

## St. Rose School Plan for Continuous Growth 2019-2022

### School Mission:

*St. Rose School is committed to nurturing students to become:*

- *Receptive Learners*
- *Caring and Compassionate Christians*
- *Young Men and Women who are Committed to Pursuing Excellence by Using their Gifts from God*
- *Individuals Prepared to Cope with Life's Challenges*
- *Stewards of the Catholic Faith*

### School Vision:

*The purpose and fulfillment of life can be found in living out the Catholic value of Love:*

*Love God*

*Love Your Neighbour*

*Love Yourself*

*Based on the Gospel of Mark 12. 29-31*



Review of Previous Year's Goals:

Goal	Achieved/continue	Evidence/data used
<p><b><u>Goal 1:</u></b> Increase student involvement in the life of the Church (globally) and our parish (locally) and their missions.</p> <p><b><u>Sub Goal a:</u></b> Strengthen the relationship among home, school and parish.</p> <p><b><u>Sub Goal b:</u></b> Increase the Catholic ethos of St. Rose School.</p>	<p>Achieved</p>	<p>Through the combined efforts of the parish and school six students went through the parish-led catechesis for First Reconciliation and First Eucharist; 16 students completed the Confirmation formation program and received the Sacrament on May 28, 2019.</p> <p>Through our annual Student Faith Day, students were exposed to a variety of Catholic agencies, faith witnesses and the Ukrainian Eparchy.</p> <p>St. Rose is pleased to have celebrated full Eucharistic celebrations on six different occasions (School Year Opening, Thanksgiving, Advent, Easter, Grade 9 Farewell and Year-end) two of which were celebrated at our local parish, St. John the Evangelist. Additionally, a paraliturgy was celebrated for Ash Wednesday.</p>

		Three pieces of religious artwork were installed in our main hallway. Two statues of St. Rose of Lima and the Blessed Virgin and a granite relief sculpture serve as tangible reminders of our faith and namesake.
<b>Goal 2:</b> The school’s PAT Excellence results are consistent among the four core subjects and from one year to the next.	Achieved	Achieved – The 2019 PAT Excellence results were maintained from the 2018 results. The Accountability Pillar indicates our Excellence results were “Maintained.”
<b>Goal 3:</b> St. Rose School Accountability Pillar and District Satisfaction Survey results improve from 2017-2018 showing improvement in the following categories: Safe and Caring, Program of Studies and Education Quality.  <b>Sub Goal a:</b> St. Rose School Accountability Pillar from 2017-2018 shows improvement in the following categories: Safe and Caring, Program of Studies and Education Quality.	Achieved and ongoing	Achieved - Safe and Caring, Programs of Studies and Education Quality all “Improved Significantly.” Achievement in all three categories was “Very High” and had overall ratings as “Excellent.” In the 2018 Accountability Pillar, all three categories registered a “Declined” in the “Improvement” category. For overall achievement, Safe and Caring received “Acceptable” while Program of Studies and Education Quality received an “Issue” rating.

