

Catholic Independent Schools of Vancouver Archdiocese

School Growth Plan



St. Michael's School

Revised 2019

CISVA Mission Statement

The Catholic School shares in the mission of the Church
to proclaim and build the Kingdom of God.

The Catholic School, is a faith community, is committed to
excellence in Catholicity and
in all areas that promote the development of the whole child
to his or her full potential.

The Catholic School strives to develop Christian leaders,
responsible citizens and life-long learners.

Adopted on September 5, 2001

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SCHOOL GROWTH PLAN PROCESS

The school improvement process is not static, but rather an ongoing cycle. A School Growth Plan reflects the vision and mission of the school and the diversity of students served. It is aligned and in harmony with the philosophy of education for Catholic schools and is based on the needs of the school and its students as identified by all the stakeholders in a school community. A School Growth Plan focuses on specific areas of student learning: spiritual, intellectual, physical, moral, and the development of the Core Competencies: communication, thinking, and personal and social development. A School Growth Plan reflects the unique needs, issues and characteristics of the school and its community. Improvement in students' learning and core competency development is much more likely if schools and their communities set out in an organized, focused, and inclusive way that focuses on specific goals for improvement and makes decisions about how and when these goals will be achieved.

ESSENTIAL ELEMENTS OF A SCHOOL GROWTH PLAN

Goal Statement

Improving schools, through their stated goals and objectives, are making the success of all students a priority. Goals identified by schools should be specific, measurable, attainable, realistic, and timebound (SMART).

- What specific goals have we chosen for improving student learning (or our school's Catholic Identity)?

Rationale & Evidence of Need

Improving schools have a thorough and connected set of reasons, based on evidence, for the selection of their goals. They are actively considering at least three sources of evidence including classroom, school and provincial data. The analysis of this evidence informs the selection of the goals and is used to monitor progress.

- Why did we choose these goals? When setting our goals, what data/information did we consider?

Structures & Strategies

Improving school's staff development, allocation of resources, and organization of time are aligned with the school goals and objectives to increase the likelihood of success and sustainability. This includes, but is not limited to, effectively differentiating resources in the areas of highest need for improvement. The strategies selected to achieve the goals are an intelligent blend of research, best practice, and innovative thinking.

- What structural changes and/or instructional strategies are in place and/or are we considering as a result of identifying areas for improvement?
- What staff development plans are in place to support our goals?

Indicators of Success

Improving schools develop indicators that act as benchmarks or milestones along the way. These indicators of success provide schools with standards against which they can measure their progress

towards their goals. In fact, each strategy could have a corresponding indicator of success, marking the completion of that step on the road to meeting the goal.

- As a staff and community, what do we know about our students, their successes and challenges? From what we know, what is most important in our work to improve the success for our students?
- How are we monitoring the structures and/or strategies and adapting or refining them as needed?

Time Lines/Who

Improving schools must look closely at each structure/strategy they are suggesting to determine the most suitable time and duration. All staff members should understand the proposed timeline and determine if they are doable and understand them in the context of the whole plan. Schools also need to determine who will be responsible for implementing each strategy.

- Does each staff member understand his or her responsibilities within the plan?

Progress to Date

Improving schools monitor and adjust get improved results – at the classroom and school levels. They are involved in continuous dialogue and make public their improvement goals and the progress being made in specific areas of focus.

- How will we know what we are doing works and that we have made a difference for our students? What adjustments are we making?

Communication

Improving schools monitor and adjust get improved results – at the classroom and school levels. They are involved in continuous dialogue and make public their improvement goals and the progress being made in specific areas of focus.

- How are we communicating about our improvement efforts (with staff, parent, students and community)?

Communication with staff – during our professional growth meetings, staff meet to discuss assessment results. Staff meet as a whole or in primary/intermediate teams to share results. The growth plan is discussed at these meetings. Staff meet deadlines for reporting; tracking data and handing is summary of data to the office; informal staff discussions; school-based team meetings; weekly staff memos to ensure that relevant information reaches all staff members.

Communication with parents – the growth plan is shared with the education committee and committee members are asked for input. The growth will be reviewed at every Annual Parent Meeting. Report cards; Parent-Teacher Conferences; impromptu/informal conversation and verbal feedback; student agendas; newsletters; teachers and Principal notes home/phone calls; school website.

Communication with students – assessment results are shared with the students and connected to the school wide goals in the classroom. Daily feedback (through conversation, written notes on

FIVE ESSENTIAL MARKS OF CATHOLIC SCHOOLS

St. Michael's School is guided by the Five Essential Marks of Catholic Schools as articulated by the Holy See's Teaching¹ on Catholic Schools. The Catholic School reflects the Catholic vision of the learner. It provides religious and moral reference points to help students critically examine the world around them and build a society enlightened by the values of the Gospel. Christ is the foundation of the educational enterprise in a Catholic School. His teaching and life inform the school's identity and characteristics. The Holy See identifies the 'Essential Marks' of a Catholic School² as:

- A. Inspired by a Supernatural Vision
- B. Founded on a Christian Anthropology
- C. Animated by Communion and Community
- D. Imbued with a Catholic Worldview Throughout the Curriculum
- E. Sustained by Gospel Witness

The Essential Marks of Catholic Schools addressed in the 2019s Growth Plan include:

- A. Animated by Communion and Community
- B. Sustained by Gospel Witness

A. Animated by Communion and Community

God is love and through prayer people experience and understand more the love of Jesus. When a person prays acceptably one enters into God's presence where they will be enveloped by God's love. Through prayer, we build up our faith in God and His son Jesus Christ.

GOAL STATEMENT 1 Animated by Communion and Community	
To create a school environment where students can grow in their personal relationship with Jesus through ongoing opportunities for the school community to pray together and experience different forms of prayer.	
Guiding Question: <ul style="list-style-type: none"> How can we work together as a school community to create a school environment where students can grow in their personal relationship with Jesus? 	
Objective: <p>1.1 To ensure that all prayer is reverent and respectful and to incorporate music into our classroom prayer life and to expose the children to unfamiliar prayer forms weekly, as well as to have students recognize, participate in, and or lead different prayer forms.</p>	
Rationale & Evidence of Need: <p>To continue to enhance and strengthen our Catholic identity through the Five Marks of Catholic School Identity Implementation Plan.</p>	

¹Archbishop J. Michael Miller, CSB, The Holy See's Teaching on Catholic Schools.

Structures & Strategies	Indicators of Success	Time Lines	Who	Progress Date/Communication
Objective 1.1 <ul style="list-style-type: none"> During daily prayer (e.g., morning prayer, the Angelus, Grace before meals, end of day prayer) ensure that the children are sitting at the prayer corner or standing quietly and reverently, facing towards a visual focus for their attention 100% of the time during prayer (prayer table, crucifix). Ensure students are making the sign of the cross reverently 100% of the time. 	1.1 <ul style="list-style-type: none"> All students will face the prayer table sustaining attention for a developmentally appropriate amount of time, during prayer (gathered, not leaning on their desk, not continuing to write in books, or playing with items around them). Each student will make the sign of the cross correctly and in a reverent manner. Students will experience a different prayer form as indicated above (meditative prayer and Lectio Divina process) at least once per month, and with the inclusion of music into prayer life. 	Ongoing	Teachers Students	

GOAL STATEMENT 2

Animated by Communion and Community

To reconcile dates to enable the staff to attend the annual CISVA Faith Development Day

Rationale & Evidence of Need:

At the end of August, St. Michael's School staff participate in a 2-day spiritual retreat held at the Abbey in Mission and led by the Pastor. As this 2-day retreat is in conflict with the scheduled date for the CISVA Faith Development Day, the staff at St. Michael's has been unable to attend the Faith Development Day. As a result, St. Michael's received an 'A' under the section: *Describe how staff members participate in retreats, faith development, and other faith-based activities.* The following comment was written in the 2018 evaluation report: *"The existing conflict between the CISVA Faith Development Day and the St. Michael's staff retreat requires a resolution."* This report was shared with PEC and Pastor without resolution. Accordingly, the principal welcomes suggestions from the Superintendent's Office as to how this conflict can be resolved.

Structures & Strategies	Indicators of Success	Time Lines	Who	Progress to Date/Communication
N/A	N/A	N/A	N/A	N/A
Additional Notes: N/A				

GOAL STATEMENT 3

Sustained by Gospel Witness

To establish a program of faith development for the parents, staff and students to support their personal and communal spiritual life in accordance with the belief that faith formation belongs to the whole community.

Guiding Question:

- How can we work together as a school community to establish a program of faith development to support the personal and communal experience life in accordance with the belief that faith formation belongs to the whole community?

Objectives:

3.1	To encourage staff and parents in our school community to develop a personal relationship with Jesus Christ and to give meaning and purpose to their lives through the participation in the Wild Goose Project.			
3.2	To create through <i>Altaration</i> , conversations, dispel myths, and inspire souls to a deep and lasting love for the Mass.			
Rationale & Evidence of Need: The school received a ‘R’ under the section: <i>How does the School Pastor/Chaplain/Archbishop’s Representative provide support for staff development in the Apostolate of Catholic Education?</i> The following comment was written in the 2018 Evaluation Report: <i>The school is encouraged to build on this strong foundation by developing a combined school/parish strategic goal focused on the evangelization of parents.</i> A teacher in a Catholic school has a significant role in the mission and life of the Church. In partnership with parents, pastors and the faith community, a teacher is expected to contribute to the evangelization and formation of children in the Catholic faith. Our goal is to provide faith formation for our teachers so that they will be better equipped at evangelizing our students. Our hope would be that this, in turn, will ignite our parents to want to build their relationship with Jesus Christ. It is also noted that attending Sunday Mass does not appear to be a priority for our families and students do not seem to be fully engaged at our weekly Friday Masses. The Wild Goose Project is an endeavor to invite Catholic Christians into a more profound life-giving relationship with the Holy Spirit. This is a relationship marked by the love of God, which breathes life into our daily existence. <i>Altaration</i> is a resource which addresses head-on one of the biggest problems we all face: how do we get Catholic youths to appreciate the awesome beauty and mystery of the Mass, and to look forward to attending and participating. Both the Wild Goose Project and <i>Altaration</i> will be used as resources for catechesis with our teachers and parents. We hope to bring about a renewed enthusiasm for their faith that, and in living their faith in Jesus, they will freely share it with others.				
Structures & Strategies	Indicators of Success	Time Lines	Who	Progress to Date/ Communication
Objective 3.1 <ul style="list-style-type: none">Establish opportunities for parents to engage in programs of faith development. Wild Goose Series <ul style="list-style-type: none">This series is fourteen independent segments dealing with different experiences of the Holy Spirit. For the most part, each segment stands on its own so viewers do not have to watch them in any particular order. As the first three segments give a foundation to the others, it is suggested that viewers start with these. After that, ask the Spirit to lead you in the order of how segments will be viewed. <ul style="list-style-type: none">List of Sessions<ol style="list-style-type: none">God’s Love Poured OutBreath of GodBaptism in the Holy SpiritThe Spirit and Our LadyGifts of the Holy Spirit	3.1 <ul style="list-style-type: none">Active participation by parents once the sessions begin.	April 2019, ongoing. Sessions will be held during early dismissal times.	EFDF and Principal	

6. The Spirit and the Eucharist 7. The Spirit of Adoption 8. The Spirit of the Sacraments 9. Fruits of the Holy Spirit 10. The Spirit and the Desert 11. The Spirit Convicts 12. The Spirit's Freedom 13. The Spirit Gives Witness 14. The Spirit Remembers				
Objective 3.2 <ul style="list-style-type: none"> • <i>Altaration</i> will first be used with the teachers, followed by students and parents. - <u>Session 1</u>: More Than Meets the Eye - Segment 1: I Was Bored, Too - Segment 2: I Will Follow - Segment 3: The Power of the Priesthood - <u>Session 2</u>: Our Father's Plan - Segment 1: The Incarnation - Segment 2: A Father Who Loves Us - Segment 3: Priorities - <u>Session 3</u>: The Mystery Revealed - Segment 1: Lean In - Segment 2: The Greatest Gift - Segment 3: What If? - <u>Session 4</u>: What Is Our Response? - Segment 1: I Do - Segment 2: Sent Forth - Segment 3: Will You Let Him? - <u>Session 5</u>: The 'Whys' Behind the 'Whats' 	3.2 <ul style="list-style-type: none"> • Active participation by teachers, students and parents once the sessions begin. • Students will participate with devotion and full collaboration in Mass through a good understanding of the rites and prayers and a genuine love for the Mass. • Increased attendance by St. Michael's families at Mass. 		EFDF and Principal	
Additional Notes: A parent will be asked to facilitate these sessions. It is the principal's intention to advertise in the school newsletter and parish bulletin to let the community know that the parish/school will offering a faith development program for parents.				

B. Sustained by Gospel Witness

The school community proclaims and lives the Gospel message in all areas of school life. This lived message extends beyond the school into the local and global community.

GOAL STATEMENT 4 Sustained by Gospel Witness				
To create and sustain a school community in which students demonstrate their deep faith and understanding of discipleship through student-led actions of service and live this message beyond the school into local and global communities.				
Guiding Question: <ul style="list-style-type: none"> How can we work together as a school community to encourage growth in students' knowledge of the social teachings of the Church and actively engage students in charitable activities and environmental stewardship? 				
Objectives: <ul style="list-style-type: none"> 4.1 To have students initiate and participate in, student-led services including acts of social justice, service and stewardship, while growing in their knowledge of the Social Teachings of the Church. 4.2 To enhance and strengthen our Catholic identity through the provision of curriculum and instruction that is imbued with the Catholic Worldview and guided by the Principles of Catholic Education and Catholic Social Teachings. 4.3 To develop and instruct students in the virtues through the Personal and Social Competencies as outline in BC's new curriculum. 				
Rationale & Evidence of Need: To continue to enhance and strengthen our Catholic identity through the Five Marks of Catholic School Identity Implementation Plan.				
Structures & Strategies	Indicators of Success	Time Lines	Who	Progress to Date/Communication
Objective 4.1 <ul style="list-style-type: none"> To create and sustain a school community in which students and staff are knowledgeable of, and committed to acts of social justice, service and stewardship that model the characteristics of active citizenship and agents of change. To have students become knowledgeable of the Spiritual and Corporal Works of Mercy and the Biblical verse: <i>"Whatever you do for the least of my brothers and sisters, you do for me."</i> 	4.1 <ul style="list-style-type: none"> Students have a deep understanding of Catholicism through the lens of the Catholic Worldview and are intrinsically motivated to serve and show discipleship. Students are engaged in promoting activities to stimulate their social responsibility and global citizenship. The bond of shared faith experiences is strong and provides the school community with a common vision and mission. There is growing evidence of this in the way students have reached out to the local community to engage in community partnerships and to bring local and global issues to the attention of the student 	Ongoing	Teachers Students	

	<p>body during school assemblies.</p> <ul style="list-style-type: none"> • Our School Leadership Team is creating presentations for the student body explaining where the money collected through various school initiatives goes. Students have been encouraged to think about how act as responsible global citizens. For example, this can include raising awareness locally, learning about Human Rights, contacting their MPs, or changing their shopping habits. Informal questionnaire (qualitative data) will be taken to see how many students are able to explain why we are collected money on a non-uniform day. 			
<p>Objective: 4.2</p> <ul style="list-style-type: none"> • To provide faith formation that is reflected in the perspective of a Catholic Worldview, based on the Principles of Catholic Education and inclusive of the Catholic Social Teachings. • To embed the Catholic Social Teachings into short-term unit plans (K-7 Social Studies and Science curriculum outlined in BC's New Curriculum) including community, human rights, peace, social justice, cultural and environmental awareness. • To make use of available resources including the <i>"Catholic Worldview Across the Curriculum"</i>. 	<p>4.2</p> <ul style="list-style-type: none"> • Short-term unit plans have been embedded with essential questions to enhance students' growth through discussions based on the Catholic Worldview. • Students can articulate why/how the Social teachings of the Church are an essential part of the Catholic faith and are true to the demands of the Gospel (i.e. how Catholic social teachings explore and express the social demands of Catholic faith). • Catholic Worldview is visible in its physical space, and prayer life (i.e. offer a rich vibrant of religious displays, posters, and an environment that is faith filled). 			
<p>Additional Notes:</p> <p>The process of forming virtues is a multifaceted endeavour that occurs at every stage of a child's life. In the school environment, the Catholic vision and imagination for a life of virtue will permeate the school culture and classroom environment. A bulletin board will be set up to display the monthly Catholic Virtue. Teachers will engage students in Christian stories, symbols, language and ongoing activities to develop the monthly virtues at the classroom level. The single most important element in virtue formation is —community. In class meetings, students describe how the cardinal virtues (Prudence, Temperance, Courage and Justice) are made visible in those around them and reflect upon and share examples</p>				

<p>of how the monthly virtue has impacted and how it applies to situations in daily home and school life. They will identify and discuss church social causes that illustrate the virtues.</p> <p>http://catholicblogger1.blogspot.ca/2010/04/virtues.html</p>				
<p>Objective: 4.3</p> <ul style="list-style-type: none"> To develop and instruct students in the virtues through the Personal and Social Competencies as outlined in BC's new curriculum. 	<p>4.3</p> <ul style="list-style-type: none"> Catholic Virtues have been integrated into the daily life of the school. The school, as a whole, will focus on a virtue monthly and students will be encouraged to identify the positive behaviours associated with individual virtues. Students continue to be engaged in discussion of role models of individual virtue and how they can 'grow in this way'. Students will complete a monthly journal entry in their Reflective Logs to reflect on the virtue of the month and share examples of how they have incorporated this virtue into his or her own life. Teachers continue to focus on the relationships between the Catholic Virtues, the students' Catholic identity and the Personal and Social Core Competencies as outlined in BC's new curriculum. Teachers continue to recognize students for living out the monthly virtue by placing their name and the deed on our monthly focus board. Virtues have been highlighted in the school newsletter and assemblies. Students will participate in planning these assemblies; and through peer teaching, recognize positive virtues in themselves and others, and make connections to the causes supported by the school and church communities. Teachers have embedded Catholic virtues and Core Competency teaching into short-term units and lessons 			

	to enhance students' growth as socially responsible Catholic citizens in a global community.			
Resources: <ul style="list-style-type: none"> • Christian Education Curriculum: https://cisva.bc.ca/schools/curriculum-instruction/christian-education-curriculum/ • Catholic Worldview Across the Curriculum Resource - Linda O'Reilly • Practical Ideas on Building the Four Pillars of Stewardship: http://rcav.org/practical-ideas-on-building-the-four-pillars-of-stewardship/ • Integrating the Catholic Worldview into Mathematics and English Language Arts: http://cici-online.org/shared-units/math-lessons/147-math-lessons-grade-k • Catholic Curriculum Organization: Examples of lesson and unit plans: http://catholiccurriculumcorp.org/category/resources/elementary/ • Christian Education Curriculum: https://cisva.bc.ca/schools/curriculum-instruction/christian-education-curriculum/ • This website is not a programming tool but rather a resource to aid teachers integrate Catholic Values into their teaching. It aims to help teachers in their thinking to incorporate Catholic values into the classroom. Cross curriculum priorities, general capabilities and other areas are written with a Catholic perspective in the context of the different key learning areas." http://catholicvalues.parra.catholic.edu.au/home: • Essential Questions for truth, beauty, and goodness: https://newmansociety.org/educating-truth-beauty-goodness-2/. Permission to reprint without modification to text, with attribution to author (Dr. Daniel Guernsey) and to The Cardinal Newman Society, and (if published online) hyperlinked to the article on the Newman Society's website Catholic Social Teachings <ul style="list-style-type: none"> • Lesson plans cover the Principles of Catholic Social Teaching for grades 1-8. They illustrate each principle of Catholic social teaching through stories about Catholic Relief Services' beneficiaries overseas: https://www.crs.org/resource-center/catholic-social-teaching-lesson-plans • Catholic Social Teaching Scripture Guide: http://www.usccb.org/beliefs-and-teachings/how-we-teach/catholic-education/campus-ministry/tools-for-action/upload/cst-scripture-guide-donna-update-matt2.pdf • Kid-friendly Resources: http://www.caritas.org.au/learn/catholic-social-teaching: • Video Series on Catholic Teaching: http://www.crs.org/media-center/news-release/crs-and-usccb-debut-video-series-catholic-social-teaching. You can access many free resources on the website http://www.thereligionteacher.com for teaching the Principles of Catholic Social Teaching. • Catholic Social Teaching Scripture Guide http://www.usccb.org/beliefs-and-teachings/how-we-teach/catholic-education/campus-ministry/tools-for-action/upload/cst-scripture-guide-donna-update-matt2.pdf 				

CURRICULUM AND INSTRUCTION

At St. Michael's, we have made significant progress over the past several years towards achieving our literacy goals, and we will maintain and expand upon that progress.

GOAL STATEMENT 5 Curriculum and Instruction	
To strengthen K-7 student's core reading comprehension strategies through explicit reading instruction. To implement classroom reading instruction that is guided by formative assessment, a systematic, continuous process used throughout instruction.	
Guiding Questions: <ul style="list-style-type: none"> • How can we work together as a school community to structure an effective schoolwide literacy plan to focus on reading comprehension and higher-order thinking skills? • How can teachers be supported in strengthening reading instruction and assessment? 	
Objectives: <p>5.1 To improve core comprehension and higher-order thinking skills of students at the interpretive level.</p> <p>5.2 To use formative assessment measure to guide classroom reading instruction.</p>	

Rationale & Evidence of Need:

Reading is a cross-curricular and life-enhancing endeavour. Preparing students for success in life entails helping them to work toward literacy goals across the curriculum. School-based assessments in Grades K-3, along with FSA results for Grades 4 and 7 indicate that improvement is needed to further develop levels of student achievement in reading proficiency.

BC's Redesigned Curriculum reinforces the current views on the need for strong foundations in literacy. "Solid foundation skills in literacy fill a fundamental requirement for full social and economic participation in today's world."

Structures & Strategies	Indicators of Success	Time Lines	Who	Progress to Date/Communication
<p>Objective 5.1</p> <ul style="list-style-type: none"> To collect and analyze three sources of literacy evidence including classroom, school and provincial data. The analysis of this evidence will inform and structure a literacy plan. To develop and instruct students in the knowledge, thinking skills and attitude fundamental to strategic reading comprehension. To teach core strategic comprehension strategies using the gradual release of responsibility approach. (1) Explicit Explanation of the Strategy and Teacher Modeling: The teacher explains the strategy and demonstrates how to apply the strategy successfully. The teacher thinks aloud to model the mental processes used when reading with the strategy. (2) Guided Practice with Assistance from Peers and Teacher: After explicit modeling, the teacher and students practice together. The teacher scaffolds the students' attempts and supports student thinking. The teacher gives feedback during conferences and classroom discussions. Students share their thinking processes with 	<p>5.1</p> <ul style="list-style-type: none"> Reading instruction is aligned to the gradual release of responsibility approach. Students are applying strategic thinking skills and approaches to new situations including: thinking critically about their own beliefs and values; adjusting strategies to more successful in their independent reading. Increased FSA results at Grades 4 and 7. Formative assessment is used regularly to plan for instruction and intervention to ensure that students demonstrate progress toward mastering core strategic comprehension skills. Formative assessment provides a feedback loop to adjust ongoing instruction and close the gaps in student learning. Teachers are engaged in literacy professional learning and challenged to share that new learning at monthly PLC meetings. Teachers maintain a record of student progress related to comprehension growth. 	Ongoing	Teachers	

<p>each other during paired reading and group discussions. (3) Independent Practice: Students apply the strategy on their own. They receive regular feedback from the teacher and other students. (4) Application in Real Reading Situations</p> <ul style="list-style-type: none"> • To participate in strategic reading professional learning during Wednesday after school PD with L. O'Reilly. • To participate in grade-level discussions on reading comprehension and higher-order thinking strategies through lesson sharing with colleagues. 				
<p>Objective 5.2</p> <ul style="list-style-type: none"> • To develop and implement an on-going reading assessment plan, including formative and summative measures. 	<p>5.2</p> <ul style="list-style-type: none"> • Data from reading assessments including R.A.D. and Foundation Assessment Skills Assessment (FSA) (grades 4 and 7) is used to make instructional decisions about groups of students and individual students. • Teachers continue to work in grade groups related to assessment for learning with L. O'Reilly. • Student Learning Portfolios show evidence of both formative and summative assessments. 			
<p>Additional Notes: Comprehension Strategies: activating prior knowledge, predicting, developing questions, making connections, inferring, visualizing, determining importance, using fix-up strategies to repair meaning, organizing information, summarizing, synthesizing, Applying Response and Analysis: responding personally, considering audience and purpose, perspective-taking, identifying bias, making reasoned judgments</p>				

GOAL STATEMENT 6

Curriculum and Instruction

To strengthen teachers and student use of technology across the curriculum.

- a. To strengthen the use of technology tools for instruction through a partnership with Classmate technology consultants.
- b. To apply technology to assessment of student work by creating portfolios that allow students to demonstrate on-going progress and more immediate feedback.
- c. To enhance students' knowledge of, and practice of excellence in digital citizenship.

Guiding Question:

- How can we work together as a learning community to grow in our understanding of the use of technology tools for instruction and assessment to strengthen student learning outcomes?

Accomplished to Date:

- Strike a technology committee made up of parents and teachers to look at a 3 to 5-year Technology Plan, guided by the Applied Design Skills and Technologies Curriculum (ADST).
- Create a broad school vision of where we would like to go with technology.
- Complete an assessment of the wiring and technology infrastructure.

Objectives:

- 6.1 To strengthen teachers use of technology tools for instruction and assessment, and to help students improve their technology skills within the context of BC's new curriculum.
- 6.2 To have students demonstrate and practice safe, responsible, and legal use of technology.

Rationale and Evidence of Need:

Mandated in new curriculum. In more and more schools today, technology is recognized as an instructional tool, *not* as a subject of instruction. Educators, less familiar and less comfortable with technology than their students, struggle to seamlessly integrate a growing list of technology tools into their regular curriculum. In a partnership with Classmate, our goal is to use technology to strengthen curriculum and learning outcomes for students.

Additionally, teachers will be supported as they move towards using technology to document student learning through the use of electronic portfolios. Portfolios give reliable and dynamic data about student learning for teachers, parents and also the student him/herself. Also, using portfolio assessment provides clear information about student learning (strengths and areas needing improvement) and helps teachers plan instruction.

Structures & Strategies	Indicators of Success	Time Lines	Who	Progress to Date/ Communication
Objective 6.1 <ul style="list-style-type: none"> • To work bi-monthly with Classmate Technology consultants to strengthen teachers use of technology tools for instruction and assessment. • To help students enhance their technology skills within the context of the regular curriculum. 	6.1 <ul style="list-style-type: none"> • There is a noticeable progression from collaborative planning with Classmate consultants to changes in planning and instruction with students at the individual classroom level. • Teachers and students are broadening and deepening their understanding of the use of technology for assessment purposes. • Students are using technology effectively as a tool to enhance classroom learning. 	Ongoing	Teachers Students	

<p>Objective 6.2</p> <ul style="list-style-type: none"> • To include direct instruction of Digital Safety and Security as teachers work with technology and the ADST curriculum in their classrooms. • Students will use technology safely in tasks planned by teachers to support their learning through a digital citizen program that is aimed at social responsibility. • To addresses the whole community by providing materials to educate parents and families about digital citizenship. 	<p>6.2</p> <ul style="list-style-type: none"> • Students demonstrate an understanding of online safety through discussion(s) with the teacher during lessons focused on online safety. • Students can manage their online information and keep it secure from online risks such as identity thieves and phishing. They know how to create strong passwords, how to avoid scams and schemes, and how to analyze privacy policies. • Students can distinguish between inappropriate contact and positive connections. • Students know what to do if they are involved in a cyberbullying situation. • Student can articulate how rights and responsibilities must work together to allow everyone to be safe and productive in a digital society. • Students can reflect on their responsibilities and rights as creators in the online spaces where they consume, create, and share information. They understand the concepts of piracy, copyright and fair use. <i>Adapted: K–12 Digital Citizenship Curriculum Scope & Sequence.</i> 	<p>Ongoing</p>	<p>Teachers Students</p>	
<p>Resources:</p> <ul style="list-style-type: none"> • https://classmate.team/ • K–12 Digital Citizenship Curriculum Scope & Sequence/ https://www.commonsense.org/education/scope-and-sequence • Set BC Digital Citizenship/https://www.setbc.org/2018/06/digital-citizenship-2018/ 				

LEARNING SUPPORT SERVICES

GOAL STATEMENT 7

Special Education

To develop IEPs that are aligned with CISVA expectations and include:

- student strength-based profile page as a communication tool between the student, parents, resource and classroom teachers.
- measurable SMART goals and objectives linked to curricular and core competencies specific to the complex needs of the individual student.
- support plans that transfer from the resource room to the classroom.

Rationale & Evidence of Need:

The school received an “A” under: Describe how domains/goals are prioritized? Are they clearly defined in the IEP? Are objectives specific, measurable, and attainable? The following comment was written in the report: Continue to work towards developing clear goals and specific measurable, attainable objectives on all IEPs.

Structures & Strategies	Indicators of Success	Time Lines	Who	Progress to Date/ Communication
Objective 7.1 <ul style="list-style-type: none"> Include student strength-based profiles in IEP as a communication tool for parents and teachers. 	7.1 <ul style="list-style-type: none"> Students are able to articulate their strengths (what I am good at/know a lot about) and stretches (what I still need support with/need to get better at). 	October, 2018	LRC Department	
Objective 7.2 <ul style="list-style-type: none"> Establish a baseline of measurable information that serves as a starting point for developing SMART goals and objectives. 	7.2 <ul style="list-style-type: none"> A variety of assessment measures have been used to inform the development of appropriate IEP goals, objectives and planning of services. 			
Objective 7.3 <ul style="list-style-type: none"> Develop SMART goals and objectives, which are (Specific, Measurable, Attainable, Results-oriented and Time-bound) and include (1) descriptions of academic, social, behavioural or life skills a student is expected to demonstrate within a given year, and (2) how the student's progress will be measured 	7.3 <ul style="list-style-type: none"> IEPs have been written to include specific SMART goals and objectives, which target areas of academic, social, behavioural or life skills and are tailored specifically to the individual student. Goals include clear descriptions of what will be taught and how the student's progress will be measured (refer to pages 5-8 in A Guide for 			

	Writing SMART Goals and Objectives.)			
Objective 7.4 <ul style="list-style-type: none"> Develop a standardize user-friendly data collection format to measure student growth. 	7.4 <ul style="list-style-type: none"> A standardized user-friendly data collection format is in place. Goals and objectives have been stated in a way that a student's progress can be measured (can be counted or observed). This allows parents and teachers to know how much progress the student has made since the performance was last measured and when the student reaches the goal and objective (refer to pages 5-8 in A Guide for Writing SMART Goals and Objectives.) The type of information collected will depend on the needs of the student, the chosen goals, the classroom environment and the educators involved. If needed, support staff members have been trained in understanding the different levels of prompting. Data is updated on a frequent basis either by the resource or classroom teacher. Data is collected and reviewed for trends to see if teaching strategies have been effective versus those that are having little impact. 			
Objective 7.5 <ul style="list-style-type: none"> Provide meaningful information to parents/guardians about the student's actual growth during the year the IEP will be in effect. 	7.5 <ul style="list-style-type: none"> Data collected will provide teachers with the means to communicate progress or, lack thereof, to parents, in a clear understandable fashion. 			

	<ul style="list-style-type: none"> • Data collected for behaviour will include frequency, interval, and duration (frequency tells how often a behaviour appears; interval tells how often the behaviour appears over time; and duration tells how long the behaviour may last.) 			
<p>Additional Notes: 2017-2018 saw a number of changes in teaching personnel including the addition of two Learning Resource teachers, who were new to the role of Learning Resource. Acknowledging their commitment to ongoing professional learning, the principal together with the teachers will identify a range of learning opportunities for teachers to consider to enhance their individual and collective growth including working with an educational coach.</p>				

APPENDICES 2019 GROWTH PLAN

Catholic Virtues are habits or established capacities to perform good actions according to a moral standard. A Catholic school is the ideal place to practice and prepare to live a virtuous life. At St. Michael's we live out these virtues daily. When we act out these virtues in our daily home and school lives, we are making the presence of God visible in the world around us. In the coming year, our schools will focus on Catholic Virtues:

- Faith (September) is an attitude, which encourages us to involve God in our lives and helps us to maintain and develop our relationships with God and with others both when things are going well and when they are not.
- Empathy (October) is the ability to put oneself in another's shoes and the capacity to feel what the other person is feeling.
- Conscience (November) is the voice of God within us. A developed conscience helps us make decisions that encourage and support truly loving relationships.
- Hope (December) is the virtue of relying on God. It keeps us searching for true happiness, sustains us during hard times, and keeps us from being discouraged.
- Self-Control (January) is regulating your thoughts and actions so that you stop any pressures from within or without and act the way you know and feel is right. Developing loving habits helps us to respond lovingly to others in our choices and actions.
- Respect (February) is seeing the goodness in others. It helps us to see others as God sees them, to accept them as they are, and to treat them with dignity.
- Kindness (March) is the act of loving, and giving generously to others as God does. Our empathy for others is transformed into action, an action that extends beyond concern for oneself.
- Love (April) God wants us to serve and to see the goodness in everyone we meet.
- Acceptance (May) is the ability to respect the dignity and rights of all persons, even those whose beliefs and behaviours differ from our own. Everyone should strive to love and respect their neighbour, as they love and respect themselves.
- Fairness (June) is the ability to be open-minded and act in a just and fair way. Fairness allows us to treat others with mercy and compassion – to feel and act with and for another person.

ARCHIVED INFORMATION

Archiving School Growth Plan information helps schools effectively retain and manage information from previous School Growth Plans.

CURRICULUM AND INSTRUCTION

Archived 2015-16 Growth Plan

Goal #1: To improve the reading proficiency and fluency of all students.

Objective 1.1: To improve student achievement in reading in Grades K-7.

Target A: By June 2019:

A.1 To increase the percentage of students fully meeting and exceeding expectations in the areas of comprehension (main ideas), inference and analysis as measured by the Reading Assessment District 36 (RAD) by an average of 3% each year in the primary and intermediate grades.

A.2 To decrease the number of students in the not yet meeting and minimally meeting categories in the areas of comprehension (main ideas), inference and analysis as measured by RAD by an average of 3% each year in primary and in intermediate grades.

A.3 Individual students who have challenges that prevent achievement in the
A.1 and A.2 Targets will meet 100% of the reading goals outlined in their Individual Education Plan.

Target B: By June 2019:

B.1 To increase the percentage of students in the low risk category for reading fluency as measured by the DIBELS Assessment by an average of 3% each year in Kindergarten to Grade 6.

B.2 To decrease the number of students at risk or some risk as measured by the DIBELS Assessment for reading fluency by 3% in Kindergarten to Grade 6 over the next two years.

B.3 To increase the percentage of students in instructional/independent category for reading fluency as measured by the Jerry Johns Reading Assessment by an average of 3% each year in Grade 7.

B.4 To decrease the percentage of students in the frustration category for reading fluency as measured by the Jerry Johns Reading Assessment by an average of 3% each year in Grade 7.

B.5 Individual students who have challenges that prevent competency achievement in the
B.1-B.4 Targets will meet 100% of the reading goals outlined in their Individual Education Plan.

Goal #1: Measures Used

Provincial: Grades 4 and 7 FSA results.

