

# Albert Lacombe School

## 2016-2017 School Education Plan (Eduplan)

### Required Outcomes, Strategies and Performance Measures



#### FAITH OUTCOME: OPENING THE DOORS OF MERCY – LOVE IN ACTION

**SPECIFIC SCHOOL COMMUNITY FAITH OUTCOME:** *CHOOSE ONE PROVINCIAL OUTCOME PRIORITY FROM BELOW...*

**District Specific Outcome:** Through furthering a culture of evangelization, faith formation, and vocation within our schools, students, staff, and parents know, model, and witness Jesus Christ.

#### Questions Guiding Team Inquiry:

- How can we create a culture of evangelization, faith formation and vocation for students, parents and staff to know, model and witness Jesus Christ at AL?

#### Specific Outcome Statement:

- AL School will provide a culture of evangelization, faith formation and vocation within our school for students, parents and staff to know, model and witness Jesus Christ through our District Theme “Opening the Doors of Mercy-Love in Action”

#### Incorporation of District Strategies (Our Actions):

**2016 – 2017 – schools demonstrate a preferential option for the poor and needy through social justice / community service activities that support Catholic Social Services and Canadian Development and Peace**

- WE Day/Student leadership teams - Div II student participation in local, national, international projects to reflect theme of Mercy (October - Coat Donation, November - We the Change (environmental focus), December - Christmas Hampers, April - Carnival (Dev & Peace),
- Promoting Catholicity and Social Justice through student initiated projects: Food Bank Drive, Coats for Kids, Albert Lacombe participates in large whole school projects during the school year.
- Blue Jean Friday for Staff - donation to Catholic Social Services
- Access Colin for student support for Monthly Student Assemblies to focus on virtues theme and how this can be reflected in our school

**2016 – 2017 – students exercise their own ethical and entrepreneurial response to social justice through a teachable discernment process;**

- Implementation of new Religious Curricular resources (Div I), support student discussions to share social justice, community involvement and response
- Homeroom classrooms to select local projects to support (i.e. Grade 4 - care of environment)
- Distribution and discussion points at staff meeting to share GSACRD Religious Ed Website materials for classroom use
- Attendance at WE Day on October 26 in Calgary, funds requested from school council to enhance student experience

**2016 – 2017 – student retreats are available for all students to nurture a prayerful, peer to peer encounter with Jesus Christ**

- Student Retreats:
  - Grade 6 - June
  - Access Criss Cross Ministries for School Wide Retreat coupled with Student Health & Wellness Symposium - February

**2016 – 2017 – focus on the intentional incorporation of the corporal and spiritual works of mercy within the culture of the school.**

- "Lenten Acts of Mercy" stations in classroom. Students challenged each week to live out one of the Corporal and one of the Spiritual Works of Mercy through student generated acts of Mercy. Reflected in the seven weeks in Lent

**2016 – 2017 – religious education is relevant and promotes hope, engagement and wellbeing in students**

- School wide use of ASL "Our Father" during daily prayer
- Enhanced Catholic visuals throughout the building: Front entry altar, Prayer Tables, Advent Wreaths, Exploration of a Prayer Lodge reflective of FNMI in Room 117

**2016 – 2017 – teach students a model of spontaneous prayer for our blessings and the needs of others**

- Focus for Father Ignacy classroom visits, further reflected in daily classroom prayers
- Model spontaneous prayer and invite student participation at Monthly Student Assemblies

#### **In Year Indicators of Success:**

- Percentage of teachers, parents and students satisfied with opportunities to see faith in action at the school (Q1 - zoom)
- Percentage of teacher, parent, and student agreement that students model characteristics of active citizenship (Gap result -10.4)
- Liturgy/Celebration Plan for 2016/17
- Meetings with Parish/Father to plan and support student faith formation for school year; Continue to work with our local parish to increase visibility in our school community including parish communication on school website, twice yearly visits by parish priest to homerooms.
- Planned Visits with Faith focus reflective of classroom themes of Religious Ed instruction from Father Ignacy, parish liaison (Opening BBQ), Criss Cross Ministries (Retreat, Assemblies and School Visits)
- Number of students participating in WE Day, Leadership and Social Justice Projects Grade K - 6
- Increased parental attendance at school liturgies and masses
- Increased number of Sacramental Candidates in school community
- Invitation and attendance by staff, students at Catholic Education Sunday (Nov 5)
- Opportunities for School Council to support spirit days

