

Faith Goal: Through our faith theme, ARISE, we will create compassionate classrooms where our students care for one another and care for our school and care for the community at large.

Fall Measures		Spring Measures		DIVISION Strategies	SCHOOL Actions
ESSMY Results Review Report (One Pager)		Alberta Education Assurance (AEA) Survey - Spring 2021		Students will: <ul style="list-style-type: none"> animate faith service and charity based on Catholic social teachings, especially with Catholic Social Services, and Chalice. engage in community projects that explicitly name how they encourage students to be Christ for others. engage in a faith-infused curriculum, including religious education, to develop and promote faith, hope, and engagement. participate in an animated and actionable representation of the Division's faith theme. experience a spirituality of communion through relationships and faith opportunities that connect home, school, and parish. develop a common understanding of connections between our Catholic faith and the spiritual beliefs/practices of our Indigenous brothers and sisters. develop an acknowledgement of Indigenous spirituality as a unique gift to the Church and that Indigenous voices will be involved as much as possible in sharing that gift. 	After reviewing stakeholder feedback, list the promising school actions for 2021-2024: <ul style="list-style-type: none"> Safe and Caring Schools <ul style="list-style-type: none"> Promote an environment which represents a safe and caring community. Faith Development <ul style="list-style-type: none"> Continue to be models of Christ by participating actively in daily prayer, faith retreats etc. Participate in Faith Professional Development during monthly staff meetings Integrate staff and students in planning liturgical events. Promote Faith and Hope in students. <ul style="list-style-type: none"> Maintain partnership with Holy Family Parish Regular Priest visits Faculty and students leading monthly celebrations/liturgies/morning prayers Staff and students attending Mass at HFP Social Justice <ul style="list-style-type: none"> Promoting Catholic Social teaching through the completion of service hours within our school and throughout our community. Animating our District Theme: Arise, Get Up, Get Going and Go With God. <ul style="list-style-type: none"> Social Justice projects (UNESCO) School Service projects Use of social media to promote Faith activities within our school. Leadership students are active participants in developing Social Justice projects.
ESSMY Priority Action & PD Plan 2021-2022					
Safe and Caring	Celebrate, Watch	Safe and Caring	Celebrate		
Education Quality	Celebrate	Education Quality	Celebrate		
Work Prep	Celebrate	Work Prep	Celebrate		
Citizenship	Watch	Citizenship	Celebrate		
Academic Engagement	No data	Academic Engagement	Watch		
Division Survey 2020		Division Survey 2021			
Model & Witness	Celebrate	Staff Model & Witness	Celebrate		
Social Justice	Watch	Social Justice	Celebrate		
Religion	Celebrate	Religion	Watch		
Practices (Faith)	Watch	Practices (Faith)	Focus		
Feel Welcome	Celebrate	Feel Welcome	Watch		
ThoughtExchange 2020 Areas to celebrate and for growth: <ul style="list-style-type: none"> Students go to church and participate in mass. Students are taught about God and Jesus and how to live their faith through their Religion classes Students develop leadership skills through charity and service projects. Students are taught to be caring, kind, just and fair, and the connection between health and faith. Students will continue to express how they live like Jesus each and every day. Students will continue to participate in Service Hours within their community. 		No new measures			
STAKEHOLDER FEEDBACK (Identify evidence of success and next steps)					
Staff		Students		School Council	Other Community Stakeholders
Evidence of success: <ul style="list-style-type: none"> Faith is evident and permeated in all aspects of our school life Each homeroom class takes a lead in daily morning prayers. Monthly liturgical celebrations. Sharing pictures of Faith in action. Building relationships between staff and families. Making connections between our Catholic Faith and Indigenous beliefs and practices <ul style="list-style-type: none"> Grades 7-8 Blanket Exercises Grade 9- Truth and Reconciliation Participating in faith retreats at each grade level: involving staff, students and community members.. Many teachers teach their own religion classes. Involvement of our school chaplain in daily ESSMY life. Promotion of fundraising events for Catholic organizations <ul style="list-style-type: none"> Advent Project Lenten Project- 100 Baskets for New Beginnings. 		Evidence of success: <ul style="list-style-type: none"> I learn why and how to respond to the needs of others (social justice projects). In my school teachers explain and model how to live like Jesus. My school has clear behavioural expectations that encourage students to treat each other with dignity and respect. I learn about and practice my faith in school. I participate in celebrations and liturgies. I participate in daily morning prayers. 		Evidence of success: <ul style="list-style-type: none"> My child learns how and why to respond to the needs of others. My child understands the importance of lending service to others. Religion classes help my child to know and live like Jesus. 	Evidence of success: <ul style="list-style-type: none"> Open and welcoming to outside agencies such as Treehouse and Sports Academy Programs. In spite of our pandemic, we still demonstrated service to Catholic Social Services ie. Gianne House. Junior High students have taken on more of a leadership role.

