

# GOAL 1: CATHOLIC CHRISTIAN IDENTITY

Desired Outcomes	Strategies	Performance Measures
<b>STUDENT AND EMPLOYEE FAITH DEVELOPMENT</b>		
<ul style="list-style-type: none"> <li>† District schools are recognized as Christ-centered and value-based communities.</li>   <li>† Students and employees understand justice and are actively engaged in community service locally and globally.</li>   <li>† Trustees, District employees and students live their faith and model our Catholic values.</li> <li>† Effective school programs and services that minister to the marginalized and disadvantaged will be in place.</li> <li>† District employees are active members of the parish community.</li> </ul>	<p>1. <b>STUDENT FAITH DEVELOPMENT:</b> Encourage and support students to develop and live their faith.</p> <p>Our results from the district survey for staff, students and parents indicate that this is an area of strength in our school. We will continue to encourage and support student faith development through celebrations, masses, prayer, assemblies, our moral intelligence program and interactive faith experiences such as visits from Father Rene and Father Thomas. We will continue to work with the parish on improving the faith life of our students and their families and take full advantage of continually progressing in this area.</p> <p>Host an Awakening Retreat for students in March</p> <p>Our Lenten project for the year will target _____</p> <p>Replace chapel with St. Anne's Chapel (if needed). Ask Father for a key and develop a process for booking the Chapel with Rose-Marie</p> <p>Preschool to purchase faith based songs, books and toys to help with deeper permeation</p> <p>During morning prayer do Our Father on Monday, Wednesday, Friday and Hail Mary on Tuesday and Thursday</p> <p>Highlight saint of the month during morning announcements once a week. Give students simple information about the saint. (Cat Chat has saint cards that we will purchase)</p> <p>2. <b>EMPLOYEE AS FAITH MODELS:</b> Leaders ensure employees actively live and develop their faith and model Catholic values.</p> <p>Our district satisfaction surveys indicate that staff feels this is an area of strength in our school. Staff will continue planning and participating in weekly staff prayer and being active members of their parishes. This area will be closely monitored and necessary changes and adjustments will be made as necessary.</p> <p>FLC's will focus on permeation of faith</p>	<ul style="list-style-type: none"> <li>† % of parents who are satisfied that the District schools are Christ-centered and value-based. (T:95%)</li>   <li>† % of parents satisfied with the faith development of their children. (T:95%)</li>   <li>† % of grade 4 students satisfied with opportunities to be involved in Religious Celebrations in the school.(95%)</li>   <li>† % of parents/students satisfied with opportunities for them/their children to engage in meaningful community service. (T:95%)</li>   <li>† % of parents satisfied that Catholic Christian values are being modeled within the school. (T: 95%)</li>   <li>† % of staff who are satisfied with opportunities provided to deepen and live their faith. (T: 100%)</li>   <li>† % of parents satisfied with the relationship of the school with the parish. (T: 95%)</li>   <li>† % of staff (currently taking the program) who are satisfied that the Sharing the Faith Program is meeting their needs. (T: 95%)</li> </ul>

Lakeland Goal 1 (cont'd)

Desired Outcomes	Strategies	Performance Measures
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RELIGIOUS STUDIES AND PROGRAMMING

<p>† The integrity and quality of our Catholic programs and services is maintained.</p> <p>† Religious educational resources and programming will support students' faith development.</p>	<p>Teachers and support staff will deepen their active involvement in the faith by developing staff prayer by grade level.</p> <p>Host Faith Lunches instead of Faith Cafes to increase staff turnout. Host lunches two days in a row to accommodate all staff.</p> <p>Host one Sharing The Faith Session in the school</p> <p>3. INFUSE 21<sup>ST</sup> CENTURY LEARNING IN RELIGIOUS PROGRAMMING AND INSTRUCTION: Utilize a range of innovative and creative instructional strategies and supports designed to create a "want to learn" environment for students.</p> <p>Our results from the district survey for staff, students and parents indicate that this is an area of strength in our school. We will continue to encourage and support student faith development through innovative instructional practices that bring our Catholic faith alive in meaningful and exciting ways. We have experienced great success with the use of Internet videos and computer applications such as Comic Life, Kidspiration and Prezi. Support from within teaching staff, the district Faith Coordinator and the school faith coach will be accessible to all staff as they develop further in this area.</p> <p>Expand use of YouTube and CatholicTube videos (i.e. Lego bible stories)</p> <p>Explore the weekly bible stories in the student agendas as a class. This will also be highlighted on announcements either Mondays (intro) or Fridays (summary)</p> <p>Grades 1 and 4 grade level teams will meet with Lea to help pre-pilot the new Religion program (trying out a few ideas, submitting ideas).</p>	<p>† % of parents satisfied that gospel values are integrated into all subject areas. (T: 95%)</p> <p>† % of parents satisfied with the quality of our Catholic programs and services. (T: 95%)</p> <p>† % of teachers satisfied with the support provided for the integration of religious values into instructional programs. (T: 95%)</p>
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Lakeland Goal 1 (cont'd)		
Desired Outcomes	Strategies	Performance Measures
RELIGIOUS STUDIES PROGRAMMING & SUPPORTS (CONT'D)		
<p>† Catholic values and virtues will permeate all school subject and activities.</p>	<p>4. PERMEATION OF FAITH: Maintain a strong focus on faith permeation in all school subjects and activities including:</p> <p>Our results from the district survey for staff, students and parents indicate that this is an area of strength in our school. Faith is integrated through out the school within the program of studies and the school-wide moral intelligence program. We will continue our faith-based approach to teach students how to resolve conflict and make choices</p> <p>All new teachers will do a lesson study with the district Faith Coordinator that involves permeation of faith in our literacy program.</p> <p>Have district and school faith coach work with new teachers in modeling and planning permeation lessons.</p>	<p>† % of parents satisfied that Catholic values and virtues permeate all school subjects and activities. (T: 95%)</p> <p>† % of teachers satisfied with the support provided for the integration of Religious values into instructional programs. (T: 95%)</p>
CONNECTING SCHOOL, CHURCH AND HOME		
<p>† Family, school and church will work collaboratively to support the development of our faith community.</p> <p>† The Bishop and Parish Priests will be actively engaged in our schools' faith communities.</p> <p>† There will be high levels of parish and community support and engagements with schools as partners in the religious development and education of our children.</p>	<p>5. BUILD OUR FAITH COMMUNITY: Develop the critical partnerships required among the school, church and the home to build a vibrant and inclusive faith community.</p> <p>Our results from the district survey for staff and parents indicate that this is an area of strength in our school. We will continue to maintain and create new connections between school, church and home. Initiatives such as student/staff involvement in special masses and visits to the church, and recognition of sacraments and servers will continue. We will continue to welcome parents and families to join us for school and class celebrations and masses.</p> <p>All grade levels will adopt Father Rene once during the year. During each grade levels adoption period, they will invite Father Rene in for an interactive activity and make a presentation to him on behalf of the grade level.</p> <p>The same period that grade levels adopt Father, they will also create a connection with Bishop Paul through email. Students will do a class writing activity and generate 3 questions to ask the Bishop (this in in response to his invitation to email him when he visited grade levels last year)</p>	<p>† % of parents satisfied with the relationship of the school, home and parish. (T: 95%)</p> <p>† % of parents satisfied with opportunities to be involved in school level religious celebrations and activities. (T: 95%)</p>