School: DIBELS results for Grades K, 1, 2 and 3 (2016), DIBELS results for Grades 4, 5 and 6 (2016), RAD Grades 1-7, Jerry Johns Informal Reading Inventory Grades 4 – 7, Multiple Intelligences Inventory. Both qualitative and quantitative data is collected.

Classroom: Informal Reading Inventories, Reading Performance Standards. Both qualitative and quantitative data is collected.

Grade 4 and 7 FSAs Results: Longitudinal Data of Students Meeting and Exceeding Provincial Expectations	Start of new targets 2013	2014	2015	2016	2017	2018
Reading Comprehension 4	✓100%	✓100%	✓100%	✓100%	✓100%	
Reading Comprehension 7	✓100%	✓100%	★93%	✓100%	*96%	
Writing 4	✓100%	*97%	✓100%	✓100%	✓100%	
Writing 7	✓100%	✓100%	✓100%	✓100%	✓100%	
Numeracy 4	✓100%	✓100%	✓100%	✓100%	✓100%	
Numeracy 7	✓100%	✓100%	✓100%	✓100%	✓100%	

- In review of the FSA reading results the following areas were identified as needing improvement:

Grade 4 - Analyzing Text

Teachers' focus will need to be on guiding students on how to read the passages and the task carefully, how to make inferences, and how to use support from the passages in their responses. Work on how to compare and contrast passages. Students were unable to locate and retrieve relevant information about the effect of an action explicitly stated in the article. Students were unable to recognize detailed information from the article. Students were unable to interpret information from the story to infer the lesson learned.

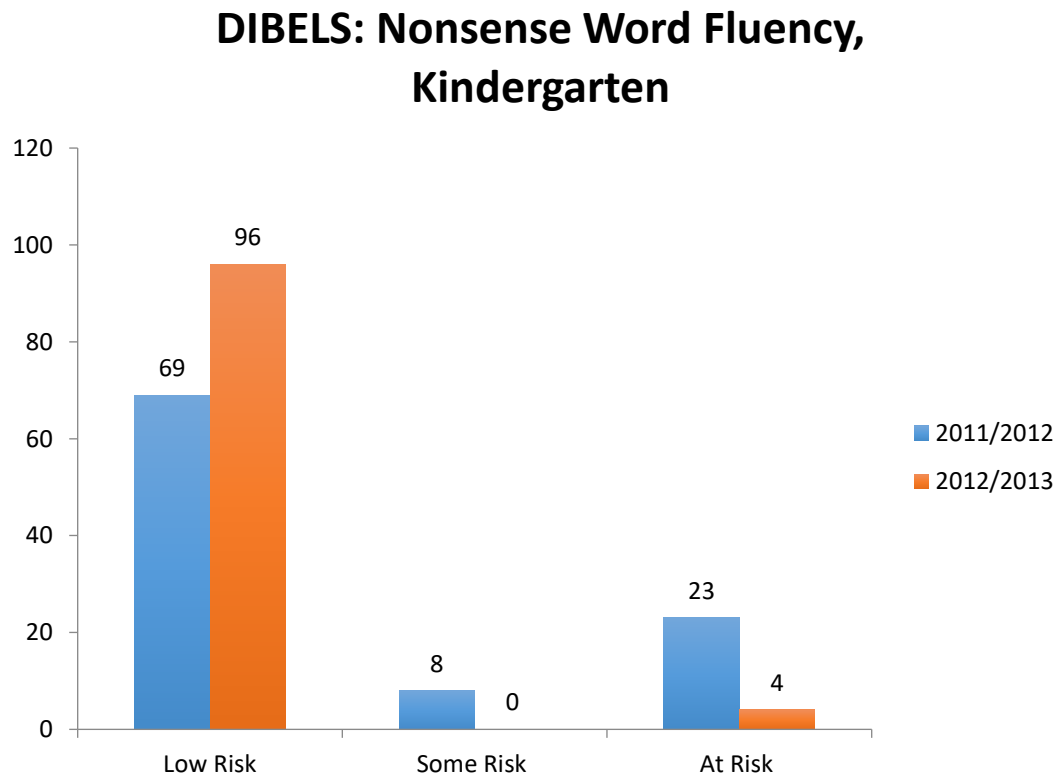
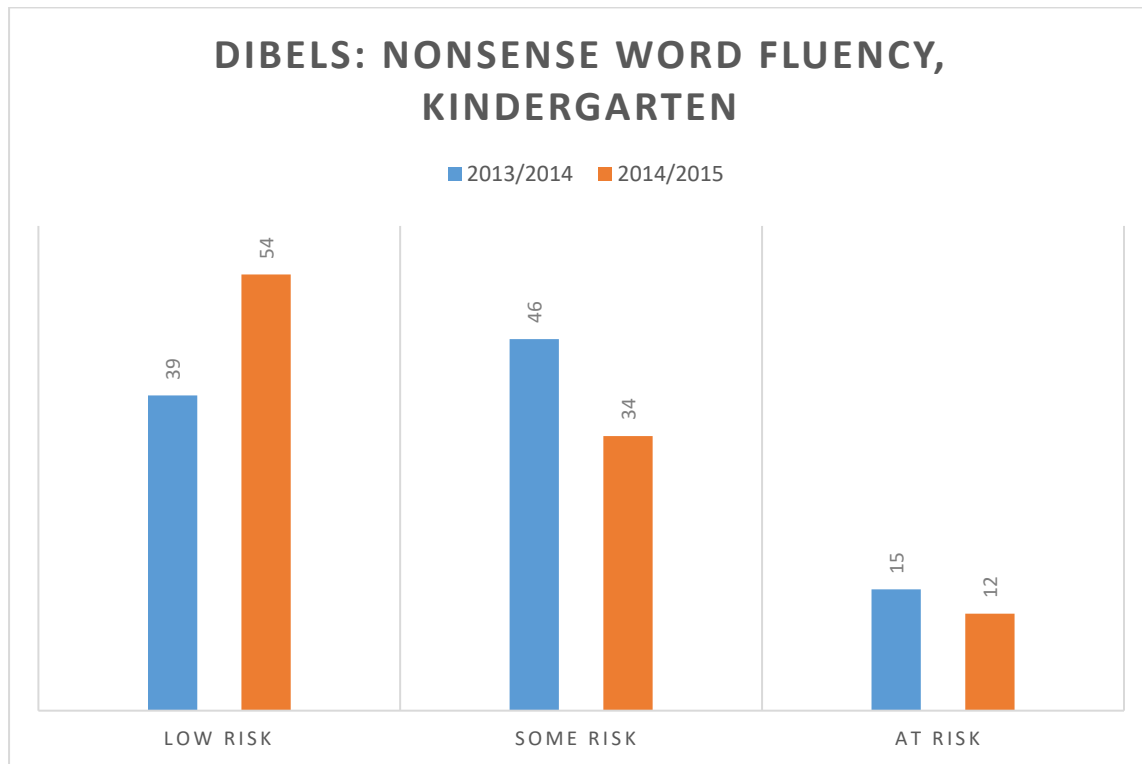
Grade 7

Teachers' focus will need to be on providing instruction around critical thinking skills such as inferencing and other higher thinking skills, and how to use details from the passages to support own opinions and ideas. Teachers will need to develop students' higher-level thinking abilities by embedding the Critical Thinking Core Competency into all core subjects.

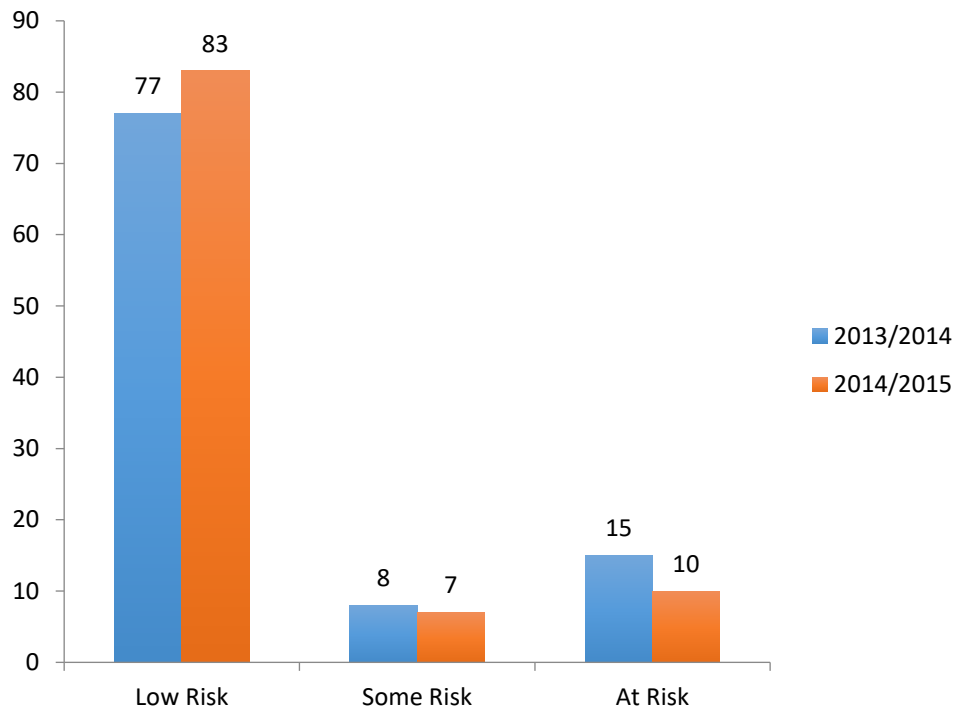
Students were unable to infer the main character's motivation and identify the correct response. Students were unable to integrate information to support a generalization or conclusion. Students unable infer a character's feelings from his or her actions. Students were unable to integrate information from the poem to support a generalization or conclusion. Students were unable to use

information from the story to identify the correct response. Students were unable to analyze the texts to compare how one group of characters would react to the actions of the other.

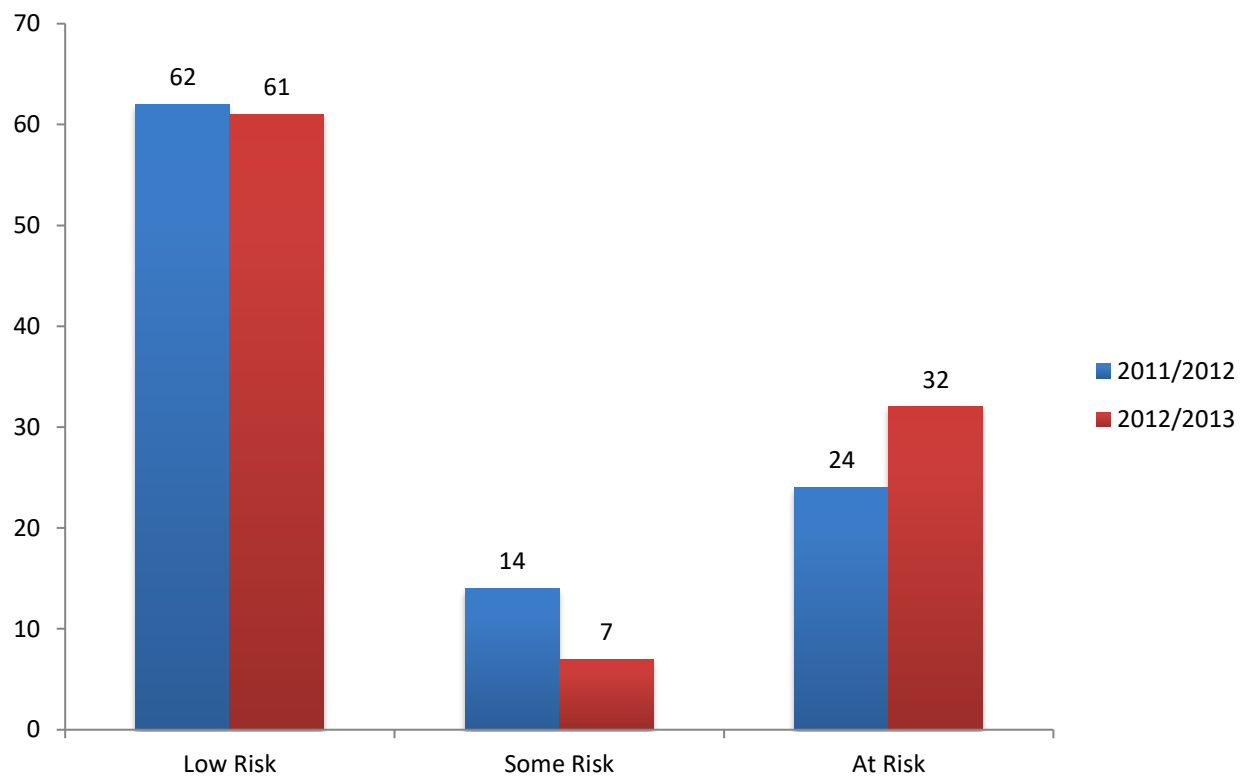
Class Data ~ Grade Kindergarten – Grade Three