<p><b>Sub Goal b:</b> St. Rose School 's results in the District Satisfaction Survey will improve in 2018-2019 compared to the 2017-2018 results.</p>	<p>Ongoing</p>	<p>Student Satisfaction Survey results improved in 21 of 30 areas.</p> <p>Parent Satisfaction Survey results improved in 31 of 36 areas that are directly related to St. Rose School.</p> <p>Staff Satisfaction Survey results showed improvement in all 39 areas directly related to St. Rose School.</p>									
<p><b>Goal 4:</b> St. Rose students continue to improve upon their knowledge and skills in the four PAT subject areas as identified in the June 2018 PAT results.</p> <p><b>Sub Goal a:</b> Improve upon those areas identified through PAT analysis that were identified as areas to address.</p> <p><u>Language Arts</u></p> <ul style="list-style-type: none"> <li>• Inferencing – Focus will be on building discussion questions for the class</li> <li>• Writing – creating charts and infographics to better organize the writing process</li> </ul>	<p>Ongoing</p>	<p>Based on the June 2019 PAT results each department showed improvement in most of their goals.</p> <p>There continues to be a gap in Language Arts between the Writing results and the Reading results in the Acceptable Standard.</p> <table border="1" data-bbox="1057 1591 1414 1850"> <thead> <tr> <th></th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>Writing</td> <td>98.7%</td> <td>99.2%</td> </tr> <tr> <td>Reading</td> <td>97.3%</td> <td>91.6%</td> </tr> </tbody> </table>		2017-18	2018-19	Writing	98.7%	99.2%	Reading	97.3%	91.6%
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<ul style="list-style-type: none"> <li>• Reading – continue to make reading both an academic pursuit but a leisure one as well. This will be accomplished by developing classroom libraries and focusing on more Young Adult novels.</li> </ul>	Ongoing	In 2018-2019 each L.A. classroom added to its collection with money donated by the Parent Advisory Association.
<p><u>Math</u></p> <ul style="list-style-type: none"> <li>• Based on Table 6 (comparison of questions from the previous year to the current results as well as unique or problem-solving items) the results declined slightly.</li> </ul>	Achieved	The June 2019 results showed above the provincial average in three of the four categories. Our students surpassed the provincial average in all categories except for Part A Common Items in which the school and province tied.
<ul style="list-style-type: none"> <li>• Results for Part A were significantly lower (yet still better than the District and province) compared to Part B. To address this issue scaffolding mental math questions by going through the junior high textbooks to begin the targeted approach to reinforce the mental math skills.</li> </ul>	Ongoing	Although students did very well on Part B of the June 2019 PAT, the Part A results did not meet the intended target of 65% of students achieving the Acceptable Standard. In June 2019, 55% of students achieved the Acceptable Standard compared to 59.1% in the previous year.



## Data Analysis:

### Areas to celebrate

Accountability Pillar	<p>St. Rose School achieved “Very High” results in the following categories: Safe and Caring, Program of Studies, Education Quality, Drop-out Rate, PAT Excellence, Work Preparation, Citizenship, Parental Involvement and School Improvement.</p> <p>St. Rose School “Improved” or “Significantly Improved” in the following categories: Safe and Caring, Program of Studies, Education Quality, PAT Excellence, Work Preparation, Citizenship, Parental Involvement and School Improvement.</p> <p>St. Rose School achieved Excellence in the “Overall” category in the following categories: Safe and Caring, Program of Studies, Education Quality, Drop-out Rate, PAT Excellence, Work Preparation, Citizenship, Parental Involvement and School Improvement.</p>
District Satisfaction Survey	<p>Most improved areas from the Parent Satisfaction Survey in the 2018-2019 Survey (compared to the 2017-2018 Survey)</p> <ul style="list-style-type: none"><li>• “My input is considered and valued by my child’s school” increased 17.3%</li><li>• “Satisfaction with the opportunity to access information about activities in the school” increased 15%</li><li>• “At school my child is developing technology skills that enhance his or her learning” increased 12.2%</li><li>• “Satisfaction with the opportunity to access information about decision-making processes” increased 11.6%</li><li>• “Students in my child’s school receive additional services and support when they need it” increased 11.1%</li></ul> <p>Most improved areas from the Student Satisfaction Survey in the 2018-2019 Survey (compared to the 2017-2018 Survey)</p> <ul style="list-style-type: none"><li>• “I have opportunities to express my opinions about school issues” increased 13.3%</li><li>• “I respect my school” increased 6.6%</li><li>• “Overall, I am satisfied with the quality of education I am receiving in my school” increased 4.1%</li><li>• “I feel positively about my school” increased 3.6%</li></ul>



