

Cardinal Léger Catholic Junior High School
Plan for Continuous Growth 2019-2022

School Mission:

At Cardinal Léger School we are devoted to the academic, spiritual, social and physical growth of the students. Our goal is to educate the individual to meet the diverse needs of our society through a strong knowledge base, effective skills, and Christian values.

School Vision:

Cardinal Léger is a Christ-Centered Learning Community focused on developing 21st Century skills so that students may succeed in a future not yet imagined.

School Charism:

Tender-hearted mercy and kindness.

School Context:

Cardinal Léger Junior High School is in the Dickinsfield neighbourhood in North Edmonton with our three main feeder schools being St. Anne, St. Philip and Bishop Greschuk. For the 2019-20 school year, our school community has welcomed the WIN Jr., district program of choice. The WIN Jr. program has increased our enrollment by 15 students, but we have also increased in our regular program numbers (+22 students) to now have a total enrollment of 449 students.

Cardinal Léger currently has three district programs. The Enhanced Academic Program is offered in the core subject areas of Language Arts, Mathematics, Science and Social in grades 7-9; currently, there are 174 students enrolled in EAP which is approximately 39% of our total enrolment. Cardinal Léger is also a district site for the Italian Language and Culture program and have a total of 70 students, approx. 16% of our total population, enrolled. New to Cardinal Léger is the WIN Jr. program which has an enrollment of 15 students in grades 7-9.

Review of Previous Year's Goals:

Goal	Status	Evidence/Data Used
The students and staff at Cardinal Léger will demonstrate and live lives that reflect our Catholic beliefs and an appreciation for others.	Ongoing – as a Catholic school, this must be central to our existence.	Satisfaction Survey Results Alberta Accountability Pillar
Students at Cardinal Léger will meet or exceed their predicted levels of achievement on government administered assessments.	Ongoing – must always be a primary focus with the goal of improvement and success of all students.	PAT Results Regression Analysis Accountability Pillar

<p>The community of Cardinal Léger will create an inclusive, safe, healthy and caring environment that respects and supports the individuality and mental health of all. School Goal #1 and #3 share several strategies as our intent is to support all students, inclusively, through a Catholic lens.</p>	<p>Ongoing – continued focus on student wellness and support of those struggling with their mental wellness.</p>	<p>Satisfaction Survey Results</p> <p>Alberta Accountability Pillar</p> <p>FSLW referrals</p> <p>Psychologist referrals</p> <p>Student suspensions</p> <p>STAY referrals</p>
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Data Analysis:

Areas to celebrate

<p>Accountability Pillar</p>	<ul style="list-style-type: none"> • Safe and Caring Schools: Safe and Caring improved to excellent. • Student Learning Opportunities: Program of Studies improved significantly to excellent. • Student Learning Achievement: PAT Excellence and Acceptable were high with an overall rating of good. • Preparation for Lifelong Learning, World of Work, Citizenship: Work Preparation and Citizenship were very high with an overall rating of Excellent. • Parental involvement was very high with an overall rating of excellent.
<p>District Satisfaction Survey</p>	<p>Students said:</p> <ul style="list-style-type: none"> • I am satisfied with my access to computer technology at school • I am satisfied with the number of complimentary courses (options) that are offered • I am satisfied with the variety of extra-curricular activities available • My school gives me the opportunity to use a variety of technology tools • My Catholic school encourages me to deepen my understanding of my faith • My school teaches me the value of healthy food choices and active living <p>Parents said:</p> <ul style="list-style-type: none"> • I am satisfied that my child’s school provides a caring environment • I am satisfied with the opportunity to access information about my child’s educational progress and achievement • I am satisfied that my child’s school uses a variety of methods to help him/her learn • My input is considered and valued by my child’s school • My child has the opportunity to participate in Social Justice activities at school

