



EDMONTON CATHOLIC SCHOOLS

School Plan for Continuous Growth

Austin O'Brien High School

2017-2020

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 21st 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 21st century learning. In support of hopeful Christ-centred living, in a society transformed by globalization, technological innovation and human ingenuity, 21st 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 21st century learning opportunities. All facets of the learning system—curriculum, instruction, assessment, professional learning, accountability and resource allocation—are in support of 21st 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 21st 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 **2017-18**

School Context:

Austin O'Brien High School provides programming to 970 students through a variety of programs that include: bilingual language classes in Ukrainian, Polish, and Spanish, French as a Second Language Programming, Spanish Language and Culture, Advanced Placement Programming in the areas of English, Mathematics, Biology and Physics, numerous complementary classes such as Outdoor Education, CTS, Sports Performance as well as core classes in the various disciplines of Religion, Math, Science, Social Studies and English. AOB is also home to the High School Educational Experiences Program I, II and the WIN Congregated program. Our student population is a multicultural grouping that includes a population of 124 ELL and 54 FNMI students.

We have a team of 84 members who are dedicated teachers, support and custodial staff working tirelessly to improve student learning opportunities through various PD sessions including Numeracy, Literacy, Health and Wellness and Inclusive Teaching practices. We continue to dedicate resources in a variety of ways that include literature, human resources and experiential learning to expand our support model for students so that we can address the changing needs of our population. Our student support team includes a counselor, family school liaison worker, psychologist, addictions counsellor, career practitioner and these staff members all support the needs of students beyond the classroom teachers and assistants. Specific learning targets from our departments include a focus on project based learning, community involvement, and collaboration skills to create the best education opportunities for our students.

Mission Statement:

It is the mission of our school to help each and every student realize his or her potential and become a responsible, productive, and balanced individual within the context of our Catholic faith.

Vision:

Austin O'Brien Catholic High School recognizes the following criteria as standards that we strive to reach with our students: Enduring student success, varied curriculum and support to church and community. These standards are the blueprint for our improvement efforts and the benchmarks by which we will evaluate our progress.

Charism:

Our school celebrates our differences, our past, and our future as Catholics in a modern world by permeating Catholicity in all aspects of our school life. We do this specifically in terms of tradition, community, and hospitality, through our academics, arts, and athletics.

Review of 2016-17 Plan for Continuous Growth:

As a school, we reviewed the 2016-17 School Plan from our initial meetings in August 2017 and have set targets for our students that will continue the successes we have experienced, as well as further expand areas recognized for growth. Our departments evaluated their accomplishments based on the data analysis of diploma results, district exams and regression information to develop their specific plan to support greater student success. Further data review from a variety of sources include the TTFM survey, District Satisfaction surveys, student voice/flex feedback and social media polling. As a staff, we examined in detail, as many factors that were possible including student mental health concerns, and parental feedback to ensure we were listening to all stakeholders and adapting and improving our efforts everywhere possible. SAC feedback and sharing continues to be on-going and provides our school decision-making model a representative sample with which we try to incorporate to our next steps.

School wide goals were reviewed by staff and revised or rewritten to meet the changing needs of our diverse school population. Department goals were reworked to address the need to exceed criteria for diploma acceptable and excellence standards as well as student participation rates. We examined high needs areas and strategized specific plans on how to approach low school measured categories from a whole school perspective, breaking down to planning appropriate department supports and then to support classroom concerns. Mental health feedback confirmed our initiative of support for students and allowed us to further support student needs based on the changing demographics of this population.

Review of Previous Year's Goals:

Goal	Achieved/continue/modify	Evidence/data used
Goal #1: 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 <u>Mark Two: Imbued with a Catholic Worldview.</u>	<u>ACHIEVED, CONTINUED and MODIFY GOAL:</u> We achieved this goal, however, it is exceptionally important so 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. We will also add additional prayer to our school day as per this year's growth plan.	• Student, staff and parent feedback

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.	<u>ACHIEVED, CONTINUED and MODIFY GOAL:</u> We developed a deeper sense of Tradition within and advertised this externally. We will continue by planning for events to recognize success and promote student and community participation in school life.	Students were interested in more information about schools and teams and the history of AOB
Goal #3: By June 2017, 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> We defined specific time for staff to work collectively and collaboratively to address the success and growth potential based on past information and practices. We incorporated district staff to assist with data review and to provide staff with training with additional educational practices and studies.	Diploma/regression results were reviewed and showed equal regression results in all subjects. Staff were trained on how to review data and will incorporate this information in the new plans.
Individual Department Goals	Revised and detailed further in the School Growth Plan	The department members focused their efforts to helping students want to achieve higher results.

Edmonton Catholic Schools – District Plan for Continual Growth

District Goal :	Live and enhance the distinctiveness of Catholic education
District Goal One:	ECSD students are successful
District Goal Two:	The achievement gap between First Nations, Métis and Inuit students and all other students is eliminated
District Goal Three:	ECSD is an inclusive school district
District Goal Four:	ECSD has excellent teachers, school and school district leaders
District Goal Five:	ECSD is well governed and managed

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

Accountability Pillar	Excellent – Measure Category • Safe and Caring Schools • Student Learning Opportunities - Program of Studies, Education Quality, Drop Out Rate, High School Completion Rate (3 year) • Preparation for Lifelong Learning, World of Work, Citizenship-Citizenship • Continuous Improvement- School Improvement Improved Significantly • Continued School Improvement History
District Satisfaction Survey	Student Survey • I am satisfied with the variety of complementary courses (options) that are offered. • Overall, I am satisfied with the level of education I am receiving at my school. • I feel safe in my school building and in school grounds during school hours • I am satisfied with the resources available to me to help me make career decisions. • I have opportunities to express my opinion about school issues and I feel positive about my school. Staff Survey • Our school is providing the necessary supports for children with special needs. • The approach to conflict management with adults in our school/site is reflective of our core values. • I am satisfied with the decision-making processes that take place at our school/site. • I receive the resources required to do my job given the limits on school/department and district resources. • Our school/site demonstrates care for the environment. Parent Survey • I am satisfied with the yellow bus transportation service • I am satisfied with the way that student discipline is handled in my child's school. • My child's school has a positive reputation in the community and I feel welcome in my child's school • I am satisfied with the cleanliness of the school. • I am satisfied with my opportunity to access information about activities in the school.