Lakeland Goal 1 (cont'd)

Desired Outcomes	Strategies	Performance Measures
CONNECTING SCHOOL, CHURCH AND HOME (CONT'D)		
	<p>Each grade level will be assigned one church mass during the school year. The class will at a minimum have one of the families do the offertory. Students can also help with greeting. Classes can bring artwork for their Sunday and put it up in the church. Other ideas are to join the choir for one song and participate in other ministries such as readings.</p> <p>All classrooms will go a local service project to support the community. Teachers are encouraged to design projects in a way that gets parents involved in the initiative. Classes can also share what they have done with the church community when it is their week for mass during the final announcements.</p>	<p>† % of parents satisfied that the their child's school promotes programs and activities that bring students, parents, teachers and parish together as a Catholic community. (T: 95%)</p>

## GOAL 2: AN EXCELLENT START TO LEARNING

Desired Outcomes	Strategies	Performance Measures
AN EXCELLENT START TO LEARNING		
<p>☐ Children are reaching development milestones and are ready for school.</p> <p>☐ The District will build its student enrolment base.</p>	<p>1. <b>EARLY LEARNING:</b> Implement Early Learning strategies including pre-school programs and early identification of at-risk students.</p> <p>Implement the ASQ:SE will all new preschool and 4 year old kindergarten students. Offer support to parents who need assistance in filling out the questionnaire. Results will be used to help assist in designations for PUF programming.</p> <p>Continue connection with St. Monica's in Edmonton. Send new staff to observe in the school.</p> <p>Have all kindergarten teachers visit St. Joseph/St. Thomas in Lloydminster to see how Daily 5 is utilized as part of a play-based early learning environment.</p> <p>Continue FNMI scholarship program for preschool.</p> <p>Open second preschool room in September 2013 to accommodate growing numbers.</p> <p>Open an out of school care program in partnership with Bonnyville FCSS to accommodate before and after school care, Friday kindergarten care and care on early dismissal days.</p> <p>Support and participate in the district and school public relations plans as outlined by the district public relations coordinator in conjunction with preschool administrators and district office staff.</p> <p>Implement a soft introduction to Jolly Phonics, focusing on the actions and songs.</p>	<ul style="list-style-type: none"> <li>➤ Measured through school enrolments.</li> <li>➤ % of parents satisfied with how the staff at their child's school work together to meet their child's needs.</li> <li>➤ % of teachers who are satisfied with access to and support for the use of AT tools for teaching and learning.</li> <li>➤ % of parents satisfied with timeliness of, access to and the quality of specialized support services provided by the school for at-risk students.</li> <li>➤ % of parents of students with special needs (mild, moderate, severe) satisfied with the services for their child.</li> <li>➤ % of parents satisfied there are opportunities for them to be involved in planning the services their child receives.</li> <li>➤ % of parents who are satisfied that students on IEPT's are making satisfactory progress.</li> <li>➤ % of teachers satisfied with the school level support they receive for integrating students with special needs into their classroom.</li> <li>➤ % of teachers satisfied with the support they receive in the delivery of programs for at-risk students.</li> <li>➤ % of parents satisfied with the support provided in the delivery of programs for at-risk students.</li> </ul>