	<ul style="list-style-type: none"> I am satisfied with the opportunity to be involved in decisions affecting my child's school and learning <p>Staff said:</p> <ul style="list-style-type: none"> Satisfied with the decision-making processes that take place at the district level The Superintendent of Schools provides effective leadership in the district The Board of Trustees provides effective leadership for the district I am satisfied with the way student discipline is handled at our school District professional development provides me with an opportunity to improve my work skills Our school is providing the necessary supports for children with special needs
Regression Analysis	<ul style="list-style-type: none"> Language Arts = Science = Social =
PAT/Diploma analysis	<p>Language Arts</p> <ul style="list-style-type: none"> Acceptable: School-89.3% / Province-75.1% (+14.2%) Excellence: School-25.2% / Province-14.7% (+10.5%) <p>K&E Language Arts (*5 students)</p> <ul style="list-style-type: none"> Acceptable: School-60.0% / Province-57.4% (+2.6%) Excellence: School-20.0% / Province-5.4% (+14.6%) <p>Mathematics</p> <ul style="list-style-type: none"> Acceptable: School-64.6% / Province-60.0% (+4.6%) <p>K&E Mathematics (*9 students)</p> <ul style="list-style-type: none"> Acceptable: School-66.7% / Province-59.6% (+7.1%) <p>Science</p> <ul style="list-style-type: none"> Acceptable: School-90.8% / Province-75.2% (+15.6%) Excellence: School-31.3% / Province-26.4% (+4.9%) <p>K&E Science (*5 students)</p> <ul style="list-style-type: none"> Excellence: School-20.0% / Province-10.7% (+9.3%) <p>Social Studies</p> <ul style="list-style-type: none"> Acceptable: School-89.3% / Province-68.7% (+20.6%) <p>K&E Social Studies (*5 students)</p> <ul style="list-style-type: none"> Acceptable: School-60.0% / Province-55.9% (+4.1%) Excellence: School-20.0% / Province-15.0% (+5.0%)

Areas to target for growth

Data Source	Measures	Goals in response to data
Accountability Pillar	<ul style="list-style-type: none"> • Student Learning Opportunities: Education Quality • Continuous Improvement: School Improvement declined to Good 	<ul style="list-style-type: none"> • Goal #3 and #4
District Satisfaction Survey	<p>Parents said:</p> <ul style="list-style-type: none"> • Level of satisfaction with opportunity to access information about activities at the school. (-4.1%) • Inclusive Education – satisfaction with programming and progress of your child with special education needs. (-18.2%) 	<ul style="list-style-type: none"> • For 2018/19, initiated Looking Ahead document sent home each Friday with info for upcoming week; have confirmed all emails to ensure all families receive this information • 18.2% appears high but based on a 23% response rate, this may be deceiving. Will continue to work with families of students with special needs and identify needs of K&E students – see Goal #3
Regression Analysis	<ul style="list-style-type: none"> • Math - 	<ul style="list-style-type: none"> • Goal #3 – see Math sub-goal
PAT/Diploma analysis	<p>Mathematics</p> <ul style="list-style-type: none"> • Excellence: School-15.7% / Province-19.0% (-3.3%) <p>K&E Mathematics (*9 students)</p> <ul style="list-style-type: none"> • Excellence: School-11.1% / Province-13.2% (-2.1%) <p>K&E Science (*5 students)</p> <ul style="list-style-type: none"> • Acceptable: School-60.0% / Province-61.7% (-1.7%) <p>Social Studies</p> <ul style="list-style-type: none"> • Excellence: School-19.1% / Province-20.6% (-1.5%) 	<ul style="list-style-type: none"> • Goal #3 – see Math sub-goal • Addressed in Goal #4 – additional teacher supports for identified K&E students • Addressed in Goal #4 – additional teacher supports for identified K&E students • Goal #3 – see Social sub-goal