Regression Analysis	AOB has demonstrated that we are able to support the student needs in our school as the regression analysis has indicated all subject areas have achieved a standard of =. While this does indicate that we are teaching to the student abilities and helping them achieve as they are capable, we continue to develop so that our regression moves towards + data. Although the regression analysis showed that all areas performed within expectations (=), the following areas are showing trends of small improvement: Biology 30, Physics 30, Science 30
PAT/Diploma analysis	The Subject standard that AOB has achieved above the provincial average in: • <u>English Language Arts 30-1</u> Standard of Excellence – 12.3 % Acceptable Standard – 93.5 % Overall Average – 66.7 % • <u>English Language Arts 30-2</u> Standard of Excellence – 17.0 % Acceptable Standard – 92.6 % Overall Average – 67.8 % • <u>Social Studies 30-1</u> Standard of Excellence – 17.5 % Acceptable Standard – 95.0 % Overall Average – 68.2 % • <u>Social Studies 30-2</u> Acceptable Standard – 86.3 % • <u>Math 30-1</u> Standard of Excellence – 31.6 % Acceptable Standard – 73.5 % • <u>Math 30-2</u> Acceptable Standard – 76.1% • <u>Biology 30</u> Acceptable Standard – 86.5 % • <u>Physics 30</u> Standard of Excellence – 52.3 % Acceptable Standard – 90.9 % Overall Average – 77.1 %

	• <u>Science 30</u> Acceptable Standard – 92.2 % Overall Average – 70.4 % Improved Areas (3-year average to last year): • <u>English Language Arts 30-1</u> Standard of Excellence – from 10.8 % to 12.3 % Acceptable Standard – from 92.2 % to 93.5 % Overall Average – from 64.4 % to 66.7 % • <u>Social Studies 30-1</u> Standard of Excellence – from 8.4 % to 17.5 % Acceptable Standard – from 83.5 % to 86.3 % Overall Average – 63.1 % to 68.2 % • <u>Social Studies 30-2</u> Standard of Excellence – from 5.5 % to 9.2 % Acceptable Standard – from 88.8 % to 95.0 % • <u>Math 30-1</u> Standard of Excellence – from 21.4 % to 31.6 % Acceptable Standard – from 71.8 % to 73.5 % Overall Average – 61.8 % to 63.9 % • <u>Math 30-2</u> Acceptable Standard – from 73.8 % to 76.1 % • <u>Chemistry 30</u> Standard of Excellence – from 22.3 % to 32.4 % Acceptable Standard – from 73.7 % to 75.0 % Overall Average – from 63.4 % to 66.7 % • <u>Physics 30</u> Acceptable Standard – from 84.0 % to 90.9 % Overall Average – from 69.8 % to 77.1 % • <u>Science 30</u> Acceptable Standard – from 86.0 % to 92.2 % Overall Average – from 67.2 % to 70.4 %
Tell Them From Me	• Students with a Positive Sense of belonging- Students feel accepted and valued by their peers and by others at the school • Students with Positive Self-Esteem- Students like and accept themselves and are proud of their accomplishments.

	• Students consuming less than 5 sweets or fatty foods per day • Bullying, Exclusion and Harassment- Students are subjected to physical, social, or verbal bullying, or are bullied over the internet • Feel Safe Attending this School- Students feel safe at school as well as going to and from school.
5 Marks of Catholic School Identity Assessment	As a school, we will strive a stronger Catholic presence in the school and the classrooms. Our successes this year were evident in student surveys and staff feedback. Our efforts focused on: <i>Mark Two: Imbued with a Catholic Worldview</i> <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. We will also continue to develop a stronger and deeper visible presence in the school at the entrances and within the classrooms.

Areas to target for growth

Data Source	Process	Goals in response to data
Accountability Pillar	<u>Measure Category:</u> Preparation for Lifelong Learning, World of Work, Citizenship <u>Improvement Evaluation:</u> Decline – Transition rate (6yr) • Our rate dropped from 59.4% to 57.9%. We are addressing this.	<u>Decline – Transition rate (6yr) and Overall Measure Evaluation:</u> • Our Student Success Center will provide supports to students so that they can continue to postsecondary.
District Satisfaction Survey	5 Areas of Growth as identified by the school community • In my school, I am given the opportunity to use a variety of technology tools. • My religion classes make the Catholic faith meaningful to me. • In my school, I am given the opportunity to communicate my learning through a variety of media. • Through the use of technology in my school, I am able to experience better learning opportunities. • I am taught that helping others through service is important.	

Regression Analysis	- Chemistry 30, (=) equal, but dropped slightly - Math 30-1 and 30-2 (=), equal but dropped slightly	Each department is completing the PAT/Diploma Analysis booklet, looking at the areas of needed improvement and growth.
PAT/Diploma analysis	Subject standard that AOB achieved below the provincial average in or that declined significantly over last year: <u>Social Studies 30-2</u> Standard of Excellence – 9.2% compared to 12.3% <u>Biology 30</u> Standard of Excellence – 29.2% compared to 32.1% <u>Chemistry 30</u> Standard of Excellence – 32.4 % compared to 38.6 % Acceptable Standard – 75.0% compared to 83.1% <u>Science 30</u> Standard of Excellence – 24.4% compared to 28.0% We declined in the following subjects (3-year average to last year): <u>English Language Arts 30-2</u> Acceptable Standard – from 96.0 % to 92.6 % <u>Math 30-2</u> Standard of Excellence – from 19.4 % to 15.9 %	
Tell Them From Me	Students that are Regularly Truant- Students skip classes or miss days at school without reason, or arrive late for school or classes	Points 1, 2 and 4 will be addressed by our Student Services Team: learning coaches, FSLW, school counselor, school psychologist,

	• Students planning to pursue a post-secondary education • Student Participation in School Sports- Students play sports with an instructor at school, other than a gym class • Students planning to finish high school, and afterwards pursue a trade or apprenticeship program • Students meeting and nearly meeting Canada's Food Guide	educational assistants and career counselor. These points will also be addressed by our department Goals to improve student learning. • Point 3 is addressed by intramural program, activities and special events and school team practices occurring at lunch hour or on the weekend. • Point 5 is addressed by updating the cafeteria menu and removing some of the vending machines in the school
5 Marks of Catholic School Identity Assessment	<u>Mark One: Grounded in a Christian Anthropology</u> 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.	<u>Mark One goals:</u> • All school policies, including the discipline policy, are grounded in our mission statement "...to help each and every student realize his or her potential and become a responsible, productive, and balanced individual within the context of our Catholic faith." • This is used as the foundation and reference point for strategic planning and evaluation of the school staff and students.

