



EDMONTON
CATHOLIC SCHOOLS

Archbishop O'Leary High School

Plan for Continuous Growth 2020-2023

October 4, 2020

Revised December 17, 2020

Archbishop O’Leary Plan for Continuous Growth 2020-2023

School Mission: Archbishop O’Leary Catholic High School is committed to fostering a positive learning environment which promotes Catholic values and nurtures the development of the personal potential of all.

School Vision: The Archbishop O’Leary Catholic School community strives to be a faith filled inclusive learning environment where students are empowered to journey on their learning path towards becoming contributing Christian adults in the world of today and tomorrow.

School Charism: Through God’s love, we serve all.

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:

- Increased participation and understanding of, school-wide faith activities and connections to parishes.

Actions we will take

- Work to ensure instruction is authentically Catholic in content and methodology across the entire program of studies. The Catholic education provides the students for a fully human life at the service of others in all subject areas offered in our school.
- Work with Father Julian and Father Glenn, in both school wide sessions for staff and students to foster relationships within the Catholic community. Active involvement with parish priests allows our students and staff to grow in our Catholic identity through coordination with Fr. Sathia at St. Matthew and includes the priests from St. Charles, St. Edmund and Santa Maria Goretti. Parish priests visit O’Leary for worship, for instruction, and just for visiting the staff and students.
- Faith-filled lessons are presented within all subject areas school wide through daily prayer.
- Celebrate and nourish Gospel values through our liturgies, masses at St. Matthews Church and sacraments of the Catholic Church. Otherwise, we would look at alternative ways to act upon this, using the pandemic protocols.

- Creation of a Chaplain's Google Classroom, to assist with students who are learning at-home and all students. School liturgies as well as reflections on mass readings and other current topics will be posted here.

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

At the January and May review:

- Increased participation in school wide faith activities.
- Students and staff feel more connected to the local parishes and more in touch with the seasonal life of the Church.

January 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:

- Diploma and regression analysis results will continue to have improved in all subject areas.
- Overall improvement in all achievement areas.
- Accountability Pillar improvements in all areas of hard measures.

Actions we will take

- Use PLC time to analyze diploma results and determine the strengths and opportunities.
- Use October PD day work on constructive engagement in anti-racist education and followed-up with Thursday afternoon work sessions.
- Work to develop and promote a Black History Month awareness for students and community members in Q3.
- Work to develop and promote an Indigenous Month awareness for all students and community members in Q4.
- Maximize the use of the education-based technologies available to us to improve our classroom based educational practices.
- Scheduled educational technologies professional development sessions.
- Maximize classroom potential with the use of class sets of wireless Chromebooks, laptops, desktop computers and learner owned devices.
- Encourage students that might not believe themselves to be "AP Material " to take Advanced Placement option courses.

- Focus on vocabulary development, on-going reading practice and reading strategies.
- Increasing independent reading of texts. Reading check tests to assess understanding of texts they have read independently.
- Providing more concise and meaningful feedback in addition to the writing rubric.
- Being mindful that positive reinforcement and commentary is necessary in building student's confidence.
- In all classrooms and programs, we will continue to make students feel welcome in our classes.
- In option courses we generally teach the students for all three years. This gives us the opportunity to get to know students very well.
- Work with Student Services, SASSI and our ELL teachers and FNMI Designates to accommodate and plan for the success of ELL, FNMI and Inclusive Students.
- Counsel students to register in the -1 or -2 Math stream that best meets student ability, motivation, and post-secondary career choices during all Math courses.
- Teachers will increase communication with parents of students at risk of failing a course.
- Push towards TGFU (Teaching Games for Understanding) and nutrition led by all Physical Education teachers.
- Inspiring and encouraging students to participate in Physical Education regardless of their ability.
- All CTS teachers will develop (within their individual disciplines) differentiated assessment so that all CTS students can meet curricular outcomes.

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

At the January and May midpoint review:

- Qualitative and quantitative data gathered from students and staff will reflect and/or guide our current practice with an increased awareness of Black and Indigenous students and community members.
- Qualitative data gathered from students and both staff and student surveys will reflect and/or guide our current practice.
- Increased percentage of students completing 10-20-30 AP course sequence and writing final AP exam.
- Increase in monthly reading comprehension test scores. Increase in final examination scores. More success in reading check scores.
- By the end of the semester/school year, we can measure the improvement of reading skills based on their test scores.
- Success will be measured on how well students perform in their different classes, and if their performance marks improve by 5%.
- The percent of students failing Math should decrease when students are registered in a Math course that aligns with the students' work habits, motivation, and ability in mathematics.
- Daily summative evaluations are aligned with grade specific outcomes from the Physical Education program of studies.