	<ul style="list-style-type: none"> <li>• “I feel safe in my school building” increased 2.8%</li> </ul> <p>Most improved areas from the Staff Satisfaction Survey in the 2018-2019 Survey (compared to the 2017-2018 Survey)</p> <ul style="list-style-type: none"> <li>• “Our school is providing the necessary support for children with special needs” increased 67.5%</li> <li>• “Our school focuses on learning and teaching within a Catholic context” increased 62.7%</li> <li>• “School finances are being allocated in keeping with our core value of fairness” increased 56%</li> <li>• “I have appropriate opportunity for input into decision that affect my job” increased 56%</li> <li>• “I have appropriate opportunity for input into school level decisions that affect my job” increased 50.6%</li> </ul>																																								
Regression Analysis	<ul style="list-style-type: none"> <li>• Language Arts maintained “+” (performed above expectations) from June 2018 to June 2019; all other subjects received “=” (performed as expected) for June 2019</li> </ul>																																								
PAT/Diploma analysis	<p>St. Rose School consistently surpasses the Provincial averages in both “Acceptable” and “Excellence” in all subject areas in each of the last five years.</p> <p>Acceptable Standard June 2019</p> <table border="1" data-bbox="495 1150 1414 1388"> <thead> <tr> <th></th> <th>L.A.</th> <th>Math</th> <th>Science</th> <th>Social St.</th> </tr> </thead> <tbody> <tr> <td>St. Rose</td> <td>96.9</td> <td>82.2</td> <td>92.4</td> <td>89.4</td> </tr> <tr> <td>ECSD</td> <td>86.8</td> <td>62.6</td> <td>85.7</td> <td>78</td> </tr> <tr> <td>Province</td> <td>84.9</td> <td>66.5</td> <td>84.1</td> <td>76.9</td> </tr> </tbody> </table> <p>Excellence Standard June 2019</p> <table border="1" data-bbox="495 1543 1414 1801"> <thead> <tr> <th></th> <th>L.A.</th> <th>Math</th> <th>Science</th> <th>Social St.</th> </tr> </thead> <tbody> <tr> <td>St. Rose</td> <td>39.7</td> <td>20.9</td> <td>55.3</td> <td>47</td> </tr> <tr> <td>ECSD</td> <td>15.7</td> <td>14.1</td> <td>32.3</td> <td>20.3</td> </tr> <tr> <td>Province</td> <td>16.7</td> <td>20.8</td> <td>29.7</td> <td>23.1</td> </tr> </tbody> </table>		L.A.	Math	Science	Social St.	St. Rose	96.9	82.2	92.4	89.4	ECSD	86.8	62.6	85.7	78	Province	84.9	66.5	84.1	76.9		L.A.	Math	Science	Social St.	St. Rose	39.7	20.9	55.3	47	ECSD	15.7	14.1	32.3	20.3	Province	16.7	20.8	29.7	23.1
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**Areas to target for growth**

Data Source	Measures	Goals in response to data
Accountability Pillar	<p>Go to the <u><b>overall summary page</b></u> of your report</p> <ul style="list-style-type: none"> <li>The PAT Acceptable “Declined” although the results of the four PAT remains far in excess of the provincial average.</li> </ul>	See Goal # 3
District Satisfaction Survey	<p><i>Note: Almost every area of the Parent Survey improved from 2017-2018 to 2018-2019 with two exceptions:</i></p> <ul style="list-style-type: none"> <li>“My child’s school teaches respect for different cultures and religions” declined 5.8%</li> <li>“Level of satisfaction with your opportunity to be involved in decisions affecting your child’s school and learning” declined 0.2%</li> </ul>	