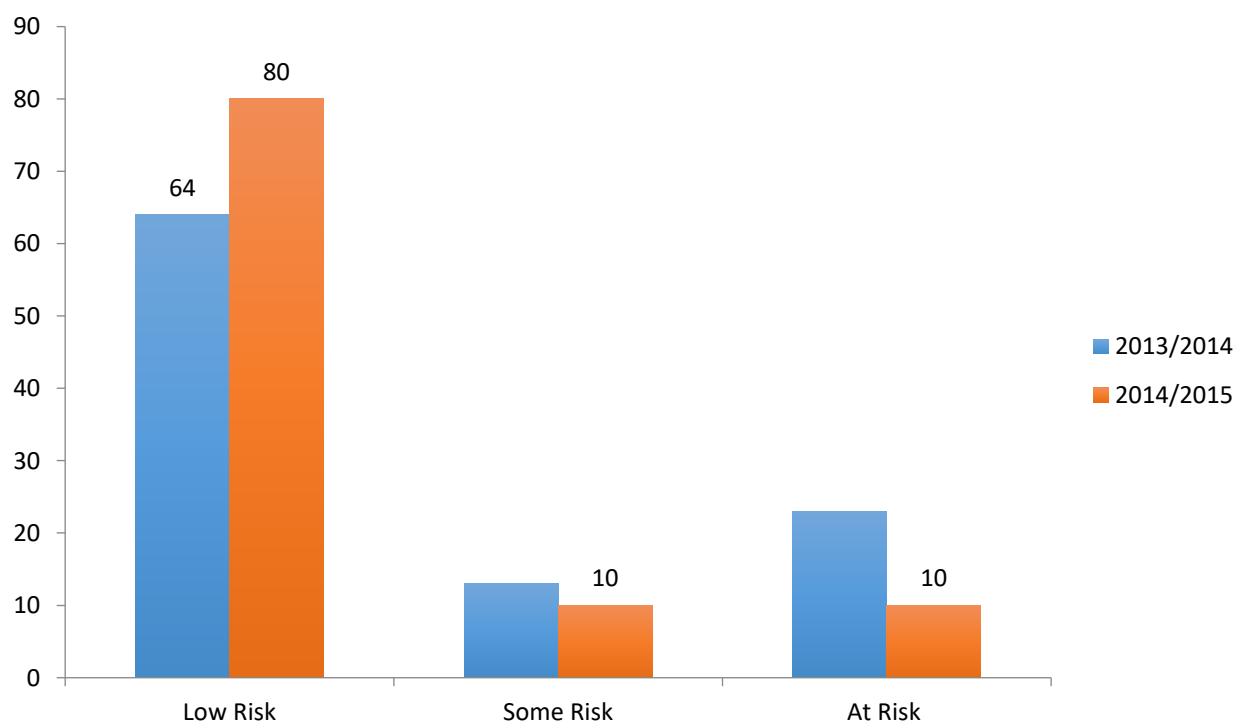
DIBELS: Oral Reading Fluency, Grade 1



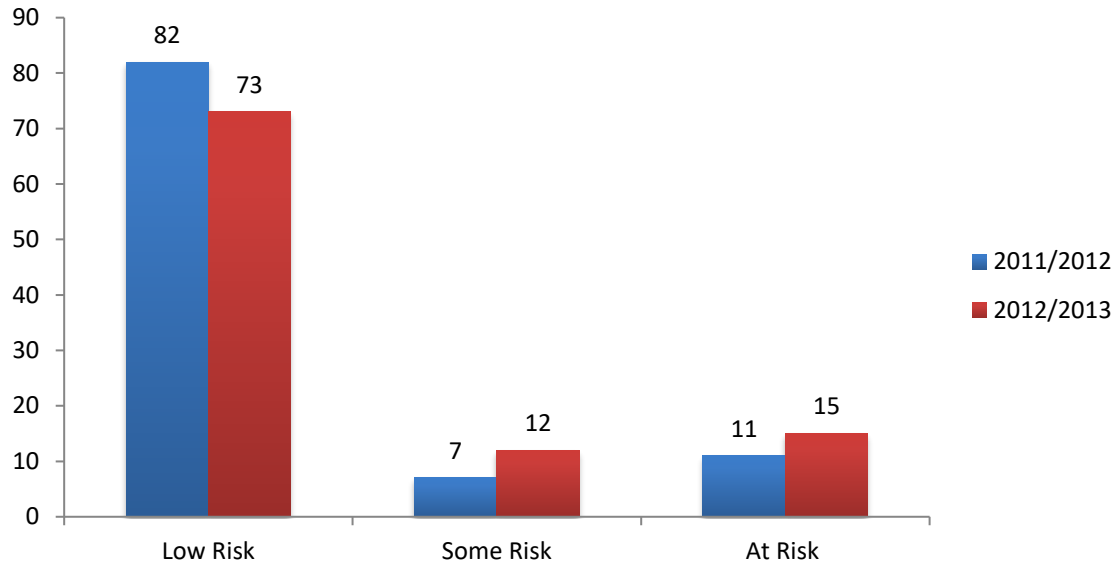
DIBELS: Oral Reading Fluency, Grade 1



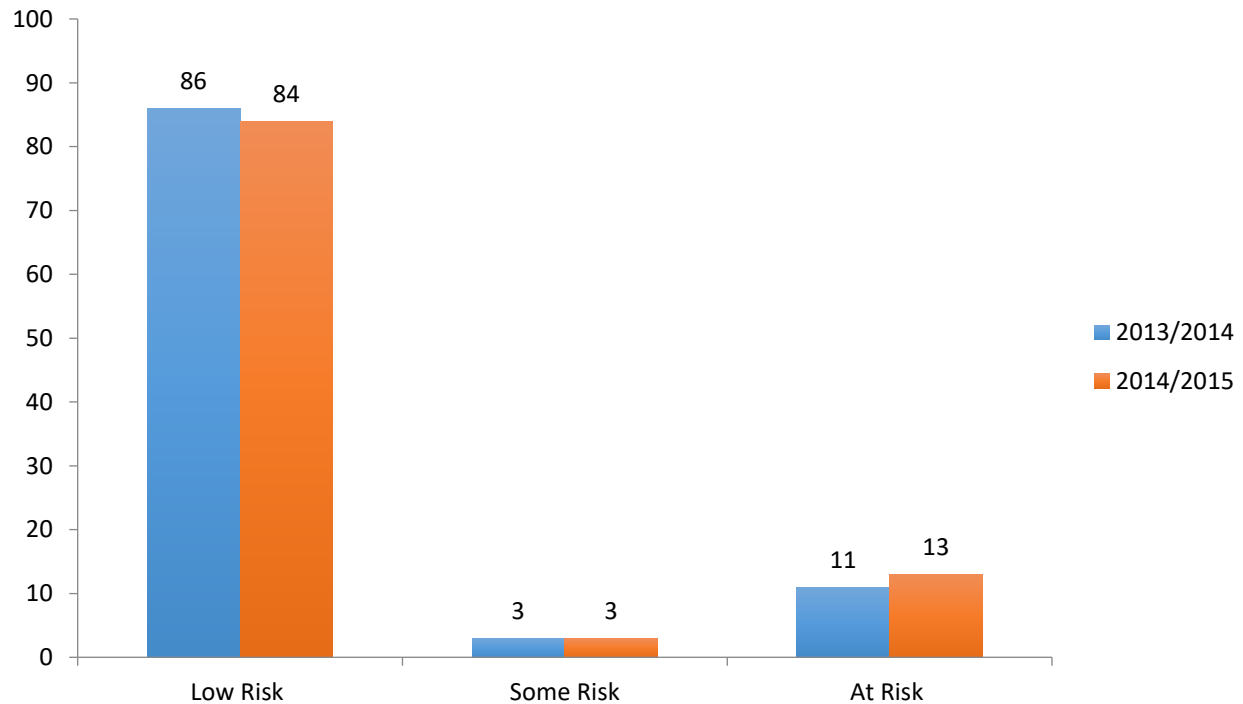
DIBELS: Oral Reading Fluency, Grade 2



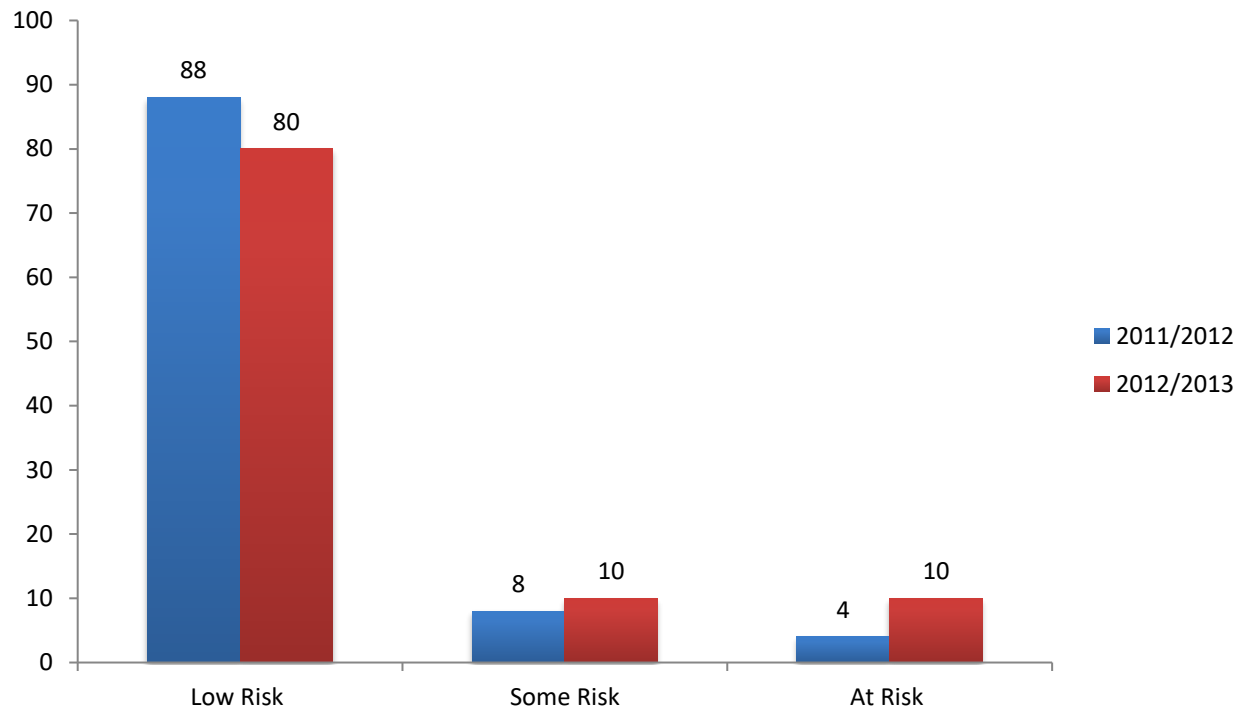
DIBELS: Oral Reading Fluency, Grade 2



DIBELS: Oral Reading Fluency, Grade 3

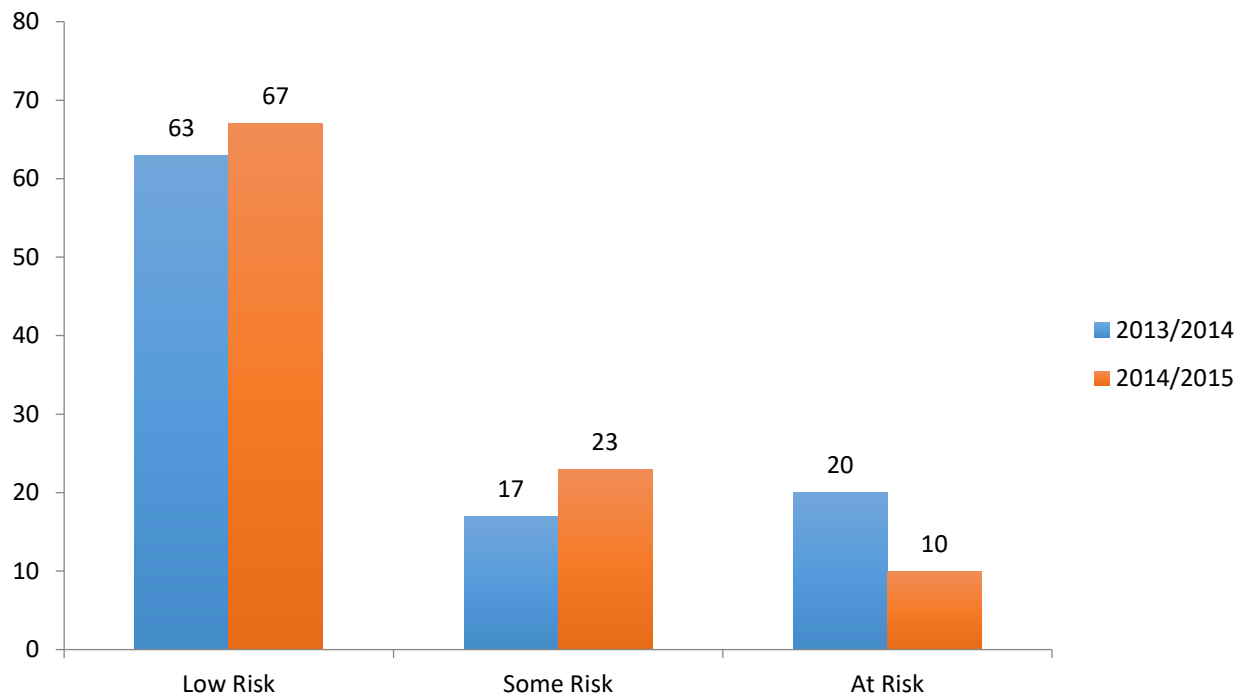


DIBELS: Oral Reading Fluency, Grade 3

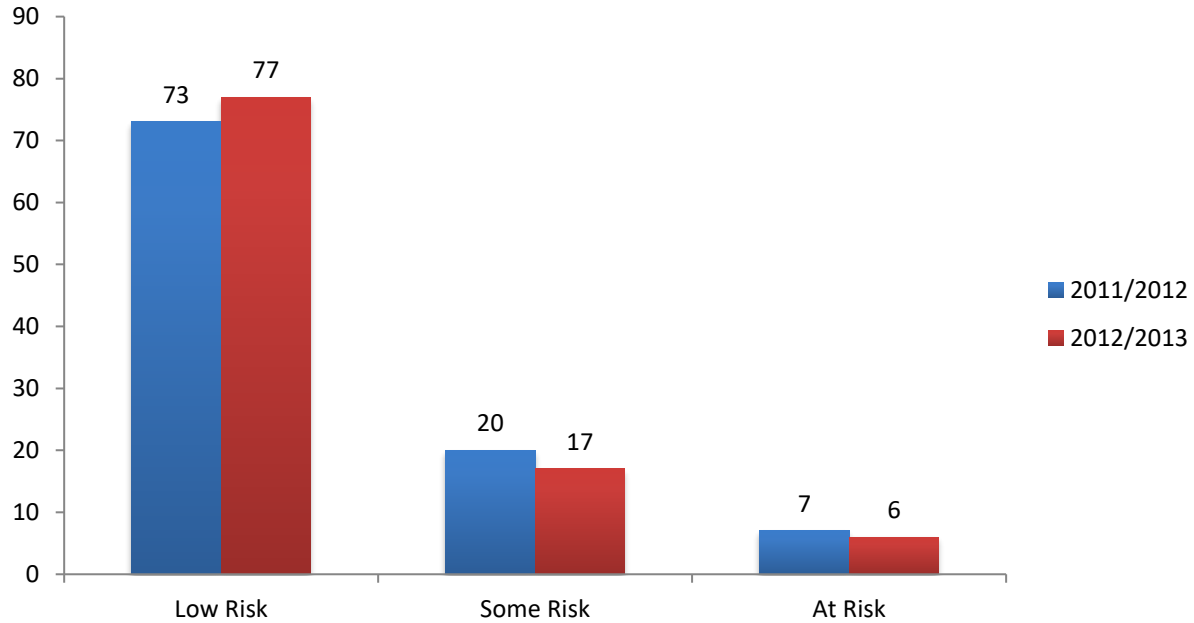


Class Data ~ Grade Four – Seven

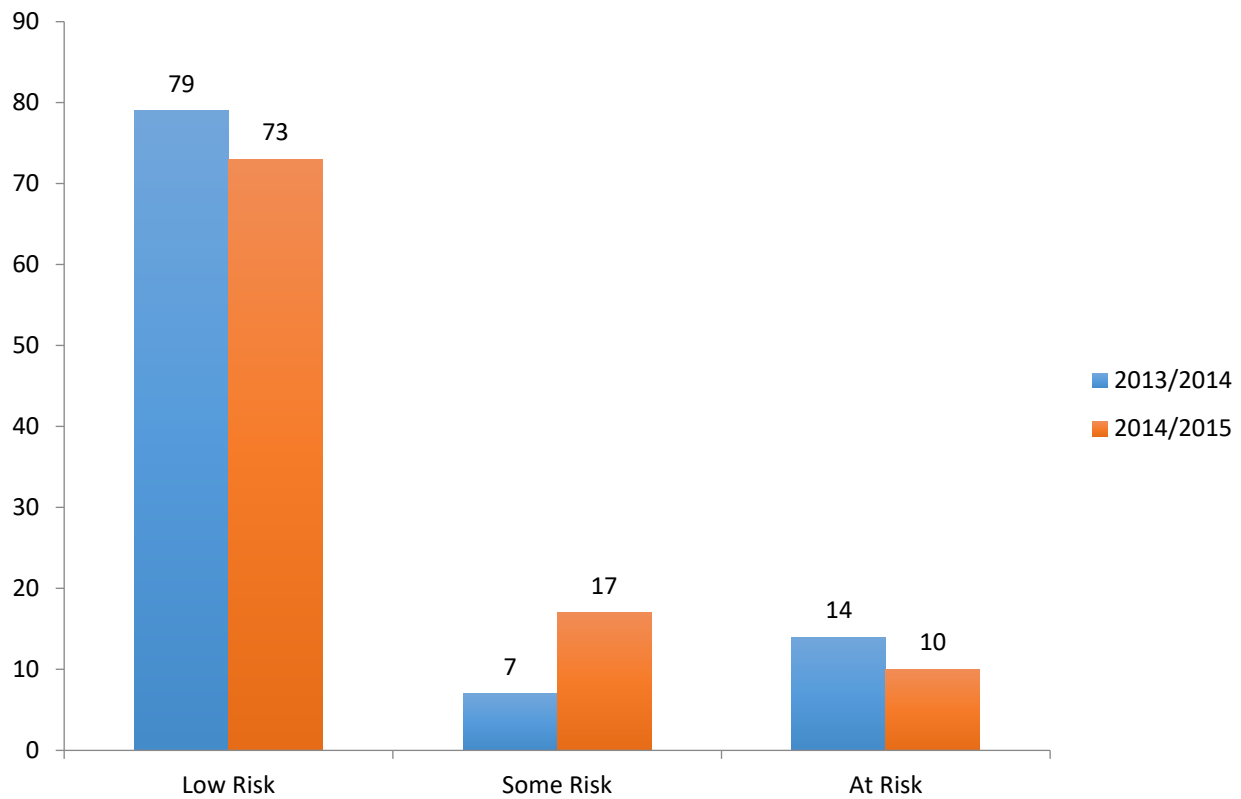
DIBELS: Oral Reading Fluency, Grade 4



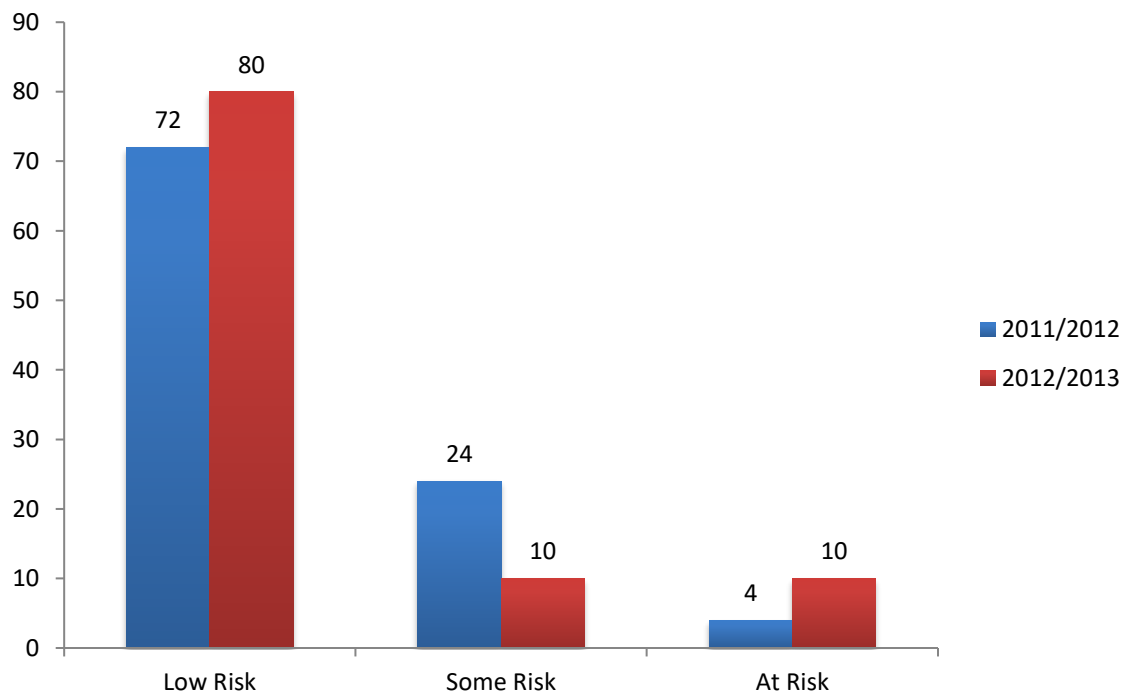
DIBELS: Oral Reading Fluency, Grade 4



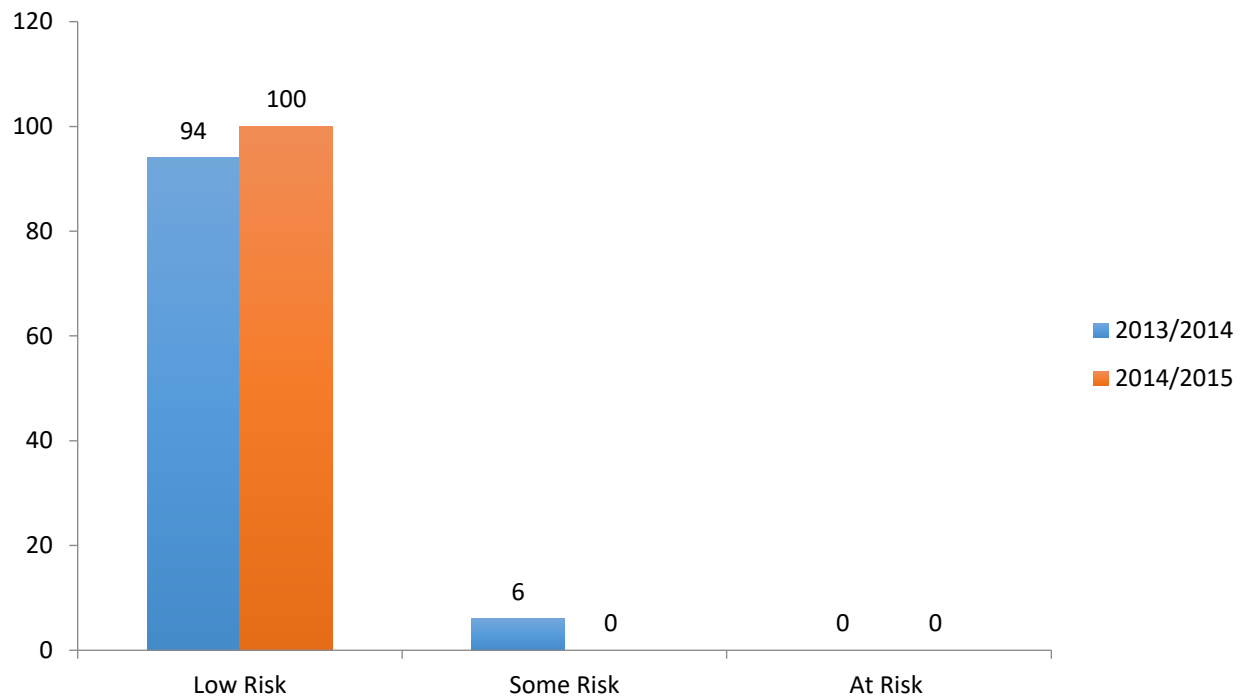
DIBELS: Oral Reading Fluency, Grade 5



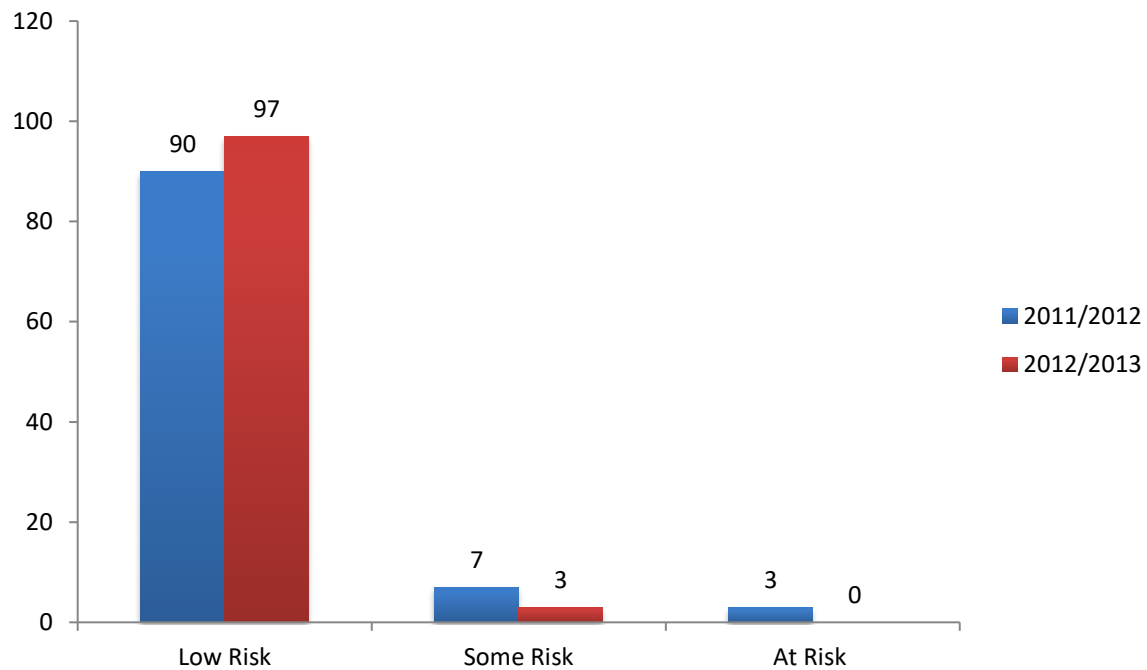
DIBELS: Oral Reading Fluency, Grade 5



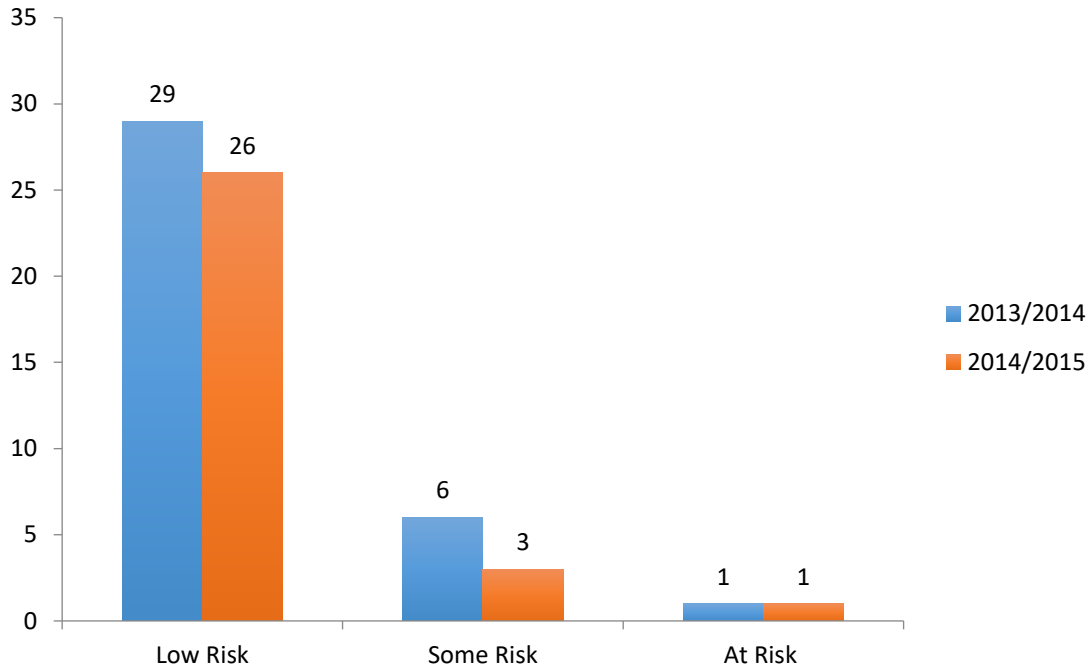
DIBELS: Oral Reading Fluency, Grade 6



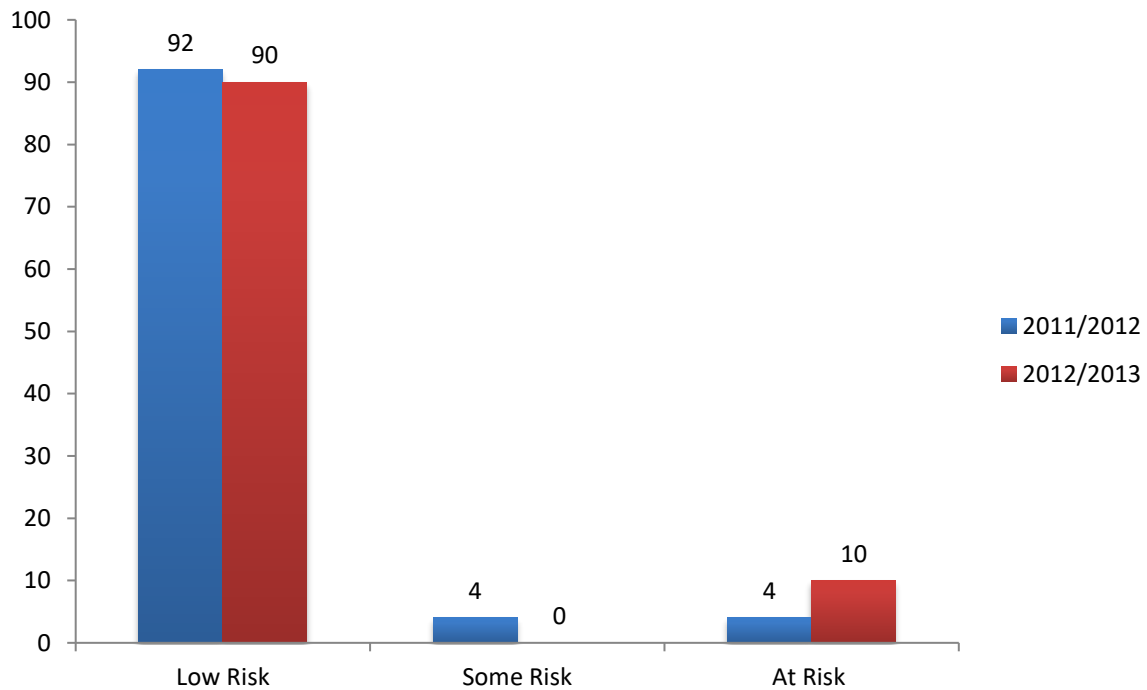
DIBELS: Oral Reading Fluency, Grade 6



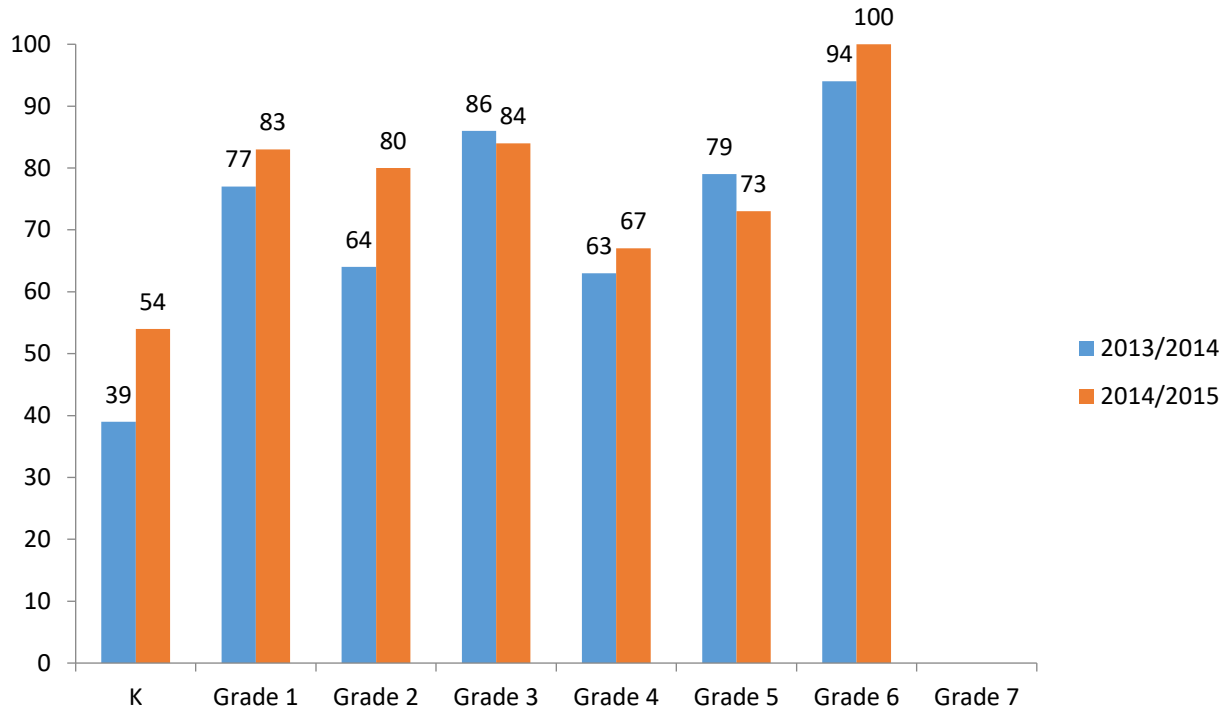
Jerry Johns: Oral Reading Fluency, Grade 7



Jerry Johns: Oral Reading Fluency, Grade 7



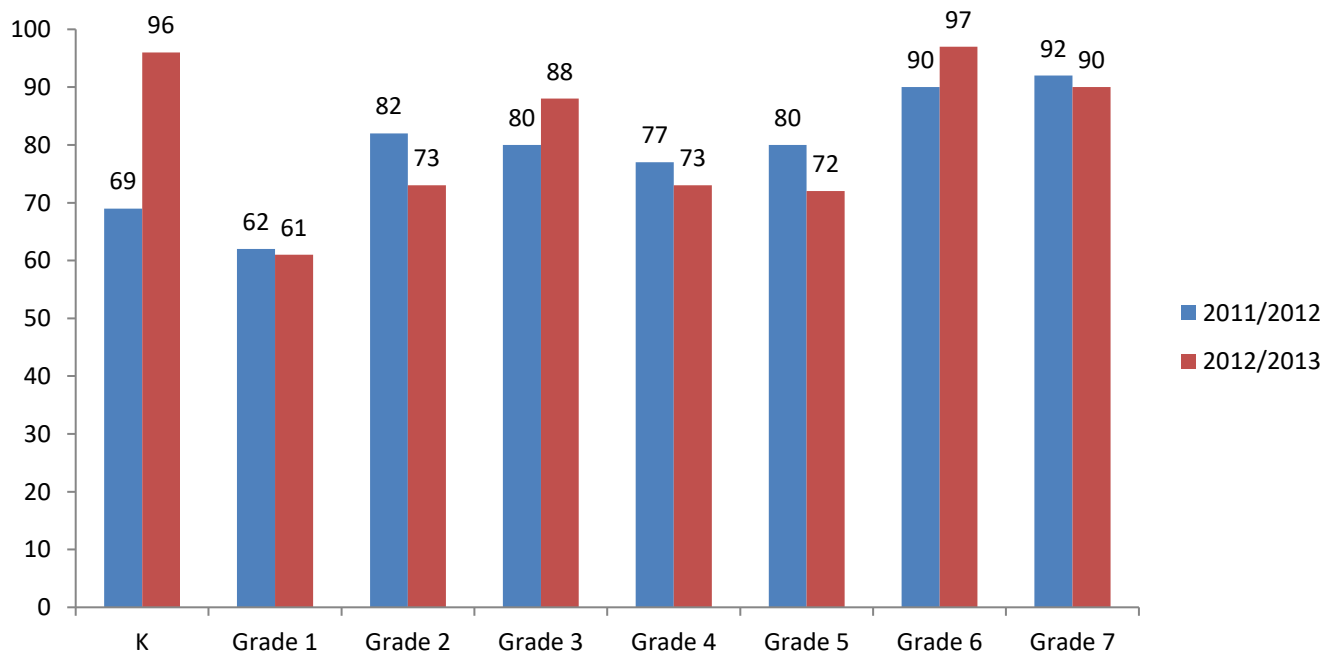
DIBELS: Percentage of Students in "Low Risk" Grades 1-6



