

		<p>Focus for all celebrations on community</p> <ul style="list-style-type: none"> • <i>Celebrations advertised and parents/ community aware of when they were.</i> • <i>Welfare of the community a focal point in the celebrations (battered women, Sign of Hope, Rwanda)</i> <p>Develop improved relationship with parish priest – have priest visit school, take individual classes over for mass, meet regularly with Father Andrew</p> <ul style="list-style-type: none"> • <i>Introduced to the new Priest. He came to visit all the classes. Invited him to lunch. Dialogue with Father Andrew starting. He has set aside Friday's for STM.</i> <p>Father Andrew has reconciliation at the school</p> <ul style="list-style-type: none"> • <i>Did not happen</i> 	<p>Ongoing</p> <p>Fall Father visits classes</p> <p>Advent and Lent</p>	<p>Focus on community evident in celebrations</p> <p>Father seen in school on a regular basis Classes go to Annunciation Church for mass Meetings take place with Father</p> <p>High number of students participating</p>
b) To demonstrate our Catholic identity through social justice actions in keeping with the IB program	1.2,1.3	<p>Taking on new social justice projects as well as maintaining those already in place</p> <ul style="list-style-type: none"> • <i>Walk for Darfur</i> • <i>Elderly Abuse Day</i> • <i>Sign of Hope</i> • <i>Christmas Hampers</i> • <i>Rwanda</i> • <i>Mustard Seed Church</i> • <i>Thanksgiving Food Bank</i> • <i>Terry Fox</i> 	Having one Social Justice issue per month	Seeing how many projects were undertaken for the year and success
Goal 2: To ensure that St. Thomas More remains committed to achieving academic excellence within the context of a faith-based learning community	1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.2			

<p>a) To ensure that the IBMYP is embedded in teaching and learning at STM through the Areas of Interaction and the IB fundamental concepts (Holistic Learning, Communication, and Intercultural Awareness</p>	<p>2.1, 2.4, 2.6</p>	<p>Areas of Interaction Day</p> <ul style="list-style-type: none"> <i>We did it. Looked at more student involvement and active participation. More interactive. Like the new set up for next year.</i> <p>IB portfolios</p> <ul style="list-style-type: none"> <i>Not done consistently. Not a lot of direction therefore it died.</i> <p>IB Unit Plans</p> <ul style="list-style-type: none"> <i>Excellent. All teachers handed in between 1-3 unit plans.</i> <p>Learner Profile</p> <ul style="list-style-type: none"> <i>Visible in many of the classes (terminology) Now it needs to be addressed as part of the IB self evaluation.</i> <i>Make students more aware of the vocabulary and characteristic.</i> <i>Some evidence in the IB block</i> <p>Guiding Questions</p> <ul style="list-style-type: none"> <i>Getting stronger, improved, and on going. Using appropriate vocabulary.</i> <i>Guiding questions helped to focus the learner outcomes.</i> <p>Self Study in preparation for our evaluation visit October 22 and 23, 2007</p> <ul style="list-style-type: none"> <i>Well done. Lots of collaboration. Took the full year. Lots involved.</i> <i>Beneficial process. Eye opener for sure.</i> <i>Maybe every five years.</i> 	<p>September 6, 2006</p> <p>End of Year</p> <p>Year developed</p> <p>Year development</p> <p>Year development</p> <p>Start of IB sessions - September</p>	<p>Staff/Student feedback</p> <p>Each student has a portfolio which includes samples of work and reflection. IB student portfolios have consistent standards.</p> <p>Minimum one Unit Plan per reporting period</p> <p>Ensure that characteristics of Learner Profile are consistently reviewed in each classroom</p> <p>To be used within all units of instruction, as a question that helps develop the areas of interaction.</p> <p>Completed by end of December. Quality of feedback from IB evaluation</p>
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		<p>IB teacher training</p> <ul style="list-style-type: none"> • <i>Goals achieved. Already set up for next year.</i> 	<p>4 teachers level 2 training September - LA 6 teachers level 3 training November – Myrtle Beach 2 teachers training Evaluation visit – Houston</p>	<p>Teachers able to work developing IB program in school in accordance with standards set forth by the IBO. Evaluation feedback positive and teachers able to implement recommendations by IBO for further program development.</p>
<p>b) To continue working in Christ Centered Professional Learning Communities at St. Thomas More</p>	<p>1.1, 1.2, 2.1, 2.3, 2.4, 2.6, 3.2</p>	<p>See answer to 1b.</p> <ul style="list-style-type: none"> • <i>Lots of collaboration.</i> • <i>All IB...should devote more time to different areas. (PAT results, AFL goals, subject area planning and collaboration)</i> 		
<p>c) To increase student achievement by implementing a variety of district wide teaching practices as well as school based focuses.</p>	<p>2.1, 2.2, 2.3, 2.5, 2.6</p>	<p>Data Analysis: PAT results, District exams, and Regression analysis</p> <ul style="list-style-type: none"> • <i>Good analysis.</i> • <i>Follow through with goals needs to be improved. Did a lot of work at the beginning but need to review goals regularly.</i> • <i>Need to communicate our goals to students.</i> • <i>Continue to look at our goals to guide our teaching strategies throughout the year.</i> <p>AFL</p> <ul style="list-style-type: none"> • <i>Good start. Learner outcomes stated at the beginning of class and then follow through on the report cards.</i> • <i>Learner outcomes and guiding questions well linked.</i> • <i>Good data analysis at the beginning of the year.</i> • <i>Need to focus on the goals we set and the measurement of how successful we have been in achieving our goals.</i> 	<p>September to November analysis of results. Create goals and strategies for year.</p> <p>October to November create AFL school wide focus work on during staff meeting time and CCPLC</p>	<p>Improved results. Focused CCPLC</p> <p>All teachers stating and sharing learner outcomes on 2 to 3 lessons or units</p>