	<u>Mark Two: Imbued with a Catholic Worldview</u> Standard Two: An excellent Catholic school has a visible and tangible Catholic vision evident in its physical space, liturgical celebrations, and prayer life.	<u>Mark Two goals:</u> • Students have opportunities to pray every day in school, and at numerous times during the day such as: We begin the school day, with a blessing before lunch and a closing prayer at the end of each day. • Prayer can also be infused in each class based on the plans and direction of the teacher. • Every classroom has a prayer center.
	<u>Mark Three: Animated by a Faith Infused Curriculum</u> Standard Three: An excellent Catholic school has an academic curriculum that integrates a vision of faith within the learner outcomes and teaching strategies.	<u>Mark Three goals:</u> • Gospel values and Church teaching are regularly and consistently incorporated into planning and instruction. • Teachers and staff are provided meeting time to review and permeate our Faith during their department meet times.
	<u>Mark Four: Sustained by Gospel Witness</u> 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.	<u>Mark Four goals:</u> • Teachers and administrators demonstrate their faith through their active involvement in the school's Catholic culture, especially in liturgy, prayer, and justice activities. • AOB will continue to nurture staff as we provide celebrations, PD and meeting time.

		• All departments will lead school celebrations throughout the year so to model, as living witnesses and disciples of Jesus.
	<u>Mark Five: Shaped by a Spirituality of Communion</u> Standard Five: An excellent Catholic school recognizes that that each and every stakeholder is responsible for the common good.	<u>Mark Five goals:</u> • Student feedback has been solicited from every single class at AOB for ideas on how to improve our school community and correct deficiencies. • Staff feedback has also been collected to demonstrate that all adults in our building are responsible for the common good.

School Wide Goals

Goal #1: By June 2018, all staff and students will continue to demonstrate our excellence as a Catholic school through immersion in the Five Marks as a daily activity at AOB		
Alignment to District Goal: Live and enhance the distinctiveness of Catholic education		
1.1 Demonstrate the distinctiveness and advantages of Catholic education. a) Cultivate and support a Catholic ethos/environment within each site.		
Strategy Mark One: Continually discuss and gather feedback on the daily operations of AOB	Actions Gather feedback from parents, staff and students with respect to school policies	Measures/ Evidence of effectiveness Determine how fair actions of the school seem to be and adjust so to meet the dignity of all involved based on the unique situation
Strategy Mark Two: Continue with school wide Morning and Lunch Prayer and integrate a new prayer to be read at the end of the school day to be shared with students and staff over the intercom for all staff and students	Actions - Continue with the importance of morning prayer at the start of the day - Begin lunch with a prayer of grace for our meal before lunch dismissal - At the end of the day, all staff and students will stop to reflect on a closing prayer of faith and guidance - Staff will also be encouraged to offer prayer individually in their classrooms in each block - Staff and students will also be continued to pray during assignments and exams to support their beliefs and faith	Measures/ Evidence of effectiveness - Continued compilation of comments as made by guests that remark on the prayer and faith filled atmosphere of the school - Observation and documentation of student participation in morning and lunchtime prayer
Strategy Mark Three: Encourage staff and students to reflect on their inclusive of Faith within their teaching	Actions During staff planning meetings, allow teachers the opportunity to share practices and results of permeation efforts from their classrooms and subject areas	Measures/ Evidence of effectiveness - Debriefing during Faculty Council and staff meetings - Planned discussion times during staff PD

<u>Strategy</u> Mark Four: Coordinate with chaplain each celebration so that one department can assume all active responsibilities for the event	<u>Actions</u> • Staff departments will model and lead the Celebrations so that students and community members can witness each person's role as stewards in the delivery of our Faith	<u>Measures/ Evidence of effectiveness</u> • Student, Staff satisfaction survey results, regarding the importance of faith in our school site and how we live it as a community
<u>Strategy</u> Mark Five: Students and staff will be surveyed throughout the year for feedback on how to respect our Catholic school environment, and how to make it better	<u>Actions</u> • Staff will be surveyed during staff meetings and during One on Ones to determine their perception of areas of success and growth. • Students will be surveyed during the semesters for their same feedback regarding the school • Parents will be involved through informal meetings and at scheduled times during SAC	<u>Measures/ Evidence of effectiveness</u> • Student, staff and parents feedback will be utilized in change the areas of concern through evolution of practice or purchase of supportive and necessary materials

Review Date 1: January 2018

Review Date 2: June 2018

<u>Goal #2:</u> By June 2018, all staff and students will continue to deepen our understanding of Tradition, Hospitality, Humanness and Community for all who enter our school and within our school community. We will welcome guests to AOB and share our history and traditions		
<u>Alignment to District Goal:</u> Live and enhance the distinctiveness of Catholic education 1.1 Demonstrate the distinctiveness and advantages of Catholic education c) Ensure that permeation of faith remains central in all our day to day practices		
<u>Strategy</u> Tradition and Humanness: Visually post current and past school	<u>Actions</u> • Prominently display historical evidence of student success in the school through trophies, awards and team successes	<u>Measures/ Evidence of effectiveness</u> • Increase student participation numbers on school wide events as

information indicating successes for all school-based activities	• Speak to students of the vibrant history in the school and encourage participation in any or all events • Recognize all success of students and staff in the school	recorded by lead teachers • Track student and staff successes in all areas (honors to sports etc.)
<u>Strategy</u> Hospitallity and Humanness: Plan for events in school (celebrations, breakfast meetings with neighbors) and share what we do as a school with those guests	<u>Actions</u> • Organize celebrations and invite neighbours to these events • Deliver invitations for Thursday morning breakfast with neighbours • Deliver Christmas wishes and Valentine messages to the community members	<u>Measures/ Evidence of effectiveness</u> • Student satisfaction survey and Tell Them From Me survey results as they pertain to learning environment and school atmosphere
<u>Strategy</u> Coordinate events and sales that promote Austin O'Brien Spirit through clothing and activities	<u>Actions</u> • Sales events that recognize and promote AOB Spirit in clothing for students, graduates and families • Organize school wide activities that allow students to fully participate in events as a school community such as barbeques, cultural activities or sporting events	<u>Measures/ Evidence of effectiveness</u> • Direct observation of students and staff wearing AOB branded gear

Review Date 1: January 2018

Review Date 2: June 2018

Goal #3: By June 2018, all staff will be more engaged individually and collaboratively through the implementation of 21st Century learning competencies to improve student success. Tools used in classes are listed below.

Alignment to District Goal #1: ECSD students are successful

1.1 Identify and implement best practices that align with excellent early learning pedagogy and learning environments to realize transformed education as described in the May 6, 2013, Ministerial Order on Student Learning.

1.2 Ensure the education experiences meet the diverse needs of our learners and are available to all students.

<u>Strategy</u> Focus on enhanced methods of professional practice to better meet student needs	<u>Actions</u> • Incorporate professional development practices that include Google Classroom, Google Sites Pilot School, Office 365 Teams, Nearpod Student Engagement Tool, and Digital Citizenship Training “Preserving Human Dignity” SRO/ FSLW presentations • Define specific time for staff to work collectively and collaboratively to address the success and growth potential based on past information and practices	<u>Measures/ Evidence of effectiveness</u> • Diploma and overall gradebook results as well as regression analysis feedback • Student feedback regarding the varied practices used in classes
<u>Strategy</u> Continue with the High School Redesign model	<u>Actions</u> • Continue in High School Redesign and improve the areas of Professional development for staff and Flexible learning environments	<u>Measures/ Evidence of effectiveness</u> • Stakeholder feedback, via survey on how it contributed to overall quality of education in and off site
<u>Strategy</u> Provide time for staff collaboration in teaching practices	<u>Actions</u> • Early Thursday dismissal: preplanned meetings to ensure staff collaboration time at a minimum of once per month	<u>Measures/ Evidence of effectiveness</u> • Staff feedback, both written and verbal
<u>Strategy</u> Develop and promote leadership capacity and skill among staff	<u>Actions</u> • Provide opportunities for quality time for students and teachers to work collaboratively • Provide opportunities for teachers to attend professional development activities and share relevant information that can be implemented into teaching practices	<u>Measures/ Evidence of effectiveness</u> • Feedback, both written and verbal, on the success of our efforts in working with communities of practice

Review Date 1: January 2018

Review Date 2: June 2018

Goal #4: By June 2018, all Grade 12 Indigenous students will have achieved their designated credential (Diploma/Certificate of Achievement or Completion). Alignment to District Goal #2: The achievement gap between Indigenous students and all other students is eliminated 2.1 Increase academic success by promoting successful practices to support First Nations, Métis and Inuit students a) Continue programs and enhanced academic supports for all students that lead to increased high school completion rates, successful transitioning, career development and encourage life-long learning d) Continue to support opportunities to increase First Nations, Métis and Inuit professionals in education		
<u>Strategy</u> Assign time to specifically monitor and track self-identified Indigenous students	<u>Actions</u> • Set up a schedule to meet individually with all Indigenous students to go over course selection, success in courses, and Detailed Academic Report (focus on grade 12 students first) • Where changes are necessary, they will be made in conjunction with administration and parent input	<u>Measures/ Evidence of effectiveness</u> • A spreadsheet will be created to reflect meetings and deficiencies • Log entries will be evidence of one-on-one meetings
<u>Strategy</u> Provide relevant enrichment and credit recovery opportunities for students who are at-risk of not completing	<u>Actions</u> • Compile a list of deficiencies to determine need • Find creative ways for students to access outstanding credits • Choose courses that will benefit the student for their post-secondary plan • Involve the student in the decision-making process	<u>Measures/ Evidence of effectiveness</u> • Students will be registered in the necessary courses to address deficiencies • There will be a documented validation for the course selection. • Student will have passed the courses they require for their credential
<u>Strategy</u> Engage with families to make a holistic plan for success and completion	<u>Actions</u> • Invite parents in to discuss the plan for completion for at-risk students • Help create a plan for the family to support from home. • Involve student and parents in	<u>Measures/ Evidence of effectiveness</u> • Log Entries will reflect contact with parents • Families will walk away with their

	problem-solving and decision-making	voice having been heard and plan to support their child
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Review Date 1: January 2018

Review Date 2: June 2018

Goal #5: By June 2018, Grade 12 students will have created a detailed plan for their successful transition after high school and our rates of post-secondary admission will have increased by 5-10%		
Alignment to District Goal #1: ECSD students are successful. 1.2 Ensure the education experiences meet the diverse needs of our learners and are available to all students 1.3 Continue to further develop career pathways for students		
Strategy Post-secondary and career presentations will be offered periodically throughout the school year. Field trips to post-secondary institutions will be promoted throughout the student body with an emphasis on Grade 12 students	Actions • Our Graduation Coach will set up guest speakers from a range of post-secondary institutions to pique the interest of a wide range of students and answer questions • We will work closely with our RAP coordinator to ensure students understand opportunities in the trades • Field trips will be organized and arranged to meet the needs of many different students and to expose them to ideas they may not have considered prior	Measures/ Evidence of effectiveness • Student reflections of guest speakers • Observation of increased traffic in Student Services with questions directly related to presentations • Field Trip Forms • Increased applications to post-secondary as documented by Faculty statistics
Strategy All students must complete a Green Book to encourage ownership of the plan	Actions • All students will be offered a presentation and information session on the Green Book and how to complete • There is an “open door” policy in Student Services where students can access help or advice almost any time • When students hand in their Green Book, they must discuss their plan with a staff member	Measures/ Evidence of effectiveness • Green Book completion and grade • Subjective observation during one-on-ones of student engaging in the transition process • Increased traffic in Student Services

	• Career & post-secondary appointments are readily available with our Graduation Coach and our Career Practitioner	with questions and comments regarding post-secondary plans
<u>Strategy</u> The “looking ahead” process will be taught and encouraged starting with grade 9 transitions all the way through to grade 12 and beyond	<u>Actions</u> • Transitioning events will occur for our grade 9 feeder schools to prepare students for high school expectations and how to set yourself up for success • Information sessions will be offered to students of all grades through CALM classes and Student Services presentations • More targeted information will be overtly provided to grade 11 and 12 students to ensure they get the ball rolling on pre-requisites and applications	<u>Measures/ Evidence of effectiveness</u> • Completion of grade 9 transition events • Direct observation of assemblies and sessions throughout all grades • Log entries related to guidance and goal-setting