***DIBELS administered to K-6 students.**

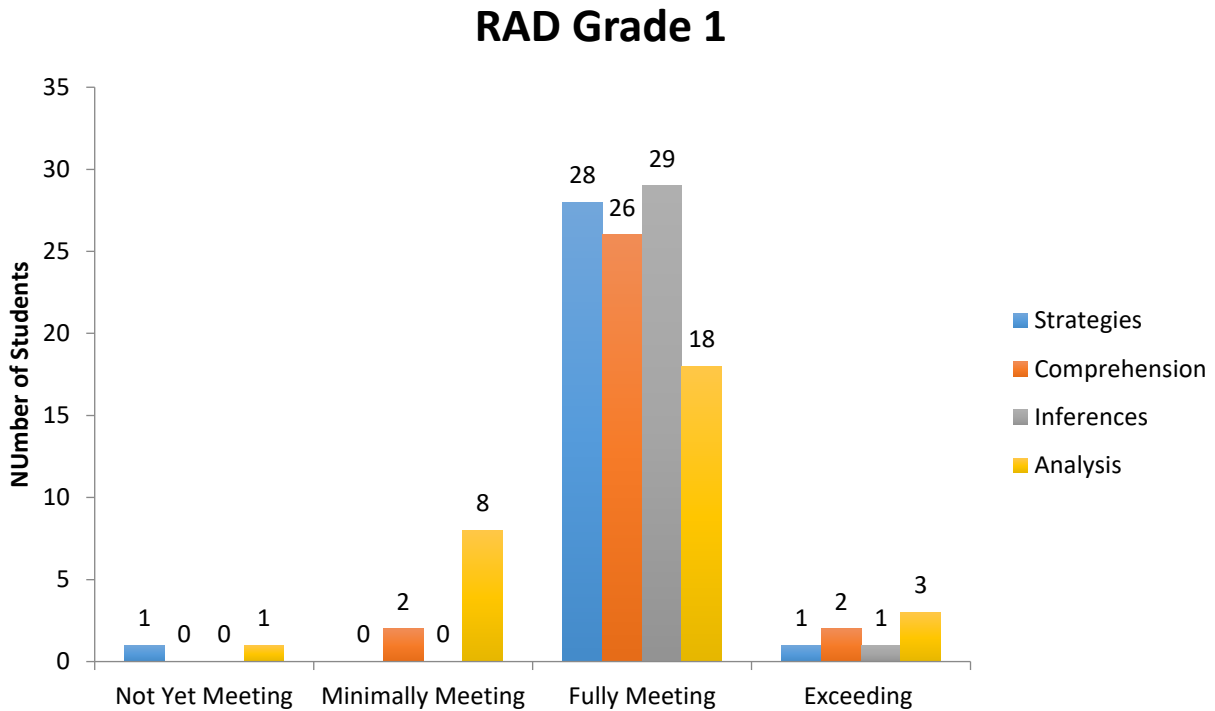
Class Data ~ Kindergarten - Grade Seven

DIBELS: Percentage of Students in "Low Risk" Grades 1-7

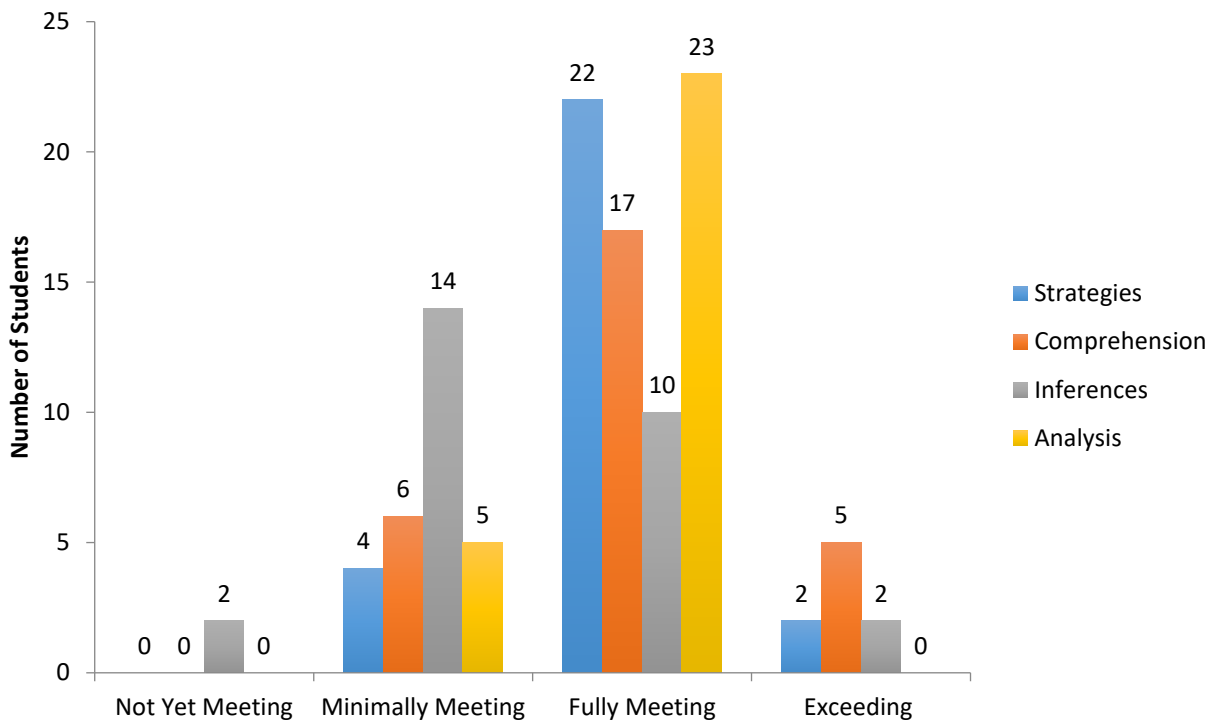


- **When comparing first term results to second term results during the 2016-2017 school year, we have seen a decrease in at risk students. Interventions such as repeated reading and progress monitoring continue to benefit students. *We need to continue to reduce the number of students in the “some risk” category.***

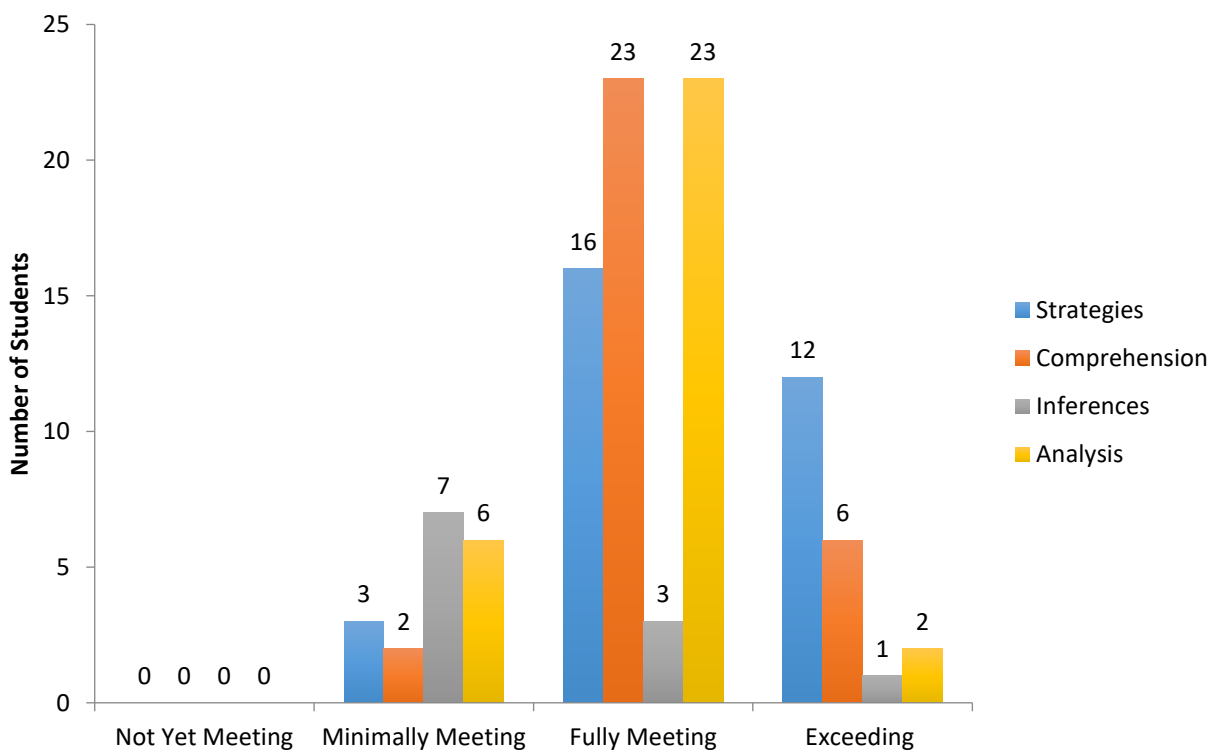
Class Data ~ Kindergarten - Grade Three



RAD Grade 2

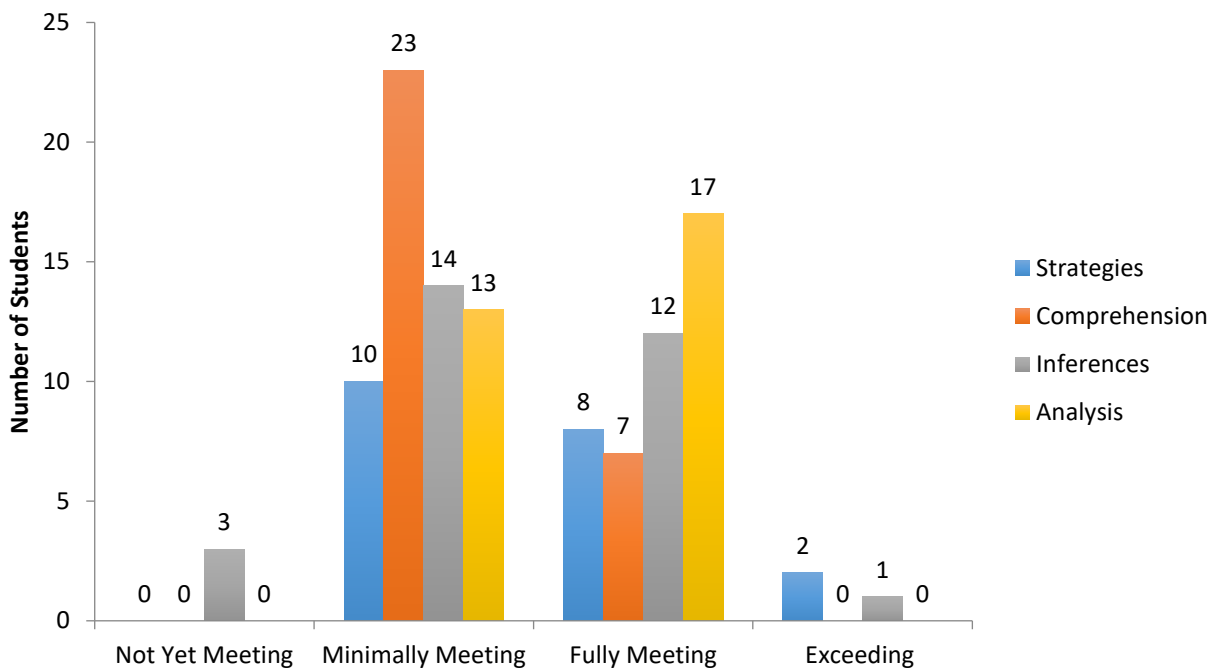


RAD Grade 3

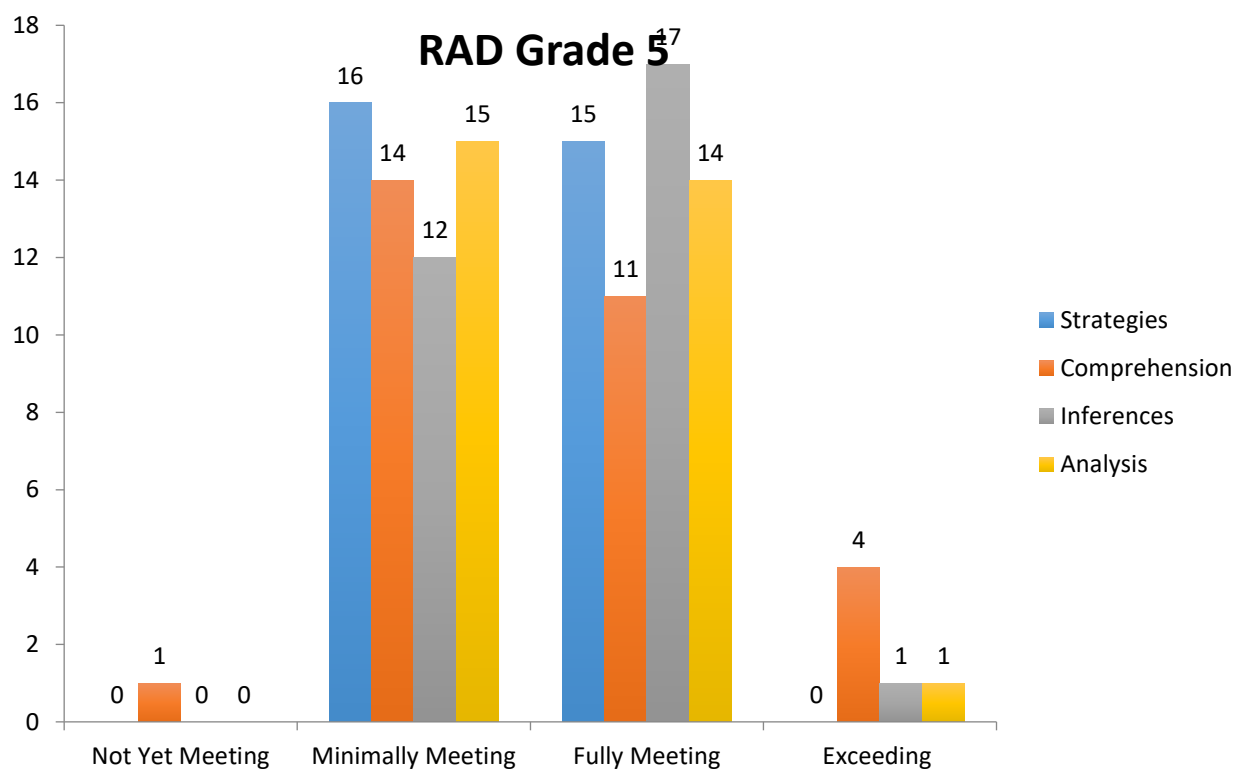


Class Data ~ Grades Four-Seven

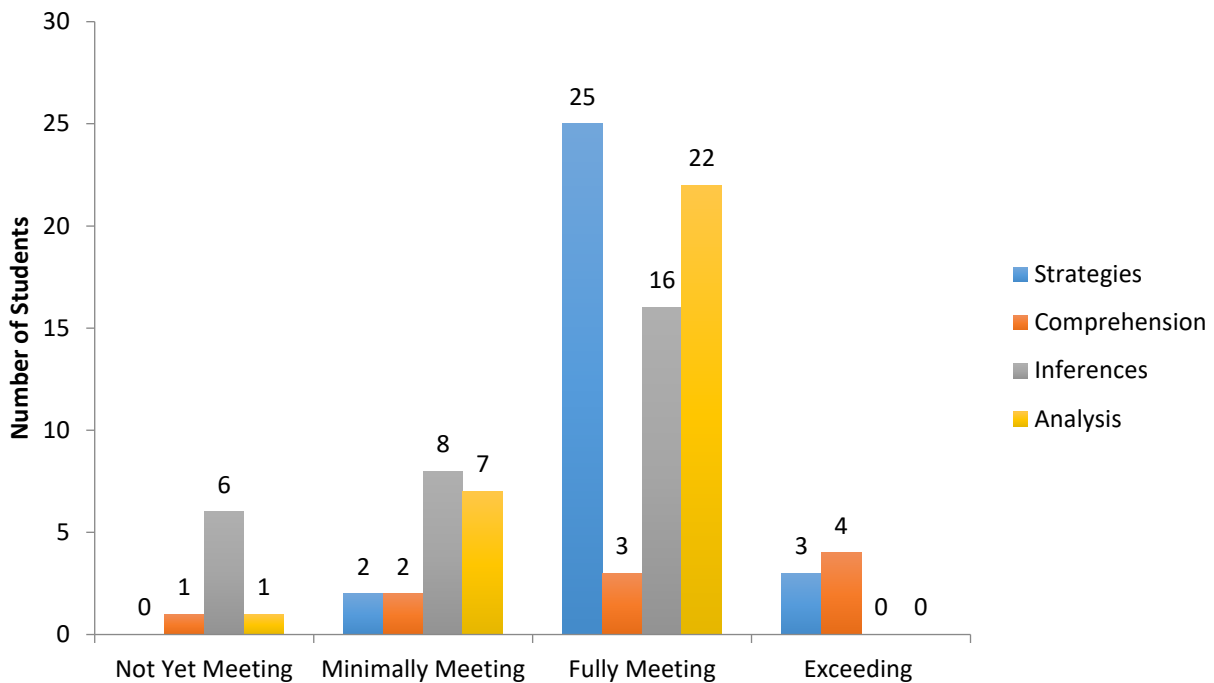
RAD Grade 4



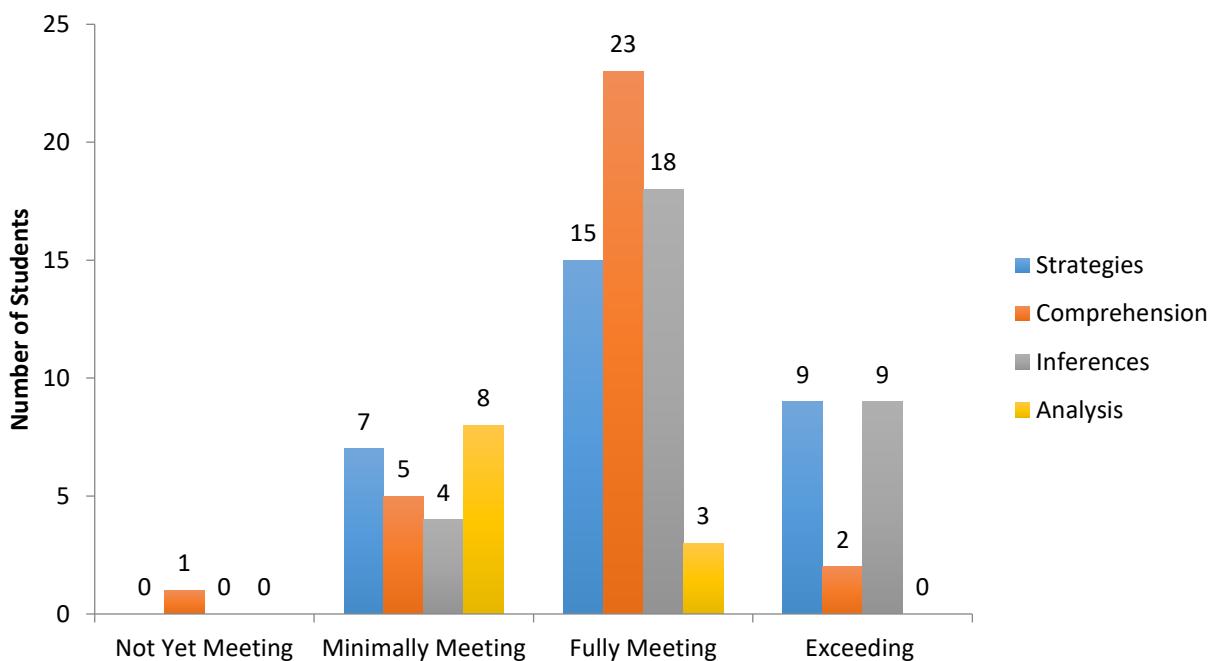
RAD Grade 5



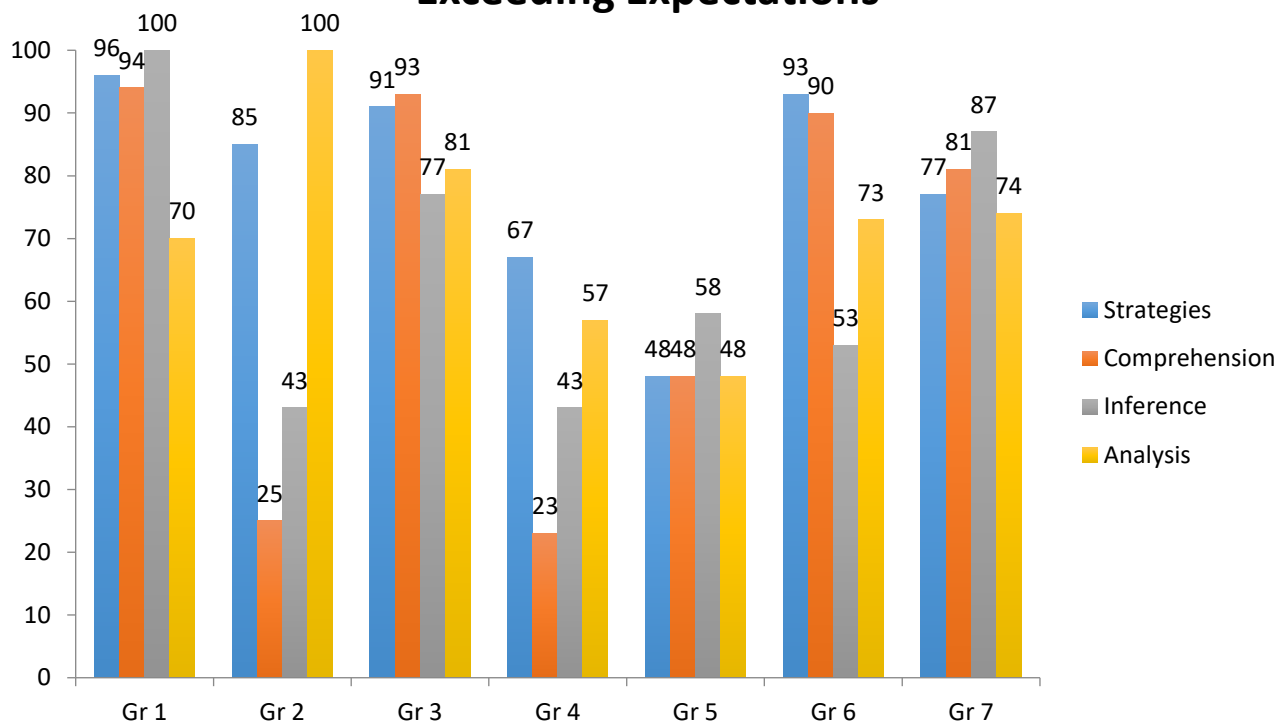
RAD Grade 6



Grade 7 RAD



RAD: Percentage of Students "Fully Meeting" or "Exceeding Expectations"



- When comparing RAD data, the area of focus for all grades is comprehension (retell and main idea) and making inferences. Teaching “reading strategies” such as predicting, connecting, inferring, summarizing, analyzing and critiquing in order to interpret and analyze text will continue.