January review:

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

School's intended outcome from working in this area:

- First Nations, Metis and Inuit students will have access to academic planning and supports to meet graduation requirements. An academic progress report will be summarized by the Braided Journeys Graduation Coach and reviewed to ensure ongoing success of all FNMI students.
- Enhanced opportunities to successfully gain entrance to post-secondary programs of choice.

Actions we will take

- Each FNMI student was introduced to the programs and services offered through the FNMI Graduation Coach and Braided Journeys program at O'Leary in the first month of school.
- Staff work closely with the FNMI Grad Coach to continue to provide a strong Braided Journeys Program at O'Leary.
- The Grad Coach hosts a Braided Journeys Leadership Club that enabled FNMI students to develop positive relationships, create a sense of belonging and participate in social justice activities.
- Each FNMI student met with the Grad Coach for mentoring and to develop a Career/Post-Secondary Action Plan. Career counseling includes education planning, career exploration, Post-Secondary tours/sessions was provided to all students.
- Foster a collaborative partnership with the Success Centre, our FSLW and Braided Journeys program to facilitate the needs of our FNMI population.
- Collaborate with SASSI to ensure the needs of our K & E students are met.
- Success Centre goals and strategies will be defined by Success Centre staff to ensure a unified team approach.
- Meet with all grade 12 students in collaboration and with support from Braided Journeys facilitators to discuss future goals and ensure graduation status.

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

At the January and May review:

- All grade 12 FNMI students complete all requirements to ensure high school completion and post-high school opportunities.

January 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:

- Diploma and regression analysis results will continue to have improved in all subject areas.
- Overall improvement in all achievement areas.
- Accountability Pillar improvements in all areas of hard measures.

Actions we will take

- All departments will continue to develop plans that are grounded in outcomes and data as a response to identified areas of need.
- Use PLC time to analyze diploma results and determine the strengths and opportunities.
- Working within our PLC groupings to advance the effectiveness of our subject area's classroom materials, lesson plans, and assessments.
- To work collaboratively to share, design, and implement teaching strategies that maximize learning opportunities for students and staff.
- Scheduled opportunities to share information, challenges, best practices, and successful strategies experienced in our departments and classrooms
- Maximize the use of the education-based technologies available to us to improve our classroom based educational practices.
- Scheduled educational technologies professional development sessions.
- Dedicated Thursday meeting time for Educational Leadership Team, increased frequency of general, and departments allocated to review best practices.
- Within a faith-based environment, we engage students in transformative learning, which develops deep and innovative 21st century thinking and problem-solving skills.

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

At the January and May review:

- Diploma and regression analysis results will continue to have improved in all subject areas.
- Overall improvement in all achievement areas.

Accountability Pillar improvements in all areas of hard measures.

January 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:

- O'Leary staff and learners will continue to focus upon Culture and Climate initiatives as a strategy to increase student, parent and staff satisfaction, thereby impacting all aspects of the Accountability Pillar, as the student population grows and creates additional stressors upon programming, which includes the overall culture and climate, during this time of the pandemic.

Actions we will take

- Ongoing work with Dr. Shariff from the University of Alberta on 'Understanding how to engage constructively in anti-racist education: personal and professional strategies.'
- All departments will continue to develop plans that are grounded in outcomes and data as a response to identified areas of need.
- Ongoing work on culture and climate will occur at Educational Leadership meetings, general staff meetings and on PD days.
- Increased communication with all staff and parents, providing information that will assist to create transparency.
- Focus within each department upon culture and climate initiatives that impact the whole sense of student well-being.
- Within a faith-based environment, we engage students in transformative learning, which develops deep and innovative 21st century thinking and problem-solving skills.
- Scheduled opportunities to share information, challenges, best practices, and successful strategies experienced in our departments and classrooms
- Working within our PLC groupings to advance the effectiveness of our subject area's classroom materials, lesson plans, and assessments.

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

At the January midpoint review:

At the May review:

- Results from the University of Alberta Research Project investigating the impact of gay-alliance (GSA) school clubs on student wellbeing at school.
- Staff anecdotal and survey responses to Dr. Shariff's ongoing professional learning work with O'Leary.

- Student anecdotal and survey responses.

January review date: