



EDMONTON  
CATHOLIC SCHOOLS

School Plan for Continuous Growth

Austin O'Brien High School

2016-2019

As God's chosen ones, holy and beloved, clothe yourselves with  
compassion, kindness, humility, meekness, and patience  
(Colossians 3:12)

# **Edmonton Catholic School District Foundation Statements**

## **District Mission Statement**

Inspired by

- Love of the Father
- Faith in Jesus Christ
- Hope from the Holy Spirit

We believe in God and we believe

- that each person is created in the image and likeness of God
- that each child is a precious gift and sacred responsibility
- in the goodness, dignity and worth of each person
  - that Christ is our model and our teacher
  - in celebrating and witnessing our faith
  - in transforming the world through Catholic education
  - that Catholic education includes spiritual growth and fulfillment
  - that learning is a lifelong journey
  - that all can learn and develop their gifts
  - in building inclusive Christ-centred communities for service to one another
  - that all have rights, roles and responsibilities for which they are accountable
  - that Catholic education is a shared responsibility in which parents have a primary role

The mission of Edmonton Catholic Schools is to provide a Catholic education that inspires students to learn and that prepares them to live fully and to serve God in one another.

## **District Vision**

Our students will learn together, work together and pray together in answering the call to a faith-filled life of service.

## **A Statement of 21<sup>st</sup> Century Learning in Edmonton Catholic Schools**

### ***Preparing our students for a world not yet realized***

In keeping with our Foundation Statement, the students and staff of Edmonton Catholic Schools commit to 21<sup>st</sup> century learning. In support of hopeful Christ-centred living, in a society transformed by globalization, technological innovation and human ingenuity, 21<sup>st</sup> century learning complements our commitment as a Catholic community of learners, leaders and educators.

Edmonton Catholic Schools fosters faith-based learning that deeply engages all staff and students in 21<sup>st</sup> century learning opportunities. All facets of the learning system—curriculum, instruction, assessment, professional learning, accountability and resource allocation—are in support of 21<sup>st</sup> century learning. Students will be creative, digitally aware, critical-thinking global citizens, analysts, communicators and producers engaged in learning that is conceptual and authentic within a faith-based environment.

Guided by our moral compass and focused on the common good, students and staff will be self-directed, adaptable, discerning and curious, as they engage individually and collaboratively in 21<sup>st</sup> century learning.

## **Defining Statement of Inclusive Education for ECSD:**

### **Katholos-Education for Life for All**

In accordance with our District Foundation Statement, all resident\* students and their parents/caregivers are welcomed into our schools. The Learning Team is committed to collaborating, identifying, applying and monitoring practices enabling all students to reach their potential, spiritually, socially, emotionally, physically and academically within the Programs of Study alongside their peers. (\*as defined by the School Act).

## **Austin O'Brien High School Plan for Continuous Growth 2016-17**

### **School Context:**

Austin O'Brien High School offers bilingual programs in three languages: Ukrainian, Polish, and Spanish. The school also offers French as a Second Language Programming and Spanish Language and Culture courses at all levels. We also offer Advanced Placement Programming in the areas of English, Mathematics, Spanish, Biology and Physics. AOB is also home to the High School Educational Experiences Program I, II and the WIN Congregated program. Our student population of 901 is a multicultural grouping that includes a population of 109 ELL and 54 FNMI students.

We have a team of 74 members who are dedicated teachers, support and custodial staff who all work tirelessly to improve student learning opportunities through various PD sessions including Numeracy, Literacy, Health and Wellness and Inclusive Teaching practices. We will continue to improve our support model for students so that we can address the changing needs of our population. Some departments are focusing on project based learning, community involvement, and collaboration skills to create the best learning environment for students.

### **Review of 2015-16 Plan for Continuous Growth:**

As a school, we reviewed the 2015-16 School Plan and departments evaluated their successes based on the data analysis of diploma results and regression. Further data review from TTFM, District Satisfaction surveys, student voice/flex feedback and social media polling all were examined in detail to ensure we were listening to all stakeholders and adapting where possible. SAC feedback and sharing was on-going and provided a representative sample to which we planned our next steps.

School wide Goals were reviewed by staff and revised to meet the changing needs of our school population. Department Goals were rewritten to address the requirements of diploma excellence and regression information. We determined high needs areas and planned to tackle the areas from a global school perspective, breaking down to planning appropriate department supports and then to scaffolding classroom concerns with the data. Mental health feedback provided us with a parallel pathway to support based on the changing demographics of our student population.

**Review of Previous Year's Goals:**

<b>Goal</b>	<b>Achieved/continue/modify</b>	<b>Evidence/data used</b>
By June 2016, all staff and students will continue to demonstrate our excellence as a Catholic school through daily prayer multiple times during the day	<u>CONTINUE GOAL:</u> We will continue with this Goal to help our students understand the role of prayer in our lives and start school wide prayer before lunch over the school intercom for all staff and students	<ul style="list-style-type: none"> <li>• Student, staff and parent feedback</li> </ul>
By June 2016, all staff and students will continue to deepen our understanding of Tradition for all who enter our school and in our school community	<u>CONTINUE and MODIFY GOAL:</u> Plan for events to recognize success and promote student participation in school life and events	<ul style="list-style-type: none"> <li>• Students were interested in more information about schools and teams and the history of AOB</li> </ul>
By June 2016, all staff will be more engaged individually and collaboratively by implementing 21st Century learning competencies to improve student success.	<u>CONTINUE and MODIFY GOAL:</u> Define specific time for staff to work collectively and collaboratively to address the success and growth potential based on past information and practices	<ul style="list-style-type: none"> <li>• Diploma and regression results indicated consistent efforts from students and staff strive to continue work with all students to help them achieve maximum potential</li> </ul>
Individual Department Goals	Revised and detailed further in the School Growth Plan	<ul style="list-style-type: none"> <li>• The department members focused their efforts to helping students want to achieve higher results.</li> </ul>

## **Edmonton Catholic Schools – District Plan for Continual Growth**

District <b>Goal</b> One:	Live and enhance the distinctiveness of Catholic education
District <b>Goal</b> Two:	Every student is successful
District <b>Goal</b> Three:	The Edmonton Catholic School District is inclusive
District <b>Goal</b> Four:	Quality teaching and school leadership
District <b>Goal</b> Five:	Engaged and effective governance
District <b>Goal</b> Six:	First Nations, Métis and Inuit students are successful

### **The Five Marks of Catholic School Identity**

#### ***Mark One: Grounded in a Christian Anthropology***

**Standard One: An excellent Catholic school is driven by a mission which views all men and women with an inherent dignity as sons and daughters of God.**

#### ***Mark Two: Imbued with a Catholic Worldview***

**Standard Two: An excellent Catholic school has a visible and tangible Catholic vision evident in its physical space, liturgical celebrations, and prayer life.**

#### ***Mark Three: Animated by a Faith Infused Curriculum***

**Standard Three: An excellent Catholic school has an academic curriculum that integrates a vision of faith within the learner outcomes and teaching strategies.**

#### ***Mark Four: Sustained by Gospel Witness***

**Standard Four: An excellent Catholic school hires and nurtures teachers that are living witnesses to the Gospel, and intentional disciples of Jesus Christ and his Church.**

#### ***Mark Five: Shaped by a Spirituality of Communion***

**Standard Five: An excellent Catholic school recognizes that that each and every stakeholder is responsible for the common good.**

**Areas to celebrate**

<p><b>Accountability Pillar</b></p>	<p>Excellent – Measure Category</p> <ul style="list-style-type: none"> <li>• Student Learning Opportunities - Program of Studies</li> </ul> <p>Very High – Achievement Measure</p> <ul style="list-style-type: none"> <li>• Drop Out rate</li> </ul> <p>Improved - Improvement Measure</p> <ul style="list-style-type: none"> <li>• High School Completion Rate</li> </ul> <p>Overall Measure – Good</p> <ul style="list-style-type: none"> <li>• Education Quality</li> </ul>
<p><b>District Satisfaction Survey</b></p>	<p>Student Survey</p> <ul style="list-style-type: none"> <li>• I am satisfied with the variety of complementary courses (options) that are offered.</li> <li>• I am taught that helping others through service is important.</li> <li>• I feel safe in my school building.</li> <li>• My parent/guardian is involved in my education.</li> <li>• I respect my school.</li> </ul> <p>Staff Survey</p> <ul style="list-style-type: none"> <li>• Our school is providing the necessary supports for children with special needs.</li> <li>• The approach to conflict management with adults in our school/site is reflective of our core values.</li> <li>• I am satisfied with the decision-making processes that take place at our school/site.</li> <li>• I have appropriate opportunity for input into decisions that affect my job.</li> <li>• I am satisfied with the communication from my school/department.</li> </ul> <p>Parent Survey</p> <ul style="list-style-type: none"> <li>• I am satisfied with the yellow bus transportation service</li> <li>• My child has the opportunity to participate in Social Justice activities at school.</li> <li>• My child's school teaches respect for different cultures and religions.</li> <li>• I am satisfied with the cleanliness of the school.</li> <li>• I am satisfied with my opportunity to access information about activities in the school.</li> </ul>
<p><b>Regression Analysis</b></p>	<p>Subjects that AOB has a “+” in:</p> <ul style="list-style-type: none"> <li>• English 30-1</li> <li>• English 30-2</li> <li>• Physics 30</li> <li>• Math 30-1</li> <li>• Math 30-2</li> </ul>

<p><b>PAT/Diploma analysis</b></p>	<p>The Subject standard that AOB has achieved above the provincial average in:</p> <ul style="list-style-type: none"> <li>• English 30-1 (above in standard of excellence, acceptable standard, and overall average)</li> <li>• English 30-2 (above in standard of excellence, acceptable standard, and overall average)</li> <li>• Physics 30 (above in standard of excellence, and overall average)</li> <li>• Math 30-1 (significantly above in acceptable standard and overall average)</li> <li>• Math 30-2 (above in standard of excellence, acceptable standard, and overall average)</li> </ul> <p>There were not any Subjects which did not achieve the provincial average in a standard but improved significantly over last year.</p>
<p><b>Tell Them From Me</b></p>	<ul style="list-style-type: none"> <li>• Students with a Positive Sense of belonging- Students feel accepted and valued by their peers and by others at the school</li> <li>• Students with positive behaviour at School- Students that do not get into trouble at school for disruptive or inappropriate behaviour</li> <li>• Desirable Quadrant- Students are highly skilled and find their classes challenging</li> <li>• Students consuming less than 5 sweets or fatty foods per day</li> <li>• Bullying and Exclusion- Students are Subjected to physical, social, or verbal bullying, or are bullied over the internet</li> <li>• Feel Safe Attending this School- Students feel safe at school</li> </ul>
<p><b>5 Marks of Catholic School Identity Assessment</b></p>	<p><u>Mark One: Grounded in a Christian Anthropology</u></p> <ul style="list-style-type: none"> <li>• All school policies, and especially the discipline policy, are grounded in the mission statement. It is used as the foundation and reference point for strategic planning and evaluation of the school staff and students.</li> </ul> <p><u>Mark Two: Imbued with a Catholic Worldview</u></p> <ul style="list-style-type: none"> <li>• Students have opportunities to pray every day in school, and at numerous times during the day such as: <ul style="list-style-type: none"> <li>○ To begin the school day, a blessing before lunch and a prayer to begin each class</li> </ul> </li> <li>• Every classroom has a prayer center.</li> </ul> <p><u>Mark Three: Animated by a Faith Infused Curriculum</u></p> <ul style="list-style-type: none"> <li>• Gospel values and Church teaching are regularly and consistently incorporated into planning and instruction.</li> </ul> <p><u>Mark Four: Sustained by Gospel Witness</u></p> <ul style="list-style-type: none"> <li>• Teachers and administrators demonstrate their faith through their active involvement in the school's Catholic culture, especially in liturgy, prayer, and justice activities.</li> </ul>



## Areas to target for growth

Data Source	Process	Goals in response to data
<b>Accountability Pillar</b>	<p><u>Measure Category:</u> Decline – Safe and Caring Schools</p> <ul style="list-style-type: none"> <li>While we declined from 88.2% to 88.0%, as a staff we discussed with students, ways to ensure student safety</li> </ul> <p><u>Achievement Measure Category:</u> Decline - Diploma Exam Participation rate 4+ Exams</p> <ul style="list-style-type: none"> <li>We noticed a decline in the number of students who wrote four or more exams. We dropped 3% from 67% to 64.1%</li> </ul> <p><u>Improvement Measure Evaluation:</u> Decline – Transition rate (6yr)</p> <ul style="list-style-type: none"> <li>Our rate dropped from 77.1% to 66.0%. This is an area we are addressing.</li> </ul> <p><u>Overall Measure Evaluation:</u></p> <ul style="list-style-type: none"> <li>Decline – Transition rate(6yr)</li> </ul>	<p><u>Decline – Safe and Caring Schools</u></p> <ul style="list-style-type: none"> <li>Slight drops in staff and parent response rates of 0.4% and 0.6% respectively, were offset by an increase in student rates of 0.3%</li> <li>We will continue to ensure that students, parents and staff feel that they are safe in the school with increased supervision and even more open student reporting.</li> </ul> <p><u>Decline - Diploma Exam Participation rate 4+ Exams</u></p> <ul style="list-style-type: none"> <li>While we dropped in the number of students who wrote 4+ exams, we will continue to encourage students to take these courses.</li> </ul> <p><u>Decline – Transition rate (6yr) and Overall Measure Evaluation:</u></p> <ul style="list-style-type: none"> <li>Our Student Success Center will provide supports to students so that they can continue to postsecondary.</li> </ul>
<b>District Satisfaction Survey</b>	<p>5 Areas of Growth as identified by the school community</p> <ul style="list-style-type: none"> <li>My school teaches me the value of healthy food choices and active living.</li> <li>Through the use of technology in my school, I am able to experience better learning opportunities.</li> <li>In my school, I am given the opportunity to communicate my learning through a variety of media.</li> <li>Teacher assessment, peer assessment, and self assessment help me improve my school work.</li> <li>I am receiving help in selecting courses to prepare for post-secondary education.</li> </ul>	
<b>Regression Analysis</b>	<ul style="list-style-type: none"> <li>Social Studies 30-2 (-)</li> <li>Social Studies 30-1 (=, but dropped)</li> <li>English 30-2 (=, but dropped)</li> </ul>	<ul style="list-style-type: none"> <li>Each department is completing the PAT/ Diploma Analysis booklet, looking at the areas of</li> </ul>

<p><b>PAT/Diploma analysis</b></p>	<p>Subject standard that AOB achieved below the provincial average in or that declined significantly over last year:</p> <ul style="list-style-type: none"> <li>• Math 30-1 (below in standard of excellence)</li> <li>• Social 30-1 (below in standard of excellence, and overall average)</li> <li>• Social 30-2 (below in standard of excellence, acceptable standard, and overall average)</li> <li>• Biology 30 (below in standard of excellence, and overall average)</li> <li>• Chemistry 30 (below in standard of excellence, acceptable standard, and overall average)</li> <li>• Physics 30 (below in acceptable standard)</li> <li>• Science 30 (below in standard of excellence, acceptable standard, and average)</li> </ul>	<p>needed improvement and growth.</p>
<p><b>Tell Them From Me</b></p>	<ul style="list-style-type: none"> <li>• Students that are Regularly Truant- Students skip classes or miss days at school without reason, or arrive late for school or classes</li> <li>• Students that Value Schooling Outcomes- Students believe that education will benefit them personally and economically, and will have strong bearing on the future</li> <li>• Students agreed that attending a Catholic school helped them explore their love of God and service to community</li> <li>• Students planning to pursue a post-secondary education</li> </ul>	<ul style="list-style-type: none"> <li>• Point 3 will be addressed by our school Goals on Catholicity and Recognition of Traditions, as well as, Religion department Goal 2</li> <li>• Points 1, 2, 4, 6, 7, 9 and 10 will be addressed by our Student Services Team: learning coaches, FSLW, school counselor, school psychologist, educational assistants and career counselor. These points will also be addressed by our department Goals to improve student learning.</li> <li>• Point 5 is addressed by flex activities and special events held at lunch hour and by school team practices occurring at lunch hour or on the weekend</li> <li>• Point 8 will be addressed by improving the advertising of</li> </ul>

	<ul style="list-style-type: none"> <li>• Student Participation in School Sports- Students play sports with an instructor at school, other than a gym class</li> <li>• Students planning to finish high school, and afterwards pursue a trade or apprenticeship program</li> <li>• Students who are interested and motivated in their learning</li> <li>• Students Participate in School Clubs-Students take part in art, drama, or music groups; or a school committee</li> <li>• Students do homework for their classes with a positive attitude and in a timely manner</li> <li>• Effort- Students try hard to succeed in their learning</li> <li>• Students meeting and nearly meeting Canada’s Food Guide</li> </ul>	<p>all the opportunities available for student participation in fine arts or student school committees</p> <ul style="list-style-type: none"> <li>• Point 11 will be addressed by updating the cafeteria menu and removing some of the vending machines in the school</li> </ul>
<p><b>5 Marks of Catholic School Identity Assessment</b></p>	<p>As a school, we will continue to develop a stronger more evident Catholic presence in the school and the classrooms so that we can continue to develop the following:</p> <p><b><u>Mark Two: Imbued with a Catholic Worldview</u></b></p> <p><u>Standard Two:</u> An excellent Catholic school has a visible and tangible Catholic vision evident in its physical space, liturgical celebrations, and prayer life.</p>	<ul style="list-style-type: none"> <li>• The school’s Catholic worldview is evident in the art and architecture of the school’s exterior and signage as well as in hallways, classrooms, offices, library, cafeteria, gymnasium and auditorium.</li> <li>• Service projects reflect and articulate Catholic teaching on social justice and charity.</li> <li>• All students and staff have opportunities for age-appropriate faith experiences, such as retreats, at least once during the school year.</li> </ul>

## School Wide Goals

<p><b>Goal #1:</b> By June 2017, all staff and students will continue to demonstrate our excellence as a Catholic school through daily prayer multiple times during the day in alignment with Mark Two: Imbued with a Catholic Worldview.</p>		
<p><b>Alignment to District Goal #1:</b> Live the distinctiveness of Catholic education</p> <p>1.1 Demonstrate the distinctiveness and advantages of Catholic education.</p> <p>a) Cultivate and support a Catholic ethos/environment within each site.</p>		
<p><b><u>Strategy</u></b></p> <p>Continue with school wide Morning Prayer and start school wide prayer before lunch over the school intercom for all staff and students</p>	<p><b><u>Actions</u></b></p> <ul style="list-style-type: none"> <li>• Continue with the importance of morning prayer at the start of the day</li> <li>• Begin lunch with a prayer of grace for our meal before lunch dismissal</li> </ul>	<p><b><u>Measures/ Evidence of effectiveness</u></b></p> <ul style="list-style-type: none"> <li>• Compilation of comments as made by guests that remark on the prayer and faith filled atmosphere of the school.</li> <li>• Observation and documentation of student participation in morning and lunchtime prayer.</li> </ul>
<p><b><u>Strategy</u></b></p> <p>Encourage staff and students to reflect and pray at the start of each class</p>	<p><b><u>Actions</u></b></p> <ul style="list-style-type: none"> <li>• As discussed during staff planning meetings, allow teachers the opportunity to pray with students at the start of, or during, any or all classes</li> </ul>	<p><b><u>Measures/ Evidence of effectiveness</u></b></p> <ul style="list-style-type: none"> <li>• Direct observation through admin “pop-ins” and stakeholder feedback</li> </ul>
<p><b><u>Strategy</u></b></p> <p>Continue with and encourage staff and students to pray at the start of each exam that occurs in class and during examination weeks at school</p>	<p><b><u>Actions</u></b></p> <ul style="list-style-type: none"> <li>• As discussed during staff planning meetings, allow teachers the opportunity to pray with students at the start of exams whether scheduled during examination week or during a regular scheduled class.</li> </ul>	<p><b><u>Measures/ Evidence of effectiveness</u></b></p> <ul style="list-style-type: none"> <li>• Student, Staff satisfaction survey results, particularly the question regarding the importance of faith in our school site</li> </ul>

**Review Date 1:** January 2017

**Review Date 2:** June 2017

**Goal #2:** By June 2017, all staff and students will continue to deepen our understanding of Tradition for all who enter our school and in our school community, by examining and posting information about student and school/team/club successes and by sharing the history and tradition of Austin O'Brien high school through the years.

**Alignment to District Goal #1:** Live the distinctiveness of Catholic education

- 1.1 Demonstrate the distinctiveness and advantages of Catholic education.  
 f) Provide opportunities for relevant and authentic student engagement.

<b><u>Strategy</u></b>	<b><u>Actions</u></b>	<b><u>Measures/ Evidence of effectiveness</u></b>
Visually identify historical records indicating past student successes and accomplishments for all school-based activities	<ul style="list-style-type: none"> <li>Prominently display historical evidence of student success in the school through trophies, awards and team successes</li> <li>Speak to students of the vibrant history in the school and encourage participation in any or all events</li> </ul>	<ul style="list-style-type: none"> <li>Increase student participation numbers on school wide events as recorded by lead teachers</li> </ul>
Plan for events to recognize success and promote student participation in school life and events	<ul style="list-style-type: none"> <li>Organize pep rallies identifying teams, clubs and events that affect student the student body and promote continued support</li> <li>Post signs and posters identifying school teams and events</li> <li>Organize theme activities that promote AOB Spirit for all students and staff</li> </ul>	<ul style="list-style-type: none"> <li>Student satisfaction survey and tell them from me survey results as they pertain to learning environment and school atmosphere</li> </ul>
Coordinate events and sales that promote Austin O'Brien Spirit through clothing and activities	<ul style="list-style-type: none"> <li>Sales events that recognize and promote AOB Spirit in clothing for students, graduates and families</li> <li>Organize school wide activities that allow students to fully participate in events as a school community such as barbeques, cultural activities or sporting events</li> </ul>	<ul style="list-style-type: none"> <li>Direct observation of students and staff wearing AOB branded gear</li> </ul>

**Review Date 1:** January 2017

**Review Date 2:** June 2017

**Goal #3:** By June 2017, all staff will be more engaged individually and collaboratively by implementing 21st Century learning competencies to improve student success.

**Alignment to District Goal #2:** Every student is successful

2.6 Ensure that every school and department is committed to improving student learning and achievement within the context of a 21st century Catholic learning community.

b) Ensure that assessment practices are aligned with 21st century competencies and that schools utilize a range of assessment data, including informal, formal, standardized and provincial assessment and test results, to inform instruction for improvement in identified areas.

<b><u>Strategy</u></b>	<b><u>Actions</u></b>	<b><u>Measures/ Evidence of effectiveness</u></b>
Focus on enhanced professional practice to examine student and district examination results to better identify areas of success and areas of growth and then act on improving practices to better meet student needs	<ul style="list-style-type: none"> <li>• Incorporate professional development practices that include staff, district and ministry personnel to assist staff in analyzing diploma and exam results</li> <li>• Define specific time for staff to work collectively and collaboratively to address the success and growth potential based on past information and practices</li> </ul>	<ul style="list-style-type: none"> <li>• Diploma and overall gradebook results as well as regression analysis feedback</li> </ul>
Continue with the High School Redesign model	<ul style="list-style-type: none"> <li>• Continue in High School Redesign and change/improve the delivery model of flex</li> </ul>	<b><u>Measures/ Evidence of effectiveness</u></b> <ul style="list-style-type: none"> <li>• Stakeholder feedback, via survey on how it contributed to overall quality of education in and off site</li> </ul>
Provide time for staff collaboration in teaching practices	<ul style="list-style-type: none"> <li>• Early Thursday dismissal: preplanned meetings to ensure staff collaboration time at a minimum of once per month</li> </ul>	<b><u>Measures/ Evidence of effectiveness</u></b> <ul style="list-style-type: none"> <li>• Staff feedback, both written and verbal</li> </ul>

<b><u>Strategy</u></b>	<b><u>Actions</u></b>	<b><u>Measures/ Evidence of effectiveness</u></b>
Develop and promote leadership capacity and skill among staff	<ul style="list-style-type: none"> <li>• Provide opportunities for quality time for students and teachers to work collaboratively.</li> <li>• Provide opportunities for teachers to attend professional development activities and share relevant information that can be implemented into teaching practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback, both written and verbal, on the success of our efforts in working with communities of practice</li> </ul>

**Review Date 1:** January 2017

**Review Date 2:** June 2017

<b><u>Goal #4:</u></b> By June 2017, the Austin O'Brien Math department will work to increase the percentage of students attaining the standard of excellence in both school awarded marks and diploma exam marks.		
<b><u>Alignment to District Goal #2:</u></b> Every Student is Successful		
<b><u>Sub Goal</u></b> 2.2 Ensure the educational experiences meet the diverse needs of our learners and are available to all students.  a) Continue to research and consider programs of choice that are aligned with the Ministerial Order on Student Learning.		
<b><u>Strategy</u></b>	<b><u>Actions</u></b>	<b><u>Measures/ Evidence of effectiveness</u></b>
<ul style="list-style-type: none"> <li>• Provide lunch and after school meeting times for students with staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase opportunities for students to self-assess (Both formative stage and summative stage)</li> <li>• Increase student involvement in the creation of assessment instruments (Christmas Break creation of mock diploma exam)</li> </ul>	<ul style="list-style-type: none"> <li>• Increased student understanding and achievement.</li> <li>• Measure student feedback to detail their involvement and these benefits</li> </ul>
<b><u>Sub Goal</u></b> 2.2 b) Continue to facilitate transitions for all students among home, school and community, between grade levels and into post-secondary institutions, the workforce, and the world beyond school.		
<b><u>Strategy</u></b>	<b><u>Actions</u></b>	<b><u>Measures/ Evidence of effectiveness</u></b>
<ul style="list-style-type: none"> <li>• Teach students various strategies to support</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to educate students and parents about post-secondary acceptance of Math 30-2.</li> </ul>	<ul style="list-style-type: none"> <li>• Higher participation rates to post-secondary due to Math 30-2</li> </ul>

continued learning.	<ul style="list-style-type: none"> <li>Simplify the streaming of students into appropriate Mathematics programs (including mid-semester course changes where appropriate)</li> </ul>	<ul style="list-style-type: none"> <li>Greater success rates for students</li> </ul>
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**Review Date 1:** January 2017

**Review Date 2:** June 2017

<p><b>Goal #5:</b> By September 2017 the number of students enrolled in Advanced Placement will have increased.</p>		
<p><b>Alignment to District Goal #2:</b> Every Student is Successful</p>		
<p><b>Sub Goal</b></p> <p>By increasing the number of students taking the Advanced Placement program, and the academic rigors it entails, we will increase the number of students achieving an excellence level of understanding.</p>		
<p><b>Strategy</b></p> <p>Encourage the students to register in the AP Program, and complete it with the AP Exam.</p>	<p><b>Actions</b></p> <ul style="list-style-type: none"> <li>Meet with all the students and explain to them the benefits of the Advance Placement Program. Keying in on registration date.</li> <li>Meet with teachers, especially the grade 10 teachers, and explain to them the benefits of the Advanced Placement Program so they can internally promote the program.</li> <li>Send letters of academic recognition to students and parents with a twofold purpose: congratulate their hard work and recommend for future Advanced Placement programming.</li> <li>Switch from AP Physics 1 to AP Biology with the hopes of attracting more kids.</li> <li>Promote the online AP courses offered by our district.</li> <li>Continue to pay for advance placement exams.</li> </ul>	<p><b>Measures/ Evidence of effectiveness</b></p> <ul style="list-style-type: none"> <li>Follow the number of students registering in AP</li> <li>Follow the number of students writing the AP Exam</li> <li>Follow the number of students obtaining excellence in the courses that have AP in them to see if a trend arises.</li> </ul>

**Review Date 1:** January 2017

**Review Date 2:** June 2017



**Goal #6:** By June 2017, the Austin O'Brien Educational Experiences department will continue to work to support students struggling with Literacy and Numeracy

**Alignment to District Goal #2:** Every student is successful.

2.6 Ensure that every school and department is committed to improving student learning and achievement within the context of a 21st century Catholic learning community.

<b>Strategy</b>	<b>Actions</b>	<b>Measures/ Evidence of effectiveness</b>
<p>Engage all students to deeper levels of understanding in Numeracy and Literacy.</p>	<ul style="list-style-type: none"> <li>• Use class sessions to encourage collaborative efforts for students to support their learning with high-interest/content, lower cognitive skill based resources</li> <li>• Match students with peer tutors, volunteers</li> <li>• Expand our professional development time to incorporate increased training in literacy</li> <li>• Support English Language Learners using visualization strategies including word walls and technological supports including Read &amp; Write for Google Chrome</li> <li>• Continue to educate students and parents about supporting their students reading and writing skills</li> <li>• Use graphic readers and i-pad applications to inspire a love of reading</li> <li>• Implement the strategies outlined by the Therapeutic Assistants for Speech and Language provided by Genesis. Continue to work on the Goals as outlined by their team.</li> </ul>	<ul style="list-style-type: none"> <li>• Age appropriate peers are involved in the integration and coaching of academic and social skills.</li> <li>• Consistent use of Leveled Literacy Intervention for assessment and support</li> <li>• Proficient and regular use of Read&amp;Write Google Chrome by all EE2 and WIN students for reading text and writing assignments</li> <li>• Parent newsletters and calendars sent out every month</li> <li>• Levelled i-pad applications and programs regularly used to support instruction</li> <li>• Review of OneNote anecdotal notes from TASLs with full team, implementation of suggested strategies.</li> </ul>

**Review Date 1:** January 2017

**Review Date 2:** June 2017

**Goal #7:** By June 2016, the Austin O'Brien Educational Experiences department will continue to implement strategies to increase student engagement with our Catholic faith and identity.

**Alignment to District Goal #1:** Live the distinctiveness of Catholic education.

1.1 (a) Cultivate and support a catholic ethos / environment within each site. (f) Provide opportunities for relevant and authentic student engagement.

<b><u>Strategy</u></b>	<b><u>Actions</u></b>	<b><u>Measures/ Evidence of effectiveness</u></b>
<p>Involve all students as we develop a deeper sense and understanding of Catholicity in the classroom and the school.</p>	<ul style="list-style-type: none"> <li>• Visit local Edmonton charities and volunteer in helping with small projects (i.e. Food Bank</li> <li>• Increase guest speakers from local Catholic organizations to discuss how our students can participate in action and how we can permeate the Catholic faith throughout our teaching.</li> <li>• Use department meeting time to share ideas about student-centered involvement in social justice projects (tabs for wheelchair, Food Bank, Christmas bags, etc.)</li> <li>• Have students conduct research, and make a class report into the various charities, to identify their challenges and struggles</li> <li>• Match EE students with student volunteers during Phys. Ed., recess, field trips, class time</li> <li>• Integrate EE students with the general population at Austin O'Brien in appropriate Subjects and settings.</li> <li>• Offer a rich vibrant of religious displays, posters, and an environment that is faith filled</li> <li>• Host a series of Hot Lunch sales to raise funds for our charities.</li> </ul>	<ul style="list-style-type: none"> <li>• Each class will participate in at least 3 social projects per school year (Food Bank, Festival of Trees Luncheon with U of A Hospital Foundation, Christmas hampers, Christmas treat bags for Bissell center, etc.)</li> <li>• Book the ECSD Religion consultant to visit and support permeation (First visit at beginning Nov.)</li> <li>• Add research assignments identifying charitable work and those with challenges to academic portfolio</li> <li>• Regular peer matching, class volunteer and appropriate classroom integration</li> <li>• Visuals depicting the Catholic faith, a Religion table and a cross will be evident in the rooms and all</li> </ul>

		learning environments <ul style="list-style-type: none"> <li>• Fundraising events will occur throughout the year- pretzel sales, popcorn, etc.</li> </ul>
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**Review Date 1:** January 2017

**Review Date 2:** June 2017

<p><b>Goal #8:</b> By June 2017, the English Department will look at ways that we can improve our percentage of students achieving the Standard of Excellence on the English 30-1 and English 30-2 diploma.</p>		
<p><b>Alignment to District Goal #2:</b> Success for Every Student</p>		
<p><b>Sub Goal</b></p> <p>Ultimately, we would like all students to be achieving at or above their potential as identified through regression analysis. We would like to better identify students who would benefit from enrichment through our Advanced Placement stream and encourage enrollment in that stream.</p>		
<p><b>Strategy</b></p> <ul style="list-style-type: none"> <li>• Making sure all teachers have access to data including diploma results and regression analysis</li> </ul>	<p><b>Actions</b></p> <ul style="list-style-type: none"> <li>• Review both January and June diploma results and target areas that show deficiencies and/or lack of expected achievement at the excellence level.</li> <li>• Review Regression Analysis to identify possible issues and trends over 3 and 5 years.</li> <li>• Compile averages of standard of excellence to blend January and June results to see a more accurate comparison to district and province.</li> </ul>	<p><b>Measures/ Evidence of effectiveness</b></p> <ul style="list-style-type: none"> <li>• Review correlation of attendance with lower school-awarded marks vs. expected and actual achievement on diploma.</li> </ul>
<p><b>Strategy</b></p> <ul style="list-style-type: none"> <li>• Collaborate with Administration and Student Services to better identify and support</li> </ul>	<p><b>Actions</b></p> <ul style="list-style-type: none"> <li>• Ensure continued emphasis on programming availability for Advanced Placement including eliminating direct conflicts with other AP courses.</li> <li>• Work with Student Services to identify and provide supports for</li> </ul>	<p><b>Measures/ Evidence of effectiveness</b></p> <ul style="list-style-type: none"> <li>• Regular communication with grade coordinators regarding truancy issues and help develop a school-</li> </ul>

<p>students to achieve at or above their potential</p>	<p>anxiety related issues that affect overall achievement in exam situations.</p> <ul style="list-style-type: none"> <li>• Work with the WIN Department Head and Learning Coaches to identify students who should be in K &amp; E route prior to repeated failure in a dash-2 route and encourage appropriate placement.</li> <li>• Continue to compile and provide pre-requisite lists with recommendations for proper placement into -1 and -2 streams.</li> </ul>	<p>wide approach to improving our attendance.</p>
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**Review Date 1:** January 2017

**Review Date 2:** June 2017

<p><b>Goal #9:</b> By June 2017, all members of the English Department will provide opportunities for students to practice minor written diploma related assignments. Specifically, Personal Response to Texts at 10-1, 20-1 and 30-1 levels and Visual Reflection and Persuasive Writing in Context at the 10-2, 20-2 and 30-2 levels. Our aim is to provide consistency with format expectations at all levels and to have students make better choices on the diploma.</p>		
<p><b>Alignment to District Goal #2:</b> Success for Every Student</p>		
<p><b>Sub Goal</b></p> <p>We have decided to continue this focus on the minor assignments for English Teachers at all levels, not just Diploma Teachers. This includes refining approaches to teaching Personal Response and to promote consistency across the department in this area and to update common assessments for non-academic stream.</p>		
<p><b>Strategy</b></p> <ul style="list-style-type: none"> <li>• Making sure all teachers have access to resources</li> </ul>	<p><b>Actions</b></p> <ul style="list-style-type: none"> <li>• Make electronic classroom resources (texts, excerpts, format notes, sample diploma exemplars) accessible to teachers through the department folder.</li> <li>• Attend all PD available on Personal Response, Visual Reflection and Persuasive Writing in Context and refine the use of them in class.</li> </ul>	<p><b>Measures/ Evidence of effectiveness</b></p>
<p><b>Strategy</b></p> <ul style="list-style-type: none"> <li>• Making sure all teachers have time to</li> </ul>	<p><b>Actions</b></p> <ul style="list-style-type: none"> <li>• Continue standard setting PD in conjunction with the school-wide practice diploma and invite 10 and</li> </ul>	<p><b>Measures/ Evidence of effectiveness</b></p> <ul style="list-style-type: none"> <li>• Collect exemplars for English 10-1</li> </ul>

collaborate with other teachers	<p>20 level teachers to join the session if they wish.</p> <ul style="list-style-type: none"> <li>Collaborate and share successful practices with written response format techniques for academic and non-academic streams.</li> <li>Grade level teachers will have time to plan and align programs and assessment for consistency.</li> </ul>	<p>and 20-1 Personal Response for common topics.</p> <ul style="list-style-type: none"> <li>Revise and collect common prompts for all minor written assignments -1 and -2.</li> </ul>
<p><b>Strategy</b></p> <ul style="list-style-type: none"> <li>Making sure all students have multiple opportunities to refine their skills with a variety of prose forms for the minor assignments in both streams</li> </ul>	<p><b>Actions</b></p> <ul style="list-style-type: none"> <li>Make electronic classroom resources (texts, excerpts, format notes, sample diploma exemplars) accessible to students through the virtual classroom.</li> <li>Students will practice at least two personal responses at the 10-1 and 20-1 levels. Students will practice at least three personal responses at the 30-1 levels.</li> <li>Students will practice at least two visual reflections and two persuasive writing in context at the 10-2 and 20-2 levels. Students will practice at least three visual reflections and three persuasive writing in context at the 30-2 levels.</li> </ul>	<p><b>Measures/ Evidence of effectiveness</b></p> <ul style="list-style-type: none"> <li>The teachers will have great training and resources, such as the collected exemplars to help them better assess the students at each level.</li> </ul>

**Review Date 1:** January 2017

**Review Date 2:** June 2017

<p><b>Goal #10:</b> By June 2017, the Austin O'Brien Fine Arts/CTS department will have broadened learning opportunities to include a diversity of approaches for all students, especially indigenous and recent immigrant students.</p>		
<p><b>Alignment to District Goal #2:</b> Every student is successful</p>		
<p>Alignment to District Goal #5: First Nations, Métis and Inuit students are successful</p>		
<p><b>Strategy</b></p> <ul style="list-style-type: none"> <li>Maintain healthy relationships with our students.</li> </ul>	<p><b>Actions</b></p> <ul style="list-style-type: none"> <li>Select material with diverse cultural backgrounds and histories</li> </ul>	<p><b>Measures/ Evidence of effectiveness</b></p> <ul style="list-style-type: none"> <li>As a department, we will generate a list of ways each teacher offered</li> </ul>

<p>Engage in professional development, stay current with the knowledge of our student body and resources that can support their individual backgrounds.</p>	<ul style="list-style-type: none"> <li>• Select a diversity of guest presenters for in class and flex session</li> <li>• Music will create an African music ensemble</li> <li>• Drama and Art will use instructional approaches aligned with some traditional Indigenous practices. For example, learning through storytelling and creating while focused on various forms of energy.</li> <li>• Art will provide for the diversity of student needs and lead to discovery and sharing of talents.</li> <li>• Offer an opportunity to participate in a Polish, Ukrainian, African, or Filipino dance group.</li> </ul>	<p>diverse learning approaches.</p>
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**Review Date 1:** January 2017  
**Review Date 2:** June 2017

<p><b>Goal #11:</b> By June 2017, the Austin O'Brien Fine Arts/CTS department will develop learning opportunities that extend the learning environment beyond our classrooms to develop skills and recognize the importance of leadership, collaboration, stewardship and relationship building.</p>		
<p><b>Alignment to District Goal # 3:</b> Quality teaching and school leadership</p>		
<p><b>Alignment to District Goal # 4:</b> Engaged and effective governance</p>		
<p><b>Strategy</b></p> <ul style="list-style-type: none"> <li>• Engage in building relationships in the local community and neighborhood and offer time to encourage and support student leadership, collaboration, stewardship</li> </ul>	<p><b>Actions</b></p> <ul style="list-style-type: none"> <li>• Music will provide workshops at feeder schools and support those students sharing their gifts at celebrations, year-play, grad, Open House, and Rock Bands</li> <li>• CTS will provide growth in 21<sup>st</sup> century learning by offering the gift of time as the GEEKS prepare and plan for the many celebrations and activities throughout the year.</li> </ul>	<p><b>Measures/ Evidence of effectiveness</b></p> <ul style="list-style-type: none"> <li>• We will ask our students if they have had the opportunity to engage with community members or share their learning/skills in the local community.</li> </ul>

<p>and relationship building.</p>	<ul style="list-style-type: none"> <li>• CTS and Foods will also support interested students in competitions such as Skills Canada</li> <li>• Drama will continue to provide opportunities for students to engage and share in theatre productions within and outside of our school.</li> <li>• Neighbors in the community will be invited to attend some of our theatrical/dance productions and Drama/dance students will travel to Primrose daycare, Ottwell senior center and St. Brendan's elementary school to provide programming.</li> <li>• Music, Drama and Fashion will provide international travel opportunities to their students where they will engage with experts during unique industry opportunities.</li> <li>• Art will support interested students in a variety of art shows and competitions.</li> <li>• Foods will offer opportunities for sharing time and talent by baking for neighbors invited to school celebrations. They will also provide food donations to the Youth Emergency Shelter.</li> <li>• Outdoor Education will provide community service for our neighbors by shoveling sidewalks this winter and offering overnight camping trips.</li> </ul>	
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**Review Date 1:** January 2017

**Review Date 2:** June 2017

**Goal #12:** By June 2017, the Austin O'Brien International Languages Department will celebrate the many different cultures that make up the fabric of our school.

**Alignment to District Goal #2:** Every student is successful

<b><u>Strategy</u></b>	<b><u>Actions</u></b>	<b><u>Measures/ Evidence of effectiveness</u></b>
<ul style="list-style-type: none"> <li>A multicultural day will allow all students at Austin O'Brien to showcase their cultural heritage.</li> </ul>	<ul style="list-style-type: none"> <li>Allow students in the International languages taught at Austin O'Brien to introduce their culture in various ways. ie) prepare a bulletin board describing their culture, introduce a dance, prepare food of their country in order present their culture at a multicultural day.</li> <li>Invite the student body and community to take part in our multicultural day activities and experience dance, food and artifacts of the many cultures.</li> </ul>	<ul style="list-style-type: none"> <li>Student satisfaction survey after the event on February 28<sup>th</sup>, 2017</li> </ul>

**Review Date 1:** January 2017

**Review Date 2:** June 2017

**Goal #13:** By June 2017, the Austin O'Brien International Languages Department will become more proficient in using school-based technology to enhance student learning.

**Alignment to District Goal #1:** Quality Teaching and school leadership

<b><u>Strategy</u></b>	<b><u>Actions</u></b>	<b><u>Measures/ Evidence of effectiveness</u></b>
<ul style="list-style-type: none"> <li>Increase awareness of using technology to enhance language learning.</li> </ul>	<ul style="list-style-type: none"> <li>Inservice International language teachers so that they can use Google classroom in the language classes</li> <li>Encourage teachers to attend the CASULT/SLIC conference in April to take part and exchange teaching practices with international teachers.</li> </ul>	<p>Teacher survey at department meeting:</p> <ul style="list-style-type: none"> <li>Have/Will you continue to use google classroom in your language classes?</li> </ul> <p>Examples shared at the Department meeting on use.</p>

**Review Date 1:** January 2017

**Review Date 2:** June 2017



**Goal #14:** By June 2017, the Austin O'Brien Math department will work to increase the percentage of students attaining the standard of excellence in both school awarded marks and diploma exam marks.

**Alignment to District Goal #2:** Success for every student

<b><u>Strategy</u></b>	<b><u>Actions</u></b>	<b><u>Measures/ Evidence of effectiveness</u></b>
<ul style="list-style-type: none"> <li>• Increase opportunities for students to self-assess (Both formative stage and summative stage)</li> <li>• Increase student involvement in the creation of assessment instruments (Christmas Break creation of mock diploma exam)</li> </ul>	<ul style="list-style-type: none"> <li>• Use to identify CCAT results students that are not performing at expected achievement level and implement our standard procedures for struggling students</li> <li>• Continue to educate students and parents about post-secondary acceptance of Math 30-2.</li> <li>• Simplify the streaming of students into appropriate Mathematics programs (including mid-semester course changes where appropriate)</li> </ul>	<ul style="list-style-type: none"> <li>• Diploma Results Analysis</li> </ul>

**Review Date 1:** January 2017

**Review Date 2:** June 2017

**Goal #15:** By June 2017, the Austin O'Brien Math department will continue to implement strategies to increase students' proficiency with basic skills

**Alignment to District Goal #3:** Quality Teaching and Student Leadership

<b><u>Strategy</u></b>	<b><u>Actions</u></b>	<b><u>Measures/ Evidence of effectiveness</u></b>
<ul style="list-style-type: none"> <li>• Basic skill will be prioritized in line with higher level skills being taught as specific outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• Revise assessments to emphasize basic skills, including calculator active and calculator inactive components. Implementing grade 12 exams this year.</li> <li>• Schedule regular class time for students to practice pre-requisite</li> </ul>	<ul style="list-style-type: none"> <li>• Provide baseline testing to grade 10 students and compare end of semester results.</li> <li>• Discuss with science department</li> </ul>

	<p>basic skills. December will be mental math month.</p> <ul style="list-style-type: none"> <li>• Math 10 C will continue to be a shared focal point.</li> <li>• Increase the number of checkpoints to ensure students are not struggling to the point of disengagement with course content.</li> </ul>	<p>how students are transferring Math skills for anecdotal evidence of effectiveness of <b>Actions</b> taken.</p>
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**Review Date 1:** January 2017  
**Review Date 2:** June 2017

<p><b>Goal #16:</b> By June 2017, the Austin O'Brien Math department will continue to implement strategies to increase students' proficiency with basic skills</p>		
<p><b>Alignment to District Goal #3:</b> Quality Teaching and Student Leadership</p>		
<p><b>Strategy</b></p> <ul style="list-style-type: none"> <li>• Basic skill will be prioritized in line with higher level skills being taught as specific outcomes.</li> </ul>	<p><b>Actions</b></p> <ul style="list-style-type: none"> <li>• Revise assessments to emphasize basic skills, including calculator active and calculator inactive components. Implementing grade 12 exams this year.</li> <li>• Schedule regular class time for students to practice pre-requisite basic skills. December will be mental math month.</li> <li>• Math 10 C will continue to be a shared focal point.</li> <li>• Increase the number of checkpoints to ensure students are not struggling to the point of disengagement with course content.</li> </ul>	<p><b>Measures/ Evidence of effectiveness</b></p> <ul style="list-style-type: none"> <li>• Provide baseline testing to grade 10 students and compare end of semester results.</li> <li>• Discuss with science department how students are transferring Math skills for anecdotal evidence of effectiveness of <b>Actions</b> taken.</li> </ul>

**Review Date 1:** January 2017  
**Review Date 2:** June 2017

**Goal #17:** By June 2017, the Austin O'Brien Religion Department will incorporate and increase awareness of Aboriginal Spirituality, culture and practices into the current Religion course.

**Alignment to District Goal #1:** Live the distinctiveness of Catholic education

<b><u>Strategy</u></b>	<b><u>Actions</u></b>	<b><u>Measures/ Evidence of effectiveness</u></b>
<ul style="list-style-type: none"> <li>Encourage staff and students to understand the importance of the Truth and Reconciliation Commission.</li> </ul>	<ul style="list-style-type: none"> <li>Invite the FNMI students and teachers who are trained in the blanket ceremony to in-service our staff and present the blanket ceremony to our student body.</li> <li>Invite guest speakers to our Religion classes and talk about the Aboriginal culture and rituals that align with our Religion 15 program of studies</li> </ul>	<ul style="list-style-type: none"> <li>Personal journal entry explaining five points they learned during presentation.</li> <li>Journal entry question on how they feel about the Aboriginal Spirituality and how they feel about the importance of the TRC.</li> </ul>

**Review Date 1:** January 2017

**Review Date 2:** June 2017

**Goal #18:** By June 2017, the Austin O'Brien Religion department will continue to participate in social justice projects.

**Alignment to District Goal #1:** Live the distinctiveness of Catholic education

<b><u>Strategy</u></b>	<b><u>Actions</u></b>	<b><u>Measures/ Evidence of effectiveness</u></b>
<ul style="list-style-type: none"> <li>Increase awareness in our student body of those in need in our school, community.</li> </ul>	<ul style="list-style-type: none"> <li>Leadership team will create a PPT presentation introducing our foster children to the student body in order to create a meaningful connection between our students and the children they support.</li> <li>Leadership team and student body will take part in WE DAY.</li> <li>Student body and leadership team will collect food, clothing and monies to support families that are in need in the school community, and community organizations.</li> </ul>	<ul style="list-style-type: none"> <li>Service hour assignment will indicate where students have done service to their community.</li> <li>Student survey indicating how they are involved in providing service to their school and community.</li> </ul>

	<ul style="list-style-type: none"> <li>• Have students research organizations in our Edmonton community that are in need of service from our students so that student service hours become more meaningful to them.</li> </ul>	
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**Review Date 1:** January 2017

**Review Date 2:** June 2017

<p><b><u>Goal #19:</u></b> By June 2017, the Austin O'Brien Science department will work toward improving percentages of our students reaching the standard of excellence on diploma examinations.</p>		
<p><b><u>Alignment to District Goal #2:</u></b> Every student is successful</p> <p>2.6 Ensure that every school and department is committed to improving student learning and achievement within the context of a 21st century Catholic learning community.</p>		
<p><b><u>Strategy</u></b></p> <ul style="list-style-type: none"> <li>• We will attempt to stream students into proper Science courses and provide them with quality instruction to meet their needs and <b>Goals.</b></li> </ul>	<p><b><u>Actions</u></b></p> <ul style="list-style-type: none"> <li>• We will analyze district final exam marks at the 20 level in order to identify student weaknesses. These results will act as a form of formative evaluation for our 20 and 30 level classes.</li> <li>• We will continue to offer remedial help at noon hour and during flex sessions in all science disciplines.</li> <li>• We will actively council students about their choices for 30 level science courses. Science 30 will be highly promoted as a good choice for many of our students over Chemistry 30.</li> <li>• We will more vigorously promote AP Biology to our students at the grade ten and eleven level.</li> </ul>	<p><b><u>Measures/ Evidence of effectiveness</u></b></p> <ul style="list-style-type: none"> <li>• We will analyze diploma exam results in September of 2017 to evaluate the success of our <b>Goal.</b></li> </ul>

**Review Date 1:** January 2017

**Review Date 2:** June 2017

**Goal #20:** By June 2017, the Austin O'Brien Science department will provide opportunities for our students to explore career choices that exist within the sciences.

**Alignment to District Goal #3:** Quality teaching and school leadership

<b><u>Strategy</u></b>	<b><u>Actions</u></b>	<b><u>Measures/ Evidence of effectiveness</u></b>
<ul style="list-style-type: none"> <li>Our department will focus on improving Career education for our student in Science related fields.</li> </ul>	<ul style="list-style-type: none"> <li>Our teachers will make contact with people in the community that have science related careers. We will ask these people to be guest speakers for our students. This will be a focus for flex sessions during semester 2.</li> <li>Our 30 level teachers will allocate some of their class time to council students about careers that exist within their discipline. Course requirements and competitive averages will be discussed.</li> <li>We will analyze survey results to evaluate whether students feel our school helps them prepare for the future.</li> </ul>	<ul style="list-style-type: none"> <li>We will analyze student surveys to evaluate whether students feel our school helps them prepare for the future. (District Student Survey)</li> </ul>

**Review Date 1:** January 2017

**Review Date 2:** June 2017

**Goal #21:** By June 2017, the Austin O'Brien Counselling Department will provide necessary mental health supports to any students in need.

**Alignment to District Goal #2:** Every student is successful.

<b><u>Strategy</u></b>	<b><u>Actions</u></b>	<b><u>Measures/ Evidence of effectiveness</u></b>
<ul style="list-style-type: none"> <li>Developing a rapport with students to understand the need of each individual.</li> </ul>	<ul style="list-style-type: none"> <li>Improve student academic success by identifying those who would benefit from making healthy connections in the school. Meet with them to identify specific concerns. Eg. Attendance, Failing Grades, Behavioral issues</li> <li>Offer multiple mental health supports to provide specific guidance in assisting with</li> </ul>	<ul style="list-style-type: none"> <li>More students reaching out to the services provided. Improved attendance. Less drug related suspensions. Higher academic success rates.</li> </ul>

	wellness. (Addictions Counsellor/Mental Health Therapist, Psychologist, FSLW, Counsellor, FNMI Liaison)	
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**Review Date 1:** January 2017

**Review Date 2:** June 2017

<b>Goal #22:</b> By June 2017, the Austin O'Brien Counselling Department will have provided multiple opportunities for students to improve their level of mental health and awareness of it.		
<b>Alignment to District Goal #2:</b> Every student is successful.		
<b>Strategy</b>	<b>Actions</b>	<b>Measures/ Evidence of effectiveness</b>
<ul style="list-style-type: none"> <li>School counsellor will provide opportunities and activities for students to become aware of the importance of one's mental health.</li> </ul>	<ul style="list-style-type: none"> <li>Multiple school initiatives and field trips will occur within the school year promoting awareness of mental health. These activities include things such as: Headstrong Conference, Continued updates on school mental health website, Wellness Wednesday videos, Physical Wellness Wednesdays, Apple School, Tea For Peace, The Great Kindness Challenge, Wednesday Game Squad</li> <li>Monthly "Toilet Times" posters publicizing outside supports for mental health. (City of Edmonton 211 link, Kids Help Phone, FNMI counselling services, Drug facts, Anxiety BC website)</li> <li>Carry out 4<sup>th</sup> R: Strategies for Healthy Youth Relationships group with willing students and FSLW</li> <li>Student led PD session regarding healthy eating at SAC meeting.</li> <li>Crusader Pride (Life Framework LGBTQ group) will meet regularly to ensure all feel safe, welcome and accepted in our school community</li> </ul>	<ul style="list-style-type: none"> <li>Increased attendance of students at group sessions provided. Evidence of healthy eating and exercise within the school. Less visits to the counsellor regarding anxiety within the school community due to activities improving their mental health.</li> </ul>