**Expected End Year Result (Refer to Performance Measures from 3 YEP Framework)**

<b><u>Measure: Provincial Survey - Overall Quality of Basic Education</u></b>		
Percentage of teachers, parents and students satisfied with the overall quality of basic education		
<b>Current Result</b>	<b>Expected Result</b>	<b>% Gap between Results</b>
96.2	93	+3.2
<b><u>Measure: Provincial Survey - Safe and Caring Schools</u></b>		
Percentage of teachers, parent and student agreement that students are safe at school, are learning the importance of caring for others and are learning respect for others and are treated fairly in school		
<b>Current Result</b>	<b>Expected Result</b>	<b>% Gap between Results</b>
85.5	93	-7.5
<b><u>Measure: Provincial Survey - Active Citizenship</u></b>		
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship		
<b>Current Result</b>	<b>Expected Result</b>	<b>% Gap between Results</b>
80.6	91	-10.4
<b><u>Measure: Provincial Survey - Work Preparation</u></b>		
Percentage of teachers and parents to agree that students are taught attitudes and behaviors that will make them successful at work when they finish school		
<b>Current Result</b>	<b>Expected Result</b>	<b>% Gap between Results</b>
100	86	+14.0

**SPECIFIC SCHOOL COMMUNITY LEARNING OUTCOME:** CHOOSE ONE PROVINCIAL OUTCOME PRIORITY FROM BELOW...

**OUTCOME ONE: ALBERTA'S STUDENTS ARE SUCCESSFUL**

**Questions Guiding Team Inquiry:**

- How can teaching and learning teams at AL increase the level of excellence and proficiency in literacy and numeracy?

**Specific Outcome for AL:**

- AL will increase the level of excellence and proficiency in literacy and numeracy as measured on PATs, with specific focus on poetry and narrative writing PAT results (identified areas for improvement: content, organization, sentence structure)

**Incorporation of Our District Strategies:**

**2016 – 2017** - there is a promotion and move towards the development of the 8 competencies with the Ministerial Order (#001/2013) within the classroom.

- Use of PED lead teachers to provide collaborative PLC opportunities (access funds provided by DO for ½ day subs) to apply and develop competencies across a variety of learning contexts, both within and outside school that contribute to student success as lifelong learners.
- Defined Staff Meeting/PD Day structure and focus to maximize PD time/collaboration and shared practice

**2016 – 2017** - there is a deeper understanding of numeracy and literacy in GSACRD classrooms

- Ulanu - continuation of Math Literacy PD for development of assessment and support resources to reinforce key Math skillsets
- PED Leads to work with staff during PD Days in initial planning for competencies in the classroom
- MakerSpace Activities to allow for hands-on exploration and participatory learning through creative, self-guided discovery that supports cross-curriculum outcomes

**2016 – 2017** - diagnostic efforts and intervention plans dedicated to student success (K – 6) in meeting literacy and numeracy standards are exercised at the classroom level and across the district;

- To utilize current tools to assess students' strengths and areas of growth
- Flexible groupings
- To establish baseline standards of achievement in September/October to plan for student learning outcomes and to assess growth with reassessment in May/June
- PAT results reflected a lower indicator in student analysis of poetry, concentrated area of focus in narrative writing
- Teacher Self-discovery & Personal Reflections in PGP of Ed Plan goals

**2016 – 2017** – there is a continued focus on the core instruction necessary at the universal level in order to ensure good pedagogy and success for all learners is in place;