		<p>Students In Transition Program</p> <ul style="list-style-type: none"> • <i>Some students worked with Paula.</i> • <i>Hard to measure results. Difficult to track students in the future.</i> • <i>Need to have better data collection. (8 students went to Gap last year...this year maybe 2)</i> <p>Junior High AISI funded literacy project</p> <ul style="list-style-type: none"> • <i>Did not do! Too busy with IB self study.</i> <p>Pyramid of Intervention (yellow sheets – no ‘0’ policy)</p> <ul style="list-style-type: none"> • <i>Ongoing.</i> • <i>One group liked the sheets. One group did not.</i> • <i>Something needs to be done for students not completing assignments for complementary courses.</i> • <i>Sheets forced teachers to push a little harder to get assignments in....try to avoid them...use as last resort.</i> • <i>Goal to eliminate ‘0’s greatly improved.</i> <p>Community supports (Sister Marguerite and Nuala Hackett)</p> <ul style="list-style-type: none"> • <i>Love to keep them.</i> • <i>Organizational problems with Nuala.</i> • <i>ALS non existent.</i> • <i>Rick Cole good resource person. Visibility important...students knew who he was. Presentations were a definite strength. Would be nice to have Constable Cole visit classrooms. (briefly)</i> 	<p>September SITP proposal implemented</p> <p>L.A. teachers participating in project</p> <p>September to June</p> <p>September to June</p>	<p>Higher rate of students moving to High School Students registering in higher level courses</p> <p>Review of Data from project</p> <p>All students handing in formative assessment assignments</p> <p>They keep coming back-- both student and community supports</p>
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Goal 3: To increase student enrolment	1.1, 1.2, 2.4, 2.6, 3.2			
a) Celebrating the gifts and contributions of the staff and students of St. Thomas More by profiling our accomplishments using various media	1.1, 1.2, 2.4, 3.2	<p>Teachers calling Lori Nagy or making submissions to the Bulletin after an activity</p> <ul style="list-style-type: none"> • <i>Needs work.</i> • <i>Maybe have a media relations person on sign up.</i> • <i>Newsletter good for advertising IB, Academies, and student council every month.</i> 	November to June	Number of articles where St. Thomas More is mentioned
b) Develop greater awareness of our Focus Programs with feeder schools and other Catholic schools in the west end	2.6, 3.2	<p>Working with Karla Brophy in creating posters and pamphlets.</p> <ul style="list-style-type: none"> • <i>Well done. Lots of work revamping our posters, pamphlets, booklets.</i> • <i>Did not get to mailing postcards.</i> • <i>Examiner advertisement was good.</i> <p>Posting information in public venues.</p> <ul style="list-style-type: none"> • <i>Website is a strength.</i> • <i>Distribution of our PR material needs work.</i> • <i>Wider community should know about STM and its focus programs.</i> <p>Visit Grade 6 feeder schools more often</p> <ul style="list-style-type: none"> • <i>Improved.</i> • <i>Band performed at feeder schools for the first time.</i> • <i>More student involvement and activities.</i> • <i>Bring students during read in week to read stories.</i> • <i>The grade sixes visiting us was excellent. Students who were not from our feeder schools wanted to attend.</i> • <i>Advertise ahead of time and invite greater community.</i> 	<p>October</p> <p>Once posters are ready</p> <p>January to March</p>	<p>Positive Feedback</p> <p>Community awareness of Open House and school programs</p> <p>Increased enrolment</p>

B. Data Review

I. After reviewing data from your schools:

- Provincial Achievement Tests and/or Diploma Exams
- Regression Analysis
- Satisfaction Survey Results
- Alberta Education Accountability Pillar
- 2006-07 School Plan for Continuous Growth

What three to four areas do you need to target for school improvement for 2007-08?

1. Working in Christ Centered Professional Learning Communities at St. Thomas More
2. To increase student achievement by analyzing student data and trends and implementing school based focuses
3. To ensure that the IBMYP is embedded in teaching and learning at STM through the Areas of Interaction and the IB fundamental concepts (Holistic Learning, Communication, and Intercultural Awareness)
4. Develop greater awareness of our Focus Programs with feeder schools and other Catholic schools in the west end

II. Insert these goals into the attached template, linking your school's goals to the District Plan for Continuous Growth.

See Below

III. How has your school staff and School Council been involved in setting these goals?

At the end of last year teachers reviewed the 2006 – 2007 School Plan for Continuous Growth. In September teachers created action plans and analyzed PAT results. Satisfaction Surveys were also examined in September. September 27th teachers reviewed 2007-2008 templates for School Plan for Continuous Growth and in two teams looked at School Goals. I then took staff information and set the School Plan for Continuous Growth. The Assistant Principal reviewed the plan. The School Plan was distributed to all staff and finalized on our November 2nd PD day.

School Plan for Continuous Growth presented to parents at the SAC meeting in November.

Principal's Signature

School Plan for Continuous Growth 2007-08



EDMONTON
CATHOLIC SCHOOLS

School: St. Thomas More

GOAL ONE: CELEBRATION OF OUR CATHOLICITY				
District Goals 2007-2008	School Goals and Strategies 2007-2008	Actions to February 2008	Actions to June 2008	Outcomes
<p>1.1. Ensure that all programs and services in the Edmonton Catholic School District adhere to the mission and beliefs of the District and to the characters of Catholicity.</p>	<p>To maintain our emphasis on the eight characters of Catholic Education and our Core Values with our focus on Sacramentality</p> <ul style="list-style-type: none"> • Staff knows from first day of school focus on Sacramentality – All classrooms have a prayer table from last year. New symbol given for prayer tables to all staff • Posters for eight characters of Catholic Education prominently displayed • Focus for all celebrations on Sacramentality • Celebrations continue to be advertised and parents/ community aware of when they are. • Develop improved relationship with parish priest – have priest visit school, take individual classes over for mass, meet regularly with Father Andrew 	<p>August 31, 2006 Staff Celebration</p> <p>Start of Year. All staff given bamboo symbol for classrooms</p> <p>Ongoing</p> <p>Ongoing – Celebration coordinator monitoring celebration content and format</p> <p>Use Newsletter, School Sign and Website to advertise celebrations</p> <p>Fall Father visits classes participates in one celebration in addition to Ash Wednesday</p>	<p>Keep bamboo symbol alive</p> <p>Add to prayer table</p> <p>Add to Posters – Sacramentality visible through other means</p> <p>Father participates in one celebration in addition to year end</p>	<p>Symbolic and visible prayer tables</p> <p>School understanding of Sacramentality</p> <p>Increased participation and attendance by parents</p> <p>Student knowledge of parish priest</p> <p>Father Andrew being part of school celebrations</p>

	<ul style="list-style-type: none"> • Father Andrew has reconciliation at the school 	Advent	Lent	
<p>1.5. Demonstrate our Catholic identity through social justice actions including Community service, outreach to the marginalized, enhancing world peace, supporting underprivileged children in other countries, and supporting the common good.</p>	<p>To demonstrate our Catholic identity through social justice actions in keeping with the IB program. Continuing with social justice projects from previous year adding a new social justice project to replace a project we do not wish to continue. Such as:</p> <ul style="list-style-type: none"> • Walk for Darfur • Elderly Abuse Day • Sign of Hope • Christmas Hampers • Rwanda • Mustard Seed Church • Thanksgiving Food Bank • Terry Fox 	Continuing with one Social Justice issue per month		<p>Student understanding of moral responsibility and greater community at large.</p> <p>Awareness of Social obligation</p>

GOAL TWO: HIGH LEVELS OF STUDENT LEARNING

District Goals 2007-2008	School Goals and Strategies 2007-2008	Actions to February 2008	Actions to June 2008	Outcomes
<p>2.1. Ensure that every school and department is committed to achieving academic excellence within the context of a faith-based learning community through:</p> <p>a. promotion and support of pedagogy and best practices.</p>	<p>To ensure that the IBMYP is embedded in teaching and learning at STM through the Areas of Interaction and the IB fundamental concepts (Holistic Learning, Communication, and Intercultural Awareness</p> <ul style="list-style-type: none"> • Areas of Interaction Day: with more student involvement and active participation • IB Unit Plans: Area of Strength; All teachers hand in between 1-3 unit plans. • Learner Profile: focus for the year with in IB vocabulary. Make students more aware of the vocabulary and characteristic. Some evidence in the IB block • Guiding Questions • Preparation for our evaluation visit October 22,23, 2007 • IB teacher training 	<p>September 7, 2007</p> <p>Continue working on IB unit plans with in CCPLC</p> <p>Focus on vocabulary within classrooms</p> <p>Year development</p> <p>Thursday sessions dedicated to visit IB coordinator orientating information and staff</p> <p>2 teachers level 3 training August – Las Vegas 4 teachers level 3 training November – Pittsburgh 2 teachers level 2 training November – Miami</p>	<p>Work towards using Learner Profile to describe individual students</p>	<p>Increase of IB unit plans 1 to 3</p> <p>Use of 10 Characteristics in classroom and 2nd report card comments</p> <p>Used in all unit plans</p> <p>Successful visit</p>

<p>d. effective use of data (e.g. Provincial Achievement Tests (PAT's), diploma examination results, regression analysis) to inform instruction by:</p> <p>i. implementing analysis protocols for all PAT and Diploma examinations,</p>	<p>To increase student achievement by analyzing student data and trends and implementing school based focuses.</p> <ul style="list-style-type: none"> Data Analysis: PAT results, District exams, and Regression analysis Students In Transition Program – see district goal 2.4 and corresponding school strategies Implement supports for struggling students – see district goal 2.2 and corresponding school strategies Designated IPP/Resource/ESL person Introduction of Adaptive program Pyramid of Intervention (yellow sheets – no '0' policy) – look at complementary course work completion 	<p>September/ October analysis of results.</p> <p>Submit Action Plan summary sheet</p> <p>Need to communicate our goals to students</p> <p>Identified students list to staff September SITS coordinator working with students</p> <p>Before first report cards struggling students involved in pull outs</p> <p>All student IPP completed and signed before 1st report card</p> <p>Students identified who need supports but not on an IPP</p> <p>Ongoing</p>	<p>Continue to look at our goals to guide our teaching strategies throughout the year</p> <p>SITS coordinator working with students</p> <p>Plan of Action for all struggling students</p> <p>Student IPP's become working document continually reviewed</p> <p>Continue to give moderate student help to struggling students</p>	<p>Improved results. Focused CCPLC</p> <p>Follow through with Action Plan goals</p> <p>Higher rate of students moving to High School</p> <p>Students registering in higher level courses</p> <p>Students experiencing greater success</p> <p>School aware and working with all student needs</p> <p>Greater student success and parent involvement</p> <p>Continue Goal to eliminate 0's, greatly improved.</p>
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	<ul style="list-style-type: none"> • Work with consultants in core subjects • Community supports: <ul style="list-style-type: none"> -Cnst.Rick Cole -Sister Marguerite -Nuala Hackett <p>To continue working in Christ Centered Professional Learning Communities at St. Thomas More</p>	<p>November consultants booked for Thursday CCPLC</p> <p>Presentations by Rick Cole on bullying, drugs and internet</p> <p>Nuala Hackett tutoring Math</p> <p>Set time in school calendar</p> <p>November consultants booked for Thursday CCPLC</p> <p>Action Reports submitted after each session</p>	<p>Consultants booked for April CCPLC</p> <p>Sister Marguerite reading with ESL students</p> <p>Nuala Hackett tutoring Math</p> <p>Consultants booked for April CCPLC</p>	<p>Improved relationship with consultants. Implement one new strategy</p> <p>Common Course Outlines</p> <p>Common Year plans</p> <p>Common Exams</p> <p>Continuity between 7, 8, & 9</p>
<p>2.2. Ensure high levels of success for aboriginal students in all schools throughout the District.</p>	<ul style="list-style-type: none"> • To increase retention and success of FNMI students • Teacher assigned to FNMI students as student advocate. 	<p>Teacher monitors student attendance.</p> <p>Teacher monitors student grades.</p> <p>Teacher works with students during options if needed. Teacher meets with students regularly focusing on organizational skills and missed assignments.</p> <p>Organize activities for FNMI students.</p> <p>Organize presentations to staff and students.</p>		<p>To increase retention and success of FNMI students within targeted areas</p>