Data Source	Measures	Goals in response to data
	<p><i>Areas showing a decline from the Student Satisfaction Survey in the 2018-2019 Survey (compared to the 2017-2018 Survey)</i></p> <ul style="list-style-type: none"> <li>• “My school teaches me the value of healthy food choices and active living” declined 6.4%</li> <li>• “I am satisfied with the variety of complementary courses that are offered” declined 5.5%</li> <li>• “I have opportunities to make decisions about my learning” declined 5%</li> <li>• “I have opportunities to participate in Social Justice activities” declined 3.9%</li> <li>• “I am satisfied with the variety of extra-curricular activities available” declined 2.5%</li> </ul> <p><i>Areas showing a decline from the Staff Satisfaction Survey in the 2018-2019 Survey (compared to the 2017-2018 Survey):</i></p> <p>All responses showed an improvement in the 2018-2019 from the previous year’s survey.</p>	<p>It should be noted that these student results do not reflect the changes students would have seen implemented for the following 2019-2020 school year, as the student survey was done in November 2018</p>
Regression Analysis	<p>Go to the file titled <b><i>Regression Table</i></b> that gives regression scores and Provincial test scores</p> <ul style="list-style-type: none"> <li>• Social Studies had a drop from “+” in June 2018 to “=” in June 2019. This result still indicates that the students performed well within expectations.</li> </ul>	<p>See Goal #3</p>
PAT/Diploma analysis	<ul style="list-style-type: none"> <li>• St. Rose School has not been below the provincial average in PAT results in the past five years.</li> </ul>	

## Goals:

### *Division Objective:*

This goal is central to our mission and fundamental to our being. We are called to live the Word of God through worship, witness, and service.

### District Correlation:

- 1.1 Demonstrate the distinctiveness and strengths of Catholic education.
  - c. Demonstrate a way of life rooted in the Catholic Christian call to discipleship and service.
- 1.2 Demonstrate commitment to and excellence in Catholic education.
  - b. Provide faith formation opportunities for all staff that further their personal and communal growth as participants in a Catholic educational community.

### **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.**

#### **Benchmarks:**

- 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.
- The school has as a chapel or a specific space for community prayer that is used by the school community for the purpose of prayer and worship.
- Service projects reflect and articulate Catholic teaching on social justice and charity.

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

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

#### **Benchmarks:**

- The Catholic school frequently invites the local parish priest to school functions and encourages him to be an active member of the school community.

## **Catholic Identity Plan**

Goal #3: My Catholic school is the place where we learn to live our faith in our contemporary world.

B) Witness to the wider community our identity as people of God.

**Catholic Identity - Goal #1: Continue to increase the physical presence of the Catholic faith at St. Rose School.**

<u>Strategy 1: Create a sacred space within the school.</u>	
<u>Actions.</u> Begin a chapel (conversion of the Conference Room) to a functional chapel in which daily mass can be celebrated, religion classes may use it celebrations/instruction, a quiet, reflective space for students and staff.	<u>Measures/ Evidence of effectiveness</u> A chapel space will be functional* and blessed for school use by the end of the year. *Functional does not mean complete.
<b>Catholicity - Goal #2: Increase student involvement in the life of the Church and our parish.</b>	
<u>Strategy 1: Increase students' awareness of their role in the local Church and promote their active participation in it.</u>	
<u>Actions</u> Students will have presentations from local Catholic charities to focus their attention on the local Catholic charities for which they could use their time, talent and treasure to support.	<u>Measures/ Evidence of effectiveness</u> Each homeroom will be responsible for a social justice project. Each homeroom will be encouraged to support a local Catholic charity with its time, talent and treasure. There will be at least one activity to support Catholic Social Services Sign of Hope Campaign.
<u>Strategy 2: Our Parish Priest will have a regular presence at St. Rose School.</u>	
<u>Actions</u> In addition to Fr. Dean celebrating our Eucharistic Liturgies with the school he will be more visible through regular visits to students (classes), the school as a whole and staff.	<u>Measures/ Evidence of effectiveness</u> Fr. Dean will visit St. Rose ten times (in addition to the regularly scheduled celebrations) during the year.

	These visits will be as his schedule permits; at least one of the visits will be to attend a staff meeting.
<b>Strategy 3: Students will be encouraged to support our local parish's activities.</b>	
<u>Actions</u> Students will be invited to individually or collectively work or participate in various parish activities as their (and family) schedules permit. Students will be notified of various opportunities to participate in parish activities such as assisting with monthly pancake breakfasts at the parish and playing Christmas music at the parish which is located on Candy Cane Lane while the attraction is open in December.	<u>Measures/ Evidence of effectiveness</u> In co-operation with the parish, the school will track the number of students participating in parish activities.