Review Date 1: January 2018

Review Date 2: June 2018

<u>Goal #6:</u> By June 2018, we will have built capacity within our student body to self-advocate and problem-solve regarding their own personal mental wellness		
<u>Alignment to District Goal #3:</u> ECSD is an inclusive school district 3.2 Implement strategies to ensure that schools focus on the creation of inclusive, safe, healthy and caring environments for all students and staff 3.1 Continue to provide and develop services and model initiatives that promote student health, using the Mental Health Strategic Plan		
<u>Strategy</u> Utilize the diverse skill set of the staff within Student Services while avoiding redundancy and duplication of services	<u>Actions</u> • Use the pre-established referral flow chart to ensure that student mental health needs are being met by the appropriate resource • Provide professional development to staff regarding the District’s Mental Health Strategic Plan and staff roles within this model • Clarify roles and expectations within Student Services Team • Check the Student Services spreadsheet before seeing a student extensively to ensure	<u>Measures/ Evidence of effectiveness</u> • Referral forms are being completed by teachers and other referring staff (paper trail) • Students are not repeating their story to multiple people • Staff can verbalize what it means to be a “go-to educator”

	student is with the pre-referred staff member	• Staff know who the Mental Health Champion is at our site • Students understand the services that are provided and know who they can/should speak with when necessary • Student Services spreadsheet is up-to-date
<u>Strategy</u> Use a coaching model and encourage students to use coping skills and strategies to manage their wellness independently	<u>Actions</u> • Develop a resource for Student Services staff to use with easy-to-use strategies to address common issues such as: test anxiety, stress, social struggles, technology, and substance use • Share these strategies with students and encourage them to use on their own time • Use an appointment system to establish healthy boundaries regarding routine mental health sessions • Share resources from outside agencies so students can independently access support outside of school	<u>Measures/ Evidence of effectiveness</u> • There will be a high-quality resource created by January 2018 • Direct observation of students “doing their homework” and using strategies learned through their sessions with Student Services staff • Staff are asking students to book appointments and they are being honored • Student reports of feeling safe and supported • Readily available resource cards
<u>Strategy</u> Establish relationships and connections	<u>Actions</u> • Compile a list of outside agencies to whom we regularly refer • Contact these agencies to confirm services and referral process	<u>Measures/ Evidence of effectiveness</u> • Agency list and/or card readily available

with community resources to empower students outside of school	• Share resources with students and families	• Staff have a solid understanding of where to find resources and what they offer • Families report their involvement in their child mental wellness • Log entries reflecting parent contact
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Review Date 1: January 2018

Review Date 2: June 2018

Goal #7: By June 2018, there will an increased culture of student independence and self-efficacy with an emphasis on empathy.		
Alignment to District Goal #3: ECSD is an inclusive school district 3.2 Implement strategies to ensure that schools focus on the creation of inclusive, safe, healthy and caring environments for all students and staff		
Strategy Students will be at the center of the problem-solving process in relation to both their academic and personal decision-making	Actions • Students will be part of conversations pertaining to their educational decision-making • The student voice will be sought and used in making all decisions • Students will own any consequence (positive or negative) that comes from this shared/student centered problem-solving approach	Measures/ Evidence of effectiveness • Students will understand their individual circumstance and be able to articulate the agreed-upon plan • Log entries will reflect who is present in meetings and the outcome
Strategy Students will be taught, and expected to use, effective communication skills and empathy in their day-to-day	Actions • During counselling or one-on-one sessions, staff will openly discuss and practice appropriate communication with students • Student Services staff will overtly teach what it means to be empathetic and why it is important	Measures/ Evidence of effectiveness • Observable behavior changes in students and how they approach others • People will be talking about empathy and

interactions with others	- Lessons on independence, communication, and empathy will be embedded into daily interactions, one-on-one counselling sessions, Games Squad, LIFE, Girl's Empowerment, and other Student Services driven initiatives - Empathy will be promoted throughout the school in a campaign style	practicing it – butterfly effect - Visual posters around the school - Student will be using manners and healthy communication skills in their everyday
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Review Date 1: January 2018

Review Date 2: June 2018

Goal #8: By June 2018, the Austin O'Brien Social Studies department will work to improve diploma results and increase the number 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.

Alignment to District Goal #1: ECSD students are successful

Sub Goal

1.2 Ensure the education experiences meet the diverse needs of our learners and are available to all students

Strategy	Actions	Measures/ Evidence of effectiveness
Making sure all teachers are able to identify students who need extra attention regarding attention in class or ability level and work to improve that student's effort and results	- Make a solid effort to establish personal relationships with students so that students feel connected and engaged - Use remind or Google Classroom to text students when they are missing assignments or classes to maintain that relationship - Work with administration and Grad Coach to come up with a plan for students who have chronic attendance issues	- Monitor attendance and grades including diploma marks and how they correlate with attendance - Review diploma results - Make efforts to get students to complete assignments

Review Date 1: January 2018

Review Date 2: June 2018

Goal #9: By June 2018, the Austin O'Brien Social Studies department will work to improve relationships, knowledge, and overall understandings of FNMI curriculum and with FNMI students.

<u>Alignment to District Goal #1:</u> ECSD students are successful		
<u>Sub Goal</u> 3.1 Implement strategies to ensure that schools focus on the creation of inclusive, safe, healthy and caring environments for all students and staff		
<u>Strategy</u> Work to improve teacher knowledge and student understanding of FNMI issues within the school for all students	<u>Actions</u> • Bring in FNMI leaders • Improve our blanket ceremony lessons • Discuss Truth and Reconciliation • Reform attitudes among students	<u>Measures/ Evidence of effectiveness</u> • Look for improved understanding, attitudes, and perceptions on what have been touchy subjects filled with misinformation and prejudice

Review Date 1: January 2018

Review Date 2: June 2018

<u>Goal #10:</u> By June 2018, 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		
<u>Alignment to District Goal #2:</u> ECSD has excellent teachers, schools, and district leaders		
<u>Sub Goal</u> 4.4 Promote excellent teaching practices consistent with the Teaching Quality Standard, which guides student achievement 4.5 Develop and oversee the application of standards that promote excellence for school and school authority leaders		
<u>Strategy</u> Set aside time for teachers to collaborate and possibly even observe other teachers to expand the strategies used in the classroom	<u>Actions</u> • We will work on supporting student needs in source analysis and multiple-choice exam taking skills to improve results at all levels • Rework all exams to ensure vocabulary is appropriate per level and that all questions we have identified as struggles for students are reworked or replaced • Differentiate learning for students with various levels of accommodations	<u>Measures/ Evidence of effectiveness</u> • Review strategies used for essay writing and monitor part A essay diploma results for improvement