- We have re- timetabled our school to enable school based PD, purposely planned staff meetings /PD Day focus to integrate PED/literacy and numeracy focus for 2016-2017, increased time for core teaching area blocks
- Variety of differentiation and formative assessment strategies that improve student learning.
- All teachers use of Fountas and Pinnell to determine student's independent and instructional reading levels and make informed decisions that connect assessment to instruction

- Continued use of RAZ kids - Grade 1-6 to further develop and support reading abilities using levelled literacy supports (School Council Funds)
- Math and literacy supports (Super Six Comprehension Strategies, 6+1 Writing Traits) include; Prodigy, Successmaker, Khan academy, Daily 5, EYE words, Jolly phonics, Writing power, Makerspaces, google classroom, behavior programs, flexible you, zones of regulation to name a few.

**flexible pathways for learning that address the formative needs of students;**

- Technology supports including: Chromebooks, Ipads, BYRD, Universal Design for Learning (UDL), Student, Environment, Tasks, & Tools (SETT) to plan and support students with special learning needs, executive functioning, and/or higher order thinking skills
- the use of assistive technologies to generate ideas in digital format, support writing (i.e., word prediction, speech-to-text, text-to-speech, and spell check) to increase academic gains (e.g., improved spelling, increased word use, and overall writing sophistication)
- Increased overall engagement level of students in the classroom.
- Prepare students for transition into junior high model

**positive behavioural and academic supports that enable all students to achieve.**

- Use of I Can statements to create and construct learning targets
- Use of BEAR Tracks program to reinforce and student recognition at monthly assemblies of positive behaviour:
  - Belonging – We include everyone and help and support others as they learn.
  - Excellence – We strive to do our best.
  - Accountability – We take responsibility for our words and actions.
  - Respect – We show respect to others.
  - Safety – We work and play safely.

**Indicators of Success**

- Continued use of Elem Student Profile Portfolios and Data Wall to track and assess student growth and use of differentiation to meet individual student learning needs
- Use of PLCs to develop Student Learner Profiles including AL Writing Standards Project of Scope and Sequence with school based exemplars
- Technology integration to support ELL/FNMI/Coded student Strategies including universal supports
- Clear and transparent communication of Standards of Achievement; ongoing assessment/evaluation to parents and students
- Literacy and Math– ongoing PD with support through professional readings, shared teacher experiences and use of a variety of assessments to determine standards for level of achievement

**Expected End of Year Result (Refer to Performance Measures from the 3YEP Framework)**

- Survey satisfaction results, student performance, parent and teacher feedback
- Successful meeting of timelines for IPP/ELL documentation
- District response for support of identified students with needs (new coded students, hours requested for supporting student needs, regular meetings with consultants and DO team members a needed)
- Teacher/Staff feedback, improved and shared practice (Q12 Survey)
- Participation of professional staff at district and school-based PD sessions (August / September / November / February / March / May)

<b><u>Measure: Provincial Survey - Active Citizenship</u></b>		
Percentage of teachers, parent, and student agreement that students model characteristics of active citizenship		
<b>Current Result</b>	<b>Expected Result</b>	<b>% Gap between Results</b>
80.6	91	-10.4
<b><u>Measure: Provincial Survey - Work Preparation</u></b>		
Percentage of teachers and parents to agree that students are taught attitudes and behaviors that will make them successful at work when they finish school		
<b>Current Result</b>	<b>Expected Result</b>	<b>% Gap between Results</b>
100	86	+14.0
<b>PAT Results</b>		
Percentage of students meeting the acceptable standard on the grade 6 English Language Arts Provincial Achievement Test		
<b>Current Result</b>	<b>Expected Result</b>	<b>% Gap between Results</b>
95.7	87	+8.7
Percentage of students meeting the standard of excellence on the grade 6 English Language Arts Provincial Achievement Test		
<b>Current Result</b>	<b>Expected Result</b>	<b>% Gap between Results</b>
26.1	23	+3.1
Percentage of students meeting the acceptable standard on the grade 6 Math Provincial Achievement Test		
<b>Current Result</b>	<b>Expected Result</b>	<b>% Gap between Results</b>
84.8	87	-2.2
Percentage of students meeting the standard of excellence on the grade 6 Math Provincial Achievement Test		
<b>Current Result</b>	<b>Expected Result</b>	<b>% Gap between Results</b>
21.7	23	-1.3

## OUTCOME THREE: ALBERTA'S EDUCATION SYSTEM IS INCLUSIVE

### Questions Guiding Team Inquiry:

- How can AL staff assist students in making positive relationship choices where all individuals are treated with kindness and respect?