<b>Goal 3: Address the fluctuation in the PAT Acceptable results from the June 2019 exams</b>	
<u>District Correlation:</u> To maintain our students' fullest academic potential	
1.2 Identify and implement best practices that align with excellent pedagogy and learning environments while developing a strong foundation in literacy and numeracy.	
1.3 Implement pedagogical and assessment practices focused on improving students' conceptual and procedural knowledge of subject-area disciplines and cross-curricular connections.	
<b>Strategy 1:</b> Accelerated Math 10 students will write their PAT in January 2020 to reduce the amount of time between the instruction of Math 9 (done in grade 8) and the Math 9 PAT which is written the following year in June to improve the "Excellence" standards result for the class.	
<u>Actions</u> Alberta Education will be contacted to inquire about the possibility and procedures involved in having the Accelerated Math 10 students write in January 2020 instead of June 2020. Stakeholders (Accelerated Math students, their parents and	<u>Measures/Evidence of Evidence</u> 75% (20 of 26 students) of Accelerated Math 10

<p>teacher) will be notified of the intent to have a January writing date. With their understanding, the school will proceed.</p>	<p>students will achieve the “Excellence” standard on the January 2020 PAT.</p>
<p><u>Strategy 2:</u> Cross-curricular committees will be created. These committees will engage in dialogue to support numeracy and literacy goals.</p>	
<p><u>Actions</u></p> <p>Departments will meet after analyzing their data from the PAT exams and identify targeted areas with commonalities that can be supported through a cross-curricular approach.</p>	<p><u>Measures/ Evidence of effectiveness</u></p> <p>Language Arts and Social Studies and Math and Science will identify one or two areas each that can be addressed with a cross-curricular approach. See strategies #3 and #4.</p>
<p><u>Strategy 3:</u></p> <p>Cross-Curricular work between the Language Arts and Social -Studies departments to include more non-fiction type of passages at each grade level.</p>	
<p><u>Actions</u></p> <ul style="list-style-type: none"> <li>• Grade nines will work on a cross-curricular project, which will include marketing and advertising techniques, which also follow the social studies 9 curriculum.</li> <li>• The results of the 2020 ELA PAT Part B will show an improvement on the informational type of questions. The goal is for students to increase their reading comprehension skills in the areas of recognizing,</li> </ul>	<p><u>Measures/ Evidence of effectiveness</u></p> <p>The Marketing and Advertising project will be done in spring 2020.</p> <p>Of the two Language Functions (Information and Narrative Poetic) that comprise the Reading portion of the PAT, the Informational is slightly lower <math>16.1/22 = 73\%</math> than the Narrative/Poetic at <math>24.5/33 =</math></p>

<p>identifying, synthesizing and drawing conclusions from non-fiction reading passages.</p>	<p>74%.The goal is for the Informational to improve slightly to match the Narrative/Poetic result in the 2020 PAT.</p>
<p><b>Strategy 4:</b> The cross-curricular work between the Math and Science departments will include cooperative work in the areas of graphing and non-calculator skills</p>	
<p><u>Actions</u></p> <ul style="list-style-type: none"> <li>• The Math department will support the Science department by focusing on the creation and interpretation of graphs</li> <li>• The Science department will incorporate non-calculator skills in its scientific calculations.</li> </ul>	<p><u>Measures/ Evidence of effectiveness</u></p> <p>The Math non-calculator Part A PAT will show a measurable improvement from June 2019 results. The Science PAT results will show an improvement in the questions related to graphing. Students will score above the provincial average in all graphing related questions, compared to scoring below the provincial average in one question in June 2019.</p>
<p><b>Sub Goal 3b:</b> Through analysis of the 2019 PAT results, each department will create a plan to address areas to target for improvement in the 2020 results.</p>	
<p><b>Strategy 1:</b> Math department’s goal is to increase the students’ understanding of relationships and math operations.</p>	
<p><u>Actions</u></p> <p>Creating open-ended, non-calculator questions to ensure students can show and explain their work and develop critical thinking and problem-solving skills.</p>	<p><u>Measures/ Evidence of effectiveness</u></p> <p>The Part A Acceptable PAT results will improve from 55% to 65%.</p>
<p><b>Strategy 2:</b> The Science department’s goal is to improve the students’ understanding of the explicit and implicit information contained in graphs.</p>	