Review Date 1: January 2018

Review Date 2: June 2018

Goal #11: By June 2018, the Austin O'Brien Science Department will develop a strong Biology AP Program with an increased enrollment		
Alignment to District Goal #1: ECSD students are successful. 1.1 (a) Cultivate and support a catholic ethos / environment within each site. (f) Provide opportunities for relevant and authentic student engagement		
Strategy We will promote the Biology AP Program to parents and students at our Open House	Actions • We will obtain an approved course syllabus for Biology AP from the College Board • All Science 10 teachers will identify students that would benefit from a Biology 20 and 30 AP Program. A letter will be sent home to their parents describing the benefits of the AP program • We will attend AP professional development sessions both within and outside of our district. • Our Biology AP teachers will collaborate with experienced Biology AP teachers from our district • We will offer additional classes and resources (AP approved textbook) to help our AP students prepare for their College Board Exam	Measures/ Evidence of effectiveness • We will see an increase in enrollment and retention in our Biology AP programs • Students will perform better on the AP exam at the end of the year

Review Date 1: January 2018

Review Date 2: June 2018

Goal #12: By June 2018, the Austin O'Brien Religion Department will incorporate and increase awareness of Indigenous Spirituality, culture and practices into the current Religion courses		
Alignment to District Goal: 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		
Strategy • Encourage staff and students to understand the	Actions • Invite Indigenous Elders/leaders who are trained in the smudge ceremonies to perform a smudge ceremony with staff	Measures/ Evidence of effectiveness • Discussion in class following the smudge ceremony about what they

importance of the Truth and Reconciliation Commission	• Invite Indigenous Elders/leaders who are trained in the smudge ceremonies to explain and demonstrate a smudge ceremony to students in Religion classes • Invite speakers to share the Indigenous culture, rituals and medicine wheel that align with our Religion programs • Prominently display the Treaty Six flag in the school and at school celebrations/events. • Speak to students about the significance of Treaty Six	witnessed and what the learned about its significance • Personal journal entry or reflection on how students feel or what they have learned about the Indigenous Truth and Reconciliation Commission • Assignment about the medicine wheel to develop student understanding of the importance of it to the Indigenous culture • Acknowledgement and respect of the Treaty Six flag
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Review Date 1: January 2018

Review Date 2: June 2018

Goal #13: By June 2018, the Austin O'Brien Religion Department will continue to participate in social justice project		
Alignment to District Goal: 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		
Strategy • Increase awareness in our student body of those who are in need in our school community • Increase awareness of the entire community	Actions • Leadership team will highlight our foster children on a bulletin board in the hallway so AOB students can connect to them and see who they are supporting • Students at Austin O'Brien will collect food, clothing and monies to support families that are in need in the school community and	Measures/ Evidence of effectiveness • Student service hours will indicate where service has taken place • Student survey indicating how they are involved in providing service to their

being a part of the Austin O'Brien School community	communities/organizations at large • Students will make and distribute invitations to our Austin O'Brien community to invite them to our school celebrations • An invitation to our community to join us on Thursday morning for breakfast in our cafeteria where food items will be at reduced prices • Students will make and distribute cards of thanks, appreciation, good wishes to the community and to Senior's homes in our community • Students will research organizations in our Edmonton community that need service so that student service hours become more meaningful to them • Invite a guest speaker from Catholic Social Services to speak to the students about how and where they can help those in need	school and community • The community taking part in our school celebrations • The community taking part in our Thursday morning breakfast
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Review Date 1: January 2018

Review Date 2: June 2018

<u>Goal #14:</u> By June 2018, the Austin O'Brien International Languages Department will be more proficient in using school-based technology to enhance student learning		
<u>Alignment to District Goal #4:</u> ECSD has excellent teachers, school and school district leaders		
<u>Strategy</u>	<u>Actions</u>	<u>Measures/ Evidence of effectiveness</u>
• Increase awareness or using technology to enhance language learning	• In-service on International language teachers so that they can use Google Classroom in their language classes • Encourage teachers to attend ISLA conference in Edmonton to	• Teacher survey at department meetings • Examples of activities and

	take part and exchange teaching practices • Encourage teachers to attend conferences by using CIF and District PD	assignments developed using Google Classroom • Use department time to demonstrate the use of Google classroom to others in the department • Share what was learned at conferences
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Review Date 1: January 2018

Review Date 2: June 2018

Goal #15: By June 2018, the Physical Education department will diversify their activities to increase student exposure to a healthy lifestyle.		
Alignment to District Goal #2: The achievement gap between First Nations, Metis and Inuit Students and all other students is eliminated		
Sub Goal 2.1 b. Ensure all students, teachers and system leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties and the history and legacy of residential schools 2.2 Provide and promote cultural diversity		
Strategy • Our primary objective is to promote the cultural diversity of Austin O'Brien through games; focusing on the Indigenous Games	Actions • Use online resources to promote enthusiasm towards the Indigenous Games • Create Lesson Plans demonstrating the games and providing students with opportunity to be successful in the differing competitions such as Tug of Strength and Bow and Arrow. We will also include Inuit Games activities such as High Kick and Kneel Jump	Measures/ Evidence of effectiveness • This goal can be assessed with our C Rubric: Cooperation, Sportsmanship and Attitude

Review Date 1: January 2018

Review Date 2: June 2018

Goal #16: By June 2018, the Physical Education department will diversify their activities to increase student exposure to a healthy lifestyle.		
Alignment to District Goal #1: ECSD students are successful		
Sub Goal 1.2: Ensure the education experiences meet the diverse needs of our learners and are available to all students 1.3: Continue to develop career pathways for students		
Strategy In following the Physical Education Curriculum our staff will provide, instruct and organize a wide variety of activities to allow greater development towards a healthy lifestyle	Actions - Utilize the stage area and create a fitness unit, using a Circuit system - Incorporate iPads to develop Physical Literacy with the use of Fitness Apps, the internet and video into our classes	Measures/ Evidence of effectiveness This goal can be assessed with our C Rubric: Cooperation, Sportsmanship and Attitude

Review Date 1: January 2018

Review Date 2: June 2018

Goal #17: By June 2018, the Austin O'Brien International Department will celebrate the many different cultures that make up the fabric of our school.		
Alignment to District Goal #1: ECSD students are successful		
Strategy Increase awareness of the many different cultural background that make up our school community	Actions - Students in the International Languages classes will introduce their culture in various ways ie. prepare a bulletin board describing their culture, introduce a dance/music, prepare food typical of their culture - Take part in preparing and taking part in preparation of "Many Cultures, One Spirit" Multicultural Day	Measures/ Evidence of effectiveness - Attendance at the Multicultural Day on Nov. 17, 2017 - Ticket sales at the Multicultural Day - Students dressed in cultural costumes