Goals

<p>Catholic Identity Goal: Staff and students at Cardinal Léger will gain a better understanding of our school charism, “<i>tender-hearted mercy and kindness</i>”, and live our charism through acts of kindness and mercy.</p>	
<p><u>Division Correlation:</u> Goal 2: Our Catholic school has a charism where our gifts are shared. Key Strategy: Explore how our school’s charism is permeated throughout school culture and discuss why it is important.</p>	
<p><u>Strategy 1:</u> Staff understanding of Charism</p>	
<p><u>Actions</u></p> <ul style="list-style-type: none"> Using the charism poster provided by the division, staff will spend a portion of 7 staff meetings to discuss and dialogue on the 7 different themes/questions presented on the poster and their correlation to our school’s charism 	<p><u>Measures/ Evidence</u></p> <p>Satisfaction surveys</p> <p>Anecdotal evidence</p>
<p><u>Strategy 2:</u> Acknowledge student acts of kindness</p>	
<p><u>Actions</u></p> <ul style="list-style-type: none"> Kindness Cards given to students to acknowledge kind actions – free pizza Student Brag Board in staffroom for teachers to acknowledge kind acts of students 	<p><u>Measures/ Evidence</u></p> <p>Number of kindness cards</p> <p>Number of “brags”</p>
<p><u>Strategy 3:</u> Social Justice activities</p>	
<p><u>Actions</u></p> <ul style="list-style-type: none"> Social Justice Club – weekly hot dog sales to raise money for visits to local charities and donation Christmas hampers TEAM Leadership visits to St. Philip and senior’s residence Cardinal Léger Day activities – grade specific Staff volunteering afternoon at local charity 	<p><u>Measures/ Evidence</u></p> <p>Satisfaction surveys</p>
<p><u>Strategy 4:</u> School activities to enhance and build our community</p>	
<p><u>Actions</u></p> <ul style="list-style-type: none"> Who Am I? staff board Believe Institute 	<p><u>Measures/ Evidence</u></p> <p>Satisfaction surveys</p> <p>Staff feedback</p>
<p><u>Strategy 5:</u> Build connection to WIN Jr. program, which is new to Cardinal Léger</p>	
<p><u>Actions</u></p> <ul style="list-style-type: none"> Integration of WIN Jr. students into regular program courses 	<p><u>Measures/ Evidence</u></p> <p>Satisfaction surveys</p>

<ul style="list-style-type: none"> Staff visitations to WIN Jr. classrooms to build relationships with staff and students and to better understand WIN Jr. program of choice 	<p>Staff feedback</p> <p>Anecdotal evidence</p>
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Catholic Education Goal: The students and staff at Cardinal Léger will gain a deeper understanding of our Catholic beliefs and faith and live this Catholic faith daily.

Division Correlation:

Edmonton Catholic School Division Goal: Live and enhance the distinctiveness of Catholic education

- 1.1 Demonstrate the distinctiveness and advantages of Catholic education.
- Continue to enhance the home - school - parish relationships.
 - Enhance and strengthen our Catholic identity within each site by implementing our Catholic Identity Plan 2019-2022.
 - Demonstrate a way of life rooted in the Catholic Christian call to discipleship and service.
 - Ensure that permeation of faith remains central in all our day to day practices.
- 1.3 Demonstrate commitment to and excellence in Catholic education.
- Deliver and support our Religious Education programs to all students as a spirit-filled lived experience with the same excellence as all other areas of study.
 - Continue to develop the role of the school-based chaplain to support the faith formation of students and staff and support sacred-space environments.

Strategy 1: Focus on Religious Education instruction

<u>Actions</u>	<u>Measures/ Evidence</u>
<ul style="list-style-type: none"> School chaplain scheduled to teach majority of Religion classes in Grade 8/9 Grade 7 homeroom teachers to teach Religion to their homeroom group; all classes scheduled at same time for opportunity to collaboration School chaplain to lead and mentor teachers with Religion Education instruction; provide resources, lessons, etc. 	<p>Satisfaction Surveys</p>

Strategy 2: Involve students in religious celebrations, prayers and activities

<u>Actions</u>	<u>Measures/ Evidence</u>
<ul style="list-style-type: none"> Celebration team of students established to participate and lead celebrations; ongoing addition of members Participation of students in recordings of daily prayer 	<p>Satisfaction surveys</p> <p>Teacher feedback</p>

Strategy 3: Social Justice activities

<u>Actions</u>	<u>Measures/ Evidence</u>
<ul style="list-style-type: none"> Social Justice Club – weekly hot dog sales to raise money for visits to local charities and donation Christmas hampers TEAM Leadership visits to St. Philip and senior’s residence 	<p>Satisfaction surveys</p>

<ul style="list-style-type: none"> • Cardinal Léger Day activities – grade specific • Staff volunteering afternoon at local charity 	
Strategy 4: Parent Involvement	
<u>Actions</u> <ul style="list-style-type: none"> • “Did You Know – A Look at our Catholic Faith” in Looking Ahead document • Looking ahead document emailed home weekly – ongoing • Obtaining 100% accuracy with parent emails to ensure communications are received. • Use of SwiftK12 for communication and reminders • Parent program evenings – FSLW-led, anxiety 	<u>Measures/ Evidence</u> Satisfaction surveys Increased parent response and participation rates

Goal 3: Students, including K&E, at Cardinal Léger will meet or exceed their predicted levels of achievement on government administered assessments.