ACHIEVED:

Goal #1: To improve the reading proficiency of all students.

Objectives #1.1 & #1.2:

To improve student achievement in Reading in Grades K-7 has clearly defined, quantifiable goals that are linked to the essential elements and guide instructional decisions.

1. Use **DIBELS** as a primary screening and progress monitoring measurement and as an outcome measurement. Teachers use DIBELS data to group students and inform instruction
2. Use **RAD** as a reading comprehension assessment that serves to inform instruction. It is designed to give teachers descriptive feedback in three aspects of reading described in the BC Performance Standards: strategies, comprehension and analysis.
3. The approval of an early dismissal time once week for staff to engage professional learning communities in which teachers work together in teams to analyze student performance and plan instruction, ensuring that instruction is coordinated across grades and special services.
4. The purchase of a variety of literacy resources including the Scholastic Literacy Place program for Grades K to 6.
5. The purchase of the Great Leaps reading intervention.

6. The purchase of the Fountas & Pinnell Leveled Literacy Intervention Kit for K and 1.
7. Provide a substitute for teachers to complete class wide assessments DIBELS (3 times per year with regular progress monitoring and RAD (2 times per year).
8. Provide additional instructional time for those students who fail to make adequate reading progress through small group, one on one instruction and repeated reading/HELPS program.
9. Develop home practice packages and tips for Kindergarten parents to support students who minimally meet expectations in specific areas of the early intervention assessment.
10. Using the RTI model, teachers determine group size, instructional time, and instructional programs according to learner performance.
11. Purchased and implemented faithfully a research based **supplemental program** (Style and Structure) to fill the gaps within the core program and to provide additional instruction and practice in essential components for those students who need it.

ACTION PLAN:

- Dedicate at least 90-minutes to reading instruction daily (this should be incorporated in content areas as well), including a minimum of 30 minutes small-group teacher-directed reading instruction for all students.
- Emphasize the Core Competencies as outlined in BC's new Education Plan. This includes (1) embedding a process for developing Core Competencies into short-term unit and lesson plan, and (2) developing specific activities, where students use critical thinking, collaboration, and communication to solve problems, address issues, or make decisions, (3) developing the language or Core Competency learning, and (4) ongoing student reflection and self-assessment of the Core Competencies. The ultimate goal is for learners to employ the core competencies every day in school and in life, and for the core competencies to be an integral part of the learning in all curriculum areas. Core Competencies are directly related to the educated citizen and as such are what we value for all students in the system.
- Offer parents the opportunity to attend a parent evening to learn about the Core Competencies.
- Schedule ongoing high quality professional development to support teachers and instructional staff, including time for teachers to analyze, plan, and refine instruction.
- Have PLC's meet regularly, share expertise, and work collaboratively to improve teaching skills and the academic achievement of students.

Objective #1.1: To improve student achievement in Reading in Grades K-3

1. Explicitly teach pre-reading, during reading and post reading strategies (Core 44 and Literacy Place) for expository and narrative text.
2. Work towards the implementation of Guided Reading with Professional Development (in school, guests and resources).
3. Implement Adrienne Gear's "Reading Power". Teach and practice each of the five
 - a. Reading Powers: connect, question, visualize, infer and transform.
4. Administer RAD reading assessment to Grades 1 to 3 in the Fall and the Spring of each year to monitor students' reading achievement and adjust reading instruction.
5. Administer DIBELS assessment to students in grades K to 3 each school term to monitor students' achievement in reading fluency and adjust instruction.
6. Continue to focus on early intervention for Kindergarten students to increase the percentage of students who meet the expectations for reading readiness by the end of their Kindergarten year.

7. Provide students with identified specific learning needs the tools needed to address their learning difficulties (e.g. computers, software programs, learning aids, etc.)
8. Celebrate Reading school-wide through an annual "Literacy Week."

Objective #1.2: To improve student achievement in reading in Grades 4-7

- Explicitly teach pre-reading, during reading and post reading strategies (Core 44 and Literacy Place) for expository and narrative text.
- Work towards the implementation of Guided Reading with Professional Development (in-school, guests and resources).
- Implement Adrienne Gear's "Reading Power". Teach and practice each of the five Reading Powers: connect, question, visualize, infer and transform.
- Administer RAD reading assessment to Grades 4-7 in the Fall and the Spring of each year to monitor students' reading achievement and adjust reading instruction.
- Administer DIBELS assessment to students in Grades 4-7 each school term to monitor students' achievement in reading fluency and adjust instruction.
- Administer Jerry Johns reading assessment to students in Grades 7 first term and to those students who are "at risk" in subsequent terms.
- Provide students with special needs the tools to address their learning difficulties (e.g. computers, software programs, learning aids, etc.)
- Celebrate Reading school -wide through an annual "Literacy Week."
- Focus for Grades 3, 4 & 5 PLC – explicit teaching of critical vocabulary.
- Focus for Grade 6 & 7 PLC – main ideas.

SOCIAL RESPONSIBILITY

Archived 2015-16 Growth Plan

Goal #2: To increase students' positive behaviour to ensure that St. Michael's School is a safe and caring place to learn.

Objective 2.1: To increase students' level of social responsibility, such that 90% of our students are meeting or exceeding expectations as measured by the Social Responsibility Performance Standards.

Social responsibility is one of the Core Competency and as Social responsibility involves the ability and disposition to consider the interdependence of people with each other and the natural environment; to contribute positively to one's family, community, society, and the environment; to resolve problems peacefully; to empathize with others and appreciate their perspectives; and to create and maintain healthy relationships.

Goal #2: Although, the School Growth LRT requests that the goals of the School plan be stated in terms of student achievement, at St. Michael's school we believe that if our students are successful in the area of social responsibility, this greatly impacts their curriculum learning. The entire educational community needs to be involved in creating an environment based on the values of respect, compassion, integrity, fairness, and personal and social responsibility. Social responsibility has been and continues to be an important goal at St. Michael's. The school has been working hard on this goal; however, the staff has found that although the students are able to reiterate the rules, but they lack the ability to self-regulate their behaviour.

Target A: By June 2019

A.1 To increase the percentage of students in Grades K to 7 who **meet or exceed expectations** as measured by the BC Social Responsibility Performance Standards so that 90% of our students are meeting or exceeding expectations in the area of contributing to classroom and school community.

A.2 To increase the percentage of students in Grades K to 7, **who meet or exceed expectations** as measured by the BC Social Responsibility Performance Standards so that 90% of our students are meeting or exceeding expectations in the area of valuing diversity and defending human rights.

A.3 To increase the percentage of students in Grades K to 7, **who meet or exceed expectations** as measured by the BC Social Responsibility Performance Standards so that 90% of our students are meeting or exceeding expectations in the area of solving problems in peaceful ways.

A.4 To increase the percentage of students in Grades K to 7, **who meet or exceed expectations** as measured by the BC Social Responsibility Performance Standards so that 90% of our students are meeting or exceeding expectations in the area of exercising democratic rights and responsibilities

Goal #2:

School: Teacher Survey, Incident Reports. Both qualitative and quantitative data is collected.

Classroom: Student Survey, Incident Reports, Social Responsibility Performance Standards. Both qualitative and quantitative data is collected.

Multiple Intelligences

Fall 2016	K	1	2	3	Total Average
Linguistic	18	0	18	14	12.5%
Logical/Mathematical	8	30	14	2	13.5%
Visual	12	27	11	40	22.5%
Bodily/Kinesthetic	46	33	26	17	30.5%
Musical	15	0	18	27	15%
Interpersonal	81	33	7	0	30%
Intrapersonal	19	20	7	0	11.5%

- Majority of our Primary students scored in Bodily-Kinesthetic category with a large percentage of K students scoring in the interpersonal Category.
- **Body-Kinesthetic:** ability to control one's body movements and to handle objects skillfully. These learners process information through the body-through muscle, sensation, and movement. They benefit from physical experiences such as touching, feeling, holding, doing, and getting practical hands-on experiences.
- **Interpersonal:** ability to relate and understand others. These learners try to see things from other people's point of view in order to understand how they think and feel. They often have an uncanny ability to sense feelings, intentions and motivations. They are great organizers, although they sometimes resort to manipulation. Generally, they try to maintain peace in group settings and encourage co-operation. They use both verbal (e.g. speaking) and non-verbal language (e.g. eye contact, body language) to open communication channels with others.

Fall 2016	4	5	6	7	Total Average
Linguistic	17	3	10	0	7.5%
Logical/Mathematical	3	17	10	23	13%
Visual	7	30	10	6	13%
Bodily/Kinesthetic	17	13	14	23	17%
Musical	41	10	31	16	27%
Interpersonal	7	20	17	26	25%
Intrapersonal	7	7	3	6	6%

- Majority of our Intermediate students scored in the Musical Category.
- **Musical:** ability to think in music; to be able to hear patterns, recognize them, and perhaps manipulate them. These learners are sensitive to the sounds in their environment, including the inflections in the human voice. They enjoy music, and may listen to music when they study or read. They are skilled at pitch and rhythm. Learning through melody and music works well for people with high musical-rhythmic intelligence.

Goal #2:

School: Teacher Survey, Incident Reports

Classroom: Student Survey, Incident Reports, Social Responsibility Performance Standard

Quick Scale (Grade K)	Not Yet Meeting Expectations	Minimally Meeting	Meeting Expectations	Exceeding Expectations
Contributes to the classroom and school community.	4%	46%	35%	15%
Solving Problems in peaceful ways.	12%	38%	46%	4%
Valuing diversity and defending human rights.	19%	38%	38%	4%
Exercising democratic rights and responsibilities.	15%	35%	46%	4%

Quick Scale (Grade 1)	Not Yet Meeting Expectations	Minimally Meeting	Meeting Expectations	Exceeding Expectations
Contributes to the classroom and school community.	0%	64%	23%	13%
Solving Problems in peaceful ways.	0%	13%	80%	7%
Valuing diversity and defending human rights.	0%	17%	73%	10%
Exercising democratic rights and responsibilities.	0%	30%	63%	7%

Quick Scale (Grade 2)	Not Yet Meeting Expectations	Minimally Meeting	Meeting Expectations	Exceeding Expectations
Contributes to the classroom	7%	0%	93%	0%

and school community.				
Solving Problems in peaceful ways.	7%	11%	75%	7%
Valuing diversity and defending human rights.	3%	7%	90%	0%
Exercising democratic rights and responsibilities.	0%	18%	82%	7%

Quick Scale (Grade 3)	Not Yet Meeting Expectations	Minimally Meeting	Meeting Expectations	Exceeding Expectations
Contributes to the classroom and school community.	0%	0%	100%	0%
Solving Problems in peaceful ways.	0%	0%	97%	3%
Valuing diversity and defending human rights.	0%	0%	97%	3%
Exercising democratic rights and responsibilities.	0%	0%	97%	3%
Quick Scale (Grade 4)	Not Yet Meeting Expectations	Minimally Meeting	Meeting Expectations	Exceeding Expectations
Contributes to the classroom and school community.	3%	32%	61%	3%

Solving Problems in peaceful ways.	16%	16%	61%	0%
Valuing diversity and defending human rights.	10%	26%	52%	6%
Exercising democratic rights and responsibilities.	3%	19%	71%	0%
Quick Scale (Grade 5)	Not Yet Meeting Expectations	Minimally Meeting	Meeting Expectations	Exceeding Expectations
Contributes to the classroom and school community.	0%	30%	67%	3%
Solving Problems in peaceful ways.	0%	30%	63%	6%
Valuing diversity and defending human rights.	0%	23%	70%	6%
Exercising democratic rights and responsibilities.	0%	13%	77%	10%

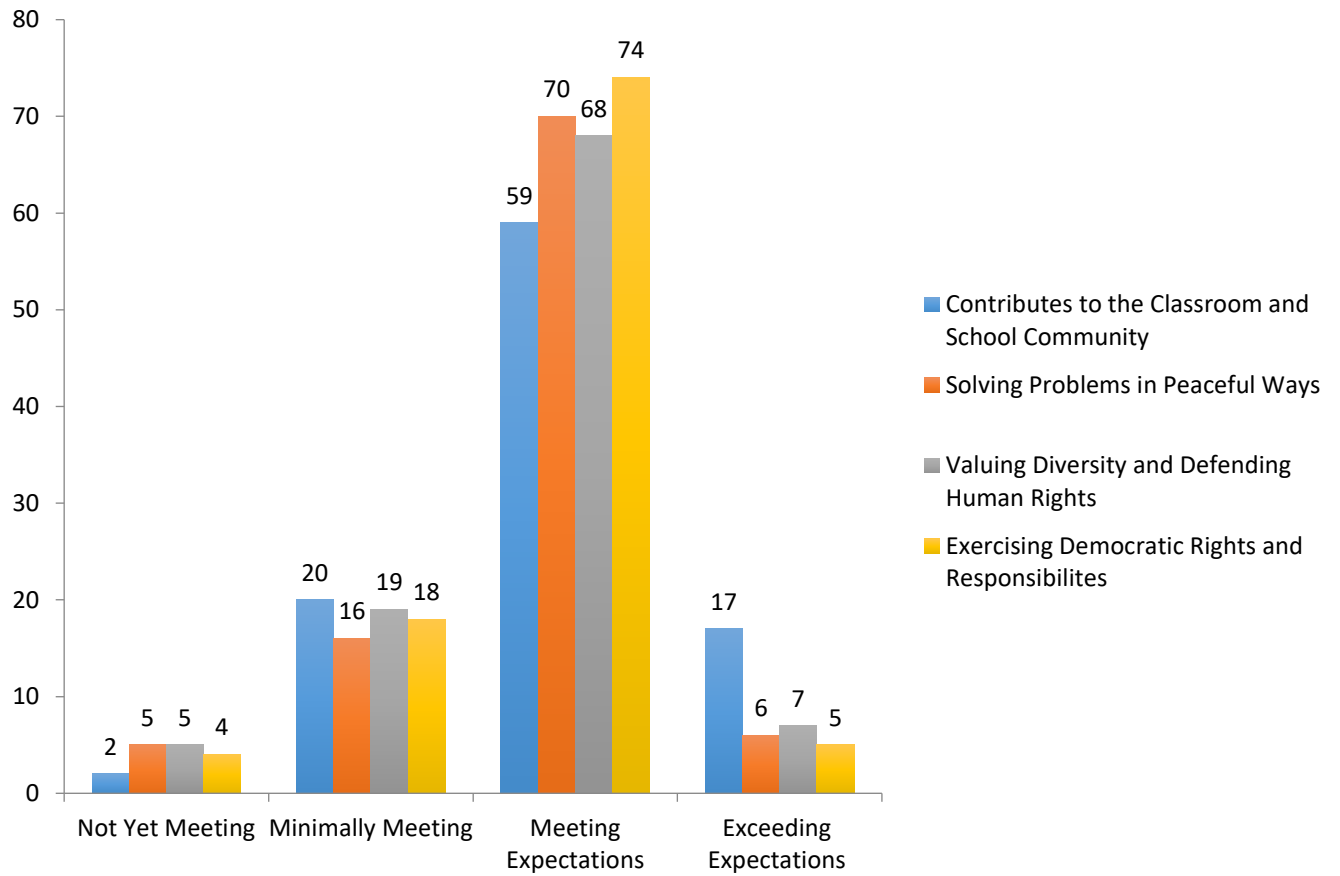
Quick Scale (Grade 6)	Not Yet Meeting Expectations	Minimally Meeting	Meeting Expectations	Exceeding Expectations
Contributes to the classroom and school community.	3%	17%	62%	17%
Solving Problems in peaceful ways.	3%	14%	69%	14%
Valuing diversity and defending human rights.	7%	17%	59%	17%
Exercising democratic rights and responsibilities.	10%	23%	59%	10%