	• Students to wear dance costumes or sports team jerseys, hats that promotes their cultural background • Invite the newcomers program to share in the Multicultural Day • Invite other students in the school to showcase their cultural background as well by setting up a booth at the Multicultural Day	
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Review Date 1: January 2018

Review Date 2: June 2018

Goal #18: By June 2018, the Austin O'Brien Fine Arts/CTS department will have broadened learning opportunities to include a variety of approaches for all students, especially indigenous and recent immigrant students.		
Alignment to District Goal #1: ECSD students are successful		
Alignment to District Goal #2: The achievement gap between First Nations, Metis and Inuit students and all other students is eliminated		
Strategy • Maintain healthy relationships with our students. Engage in professional development, stay current with the knowledge of our student body and resources that can support their individual backgrounds	Actions • Select material with diverse cultural backgrounds and histories • Select a diversity of presenters • Drama and Art will use instructional approaches aligned with some traditional Indigenous practices. For example, learning through storytelling/creating while focused on forms of energy • Art will provide for the diversity of student needs and lead to discovery and sharing of talents • Welcome our New Comer program students as well as our Educational Experiences students into some learning opportunities such as screen printing, foods prep, and drama activities	Measures/ Evidence of effectiveness • As a department, we will generate a list of ways each teacher offered diverse learning approaches

	• Support multi-cultural day at AOB • Adapt approaches for ELL students	
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Review Date 1: January 2018

Review Date 2: June 2018

<u>Goal #19:</u> By June 2018, 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.		
<u>Alignment to District Goal # 1:</u> ECSD students are successful		
<u>Alignment to District Goal # 4:</u> ECSD has excellent teachers, school and school district leaders		
<u>Strategy</u> • Engage in building relationships in the local community and neighborhood and offer time to encourage and support student leadership, collaboration, stewardship and relationship building	<u>Actions</u> • Music will provide workshops at feeder schools and support those students sharing their gifts at celebrations, year-play, grad, Open House, and Rock Bands • CTS will provide growth in 21st century learning by offering the gift of time as the GEEKS prepare and plan for the many celebrations and activities throughout the year • CTS and Foods will also support interested students in competitions such as Skills Canada and Wicked Welding. • Drama will continue to provide opportunities for students to engage and share in theatre productions within and outside of our school • Neighbors in the community will be invited to attend some of our theatrical/dance productions and Drama/Dance students will travel to Primrose daycare, Ottewell senior center and St. Brendan's elementary school to provide programming	<u>Measures/ Evidence of effectiveness</u> • 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

	• Music, Drama and Fashion will provide international travel opportunities to their students where they will engage with experts during unique industry opportunities • Art will support interested students in a variety of art shows and competitions • Foods will offer opportunities for sharing time and talent by baking and cooking for neighbors invited to school celebrations. They will also provide food donations to the Youth Emergency Shelter, Kairos House (residential home for adults living with HIV/AIDS), Saint Joseph's (a home for terminally ill homeless adults), and Valeda House (a temp shelter for homeless pregnant women or women with young children). • Extra food will be shared with our in school social services program • Outdoor Education will provide community service for our neighbors by shoveling sidewalks this winter and offering overnight camping trips	
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Review Date 1: January 2018

Review Date 2: June 2018

Goal #20: By June 2018, 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 #1: ECSD students are successful		
Strategy Build relationships, collaborate and network with	Actions • All Fine Arts/CTS teachers will participate in area specific professional learning communities within ECSD	Measures/ Evidence of effectiveness • As a department, each teacher will

other teaching professionals within ECSD and other districts, as well as industry leaders	- Teachers will make time to attend a conference or workshop outside of required district PD - Teachers will partner with and update contacts and information with secondary institutions relevant to their student's interests - Teachers will meet and work with industry professionals in their respective areas	complete a reflection on new contacts, relationships and additional professional learning opportunities experienced this year
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Review Date 1: January 2018

Review Date 2: June 2018

Goal #21: By June 2018, the Austin O'Brien Education Employability Department through the coordination of our Multi-Disciplinary Team (MDT), creative and individualized program planning, and the practice of clear communication with home/family, will meet the diverse, specific needs of our students.

Alignment to District Goal #3: ECSD is an inclusive school district

Strategy	Actions	Measures/ Evidence of effectiveness
Improve coordination of our Multi-Disciplinary Team (MDT), creative and individualized program planning, and the practice of clear communication with home/family	- weekly teacher/team reviews and student updates - department meetings, consultations with TA, group homes, Social Services and adult agencies - Staff Professional Development	Differentiated and individualized program implementation

Review Date 1: January 2018

Review Date 2: June 2018

Goal #22: By June 2018, 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. We will continue to focus on increased enrollment in the Advanced Placement Stream.

<u>Alignment to District Goal #1:</u> ECSD students are successful		
<u>Strategy</u> • Making sure all teachers have access to data including diploma results and regression analysis	<u>Actions</u> • Review both January and June diploma results and target areas that show deficiencies and/or lack of expected achievement at the excellence level • Review Regression Analysis to identify possible issues and trends over 3 and 5 years • Compile averages of standard of excellence to blend January and June results to see a more accurate comparison to district and province • Review correlation of attendance with lower school-awarded marks vs. expected and actual achievement on diploma	<u>Measures/ Evidence of effectiveness</u> • Better identification of students who would benefit from enrichment through our Advanced Placement stream and encourage enrollment in that stream
<u>Strategy</u> • Collaborate with Administration and Student Services to better identify and support students to achieve at or above their potential	<u>Actions</u> • Ensure continued emphasis on programming availability for Advanced Placement including eliminating direct conflicts with other AP courses • Work with Student Services to identify and provide supports for anxiety related issues that affect overall achievement in exam situations • Work with the WIN Department Heads and Learning Coach to identify students who should be in K & E route prior to repeated failure in a dash-2 route and encourage appropriate placement • Continue to compile and provide pre-requisite lists with recommendations for proper placement into dash-1 and dash-2 streams • Encourage regular communication with grade coordinators regarding truancy	<u>Measures/ Evidence of effectiveness</u> • All students to be achieving at or above their potential as identified through regression analysis

	issues and help develop a school-wide approach to improving our attendance	
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Review Date 1: January 2018