Division Correlation:
ECSD Goal 1: ECSD students are successful

Sub Goal a: Based on PAT analysis, subject area teachers will develop strategies and actions to meet or exceed predicted levels of achievement on government administered assessments. After reviewing PAT and Regression Analysis results, each core subject area identified the strengths and areas for growth and created a plan of action to address areas of growth.

Language Arts
Our school has met, and exceeded, our goal in writing standards for Part A of the standardized test. However, we must continue to improve in reading comprehension and develop the skills and strategies needed to take multiple-choice exams to improve comprehension results across grades 7-9. We will also enhance the students' ability to identify vocabulary used in context, and their recognition of literary devices, descriptive language, and essential details within narrative and poetic texts. We will continue to strive for progression from year to year to improve our standardized results.

Strategy 1: Reading Comprehension Enhancement

<u>Actions</u> <ul style="list-style-type: none"> • Twice every month, all students will practice their reading comprehension skills through grade level specific formative and summative tests (and comparable to the student’s abilities - ELL, K&E, etc.) • These tests will supplement their regular reading comprehension skill building as done in class. • The focus of this is to help the students enhance their understanding of vocabulary, literary devices and conventions in context (specifically in narrative and poetic texts). 	<u>Measures/ Evidence</u> Individual test scores will gradually increase throughout the school year. A noticeable increase in students’ standardized test results for Part B will increase proportionally.
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<ul style="list-style-type: none"> Teachers will model effective reading comprehension strategies in class, such as highlighting, note-taking, crossing out distractors, etc. 	
<p><u>Strategy 2: Vocabulary Enrichment</u></p>	
<p><u>Actions</u></p> <ul style="list-style-type: none"> To increase the student’s ability to use more grade level vocabulary and terminology, students will identify simple words and phrases in written responses (theirs and others). They will then research adequate words and terms that could replace the simple words in the context of the written piece. Students will have monthly vocabulary tests using grade appropriate vocabulary. This will be an ongoing strategy that students will utilize while revising written texts in class. Students will make use of a dictionary and thesaurus. 	<p><u>Measures/ Evidence</u></p> <p>We will see an increase in the amount of grade level vocabulary that the students are using in their written assessments throughout the school year.</p>
<p><u>Strategy 3: Figurative Language and Poetry</u></p>	
<p><u>Actions</u></p> <ul style="list-style-type: none"> We will do a more substantial poetry unit throughout the year where students will receive a greater ability to recognize and utilize figurative language in texts. We will add a specific category on students’ written rubrics which will focus on their use of figurative language and literary devices. 	<p><u>Measures/ Evidence</u></p> <p>We will see an improvement in the narrative/poetic results on Part B of the standardized test.</p>
<p><u>Strategy 4: Creative Writing Enhancement</u></p>	
<p><u>Actions</u></p> <ul style="list-style-type: none"> All students, in their Language Arts classes, will receive a series of visual prompts throughout the year that they will have an entire period to analyze and create a written response. These prompts will be used as formative assessment; however, one prompt response will be included in their grade as a summative assessment. The prompts will be appropriate to grade levels and student abilities (K&E, ELL, etc.) 	<p><u>Measures/ Evidence</u></p> <p>We will see a more instantaneous response from students when they are brainstorming for specific topics.</p> <p>We will see an increase in students test results for Part B of the standardized test, specifically in the visual/cartoon analysis questions.</p>
<p><u>Strategy 5: School Support</u></p>	
<p><u>Actions</u></p> <p>- We will continue to use the school supports in place (LC and ELL Designate) so that we can help students become more confident in their own ability to read, write and comprehend throughout the entire school year prior to May and June when Part A and Part B is given. This in turn, should help relieve test anxiety or other issues that may hinder their achievement.</p>	<p><u>Measures/ Evidence</u></p> <p>- Students will continue to be enrolled in our Approaches to Learning Class where their writing, reading comprehension, vocabulary</p>

	and ESL benchmarks are being identified, monitored, and improved.
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Math
 Our school has met our goal on improving mental math strategies, on the Part A of the Math PAT. Our goal is to maintain and improve students’ ability to recall and apply a variety of mathematical properties to solve problems by completing assessments throughout the year without the use of technology. As a math department, we will continue to improve on high complexity problem solving and developing the skills needed to answer multiple-choice questions. We will teach strategies, such as process of elimination, and how to define and use the math terminology given in the questions.