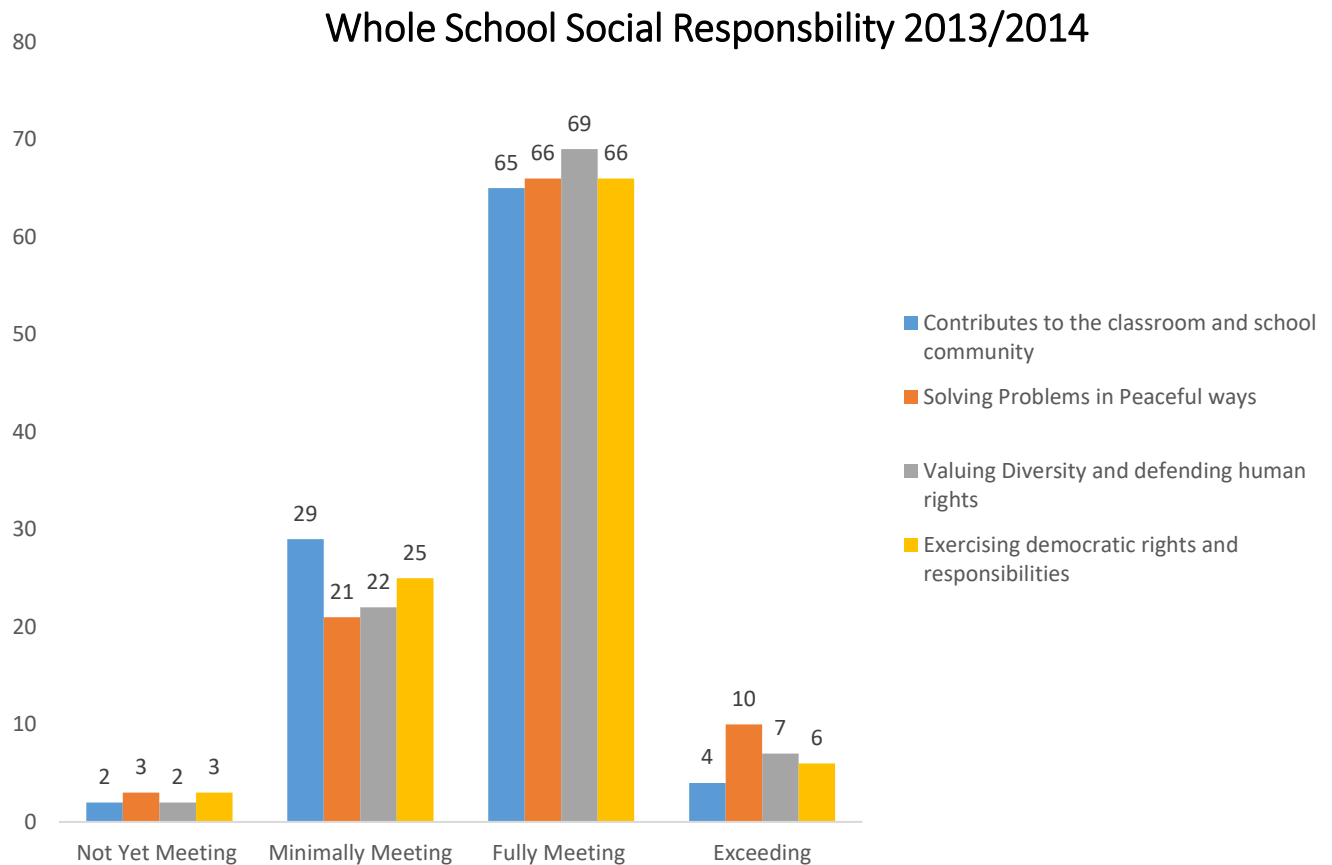
Quick Scale (Grade 7)	Not Yet Meeting Expectations	Minimally Meeting		Meeting Expectations	Exceeding Expectations
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Contributes to the classroom and school community.	0%	1%		27%	87%		
Solving Problems in peaceful ways.	0%	6%		84%	10%		
Valuing diversity and defending human rights.	0%	22%		68%	10%		
Exercising democratic rights and responsibilities.	0%	6%		94%	0%		
Principal	2011-2012	2012-2013	2014-2015	2015-2016	2016-2017		
Suspensions	1%	.5%	1%				
Report of Concern/Incident	4%	12%	12%				
Behaviour Log	11%	6%	11%				

STUDENT SURVEY (Grades 2 to 7) – New survey will be administered in May 2018.

2014/2015- Whole School Social Responsibility





ACHIEVED:

1. The approval of an early dismissal time once week for staff to focus on professional learning communities.
2. The purchase and implementation of a revised Second Step program.
3. Continue and expand the role of the Student Leadership Team. Our Student Leadership group meets on a regular basis, with staff sponsorship, and contributes to the overall school climate through global and local projects that support people in need and spirit days.
4. Continue the Peer Helper Program with a team of students in Grades 5, 6 and 7. These Peer Helpers support students on the playground by lending a hand, helping to resolve minor disputes or simply to be a friend when one is needed. Our Peer Tutors provide tutoring to primary students.
5. Include the Peer Helpers in a training program to enhance their peer helping skills.
6. Allocating staff meetings to discuss collected data.

ACTION PLAN:

- Continue to focus on the following guided by Personal Awareness and Responsibility Core Competency, which includes the skills, strategies, and dispositions that help students to stay healthy and active, set goals, monitor progress, regulate emotions, respect their own rights and the rights of others, manage stress, and persevere in difficult situations.

- Self-Regulation is the foundation of early learning. (Self-awareness and self-management)
 - Emotional Regulation: process of initiating, maintaining and changing the occurrence, intensity or duration of feeling
 - Behaviour Regulation: organization of social interactions with others and the coordination of physical movements
 - Attention Regulation: the capacity to selectively and consciously focus. It is the basis of persistence, curiosity, memory, cognitive flexibility, planning and problem solving.
- For those students who have challenges that prevent competency in these areas we will implement The Zones of Regulation, which is a curriculum to help students gain skills in the area of self-regulation.
 - Implement the ‘Working Together to Prevent Bullying’ Program in Grades K to 7. Each month the school will focus on a key message, which will also relate to a monthly virtue.
- Cyberbullying:** While online harassment may take place on nights and at home, the fallout is often seen at school and can interfere with the educational environment. This makes cyber-bullying issue teachers can't ignore. Students will be given the opportunity to discuss cyberbullying including the harm it causes and strategies to reduce their incidence.

Key Message	Catholic Virtue
September – Everyone has the right to be safe at school.	Faith
October – Bullying is not acceptable.	Empathy
November – Everyone needs to learn to live in peace.	Conscience
December – We all want to feel included.	Hope
January – Conflict is inevitable; bullying is not.	Self-Control
February – Telling an adult about bullying and cyberbullying is not tattling.	Respect
March – Bullying can be stopped.	Kindness
April – If you’re not part of the solution, you’re part of the problem	Love
May – Bullying is not a normal part of growing up.	Acceptance
June – It’s important to communicate well	Fairness

ACHIEVED:

1. Implement the revised “Second Step” program.
2. Pro-D day on Restitution
3. Walk about at the beginning of each school year.
4. Teaching the Ministry approved “Focus on Bullying” lessons.
5. Student bullying survey and review of survey results with all students
6. Document all behaviour issues including telephone conversations. ~~are being documented~~

7. Develop and implement a school-wide “Buddy Class” where students are actively involved in positive school community-building activities (older students working with younger students).
8. Promote responsible behaviours toward the environment by having a Green Team which consists of Grade 3 students composting initiative.
9. Develop a consistent “Class Meeting” format in each classroom.
10. Regular review of assembly behaviour.
11. Implement a School Code of Conduct.
12. Post the St. Michael’s Code of Conduct in all classrooms.
13. Communicate the St. Michael’s Code of Conduct information in newsletters and on the school website.
14. Develop a Behaviour Matrix and post in all areas of the school.
15. Continue to implement an aid to teacher communications (student incident report)
16. Complete a Social Responsibility Performance Standard survey twice a year in each grade.
17. Complete a school wide bullying survey to students in Grades 2 to 7 and review results with the students.
18. Hold an assembly per term that focuses on the monthly virtue.
19. K -1, 2 PLC – To teach specific self-regulation and attention.
20. All staff to provide clear, consistent expectations for student interactions with each other and their environment, and enforce expectations fairly with consideration given to understanding the context of their behaviour.
21. Provide training for new staff members.
22. Provide follow up review for staff members.
23. Re-survey the students on an ongoing basis.

CISVA Mission Statement:

The Catholic School shares in the mission of the Church to proclaim and build the Kingdom of God. The Catholic School, as a faith community, is committed to excellence in Catholicity and in all areas that promote the development of the whole child to his or her full potential. The Catholic School strives to develop Christian leaders, responsible citizens and life-long learners.

St. Michael’s Code of Conduct:

At St. Michael’s we believe that all children have the right to learn in a safe, caring and orderly environment. Our expectations are that students will maintain an attitude that is cooperative, courteous and respectful. At St. Michael’s school, we:

- **treat others in a respectful and Christ-like manner.**
 - Jesus was the greatest teacher of kindness and tolerance towards others.
- **respect the property of others.**
 - Personal and shared property needs to be treated with care and respect.
- **follow school rules and play safely.**
 - The school must be a place where all students feel safe.
- **take responsibility for your actions and your learning.**

- Throughout life, we all make daily decisions and must take responsibility for those decisions. Therefore, we expect St. Michael's students will do the right thing, even if a teacher or parent is not present. This is called acting responsibly.

These fundamental obligations are intended to ensure that students learn in a safe environment free from threats to their physical and emotional welfare, and that the time for teaching and learning is optimized.

Expectations regarding acceptable conduct are made known to all students, parents and school staff, as well as to temporary staff or visitors. The School Code of Conduct will apply to students while at school (including before and after school), while going to and from school, and while attending school curricular or extra-curricular functions or activities at any location.

Behavioural expectations outlined in this code of conduct are consistently taught and actively promoted. It is the intent of this Code of Conduct to encourage and reinforce positive behaviour. It is expected that students follow the St. Michael's Code of Conduct and that school administration, staff, and parents work together to support learning and a positive school climate.

1. Safety

All students and staff have the right to a safe school environment.
Students are expected to:

- behave in a safe manner. (Play without harming or threatening others.)
- inform an adult, in a timely manner, of incidents of bullying, cyber bullying, harassment or intimidation.
- arrive at school no earlier than 8:20 am unless involved in an extracurricular activity.
- remain on the school grounds, in the designated areas, at recess and lunch.
- provide written permission from a parent or guardian to leave the school grounds during the school day.
- bicycles, scooters, skateboards, etc. are not to be used on the school grounds (bicycles must be walked onto the school grounds).
- use all playground equipment as it is meant to be used.
- play in designated playground areas as per the playground schedule.
- walk in the hallways.

2. Respect

All students and staff have the right to be respected. Students are expected to:

- demonstrate empathy towards others.
- be considerate of everyone's feelings.
- listen to the ideas, opinions and perspectives of others.
- behave in a non-disruptive manner.
- follow staff directions co-operatively.
- when transitioning between classrooms, walk silently in the hallway.
- arrive at school dressed appropriately in the school uniform.
- care for the property of others.

- care for the school and community environment.

Every act of physical, verbal, emotional, or psychological abuse is not acceptable. Every act of violence against property is not acceptable. This includes, but is not limited to, fighting, bullying, cyber bullying, profanity, belittling, name-calling, intimidating, stealing, threatening, retribution for reporting and damaging property. Failure to respect the authority of St. Michael's staff members is also unacceptable.

3. Responsibility

All students have a right to learn. Students are expected to:

- be on time.
- be attentive.
- be ready to work and engage in purposeful learning.
- complete school and home assignments to the best of their ability.
- seek help when needed.
- use problem-solving skills to settle differences.
- eat in their classroom, sitting quietly. Eating lunch at school is a privilege that students must respect by demonstrating responsible behaviour.
- support others and be positive role models.
- be accountable for personal property.
- increase personal responsibility and self-discipline as they become older and move through successive grades.
- leave all personal electronic devices (PED) at home. A cellphone is ~~only~~ permitted on school property when a parent has completed a PED Permission Form.

Inappropriate clothing on non-uniform days (i.e. clothing with offensive words/graphics/logos, shoulders must be covered, midriff (front and back) must be covered at all times, even with arms raised, the length of skirt or shorts must reach or exceed the fingertips when arms are fully extended beside the leg) is not to be worn. Prohibited items include, but are not limited to knives, fireworks, items which are weapon like or intended to be used as a weapon (including toy knives and guns). Inappropriate items will be confiscated. A meeting with the parents, administrator, and when required the RCMP will take place.

Our Code of Conduct is designed to provide guidelines for appropriate student behavior while under the jurisdiction of the school or at any school-sponsored function.

Inappropriate Behaviour

Inappropriate behaviour consists of, but is not limited to:

- rudeness, swearing
- fighting (or play fighting)
- lack of respect for others, taunting
- throwing objects (rocks, sticks, snowballs, etc.)
- defiant behaviour, insolence
- running in the halls
- unauthorized leaving of school grounds

- littering

Logical Consequences

Teachers and administrators intentionally plan logical consequences. Logical consequences are similar to what would happen to an adult in a similar situation, therefore teaching students skill that they will need to be successful later on in life. Logical consequences need to be related, respectful, and reasonable (Nelson, 1985).

Logical consequences will be applied in a fair and consistent manner, respecting individual rights, responsibilities, age and maturity; and be restorative rather than punitive in nature. The staff will recognize students who consistently display appropriate conduct. Students will be taught and encouraged to use proactive and appropriate decision-making and social skills. The classroom teacher has primary responsibility for correcting and documenting unacceptable behaviour and minor incidents. In common areas such as playgrounds and hallways, the classroom teacher and supervising adults share this responsibility.

Level 1

For behaviours that are minor violations of the Code of Conduct, a staff member will speak directly to the student. The following consequences may be used to encourage more positive behaviour:

- Reminder/informal discussion
- Use of problem solving techniques
- Verbal or written warning
- Contact with parents/guardian by the classroom teacher
- Separation from peers
- Written or verbal apology
- Restitution for damage

Level 2

For behaviours that are repeated or are more serious, a staff member will speak directly to the student. An incident report may be sent home to parents with a request to review the Code of Conduct and to return the signed sheet back to the school. The following consequences may be used to encourage more positive behaviour:

- Any from Level 1
- Verbal or written warning
- Contact with parents/guardian by the teacher and/or administration
- Creation of behaviour contract or plan
- Removal from the classroom/situation

Level 3

For incidents of a more serious nature, students will be referred to an administrator. The nature and severity of the infraction, the intent behind the infraction and the frequency of the infraction will be considered when determining the level of consequence. It should also be noted that all disciplinary decisions are made in consideration of individual circumstances. The following consequences may be used to encourage more positive behaviour:

- Any from Level 1 and/or Level 2
- Administration involved in discussion/planning consequences
- Official written documentation of the incident

- Directly supervised recess/lunchtime activity
- Lunchtime suspensions
- In school suspensions

Level 4

In accordance with the School Act, the CISVA authorizes the principal to suspend a student. Students may be suspended because their behaviour has a harmful effect on the character or persons of other students, e.g. physical fighting or name calling; or because of vandalism to the school, student or staff property. The Parent or Guardian will be asked to return with their child to meet with the administration and make a commitment to improve behaviour. Some of the consequences from Level 3 may apply.

Please note that if there is a violation of a very serious nature, suspension will be immediate and. parents will be contacted by phone and letter.

It is hoped that this system will encourage students to monitor their behaviour, know what is expected of them, and strive toward maintaining and/or improving their academic and social skills.

St. Michael's School's Code of Conduct has been structured to align with and adhere to the standards outlined in:

The *School Act* 85 (1.1) 168 (2) (s.1) Provincial Standards Ministerial Order 276/07, effective October 17, 2007

B.C. Human Rights Code, (SD 36 Policy No. 10900 and Regulation No. 10900.1)

CISVA Policy Manual – General School Administration Student Code of Conduct #407

CISVA Policy Manual – General School Administration Anti-Bullying #408

B.C. Ministry of Education: *Safe, Caring and Orderly Schools A Guide (Nov. 2008)* and *Developing and Reviewing Codes of Conduct: A Companion (Aug. 2007)*, both found at <http://www.bced.gov.bc.ca/sco/>

Nelson, J. (1985). The three R's of logical consequences, the three R's of punishment, and six steps for winning children over. *Individual Psychology*, 42, 161-165.

TECHNOLOGY

Archived Growth Plan 2015-16

Goal #3: To ensure all students will have equitable access to technology and the opportunity to use technology to enhance learning across the curriculum.

Objectives:

- 3.1** To strike a technology committee made up of parents and teachers to look at a 3 to 5 year Technology Plan, guided by in the Applied Design, Skills and Technology Curriculum.
- 3.2** To provide additional technological equipment for staff and student use.
- 3.3** To improve infrastructure throughout building for technology needs.

Target A: By June 2018

- A.1** To create a broad school vision of where we would like to go with technology.
- A.2** To complete an assessment of the wiring and technology infrastructure.

3a. Rationale (*Global Priorities, p. 14*)

Improving schools have a thorough and connected set of reasons, based on evidence, for the selection of their student achievement goals.

- Why did we choose these goals? What information and evidence did we consider when developing our goals?

Goal #3: Informal teacher questionnaire. Both qualitative and quantitative data is collected.