<p><u>Actions</u></p> <p>Based on the results of the 2019 Science PAT results, it was determined that the department focus on:</p> <ol style="list-style-type: none"> <li>1) Interpolation and extrapolation</li> <li>2) Graphing practice</li> <li>3) Analyzing data</li> </ol> <p>This will be accomplished by emphasizing the creation and analysis of charts and graphs at all grade levels and incorporating similar questions into classroom assessments.</p>	<p><u>Measures/ Evidence of effectiveness</u></p> <p>The results for Skills portion of the 2020 PAT results will equal the Knowledge portion of the 2020 Science PAT.</p>
<p><u>Strategy 3:</u> The Language Arts department will be focusing on Reading Comprehension to improve the overall result of the 2020 Language Arts PAT.</p>	
<p><u>Actions</u></p> <p>Continue to make reading both an academic pursuit as well as reading for enjoyment. Diversify students with the different genres of novels; more specifically have them read a non-fiction novel. -Include more non-reading type of passages in our program, which will include newspaper articles, magazine articles as well as cartoons.</p>	<p><u>Measures/ Evidence of effectiveness</u></p> <p>The results of the 2020 ELA PAT Part B will show an improvement on the informational type of questions. The goal is for students to increase their reading comprehension skills in the areas of recognizing, identifying, synthesizing and drawing conclusions from non-fiction reading passages.</p>
<p><u>Strategy 4:</u> The Social Studies department</p>	
<p><u>Actions</u></p> <ul style="list-style-type: none"> <li>● increase the level of achievement to have less than 10 students below the acceptable standard of achievement based on the Provincial Achievement Test in June 2020 (<b>grade 9 goal</b>).</li> </ul>	<p><u>Measures/ Evidence of effectiveness</u></p> <p>The percentage of students achieving the Acceptable Standard will exceed 90%.</p>

- Increase the literacy of the students of nonfiction text reading for comprehension (alongside the Language Arts department) (**all grades**).
- Increase the level of understanding of analyzing charts and graphs in the context of Social Studies statistics (**all grade levels, but a focus on grade 9**).

Targeted teaching for these goals:

**GRADE 9:**

- Guided to independent analysis of charts and graphs in YCJA, Immigration, Economics and Social Programs
- Written response essays
  - Guided to independent writing
  - YCJA, Immigration, Consumerism (alongside LA department), Social Programs
- Debate on response topics to increase synthesis, evaluation and analysis skills
- Guided to independent reading of articles about Social Studies content
  - Looking for the Who? When? Where? What? Why?
  - Practicing annotation techniques learned in LA

**GRADE 8:**

- Guided to independently reading of articles about Social Studies content
  - Looking for the Who? When? Where? What? Why?
  - Practicing annotation techniques learned in LA
- Written response writing practice
  - Paragraphs to short essays (depending on the class)
  - Guided to independent writing

