

DIVISION  
ACCOUNTABILITY  
REPORT

November 30, 2017 - June 30, 2018



## **1. FAITH DEVELOPMENT AND DIVISION SUPPORT**

### **Faith Formation**

The Division Theme for the 2018-2019 school year was chosen. It is ‘God, Let Them See You In Me’.

As a division, we continue to serve first-year teachers and second-year teachers in our Faith Formation Programs by running two cohort groups for Year One and Year Two. In our Faith Formation, the organizing team continued to offer three session choices during each time slot. This allowed for choice, a more personal connection, and smaller groups sharing faith stories. The result has been the building of an engaged faith community focused on best practices in catechesis. Our teachers completed their Faith Formation program and we celebrated the completion of their Faith Formation with Divine Liturgy and a perogy supper.

### **Faith Development Team**

As support for the Inclusive Learning Team, the Faith Development Team continued to assist in enhancing teachers’ faith permeation during LIFT professional development. Teachers were also given an example of lesson planning which allows teachers to develop curriculum content or their teaching process within faith permeation.

Division Faith Development Department produced two new initiatives. A new format of Stations of the Cross was created as a prayer experience for the grade 7 students. With the assistance of the Catholic Education Foundation and the division youth ministry team, the grade 8 and 9 students experienced a Faith Day. This day included a band, and two speakers - Father Tony Ricard and Jason Evert. Both events were well received.

As support for the Early Learning Team, the Faith Development Team led faith-based Family Orientated Programming sessions. Also, these teams worked together to enhance the new Pre-Kindergarten and Kindergarten programs with faith experiences and early learning language of the Eight Characteristics of Catholic identity.

### **Employee Wellness:**

Our Health and Wellness Incentive program wrapped up for the 2017-2018 school year with approximately 260 staff members participating in the program. Feedback about the program has been positive and approximately 50% of the staff who participated this year have never participated in this program in the past.

The Health and Wellness Coordinator offered a staff spin class at St Joseph on Mondays evening at 7pm and a staff Interval fitness class at St. Francis of Assisi Middle School on Monday’s after school.

The Health and Wellness Coordinator presented two sessions at the teacher’s convention in Red Deer on February 18th. “Pilatesfit” focused on personal wellness while “No Equipment, No Problem” focused on what teachers can do for a PE class if they do not have use of a facility or equipment.

The Health and Wellness coordinator organized and trained a number of staff to participate in the Triathlon race at the end of June.

The Health and Wellness Coordinator presented a staff wellness session entitled “Self-care” to Holy Family School, Father Henri Voisin School, St. Marguerites Bourgeoys Catholic School and St. Elizabeth Seton School staff. The presentation is a facilitated conversation about what self-care means to each individual. Through videos, guided exercises, self-reflection and team building, we allow people to look at self-care differently. Teaching demands have changed so much over the last few years that it is important that we take care of ourselves so we can take care of our students.

### **Comprehensive School Health:**

The Health and Wellness Coordinator continues to support Comprehensive School Health initiatives in the division through sessions offered to a number of schools as follows:

- St Thomas Aquinas Middle School- Fitness option (various sessions);
- École Camille J. Lerouge - Fitness option (various sessions);
- St. Francis Assisi Middle School- Sport Development option;
- POUND @- St. Marguerites Bourgeoys Catholic School, St Francis of Assisi Middle School, St. Matthew’s Catholic School, St. Elizabeth Seton School, Maryview School, Father Henri Voisin School, St. Gregory the Great Catholic School;
- Zumba- Father Henri Voisin School, St. Marguerites Bourgeoys Catholic School, St. Elizabeth Seton School, Maryview School;
- Piloxing at Holy Family School;
- PBL sessions at Father Henri Voisin School & St. Elizabeth Seton School. The focus for the session was “how to make our bodies healthy”; and
- École Secondaire Notre Dame High School - CALM classes “Active Living & Healthy Eating”.

The Health and Wellness Coordinator is supporting the Pre-K program by offering Family Oriented Programming sessions at a number of schools. The focus is providing information on Physical Literacy and Fundamental Movement Skills.

The Health and Wellness coordinator and AHS School Health Facilitator assisted with PLAY training at St. Gregory the Great Catholic School. The PLAY program helps to support a healthier school community by encouraging all students to become more physically active, and create an opportunity for trained peer leaders to engage other students in a variety of fun physical activities during recess time.

The Gift of Play was given to Holy Trinity Catholic School. This Health & Wellness initiative is the addition of colourful stencil games to new or fading playground tarmacs that will offer more opportunities for play and learning.

The Health and Wellness coordinator facilitated a day of “Moving Your Mood” for the grad service project at St. Joseph High School. The day consisted of running a session of POUND,

Piloxing and Zumba for the students of St. Joseph High School as well as some of the feeder schools in our division.

The Health and Wellness Coordinator represented RDCRS on May 16th at Go Girls by teaching Grade 5 girls how active living helps support positive mental health.

### **Community Partners- Health and Wellness**

The Health and Wellness Coordinator continues to collaborate with and is an active member of the P.L.A.Y group of Central Alberta.

RDCRS schools and the Health and Wellness Coordinator collaborated with the PCN Mother's Day Run and the proceeds of this run went to The Mustard Seed. Many of our schools use The Mustard Seed to provide lunches for students who are in need.

### **The First Nations, Metis, and Inuit Support Team**

The First Nations, Metis and Inuit Support Team continues to support schools in the division through Seven Sacred Teachings sessions offered to a number of schools as follows:

- St. Teresa of Avila
- Father Voisin
- École Camille J. Lerouge
- Holy Family
- Maryview
- St. Gregory The Great
- St. Elizabeth Seton
- Ecole Our Lady of the Rosary
- Ecole Mother Teresa
- St. Martins

The First Nations, Metis and Inuit Support Team provided the Circle of Courage Professional Development session to St. Francis of Assisi and École Camille J. Lerouge.

The First Nations, Metis, and Inuit Support Team developed presentations on the Teacher Qualification Standards and Residential Schools.

Teacher Qualification Standards:

- Elizabeth Seton
- St. Patricks
- St. Dominics
- Holy Trinity
- St. Teresa
- Ecole Our Lady of the Rosary
- Holy Family
- St. Matthews

Residential School Presentation:

- Elizabeth Seton
- Ecole Our Lady of the Rosary
- St. Dominics
- St. Teresa

For professional development, the team attended the Cultural Camp in Ponoka on May 11, 2018 to learn from local Elders, Knowledge Keepers and Metis Ambassadors to enhance our foundational knowledge. The team attended the Walking Together "Train the Trainer" event on May 8, 2018 to continue our ongoing commitment to provide current Professional Development to staff within the division.

On April 20,2018 we continued to provide support to the board of trustees by facilitating a

Blanket Activity and to give an opportunity to share their experiences.

The First Nations, Metis and Inuit Support Team supported the following schools in special events that showcased the First Nations, Metis and Inuit Culture:

- St. Joseph School Cultural Street Fair
- St. Martins (Indigenous Day & Create Sessions)
- Holy Family - Indigenous Showcase

The First Nations, Metis and Inuit Support Team collaborated with the LIFT Team and provided staff with four different sessions within sixteen days as follows:

- Fire Chat with an Elder
- Teacher Qualification Standards
- Truth and Reconciliation
- Resources

In partnership with the Catholic Social Services in Red Deer, we supported and attended their Summer Solstice Liturgy and BBQ.

Through collaboration with the Faith Permeation Lead Teacher, Division Chaplin Tom Puslecki, and Red Deer Native Friendship Centre, our team organized and implemented the Sacred Water Liturgy at Kerry Wood Centre on June 7, 2018.

We maintained our involvement with the Urban Aboriginal Voices Society, education domain. This allows us the opportunity to consult and network with other educators focusing on First Nation, Metis and Inuit culture. We also continued to collaborate with the Central Alberta Regional Consortium Zone 4 First Nation, Metis, and Inuit Advisory Committee to share experiences, ideas, and resources for First Nations, Metis, and Inuit Education in Central Alberta, as well as to advise CARC on quality professional development as needed.

### **RDCRS Reads Summer Reading Program**

The RDCRS Reads team has begun the rollout for this summer's program. Staff are hired in schools with on-site library services over the summer and partnerships with community libraries have been formed. The Red Deer Catholic Regional Schools Foundation has provided grant assistance to allow us to provide backpacks for all participants in the program. This program continues to be popular with families and supports our students in their summer reading while minimizing reading loss over the summer months.

### **Administrators' Professional Development**

Each month during administrators meetings, the afternoon is dedicated to professional development in the areas of faith and instructional leadership.

- January - Admin were given an overall introduction to Growth Mindset by Jodi Smith and Andrea Gringhuis in a one-hour session. Admin were then given the choice of attending one-hour sessions on Crucial Conversations (Sawula, Ledene and Khatib), Giving Constructive Feedback and Coaching (Finnigan and Wright), and Growth

Mindset: Going Deeper (Smith and Gringhuis).

- February - The three-day retreat focused on moving schools from a three-year Education Plan to a one-year rolling School Improvement Plan (SIP). We spent time on the new SIP document and template, giving schools opportunity to work on setting strategies within each Alberta Education goal and our school division's two faith goals.
- March - Time was given to reflect on strategies developed during the February retreat within the new SIP template. "Like" schools had the opportunity to work on strategy wording with the assistance of Montfort's Inclusive Learning Team and Senior Admin.
- April - Fr. Penna spoke on the topic of "A Catholic School For Kids" and utilizing the 8 Characteristics of Catholic Identity.
- May - The division's 2018-19 strategies in each of the Alberta Education goals and our two division faith goals were presented to school administrators. Members from the Inclusive Learning Team were divided into Faith, First Nations, Metis and Inuit, Early Learning, Inclusion, Literacy and Numeracy. Each group then outlined the "big rocks" in their respective areas for the 2018-19 school year. Opportunity was then given to schools to work on their own strategies.
- June - No PD

## **2. INCLUSIVE LEARNING**

### **Pre-Kindergarten and Kindergarten**

#### **Program Unit Funding (PUF)**

A total of 136 children have been monitored and considered for PUF for the 2017-2018 school year. A final count of 107 children met Alberta Education's criteria and are accessing Program Unit Funding.

#### **Family Oriented Programming**

From January 2018 to June 2018, a total of 88 Family Oriented Programming sessions were offered across the division. These sessions included the domains of physical literacy, gross and fine motor development, social-emotional growth, faith experiences, language development and behaviour strategies.

#### **Discovery Learning Centre**

From January through May, 18 Pre-Kindergarten programs attended Discovery School at River Bend Golf and Recreation area for a week at a time. Teachers, educational assistants, and children from each Pre-Kindergarten program were able to experience authentic learning experiences in this rich, natural setting. Hands-on professional development for the teachers and educational assistants took place in collaboration with the Early Learning Lead Teacher and Coordinator of Early Learning.

Parents from each of the 18 programs that attended Discovery School attended a parent session to learn the importance of developmentally appropriate programming and the importance of authentic learning experiences.

Discover Pre-Kindergarten took place at Discovery Learning Centre on May 29 with a total of 86 new families that will be attending Pre-Kindergarten in the fall of 2018 attended the event to meet teachers and administration. Discover Kindergarten took place, in the place of the previous event of Kindergarten Here I Come, over three evenings in April with a total of 241 families attending the event.

### **Inclusive Innovation**

The plan to meet the needs of diverse learners has been focused on Knowing Your Learner - Understanding Your Learner and Responding to Your Learner. We have supported teacher professional development through Monday PDs and PD days by continuing to provide sessions centered around self-regulation, differentiated instruction, social stories, and literacy strategies to support diverse learners. While we continue to program for our most diverse learners, we have also shifted the emphasis to learners who have the capability of achieving excellence. A focus group of instructional leaders came together to create the E-team. The E-team adopted a structure to best support students striving for excellence. We provided opportunities for staff to identify these learners, differentiate lessons and provide appropriate assessments. We will continue to provide strategies to motivate and engage these students.

LIFT sessions have focused on Know, Understand, and Respond to the learner. Know the learner concentrated on the importance of gathering and using the data to inform staff practices. Understand the learner was focused on creating an understanding of self-regulation and effective strategies to promote self-regulation in the classroom. Respond to the learner targeted high impact teaching and planning methods to best meet the needs of all learners. The Cognitive Learning Specialists visited multiple classrooms to promote the goals of LIFT through co-planning, co-teaching, working with grade teams during collaborative time and professional development opportunities.

The MS2 team supported schools with the established transition protocol that includes attending parent meetings, assisting with planning to meet individual student needs as well as participating in 14 case conferences for new students transferring from Aspire Special Needs Resource Center.

### **Continuum of Supports and Services**

The needs of students are reflected in the Continuum of Supports and Services document and then in Dossier. Meetings with each Administrative team were completed in May to reflect on how our support model has been working to meet the diverse needs of our students. We also discussed anticipated needs and allocation of supports for the 2018-2019 school year. A full report will be provided in early October once the students have settled in their schools.

### **Handle with Care**

This year, our Behaviour Specialist introduced Handle with Care - a crisis intervention and behaviour management training program. This enhanced program has replaced non-violent crisis intervention (NVC) training that we have had in place for the past 16 years. Handle with Care is committed to helping schools create and maintain safer, more caring environments by teaching preventative actions that result in a decreased need for physical restraint. In the spring, 105 staff were trained in Handle with Care at 9 training sessions. In total this year, approximately 200 staff

were inserviced at a total of 16 sessions. Our next steps are to continue to train staff and create materials to share with parents to enhance collaboration as we work with a behaviourally challenged population.

### **Dossier Enhancements**

We have implemented Dossier, the data management system that is linked to PowerSchool. We have had the opportunity to use Dossier at our December - June Administrators' Meetings to know our learner. We are loading Fountas and Pinnell Reading Data into Dossier on a Division wide basis for Elementary students. In order to make the data authentic we also have a Red Deer Catholic Instructional Level Data sheet feeding into Dossier so that as administrators and teachers we can see which students are Above Grade Level, At Grade Level, Approaching Grade Level and At Risk. This information will allow administrators to make more site based decisions regarding literacy and teachers can plan instruction around knowing their learner. We continue to utilize Dossier for Instructional Support Plans (ISPs) for our diverse learners and the Learning Plans module for all students.