	<ul style="list-style-type: none"> <li>• Workout Wednesdays for students to attend after school</li> </ul>	
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**Review Date 1:** January 2017

**Review Date 2:** June 2017

<p><b>Goal #23:</b> By June 2017, the Austin O'Brien Social Studies department will work to improve diploma results and increase the amount of students who pass their classes as well as increase the number of students achieving the standard of excellence by improving relationships and improving attendance.</p>		
<p><b>Alignment to District Goal #2:</b> Every student is successful</p> <p>2.6 Ensure that every school and department is committed to improving student learning and achievement within the context of a 21st century Catholic learning community.</p>		
<p><b>Strategy</b></p> <ul style="list-style-type: none"> <li>• Making sure all teachers are able to identify students who need extra attention in regards to attendance or ability level and work to improve that students effort and results.</li> </ul>	<p><b>Actions</b></p> <ul style="list-style-type: none"> <li>• Make a solid effort to establish personal relationships with students so that students feel connected and engaged</li> <li>• Use <i>remind</i> to text students when they are missing assignments or classes to maintain that relationship</li> <li>• Work with administration and grad coach to come up with a plan for students who have chronic attendance issues</li> <li>• Ensure students are streamed into the correct level better to improve student success</li> <li>• Run flex session to improve student skills with sources, exam questions, and essay writing.</li> </ul>	<p><b>Measures/ Evidence of effectiveness</b></p> <ul style="list-style-type: none"> <li>• Monitor attendance and grades including diploma marks and how they correlate with attendance. Review diploma results when they become available.</li> </ul>

**Review Date 1:** January 2017

**Review Date 2:** June 2017

**Goal #24:** By June 2017, the Austin O'Brien Social Studies department will collaborate to improve strategies to address areas of needed improvement to ensure student engagement and success in social studies.

**Alignment to District Goal #3:** Quality Teaching and Student Leadership

3.3 Increase academic achievements by promoting successful practices in teaching to support all students in the 21<sup>st</sup> century.

<b><u>Strategy</u></b>	<b><u>Actions</u></b>	<b><u>Measures/ Evidence of effectiveness</u></b>
<ul style="list-style-type: none"> <li>Set aside time for teachers to collaborate and possibly even observe other teachers to expand the strategies used in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>While essay writing results on diploma exams was low a few years ago and we made efforts to improve essay writing which, in turn, led to higher written essay marks in diploma results now multiple choice exam marks have declined. Therefore we will work on source analysis and multiple choice exam taking skills to improve results at all levels</li> <li>Rework all exams to ensure vocabulary is appropriate per level and all questions that we have identified as ones students struggle with are reworked or replaced</li> <li>Differentiate learning for students with various levels of accommodation needed</li> </ul>	<ul style="list-style-type: none"> <li>Review strategies used for essay writing and monitor part A essay diploma results for improvement.</li> </ul>

**Review Date 1:** January 2017

**Review Date 2:** June 2017

**Goal #25:** By June 2017, the Austin O'Brien Student Services Department will provide connections and support to students, teachers and parents to improve academic success.

**Alignment to District Goal #2:** Every student is successful.

<b><u>Strategy</u></b>	<b><u>Actions</u></b>	<b><u>Measures/ Evidence of effectiveness</u></b>
<ul style="list-style-type: none"> <li>Increase communication</li> </ul>	<ul style="list-style-type: none"> <li>Carry out biweekly department meetings which includes services provided within the school. (SRO,</li> </ul>	<ul style="list-style-type: none"> <li>Meeting minutes; PowerSchool log</li> </ul>



	<p>FSLW, LCs, EAs, Counsellor, Psychologist, Addiction Counsellor, WIN Coach)</p> <ul style="list-style-type: none"> <li>• Creation of working documents (IPP/PLP) with regular communication with all learning team members involved.</li> </ul>	<p>entries of phone calls, emails, meetings; changing case load; PLP signatures and reviews.</p>
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**Review Date 1:** January 2017

**Review Date 2:** June 2017

<p><b>Goal #26:</b> By June 2017, Student Services will provide individual programming based on student need to increase academic success.</p>		
<p><b>Alignment to District Goal #2:</b> Every student is successful</p>		
<p><b>Strategy</b></p> <ul style="list-style-type: none"> <li>• Monitor attendance and improve rates amongst students with truancy issues.</li> </ul>	<p><b>Actions</b></p> <ul style="list-style-type: none"> <li>• Weekly print out of attendance report and dividing it amongst student services to have students connect with the correct advisor or service provider in the building. Eg. FSLW.</li> <li>• Increased communication and awareness to parents regarding their child's attendance issue.</li> </ul>	<p><b>Measures/ Evidence of effectiveness</b></p> <ul style="list-style-type: none"> <li>• Referrals, log entries, improved attendance and success rates</li> </ul>
<p><b>Strategy</b></p> <ul style="list-style-type: none"> <li>• Utilize personal and flexible learning methods to increase success rates.</li> </ul>	<p><b>Actions</b></p> <ul style="list-style-type: none"> <li>• Carry out Level A and Level B assessments as required to better support students and provide evidence to support learning differences. Eg. Concrete evidence to support pathway placement and required accommodations.</li> <li>• Based upon individual need advisors will provide academic support in various modalities to best support students educational needs. Eg. Revelations Online, PASS modules, credit recovery.</li> </ul>	<p><b>Measures/ Evidence of effectiveness</b></p> <ul style="list-style-type: none"> <li>• Success in correct pathway based on assessment and consultation with family, log entries</li> <li>• Increased graduation rate</li> <li>• Higher credit counts</li> </ul>

**Review Date 1:** January 2017

**Review Date 2:** June 2017

**Goal #27:** By June 2017, the Physical Education Department will create a consistent environment of respect and appreciation of individual differences.

**Alignment to District Goal #2:** Every student is successful

**Alignment to District Goal #3:** The Edmonton Catholic School District is Inclusive

<u>Strategy</u>	<u>Actions</u>	<u>Measures/ Evidence of effectiveness</u>
<ul style="list-style-type: none"> <li>Design lessons that can accommodate students of varying abilities and social backgrounds.</li> </ul>	<ul style="list-style-type: none"> <li>These could be achieved through:               <ul style="list-style-type: none"> <li>fair play principles</li> <li>rules modification</li> <li>enforcement of etiquette</li> <li>small team building through problem solving</li> <li>emphasizing the importance of participation in all activities</li> <li>respecting the dignity of all, including self</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>This Goal can be assessed with our C Rubric: Cooperation, Leadership, Sportsmanship and Attitude. Formal review dates at end of each semester.</li> </ul>

**Review Date 1:** January 2017

**Review Date 2:** June 2017

**Goal#28:** By June 2017, the Physical Education Department will utilize multimedia resources to enhance lessons.

**Alignment to District Goal #2:** Every student is successful

**Alignment to District Goal #3:** The Edmonton Catholic School District is Inclusive

<u>Strategy</u>	<u>Actions</u>	<u>Measures/ Evidence of effectiveness</u>
<ul style="list-style-type: none"> <li>Each class will incorporate multimedia as part of at least one unit.</li> </ul>	<ul style="list-style-type: none"> <li>Use online resources to promote enthusiasm towards new activities.               <ul style="list-style-type: none"> <li>YouTube</li> <li>Google Classroom/ Forums</li> <li>District Collaboration Sites</li> <li>HPEC</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>This Goal can be assessed by a review at the end of the semester.</li> </ul>

**Review Date 1:** January 2017

**Review Date 2:** June 2017