Strategy 1: Improve mental math skills for students across all grades.

<u>Actions</u>	<u>Measures/ Evidence</u>
<ul style="list-style-type: none"> • Give all students multiplication table • Give at least one non-calculator assessment per unit • Continue embedded mental math strategies during instruction 	Math 9 PAT (Part A)

Strategy 2: Improve success on high complexity math problems.

<u>Actions</u>	<u>Measures/ Evidence</u>
<ul style="list-style-type: none"> • Include more multi-step word problems in lessons across all grades • Work with students on strategies for solving word problems • Define math terminology in lessons (math word wall) 	Math 9 PAT (Part B)

Strategy 3: Give students more time to review and complete practice with the support of a teacher.

<u>Actions</u>	<u>Measures/ Evidence</u>
<ul style="list-style-type: none"> • Remove an option from the timetable and add one Math 9 block on the schedule per week. • Have two cumulative assessments across all grades (Units 1-3, 4-6) 	Math 9 PAT

Strategy 4: Increase supports for struggling students.

<u>Actions</u>	<u>Measures/ Evidence</u>
<ul style="list-style-type: none"> • Have 7 math support blocks per week, where struggling students can receive extra help • Math 9 K & E students will be identified early in the year • Have a separate K&E program delivered to the K&E students. 	Math 9 PAT Math 9 K&E PAT

Science
 Our students once again performed better in Skills than the province, a goal which was set a few years ago that has been maintained ever since. Our students also performed better overall than the province in all of the Units, including Unit D, Electricity, which has been a problem area for the last few years. The areas for growth identified in the analysis include recognizing variables within an experiment and

improving reading comprehension and test-taking skills for our ELL students. We will continue to incorporate variable identification throughout our lab activities across all grades and strive to consistently access appropriate supports and strategies for ELL students beginning in grade 7.

Strategy 1: Improve student understanding of Science Skills

Actions

- Graphing lesson and a graphing quiz
- Include 1-2 graph/chart questions on Unit Exams across all grades (continue)
- Practice and review variables
- Include questions involving variables on Unit Exams

Measures/ Evidence

PAT Results
Other assessments

Strategy 2: Expose students to PAT style questions

Actions

- Include Numerical Response questions on Unit Exams across all grades
- Embed PAT questions into lessons
- Include past PAT questions into Unit Exams
- Practice PAT Exam in early June

Measures/ Evidence

PAT Results
Other assessments

Strategy 3: Improve the results for “Below Acceptable Standard” on standardized tests.

Actions

- Early identification of K & E students
- Team teaching

Measures/ Evidence

PAT Results
Other assessments

Social

In Social Studies, students at Cardinal Leger met two of our three smart goals from 2018-2019 school year for the standardized test. There was a drastic decrease of students who fell Below the Acceptable Standard. This was a major focus, and we are most proud of these results. We also were well ahead of the province and district for the Acceptable Standard. Lastly, we continue to close the gap on our school’s Achievement for Standard of Excellence. It is just short of the province and district (-4%). Results show that our strategies are working. Moving forward, as a department, we will continue to strive for consistency and further growth.

Strategy #1: Improve the overall level of achievement on the Social Studies Provincial Achievement Test.

Actions

- Each teacher will conduct formative assessments following each topic unit test. The formative assessment will consist of previously released questions (typically 4 questions) from older Provincial Achievement Tests.
- No grade will be issued but an exemplar (level of achievement) and outcomes will be included within Power Teacher Pro. This will assist both the teacher and student to identify areas for improvement.
- The teacher will provide students with helpful tips and strategies on how to tackle complex multiple source questions.

Measures/ Evidence

By the end of May, beginning of June the majority of students will score a level of achievement of least 60% to 70% average on the practice Provincial Achievement Tests. This will be reflected in Power Teacher Pro for teacher/student and parents to see.