Review Date 2: June 2018

Goal #23: By June 2018, all members of the English Department will provide opportunities for students to refine their reading comprehension strategies and skills. Our aim is to provide consistency with expectations at all levels and to have students feel more confident with overall literacy.		
Alignment to District Goal #1: ECSD students are successful		
<u>Strategy</u> • Making sure all teachers have access to resources and PD	<u>Actions</u> • Make electronic classroom resources accessible to teachers through the department folder • Attend PD available specific to item writing (district PD) and overall literacy (international literacy conference)	<u>Measures/ Evidence of effectiveness</u> • Student success in this area is measured by the number of students encouraged to be lifelong readers and critical thinkers
<u>Strategy</u> • Making sure all teachers have time to collaborate with other teachers	<u>Actions</u> • Continue exam revision for 10 and 20 level multiple choice Part B: reading comprehension exams • Collaborate and share successful practices and strategies for increasing reading comprehension for academic and non-academic streams (literacy strategies, literature circles, annotation, online reading programs etc.) • Grade level teachers will have time to plan and align programs and assessment for consistency • Collect reading comprehension exemplars for modeling annotation for the 10 and 20 level	<u>Measures/ Evidence of effectiveness</u> • Student success in this area is measured by the number of students encouraged to be lifelong readers and critical thinkers

	Pilot Reading Plus online reading program designed for individual improvement of the necessary strategies and skills for use with all grade levels (district pilot)	
<u>Strategy</u> Making sure all students have multiple opportunities to refine their skills with a variety of lead up comprehension strategies or activities in both streams	<u>Actions</u> - Make electronic classroom resources accessible to students through the google classroom - Students will have the opportunity to engage in formative assessment that identifies strengths and weaknesses and strategies to focus on at the 10-1 and 10-2 using the CARS, STARS program - Students will have access to the Reading Plus program in semester 2 as part of the district pilot project to individualize reading strategies and improve comprehension - Students will have access to other online reading comprehension exam banks such as Read Theory or Alberta Exam Bank	<u>Measures/ Evidence of effectiveness</u> Student success in this area is measured by the number of students encouraged to be lifelong readers and critical thinkers

Review Date 1: January 2018

Review Date 2: June 2018

<u>Goal #24:</u> By June 2018, the English Department will provide new 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.		
<u>Alignment to District Goal #1:</u> ECSD students are successful		
<u>Strategy</u> Making sure all teachers	<u>Actions</u> Make electronic classroom resources (texts, excerpts, format notes, sample diploma	<u>Measures/ Evidence of effectiveness</u>

have access to resources	exemplars) accessible to teachers through the department folder Attend all PD available on Personal Response, Visual Reflection and Persuasive Writing in Context and refine the use of them in class	- Refined approaches to teaching Personal Response and to increased consistency across the department. - update to common assessments for non-academic stream
<u>Strategy</u> Making sure all teachers have time to collaborate with other teachers	<u>Actions</u> - Continue standard setting PD in conjunction with the school-wide practice diploma and invite 10 and 20 level teachers to join the session if they wish - Collaborate and share successful practices with written response format techniques for academic and non-academic streams - Grade level teachers will have time to plan and align programs and assessment for consistency - Collect exemplars for English 10-1 and 20-1 Personal Response for common topics - Revise and collect common prompts for all minor written assignments -1 and -2	<u>Measures/ Evidence of effectiveness</u> - Refined approaches to teaching Personal Response and to increased consistency across the department. - Update to common assessments for non-academic stream
<u>Strategy</u> Making sure all students have multiple opportunities to refine their skills with a variety of prose forms for the minor assignments	<u>Actions</u> - Make electronic classroom resources (texts, excerpts, format notes, sample diploma exemplars) accessible to students through the virtual classroom - Students will practice at least two personal responses at the 10-1 and 20-1 levels. Students will practice at least three	<u>Measures/ Evidence of effectiveness</u> Refined approaches to teaching Personal Response and to increased consistency across the department

in both streams	personal responses at the 30-1 levels - 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	Update to common assessments for non-academic stream
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Review Date 1: January 2018

Review Date 2: June 2018

Goal #26: By June 2018, the Austin O'Brien Math department will continue to 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 #1: ECSD students are successful		
Strategy Math department will use strategies to intentionally gather evidence of learning using Products, Observation, and Conversation	Actions - Increase opportunities for students to self-assess (both formative stage and summative stage) - Increase student opportunities to access extra help through awareness of staff availability, peer support, or support from agencies outside of AOB - Increase student involvement in the creation of assessment instruments (Christmas Break creation of mock diploma exam) - Use CCAT results to identify students that are not performing at expected achievement level and implement our standard procedures for struggling students - Continue to educate students and parents about post-secondary acceptance of Math 30-2. - Simplify the streaming of students into appropriate	Measures/ Evidence of effectiveness There will be an increase of awarded marks and diploma exam marks as identified by the regression analysis

	Mathematics programs (including mid-semester course changes where appropriate)	
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Review Date 1: January 2018

Review Date 2: June 2018

Goal #27: By June 2018, the Austin O'Brien Math department will continue to implement strategies to increase students' proficiency with basic skills.		
Alignment to District Goal #1: ECSD students are successful		
Strategy	Actions	Measures/ Evidence of effectiveness
Increase the number of checkpoints to ensure students are not struggling to the point of disengagement with course content	- Revise assessments to emphasize basic skills, including calculator active and calculator inactive components - Implementing grade 12 exams this year - Schedule regular class time for students to practice pre-requisite basic skills. December will be mental math month - Provide baseline testing to grade 10 students and compare end of semester results - Math 10 C will continue to be a shared focal point - Design a prerequisite skills unit for the Math 10 C course	The number of students dropping a Math course will decrease

Review Date 1: January 2018

Review Date 2: June 2018

Goal #28: By June 2018, the Austin O'Brien Math department will implement strategies to increase the number of students writing Advanced Placement Mathematics Exams		
Alignment to District Goal #1: ECSD students are successful		
Strategy	Actions	Measures/ Evidence of effectiveness
Promote Advanced Placement courses to all Austin O'Brien students, not just high	- All full time Math department teachers will teach at least one Advanced Placement course - Promote Advanced Placement courses to all Austin O'Brien students, not just high achieving students	Increase in enrollment in the Mathematics AP Program Examinations

achieving students.	• Increase student opportunities to engage in Math contests, including a district-wide team Math challenge • Increase student opportunities to engage in extra-curricular Math related activities, such as a weekly chess ladder • Improve staff, student, and parental awareness of Advanced Placement benefits	
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Review Date 1: January 2018

Review Date 2: June 2018