# GOAL 3: SUCCESS FOR EVERY STUDENT

Desired Outcomes	Strategies	Performance Measures
<b>ACADEMIC ACHIEVEMENT</b>		
<p>☺ District students demonstrate high levels of academic achievement in Provincial DE/AT.</p> <p>☺ District students are prepared to meet the challenges of the school curriculum.</p> <p>☺ District students are challenged to perform to their full potential.</p> <p>☺ FNMI students will experience improved academic success.</p> <p>☺ School and program completion rates for FNMI students will increase significantly.</p> <p>☺ FNMI students' school attendance rates will increase significantly.</p> <p>☺ Aboriginal students will have access to culturally sensitive high quality programs</p> <p><small>Indicates Alberta Education Outcomes. ©</small></p>	<ol style="list-style-type: none"> <li><b>STANDARDIZED TEST RESULTS:</b> Principals and teachers will continue to monitor Achievement Test and Diploma Exam results, develop appropriate improvement plans and monitor progress at regular checkpoints throughout the year. This should include:                     <p>Analysis of PAT results to be done in three cross-grade K – 4 groups instead of at grade level. Grade four will also review the grade 6 PATS.</p> <p>Implement year 3 of a pre and post Fountas and Pinnell/GB+ assessment with grades 1 – 4 students. The results will be used in PLC's as data to provide direction for instruction, differentiation and remediation</p> </li> <li><b>DIFFERENTIATED INSTRUCTION:</b> Each school will continue to design and implement programs and specific strategies that are differentiated, student-centered and designed to optimize learning for each child regardless of ability, personal learning style and cultural background.                     <p>New teachers will be given support through grade level planning teams, district and school level coaches, PLC's, the new teacher committee, the administration evaluation process and targeted PD such as the Barrie Bennett.</p> </li> <li><b>WELLNESS SUPPORTS:</b> Provide a range of required student wellness supports that are fundamental to creating an environment for successful learning. E.g., breakfast for learning program, school supplies, health and wellness considerations, etc.                     <p>All students will have access to a daily breakfast</p> <p>Students without warm coats will be given one from our donated ones from K of C</p> <p>No student at NDE will be denied school supplies, hot lunch, bus transportation, or field trips because of their financial situation.</p> <p>All students have the benefit of counseling services provided by the Family Outreach Worker</p> <p>Transition meetings for ALL grade 4 students will occur in June. The meetings included admin, FOW's, CST's, NDE grade 4 teachers and Dr. B grade 5 teachers. K – 3 transitions meetings will occur at the final PLC. Year three of attendance procedures will be implemented with the focus being on ensuring targeted students from last year maintain improved levels of attendance and students who are chronically late. Jo-Jo to generate automated phone calls for lates. Create a reward/incentive program for being on time.</p> </li> </ol>	<p>➤ % of students who achieve AS and SE on the Math Achievement tests.</p>

	<p>4. <b>CULTURALLY APPROPRIATE INSTRUCTION: Develop strategies and tailor programs to meet the unique learning needs of FNMI students. This should include:</b></p> <p>Bring in community members such as Kehewin Dancers, Gadwa artisit, Bannock making, elders, drumming sharing.</p> <p>Invite Metis Story Teller to visit grade level groups – one grade level per month</p> <p>Continue Grade 4 Cree option back to all grade 4 students</p> <p>Participate in Aboriginal Day activities at the museum</p> <p>All grade 1 and 2 students to visit the Bonnyville Museum in the spring</p> <p>Integrate the “We Are All Treaty People” program into regular content area for all students in K - 4</p>	<ul style="list-style-type: none"> <li>➤ % of Aboriginal parents and students in grade 4 satisfied that District programs are culturally sensitive and build Aboriginal pride.</li> <li>➤ School attendance rates for FNMI students. (School level measure)</li> </ul>
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Lakeland Goal 3 (cont'd)

Desired Outcomes	Strategies	Performance Measures
ACADEMIC ACHIEVEMENT (CONT'D)		
<p>☺ Teachers use Assessment for Learning to inform instructional program development and practice.</p>	<p>6. ASSESSMENT FOR LEARNING: Schools will implement Assessment for Learning practices to inform instructional planning and delivery, specifically:</p> <p>An AFL overview and assessment expectations will be shared with new teachers during the school level orientation. New teachers will be given support through grade level planning teams, district and school level coaches, PLC's and targeted PD such as the AAC Conference and Anne Davies online PD</p> <p>7. REPORTING: Complete the development and implementation of the web-based elementary and secondary report card to all grade levels.</p> <p>8. INSTRUCTIONAL INTELLIGENCE: Utilize instructional intelligence strategies to more effectively meet the needs of students, including the provision of required professional development for teachers.</p> <p>New teachers will be given support through grade level planning teams, district and school level coaches, PLC's, the new teacher committee, the administration evaluation process and targeted PD such as the Barrie Bennett.</p>	<ul style="list-style-type: none"> <li>➤ % of students, parents and teachers who agree that students are engaged in learning at school</li> <li>➤ % of students, parents and teachers who agree that student learning needs are supported at school</li> <li>➤ % of students in grade 4 and parents who agree teachers help them/their children achieve learning expectations and high standards.</li> <li>➤ % of teachers and parents satisfied with the resources available for teaching and learning.</li> <li>➤ % of teachers satisfied with Central Services support in the development and implementation of assessment strategies.</li> </ul>
LITERACY		
<p>☺ District students will meet or exceed provincial standards in reading and writing.</p> <p>☺ Students will acquire literacy skills in all core subjects appropriate to their grade level.</p>	<p>9. SUCCESS IN READING ACTION PLAN: Each school will develop a school action plan which will address student literacy needs in all core subject areas and will include:</p> <p>Implement year 3 of a pre and post Fountas and Pinnell/GB+ assessment with grades 1 – 4 students. Aggregate data from the last two years to identify areas of focus and students who need support</p> <p><u>Daily 5</u> Continue implementation and expansion of the Daily 5 and Café structures in K – 4 classes. Café to be up and running in all classes by the first report card</p> <p>Kindergarten – Visit to Daily 5 classes in Lloydminster</p> <p>New Teachers – Daily 5 onsite PD through professional development videos and the Daily 5 and Café books, peer observations, grade-level planning</p> <p>All teachers – Membership to the Daily 5 site, membership to the c.c. Pensive, iPads for data collection</p>	<ul style="list-style-type: none"> <li>➤ % of students who achieve AS and SE on the reading and writing Achievement tests.</li> <li>➤ % of parents satisfied with the <u>school's</u> effort to improve their child's literacy.</li> <li>➤ % of parents satisfied with the quality of the Literacy program at their child's school.</li> <li>➤ % of students reading at grade level at the end of the school year.</li> </ul>



Lakeland Goal 3 (cont'd)

Desired Outcomes	Strategies	Performance Measures
LITERACY (CONT'D)		
	<p>Expand use of scanned Daily 5 literature for whole class and group instruction.</p> <p>Highlight Daily 5 and Parent Pipeline during the Meet the Teacher Night in September. Parent Pipelines to be sent home to parents on a regular basis to reinforce student Café goals.</p> <p>PK, K, 1, 2 - Braidy the Story Braid. Provide training for preschool, K and 1 teachers (learning lunches). Continue year 2 of the grade two program with a focus of integration into the Daily 5 structure and ELA program</p> <p>PLC and grade level planning focus on literacy and closing the reading gap</p> <p>Continue year two of the library literacy program</p> <p>Add a list of links to quality Daily 5 and Literacy links to the Staff Noteshare</p> <p>The period from 9:15 – 12:00 will be protected instructional time for language arts. Interruptions to instructional time such as performances, assemblies, families, etc. will be minimized as much as possible. Period 1 will not be used for literacy so that students who are late do not miss any content.</p> <p>Establish a preschool literacy program in the library at 3:00 once a week to accommodate parents waiting with toddlers to pick up their children.</p> <p>“Authors in our School”. Create a student writing showcase area in the library will students can share their published pieces of writing with other students.</p> <p>Implement the Jolly Phonics program in K – 2. Grade 3 and 4 students will also learn the actions so they can support their reading buddies stretch out sounds to decode words.</p>	<ul style="list-style-type: none"> <li>➤ % of at-risk students who achieve more than 1-year growth in their reading level at the end of the school year</li> <li>➤ % of teachers satisfied with support provided in the development and implementation of <u>school-based literacy initiatives</u>.</li> </ul>

Intervention

Pearson leveled literacy intervention will start in September with at-risk students in grade 2 at-risk students with no attendance issues in the past. Those with attendance issues will be put on hold until we have their attendance under control through our attendance procedures. Support then will go to grade 1 and 4

Grade 2I and 3I students who are at risk in FLA will receive support from the French Intervention Program.

ESL students will be targeted and received support through RTI at the grade level they are in plus we will need to look at doing a cross-grade RTI support for basic language skills. This will mean that we will have to look at our human resources differently and rearrange them effectively.

Utilize Chris Kish as a consultant to work with severe students to transition into an inclusive model with a focus on preschool to kindergarten.

Use of iPad's to provide targeted hands on practice with the use of apps (consult with Irmgard about quality apps), Pilot the Clickr app with at-risk students to determine if it is a viable replacement for Clickr on laptops

Literacy PD Plan

Fountas and Pinnell and GB+ Training – Done as needed at the school level by Kristine and Ben

Daily 5 – Professional videos, books, website, 6 – 7 teachers to attend Learning Network and 6 – 7 teachers to attend Daily 5 PD in Edmonton on February 6

Braidy the Story Braid – Training by Irmgard

Kindergarten – Phonemic Awareness Training by Irmgard

Grade level planning teams, PLC's

Coaching

Peer Observations

Jolly Phonics – Conference in October

PLC's will have a literacy focus for the year.

PLC's will work as a grade level to identify at-risk students than pair them up with interventions at the classroom or out of class intervention level. Interventions at the classroom level will be primarily done through Café with outside interventions brought in when necessary.

PLC's will focus on implementing strategies from Daily 5, Reciprocal Teaching, Steven Layne, Barrie Bennett, Irmgard, Jolly Phonics

Preschool will focus on oral language and executive functioning

PLC starting data from last year:

Parents

Highlighting parent pipeline strategies in the school newsletter

Engaging parents in student-lead conferences with ideas to use at home

Class newsletters for what parents can do at home

Continue to do literacy interactive demonstrations with school council

NUMERACY

😊 District students will meet or exceed provincial standards in mathematics.

😊 Teachers use a variety of instructional strategies and tools to address numeracy issues and challenges.

😊 Teachers will have adequate access to professional development and curriculum supports to deliver the new Math curriculum.

10. SCHOOL NUMERACY ACTION PLAN: Each school will develop and implement a plan designed to improve student achievement in mathematics. The plan should include:

Grade level planning teams will focus on integrated year plans, unit planning, formative assessment, number sense and problem solving with an emphasis on open-ended multi-step problem solving.

Explore Daily 5 math (this may not meet our needs but we may be able to modify it to fit our program)

Expand use of Interactive Math Racks by ordering ten frame class sets and teacher resource guides

Implement Fosnot math strings and math discussions (kits are ready to go for the fall)

Send a team to any Fosnot PD that opens in the area. Provide PD to new teachers for math strings, math discussions and math racks through grade level teams

Expand use of iPad math apps and Dreambox Teacher Tools. Add a list of quality interactive math site links with brief descriptions to the Staff Noteshare

➤ % of students who achieve AS and SE on the Math Achievement tests.

➤ % of teachers satisfied with [school level](#) support and resources provided to address numeracy learning challenges.

➤ % of parents satisfied with the quality of the Math program at their child's school.

➤ % of teachers satisfied with [school level](#) support and resources provided in the implementation of Math curriculum.

Lakeland Goal 3 (cont'd)		
Desired Outcomes	Strategies	Performance Measures
AT-RISK STUDENTS		
<p>😊 The needs of at-risk students will be identified and effectively addressed.</p> <p>😊 The percentage of at-risk students meeting provincial standards on AT/DE will increase significantly.</p>	<p>11. TEACHING STRATEGIES AND SUPPORTS FOR AT RISK STUDENTS: Utilize a variety of instructional strategies and supports to facilitate learning for high risk students including:</p> <p><u>Intervention</u></p> <p>Pearson leveled literacy intervention will start in September with at-risk students in grade 2 and at-risk students with no attendance issues in the past. Those with attendance issues will be put on hold until we have their attendance under control through our attendance procedures. Support then will go to grade 1 and 4</p> <p>Grade 2I and 3I students who are at risk in FLA will receive support from the French Intervention Program.</p> <p>ESL students will be targeted and received support through RTI at the grade level they are in plus we will need to look at doing a cross-grade RTI support for basic language skills. This will mean that we will have to look at our human resources differently and rearrange them effectively.</p> <p>Utilize Chris Kish as a consultant to work with severe students to transition into an inclusive model with a focus on preschool to kindergarten.</p> <p>Use of iPad's to provide targeted hands on practice with the use of apps (consult with Irmgard about quality apps), Pilot the Clickr app with at-risk students to determine if it is a viable replacement for Clickr on laptops</p> <p>Implement the Jolly Phonics program in K – 2. Grade 3 and 4 students will also learn the actions so they can support their reading buddies stretch out sounds to decode words.</p>	<ul style="list-style-type: none"> <li>➤ % of At-risk students meeting the *AS on AT and DE.</li> <li>➤ % of parents satisfied with how the staff at their child's school work together to meet their child's needs.</li> <li>➤ % of teachers who are satisfied with access to and support for the use of AT tools for teaching and learning.</li> <li>➤ % of parents satisfied with timeliness of, access to and the quality of specialized support services provided by the school for at-risk students.</li> <li>➤ % of parents of students with special needs (mild, moderate, severe) satisfied with the services for their child.</li> <li>➤ % of parents satisfied there are opportunities for them to be involved in planning the services their child receives.</li> <li>➤ % of parents who are satisfied that students on IEPT's are making satisfactory progress.</li> <li>➤ % of teachers satisfied with the <u>school level</u> support they receive for integrating students with special needs into their classroom.</li> <li>➤ % of teachers satisfied with the support they receive in the delivery of programs for at-risk students.</li> <li>➤ % of teachers satisfied with professional development.</li> <li>➤ % of parents satisfied with the support provided in the delivery of programs for at-risk students.</li> </ul>

Lakeland Goal 3 (cont'd)		
Desired Outcomes	Strategies	Performance Measures
PREPARATION FOR EMPLOYMENT, CITIZENSHIP AND LIFELONG LEARNING		
<p>☺ Students are well prepared for work or further studies.</p> <p>☺ Students are well prepared to adapt to change and evolving career requirements.</p> <p>☺ An enhanced CTS program will be developed and adopted.</p> <p>☺ Effective school programs and services that minister to the marginalized and disadvantaged will be in place.</p> <p>☺ Students will have ready access to high quality personal and career counseling services.</p>	<p>15. CITIZENSHIP SKILLS AND DEVELOPMENT: Each school will develop and implement a program designed to ensure graduates are well prepared to be responsible and active citizens. This could include:</p> <p>All grade levels will participate in a local social justice project. As a school we will do a Lenten Project.</p> <p>K – Watch Me Grow Gardens (school beautification)</p> <p>1 –</p> <p>2 – Santa’s Elves, Milk recycle</p> <p>3 –</p> <p>4 – Recycle program, Peace Patrol, lunch monitors</p> <p>Daily skill practice through moral intelligence/Zones of Regulation will be continued as part of the morning routine.</p> <p>Expand the kindergarten legacy project, “We Grow Gardens” by targeting the front of the school for beautification</p> <p>Create a grade 4 options program to allow students to explore areas of interest.</p>	<p>➤ % of parents/students satisfied with opportunities for them/their children to engage in meaningful community service.</p> <p>➤ % of students, parents and teachers who agree that students Model the characteristics of citizenship</p> <p>➤ % of students, parents and teachers who agree that students demonstrate attitudes, skills, behaviour and knowledge to be successful when they finish school</p>

Lakeland Goal 3 (cont'd)		
Desired Outcomes	Strategies	Performance Measures
PREPARATION FOR EMPLOYMENT, CITIZENSHIP AND LIFELONG LEARNING (CONT'D)		
<p>😊 Students will have ready access to high quality personal and career counseling services.</p>	<p>16. STUDENT COUNSELING PROGRAMS: Continue to provide high quality personal and career counseling programs.</p> <p>Implement year D of the MIP Program/Zones of Regulation. Introduce Year A monthly Bully Buster videos.</p> <p>Continue the “Second Steps” program in Kindergarten, the “Care Kit” in grade 1, the “Friends for Life” program (anxiety) to grade 3 students in both French and English starting in April. Incorporate Tribes activities into the programs to allow for more movement and engagement. Andrea to train new grade 3 staff and deliver the “Second Steps” program</p> <p>“Roots of Empathy” program in grade 4 classes</p> <p>Implement small group support sessions for individuals and small groups that require more support. Groups include friendship skills, social skills, anger management, leadership, divorce support, peace patrol and lunch helpers. Continue Second Steps with Kindergarten.</p> <p>A focus will be put on increasing mental health awareness through integration of mental health strategies in the classroom. Andrea to review Alberta Ed resources and supply grade levels with appropriate lessons</p>	<p>➤ % of students, parents and teachers who agree that students demonstrate attitudes, skills, behaviour and knowledge to be successful when they finish school</p>

# GOAL 4: QUALITY TEACHING AND SCHOOL LEADERSHIP

Desired Outcomes	Strategies	Performance Measures
QUALITY TEACHING AND SCHOOL LEADERSHIP		
<p>☺ Leadership capacity and responsibility will be developed and distributed throughout all levels within the organization.</p> <p>☺ The District will attract, develop and retain an adequate complement of employees with the expertise, skills and attitudes required to continuously improve the quality of instruction.</p>	<p>1. <b>LEADERSHIP CAPACITY BUILDING:</b> Maintain a strong focus on building leadership capacity throughout the organization by:</p> <p>Maintain and expand shared leadership practices in place with committees, special events, mentor program and coaching</p> <p>2. <b>CONTINUOUSLY IMPROVE TEACHING:</b> Maintain a strong focus on continuously improving instructional practices. Key elements of the strategy will include:</p> <p>The coaching/peer observation program will expand next year. Staff have made a commitment to the follow initiatives:</p> <p>New teachers will do peer observations in classrooms from the start of the year. New teachers need to see how veteran teachers also struggle and work very intentionally at the beginning of the year to establish routines and procedures.</p> <p>All teachers will do peer observations and will begin first with grade level teams. Some common planning time will be used for class visits as a grade level team to see something done in another grade level.</p> <p>Administration will organize 3 structured peer observations with release time being provided by subs from the school PD budget.</p> <p>Subs with prep times will be utilized to free teachers up for peer observations. Creation of a New Teacher Committee. New teachers will meet with admin on a monthly basis. Mentors will be invited in to present on selected topics (report cards, student led conferences do's and don'ts, etc.</p> <p>Technology training for support staff with Board Maker, Clicker 5, Smartboard and iPads.</p>	<ul style="list-style-type: none"> <li>➤ % of parents and teachers who agree that educational leadership effectively supports and facilitates teaching and learning</li> <li>➤ % of teachers satisfied with opportunities for professional development.</li> <li>➤ % of teachers who agree that they are prepared for teaching</li> <li>➤ % of teachers satisfied with opportunities to collaborate, plan and improve instructional practices through PLC's.</li> <li>➤ % of staff satisfied that PD is of high quality and meets their needs.</li> <li>➤ % of teachers satisfied with on-site learning resource support provided in the integration of technology for learning</li> <li>➤ % of teachers satisfied with the levels of curricular integration, instructional enhancement and improvement brought about through the use of ICT.</li> </ul>



Lakeland Goal 4 (cont'd)		
Desired Outcomes	Strategies	Performance Measures
QUALITY TEACHING AND SCHOOL LEADERSHIP (CONTD)		
<p>☺ The district will have the required complement of well-trained, culturally sensitive employees to deliver relevant and effective programming for FNMI students.</p> <p>☺ Teachers will have adequate access to the supporting resources required to deliver culturally sensitive and effective programs for FNMI students.</p> <p>☺ All District employees will have a greater appreciation and understanding of FNMI cultures and unique cultural dynamics that impact student success.</p>	<p>3. STAFF DEVELOPMENT FOR FNMI PROGRAMMING: Provide professional development and in-service designed to support effective program implementation and increase staff awareness and sensitivity to the Aboriginal culture.</p> <p>Staff will have inservice on the “We Are All Treaty People” program and an implementation schedule will be created for all grade levels (Val and Randi)</p> <p>4. STAFF COLLABORATION TO ENHANCE INSTRUCTION: Continue to build upon current strengths and accomplishments achieved through formal staff collaboration and joint instructional planning initiatives.</p> <p>Staff will work collaboratively through PLC’s, FLC’s and grade level planning teams to plan for instruction through the utilization of best practices.</p> <p>Coordinate peer observations for support staff</p> <p>Continue SA PD during PLC’s with a focus on curriculum adaptation and behavior management</p>	<p>➤ % of teachers satisfied with the support provided at the <u>school level</u> to improve the quality and effectiveness of instruction for FNMI students.</p> <p>➤ % of teachers satisfied with <u>District</u> direction and support in the delivery of FNMI programs and services.</p> <p>➤ Increase in the number of teachers with FNMI backgrounds.</p>
COMPREHENSIVE PROGRAMMING AND SERVICES		
<p>☺ The District meets the needs of all learners.</p>	<p>All year plans submitted will be checked to see if they are based on the program of studies and include all required units for the year. Grade levels will be tracked to see where they are in terms of pacing with their year plans. Baseline data from one assessment tool was gathered for three years in 2010 – 2013. This data will be used when analysis PAT results. Attendance records will also be used to designate at-risk learners with attendance issues from at-risk students without. Different interventions will be put in place for these two groups of learners to help support their academic success.</p>	<p>➤ % of parents and teachers who agree that that students receive a solid grounding in core subjects.</p>

Desired Outcomes	Strategies	Performance Measures
FINE ARTS PROGRAMMING		
<p>☺ Fine Arts education will be used as a vehicle to support the development of skills and talents required by 21<sup>st</sup> century learning.</p> <p>☺ Students will have access to high quality fine arts programs.</p> <p>☺ Fine Arts education will be infused throughout the curriculum.</p>	<p>7. <b>NEW CURRICULUM IMPLEMENTATION:</b> Successfully implement the new K-12 Arts Education Curriculum. E.g., staffing, resources, and PD.</p> <p>This is an area of strength in our school. 98% of parents are satisfied with the fine arts program offered in the school. We have a half-time music teacher in place to provide two classes of music to every class weekly. Teacher will continue to use online media such as YouTube and Learn 360 to access video content in the fine arts program of studies that they may not be skilled at.</p> <p>8. <b>SPECIALIST TEACHERS:</b> Increase the use of specialist teachers to deliver fine arts education and programs at the elementary and middle school levels. This could involve:</p> <p>Continuation of providing two weekly music classes with a music teacher for all grade levels. Apply for the Artist in Residency Program (rejected)</p> <p>9. <b>INFUSE FINE ARTS EDUCATION:</b> Facilitate the infusion of fine arts opportunities throughout the curriculum. This will include:</p> <p>Continue to use online media to expand and grow their fine arts program into areas where they have limited expertise.</p> <p>Continued focus on bringing in fine arts performances such as Alberta Opera and Aboriginal Fine Arts performances.</p> <p>Teachers will continue to access the support of the district technology teacher to infuse fine arts into the curriculum through the use of technologies such as Comic Life, Pages, Kidspiration, Doozla, Prezi, etc.</p> <p>10. <b>INCREASE FINE ARTS PROFILE:</b> Increase the visibility and profile of fine arts education in our schools and District. This could include: Showcase student work in Bonnyville Nouvelle and online through our school blog. Showcase student talent at our monthly assemblies (music, multi-media, dance and drama), concerts (music, drama, visual art, dance and multimedia), classroom celebrations (music, visual art, multi-media), our PE/Intramural program (dance) and parent functions such as the volunteer tea (visual art, multi-media presentations).</p> <p>Showcase student work on the parent LCD panel in the front entrance.</p> <p>Host an Art Gallery Fundraiser during the Spring Concert and an art auction in preschool</p>	<p>➤ % of parents and grade 4 students satisfied with the quality of Fine Arts Programs offered in their school.</p> <p>➤ % of teachers satisfied with the support they receive in the delivery of Fine Arts education.</p>

Indicates Alberta Education Outcomes. ©

Desired Outcomes	Strategies	Performance Measures
FRENCH LANGUAGE LEARNING (FLL)		
<ul style="list-style-type: none"> <li>☺ The long-term viability of the District's French Immersion program will be maintained.</li> <li>☺ French Immersion teachers will have access to the professional development and program supports they require.</li> <li>☺ Student enrolments in French Immersion will be maintained or increased.</li> <li>☺ Students will have access to high quality French Language Learning programs.</li> <li>☺ French Language Learning students will meet or exceed provincial standards.</li> <li>☺ The needs of at-risk learners in French Language Learning programs will be identified and effectively addressed.</li> </ul>	<p>The French Language Programs will incorporate all District instructional initiatives including Differentiated Instruction, Assessment for Learning, Literacy, Early Reading Intervention, Permeation, Technology, Inquiry-based Learning, Assistive Technologies, etc.</p> <p>11. FRENCH LANGUAGE LEARNING: Ensure the continued success and viability of the District's French Language Programs (French Immersion and FSL programs):</p> <p>The District French Philosophy will continue implementation. Focus next year will be on going through the document with Immersion teachers, identifying areas that need to be addressed then creating plans to address those needs.</p> <p><u>Specific Support for the Immersion Program</u></p> <p>The French Immersion Committee will review and give input to the district French Immersion philosophy based on the guidelines set out by Alberta Learning.</p> <p>New French teachers will receive training in the AIM program. The foreign language teaching methodology known as Accelerative Integrated Method (AIM) uses gestures, music, dance, and theater to help students learn.</p> <p>Reading assessment PD (GB+)</p> <p>Grade 3 and 4 will practice oral language situations using the DELP prime resources to better prepare them for future testing.</p> <p>French software: WordQ, Ghost Reader, Read Write Gold, Clicker French, iTouch French apps, Math Interactive resource (smartboard).</p> <p>Grade 4 Immersion students will so a language project in partnership with NDH to create a smartboard program for Jolly Phonics in French to be used by K – 2 Immersion classrooms.</p>	<ul style="list-style-type: none"> <li>➤ % of French Immersion and French as a Second Language teachers satisfied that the professional development provided for French Language Learning is meeting their needs.</li> <li>➤ % of French Immersion and French as a Second Language teachers satisfied with opportunities provided, at the <u>school level</u> to meet as a PLC.</li> <li>➤ % of teachers satisfied with the instructional support provided at the <u>school level</u> in French curriculum.</li> <li>➤ % of students who achieve AS and SE on French Language Learning Achievement Tests and Diploma Examinations.</li> <li>➤ % of parents and students grade 4 satisfied with the quality of French language programming in their child's school</li> <li>➤ % of parents satisfied with the knowledge they receive from their child's school about their child's progress and achievement in French Language Learning.</li> </ul>

Lakeland Goal 4 (cont'd)		
Desired Outcomes	Strategies	Performance Measures
FRENCH LANGUAGE LEARNING (CONT'D)		
	<p>Grade 2, 3, 4 Immersion classes will partner with kindergarten and grade 1 to increase French oral language. This will also include restructuring and improve classrooms sharing through students use of reciprocal teaching.</p> <p>Reading buddies will be created between Immersion classrooms</p> <p><u>Involve parents</u></p> <p>CPF will be continue to meet on a monthly basis with efforts to fundraise to support cultural programming, expand the number of CPF members, expand the parent group to Dr. B and raise awareness of Immersion programming.</p>	

# GOAL 5: ENGAGED AND EFFECTIVE GOVERNANCE

Desired Outcomes	Strategies	Performance Measures
<b>SAFE AND CARING SCHOOLS</b>		
<p>☺ Parents, students and the community view our schools as safe and caring places.</p>	<p>1. MORAL INTELLIGENCE: Further develop our Moral Intelligence Program which is designed to ensure that students at school are safe, learn the importance of caring for others, learn respect for others and are treated fairly. Specifically:</p> <p>Create and implement D of the Moral Intelligence Program/Zones of Regulation cycle</p> <p>Our results from the district survey for staff, students and parents indicate that this is an area of strength in our school. We will implement year B of the MIP Program including the newly added bully buster videos. We will try to bring back programs that have been cut such as “Friends for Life”, “Grade 4 Leadership Team” and other preventative programs. Grade 4 students will continue in their roles as servant leader through participation in Peace Patrol, Lunch Helper Program and Leadership Club.</p> <p>Roots of Empathy program will be implemented in all grade 4 classes. We will try to locate a French instructor for Immersion</p>	<ul style="list-style-type: none"> <li>➤ % of parents satisfied that the Lakeland Catholic schools are safe and caring.</li> <li>➤ of students grade 4 satisfied that their school is a safe place to be.</li> <li>➤ % of students grade 4 satisfied that they are respected and treated fairly at school.</li> <li>➤ % of students grade 4 satisfied that the teachers care about them and their learning.</li> </ul>
<b>EFFECTIVE WORKING RELATIONSHIPS</b>		
<p>☺ Parents will be active partners in their child’s education.</p> <p>☺ Parents feel that they have adequate input into key decisions that affect their child’s education.</p> <p>☺ Adequate opportunities will be provided for students, staff and parents to have input into strategic directions and decision-making.</p>	<p>2. PARENTAL INVOLVEMENT: Each school will have in place effective mechanisms to meaningfully involve parents in decisions affecting their children’s education.</p> <p>Continue sending a calendar one-page newsletter home with the link to the complete online newsletter. Streamline the newsletter so that the same information is not repeated each month and by limiting the amount of information we put in for outside agencies. Post the monthly calendar on the home page of the school website. Explore launching a school Facebook page</p> <p>Invite families in for special events, monthly assemblies, celebrations, masses and performances.</p>	<ul style="list-style-type: none"> <li>➤ % of parents and teachers who agree that input is considered, respected and valued by the school.</li> </ul>

Lakeland Goal 5 (cont'd)

Desired Outcomes	Strategies	Performance Measures
EFFECTIVE WORKING RELATIONSHIPS (CONT'D)		
<p>😊 Schools and other agencies will work collaboratively to deliver high quality services that meet student needs.</p>	<p>Review the Ed Plan with the School Council and highlight the areas of focus:</p> <ul style="list-style-type: none"> <li>• Attendance (lates)</li> <li>• Literacy (Daily 5)</li> <li>• Maximizes Instructional Time at All Grades</li> </ul> <p>3. COMMUNITY PARTNERSHIPS: Continue to develop and utilize community partnerships that support teaching and learning. E.g.: Alberta Health Services, CTS healthy pathways, Catholic service supports, Colleges and Universities, Careers the Next Generation, FNMI communities and agencies.</p> <p>Develop partnership with the Parent Child Centre in regards to out of school care. This will include meeting with the program coordinator on a regular basis and providing physical room in our school should their program require it. We will also assist in advertising about the programs they offer and any staffing positions they need.</p> <p>Continue partnership with the Bonnyville French Canadian Association</p> <p>Provide referrals and support to the ECMAPing project at the FCSS</p> <p>4. FNMI COMMUNITY ENGAGEMENT: Establish a District working group with representation from the District, FNMI communities and the schools who are tasked with the responsibility for recommending specific strategies designed to engage FNMI communities as partners. This could involve:</p> <p>All staff members are to take an invitational approach to getting FNMI parents involved in the school. Teachers will connect with parents to verbally invite them to things like field trips, interviews, concerts, etc.</p> <p>Invite and welcome to FNMI representatives on to school council.</p> <p>Continue the partnership between the Friendship Centre and the school's Food Bank Friday Program.</p>	<ul style="list-style-type: none"> <li>➤ % of parents and teachers who agree that the school has improved or stayed the same in the last three years.</li> <li>➤ % of parents and teachers who are satisfied with the level of basic education</li> <li>➤ Evidence of successful ongoing partnerships</li> <li>➤ % of parents satisfied with effective school-to-home and home-to-school communications.</li> <li>➤ % of parents satisfied with their involvement in decisions about their child's education.</li> <li>➤ % of parents satisfied that school councils influence decisions made at their child's school.</li> </ul>

Lakeland Goal 5 (cont'd)		
Desired Outcomes	Strategies	Performance Measures
EFFECTIVE WORKING RELATIONSHIPS (CONT'D)		
<p>☺ Effective mechanisms will be in place to actively mobilize and coordinate community resources in support of FNMI student success.</p>	<p>Display Flags of all the Nations that represent our school community including the Metis Flag. Look for other FNMI symbols/artwork to include in our school.</p> <p>Establish a preschool story time program in the library at 3:00 once a week to accommodate parents waiting to pick up their children.</p>	<ul style="list-style-type: none"> <li>➤ % of FNMI parents satisfied that they have opportunities for input into their child's education.</li> <li>➤ % of FNMI parents satisfied that their child's needs are being met.</li> </ul>
PUBLIC RELATIONS & COMMUNICATIONS		
<p>☺ Timely and accurate information on the Districts priorities, achievements and financial status will be provided to the public.</p> <p>☺ Parents are satisfied with the quality and frequency of information they receive about their schools and the District.</p> <p>☺ The public will view our schools as great places to teach, learn and grow.</p> <p>☺ Staff will be effective ambassadors for the school system.</p> <p>☺ The students, staff and community will view the District as effective, responsive and accountable.</p>	<p>5. RESULTS REPORTING: Ensure that parents and ratepayers are provided with ready access to high quality reports, specifically:</p> <p>Results and information are posted on our school website, and in our monthly newsletter.</p> <p>Results are shared with school council at their regular monthly meetings.</p> <p>Send home a highlights summary in the April newsletter that gives an overview of areas of focus</p> <p>6. POSITIVE PUBLIC PROFILE: Utilize a variety of public relations strategies to positively profile the District and the schools with our school communities. This should include both school-based and District initiatives.</p> <p>Support and participate in the district and school public relations plans as outlined by the district public relations coordinator.</p> <p>Enhance communication with parents through the school website/Facebook</p> <p>Include preschool more in our newsletters and send it out to preschool parents. Add preschool calendar events to the school newsletter. Highlight preschool on the school blog more. Recognize parents with a Volunteer Tea in the Library.</p>	<ul style="list-style-type: none"> <li>➤ % of parents and staff satisfied with the quality of reporting to the public by the District.</li> <li>➤ % of parents and staff satisfied that the District is responsive and responsible.</li> <li>➤ % of parents satisfied with their access to and the quality of information received from the school about their child's progress and achievement.</li> <li>➤ % of parents and staff who feel that their school and the District is a good place to teach, learn and grow.</li> </ul>

Desired Outcomes	Strategies	Performance Measures
PUBLIC RELATIONS AND COMMUNICATIONS (CONT'D)		
<ul style="list-style-type: none"> <li>☺ The mission, vision, goals and achievements of the District will be effectively communicated to our internal and external publics.</li> <li>☺ There will be increased visibility and connectivity of the Board with our school communities and other stakeholders.</li> <li>☺ Clear messages, supported by targeted communications strategies, will be established and used to focus communications with both internal and external stakeholders.</li> </ul>	<p>6.2 DISTRICT-BASED STRATEGIES could include:</p> <ul style="list-style-type: none"> <li>6.2.1 Enhancing District profile and connection to the individual school communities by doing presentations on key topics in collaboration with the school;</li> <li>6.2.2 Including communications from District office on key topics or emerging issues in school newsletters;</li> <li>6.2.3 Increasing the profile of the central office team at school council or other community events;</li> <li>6.2.4 Seeking community input prior to major policy decision being made where appropriate; and</li> <li>6.2.5 Monthly distribution of school success stories and other relevant communications.</li> </ul> <p>7. DISTRICT MARKETING AND COMMUNICATIONS: Develop and utilize a variety of marketing and communications materials and channels to facilitate accurate, timely information sharing and two-way communication with the public.</p> <p>Support and participate in the district and school public relations plans as outlined by the district public relations coordinator.</p> <p>Enhance communication with parents through the school website/Facebook page</p>	<ul style="list-style-type: none"> <li>➤ % of parents who feel their input is valued and respected by the schools and the District.</li> <li>➤ % of parents satisfied that school councils influence decisions made at their child's school.</li> <li>➤ % of parents satisfied with school-to-home and home-to-school communications.</li> </ul>