STAKEHOLDER FEEDBACK (Identify evidence of success and next steps)(Continued)			
Staff	Students	School Council	Other Community Stakeholders
<p>Next steps:</p> <ul style="list-style-type: none"> Encouraging leadership roles within Faith based activities such as morning prayer, celebrations and liturgies. Continuing to reach out to community family youth leaders. Continuing to offer Faith Retreats for all students Expanding opportunities for Father Matthew and Father Adam from Holy Family Parish and Father Ignacy from St. Albert Parish to become involved with ESSMY students in order to enhance the relationship between school and parish. Expanding our faith leadership team Encouraging more use of our beautiful chapel 	<p>Next steps:</p> <ul style="list-style-type: none"> Continuing to participate in daily morning prayers. Taking a more active role in celebrations and liturgies. Model our Faith theme in my daily actions. (Get going) Lending a hand to community members through service hours. Engaging in social justice projects that promote care of God's creation. 	<p>Next steps:</p> <ul style="list-style-type: none"> Continuing to share staff personal faith journeys with students. Provide engaging connections to Faith. Modeling the importance of lending service to others. Continuing to develop strong relationships between school, home and parish. 	<p>Next steps:</p> <ul style="list-style-type: none"> Continuing to work with Treehouse and Sports Academy Programs Continuing to work with our feeder schools in transitioning students in a collaborative way. <ul style="list-style-type: none"> Sharing Shrove Tuesday breakfast Reading buddies Hosting Poutine Days Hosting Rec activities Faith Activities: <ul style="list-style-type: none"> Participating in a joint mass with EMP at Holy Family Parish Being more visible in the community through social justice projects. Meeting community needs <ul style="list-style-type: none"> through service project

Learning Goal: We aim to improve the overall quality of education provided to our students through a focus on consistent and effective feedback, teaching reading strategies across the core subject (especially in French) and student recognition.