<ul style="list-style-type: none"> <li>○ Topics based on issues that arise in curriculum (societal hierarchies, economics, contact and assimilation of cultures)</li> </ul> <p><b><u>GRADE 7:</u></b></p> <ul style="list-style-type: none"> <li>● Guided reading of articles about Social Studies content <ul style="list-style-type: none"> <li>○ Looking for the Who? When? Where? What? Why?</li> <li>○ Practicing annotation techniques learned in LA</li> </ul> </li> <li>● Guided written response writing practice <ul style="list-style-type: none"> <li>○ Paragraphs only</li> <li>○ Guided to independent writing</li> <li>○ Topics based on issues that arise in curriculum (war, French rights, immigration)</li> </ul> </li> </ul>	
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<p><b><u>Goal 4:</u></b> The number of St. Rose students enrolling in District Advanced Placement and International Baccalaureate Programs will increase*.</p> <p>*starting with the spring 2020 registration cycle for high school registration in the 2020-2021 school year</p>	
<p><u>District Correlation:</u> ECSD students are successful.</p>	
<p><b><u>Sub Goal a:</u> 1.7 Develop a plan to increase participation in the Advanced Placement and International Baccalaureate high school programs.</b></p>	
<p><u>Strategy 1:</u> Expose students to the merits of taking IB or AP courses in high school.</p>	
<p><u>Actions</u></p> <p>Coordinate times to invite the IB coordinators from SJHS, Archbishop MacDonald and the AP coordinator from St. FX to present to our grade 9 students.</p>	<p><u>Measures/ Evidence of effectiveness</u></p> <p>Track registrations to AP and IB schools. Additionally, monitor how many students enroll in 10IB or AP courses.</p>

	<p>Data will be requested from high schools regarding how many St. Rose students (currently in grade 10) registered in Advanced Placement courses (St. Francis Xavier) and the International Baccalaureate program (Archbishop MacDonald). These results will be compared to the high school registrations in the programs for the 2020-2021 school year. Our goal is to show an increase in number for both programs.</p>
<p><u>Strategy 2:</u> Invite IB and AP graduates to present their lived experience to our students.</p>	
<p><u>Actions</u> Create Flex sessions for our students where IB and AP graduates from ECSD present and discuss their experiences with AP and IB in high school and how it helped them at post-secondary.</p>	<p><u>Measures/Evidence of effectiveness</u></p> <p>Collect feedback from the students about the presentations pre and post to measure interest in possibly pursuing the associated high school programs.</p>
<p><u>Strategy 3:</u> Present relevant local post-secondary information regarding AP and IB programs.</p>	
<p><u>Actions</u> Using Flex time create sessions where post-secondary information regarding IB and AP is presented. Alternatively, field trips may also be an option to the U of A or MacEwan University.</p>	<p><u>Measures/ Evidence of effectiveness</u></p> <p>Collect feedback from the students about the presentations pre and post to measure interest in possibly pursuing the associated high school programs.</p>

<b>Goal 5: St. Rose will further develop processes to further support students academically.</b>	
<u>District Correlation:</u> ECSD Goal Three: ECSD respects diversity and promotes inclusion.	
<b>Sub Goal a: 3.6. Continue to provide and develop services and model initiatives that promote student and staff health.</b>	
<u>Strategy 1:</u> Formalize the Collaborative Response Model (CRM) at St. Rose School.	
<u>Actions</u> Using the collaborative response model, staff will make decisions on how and when to make timely interventions to ensure that students' academic and mental health success.	<u>Measures/ Evidence of effectiveness</u> Qualitative measure will be used on a case by case basis to determine effectiveness of various initiatives as they are deemed necessary.
<u>Strategy 2:</u> Students will be made aware of school and district supports available to them.	
<u>Actions</u> Using broadcast, clubs, bulletin boards, and dialogue with staff, students will be made aware of on and off site supports available to them. Supports can include but are not limited to FSLW, STAY and learning coaches.	<u>Measures/ Evidence of effectiveness</u> Mrs. Griffin (FSLW) and Mr. Downey-Damato (STAY) will present to each of the homeroom about the supports they offer to students.  Relevant Information will also be shared through broadcast (daily announcements), clubs (Rainbow – Inclusion) and bulletin boards.
<u>Strategy 3:</u> Increase staff awareness of the effect negative mental health has on student academic performance and overall well-being.	

<u>Actions</u>	<u>Measures/ Evidence of effectiveness</u>
<p>Staff will participate in two AHS offered presentations on anxiety and depression in order to better support students suffering from these mental health issues.</p>	<p>By the end of the year staff will have participated in two mental health sessions pertaining to student mental health awareness during staff PD on Thursday afternoons.</p>

**Review Date 1: April 1, 2020**

**Review Date 2: June 1, 2020**