

SCHOOL COMMUNITY FAITH GOAL: Sharing the Good News with Joyful Hearts

Madonna School Outcome: To continue to nurture our faith and our understanding of what the church is calling us to do.

Question Guiding Team Inquiry:

As we continue to build relationships and community with students, families and the parish, what is it that we need to begin or continue to do to evangelize and awaken our students and families to lifelong and self-directed deepening of their Catholic faith?

➤ Specific Goal Statement:

- To continue to build towards a fully alive, fully engaged faith community.
 - Strategies and Actions:
 - Implementation of Guidelines for preparing Children for the Sacraments, using the Sacrament Education Initiative,
 - At staff meeting and Professional development days, dedicate time to study Pope Francis' encyclical, Joy of the Gospel; Evangelii Gaudium, to foster faith formation and faith dialogue among staff members, and
 - As time permits, discuss and implement the Elements of Effective Catholic Schools as shared and presented in summary statement of Cath Symposium Final Document,
- ***Focus on the Mass*** will be evidenced by:
 - Masses: the school community with parents and parishioners will continue to celebrate together at 2 Sunday masses throughout the school year; Catholic Education Sunday and one other Sunday mass,
 - Continue to enhance our school and parish community liturgies by involving the school hymn club and choir and the participation of students in ministries during masses,
 - Continue to invite parish staff, K of Co, or CWL members to celebrate and participate with our school family at liturgies, Christmas Concert and assemblies (including welcome back and Shrove Tuesday during the year),
 - Continue the year-end mass to bring closure to the school year.
 - Continue to take individual classrooms to the parish for morning mass with the OLPH community
- ***Focus on the Liturgical calendar and celebrations:***
 - Begin to create a Catholic Faith Action Plan, and Faith Team to further promote the Catholicity within the school
 - Weekly school assemblies will continue to focus on the reading of the Gospel and community prayer and team building. Sharing the Good News with Joyful Hearts.
 - Daily Announcements will include readings of the day and/or prayers associated with the Liturgical year, i.e., Advent prayers prepared and announced by the Grade 3 students.. and grade 1 the Lent season

- o All classrooms will have devoted religious tables and corners and visuals that reflect the liturgical calendar and our Catholicity.
- o The school bulletin board located near the school office will promote themes of the liturgical calendar and/or Feast Days
- o Continue using the chapel for class celebrations, stations of the cross ... advent and explore how to further use it
- **Focus on parish --school--- community involvement:**
 - o Staff will continue to invite family members as wells as members of the Parish staff, CLW members or K of C members to visit their classrooms and talk about their role in the parish,
 - o Brother Joe will assist in classrooms with students, providing support and service to both teachers and students,
 - o The school sacrament board will be updated during the year to recognize students in the school who have received sacraments.
 - o During family events, parent teacher interviews, and concerts Parish Information and our School Faith tri-fold board will be displayed and display current parent information
 - o Family events will be held to promote community building, and will begin with a gathering prayer. All staff and families will be encouraged to attend,
 - o Begin the implementation of a staff morning prayer program first day of the week. Advent will be the first staff morning prayer gathering in the school chapel.
 - o Through the collaboration of staff, parents, and the school council, we will cultivate the division's yearly faith theme five marks of Catholic identity from Catholic Symposium and develop it within classrooms, school events, and communications with parents,
 - o The School Parent Council will become more active in suggestions and participating in the development of catholicity in the school,
 - o Families will be encouraged to participate in the sacrament of reconciliation, confirmation and the Eucharist--for example parents at prayer in chapel.
 - o The school community will continue to support families in need at the school, parish and community level.
- **Focus on EICS Division Faith Activities:**
 - o Students will participate in a school-wide professional development day that focuses on spiritual wellness,
 - o In April staff will participate in the Division faith day supported by the REAL Foundation, and
 - o Staff will actively participate in faith activities within the school and community as well as participate in a mini-retreat led by Brother Joe or Sr. Gertrude.

➤ **In Year Indicators of Success**

- o The majority of staff and families will eagerly participate in school family and community events during the span of these three years,
- o Families in need will receive vouchers and hampers at Thanksgiving and Christmas, provided by the Parish as well as Community Agencies,
- o Qualitative data; anecdotal notes, observations and comments from the spring satisfaction survey will indicate that families and the staff feel welcomed, honoured and feel that they belong to our school community and are a part of One Body in Christ,
- o There will be an increase in participation of families during school assembly as well as at the school Sunday masses.

➤ **Expected End of Year Result**

- Percentage of teachers, parents and students satisfied with the overall quality of basic Catholic education will be sustained or increase from the current 96.4% average,
- Percentage of teacher, parent and students agree that students are safe at school, are learning the importance of caring for others and are learning respect for others and are treated fairly in school, will be sustained or increase from the current 93.7% average,
- Percentage of teachers, parents, and students who agree that students model characteristics of active citizenship, will increase from the current 90.8% average,
- Percentage of teacher, parent, and student agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school, will increase from the current 83.3% average, and
- The overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years will increase from the current 81.4% average.

Provincial Outcome: Students achieve student learning outcomes.

Provincial Outcome: Students demonstrate proficiency in literacy and numeracy.

➤ **Question Guiding Team Inquiry:**

- Understanding that success for every student requires competency in literacy and numeracy, what can we do as a school community to ensure that all students meet success?

➤ **Specific Goal Statement:**

- By June 2017 a variety of processes and supports will have been implemented in order that student skill levels in literacy and numeracy will continue to be identified and supported. Increases in student achievement from baseline data gathered in 2014 will be evident.