<p>2.3. In support of the Board Governance Policy, to ensure that, within the limits of approved resources, staff support the creation of environments that promote wellness and healthy choices and lifestyles for staff and students through:</p> <p>a. the AISI Wellness initiative schools being involved in promoting physical wellness, nutrition, and social wellness.</p>	<p>SMART GOAL: During the next eight months, develop a plan to increase the consumption of healthy food choices in the school and school community</p> <p>Strategy #1: Promote healthy nutrition education to the school community</p> <p>Promote the importance of nutrition within the school</p> <p>Increase nutrition ideas to parents for lunch/meal preparation</p> <p>Provide resources for teachers to improve nutrition lessons within the regular health curriculum</p> <p>Strategy #2: Change food choices available to students, teachers, and staff</p> <p>Students will help determine what items should be added/removed from the canteen and vending machines</p> <p>Parent will help determine food choices for students in the school canteen and vending machines</p> <p>Discussion regarding healthy food choices staff functions</p>	<p>Posters on Community News Board</p> <p>Creation of posters re: nutritious eating – create contest for the best posters/slogan</p> <p>Nutrition articles examined and copied</p> <p>School newsletter to include tips for lunch prep and recipes</p> <p>Information during Open House/Assemblies</p> <p>Lesson Plans packs with current nutrition lessons created</p> <p>Ask students for input on choices to get input on what items should be added/removed from the canteen and vending machines</p> <p>Ask parents for input on choices they wish to see available within the canteen and vending machines</p> <p>Ask for staff input about which foods should be provided at staff meetings and other staff functions</p>	<p>Healthy nutrition choices available in the school canteen and more unhealthy choices phased out</p> <p>Healthy nutrition choices available and identified in the vending machines.</p> <p>Track concession sales before and after removal of items from concession</p> <p>Healthy nutrition</p>	<p>Nutrition Slogan posted in visible areas throughout the school</p> <p>Parents use meal planning ideas for lunches and students bring the lunches to school</p> <p>Implementation of nutrition lessons within the classroom at least once a week</p> <p>Students will purchase healthy choices in the canteen</p> <p>At least half of the current unhealthy vending machine choices taken out.</p> <p>Students will purchase healthy choices in the canteen</p> <p>At least two healthy choices will be added to the</p>
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			<p>choices available in the school canteen</p> <p>Healthy nutrition choices available in the vending machines</p> <p>Alternative choice of foods are brought to staff functions</p>	<p>vending machines</p> <p>At least two new choices of healthy foods are introduced to staff functions by the end of the year</p>
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<p>2.4. Increase our District high school completion rates by 1.5% for the 2007-08 school year to 70% based on a 3 year rate and to 80% based on a 5 year rate.</p> <p>Initiate cycle 3 of the AISI project: 'Students in Transition Supports' (formerly High School Completion) looking to increase District targets and percentages.</p>	<p>AISI teacher will be given 0.1 FTE to work with At – Risk students. Priority will be given to those students who are in grade 8 and 9. Model will initially be a pull out model during the time allocated</p> <p>Initial focus will be on identification of At-Risk students based on the criteria such as: failing core subjects, poor attendance, students who are having emotional difficulties and students who are having behavior issues.</p> <p>Interventions will be developed by AISI teacher with input of staff for At-Risk students. As mentioned above.</p> <p>Data will be collected as mentioned to determine success of program</p> <p>Early monitoring will be needed to adjust program to needs of students.</p>	<p>Data will be collected on each student, such as:</p> <ul style="list-style-type: none"> • Courses passed • Attendance • Behavior records • CTBS results • Passing rate • Where students go to high school and grade 10 successes • Number of At –Risk students 	<p>AISI teacher will keep detailed records of student performance</p> <p>Data will be collected on a weekly basis and at key reporting periods identifying at risk students</p> <p>Interventions will be put in place such as:</p> <ul style="list-style-type: none"> • Pull outs • Parent contact • Study hall • High school • planning • Resource help <p>Staff will dialogue and focus on At-Risk students with focus on strategies for success</p>	<p>Higher rate of students moving to High School</p> <p>Students registering in higher level courses</p> <p>Less students going to GAP</p>
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<p>2.8 Continue to provide safe and healthy learning environments.</p> <p>d. being responsible stewards of the District's Care for Creation policy.</p>	<p>Our school site will demonstrate respect of and care for the environment</p>	<p>Recycle containers throughout the school</p> <p>Formation of Student Environment club</p>		<p>Increased results on staff satisfaction survey</p>
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GOAL THREE: CELEBRATION OF COMMUNITY				
District Goals 2007-2008	School Goals and Strategies 2007-2008	Actions to February 2008	Actions to June 2008	Outcomes
<p>b. Celebrate the gifts and contributions of all staff and students by profiling their accomplishments in various media, the portal, etc., as appropriate.</p>	<p>Celebrating the gifts and contributions of the staff and students of St. Thomas More by profiling our accomplishments using various media</p> <p>Develop greater awareness of our Focus Programs with feeder schools and other Catholic schools in the west end</p>	<p>Teachers calling Lori Nagy or making submissions to the Bulletin after an activity</p> <p>Having a media relations person</p> <p>Working with Karla Brophy in creating posters and pamphlets.</p> <p>Creating School Video</p> <p>Mailing postcards</p> <p>Examiner advertisement</p> <p>Posting information in public venues.</p> <p>Improving school website</p> <p>Creating Academy website</p> <p>Visiting Grade 6 feeder schools more often Improved.</p> <p>Band continue to visit feeder schools</p> <p>Visiting more schools about IB</p>		<p>Increased number of articles where St. Thomas More is mentioned</p> <p>Positive Feedback</p> <p>Community awareness of Open House and school programs</p> <p>Increased enrolment</p> <p>Wider community should know about STM and its focus programs.</p>

		<p>Information sent to all west end elementary schools.</p> <p>Grade six visits with more student involvement.</p> <p>Need to tap into non-feeder schools. .</p> <p>Grade 6 feeder school volleyball tournament</p>		
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INTERESTING FACTS, FIGURES, STATS, DATA

St. Thomas More's significant aspects are its:

- Diversity of programs
 - International Baccalaureate (IB) – Middle Years Program (MYP)
 - Sports Academies – Hockey, Soccer, & Baseball
 - Extensive Option Program – with traditional CTS Labs
- PAT results
- Enrolment Increases over last 5 years – Goal 4 classes per grade
- Student Body – good students – few discipline problems
- Staff cohesiveness – small staff that works together

St. Thomas More is a junior high school in west Edmonton. Our total enrollment of 303 students is up slightly from last year. This year, we have four grade seven classes, four grade eight classes and four grade nine classes. Our average class size is 25.25 with 98 students in grade seven, 114 students in grade eight and 91 students in grade nine. The staff includes fifteen teachers (including administrators and part-time staff), three support staff (for a total of 2.0 FTE) and two custodians.

Our school capacity is rated at 536 students. Our facility is large and modern, consisting of:

CLASSROOMS	ANCILLARY ROOMS
Thirteen classrooms Two science labs Two computer labs CTS Lab Foods/Fashion Lab Art room Music room	Large ancillary space in student locker area Library Fitness Center Gymnasium Two PE locker rooms Staff room
OFFICE/WORKROOMS	STORAGE ROOMS
Two science prep areas Two PE offices Three teacher workrooms Three second floor offices Four main floor offices (including general office) Conference room Server room Concession	Three custodial storage rooms Three PE storage rooms Four main floor storage areas Five second floor storage areas

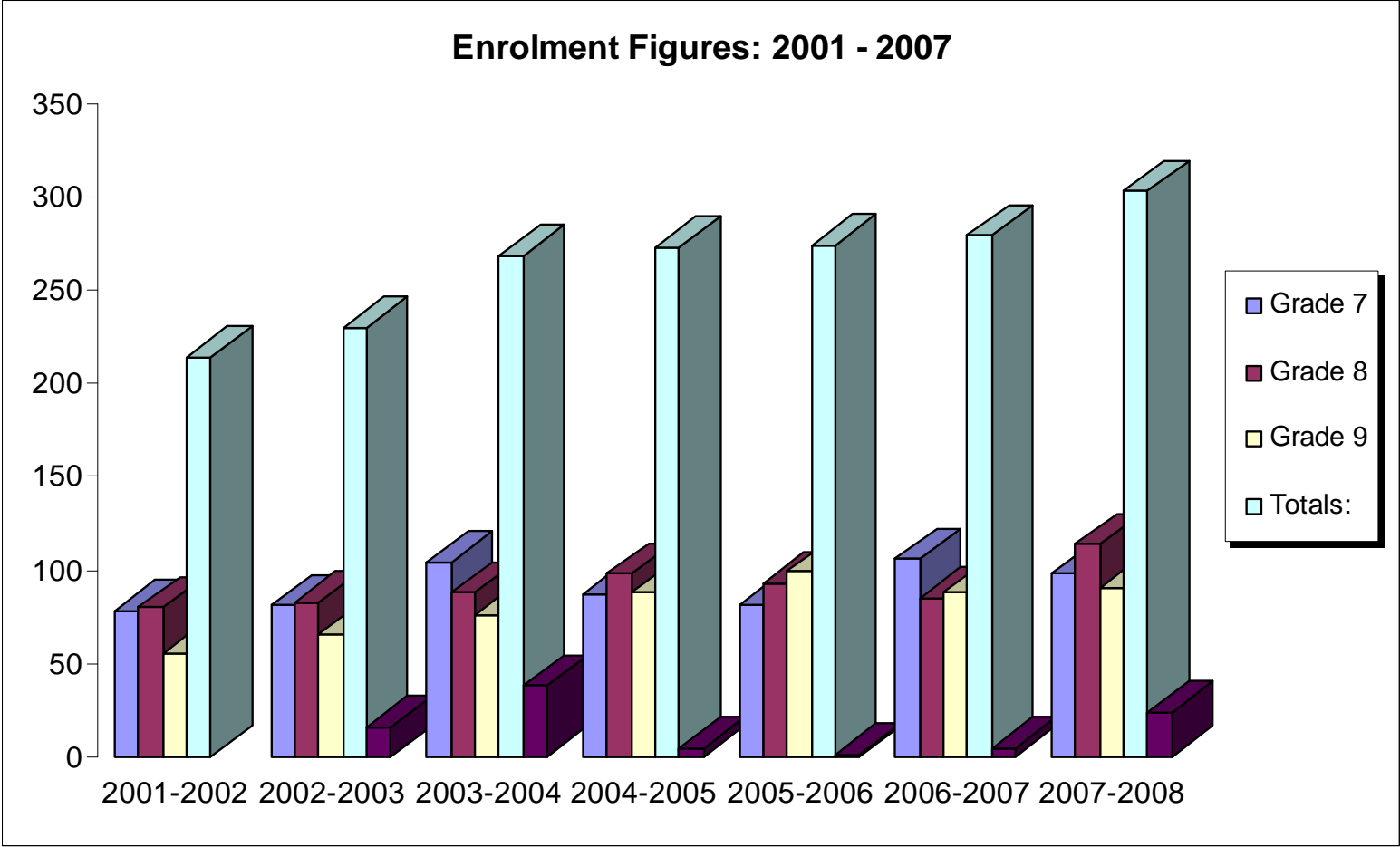
Three classrooms are currently leased to Capital Health. We could accommodate six classes at each grade level, although this would put stress on gymnasium use.

We continue to focus on increasing enrollments through building strong relationships with our feeder schools and actively promoting the International Baccalaureate Middle Years Program in Catholic elementary schools throughout the west end. The Sports Academies are to complement the IB program in showing the community that St. Thomas More offers diverse programming. With the strong enrolment in both the Hockey and a Soccer Academies this has been a good balance with the IB program.

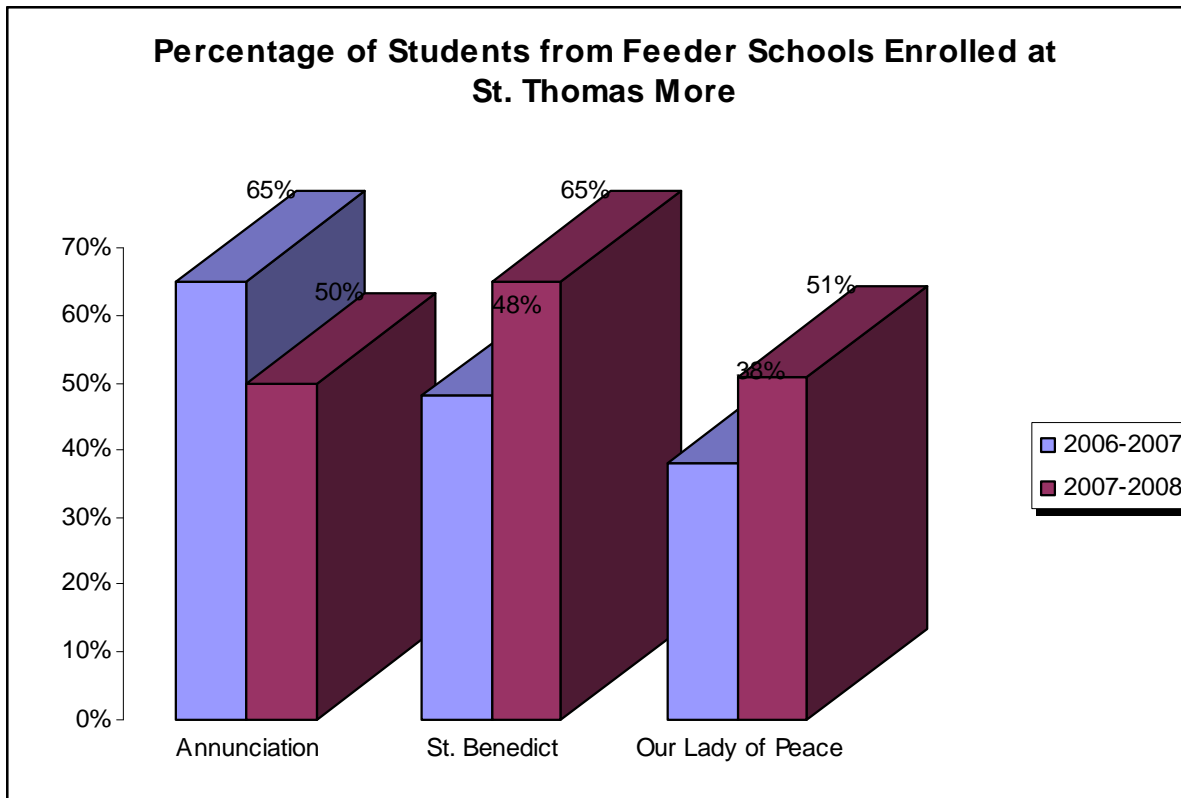
Relationships with our feeder schools have been steadily improving over the past few years. Although enrollments have almost doubled since the introduction of the IB program at St. Thomas More, they seem to have leveled off in the past few years. It is our hope that the introduction of our two sports academies soccer and hockey this will help us to continue to increase enrollments. The main focus of St. Thomas More is that we are an International Baccalaureate World School with sports academies.

With one of our school goals increasing enrolment it is important that accurate records be kept and continually monitored.

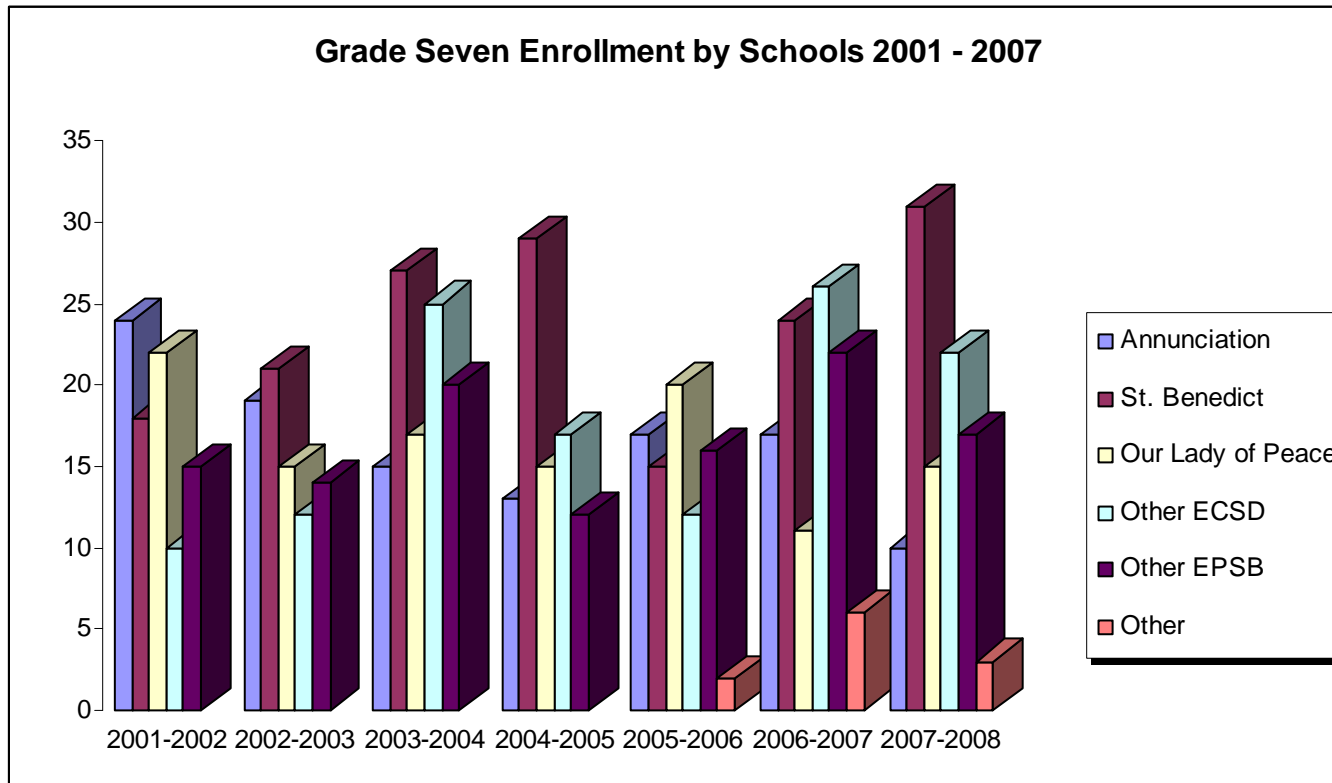
Enrolment Figures: 2001 - 2007							
	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Grade 7	78	81	104	87	82	106	98
Grade 8	80	83	88	98	93	85	114
Grade 9	56	66	76	88	99	88	91
Totals:	214	230	268	273	274	279	303
Total Increase Over Previous Year:		16	38	5	1	5	24



We are pleased with the enrolment from our feeder schools, enrolment has remained steady. This year saw an increase in the percentage of students from Our Lady of Peace; we enrolled 51% of their students where the previous year was 38%. St. Benedict saw an increase from 48% to 65% and Annunciation saw a decrease from 65% to 50%.



Grade Seven Registration – 2001 - 2007							
School	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Annunciation	24	19	15	13	17	17	10
St. Benedict	18	21	27	29	15	24	31
Our Lady of Peace	22	15	17	15	20	11	15
Other ECSD	10	12	25	17	12	26	22
Other EPSB	15	14	20	12	16	22	17
Other					2	6	3
Totals:	89	81	104	86	82	106	98



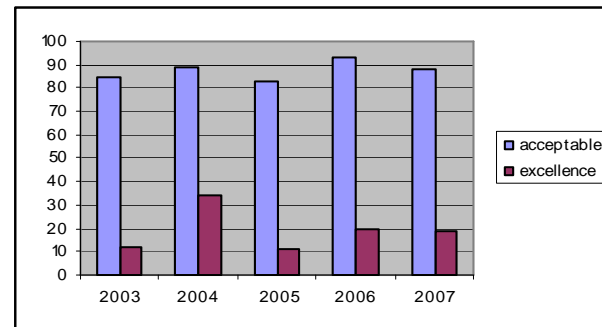
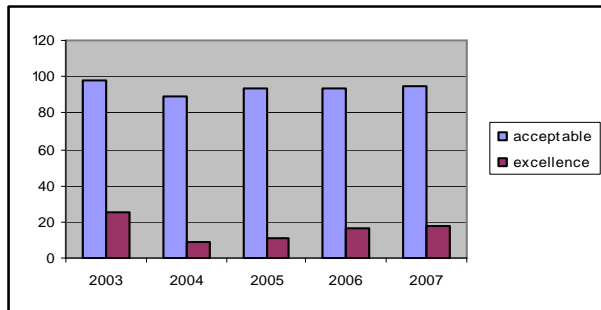
St. Thomas More has been successful in attracting students from other schools in the west end. Many of the students who come to us from Edmonton Public Schools are Catholic. These students have been attracted to St. Thomas More because of our focus programs (IB and Sports Academies).

Language Arts 2007 PAT Results
Results based on Number Writing

Grade 9 English Language Arts Achievement Test – Multiyear Report										
	2002-2003		2003-2004		2004-2005		2005-2006		2006-2007	
	STM	Province	STM	Province	STM	Province	STM	Province	STM	Province
Acceptable Standard	93.3	89.2	90.1	88.9	85.0	89.1	95.6	88.2	93.8	88.2
Standard of Excellence	16.7	15.4	9.9	14.2	7.5	16.1	12.2	15.5	12.3	16.8
Below Acceptable Standard	6.7	10.8	9.9	11.1	15.0	10.9	4.4	11.8	6.2	11.8

Language Art Writing	Acceptable	Excellence
2003	98.3	25.0
2004	88.7	8.5
2005	93.8	11.3
2006	93.3	16.7
2007	95.1	17.3

Language Arts Reading	Acceptable	Excellence
2003	85.0	11.7
2004	88.7	33.8
2005	82.5	11.3
2006	93.3	20.0
2007	87.7	18.5

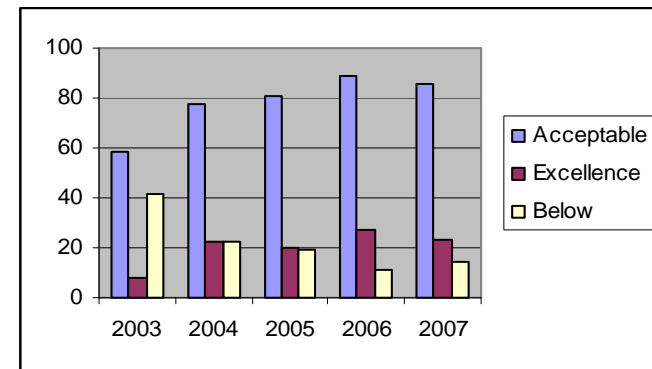


PAT participation rates at STM remain consistently high. While results have fluctuated over the past five years, overall the PAT results have remained slightly above the provincial average. Last year's results demonstrate improvement over the previous year's results. Yet, there are areas for growth which need to be addressed. These areas include sentence structure, main ideas/details, and associating meaning. In order to address these areas for growth, an action plan has been established. Cross-curricular standards will be established that require students to use proper sentence structure to express ideas in all subjects. In addition, work in reading comprehension will increase to teach students strategies through modeling and practice. Finally, work in vocabulary skills will increase to teach students skills and strategies to derive meaning from context.

Math 2007 PAT Result
Results based on Number Writing

Grade 9 Mathematics Achievement Test – Multiyear Report										
	2002-2003		2003-2004		2004-2005		2005-2006		2006-2007	
	STM	Province	STM	Province	STM	Province	STM	Province	STM	Province
Acceptable Standard	58.1	71.8	77.5	74.7	81.0	77.0	88.6	76.5	85.9	74.6
Standard of Excellence	8.1	19.4	22.5	21.0	20.3	22.0	27.3	19.5	23.1	20.3
Below Acceptable Standard	41.9	28.2	22.5	25.3	19.0	23.0	11.4	23.5	14.1	25.4

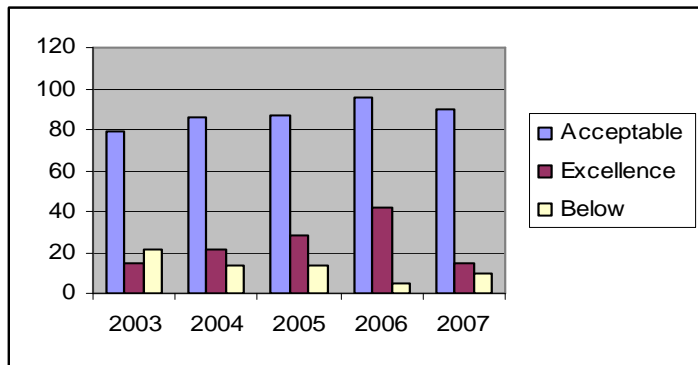
	Acceptable	Excellence	Below
2003	58.1	8.1	41.9
2004	77.5	22.5	22.5
2005	81.0	20.3	19.0
2006	88.6	27.3	11.4
2007	85.9	23.1	14.1



The math results for 2006/2007 showed a slight decrease in the Acceptable Standard and the Standard of Excellence from the previous year. However, we still outperformed the province by 8% and 3% respectively. We also bettered the province by 11% in the Below the Acceptable Standard category; 4% or more of our students wrote than the province. Over a five year period, the trend shows improvement in all areas. Areas targeted for growth are calculating the area when given the perimeter. Other areas for growth include monomials and solving rational numbers using scientific notation. The action plan for math is to provide pull-out and tutorial assistance, using more manipulatives and including more year end review on concepts requiring improvement.

Science 2007 PAT Results
Results based on Number Writing

Grade 9 Science Achievement Test – Multiyear Report										
	2002-2003		2003-2004		2004-2005		2005-2006		2006-2007	
	STM	Province	STM	Province	STM	Province	STM	Province	STM	Province
Acceptable Standard	78.7	75.6	85.9	74.7	86.4	76.3	95.6	76.1	90.0	78.0
Standard of Excellence	14.8	12.6	21.1	13.7	28.4	14.7	42.2	15.4	15.0	16.6
Below Acceptable Standard	21.3	24.4	14.1	25.3	13.6	23.7	4.4	23.9	10.0	22.0



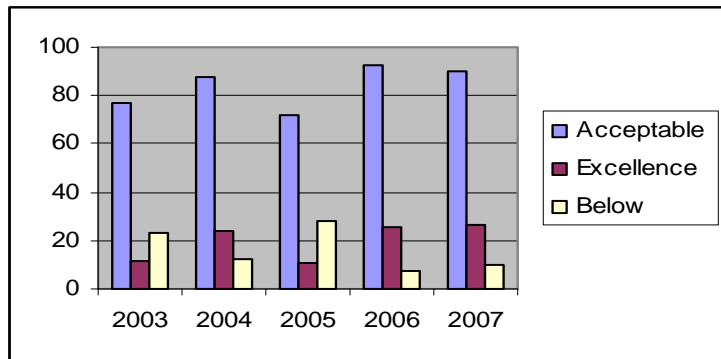
Science	Acceptable	Excellence	Below
2003	78.7	14.8	21.3
2004	85.9	21.1	14.1
2005	86.4	28.4	13.6
2006	95.6	42.2	4.4
2007	90.0	15.0	10.0

Generally the acceptable standard was a lot higher than expected but overall was very good. In regards to participation, 94.1% of the student population wrote the exam. Compared to the previous years our Standard of Excellence was lower. We have indicated the “Space Exploration” unit as an area of growth. In order to address this issue, we will strive to devote more time to the unit. We also think it is important to increase our student skill levels. We plan to do this by devoting more class time to hands on class activities.

Social Studies 2007 PAT Results
Results based on Number Writing

Grade 9 Social Studies Achievement Test – Multiyear Report

	2002-2003		2003-2004		2004-2005		2005-2006		2006-2007	
	STM	Province	STM	Province	STM	Province	STM	Province	STM	Province
	Acceptable Standard	77.0	82.4	87.5	82.2	71.6	80.8	92.2	81.8	90.0
Standard of Excellence	11.5	21.4	23.6	22.9	11.1	21.1	25.6	21.6	26.3	21.6
Below Acceptable Standard	23.0	17.6	12.5	17.8	28.4	19.2	7.8	18.2	10.0	19.6



Social	Acceptable	Excellence	Below
2003	77.0	11.5	23.0
2004	87.5	23.6	12.5
2005	71.6	11.1	28.4
2006	92.2	25.6	7.8
2007	90.0	26.3	10.0

Overall, the social studies department is pleased with the student performance in the 2006 – 2007 PAT test. However, areas of growth to be considered are skill development in technology and change, economic systems and quality of life. Students will be exposed to creating and interpreting data (charts, graphs etc.) and visual images (political cartoons). Through teacher led activities, students will gain the necessary skills to demonstrate skill proficiency. The social studies consultant will be asked to provide direction in these areas as well.