Fall Measures		Spring Measures		DIVISION Strategies	SCHOOL Actions
ESSMY Results Review Report (One Pager)		Alberta Education Assurance (AEA) Survey - Spring 2021		<p>Students will benefit from research-based classroom practices that are focused on:</p> <ul style="list-style-type: none"> hands-on, differentiated instruction, including universal, targeted, and individual supports. integrating literacy and numeracy strategies. teaching for conceptual understanding. visible learning (Practice Progressions), with emphasis on feedback and communication. students' God-given gifts and strengths to foster hope and wellbeing. diagnostic assessments and interventions in math/numeracy and language arts/literacy, to make informed decisions that connect assessment to instruction. improving student achievement, based on ongoing data analysis. programming choices (Sports Academy, options) interventions to increase faith, hope, engagement, entrepreneurial aspirations, and career and financial literacy. learning that furthers Truth and Reconciliation Calls to Action within a faith-based context and understanding of foundational concepts in emerging curriculum. 	<p>After reviewing stakeholder feedback, list the promising school actions for 2021-2024:</p> <ul style="list-style-type: none"> Teachers and administration will continue to support parents and students to access technology via google classroom. Teachers will be explicit when giving feedback. Class time will be dedicated for students to review and respond to teacher feedback. Student Recognition <ul style="list-style-type: none"> weekly recognition of ESSMY ESPRIT positive reinforcement and celebration of student works Collaborate with other Junior High Schools in our division on effective literacy strategies in core areas. Create plans to embed further opportunities for staff collaborations to grow their teaching practice around; <ul style="list-style-type: none"> Providing feedback and strong assessment Knowing student needs and developing universal targeted individualized supports Further developing effective reading strategies through professional development opportunities. Implement a pyramid of intervention driven by data from previous years. Dedicate time at each staff meeting for our pedagogy team to provide professional development that emphasizes: practice progressions, differentiated instruction and visible mentorship. Regular updating of learning platforms.
ESSMY Priority Action & PD Plan 2021-2022					
Program of Studies	Celebrate	Program of Studies	Celebrate		
Education Quality	Celebrate	Education Quality	Celebrate		
Parental Involvement	Watch	Parental Involvement	Watch		
School Improvement	Celebrate(S), Focus (P, F)	School Improvement	Celebrate		
		Academic Engagement (new)	Celebrate		
		Access to Supports & Services (new)	Celebrate		
PAT ELA 9	Celebrate	PAT ELA 9	No Data		
PAT FLA 9	Focus	PAT FLA 9	No Data		
PAT Math 9	Focus	PAT Math 9	No Data		
PAT Sciences 9	Focus	PAT Sciences 9	No Data		
PAT Études Sociales 9	Focus	PAT Études Sociales 9	No Data		
Division Survey 2020		Division Survey 2021			
Good reputation	Celebrate, Watch	Good reputation	Celebrate (F) Focus (P/S)		
Diverse strategies	Celebrate, Watch	Diverse strategies	Celebrate (F) Watch (P/S)		
Differentiate	Celebrate	Differentiate	Focus(P/S) Watch (F)		
Know expectations	Watch	Know expectations	Celebrate(P/S) Watch(F)		
Wellness and healthy living	Celebrate(S), Watch(P)	Wellness and healthy living	Celebrate(P) Focus(S/F)		
Technology/Social Media Safety	Celebrate	Technology/Social Media Safety	Celebrate(P/S/F)		
Access Information	Celebrate, Focus (P)	Access Information	Celebrate(P/S) Watch(F)		
ThoughtExchange 2020					
Note areas to celebrate and for growth:					
<ul style="list-style-type: none"> Written feedback is given to students Summative marks are accessible via Powerschool Parent-Teacher-Student Interviews provide opportunity for further discussions. Continue to give a variety of feedback including: written and oral in a timely and consistent way. Feedback is to be focused on ways for student improvement. 		<ul style="list-style-type: none"> Access to technologies Connections Catholicity and Indigenous beliefs & practices Participate in TRC Receive feedback to improve Opportunities to support engagement 			
		Celebrate(S/F) Focus(P)			
		Celebrate(S/F) Focus(P)			
		Celebrate(S/F) Focus(P)			
		Celebrate(S/F) Focus(P)			
		Celebrate(S/F) Focus(P)			

STAKEHOLDER FEEDBACK (Identify evidence of success and next steps)			
Staff	Students	School Council	Other Community Stakeholders:
<p>Evidence of success:</p> <ul style="list-style-type: none"> • Range of data to improve student learning. • Collaboration between staff members to develop effective programming. 	<p>Evidence of success:</p> <ul style="list-style-type: none"> • Varied introduction of new topics (visuals, pear decks), class discussions. • Providing rubrics, explaining concepts thoroughly, using and providing visual aids, gamifying, giving more choices. • Multiple options for projects, hands on projects, visual learning, teachers make class fun, teachers showing what they did wrong and how to improve, teachers answering questions. 	<p>Evidence of success:</p> <ul style="list-style-type: none"> • I know how to access information about my child's learning. • Sessions for parents to walk through Google Classroom and PowerSchool. 	<p>Evidence of success:</p> <ul style="list-style-type: none"> • Recognizing students via social media, newspaper.
<p>Next steps:</p> <ul style="list-style-type: none"> • Implicate our students in the rubric creation. • Explicit language ie. This is feedback. • Incorporating teacher feedback into next assignments. • Desegregate feedback from assessment. • Recognizing students through the use of positive reinforcement strategies. • Monthly recognition during school assemblies. 	<p>Next steps:</p> <ul style="list-style-type: none"> • Increasing one on one interactions, make sure students understand the difference between constructive feedback and criticism. • More exemplars, positive and critical feedback. • Positive, constructive feedback, continuing with explaining rubrics, listening to what the kids say works for them. Continue with differentiation for students and assignments, one on one feedback, examples, study guides. 	<p>Next steps:</p> <ul style="list-style-type: none"> • Give opportunities for students to make changes based on feedback. • Giving timely feedback. • Consistency in the type of feedback given. • Continued open communication between home and school. 	<p>Next steps:</p> <ul style="list-style-type: none"> • Recognize students in diverse ways: <ul style="list-style-type: none"> ○ Touch (high fives) ○ Words of affirmation ○ Quality Time ○ Receiving a Gift ○ Acts of Service (doing something for them)