The average Acceptable Standard PAT score for students at Cardinal

<ul style="list-style-type: none"> Unit tests will primarily be made up of source-based questions like questions found on the Provincial Achievement Tests. Teachers will administer an entire previously released PAT in late May or early June as practice exam to expose students to format, time restrictions, and complexity of exam. 	<p>Leger will be above both the district and provincial levels.</p>
<p>Strategy #2: Increase the number of students who achieve the Standard of Excellence on the Provincial Achievement Test.</p>	
<p><u>Actions</u></p> <ul style="list-style-type: none"> Teachers will provide practice Provincial Achievement Test classes, either by drop in or by offering Flex classes, at the end of the year to review material and help develop strategies on how to approach Provincial Achievement type questions. In the Grade 9 Enhanced Academic Program classes, students will be assigned higher level critical thinking "Tasks/Assignments." Fred Curatolo (Political Cartoonist) will be brought in to talk to all grade nine to help assist with reading and understanding cartoons/aminations on the Provincial Achievement Test. Students will practice test taking skills using the online computer program Quest A+. 	<p><u>Measures/ Evidence</u></p> <p>Total number of students achieving the Standard of Excellence on the Provincial Achievement test will be greater than 25 students.</p> <p>Following the visit from Political cartoonist Fred Curatolo students will write a quiz or be given an assignment on the materials covered to assess comprehension.</p> <p>Teachers will track and monitor results of practice tests from Quest A+ to ensure success.</p>
<p>Strategy #3: Increase the overall student level of achievement to a level that is closer student’s ability and potential. (Raising the regression results from an equal to a plus)</p>	
<p><u>Actions</u></p> <ul style="list-style-type: none"> All grades will update questions on chapter tests that include multiple sources (three to four in total). All tests in all grades will be made up of at least 50% source-based questions. 	<p><u>Measures/ Evidence</u></p> <p>By the end of the year students will score better than 60% success rate on source-based questions from the chapter tests.</p> <p>Regression analysis</p>
<p>Sub Goal b: Teachers will have a clear understanding of grade-level standards and curricular outcomes.</p>	
<p>Strategy 1: PowerTeacherPro</p>	
<p><u>Actions</u></p> <ul style="list-style-type: none"> Outcomes-based reporting Aligning instruction and assessments to KLOs; use of Smarter Marks application Ongoing communication on assessments through PTP 	<p><u>Measures/ Evidence</u></p> <p>Correlation of school-awarded marks vs. PAT scores – goal of 10% difference</p>
<p>Strategy 2: CoP dialogue</p>	

<u>Actions</u> <ul style="list-style-type: none"> • Comparison of previous year school-awarded marks and PAT scores – shared with teachers individually • CoP planning time • CoP dialogue on assessments and evaluation process • Collaborative marking strategies 	<u>Measures/ Evidence</u> Correlation of school-awarded marks vs. PAT scores – goal of 10% difference
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Goal 4: The needs of diverse learners at Cardinal Léger will be met through various programs and instructional models

Division Correlation:
ECSD Goal 3: ECSD respects diversity and promotes inclusion

Sub Goal a: K&E students at Cardinal Léger will meet or exceed their predicted levels of achievement on government administered assessments.

Strategy 1: Student Identification

<u>Actions</u> <ul style="list-style-type: none"> • Learning coach reviews student profiles, beginning in Grade 7 • ATL supports in Grade 7 • CCATs, Ed. Psych assessments, F&P levels • Anecdotal records and staff dialogue • Formal K&E designation for Grade 9 and registration in K&E courses 	<u>Measures/ Evidence</u> K&E PAT results
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Strategy 2: Creation of K&E cohort

<u>Actions</u> <ul style="list-style-type: none"> • Based on Grade 8 data and information, all possible K&E students placed in same class grouping for Grade 9 • Parent conference and consent • Placement in K&E sections for identified core subjects 	<u>Measures/ Evidence</u> K&E PAT results
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Strategy 3: Teacher supports

<u>Actions</u> <ul style="list-style-type: none"> • Two teachers assigned to teach core classes with K&E cohort to provide additional supports • Math K&E taught as separate class 	<u>Measures/ Evidence</u> K&E PAT results
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Sub Goal b: WIN Jr. students at Cardinal Léger will continue to develop the skills necessary to become independent and responsible members of their community.

Strategy 1: Personalized planning for individual students

<u>Actions</u> <ul style="list-style-type: none"> • Individual Program Plans • Regular parent meetings • MIPI and F&P assessments • Daily numeracy activities • Daily literacy activities 	<u>Measures/ Evidence</u> IPP reviews Satisfaction surveys
<u>Strategy 2: Meaningful inclusion of WIN Jr. students</u>	
<u>Actions</u> <ul style="list-style-type: none"> • Auditing of academic and complimentary classes based on strengths and interests • Participation in extracurricular activities • Participation in school celebrations • Inclusive staff visits 	<u>Measures/ Evidence</u> IPP reviews Satisfaction surveys
<u>Strategy 3: Development of life skills</u>	
<u>Actions</u> <ul style="list-style-type: none"> • Weekly foods classes • WIN Jr. construction option in Semester 2 • Regular community outings • Explicit teaching of communication, self-regulation, and social skills 	<u>Measures/ Evidence</u> IPP reviews Satisfaction surveys
Sub Goal c: Students with identified accommodations will achieve, at minimum, an acceptable standard on their PATs.	
<u>Strategy 1: Student Identification</u>	
<u>Actions</u> <ul style="list-style-type: none"> • Learning coach review of student profiles and dialogue with teachers • Anecdotal records and staff dialogue 	<u>Measures/ Evidence</u> PAT Results
<u>Strategy 2: Provision of accommodations</u>	
<u>Actions</u> <ul style="list-style-type: none"> • provide and document accommodations for assessments throughout the year to ensure students have appropriate accommodations identified and included for PATs 	<u>Measures/ Evidence</u> PAT results

Goal 5: Promote and expand the Italian Language and Culture Program

Division Correlation:

ECSD Goal 1: ECSD students are successful

Strategy 1: Sustain and increase engagement and enrollment in the Italian Language and Culture Program

Actions

- Ongoing Collaboration with Fernandez Sanchez, Edmonton Catholic Schools, St. Philip Elementary School, Antonella Cortese, National Congress, Foreign Ministry, University of Alberta, Aristide Melchionna, Italian Consulate, Vancouver Consulate
- Engage students with an increased focus on cultural aspect of the program with a scheduled cooking class each week
- Applied for, and received, a grant from Italy to support our cooking component of program
- Create an Italian “recipe” book as a culinary project at the end of the year

Measures/ Evidence

Increase and sustain a higher enrollment from 2018-2020 and in the future

Satisfaction surveys

Goal 6: The community of Cardinal Léger will create an inclusive, safe, healthy and caring environment that respects and supports the individuality and mental health of all. Our intent is to support all students, inclusively, through a Catholic lens.

Division Correlation:

ECSD Goal Three: ECSD respects diversity and promotes inclusion

ECSD Goal Four: ECSD has excellent teachers, and school and school division leaders

Strategy 1: Academic student supports

Actions

- Schedule two teachers for 9A class – K&E cohort included in this grouping
- Math supports (A. Steeves)
- ELL and LA supports (P. Esposito-Neri)
- Math help sessions
- Science help sessions

Measures/ Evidence

PAT results

Satisfaction surveys

Strategy 2: Mental health student supports

Actions

- FSLW time increased to 0.5 FTE

Measures/ Evidence

<ul style="list-style-type: none"> • Single STAY advisor – consistency • PEERS Program (AHS/FSLW) • Psychologist (J. Pukalo) 	<p>Satisfaction surveys</p> <p>Student attendance</p> <p>Number of referrals</p>
Strategy 3: Provide ELL families and students with supports	
<p><u>Actions</u></p> <ul style="list-style-type: none"> • ELL designate time (P. Esposito-Neri) • Settlement Practitioner, Edmonton Immigrant Services Association (Z. Greenslade) - Wednesdays 	<p><u>Measures/ Evidence</u></p> <p>Satisfaction surveys</p>
Strategy 4: Staff PD	
<p><u>Actions</u></p> <ul style="list-style-type: none"> • Anxiety workshop – AHS, CYF Caregiver Education • Trauma-informed classrooms workshop – AHS, CYF Caregiver Education • Physical literacy/Staff Wellness PD – staff led 	<p><u>Measures/ Evidence</u></p> <p>Satisfaction surveys</p> <p>Workshop surveys</p>
Strategy 5: Student Wellness	
<p><u>Actions</u></p> <ul style="list-style-type: none"> • Grade 7 EAP Conference – Mental Wellness Matters • Junior High Student Symposium: Expecting Respect • Believe Institute (Sarah Wells) • Incorporation of wellness activities in Physical Education classes • Mindfulness Club 	<p><u>Measures/ Evidence</u></p> <p>Satisfaction surveys</p>

SPCG will be posted in staffroom for entire year to allow ongoing review and additions by staff members.

Review Date 1: March 5, 2020

Review Date 2: June 4, 2020