➤ **Incorporation of District Strategies (Our Actions)**

- Staff and parents will become more knowledgeable and understand the Ministerial Order on Learning and its implications in our classrooms,
- Staff and parents will become more knowledgeable and about Curriculum Development and the Competencies and its implications in our classrooms,
- All teaching and support staff via their Professional Growth Plans will be focusing on the use of appropriate technology for learning as well as differentiated instruction practices with students in the classroom,
- The school budget will reflect supports for the new ministerial order:
 - Financially support a school learning coach, literacy coach, embedded teacher collaboration time and supports for school leaders in literacy and numeracy professional development., and
 - Staff leadership teams will lead and support others in faith development, literacy, numeracy and technology integration and implementation.
- All teaching staff will participate weekly in embedded, at the elbow, teacher collaboration,
- The school will initiate and implement a PowerSchool module that will ease the workload and create secure storage of data for the Response to Collaboration model,
- Teaching and support staff will engage, dialogue and input student data and information into the Response to Collaboration module,
- The school will examine what Alberta Education's model for learning commons model is for libraries,
- Literacy education and support for students will be drawn a variety of resources and strategies and models in classrooms. These include but are not limited to the Daily 5 and Café Model , Balanced Literacy and First Steps comprehension strategies,
- Common language in numeracy and literacy assessment both in the school and with parents in will be evident, and
- Additional classroom supports such as the inclusion of EICS Division consultants and the Central Learning Supports team will be contacted to provide expertise, and supports for staff and students when required,

➤ **In Year Indicators of Success**

- Collaborative dialogue and professional development sessions will be a common occurrence, regularly scheduled and support all students,
- All staff will work with current proven research models and data. to connect proven success models with the Ministerial Order on Education, Curriculum Development and

- o c21 century Competency Based Learning, and
- o Staff and students will have had access to a variety of support and services as provided by the school and EICS as well as community supports and agencies.

➤ **Expected End of Year Result**

- o Results of the Provincial Student Learning Assessments, or other Provincial Assessment tools and data gathered will identify increases in student achievement and gains in levels of excellence in our K---4 learning community.,
- o All students will be supported through Response to Collaboration and differentiated instruction,
- o Response to Collaboration, literacy and numeracy are common topics of professional development and dialogue,
- o Students identified as requiring additional supports will be benefit by the inclusion and support of the Literacy Specialist in the classroom,
- o Students identified as requiring additional supports will be benefit by the inclusion and support of the school Learning Coach,
- o Staff; self-identified as requiring additional supports for literacy, numeracy, behavioral or learning supports in the classroom will benefit by the use of supports from the School Learning Coach, or Literacy Coach in their classroom,
- o Students requiring supports beyond the scope of the school community will have had defined supports via the EICS Division Learning Support team,
- o Each year, baseline and year-end Fountas and Pinnell literacy and math data will demonstrate achievement in these curricular areas,
- o Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction will will increase from the current 81.4% average,
- o Percentage of teachers, parents and students satisfied with the overall quality of basic education will increase from the current 96.4% average,
- o Percentage of teacher, parent, and student agreement that students model characteristics of active citizenship will increase from the current 90.8% average, and
- o Percentage of teacher, parent, and student agreement that students are taught faith values , attitudes and behaviours that will make them successful at work when they finish school. This will be defined as an will increase from the current 83.3% average.

GOAL THREE: QUALITY TEACHING AND SCHOOL LEADERSHIP

Provincial Outcome: Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching achieved through collaborative leadership.

➤ **Question Guiding Team Inquiry:**

- o Knowing that the effective classroom teacher has a direct influence on student learning and increasing achievement, how are we focusing on the Ministerial Order on Learning, Curriculum Development and the competencies required to assist students in their learning?

➤ **Specific Goal Statement:**

- o Through relevant professional development, embedded teacher collaboration, and connection to all EICS Division consultants, Madonna staff will increase their knowledge and application of the attitudes, skills and the knowledge required to assist students in becoming ethical, engaged, entrepreneurial, evangelized Catholic learners.

➤ **Incorporation of District Strategies (Our Actions)**

- o Driven by Provincial, Division and School goals and outcomes, professional development, both personal and Division will guide teacher in their understanding and implementation of the Ministerial Order on Education, Curriculum Development and Inspiring Education,
- o To ensure consistency and develop common language, the collaboration of teachers within grade groupings will occur at least every week ,
- o Efficacy of staff and students will be increased through supports and empowerment strategies,
- o Administration will ensure that class sizes and composition are conducive to learning for all children,
- o Teacher collaboration time will be built into the school timetable along,
- o ATA contractual collaboration days will be supported and encouraged,
- o As we anticipate a projected loss of APPLE school funding, cost effective initiatives that focus on the development of student's spiritual, mental and physical wellness will be created and embedded in school culture,
- o Work to develop clear communication with stakeholders on Alberta Education's competencies.

➤ **End of Year Indicators of Success**

- o Students will understand the nutrition and wellness link and the effect that it has on their learning,
- o Students, parents and the school community understand and use the common language of competency, assessment levels and community expectations for safe and caring classrooms,
- o Staff will regularly collaborate and communicate regarding student learning, behaviour and achievement and ,
- o Staff will develop and apply effective collaboration skills and teaching strategies.

➤ **Expected End of Year Result**

- o Percentage of teachers, parents and students satisfied with the overall quality of basic education will be maintained or increase from the current 96.4% average,
- o Percentage of teacher, parent, and student agreement that students model characteristics of active citizenship will increase from the current 90.8% average,

- o Overall percentage of teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school will be maintained to increase from the current 93.7% average,
- o Percentage of teacher, parent, and student agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school will increase from the current 83.3% average, and
- o Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years will increase from the current 81.4% average.