### Specific Outcome Statement

- We at AL will re-examine best practice, including our current progressive discipline policy and supports to students in promoting and maintaining a positive school climate where everyone is treated with kindness and respect.

### Incorporation of our District Strategies

**2016– 2019** – the School District's Safe and Caring Schools procedure is implemented and applicable District Administrative procedures are aligned with current and future legislation;

### Focus on Bullying

**2016– 2019** - District wide common language as it pertains to address bullying

- Include information to parents and students in newsletters/school website, regarding identification of bullying behaviours as a continuum in which students engage in these behaviors at various level, effective resolution supports at the school level
- Administration, classroom teachers and school counselor to address areas of concern as identified by parents (Anxiety, depression, bullying, positive student interactions)
- Sports Academy students adhere to code of conduct and model leadership and sportsmanship expectations at both SA and AL

**2016 - 2017** - awareness of how "restorative practices" benefit creating growth in relationship, responsibility, and enriching a community ethos within the school is furthered; classroom circles are incorporated on a routine basis within our schools

- Bullying-prevention and intervention focus supported by school counselor with targeted intervention of small group/individual behaviours to identify, problem solving and address that address maintaining positive school climate.
- Accessing service of Wedad through preventative anti-bullying presentations, access the Safe Society Educator for small group interventions, Counselor led demonstration of Classroom Circles
- Accessing Family and School Liaison Program for family supports and referral to mental health services via AHS
- February - School Wide Health and Wellness Symposium to celebrate diversity, inclusion, deepen resiliency: also develop an awareness and sensitivity of mental health strategies, healthy choices, and school wide student retreat day
- Continued use of SLT Meetings to discuss/monitor all students as well as continued use of LST/Counselor/community supports for students and families
- Increased celebration of AL happenings in our Did You Know... in the BEAR Bones

**2016 – 2019** - Universal and Anonymous vehicles for reporting bullying is emphasized.

- Supervision schedules address and reassess areas of playground conflict incidents
- Buddy Bench and Playground Pals - student led initiative to support students during recess whom feel excluded from play; supervised by counselor

**2016 – 2019 – student council locus of control by understanding the power of personal choice, discernment, and finding ways to resolve problems**

- Use of positive behaviour supports including progressive discipline and a focus of treating each other with kindness within our BEARs program to support positive and respectful student/student and student/teacher interactions
- [Pyramid of Supports Model](#) - Emotional, Social, Behavioral Indicators and Supports - Includes Universal Support to Targeted strategies for individual students

#### **In Year Indicators of Success**

- Survey Feedback (Parent, Student Zoomerang Satisfaction and Alberta Learning Accountability)
- Parental attendance at School Council meetings
- Monitoring of student attendance and response to reported events and happenings.

#### **Expected End of Year Result (Refer to Performance Measures from the 3YEP Framework)**

- Reduced number of referrals to administration for follow-up for behaviour checks
- Reduced number of playground accidents during recess, lunchtime play
- Students able to self regulate during times of conflict using Zones of Regulation

#### **Strategies:**

- Review of progressive discipline plan and incident response
- Clear communication between home and school of progressive discipline process including monitoring and follow-up of preceded incidents

<b>Measure: Provincial Survey - Safe and Caring Schools</b>		
Percentage of teachers, parent and student agreement that students are safe at school, are learning the importance of caring for others and are learning respect for others and are treated fairly in school		
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