Jesus, we inspire and nurture every child, every day, in every way.

School Vision:

We believe in and aspire to create a compassionate and nurturing environment where all children understand, respect and value themselves and others. Inspired by the Spirit, we teach minds, touch hearts, and transform lives.

School Charism:



ROOTED IN FAITH, AS DISCIPLES OF JESUS, WE
INSPIRE AND NURTURE EVERY CHILD, EVERY DAY,
IN EVERY WAY



We are committed to being...
...compassionate and nurturing so that every child
understands, respects and values themselves and others
...fostering success through personal growth, inclusion and faith
development



Inspired by the spirit we teach minds, touch hearts, and transform lives.

School Growth Plan - Acronym Reference:

Personnel	Population	Programming	Pedagogy
LC (Learning Coach) MDT (Multi-Disciplinary Team) EBS (Emotional Behavioural Specialist) TABT (Therapy Assistant-Behavior Therapy) TASL (Therapeutic Assistant-Speech and Language) FSLW (Family School Liaison Worker) SLP (Speech and language Pathologist) OT (Occupational Therapist) SEL (Social Emotional Learning Teacher Coach) TQS (Teaching Quality Standard) FTE (Full Time Equivalent) ILS (Indigenous Learning Services)	EL (Early Learning) ELL (English Language Learner) FNMI (First Nations, Métis, Inuit)	IPP (Individual Program Plans) PLP (Personalized Learning Plan) POI (Pyramid of Intervention) EEIS (Educational Environment Impact Statement) AAC (Augmentative and Alternative Communication) EB (Emotional Behavioral)	PD (Professional Development) LLI (Leveled Literacy Intervention) MIPI (Math Intervention/Programming Instrument) F&P (Fountas & Pinnell Literacy) SIOP (Sheltered Instruction Observation Protocol) FOCUS (Self-Regulation) PATHS (Promoting Alternative Thinking Skills) *Social/Emotional Learning PTP (PowerTeacher Pro) CRM (Collaborative Response Model) SGP (School Growth Plan) COP (Community of Practice)

St. Pius X School Plan for Continuous Growth: Goal 1

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:

The spiritual gifts, endowed by the Holy Spirit, will enable students and staff to be channels of God's love and presence in the St. Pius X School community.

Actions we will take:

- School theme generated to align with Division theme, 'We Are First Called and Then Sent'.
- Opportunities initiated for Division Chaplains to become more involved and connected with school community, namely in Grades 2, 4 and 6, in relation to the Sacraments of Communion, Reconciliation, and Confirmation.
- Student leadership opportunities generated for students to contribute their time and talent to the school and larger community
- Social Justice initiatives targeted to support families in the St. Pius X community
- Liturgical celebrations, done remotely from our school chapel, to allow for all students (online/at school) to join as a community throughout the liturgical seasons
- Student led daily prayer through student led broadcast along with Treaty 6 Territory Acknowledgement

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

At the January midpoint review:

- School/classroom visits by Division Chaplains, Liturgies celebrated on site/online in school chapel
- Charism is included in monthly school newsletter and is visible in foyer and classrooms
- Division/school themes, along with literature connection "Be You!" are tied into online assemblies

At the May review:

- Sacramental Prep completed by students in grades 2, 4, 6 with students receiving Sacraments
- Students can articulate school theme and make connections to theme book, 'Be You!'

January 28, 2021:

St. Pius X School Plan for Continuous Growth: Goal 2

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:

Each student achieves one year of progress/academic growth in Language Arts/Literacy for one year of schooling.

Actions we will take:

- School-wide writing days with a focus on plot patterns in Grades 1-6, results analyzed and implemented as measures of formative assessment to target instruction
- Professional development provided by Language Arts, and ESL consultants to support writing and SIOP strategies – staff selection of common/consistent rubrics for assessment
- Empower Reading instructed by LC to students from Grades 2-6
- Use of broad-based instructional strategies across grades (anchor charts, graphic organizers)
- ECS Assessment 360° - focus on Assessment as Learning – staff PD
- Implement school-wide use of My Word Book
- Vocabulary wall supporting each core subject (visuals/vocabulary) highlighting concepts and following SIOP practices
- Site licenses: Raz Kids, Reading Eggs, Science Discovery Education Techbook, Spelling City, Read Theory, EPIC– to enhance literacy skills through assistive technology
- Use of Heggerty Phonemic Awareness curriculum in Grades 1, 2 and 3

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

At the January midpoint review:

- Improved student results in writing as seen from classroom assignments, school-wide writing days, in relation to common rubrics
- Improved literacy performance as seen on F&P assessments, running records and classroom performance
- Improved reading and comprehension skills of ELL students through purposeful targeted teaching of Tier 2 vocabulary
- PowerTeacher Pro reflects ongoing assessment and reporting, feedback to students and parents
- Content area Word wall to be added to/updated as year progresses in all grades)
- Vocabulary Word Walls in classrooms (visuals/vocabulary) highlighting concepts and following SIOP practices
- Improved teacher confidence, ability and opportunities for small group interventions for struggling readers

- Implementation of effective instructional practices such as Guided Reading, Words Their Way, and Daily 5 across all grade levels
 - I-Can statements, in student friendly language, are embedded as visuals (slides) allowing for cross curricular ties within the subject areas of Social Studies and Science in Grades 1-6
 - Increase in academic vocabulary for all students, namely ELL students
 - Students in Empower Reading will demonstrate improvement in literacy skills within the classroom environment
 - Heggerty Phonemic Awareness Skills/Screening Assessment indicates improvement in phonemic awareness skills in Grades 1, 2 and 3
- At the May review:*
- A minimum of one grade level of reading improvement is experienced by all students as indicated by F&P/Running Records
 - PTP assessments show student independence in literacy skills and the ability to implement taught strategies
 - Students in Grades 1, 2 and 3 will demonstrate improved Phonemic Awareness skills by one grade level

January 28, 2021:

St. Pius X School Plan for Continuous Growth: Goal 3

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:

Each student achieves one year of progress/academic growth in Mathematics/Numeracy for one year of schooling.

Actions we will take:

- Professional development provided by Mathematics consultant to support MathUP implementation
- Collaborative analysis of pre-and post MIPI (October/May) by teachers/Learning Coach
- Teachers will use resource MathUP by Marian Small, supported by LC and Mathematics Consultant (Community of Practice)
- ECS Assessment 360° - focus on Assessment as Learning – staff PD
- Use of broad-based instructional strategies across grades- anchor charts, graphic organizers, Math Talks
- Making numeracy visible: making it tactile and targeted through a universal/school-wide Math problem solving approach

-Teachers will offer choice in student product, where applicable, so students have multiple opportunities to demonstrate their understanding

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

At the January midpoint review:

- Improved student results in Mathematics as seen from classroom assignments and assessments
- PowerTeacher Pro reflects ongoing assessment and reporting, feedback to students and parents
- Numeracy Walls established in Div. II
- Implementation of effective instructional practices such as Guided Math across all grade levels
- Increase in academic vocabulary for all students, namely ELL students
- Targeted use of MathUP across all grades, as well as use of Math Talks
- Implementation of digital 'Math Jamboard', to allow students to demonstrate their understanding/work

At the May review:

- Students will demonstrate one grade level of improvement based on the MIPI assessment
- Students will demonstrate greater independence with skills/strategies taught
- Teachers will be well versed in implementing MathUP resource

January 28, 2021:

St. Pius X School Plan for Continuous Growth: Goal 4

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:

Professional learning and collaboration will generate enhanced and improved pedagogy.

Actions we will take:

- Continued school-wide implementation of CRM (part of 2019-2020 Community of Practice)
- Weekly scheduled MDT/LC/administration meetings (CRM model)

- Bi-weekly EA/teacher/LC severe needs planning meetings
- Monthly collaborative team meetings in grade groupings with LC/administration (CRM model)
- Inclusive Consultant and Assistive Technology Consultant support teachers with planning/adapting for students with severe needs
- Access AAC support for students and whole class teachings
- TASL support, namely with those students using AAC
- Lunch and Learns hosted by MDT and LC to support PTP (assessment/reporting), Synchronous Online Learning, PowerSchool IPP
- Modeling of FOCUS Sequence by Behavior Team through morning broadcast two/three times/week
- MDT to provide Lunch and Learns on specific topics, namely EB supports
- Moving in the Hallway implementation
- MDT and SEL to build capacity with Educational Assistants through direct instruction and modeling
- Division PD is accessed by all staff
- Effective practices implemented by Educational Assistants to support student goals
- Increased emotional literacy amongst students is evident as the year progresses in the usage of a shared language of emotional expression, perspective taking and positive self-talk
- Dr. Jody Carrington 'Kids These Days' modules initiated as school-wide staff PD with opportunities for self-reflection as a means of building common language and understanding
- Eight 'Kids These Days' modules will be completed, as a staff, during monthly staff PD meetings
- EAs/MDT to complete 'Kids These Days' modules independently
- SEL (Social Emotional Learning Teacher Coach) to support teachers and Educational Assistants through on site PD
- Teachers will scaffold assessment tools so students have opportunities for formative feedback before receiving a summative grade
- Planning for assessments through collaborative conversation in grade groupings related to formative and summative assessments in relation to PowerTeacher Pro
- Student assessments will be varied (diagnostic, used to find out what students already know and can do, formative, used to help students improve their learning, and to help inform teachers' next steps in planning and summative, letting all stakeholders know what students have learned in reference to the outcomes of the program of studies at a specific time and/or within a prescribed time period.

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

At the January midpoint review:

- Improved use of FOCUS sequence within more classrooms
 - Universal strategies modelled and taught by MDT through the different disciplines
 - Increased knowledge of whole school understanding of students working with AAC devices
 - Development of common language relating to the Zones of Regulation within classrooms
 - Consistent use of targeted, meaningful and purposefully chosen assessments to allow for student success
 - Increased regular communication on student progress and achievement
 - PTP reflects assessments that are planned and purposeful, indicating alignment of instruction and assessment tools to the Programs of Study
 - Student feedback on assessments reflect what students have done well, where improvement is needed, and what they need to do next in order to improve, with reference to specific criteria for success
 - Assessment is collaborative and involves self, peer, and teacher assessment
 - Teachers will identify, and students will know, the criteria that indicates what proficiency/understanding of a concept, skill, process and/or procedure looks like (rubrics and exemplars, and rationales are shared with students)
- At the May review:*
- Staff will articulate common language/messaging/understanding based on the “Kids These Days’ PD modules
 - Staff will demonstrate increased greater connectedness with students and with one another

January 28, 2021: