

École Secondaire Sainte Marguerite D'Youville
2018-2019 School Improvement Plan

Required Outcomes, Strategies and Performance Measures

FAITH OUTCOME: LIVING LIKE JESUS – SERVANT, STEWARD, SHEPHERD

SPECIFIC SCHOOL COMMUNITY FAITH OUTCOME: CHOOSE ONE PROVINCIAL OUTCOME PRIORITY FROM BELOW...

District Specific Outcome: Through furthering a culture of evangelization, faith formation, and vocation within our schools, students, staff, and parents know, model, and witness Jesus Christ.

Questions Guiding Team Inquiry:

- ✓ Why do students feel that teachers do not explain and model how to live like Jesus either in religion classes or throughout the school in general? How can we be more visible in our modeling, and more succinct in our teaching of what it means to live like Jesus – as a steward?

Specific Outcome Statement:

- ✓ Students will be able to verbalize and model living like Jesus – as a steward. They will be able to make connections between the way we treat one another, here in the school, and the way we serve as stewards of our greater communities, and how these actions reflect what Jesus was teaching.

Incorporation of District Strategies (Our Actions):

- ✓ Morning prayer will incorporate gospels and reflections that draw out how Jesus was modelling the life he expects us to live. During morning prayer, we will ask students to reflect on how they might incorporate these teachings on a given day.
- ✓ Increasing religious education time from a half semester to a full year, will give more opportunities for working with students to develop their understanding of the faith, and most specifically how they are called to live like Jesus. Working with the Social Justice Committee, we will draw every student in to contribute – exercising their own ethical and entrepreneurial response to social justice based on Catholic teachings, by asking each class to respond to the Social Justice/UNESCO/Rotaract Projects we have adopted. When all students respond personally to these projects, they are given opportunities to live as Jesus intended.
- ✓ Holding three social justice assemblies to motivate, inform and celebrate the various ways or students are acting as stewards of the earthy and each other.
- ✓ We have adopted Gianna Centre, as a Catholic Social Services Ministry. Students will gather and sort items at the Gianna Centre for young women and their babies. We participated in the Uplift Day of Mercy and are training to work with the newcomer youth and their families through the Catholic Social Services Refugee and Immigration Project.

In Year Indicators of Success:

- ✓ Learning Intentions regarding living like Jesus are clear in the classroom, hallways, on the announcements and during liturgies and assemblies.
- ✓ Social Justice Students are engaged in a discussion and research project with the Centre for Global Education, called Ocean Wise. They are studying the effects of plastics on our waterways, learning from experts and fellow students across Canada via Google Hangout, and engaging in projects to help create awareness and reduce the production of waste in the school. For example, students examined the contents of classroom recycle bins and rated classrooms on who was sorting their garbage into recycle,

compost and garbage. The results of this work is to be presented at a school wide assembly where the entire student body will be challenged to participate in a project that will result in a reduction of disposable plastic use. This group is also purchasing re-usable dishes for the cafeteria to reduce our reliance on plastics.

- ✓ In everything we do, we need to make the learning visible – more specifically – point out how these social justice actions mirror what Jesus taught in the gospels to engage us in living as He commanded. When presenting their work, students will make reference to the teachings of Jesus.
- ✓ Hope Research Project: In this project, students are using Gallup Student Satisfaction Student Survey result which indicates that only 50% of students feel Hopeful regarding outcomes such as getting good grades, having a great future, having many goals and having a mentor who supports them. A core research group, will work with the entire school to research these findings. They will present their findings to students and then work with students to find ways to increase hope. Working together with researcher Lenora Lemay, School Chaplain Doug Kramer, Principal Sheila Glebe and Assistant Superintendent Rhonda Nixon, we will create activities and programs to help increase that sense of hope. This will be shared first with our students and then with elementary students. We will work to integrate our faith in this process – teaching students that our faith is a hopeful one.

Expected End of Year Result (Refer to Performance Measures from the 3YEP Framework):

- ✓ On the District Satisfaction Survey, there will be an increase from the 64% of students who report that teachers explain and model how to live like Jesus (1) as well as an increase of students who report that religion classes help them to know and live like Jesus from 60% to 80%.
- ✓ Outcomes regarding a sense of Hope on the Student Gallup Survey will increase from the current 50% to 80%.
- ✓ A year end celebration of Hope and Stewardship will highlight our accomplishments.

SPECIFIC SCHOOL COMMUNITY LEARNING OUTCOME: CHOOSE ONE *PROVINCIAL OUTCOME PRIORITY FROM BELOW...*

OUTCOME ONE: ALBERTA'S STUDENTS ARE SUCCESSFUL

- ✓ Students in Junior High to grade 10 will have access to Pre-AP Prep programming. Teachers have the opportunity to work in PLC's and on Staff Meeting Days to develop programming that meets the criteria for AP Prep. They also have the opportunity to shadow teachers from Edmonton Catholic to learn how other programs are run.
- ✓ Students in grades 11 and 12 have the opportunity to take Advanced Placement Social Studies and English Language Arts again this year as integrated into the humanities programs. Teachers in these areas have, and continue to take training through the College Board Professional Development Program. The addition of one extra Science/Math Advanced Placement Teacher has allowed us to offer the High School AP Physics, Math, Chemistry and Biology. Additionally, we have been able to provide supports for some of our highschool students who have opted to take Science 24 with our new teacher
- ✓ High School Students have enrolled in dual credit courses with the Athabasca University.
- ✓ Students have access to the Hotel Management Course.
- ✓ We have increased access to in class (as opposed to online/off schedule) Religion Courses for High School students and a greater variety of Junior High Options by increasing our part time teaching staff allocations as well as expanding programming to include multimedia.
- ✓ Through each of these additional options and opportunities we hope that by year end our stakeholders will recognize greater access and school improvement. (results this year were low in both areas)

- ✓ Students in all classes have access to one to one assistance during well planned flex blocks.
- ✓ Staff are working with differentiated instruction to help ensure that all student needs are being met.
- ✓ Students in Junior High attended a series of seminars on a “Health Symposium Day” to assist them in planning with goal setting, strategies for note taking, time management and studying.
- ✓ At regular intervals, students use the My Blueprint program to test their aptitude, assess their Alberta Education marks to date, access information on career opportunities available to them based on their achievement, explore requirements for post-secondary, set and evaluate both personal and academic goals to assist them in taking ownership over their learning success.
- ✓ Analyze PAT and DIP results to target teaching to the most high needs areas.