### **Counselling and the 40 Developmental Assets**

Nine Family School Enhancement Counsellors (FSECs) have continued to work closely with school Counsellors and families. During December-June, FSECs have worked with 945 students and families. Their work is guided by the 40 Developmental Assets, a research based model for positive youth development. These developmental assets are building blocks of healthy development that help young children grow up healthy, caring, and responsible. Our next step is to develop a presentation focusing on the implementation of the 40 Developmental Assets in all of our school communities. This presentation will be shared with each school community and will guide the development of positive social emotional endeavors at the school level.

### **Positive Mental Health (PMH) Journey**

Our schools celebrated and worked together at a professional development afternoon on May 23. Positive Mental Health Teams, including our Counsellors, Family School Enhancement Counsellors and Health Champions, have been established in all of our schools.

At the session, 55 participants learned about the importance and relevance of 'soft starts' as it relates to the critical importance of connecting with students. We also spent time reviewing the projects that have been in place at each of our schools this year. We expanded this view to look at the journey the school has been on and the impact that student, staff and parent voice and trauma have had on the development of numerous projects and wellness activities to support mental health.

### **Mental Health First Aid Training - For Adults Who Interact With Youth**

Mental Health First Aid training is designed to recognize mental health issues in a school community. On March 19 and 20 the Division Principal and the Mental Health Consultant hosted the 2 day training session for 19 school counsellors, administrators and staff.

### **Assistant Principal/Vice Principal Mentorship**

To build excellence among teachers and school leaders, the Division continued into the second year of an Administrative Mentorship Program with Assistant Principals (AP) and Vice Principals (VP). The goal of this program has been twofold: to provide mentorship to each other in leadership and to build a program to provide scheduled mentorship to first and second year teachers. As a group, we met in October, with a focus on School Improvement Plans and responding to Hour Zero. In May, we focussed on creating mentorship programs for the 2018-2019 school year based on new teachers needs and feedback.

### **PBL (Project Based Learning)**

In our PBL 101 introduction to project based learning there were 24 teachers that learned about this instructional process. Through the PBL 200 project enhancement sessions and the PBL 300 project creation sessions 35 teachers engaged in these planning and collaboration sessions. We continue to collect projects with the purpose of making them available to other teachers in the division.

### **Division Fine Arts**

We held a Division Fine Arts meeting with our Drama, Art and Music specialists on May 8 to complete the process of identifying essential outcomes, public relations to grow their programs, differentiation to the edges and reviewing assessment practices. We will continue this process and to evaluate assessment tools and practices. This document will drive instruction and professional development and encourage growth of the fine arts programs in Red Deer Catholic.

### **Educational Technology**

Tech Coaches met together in Feb. and May for half a day. On these occasions Tech Coaches were able to reflect on school goals using Substitution Augmentation Modification Redefinition (SAMR) Model and Fullan's Integrating Technology and Pedagogy Criteria. Tech Coaches also developed new school goals in collaboration with their administrators. Digital Citizenship was also a topic from these meetings, as resources were evaluated. A sub-committee was then created that includes some Tech Coaches and an Administrator to explore this topic in greater detail.

### **LIFT COP (Communities of Practice Model)**

The remaining LIFT sessions for the 2017-2018 school year were completed towards the middle of May. In reviewing the Schollie data on division-sponsored PD, and the end-of-session feedback cards as submitted by teachers, the LIFT COP model has been a success. In the nine categories of the Schollie Survey dealing with division-focused PD, over 90% of teachers responding felt that the sessions met their needs with regards to improving classroom instruction. This is coupled with the May 2017 Accountability Data that reports an overall three year high of 90% approval in the category of School Improvement from parents, students (Grades 4, 7 and 11) and teachers. As an Inclusive Learning Team, we are very happy with the data indicating that our stakeholders are seeing the benefit to the LIFT COP model.

### **Literacy**

Within the Spring LIFT sessions, teachers further explored the process of writing. Grades 1-2 examined Lucy Calkin's in greater detail led by teacher experts within the division. Elementary LIFT also supported writing by creating shared value statements about writing instruction.

Teams then looked at a writing coherence model that would support teachers and students in having common language regardless of the writing program being used in classrooms. Teachers in elementary worked to better understand and support their students with their individual literacy needs by furthering their understanding of Guided Reading, Conferencing and Leveled Literacy Intervention (LLI). This learning was done through choice sessions. Our elementary choice sessions included Gradual Release of Responsibility Instructional Model (GRR) for those wanting support with this pedagogy.

The Fountas and Pinnell Literacy Team created a Red Deer Catholic Instructional Levels chart. This chart was used by all elementary schools, and was updated based on research and feedback. The use of this chart within an instructional process was supported by providing professional development on using the Benchmark Assessment System, and the Leveled Literacy Intervention program. These sessions were attended by 28 elementary teachers and 17 middle school teachers.

Our spring middle school humanities LIFT Sessions gave teachers choice to focus on the Gradual Release of Responsibility and Workshop models, with discussion about how to use STAR and Fountas and Pinnell data to help inform instruction. Other session choices included critical thinking examples and collaboration in social studies, as well as guided reading and conferencing to support their application in the classroom. Time was also given for choice collaboration within and across grade and school teams.

In high school English language arts, LIFT sessions also focused on the Gradual Release of Responsibility and workshop models, as well as choices such as Reciprocal Teaching, and conferencing. High School Social Studies LIFT sessions gave the choices of authentic assessment, critical thinking and Reciprocal Teaching. Once again, teachers were given the chance to collaborate within and across school teams to share best practices and plan for application of learning.

Literacy sessions were also offered in the middle and high school science LIFT session, offering Reciprocal Teaching and strategies for recognizing moments to add literacy skills into their classes. This helped to reinforce that all teachers can promote good literacy focus in their classrooms.

Our spring STAR Reading Assessments were completed by Grade 6-11 students by May 31st. This data will be used by teachers and administration to plan for further diagnostic testing (Fountas and Pinnell) and needed interventions in the classroom environment. This could include intensive supports such as the Leveled Literacy Intervention program (LLI).

The Humanities Lead Teacher and the Elementary Literacy Lead Teacher were active participants in classrooms across the division to promote the goals of LIFT through co-planning, co-teaching and professional development opportunities.

## **Dual Credit Opportunities**

Dual credit program opportunities are present in all four of our high schools; École Secondaire Notre Dame, St. Joseph High School, St. Dominic Catholic High School and St. Gabriel Learning Centre. 56 students participated in dual credit courses, earning more than 350 high schools credits. We currently partner with 4 different Alberta post-secondary institutions to offer programs in:

- 4th Class Power engineering
- Medical terminology
- Anatomy
- Physiology
- Pre-employment welding
- Pre-employment automotive service technician
- Pre-employment agriculture service technician

In the 2018-19 school year we are introducing:

- Psychology
- Business Technology
- Educational Assistant
- Hospitality and Tourism

## **French Immersion Enhancement Team**

Continual support and learning occurs in each of our French Immersion sites with strong instructional leaders and dedicated staff focusing on the following areas:

1. High-yielding instructional strategies that transcends language
  - a. Reciprocal teaching
  - b. Number talks
2. Cultural competency

French Immersion Elementary teacher came to LIFT sessions as cohorts and our French Immersion Middle and High School teachers attended LIFT session with their english cohorts and received two extra days: humanities and math teams. French Immersion Administrators met on a regular basis reviewing data and strategically planning high yielding instructional strategies to be implemented into their schools.

## **Numeracy**

Montfort Lead Teachers continue to work with the twelve schools who adopted the practice of using the Mathematics Intervention Programming Instrument (MIPI) to diagnose retention levels of mathematics in the beginning of the school year. This allowed teachers to identify students in need of intervention on previous material and plan their lessons based on the needs of the students in front of them. These schools received regular embedded Monday PD and classroom support from the Montfort Math and Science Lead Teachers.

An engagement survey, which focuses on the mindset around mathematics, has been developed and provided to the students of these 12 schools to determine if students have a more positive

disposition towards mathematics.

In addition to the twelve schools above, the Montfort Lead Teachers have regularly visited schools during embedded PD Mondays and school based PD days. Classroom support has been offered through co-teaching during instructional time, working with grade teams during collaborative time, as well as providing crucial feedback to individual teachers.

During the Winter LIFT sessions for all Elementary teachers continued to work on the instructional strategies identified in the Balanced Numeracy Foundational Expectations. Middle School and High School science teachers came together in Winter LIFT to share best practices and collaborate. Middle School and High School Math teachers attended the MCATA Spring Symposium as their Winter LIFT session. Teachers had the opportunity to engage and explore how to bring rich mathematical conversations to their students.

A team of science teachers representing elementary, middle school and high school along with administrators at each level created the Comprehensive Science Foundational Expectations. A need was identified to provide clear direction for science classrooms to grow deeper into an inquiry approach. A final version on the document will be presented to Administrators and teachers in the fall.

Family Math Nights have successfully occurred in eight schools. Montfort Lead Teachers worked with classrooms teachers to build capacity in hosting these nights.

### **English Language Learners (ELLs)**

To complete the 2017-2018 academic year, we have 2,168 English Language Learners (ELLs) in our school division. Since December 1, 2017 we have completed 43 ELL Intakes for new students. The ELL Intake assessments for our Grade 1 and 2 reading and writing, and Elementary and High School Math were updated and will be put into place for 2018-2019 school year.

Responding to the needs of various schools, ELL support was provided to assist with meeting the needs of diverse ELLs and also to complete aspects of the Benchmarking process.

We have had two ELL Enhancement meeting within the remainder of the year. These meetings allowed teachers to have choice of sessions for their professional development. These meetings enabled teachers time and support to review the Intake Process, Benchmarking, consider the Complex Learner Inquiry document, continue working on our book study: [Adding English: A Guide to Teaching in a Multilingual Classroom](#), examine the Imagine Learning web based updates for our ELL learners, and continue to develop authentic strategies for ELLs within our schools.

### **Complex English Language Learners (CELLs) Team**

Each school identified a CELLs team, Lead Inclusion Teacher and Lead ESL Teacher. The CELLs teams had two meetings to continue developing the best practices and strategies to help staff in recognizing when English Language Learners present with complex academic and medical needs.

## **3. PERSONNEL**

### **Personnel and Staffing Update**

#### **Teacher Hiring**

Hiring for the 2018-2019 school year was streamlined utilizing Apply to Education to monitor and track all hiring in our Division. We have completed our third and final hiring rounds with a few positions waiting to be filled. We have just been approved for Classroom Improvement Funding (CIF) so we have extended hiring into the end of June.

We have gone to the following career fairs this year to secure teachers for our hard-to-fill positions; French, Middle School Math and Science. These fairs were hosted at St. Mary's in Calgary, Concordia University in Edmonton, and King's University in Edmonton.

St. Joseph High School and École Secondaire Notre Dame High School have two applicants that were accepted into the Career and Technology Studies (CTS) Bridge to Teacher Certification Program. The applicants have successfully finished their program and are both now teaching in our Division as of May 2018. One applicant is a journeyman carpenter and the other a journeyman welder.

The following is a breakdown of the contracts issued to date with Red Deer Catholic Regional Schools:

- 50 continuous contracts
- 47 probationary contracts
- 10 part-time probationary contracts
- 16 second year probationary contracts
- 6 interim contracts
- 1 part-time interim contracts
- 24 temporary contracts
- 9 part-time temporary contracts
- 44 teachers have transferred schools within our division
- 24 job share assignments

So far we have hired 22 new teachers to the Division for the 2018-2019 school year. The orientation held for teaching staff newly hired is scheduled for August 23 and 24, 2018. Topics for discussion this year will include meeting expectations of division contacts, critical administrative procedures, building relationships, Faith Formation Program, PD development

opportunities, technology overview and ASEBP enrolment. The Division's Human Resources team will be attending this orientation to guide new staff on any questions they may have and assist with information about ASEBP.

**Leaves of Absence**

- 29 teachers will be on maternity leave in September.
- 23 teachers are currently on medical leave with two on modified duties.
- 4 teachers are on personal leave for the 2018-2019 school year.

**Resignations**

Four teachers were approved for early retirement, one teacher retirement and four resignations within the Division during this period.

## Administrative Transfers

The following administrative transfers have occurred for the 2018-2019 school year.

Last Name	First name	Old School	New School	Designation Change
Andrew	Chris	St. Gregory the Great Catholic School	Maryview School	Principal
Daniel	Rori-Lynn	St. Teresa of Avila School	Holy Family School	Vice Principal
Hanna	Ike	Father Henri Voisin School	St. Gregory the Great Catholic School	Principal
McCullough	Chris	Holy Family School	St. Teresa of Avila School	Vice Principal
Tuchscherer	Jeff	Maryview School	Father Henri Voisin School	Principal
Campbell	Cynthia	École Our Lady of the Rosary School	École Our Lady of the Rosary School	Vice Principal
Chisholm	Shane	St. Marguerite Bourgeoys School	École Mother Teresa School	Principal
Jacobson	Kelly	École Secondaire Notre Dame High School	St. Marguerite Bourgeoys School	Principal
Keith	Josh	St. Thomas Aquinas Middle School	St. Gregory the Great Catholic School	Assistant Principal
Lansing	Curtis	St. Elizabeth Seton School	École Secondaire Notre Dame High School	Vice Principal
MacRae Pasula	Patricia	Central Office	St. Joseph High School	Director of Inclusive Learning of International Studies
Sliva	Jessica	St. Matthew Catholic School	St. Gregory the Great Catholic School	Teacher
Smith	Jodi	École Mother Teresa School	Central Office	Division Principal of Inclusive Learning
Trieber	Tracy	École Our Lady of the Rosary School	St. Elizabeth Seton School	Vice Principal

## Educational Subsidy

Educational Subsidy was closed for new applications this year. Existing applications were honored. We have 49 teachers on the program to finish their degree with an estimated \$410,404.65 for funding. For 2017-2018 we have had \$213,125.42 come in for reimbursement at 75% equalling \$159,844.07 to date. Sixteen teachers applied for the program this year for a total of \$188,238.55 and were denied due to lack of funds. We have 8 support staff on the program for various programs with an estimated \$47,954.80 for funding. For 2017-2018 we reimbursed \$8723.52 at 75% equalling \$6542.64 to date.

## Report Submission

A Certified Staff Employment Submission Report was submitted to Alberta Education in May 2018. We have also submitted a Wage and Vacancy HR Survey and an Alberta Wage and salary survey to the government in May 2018. All reports are mandatory to report to the government.

### **Employee Orientation Presentation**

We have created a powerpoint presentation for all new employees to our school division which is posted the HR/Benefit section on the RDCRS website. ASEBP is the new benefit provider for support staff starting September 1, 2018. This will streamline the benefit process as all staff will have the same benefit provider.

### **Employee Resource Centre (ERC)**

We have directed all staff employees to use the Employee Resource centre in K12/ERC. This is an employee portal for all leaves, paystubs, T4s, etc. Staff can update their demographic profile electronically and it will feed into the Division's Human Resources system. We have created step-by-step instructions for this portal on the RDCRS website help page and we are creating a web video to assist all employees using the ERC.

### **Apply to Education**

Effective September 2018, we are upgrading to an internal job posting module in the Apply to Education job posting site. This will streamline HR practices and track all applicants to make our hiring process run smoother.

### **Google**

The Human Resources Department is continuing to strive towards digitalization and has been very busy digitizing all forms to Google Cloud platform. This began last year for all hiring forms and now has moved to Educational Subsidy, Form 18 evaluation forms, Professional Development forms, substitute reference checks and more.

### **Summer Hiring**

For the first time we have revamped our Summer School Program to be streamlined and hired out of St. Gabriel Online School. We have a summer school principal, teachers, and secretaries to provide support to our summer school students.

### **Support Staff Hiring**

Hiring for the 2018-2019 school year has been completed. The majority of these positions will be to support children eligible for Program Unit Funding. This process starts at the beginning of the school year and hiring is ongoing as children meet eligibility criteria. A new support staff hiring process was revised and implemented by the Inclusive Education Department.

### **To date the following support staff contracts have been issued**

- 17 continuous contracts
- 23 probationary contracts
- 7 part-time probationary contracts
- 25 second year probationary contracts
- 1 interim contracts
- 9 temporary contracts
- 5 part-time temporary contracts
- 10 support staff have transferred schools

The Division has introduced the following new positions:

- St. Joseph Catholic High School Baseball/Fastball Academy Director
- Speech Language Pathologist
- Licensed Practical Nurse (LPN)
- Occupational Therapist

### **Leaves of Absence**

- 4 support staff will be on maternity leave
- 25 support staff are currently on medical leave with one on modified duties

### **Resignations**

Three support staff have retired and seven have resigned from the Division. There was one support staff layoff this year.

### **STEP Student Program**

We have been approved for two STEP Student hires in our IT Department and Maintenance Department. This program pays \$7.00 per hour towards employment for the summer months.

We have also hired additional summer staff to work in the Maintenance Department that are not in the STEP program.

## **4. FISCAL MANAGEMENT**

### **Operation and Maintenance Block**

We expect the Maintenance Department to have a surplus of approximately \$600,000 in 2017-2018. Our revenue will be approximately \$14.0 M. Our costs are expected to be approximately \$13.4 M.

### **Instructional Block**

The instructional block is running \$600,000 over budget due to additional staffing needs during the year.

### **Transportation Block**

The issue remains that we are busing students who live less than 2.4 kilometres from the school and we only get funded for students over 2.4 kilometres from the school.

Transportation costs will likely reach \$5.5 M due to additional bus routes added during the year and costs of upgrading buses. Our bus fleet is newer than in the past with two major purchases of newer buses.

### **Board and System Administration**

Costs for administration are under budget by approximately \$100,000 due to slightly lower salary costs than budgeted.

## **5. PLANNING**

### **Father Henri Voisin School**

Three new modulars were approved for Fr. Henri Voisin and are expected to be operational for school startup.

### **Holy Trinity School Modulars**

Two new modulars and a link were approved for Holy Trinity School in Olds. With the construction of the link and placement of modulars, it is expected that they will be ready for occupancy in early October, 2018.

### **St. Matthew School Modulars**

Four new modulars and a link were approved for St. Matthew School in Rocky Mountain House. With the construction of the link and placement of modulars, it is expected that they will be ready for occupancy in early October, 2018.

### **Our Lady of the Rosary School**

The addition of two new modular classrooms is planned for this summer. Delivery of the modulars from the manufacturer may delay the occupancy of new classrooms until mid September, 2018.

### **St. Patrick's Community School Modernization**

The IPD (Integrated Project Delivery) team has been planning and developing a detailed construction schedule and plan for the modernization and addition. It is anticipated that the work will take approximately 18 months and be completed in three phases beginning July 2018. Some students will be moved to St. Teresa of Avila School portable classrooms for the next school year to allow construction to occur.

### **Capital Plan**

The board approved the three Year Capital Plan which was then submitted to Alberta Education.

The three year plans requests:

- New 6-9 school in Red Deer.
- New K-5 school in Red Deer.
- New K-5 school in Sylvan Lake.
- New K-5 school in Blackfalds.
- New K-5 French Immersion school in Red Deer.

## **6. ORGANIZATIONAL MANAGEMENT**

The following reports were sent to Alberta Education:

- Class Size Survey – December, 2017;
- Priority School Conflicts – December, 2018;
- CEU Monitoring – 2017-2018 – December, 2017 and March, 2018;
- Maintain live connection to Alberta Education (PASI) using PowerSchool, for Student

- Enrolment data – including March 1 count date;
- Diploma Exam Marks (DEM) for 1st Semester - January, 2018 – (St. Joseph High School, Notre Dame, St. Dominic, St. John Paul II, St. Gabriel Online School);
- Non-Diploma Exam Marks (NEM) for 1st Semester - February, 2018 – (St. Joseph High School, Notre Dame, St. Dominic, St. John Paul II, St. Gabriel Online School);
- April Diploma Exam Sitings – January, 2018;
- April DER (Diploma Exam Registration) - February, 2018;
- Enrolment Verification Report – January, 2018;
- Enrolment Verification Supporting Documentation for unsubstantiated claims – April, 2018;
- Submission of Student demographic information to Alberta Health Services for Immunization Purposes – May, 2018;
- Term 1 Duplicate Course Marks Report – Notre Dame, JP II, St. Gabriel, St. Joseph, St. Dominic – May, 2018;
- Term 1 Course Conflict Report – Notre Dame, JP II, St. Gabriel, St. Joseph, St. Dominic – May, 2018;
- June Diploma Exam Registration – Notre Dame, St. Joseph, JP II, St. Gabriel, St. Dominic – April, 2018;
- Term 2 Diploma Exam Marks – Notre Dame, St. Joseph, JP II, St. Gabriel, St. Dominic – June, 2018; and
- Term 2 Non-Diploma Exam Marks - Notre Dame, St. Joseph, JP II, St. Gabriel, St. Dominic - June, 2018.

## **7. POLICY**

Trustees have reviewed the following policies:

- Policy 3 - Trustee Role Description;
- Policy 4 - Trustee Code of Conduct;
- Policy 9 - Policy Making;
- Policy 1 - Division Foundational Statements;
- Policy 17 - School Facilities; and
- Policy 24 - Attendance At Fundraising Events.

## **8. ADMINISTRATION/BOARD RELATIONS**

December 4	Trustees Hollman and Lonsdale attended the ASBA Zone 4 meeting in Wetaskiwin.
December 4	Trustees Heistad and Leyson, along with the Superintendent and Secretary-Treasurer attended the Catholic Education Foundation meeting.
December 4	Chair Watson and Trustee Pasula met with Red Deer North MLA Schreiner and Minister Brian Mason.

- December 6 Trustees and Senior Administration attended a an orientation session with school administrators.
- December 11 Chair Watson, Vice Chair LaGrange, Trustees Hollman, Heistad, Leyson, and Lonsdale; along with the Superintendent and Supervisor of Support Services attended a meeting with Olds Town Council in Olds.
- December 13 Chair Watson, along with Trustees Heistad and Leyson attended the Student teacher celebration.
- December 14 Chair Watson and the Supervisor of Support Services attended a St. Patrick's Community School design team meeting.
- December 15 Chair Watson, Vice Chair LaGrange, and Trustee Heistad, along with the Superintendent, Associate Superintendent of Personnel, Associate Superintendent of Faith Development and Division Support, and Secretary Treasurer met with the Local ATA Negotiations Committee.
- December 21 Trustees Leyson and Lonsdale, along with the Superintendent and Associate Superintendent of Faith Development and Division Support attended an expulsion hearing.
- January 8 & 9 Vice Chair LaGrange attended a TEBA meeting in Edmonton.
- January 16 Trustee Heistad, along with the Superintendent and Secretary-Treasurer attended an Education Foundation planning session.
- January 17 Chair Watson, Vice Chair LaGrange, and Trustee Heistad, along with the Superintendent, Associate Superintendent of Personnel, Associate Superintendent of Faith Development and Division Support, and Secretary Treasurer met with the Local ATA Negotiations Committee.
- January 17 Trustee Lonsdale attended an open meeting with MLA Jason Nixon in Rocky Mountain House.
- January 21 Trustees and Senior Administration hosted the Friendship meal at Sacred Heart Church.
- January 22 Vice Chair LaGrange, along with Trustees Hollman and Leyson attended the ASBA Zone 4 meeting in Stettler.
- January 24 Vice Chair LaGrange and Trustee Lonsdale, along with the Superintendent attended the Rocky Mountain House prayer breakfast.

January 24 Chair Watson and the Supervisor of Support Services attended a St. Patrick's Community School design team meeting.

January 26 Chair Watson, Vice Chair LaGrange, Trustees Hollman, Lonsdale, Leyson, Pasula and Heistad, along with the Superintendent attended the Board mini-retreat.

January 29 Chair Watson, Trustee Hollman, and the Superintendent attended a Baseball Academy information session at St. Joseph High School.

January 31 Chair Watson, Vice-Chair LaGrange, and the Supervisor of Support Services attended a St. Patrick's Community School design team meeting.

February 1 Trustee Pasula attended the ACSTA committee meeting.

February 1 Trustees Hollman and Lonsdale, along with the Superintendent and Associate Superintendent of Faith Development and Division Support attended an expulsion hearing.

February 2 Trustee Pasula attended the ACSTA board meeting.

February 8 Chair Watson and the Supervisor of Support Services attended a St. Patrick's Community School design team meeting.

February 12 Trustees Heistad and Leyson, along with the Superintendent and Secretary-Treasurer attended the Catholic Education Foundation meeting.

February 13 Chair Watson, Vice-Chair LaGrange, Trustees Hollman, Heistad, Lonsdale and Pasula, along with the Superintendent attended a meeting with UCP MLAs Nixon, Orr and Cooper.

February 14 Chair Watson and the Superintendent met with ATA Local President and Vice-President.

February 16 Vice-Chair LaGrange and Trustee Heistad, along with the Superintendent attended Aspiring Leaders interviews.

February 26 Vice-Chair LaGrange, along with Trustees Hollman, Leyson, Pasula, Lonsdale and Heistad attended the ASBA Zone 4 meeting in Red Deer.

February 28 Trustee Pasula attended an ACSTA board meeting conference call.

- March 4 Trustees Heistad and Lonsdale attended a Rural Caucus meeting in Edmonton.
- March 4-6 Trustees Heistad and Lonsdale attended the Rural Caucus Symposium in Edmonton.
- March 5 Chair Watson and Trustee Leyson, along with the Superintendent attended a cheque presentation from Minister Miranda to Red Deer Royals at St. Joseph High School.
- March 7 Chair Watson, Trustees Hollman, Heistad, Lonsdale and Leyson, along with the Superintendent and Supervisor of Support Services attended a meeting with the Wild Rose School Board.
- March 9 Trustees Hollman, Heistad, Lonsdale and Leyson, along with Senior Administration attended RDCRS Faith Day.
- March 13 Trustee Lonsdale, the Associate Superintendent of Personnel and the Supervisor of Support Services attended a school calendar meeting in Rocky Mountain House.
- March 16-18 Vice-Chair LaGrange attended the Catholic Congress.
- March 22 Chair Watson and Vice Chair LaGrange, along with the Superintendent, Associate Superintendent of Personnel, Associate Superintendent of Faith Development and Division Support, and Secretary Treasurer met with the Local ATA Negotiations Committee.
- March 26 Trustees Hollman and Lonsdale attended ASBA Zone 4 meeting
- March 26 Trustee LaGrange attended a TEBA teleconference.
- March 27 Trustee Lonsdale, the Associate Superintendent of Personnel and the Supervisor of Support Services attended a school calendar meeting.
- March 28 Chair Watson and the Supervisor of Support Services attended a St. Patrick's Community School design team meeting.
- March 28 Trustees Heistad and Leyson, along with the Superintendent and Associate Superintendent of Faith Development and Division Support attended an expulsion hearing.
- April 10 Vice-Chair LaGrange, Trustees Hollman, Heistad and Leyson, along with Associate Superintendent of Inclusive Learning and Associate Superintendent of Personnel attended the Mayor's Prayer Breakfast in Red Deer.

- April 11 Chair Watson attended a meeting with MP Earl Dreeshen.
- April 17 Chair Watson and the Superintendent attended a Superintendent salary review teleconference.
- April 19 Chair Watson, Vice Chair LaGrange and Trustee Heistad, along with the Superintendent, Associate Superintendent of Personnel, Associate Superintendent of Faith Development and Division Support, and Secretary-Treasurer met with the Local ATA Negotiations Committee.
- April 19 Trustee Hollman and the Associate Superintendent of Inclusive Learning met with Archbishop Smith in Edmonton.
- April 20 Chair Watson, Trustees Hollman, Lonsdale, Leyson, Pasula and Heistad, along with the Superintendent attended the Board mini-retreat.
- April 20-22 Chair Watson, Trustees Hollman, Lonsdale and Leyson attended the Alberta School Council Association (ASCA) conference in Edmonton.
- April 23 Vice-Chair LaGrange, Trustees Hollman, Lonsdale and Leyson attended the ASBA Zone 4 meeting in Rocky Mountain House.
- April 26 Trustees Hollman and Leyson attended the ASBA Zone 4 Career Expo at Red Deer College.
- April 26 Trustees Hollman and Leyson attended the student teacher celebration.
- May 1-4 Trustees Lonsdale and Leyson attended the ACSTA Blueprints conference in Kananaskis.
- May 7 Chair Watson, Vice Chair LaGrange, and Trustee Heistad, along with the Superintendent, Associate Superintendent of Personnel, Associate Superintendent of Faith Development and Division Support, and Secretary Treasurer met with the Local ATA Negotiations Committee.
- May 8 Vice-Chair LaGrange attended the Healthy Schools Zone 4 meeting in Lacombe.
- May 8 Trustees Leyson and Lonsdale, along with the Superintendent and Associate Superintendent of Faith Development and Division Support attended an expulsion hearing.
- May 8 Trustees Lonsdale, Leyson and Pasula, along with the Associate Superintendent of Inclusive Learning and the Supervisor of Support

Services attended a meeting with Archbishop Smith.

- May 9 Chair Watson, Vice Chair LaGrange and Trustee Heistad, along with the Superintendent, Associate Superintendent of Personnel, Associate Superintendent of Faith Development and Division Support, and Secretary Treasurer met with the Local ATA Negotiations Committee.
- May 15 Vice-Chair LaGrange attended a TEBA teleconference meeting.
- May 15 Chair Watson, Vice-Chair LaGrange, Trustees Heistad, Lonsdale, Leyson and Pasula, along with Senior Administration met with Red Deer Public School Board.
- May 16 Trustees and Senior Administration attended a trustee recognition evening.
- May 17 Vice-Chair LaGrange, Trustees Heistad and Lonsdale, along with the Superintendent and Associate Superintendent of Inclusive Learning attended the Student/Superintendent Advisory Council meeting.
- May 17 Chair Watson, Vice-Chair LaGrange, Trustees Heistad, Leyson and Lonsdale, along with Senior Administration attended the Celebration of Excellence celebration.
- May 23 Chair Watson, the Associate Superintendent of Personnel, and Secretary-Treasurer attended a Classroom Improvement Fund (CIF) meeting.
- May 23 Vice-Chair LaGrange, along with Trustees Heistad and Leyson attended the Rotary Citizen of the Year celebration.
- May 23 Chair Watson, Vice-Chair LaGrange, and Trustee Lonsdale, along with the Superintendent attended the Faith Formation celebration.
- May 24 Trustee Pasula attended an ACSTA planning meeting.
- May 25 Trustee Pasula attended an ACSTA board meeting.
- May 25 Trustees and the Superintendent attended a meeting with Minister Eggen.
- May 28 Vice-Chair LaGrange, Trustees Heistad, Lonsdale, and Leyson attended the ASBA Zone 4 meeting in Innisfail
- May 28 Chair Watson, Vice-Chair LaGrange, Trustees Heistad, Lonsdale, and Leyson, along with the Associate Superintendent of Personnel attended the

ASBA Edwin Parr banquet in Innisfail.

- May 29 Trustee Heistad and the Superintendent attended a Red Deer Catholic Education grant application and scholarship review meeting.
- May 31 Chair Watson and Trustee Leyson, along with the Superintendent attended a tour of École Secondaire Notre Dame High School with Minister Eggen.
- June 3  
Pasula, Chair Watson, Vice-Chair LaGrange, Trustees Heistad, Leyson and along with Senior Administration attended the St. Joseph High School graduation mass.
- June 4 Chair Watson and the Superintendent attended a Superintendent Salary Regulation meeting with Alberta Education.
- June 4 & 5 Chair Watson, Vice-Chair LaGrange, Trustees Leyson, Lonsdale, and Pasula, along with the Superintendent attended the ASBA Spring General Meeting in Red Deer.
- June 6 Trustees Leyson and Pasula, along with the Superintendent and Associate Superintendent of Personnel attended RDCRS division principal interviews.
- June 5-10 Vice-Chair LaGrange attended the CCSTA conference in Kelowna.
- June 7 Chair Watson and the Superintendent attended the St. Joseph High School Evening of Excellence.
- June 7 Trustee Pasula and the Associate Superintendent of Inclusive Learning attended the École Secondaire Notre Dame High School Knowledge and Employment graduation.
- June 10 Chair Watson, Trustees Heistad, Leyson, and Pasula, along with Senior Administration attended the École Secondaire Notre Dame High School graduation mass
- June 11 Vice-Chair LaGrange and Trustee Pasula attended the École Secondaire Notre Dame High School athletic banquet.
- June 11 Trustees Heistad and Leyson along with the Superintendent and Secretary-Treasurer attended a Catholic Education Foundation meeting.

- June 12 Chair Watson, Vice-Chair LaGrange, Trustees Hollman, Leyson, Lonsdale and Pasula, along with the Superintendent attended a meeting with Town of Sylvan Lake council.
- June 15 Trustees and the Superintendent attended the Superintendent/Board evaluations.
- June 18 Chair Watson, Vice-Chair LaGrange, Trustees Hollman, Heistad, Leyson, Lonsdale and Pasula, along with the Superintendent attended a meeting with Town Of Blackfalds council.
- June 19 Trustees Leyson and Pasula attended RDCRS principal interviews.
- June 28 Chair Watson, Vice-Chair LaGrange and Trustee Lonsdale, along with the Superintendent, Associate Superintendent of Faith Development and Division Support, and Supervisor of Support Services attended the St. Dominic's High School graduation mass.
- June 29 Vice-Chair LaGrange, Trustees Hollman, Leyson, Lonsdale, and Pasula, along with the Secretary-Treasurer attended the St. Dominic High School graduation.
- June 30 Chair Watson, Trustees Leyson and Pasula, along with the Superintendent and Associate Superintendent of Inclusive Learning attended the École Secondaire Notre Dame High School graduation.
- June 30 Vice-Chair LaGrange, Trustees Hollman, Heistad, and Pasula, along with the Superintendent and Associate Superintendent of Inclusive Learning attended the St. Joseph High School graduation.

## École Camille J. Lerouge School School Improvement Plan Highlights

**Division Goal: Nourished by grace and a personal relationship with Jesus Christ, we joyfully embrace, live, and teach the Gospel spirit.**

**Division Outcome D1: Each individual in our school community is immersed in a spirit of Communion with Christ and through catechesis, experience a maturation in his or her profession of faith.**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Realize our call to action of Task 6: Living in Solidarity: Promoting a missionary spirit that prepares us to be present as Christians in society, through the creation and connection of social justice projects and our Catholic Social Teachings.</li><li>• Continue to transform our school in the area of the 6 Tasks of Catechesis.</li></ul>



**Comments on Outcome Strategies:**

École Camille continues to develop an in-depth understanding of the Six Tasks of Catechesis. We have created implementation plans for each grade level in order to involve our community in social justice activities. We look forward to having our school community involved in transforming our society as they are empowered with a missionary spirit.

**Comments on Progress:**

Our school community has truly realized their call to action by promoting missionary spirits in both our staff and students. Every grade has been involved in a social justice project. Having individual grade teams build their projects was a fantastic addition to our school social justice plan this year. These projects are connected to our Catholic Social Teachings. Our students have an understanding that we shall work together to build up members of our community, especially the poor and vulnerable.

**Division Outcome D2: All of our school communities are authentically Catholic.**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Expand intentional permeation in all classes and all subjects, by utilizing the 8 Characteristics of Catholic Identity.</li><li>• Provide our staff with opportunities to be witnesses of goodness. Through these encounters with Jesus they will be better formed to evangelize and catechize our students.</li></ul>



**Comments on Outcome Strategies:**

École Camille continues to develop an in-depth understanding of the intentional permeation. Staff continue to permeate the process or the content of their lessons. In order to build staff capacity in the area of permeation we continue to offer staff opportunities to become witnesses of goodness, to have encounters with Christ through staff social justice projects.

**Comments on Progress:**

Our staff continue to build a shared intentional permeation lesson plan bank. By sharing and collaborating together they are learning different ways to effectively permeate the content or process of their lessons. Having our Faith Coach support our staff with intentional permeation by co-planning, co-teaching and modeling lessons our teachers have shown growth in this area. Many staff have also embraced the opportunity to become closer to Jesus through staff social justice opportunities.

**Outcome 1: Alberta’s students are successful**

<b>Strategies:</b>
<ul style="list-style-type: none"> <li>• Deepen our understanding and implementation of evidence-based literacy instructional strategies.</li> <li>• Deepen our understanding and implementation of evidence based numeracy instructional strategies.</li> </ul>

**Comments on Outcome Strategies:**

Our goal this year was to increase the use of data to inform teaching. Teachers were provided with time to review student data, to work in team to discuss the data and to create action plans for targeted intervention. We also wanted teachers to implement effective teaching strategies in their mathematic classes. Examples include the use of daily number talks and open ended questions.

**Comments on Progress:**

Literacy and numeracy continue to be areas of focus for our school. We have made great strides with the use of effective literacy intervention strategies as well as the use of data to inform our instruction and our intervention. Implementing the Wise Remediation Intervention Model in Grade 2 has proven effective for our second language learners. We will continue with this model next year. Having the Division Math Lead Teacher in working with our mathematic teachers has provided us with the support and guidance required to improve mathematics instruction and to improve best practices within our math classes.

**Outcome 2: The achievement gap between First Nations, Métis, and Inuit students and all other students is eliminated**

<b>Strategies:</b>
<ul style="list-style-type: none"> <li>• Create an appreciation for First Nations, Métis, and Inuit culture through teachings and experiences provided for staff and students.</li> </ul>

**Comments on Outcome Strategies:**

In continued collaboration with our Division First Nations, Métis and Inuit Support Team, staff we are working to build cultural awareness and cultural appreciation by providing various learning opportunities, allowing students to participate and to experience first hand the First Nations, Métis and Inuit culture.

**Comments on Progress:**

Through the alignment of the 7 Sacred Teachings and our monthly virtue, our students have shown growth in their awareness and understanding of the First Nations, Métis and Inuit culture. Providing our students with authentic learning opportunities has increased their knowledge as well as their appreciation and understanding of other cultures.

### Outcome 3: Alberta's education system is inclusive

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Assist teachers in developing and implementing inclusive strategies that are timely, targeted and specialized to meet the student's individual needs through a collaborative team approach.</li><li>• Continue to develop collaborative partnerships amongst school counsellors, Health Champions and student leaders to enhance positive mental health projects in our school.</li></ul>

#### Comments on Outcome Strategies:

We continue to find opportunities for staff and students to work collaboratively to create a Safe and Caring school environment. We also have a continued focus on building leadership skills in our students through opportunities such as our elementary Capitaines and our Middle School Camille Ambassador Leadership Disciple teams.

#### Comments on Progress:

Our elementary iMind sessions have proven to be extremely successful. During these sessions our Kindergarten to Grade 5 students are provided with tools to support them with their social, emotional and spiritual growth. Students are building their resiliency as well as skills to solve problems and live healthy lives. Our newly developed Camille Ambassador Leadership Team (CALD) Team has been a great addition to our Middle School. These leadership disciples are working on a school-wide kindness project as well as supporting the international WE Schools Water Walk. Our elementary leadership group les capitaines continue to assist with playground games. This team of Grade 4 and 5 students work collaboratively on our school playground assisting students with cooperative skills, fairplay, as well as with ensuring that all students feel included.

### Outcome 4: Alberta has excellent teachers, school and school authority leaders

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Utilize resources to assist students in making career connections.</li></ul>

#### Comments on Outcome Strategies:

Providing a range of Career and Life Skills courses as well as presentations that offer authentic learning opportunities was an area of focus this year. We will meet in team and review our Career and Life Skills courses in order to determine how to further enhance the course offerings for our students for the 2018-2019 school year.

#### Comments on Progress:

Moving our Middle School option courses from Exploratory Courses to Career and Life Skills courses has proven to be a successful step in providing our students with authentic learning opportunities. We will continue to develop these course offerings as our Middle School student population continues to grow.

**Outcome 5: The education system is well governed and managed**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Engage parents and students to celebrate areas of strength and identify strategies for improvement for areas of growth as identified in our ACOL and Schollie surveys.</li><li>• Engage students to celebrate strengths and identify strategies for improvement for areas of growth as identified in our ACOL and Schollie survey.</li><li>• Utilize social media to share and promote school events and activities and engage parents and students.</li></ul>

**Comments on Outcome Strategies:**

Through the use of social media, parent focus groups and our monthly school council meetings we are striving to improve communication between home and school. We are also increasing the opportunities our parents have to provide feedback on areas of improvement as well as areas of success within our school community.

**Comments on Progress:**

Our first annual parent focus group was a great success. Parents who attended the focus group provided honest feedback in regards to what they appreciate and are satisfied with at our school and further offered areas for growth. This information will continue to guide and inform our decision making.

# École Secondaire Notre Dame High School

## School Improvement Plan Highlights

**Division Goal: Nourished by grace and a personal relationship with Jesus Christ, we joyfully embrace, live, and teach the Gospel spirit.**

**Division Outcome D1: Each individual in our school community is immersed in a spirit of Communion with Christ and through catechesis, experience a maturation in his or her profession of faith.**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Develop and implement Task 5 within our school community - Participation in Life and Mission of Church.</li><li>• Provide sustained opportunities for students to journey and affirm their relationship with God.</li></ul>



**Comments on Outcome Strategies:**

At École Secondaire Notre Dame High School we are focusing on Task 5: Participation in Life and Mission of Church within our school community. With the population of our school, it is difficult to celebrate mass together at St. Mary's Parish so we have increased the number of masses within our school. We are blessed to have the Archbishop come to Notre Dame annually, however, with the recent priest transfers His Grace may not be able to fit us into his schedule in the coming year.

**Comments on Progress:**

At École Secondaire Notre Dame High School, we celebrate the unique gifts of all students, staff, and parents. As Catholic Educators, this is what we are called to do. This term, we were blessed to witness two students completing RCIA for Teens and being welcomed into the Catholic faith through baptism on Easter Sunday and one other student receiving the sacrament of Confirmation. As we continue to explore ways to invite our families to celebrate mass with us, we are hoping to increase attendance at our Graduation mass by celebrating during the school day, rather than on a weekend mass. Parents will be notified at the beginning of the year so that they are able to make arrangements to attend.

**Division Outcome D2: All of our school communities are authentically Catholic.**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Implement Mark Five: Our students, staff, and parents are honoured as distinct and unique, while being brought together in a spirit of communion.</li><li>• Revision and revitalization of Religion programming to include engaging, hands on, meaningful activities.</li></ul>



**Comments on Outcome Strategies:**

At École Secondaire Notre Dame High School we celebrate the unique gifts of all students, staff, and parents. We strive to make the connection between their actions and working through God's hands. As children are changing, we recognize that the delivery of religion and faith permeation needs to change as well, therefore we are focusing on a revision and revitalization of our Religious Studies programming to include engaging, hands on, and meaningful activities. We have reflected on the validity and attendance of our annual, off site Gr. 10 and 11 retreats and feel that onsite, mini series presentations, with the speaker making follow up visits, would be more engaging and relevant for our students.

**Comments on Progress:**

École Secondaire Notre Dame High School is proud of the many opportunities in which the students choose to work through the hands of Christ. By completing service, the students and staff made a difference in the world as they participated in our mission trip to Peru to help renovate a weaving room; performed volunteer hours within our community and raised over \$40,000 for Aspire Special Needs Resource Centre through our Grad Service Project. It is experiences like these where students are able to realize the positive, ripple effect of their actions. As we continue to look at the learning needs of our students, the delivery of our Religion classes has evolved as well, with students participating in the various forms of prayer, such as meditation, texting to reach out, intentions, music, and scripture. Students realize that forming a relationship with God can happen anywhere and through many forms. Moving forward we are looking at the delivery of our Religion 15 classes and planning on embarking in a mini series of presentations and moving away from a one time presentation at our retreat. We feel that this will give the students time to reflect on the message, create an action plan and then readdress the focus once again, later in the semester.

**Outcome 1: Alberta’s students are successful**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Provide students with multiple alternative learning opportunities and supports, within the school.</li><li>• Provide students with multiple alternative learning opportunities and supports, with community partners.</li></ul>

**Comments on Outcome Strategies:**

École Secondaire Notre Dame High School continues to expand Project Based Learning training sessions with 3 teachers in their third year of implementation. We began our PBL focus primarily in the CTS area but with the increased PD opportunities we were able to expand into core classes. Students are thriving with these hands on experiences and teachers are realizing the importance of moving away from the stand and deliver model. With the expansion of our post secondary community partners, we are able to offer our students a wide variety of authentic learning experiences that position them well once they graduate.

**Comments on Progress:**

École Secondaire Notre Dame High School is focussed on providing our students with authentic and innovative learning opportunities through diverse delivery. Students have participated in Restaurant Takeover; created What's for Dinner meal boxes; designed, built and sold an Ice Fishing Shack and built an entire living room out of recycled cardboard. We are very excited as we prepare to transform a donated, 40 foot sea can into a fully functioning Tiny House. Project Based Learning expanded into our core classes with the Religious Studies 35 class choosing and researching trending issues in our Catholic faith then creating a Ted Talk to share what they would do to rectify the issue and the Chemistry 30 class researched and compared Aboriginal medicines with modern medicines. Authentic learning expands beyond the classroom with the Learning Commons offering Speak Out, Poetry Slam and a monthly Book Club, giving students the opportunity to share and enjoy student writing pieces, over the lunch hour. Our Design Challenge group designed and created an Escape Room with proceeds going to the Grad Service Project. We continue to explore other community and postsecondary partners to provide student driven experiences, that will broaden and enhance their marketable job skills.

**Outcome 2: The achievement gap between First Nations, Métis, and Inuit students and all other students is eliminated**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Facilitate cultural awareness and education among all stakeholders.</li><li>• Develop program parameters that align with our Catholic faith and interweave Aboriginal spirituality.</li></ul>

**Comments on Outcome Strategies:**

École Secondaire Notre Dame High School will continue to invite the expertise of our division First Nations, Métis, and Inuit team as we strive to provide cultural support and awareness in an environment of inclusivity for all of our students. We are eager to find engaging activities that are relevant and meaningful to our high school students, so that they are able to actively pursue their culture outside of the school setting.

**Comments on Progress:**

This semester, at École Secondaire Notre Dame High School, we focussed on universal activities that exposed all of our students to the Aboriginal culture. Many of our non Aboriginal students have taken an interest in this culture and are taking an active role in school wide activities. Due to the overwhelming demand on our division FNMI team, we were not able to connect with them as much as we would have liked to and our Vice Principal liaison organized many of the activities such as taking students to the Friendship Centre, providing Aboriginal prayers to read over the intercom each Friday and Prayers of Intentions being read by our Aboriginal students at the Archbishop's mass. Next year, we would like to explore having one member from the division FNMI team designated to the high schools so that post high school, community connections can be made with our graduating students. We believe that with regular, scheduled meetings, we will be able to have a strong focus on meeting the needs of our First Nations, Metis, and Inuit students.

**Outcome 3: Alberta's education system is inclusive**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Develop a comprehensive student tracking plan to know and meet the needs of the learner.</li><li>• Take a proactive approach to provide a Safe and Caring environment.</li></ul>

**Comments on Outcome Strategies:**

We emphasize the importance of identifying and supporting at risk students early in the school year to ensure their needs are being met and interventions are in place. Our Grade 12 support team meets every two weeks to review Grade 12 student progress, to ensure they are still on track for graduation. Our Response to Intervention sessions are continually evolving to best meet the academic needs of our students, through reteaching, relearning and assessing opportunities and we have increased our contact with outside agencies to meet the increasing socio-emotional needs of our students and families.

**Comments on Progress:**

We have continued to focus on interventions for all students, realizing the importance of utilizing the expertise of outside agencies for students with troubling behaviours. We feel fortunate to partner with the University of Alberta to administer the COMPASS Health survey. This has provided us with rich data on the health, academic and social emotional behaviours, guiding the focus of our Mental Health plan for the coming school year. Notre Dame

is pleased to have offered several presentations on the dangers of Fentanyl; The Impact of One Decision, regarding drinking and driving as well as the entire school took part in a mock vehicular fatality involving a number of outside agencies. We are concerned with the increase in attendance issues, mental health issues, and an overall sense of apathy that our students are exhibiting. With next year's Classroom Improvement Funding money, we have increased our counselling allocation and are striving to create a wrap around service, where we have input and resources from the various community agencies, in order to support our rising concerns.

**Outcome 4: Alberta has excellent teachers, school and school authority leaders**

<b>Strategies:</b>
<ul style="list-style-type: none"> <li>• Provide Professional Development and growth opportunities for staff.</li> <li>• Provide opportunities for students to receive a broad program of studies including fine arts, career, technology, and physical education so that they are exposed to a wide variety of competencies.</li> </ul>

**Comments on Outcome Strategies:**

We understand the importance of professional development, and time for our staff to collaborate . With the gift of the Classroom Improvement Fund (CIF) money, this year, many staff are able to take part in exciting PD opportunities that enhances their content area, that they would otherwise not have been able to. Time for collaboration within the school day and to implement the various, learned initiatives continues to be a struggle with a building of our size.

**Comments on Progress:**

École Secondaire Notre Dame High School appreciates the opportunities provided by the provincial Classroom Improvement Fund (CIF) to attend professional development and enhance classroom resources. These supports allowed us to enrich our focus to include technology, fine arts, and physical education so that students are exposed to a wide variety of competencies. Our comprehensive Physical Education program was instrumental in advancing our Handball, Wrestling, Golf and Badminton teams to represent Notre Dame in the Provincial Championships. Advanced competencies in our CTS courses supported 6 students earning a place in the Provincial SKILLS competition, in late May. While it has been extremely beneficial for our staff to gain PD in their content areas we also understand the importance for all our staff working toward a common focus to support our students and staff, therefore, next year our school wide PD focus will be on Mental Health Awareness and providing support for students and staff. We will begin the year with a session on Self Care for staff then the entire staff will be trained on Mental Health Literacy, to recognize the signs and learn strategies to support students who suffer from mental health concerns. A designated group of staff members, who work with our most vulnerable students, will receive further training throughout the school year.

**Outcome 5: The education system is well governed and managed**

<b>Strategies:</b>
<ul style="list-style-type: none"> <li>• Create opportunities and events to develop and enhance school pride.</li> <li>• Ensure social justice and charity projects offer a variety of opportunities for our school community.</li> </ul>

**Comments on Outcome Strategies:**

With the opening of a new high school and a decrease in our school population, we have begun to create a new school culture that embraces our school pride and provides opportunities to give back to our community. We have created scheduled times for our school to celebrate the amazing accomplishments of our staff and students, in all facets of our school, through Pep Rallies; school wide assemblies; at our Athletic's banquet and Provincial representation in sporting events and the SKILLS competition.

**Comments on Progress:**

We have built strong relationships by providing opportunities for students to become involved, connected and engaged within our school community. Whether raising \$3300, for Magdalene House, at our annual Wake a thon; building domino sets to be auctioned at the Red Deer Hospice Gala, or wearing a jersey to support the victims of Humboldt's bus crash, our students eagerly find ways to make a difference in our world. Notre Dame is very proud of the accomplishments celebrated this semester with six students moving onto the provincial SKILLS competition in Edmonton; our Musical Theatre class performing Beauty and the Beast to sold out crowds; the Foods 30 class hosting another successful Restaurant Take Over; six sports teams representing Notre Dame at Provincials; and 174 students being honored at our Athletic's Banquet. All of our students are recognized for their various accomplishments during "Stand Up and Be Recognized" at school assemblies. As we move into next year, we will use the results of our COMPASS Health survey and student needs survey to direct school assemblies, Career Fairs and our first ever Wellness Fair on October 15. The COMPASS Health survey was completed by every student to acquire data in the areas of Cannabis, Obesity, Mental Health, Physical Activity, Alcohol use, Smoking and Sedentary behaviour. It provided rich data and direction as we begin our Mental Health Awareness school wide focus, next year.

## Holy Trinity Catholic School School Improvement Plan Highlights

**Division Goal: Nourished by grace and a personal relationship with Jesus Christ, we joyfully embrace, live, and teach the Gospel spirit.**

**Division Outcome D1: Each individual in our school community is immersed in a spirit of Communion with Christ and through catechesis, experience a maturation in his or her profession of faith.**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Promote knowledge and build common language around living in community.</li><li>• Holy Trinity will empower our students and staff with a 'missionary spirit' to be transformational in our society.</li></ul>



**Comments on Outcome Strategies:**

When our students leave our school community, it is of utmost importance that they have developed a strong sense of community and the importance of service in our school, our town and our world. Our goal is to help students develop a social consciousness so that they may be involved in transforming the world. When they enter into relationship with one another they have the opportunity to find the identity to which they are called. When we fortify Catholic community with our staff, students, and parents, it gives us all the grace to spread our gifts "with gentleness and reverence".

**Comments on Progress:**

One of the highlights of this year is the creation of a middle school service option. In this option students are developing their understanding of service and what it means to live in community. Students begin the term by looking at how we are called to live for each other. "Each of you should use whatever gift you have received to serve others, as faithful stewards of God's grace in its various forms (1 Peter 4:10)." They then partake in different opportunities in both the school and the community at large, that allow students to make connections and help others. When the project is over they reflect on how the activity has developed their missionary spirit.

**Division Outcome D2: All of our school communities are authentically Catholic.**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Our school will permeate the Catholic Faith into our curriculum so that contemporary culture is critically evaluated in light of 'the truth'.</li><li>• We will strive to make Christ known to the children and families of Holy Trinity School by following the 5 Marks of an Authentically Catholic School.</li></ul>



**Comments on Outcome Strategies:**

As part of Red Deer Catholic Schools, our mission is to 'make Christ known to children.' In order to do this, we continue to work with and nurture teaching staff who are strong in their faith knowledge and comfortable with sharing their stories with their students. Professional development, faith coach support and walkthroughs have all targeted increasing intentional permeation in teacher lessons.

**Comments on Progress:**

Providing teachers with professional development surrounding the Eight Characteristics of Catholic Identity has helped develop their confidence levels incorporating intentional permeation into the classroom. Our Faith Coach has been working with individual teachers in their classrooms to identify which characteristics are inherent in their classrooms and then coaching them to make these visible to their students. The division Faith Lead Teacher has inserviced staff on one-sentence permeation strategies. Feedback from teachers is that by using these methods of permeation, they are growing in their overall confidence with sharing the Catholic faith with our students, and this is evident to administration during classroom visits.

**Outcome 1: Alberta’s students are successful**

<b>Strategies:</b>
<ul style="list-style-type: none"> <li>• Holy Trinity will build capacity within our staff and parents to implement common and effective literacy and numeracy strategies for all students.</li> <li>• Holy Trinity School will continue to enable our staff to meet the needs of the 21st century learner.</li> </ul>

**Comments on Outcome Strategies:**

We continue to use our literacy and numeracy data to best support our students' learning needs and to better focus teacher instruction. By reviewing and modifying our student groupings on a regular basis, we are ensuring that we are meeting the needs of our most vulnerable students. Our next step in this journey will be to look more closely at how we are supporting our most promising students.

**Comments on Progress:**

In our second year of our numeracy journey, we have continued our best practices of number talks, math games, open ended questions and parallel tasks. As a result, students are developing growth mindsets towards their math abilities and are more open to taking risks during math activities and conversations. We are also striving to include our parents in the numeracy growth of our students. In April we hosted a very well attended Math Games Family Night. Teachers are gaining confidence in using math diagnostic tools such as ANIEs and Leaps and Bounds to better plan for a diverse group of students.

**Outcome 2: The achievement gap between First Nations, Métis, and Inuit students and all other students is eliminated**

<b>Strategies:</b>
<ul style="list-style-type: none"> <li>• Holy Trinity School will recognize and acknowledge the story of the First Nations people in Canadian history.</li> <li>• Holy Trinity School will continue to celebrate the rich traditions of the First Nations, Metis and Inuit culture.</li> </ul>

**Comments on Outcome Strategies:**

Our goal at Holy Trinity has been to build First Nations, Metis and Inuit culture into our school community. By providing cultural touchstones such as artwork and a tipi in our building and opportunities for students to learn the story of our indigenous people, we hope to ensure that all students have the opportunity to learn about, and celebrate First Nations history, culture and contributions to Canada. This in turn will allow our First Nations, Metis and Inuit students to feel an increased sense of belonging and ownership in our school.

**Comments on Progress:**

We have been blessed with the gift of one of our division First Nations, Metis and Inuit lead teachers teaching part-time in our school. Using her expertise, we built a timeline to teach hand games to our staff and students. Spirit teams have chosen the members that will represent their group in our Hand Games Tournament that is currently occurring. We also offer a weekly smudging ceremony for all members of our school community. Finally, we have a staff member sitting on the planning committee for the Olds Indigenous Day festivities, which our school will be participating in. In many ways we are proud to be building awareness and celebrate the First Nations, Metis and Inuit culture.

**Outcome 3: Alberta’s education system is inclusive**

<b>Strategies:</b>
<ul style="list-style-type: none"> <li>• Holy Trinity School will highlight the gifts and talents of all members of the community.</li> <li>• Holy Trinity School will be a safe and caring atmosphere for all members of our school community.</li> </ul>

**Comments on Outcome Strategies:**

When students and staff are in an atmosphere that is safe and caring, they shine. Holy Trinity School places a priority on ensuring that each child and each family feels safe and cared for. This safe and caring atmosphere resonates through everyone in our school community.

**Comments on Progress:**

At Holy Trinity we have a variety of strategies in place to ensure that our students feel safe. We have 10 school staff trained in Handle with Care Crisis Intervention & Behavior Management Training, and plans are being made to train 10 more staff in September 2018. Our Family and School Enhancement Counselor meets with middle school boys and girls weekly to open sensitive topics through a Catholic lens in a safe and nonjudgmental setting. Through the use of the Zones of Regulation program, staff and students have developed common language and expectations around behaviour, ensuring that all staff are sending the same clear message to students. As a Safe and Caring School community, staff works closely in team to ensure all students feel safe, and all parents have the confidence that their children are safe under our care.

**Outcome 4: Alberta has excellent teachers, school and school authority leaders**

<b>Strategies:</b>
<ul style="list-style-type: none"> <li>• Each student will receive programming to meet a wide variety of interests and skills.</li> <li>• Through flexible, targeted, staff-driven professional development, staff will collect and analyze student data, and formulate plans for student success.</li> </ul>

**Comments on Outcome Strategies:**

Voice and choice play a huge part in student and teacher satisfaction. By providing a variety of programs, delivery methods and extra-curricular sports, we hope to engage students in their learning. Giving teachers choice in their professional development allows them to better meet their students' learning needs.

**Comments on Progress:**

Holy Trinity students receive a wide variety of programming, serving the body, mind and spirit of our students. Our athletic programming has grown in number and choice, and the options courses help meet a wide variety of academic interests. Sessions from outside group such as Junior Achievement and the Canadian Agriculture Partnership have been offered to highlight career choices and responsible financial decision making. Plans are in the works for French Second Language programming to be offered to our students in the 2018-2019 school year. Our aim is to develop academically strong, well-rounded, Christian citizens.

**Outcome 5: The education system is well governed and managed**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Holy Trinity will seek feedback and will clearly communicate areas of success and growth with parents on a timely basis.</li><li>• Holy Trinity School will strengthen its relationship with the parent community, the parish of St. Stephen's and the town of Olds.</li></ul>

**Comments on Outcome Strategies:**

When we work in team with our teachers, parents, parish and community, we provide many different opportunities for success. Feedback we receive from parents allows for improved communication between school and home, and helps provide vision on areas of improvement. Through communication via Week at a Glance, social media, and SwiftReach, we feel we have helped bridge the gap between school and home.

**Comments on Progress:**

Holy Trinity School has taken great steps in improving our communication with the families in our school. Staff worked with a School Council member to develop an online survey to recruit volunteers in the school, and as a result there are 29 new volunteers ready to serve! When we can get families in to help in the school setting, everybody wins. Our timely and targeted social media presence also allows for improved communication between school and home.

## École Our Lady of the Rosary School School Improvement Plan Highlights

**Division Goal: Nourished by grace and a personal relationship with Jesus Christ, we joyfully embrace, live, and teach the Gospel spirit.**

**Division Outcome D1: Each individual in our school community is immersed in a spirit of Communion with Christ and through catechesis, experience a maturation in his or her profession of faith.**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Students are empowered to live in solidarity by participating in social justice projects that will focus on witnessing our faith with a missionary spirit.</li></ul>



**Comments on Outcome Strategies:**

Our staff felt that students would benefit from opportunities to volunteer and contribute to our society, both locally and on a worldwide level. We are committed to ensuring that our students leave our school community with a missionary spirit that enables them to witness their faith through their actions. With support from our Faith coach, teachers were given the autonomy to work with their students in choosing a social justice project.

**Comments on Progress:**

Having provided teachers the autonomy to work with their students in choosing their social justice project created an opportunity for students to genuinely witness their faith. Students were involved in the choosing, planning and delivery of their project. At the onset of the Grade 1 social justice project, students set a goal of collecting 100 food items for students in need at EOLRS. They were successful in collecting over 1500 food items. Another social justice project was a joint effort between one of our Grade 3 classes and a Grade 5 class at EMTS was making portraits for the organization Students Rebuild. For every portrait submitted, \$12 dollars was donated from the Bezos Family Foundation to support programs run by CARE and Search for Common Ground. This collaborative effort raised \$700 from EOLRS. Dreams Take Flight was another social justice project chosen by one of our Grade 2 classes. Students decided to raise money through a lemonade sale. Their fundraising efforts provided 5 children with special needs some spending money at Disneyland. All of our Kindergarten to Grade 3 classes were involved in a social justice project during the 2017-18 school year. It is our hope that our students will be inspired to continue developing their missionary spirit.

**Division Outcome D2: All of our school communities are authentically Catholic.**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Ensure teachers are proficient in intentional permeation using the 8 Characteristics of Catholic Identity.</li></ul>



**Comments on Outcome Strategies:**

During the 2017-18 school year the Eight Characteristics of Catholic Identity has been a source document to support teacher efforts with intentional permeation. This key source has been very valuable in aiding teachers to intentionally permeate our faith in all subject areas. The source identifies specific ways to connect our faith to all our curriculums.

**Comments on Progress:**

In our continuing efforts to be an authentically Catholic school this practical document has provided a guide for intentional permeation in all subject areas. Our Faith coach provided teachers with professional development in the fall of 2017 about this source document. In January our school community expressed a desire to focus on "Community", One of the Eight characteristics. Due to the young ages of our student population, teachers felt that choosing 1 common characteristic would help our students gain a clearer understanding of the characteristic. January to March our students learned about "Community" from all of their teacher in all subjects, including their music and Phys. ed teachers, their administration as well during morning announcements, celebrations and liturgies. Because of the whole school approach, we believe that our students have a good understanding of "Community". April, May and June we chose to focus on the characteristic of "Sacramentality". Teachers permeated the characteristic of "Sacramentality" in an age appropriate question of "Where have you seen Jesus today?" We know our students have internalized the characteristic of "Sacramentality" as witnessed by improved student interactions.

**Outcome 1: Alberta’s students are successful**

<b>Strategies:</b>
<ul style="list-style-type: none"> <li>• Deepen our understanding and implementation of evidence-based instructional strategies in the area of literacy.</li> <li>• Deepen our understanding and implementation of evidence-based instructional strategies in the area of numeracy.</li> </ul>

**Comments on Outcome Strategies:**

Professional conversations occur at all grade levels to ensure that teachers are collaboratively using strategies, programs and teaching techniques to meet the needs of all students. A school focus for the 2017-2018 school year was for French Immersion teachers to implement a strong evidence based resource, AIM(Accelerative Integrated Methodology). This methodology was chosen because it offers authentic learning which is achieved through scaffolding techniques which use storytelling, gestures, active collaboration and repetition. The use of high-frequency vocabulary, introduced with gestures and contextualized in stories, drama, songs and dance, allows students to rapidly achieve levels of oral and written proficiency rarely seen with conventional methods. In addition, Reciprocal teaching was a focus in our Grade 1, 2 and 3 classes. Reciprocal Teaching refers to an instructional activity in which students become the teacher in small group reading sessions. Teachers model, then help students learn to guide group discussions using four strategies: summarizing, question generating, clarifying, and predicting. Once students have learned the strategies, they take turns assuming the role of teacher in leading a dialogue about what has been read. This strategy encourages students to think about their own thought process during reading. It helps students learn to be actively involved and monitor their comprehension as they read. It teaches students to ask questions during reading and helps make the text more comprehensible. The math strategy of "Number talks" was also implemented to help students develop a stronger sense of mathematical thinking.

**Comments on Progress:**

A major focus in the area of French immersion literacy has been the implementation of AIM(Accelerative Integrated Method) language learning in all of our Kindergarten to Grade 3 classes through the support of our French immersion Lead teacher. As evidenced by students, all teachers, guest teachers and parents the implementation of AIM has increased student oral language skills. Our French immersion teachers as well as our English stream teachers have commented on the increased use of the French language both in the classroom and

most notably outside the French immersion classroom expectations. Students are naturally speaking French in our hallways, in the gymnasium, on the playground, with Anglophone guest teachers as well as during their lunch time. Parents have reported that their children are speaking French at home without even realizing that they are. A major focus in the area of reading comprehension has been the implementation of Reciprocal Teaching. Students are learning to comprehend instructional leveled texts successfully through this collaborative approach. A major focus in the area of math has been open ended questioning and number talks. Students have been able to explain their mathematical thinking with ease. The implementation of the above mentioned evidence-based instructional strategies have increased student success. Teachers have commented that students have increased confidence, involvement and participation during math class. Teachers have noted that our French immersion students are demonstrating a confidence and ease in their daily use of the French language. Since the implementation of "Reciprocal Teaching" students are demonstrating increased comprehension scores on Fountas and Pinnell and GB+.

**Outcome 2: The achievement gap between First Nations, Métis, and Inuit students and all other students is eliminated**

<b>Strategies:</b>
<ul style="list-style-type: none"> <li>• Gain a deeper understanding of First Nations, Métis and Inuit culture.</li> </ul>

**Comments on Outcome Strategies:**

With the support of our First Nations, Métis and Inuit team our students learned about the Seven Sacred Teachings. The Seven Sacred Teachings are values based on First Nations cultural tradition that reinforces the teachings of our Catholic faith. Each teaching honours one of the basic virtues to help us to live a full and healthy life: Love, Respect, Courage, Honesty, Wisdom, Humility, and Truth. Each of these Sacred Teachings is represented by a different animal and provides practical and positive traits for use in our everyday lives.

**Comments on Progress:**

During the 2017-18 school year we highlighted one Sacred teaching per month. Our First Nations, Métis and Inuit team taught the identified Sacred Teaching each month to our staff and students. Teachers permeated these teachings in their classrooms. As a school community we gathered once a month to recognize students that had been demonstrating the Sacred Teaching of the month. Throughout the year students have been able to make connections to the curriculum, their lives and the Seven Sacred Teachings.

**Outcome 3: Alberta’s education system is inclusive**

<b>Strategies:</b>
<ul style="list-style-type: none"> <li>• Create an environment of positive mental health.</li> </ul>

**Comments on Outcome Strategies:**

We know that students thrive in a positive, caring and supportive environment. Based on conversations with our school counsellor and Family School Enhancement worker we identified the need for a school wide program that would help our students deal with anxiety, anger and varied emotions. The Zones of Regulation is a curriculum geared toward helping students gain skills in consciously regulating their actions, which in turn leads to increased control and problem solving abilities. Using a cognitive behavior approach, the curriculum’s learning activities are

designed to help students recognize when they are in different states called “zones,” with each of four zones represented by a different color. In the activities, students also learn how to use strategies or tools to stay in a zone or move from one to another. As well, we implemented Soft Start which is a framework for starting the day from a place of peace and balance. A second goal of this initiative was to provide time for peer and teacher relationship development.

**Comments on Progress:**

During the 2017-18 school year with the support of our counsellor and professional development, teachers have taught and implemented "Zones of Regulation". Students learned calming techniques, cognitive strategies, and sensory supports to use to move between zones. We have seen an increase in students abilities to identify their emotions and to use effective tools to self-regulate. Since the implementation of "Soft Start" tardiness and student discipline has decreased. Teachers have identified that students are more focussed, calm and ready to learn.

**Outcome 4: Alberta has excellent teachers, school and school authority leaders**

<b>Strategies:</b>
<ul style="list-style-type: none"> <li>• Support excellence among teachers through continued implementation of our Mentorship Program.</li> <li>• Provide students with opportunities to enhance and be exposed to Fine Arts, Leadership and Active Living.</li> </ul>

**Comments on Outcome Strategies:**

It is important that new teachers feel supported in developing their pedagogical practices and in understanding school and division goals. New teachers to our division benefit from a structured system to support their professional development. Learning to teach is a highly complex undertaking therefore a mentorship program provides an organized forum for conversations about good teaching. With the addition of 85 Grade 3 students this year we identified the opportunity to foster leadership and greater student involvement in our school activities.

**Comments on Progress:**

During the 2017-2018 school year our mentorship program has been led by our Vice Principal and our aspiring leader/French lead teacher. Our mentorship program has provided a forum for guidance in pedagogical practices and Division expectations as well as an opportunity to ask questions for new teachers. An opportunity for student leadership has been the conception of our "Recess Rangers" program and EOLRS "Leadership" team. Our "Recess Rangers" program consists of 28 Grade 3 students who work in small teams to assist with our intramural program. Our EOLRS "Leadership" team consists of 15 Grade 3 students who had to submit an application to our counsellor. Some of the activities they have spearheaded have been; Breakfast Bowls upkeep, Breakfast Bowl presentations to all classes, the creation of recycling posters, recycling presentations to all classes and providing guided tours of our community to guests.

**Outcome 5: The education system is well governed and managed**

<b>Strategies:</b>
<ul style="list-style-type: none"> <li>• Provide opportunities for parents and teachers to share thoughts and feedback on events and learning opportunities that impact the school community of ELORS.</li> <li>• Continue to provide parents, trustees and Senior Administrators with timely information and invitations to</li> </ul>

attend events at EOLRS.

**Comments on Outcome Strategies:**

Parent support is key to the success of every child. We are striving to involve all of our parents in school decisions and activities. With parents working outside the home we've become aware that they are no longer able to be involved in the day to day happenings within our school community. In order to address this change, we are using more social media to communicate with parents.

**Comments on Progress:**

During the 2017-2018 school year we have placed a lot of emphasis on our communication with parents. Parents have access to our school website, Email, Facebook, Twitter, Instagram, classroom newsletters, Week at a Glance and Remind 101. This year our Advent concert was streamed live which allowed working parents and distant relatives to participate. Our school council collaborated with teachers to create works of art which were then auctioned on Facebook. All parents were provided the opportunity to give feedback through our school survey and for the first time ever we invited our Grade 3 parents the opportunity to complete the Schollie survey. Parents comments have been very positive.

## Fr. Henri Voisin School School Improvement Plan Highlights

**Division Goal: Nourished by grace and a personal relationship with Jesus Christ, we joyfully embrace, live, and teach the Gospel spirit.**

**Division Outcome D1: Each individual in our school community is immersed in a spirit of Communion with Christ and through catechesis, experience a maturation in his or her profession of faith.**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Enhance the task of "Living in Solidarity" within our school so it becomes part of our culture.</li><li>• Continue to transform the school using the Six Tasks of Catechesis to evangelize and catechize our students.</li></ul>



**Comments on Outcome Strategies:**

Living in Solidarity aligns very effectively with our Division Theme of, "All are Welcome, All Belong". Focusing on the 6 Tasks of Catechesis allows us to continue to follow Christ's model of service to others creating the important foundation for all that we do.

**Comments on Progress:**

Ask anyone in our school about our Chapel this year, and you will hear pride in how this space has positively affected our community. Prayer clouds, in the form of white ropes, hang from the windows, prayer buttons sit in the center, and an ever growing prayer wall currently displays student, staff, and parent prayers. Faith Buddies continue to use this space frequently as they work together and grow in God's love. We have continued to gather in prayer as a full school community near the Chapel each Friday. We now end our time here with the chant, "FHV!"... "ALL ARE WELCOME" - "FHV!"... "ALL ARE WELCOME!". Our students, staff, and parents have all enjoyed enhancing their Faith as they walk into our building.

**Division Outcome D2: All of our school communities are authentically Catholic.**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Support division initiative of ensuring Intentional Permeation is occurring in all lessons so our students grow in their relationship with God.</li><li>• Place emphasis on the 5 Marks of a Catholic School as we ensure we are an authentically Catholic school.</li></ul>



**Comments on Outcome Strategies:**

Permeating our Catholic faith in all that we do is a vital element for being an authentically Catholic school. Engaging in purposeful and meaningful faith-based activities reinforces our dedication to our Catholic Faith.

**Comments on Progress:**

As we strive to be an authentically Catholic school during the month of May we focussed on the Rosary. Our Pre-Kindergarten and Grade 5 teams led the entire school in a Living Rosary and also our staff participated in a Living Rosary at St. Mary's Parish as a faith building activity. These faith moments bring our school community together as we are all children of God and seek Him in our lives.

### **Outcome 1: Alberta's students are successful**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Enhance literacy programming in both writing and reading comprehension.</li><li>• Enhance numeracy lessons by using teaching strategies that incorporate the seven mathematical processes and structuring lessons to meet the different learners in the class.</li></ul>

#### **Comments on Outcome Strategies:**

We chose to enhance our Literacy and Numeracy programming as these essential skills will benefit our students throughout the rest of their programming and academic development. A focus in these areas will help us guide students to becoming successful students not only in school, but in their future as well.

#### **Comments on Progress:**

We have many celebrations when reflecting on our literacy and numeracy strategies. We now have 5 teachers delivering LLI to students identified through our Fountas and Pinnell data. This has increased from only 2 last year. LIFT support continues to shift as needs are recognized in literacy and numeracy alike. Our numeracy journey continues to push forward as teachers have developed and implemented Number Talks, Open Ended Questions, Parallel Tasks, Leaps and Bounds and higher level thinking games. These areas of focus have increased teacher capacity in our school resulting in positive student learning.

### **Outcome 2: The achievement gap between First Nations, Métis, and Inuit students and all other students is eliminated**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Make cultural and spiritual understanding of First Nations, Métis, and Inuit part of the fabric of the school.</li></ul>

#### **Comments on Outcome Strategies:**

We are incorporating elements of First Nations, Metis, and Inuit culture in order to develop three important areas in our students' lives including, faith, cultural awareness, and character.

#### **Comments on Progress:**

Using the Division's First Nations, Métis, and Inuit Support Team the Grade 4 classes participated in a Blanket Exercise where they were able to learn history from an indigenous perspective and take on the roles of Indigenous peoples in Canada. The Division's First Nations, Métis, and Inuit Support Team also led the staff through a Blanket Exercise during an embedded professional development session. This was a great way for students and staff to learn more about how colonization has affected the indigenous people, the land, and the relationships between indigenous, newcomers, and non-indigenous people.

**Outcome 3: Alberta’s education system is inclusive**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Maintain that all students feel welcome and acknowledged for their gifts and talents when they come to school.</li><li>• Students respect each other during structured and unstructured times.</li></ul>

**Comments on Outcome Strategies:**

We want our students to feel welcome and safe from the moment they leave for school until the time they arrive back home because belonging to a safe community allows us to be successful in all areas of life.

**Comments on Progress:**

We have seen our students show great moments of respect in our school this year. We are able to recognize some these moments with our monthly Spirit Awards led by our Grade 5 Leadership teams. Our staff revisited our behavior plan, making clear the expectations of students in various areas of the school. This discussion led to clear and consistent redirection of student behavior both in the hallways and outside on the playground. We have also begun focusing on kindness in May by having students and teachers recognize students for showing respect and care for others by entering their name into a draw. Celebrating the kindness God has modeled for us is a success we are proud of at FHV.

**Outcome 4: Alberta has excellent teachers, school and school authority leaders**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Professional development plan will be focused on the school's vision and goals with input from staff.</li><li>• Provide 30 minutes of collaboration time each week for grade teams to meet to improve student learning by working together.</li></ul>

**Comments on Outcome Strategies:**

Our professional development plan is the backbone of all teacher growth. We want it to be focused with input from all staff so the needs of each member can be represented in our learning and drive our school community forward. Utilizing common collaboration time allows our teachers to reflect on student learning, share best practices, and develop targeted programming to meet student needs.

**Comments on Progress:**

A big growth this year for our school has been the professional development for our support staff. Support staff were given the opportunity to have embedded professional development tailored to their needs. As a team we created a wish list of professional development options and used that list as we planned professional development throughout the year. The sessions were focussed on strategies to support the different learners in the classroom, discussions about how to support students in speech and language, different supportive technology that students can use, and collaboration to share ideas and strategies. This valuable learning has enhanced the expertise of our educational assistants and has enabled us to even better support the different learners in our school.

**Outcome 5: The education system is well governed and managed**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Provide opportunities for parents to play an active role in their child's education by sharing thoughts and feedback on events and learning opportunities for their child.</li><li>• Enhance staff voice in decision making and provide leadership opportunities for staff members.</li></ul>

**Comments on Outcome Strategies:**

Enhancing the voice of all stakeholders will allow us to adapt and respond to the needs of the school as well as maintain and strengthen our learning community.

**Comments on Progress:**

Starting at the end of January, our Leadership students produced three episodes of FHV News to share the great things we do at Father Henri Voisin School with our stakeholders. These episodes were focused on the areas of faith, safe and caring, and authentic learning. Our students did an amazing job as we looked at different and authentic ways to showcase our school to our parents and community.

## Holy Family School School Improvement Plan Highlights

**Division Goal: Nourished by grace and a personal relationship with Jesus Christ, we joyfully embrace, live, and teach the Gospel spirit.**

**Division Outcome D1: Each individual in our school community is immersed in a spirit of Communion with Christ and through catechesis, experience a maturation in his or her profession of faith.**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Students are empowered to live in Solidarity by participating in and leading activities that focus on witnessing our faith with a missionary spirit.</li><li>• The Holy Family "Faith Committee" will plan school wide events and activities that focus on living in solidarity.</li></ul>



**Comments on Outcome Strategies:**

We continue to empower our students, staff, and community stakeholders with a missionary spirit. Through carefully chosen activities such as trips to local senior's lodges to sing carols or simply play games, collecting plastic bags to be better stewards of our Earth as Pope Francis call us to do in Laudato Si, to retreats at Our Lady of Victory Camp, our students see and experience a broad spectrum of ways to bring their faith to the world. Activities within, and outside of the school create opportunities to share their gifts, and their service to a broader community. Holy Family School is called to serve, and we will continue on this path in many different ways.

**Comments on Progress:**

Using the Educational Foundation Grant, we were able to send our grade 1 to 5 students to a grade retreat at Our Lady of Victory Camp in May. Through this program, students were able to deepen their relationship with Christ and were provided with opportunities to learn about our Catholic Faith in community with their peers.

**Division Outcome D2: All of our school communities are authentically Catholic.**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Help students realize that they are a child of God and seek Him in their lives by infusing this Catholic context in all subject areas.</li></ul>



**Comments on Outcome Strategies:**

Holy Family School is full of the children of God. With the support of the school Administration team and our school Faith Coach, increasing our ability to permeate our Faith in all that we do at Holy Family was our main priority. Professional Development time reinforcing the "8 Characteristics of Catholic Identity" was an important part of our development as a school. Our Faith Coach worked with teachers, and students in their classes on Faith Permeation. We will continue to focus on Faith Permeation, and continually work to ensure our Catholic teachers understand their calling within our Faith.

**Comments on Progress:**

With the support of the division Faith team, our Faith Coach, and LIFT, we will continue to use and promote the valuable learning and resources offered to our school community. Permeating our Faith is what makes our schools

distinctly Catholic, and we will continue to separate ourselves from other schools with this goal.

**Outcome 1: Alberta’s students are successful**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• NUMERACY: Continue enhancing a strong Numeracy program at Holy Family School through a focus on progressive instructional practices.</li><li>• LITERACY: Continue enhancing a strong Literacy program at Holy Family School through a focus on progressive instructional practices.</li></ul>

**Comments on Outcome Strategies:**

Holy Family already has a successful track record in Literacy. Teachers effectively use the Fountas & Pinnell program, and Leveled Literacy Intervention (LLI) system to support next steps in student learning. Over the years we have created structures (Daily 5) in our ELA classes that allow teachers to differentiate for their students and more effectively work with them one on one. Over the past two years, as a part of the RDCRS Math Pilot, we have been leveraging the success in literacy in our numeracy instruction. This shift in our numeracy instructional structures has allowed teachers to meet with students in small groups to provide better guided instruction. We have been working on creating more authentic tasks in our classes that have students playing with numbers in a way that they feel safe and able to make mistakes. While most of our work in this area has been in numeracy, we are still working to continually strengthen our literacy program. To that end we have shifted the focus of our work to improving the quality of the activities that we currently do within our literacy structure; reading and writing convention instruction chief among them.

**Comments on Progress:**

With the support of the Division Math and Science Lead Teacher, we have seen a large amount of growth in our teachers with regards to their ability to provide authentic learning opportunities for their students through the use of Number Talks, Open-Ended Questions, and targeted Math Games. Students are more engaged in their learning and have started to develop a growth mindset towards math. Our teachers have also reported that they are highly satisfied with this new approach to learning. We look forward to continuing our journey into next year.

**Outcome 2: The achievement gap between First Nations, Métis, and Inuit students and all other students is eliminated**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Develop a comprehensive education program that creates understanding and appreciation for Aboriginal Culture, connecting to our Catholic Faith.</li><li>• Create opportunities to develop school/home relationships between our First Nations, Metis and Inuit families and Holy Family School/Division First Nations, Metis and Inuit Team.</li></ul>

**Comments on Outcome Strategies:**

This year we continued harnessing the relationships created by our First Nations, Metis and Inuit Team and our Faith Coach to the benefit of our staff and students. As a school, we have a responsibility to meet the academic, and social needs of our First Nations students, our strategies involved frequent team and whole school conversations about our First Nations students and their progress. From a staff development perspective our

division First Nations, Metis and Inuit team has informed us that our school uses them effectively as a resource for both students and staff. As an administration team, we are confident our wrap around supports for students, and organized Professional Development sessions, are moving Holy Family School in the right direction in terms of our First Nations, Metis and Inuit improvement goals. As a school we have worked hard to close the achievement gap of our First Nations students, and set them up for future academic success.

**Comments on Progress:**

As a school, we have worked hard to close the achievement gap of our First Nations, Metis and Inuit students and create a stronger understanding of the Aboriginal culture and its current place in our society and our Faith. As teacher teams, and a whole school we regularly discuss our First Nation students. In particular, we focus on their academic achievements, and the supports or interventions needed to ensure student learning. By working closely with our FNMI team, the Seven Sacred Teaching Sessions have been well received by both students and teachers. Information from a staff survey tells us that 100% of our staff feel this team has benefitted both our students and staff.

**Outcome 3: Alberta’s education system is inclusive**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• <b>INCLUSION:</b> Continue to enhance the differentiated environments and instructional practices of staff to ensure every student has the opportunity to be successful.</li><li>• <b>SAFE AND CARING:</b> Continue to incorporate strong practices within the school where students, staff and parents ensure every student feels safe and cared for.</li></ul>

**Comments on Outcome Strategies:**

Student Voice and Choice was a priority with the creation, and roll out of Holy Family Schools new STARS Program. (Students Transforming, Actively, Responsibly, and Successfully) STARS is run roughly once every two months and is basically a mini-conference for students. A theme or topic is chosen, and "sessions" are created by staff. With staff creating sessions based on a given theme, students then move towards choosing sessions based on their interest. As an example, in April our school hosted a Wellness Fair. Staff created 32 different sessions based on their own passions and interests around Wellness. From these sessions students then chose their own classes for that afternoon, creating a personalized learning experience. STARS creates lifelong learning in students through their own interests, and impacts our students and staff in ways that the program of studies may not.

**Comments on Progress:**

Holy Family School staff reflected carefully on how to best meet the needs of an increasingly diverse student population. Staff moved forward with using Classroom Improvement Fund (CIF) money to purchase furniture, and innovative classroom supplies, ultimately improving the student experience. Students and teachers were both heard in this area, and in collaboration an inclusive atmosphere is created where the individual needs of all students are met. With STARS being added to this goal, Holy Family School is well positioned to meet the learning needs of a broad spectrum of students.

**Outcome 4: Alberta has excellent teachers, school and school authority leaders**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• TEACHER INSTRUCTIONAL STRATEGIES: Support teachers in the implementation of a variety of innovative instructional strategies to engage learners.</li><li>• TECHNOLOGY: Build the technology capacity in teachers to enhance the use of student educational technology in the classrooms.</li></ul>

**Comments on Outcome Strategies:**

Improvement in teacher instructional practices is critical to any school's success. The Administration team, and the teachers of Holy Family benefitted from the fall LIFT meetings and our continued involvement with the RDCRS Math Pilot this school year. Both of these programs have led to visible improvements in teaching and learning in our Math (Numeracy) and Language Arts (Literacy), as well as other subject areas. Creating Principal Support Time allowed for more growth in teachers by allowing them to learn from their colleagues through observations and co-teaching situations. Utilizing our Technology Coach with teachers, and in classes helped teachers create more engagement in class, as well as show students the power of technology as a research tool. Holy Family School has leveraged the support of the resources offered to it through the division, and created an improvement in instructional strategies, as well as educational technology.

**Comments on Progress:**

The Technology Coach at Holy Family assisted our teachers and students by working with them both within the class and our Learning Commons. Many of our students started their journey into coding as they learned through coding websites, such as "Hour of Code," as well as through hands on coding with our OzmoBots and SpereO's. This learning will continue to move Holy Family School forward as more Professional Development ideas such as these are shared and expanded on.

**Outcome 5: The education system is well governed and managed**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Provide opportunities for parents to give feedback and be involved in school decisions and activities.</li><li>• Celebrate the Good News that is happening at Holy Family School.</li></ul>

**Comments on Outcome Strategies:**

As an administration team, we continue to work hard to constantly improve the overall performance of our community. By being vigilant with our communication, and aware of our school culture we work carefully to ensure the most positive school experience for our students and stakeholders. Using surveys, School Council meetings, and other methods of observation, we are able to gather information that is used to keep us informed and moving constantly towards measured improvements. This communication also helps us be more aware of the areas of improvement (and successes) for our whole school community. During this school year many changes were brought to Holy Family including a new report card for both parents and staff to learn. Using our bi-annual surveys as one information source we are able to continually check in with our school community stakeholders and ensure that our communications are doing what they are intended to do. Whether it is our new online report card, Edsby, or other Social Media channels, it is important that we maintain the support of our school community, and its stakeholders.

**Comments on Progress:**

As a school team we have worked hard this year to improve communication and increase our ability to respond to the needs of our stakeholders. Using conversations, School Council meetings, and walkthroughs is helpful, but we wanted to dig deeper into our stakeholder information by harnessing the power of surveys, and providing a venue to gather information and respond to our parent and student voice. We also worked hard to communicate successes using social media, and improve at our ability to utilize its positive power in our Catholic Community.

## Maryview School School Improvement Plan Highlights

**Division Goal: Nourished by grace and a personal relationship with Jesus Christ, we joyfully embrace, live, and teach the Gospel spirit.**

**Division Outcome D1: Each individual in our school community is immersed in a spirit of Communion with Christ and through catechesis, experience a maturation in his or her profession of faith.**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Our school community will gain a deeper understanding of missionary spirit through our school wide focus on the Task of Solidarity.</li><li>• Continue to utilize the 6 Tasks of Catechesis to grow in our faith as individuals and a community.</li></ul>



**Comments on Outcome Strategies:**

Keeping a primary focus on the Task: Living In Solidarity, we are always looking for opportunities to be examples of Christ in our community and live with a missionary spirit. This, in conjunction with the other five Tasks of Catechesis guides our effort to grow as a faith community following Christ's example.

**Comments on Progress:**

The Passionate Leaders led the school's Lenten fundraising activities and raised over \$1100 that was used to purchase materials for Ronald McDonald House. This extension of our missionary spirit fueled a group of eleven staff members to prepare and serve a meal at Ronald McDonald House on May 3. The Six Tasks of Catechesis guided many other activities including our school wide Rosary, having each Grade 1 - 5 class lead morning prayer as well as attend a mass at St. Mary's Parish during Lent.

**Division Outcome D2: All of our school communities are authentically Catholic.**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Assist staff to meaningfully permeate elements of the Catholic faith into our curriculum so that contemporary culture is critically evaluated in light of "The Truth."</li><li>• Focus on the 5 Marks of an Authentic Catholic School to guide our programs and activities for students, staff, and families.</li></ul>



**Comments on Outcome Strategies:**

We endeavour to have faith based programming occurring at all times. With a central focus on permeating our faith across our curricula, we strive to provide meaningful and authentic activities that bring light to 'The Truth' both in and out of the classroom.

**Comments on Progress:**

We have incorporated our faith in many ways as a testament to being authentically Catholic. Celebration is clearly evident in that every student and staff member was publicly acknowledged for their contribution to the school. In the classroom, multiple teachers have sought out further feedback to assist in regard to incorporating permeation objectives throughout all subjects and teachers have significantly enhanced their practice. Staff have collectively

developed a bank of common objectives to access when lesson planning to assist as well.

**Outcome 1: Alberta’s students are successful**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Implement individualized academic programs focusing on literacy and numeracy based on relevant student data.</li><li>• Develop Maryview School's Learning Commons based on current research, student needs and teacher input.</li></ul>

**Comments on Outcome Strategies:**

Students success requires high quality programming and we continue to strive to effectively transition our library to a Learning Commons in alignment with governmental standards. Our aim is to enhance classroom programming by providing more opportunities for students to engage in competency based activities. Complementary to the enhanced programming is our dedication to utilizing high quality assessments to acquire data that informs our instructional practices so individual students experience success.

**Comments on Progress:**

The entire staff has participated in multiple professional development sessions focused on Learning Commons philosophy and utilization. All grade one to five teachers implemented a Learning Commons plan that has resulted in students participating in activities including literacy centers, collaborative construction, and coding robots. Our school wide implementation of Levelled Literacy Intervention (LLI) has positively impacted student learning as well. Notably, the grade one students that have participated have increased an average of more than three reading levels and our grade two students have increased an average of 4.5 levels.

**Outcome 2: The achievement gap between First Nations, Métis, and Inuit students and all other students is eliminated**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Collaborate with the First Nations, Metis and Inuit Support team to facilitate cultural awareness and education among all Maryview school stakeholders.</li></ul>

**Comments on Outcome Strategies:**

In collaboration with our First Nations, Métis and Inuit Support Team, staff are working to incorporate activities that will foster cultural awareness and appreciation into their curricular programming.

**Comments on Progress:**

Led by the Division's First Nations, Métis, and Inuit Support Team our Grade 4 classes participated in a Blanket Exercise to learn history from an indigenous perspective by taking on the roles of Indigenous peoples in Canada. Staff was led through this Blanket Exercise as well during an embedded professional development session. This activity was a powerful experience in learning about the many impacts colonization has had on indigenous people, the land, and the relationships between cultural groups involved.

### Outcome 3: Alberta's education system is inclusive

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Implement a variety of school wide health and wellness initiatives.</li><li>• Diversify our learning environments to meet student needs.</li></ul>

#### Comments on Outcome Strategies:

In order to meet the diverse individual learning needs of our students we are attempting to bolster the inclusive learning tools and furniture that students have access to throughout the building. Based on our research and work with Zones of Regulation, we feel that more flexible seating and sensory tools will be critical elements for student health and safety which will lead to success moving forward.

#### Comments on Progress:

Supplemented by school funds, Classroom Improvement Funds allowed us to completely transform one classroom and equip every classroom with inclusive furniture and resources. Light dimmers, wobble stools, and standing desks are just a few examples of items that can now be found school wide which is in stark contrast to past years. Feedback from students, parents and staff has been exceedingly positive. To further promote student success school wide, 'I'm Unique' Week brought in at least 12 different guest speakers focusing on utilizing diverse talents, with Hoja being the feature guest. That has been supplemented by the P.L.A.Y. program and bi-weekly assemblies incorporating a Growth Mindset focus to promote individual and collective health and wellness.

### Outcome 4: Alberta has excellent teachers, school and school authority leaders

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Establish a mentorship program that contributes to the development of new teachers to acquire skills and knowledge that enable them to effectively manage their various responsibilities.</li><li>• Enhance teaching practices based on school priorities by providing ample access to resources and relevant professional development.</li></ul>

#### Comments on Outcome Strategies:

Beginning teachers require and deserve our continual support and the success of our students depends on it. Employing a strategic mentorship program for those teachers that are in the early stages of their career will pay dividends in the short and long term, for all stakeholders in our school community. This mentorship spreads schoolwide through our ongoing collaborations within grade teams and with those staff members in various leadership positions.

#### Comments on Progress:

Our mentorship program grew from two, to three, and is now at four teachers as it has evolved to support not only our newest teachers but also another teacher with some targeted needs. Our beginning teachers needs have been met through weekly meetings and has supported their professional growth. The entire staff has also benefited from having weekly grade team meetings and ongoing collaboration which has resulted in this staff being the first to utilize Edsby to move toward 'live' reporting and increasing their utilization of the Learning Commons to incorporate collaborative activities that promote critical thinking.

**Outcome 5: The education system is well governed and managed**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Utilize a variety of communication strategies to gather stakeholder input and feedback regarding school improvement.</li><li>• Ensure human resource support is applied as required based on data, observation and consultation with school and district teams.</li></ul>

**Comments on Outcome Strategies:**

Supporting student success by all possible means remains a top priority for us and we continually revise our processes in response to student progress throughout the year. Monitoring our data in combination with our anecdotal observations of students with the goal of identifying what supports can effectively be implemented at any given time in the school year will allow us to be effectively meet student needs. Engaging all stakeholders in our programming is a critical component for us to continue moving forward as an educational community.

**Comments on Progress:**

Our Inclusive Lead Teacher and LIFT members timetables were adjusted multiple times to provide necessary support for our tier 2 and/or tier 3 students. Our District Cognitive Specialist, Behaviour Consultant and English Language Learning Lead Teacher have all had multiple observations and collaborative sessions to assist staff. This resulted in specific plans being developed based on observed needs. Feedback from School Council has prompted the installation of pedestrian crossing lights to enhance student safety, which should be occurring shortly.

## École Mother Teresa School School Improvement Plan Highlights

**Division Goal: Nourished by grace and a personal relationship with Jesus Christ, we joyfully embrace, live, and teach the Gospel spirit.**

**Division Outcome D1: Each individual in our school community is immersed in a spirit of Communion with Christ and through catechesis, experience a maturation in his or her profession of faith.**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• To bring Christ authentically to students by sparking their desire to practice their faith as a community of youth.</li><li>• The community of Ecole Mother Teresa School will understand and demonstrate a missionary spirit.</li></ul>



**Comments on Outcome Strategies:**

Our aim was and continues to be deepening our school community's understanding of the differences between social justice and service projects. Through the formation of a Hands of Mother Teresa servant leadership group, our students practiced and modelled having a missionary spirit. In particular, our Hands of Mother Teresa ambassador group provided service to our whole community through such initiatives as greetings guests at the Advent concert, touring new families and helping set up activities to build community.

**Comments on Progress:**

Students and staff deepen their experiences with the richness of the Catholic faith as they plan and participate in masses and celebrations. The vibrancy of these liturgical moments are enhanced by our parish priest and division chaplain, by the music of the worship team, and by the students partnering with their family groups. Our youth group is attended by 3 staff members who support our Youth Minister in evangelizing to over 80 of our middle school students. Our Youth Minister regularly visits the school to build relationships with our students, support teachers in delivering lessons with cross-curricular permeation, and coordinate student retreats.

**Division Outcome D2: All of our school communities are authentically Catholic.**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Utilize the 8 characteristics of Catholic identity to support teacher efforts in intentional permeation.</li><li>• Walkthrough dialogues about the 8 characteristics of Catholic identity.</li></ul>



**Comments on Outcome Strategies:**

We continue to ensure that we are focusing on the 8 characteristics of Catholic identity during all dialogues with our stakeholders. Our staff is finding authentic ways to bring Christ to the students in all subject areas and through diverse means. We are truly nurturing the spirit while feeding the mind.

**Comments on Progress:**

Staff have shown a vulnerability when faced with cross-curricular permeation. They have taken the risk to seek the assistance of their mentors and co-teachers, our Faith Coaches, and administration to plan their lessons through the lens of our Catholic faith. By embracing the 8 characteristics, listening to the stories of peers, and focusing on

the simple message of the Gospel, our staff have been empowered to permeate faith in a natural and authentic way.

**Outcome 1: Alberta’s students are successful**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Implementation of evidence-based instructional strategies in literacy.</li><li>• Implementation of evidence-based instructional strategies in numeracy.</li></ul>

**Comments on Outcome Strategies:**

At Ecole Mother Teresa School, increasing our teachers' capacity to implement effective and high yielding instructional strategies will lead to improvement. In the 2017-2018 school year, focus strategies in literacy were: reciprocal teaching, a reading comprehension strategy that impacts student learning in all subject areas, and identifying essential learner outcomes, which allows teachers to vertically align curriculum and assessment. Strategies for numeracy were to better understand the balanced numeracy foundations focusing on number talks and open ended questioning which is impacting students love for math as well as deepening their number sense. The collection of data, identification of needs, and implementation of strategies were our priorities.

**Comments on Progress:**

Ecole Mother Teresa School hosted professional development on reciprocal teaching for division 3 and 4 French Immersion teachers from our division. Teachers who attended not only learned about this instructional strategy, but were also able to immediately implement their learning by delivering a lesson to our EMTS students. As well, our middle school Humanities teachers worked collaboratively to identify key learner outcomes to increase continuity of instruction. Finally, as a pilot school for Math Intervention Programming Instrument (MIPI), number talks (having a number sense and talking it out) have become part of the culture of our math classes across all grades.

**Outcome 2: The achievement gap between First Nations, Métis, and Inuit students and all other students is eliminated**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Appreciate the First Nations, Metis, and Inuit culture through teachings for staff and students.</li><li>• Connect and use the knowledge of our division First Nations, Metis and Inuit support team to create understanding of and appreciation for Aboriginal culture connecting to our Catholic faith and Social Studies curriculum.</li></ul>

**Comments on Outcome Strategies:**

During our Sacred Space time, our elementary students have learned how the Fruits of the Holy Spirit align with the 7 Sacred teaching through collaboration with our First Nations, Metis, and Inuit team. Teacher grade groups are embracing the resources of the First Nations, Metis, and Inuit team and reaching out to this divisional support to share the Aboriginal culture and spirituality with our school community. A First Nations student and his parent have shared the vibrancy of their culture through Aboriginal dance presentations to our school community.

**Comments on Progress:**

We are working in collaboration with our First Nation, Metis and Inuit lead teachers to implement programs and initiatives to increase the knowledge, understanding and respect of the rich diversity of the Aboriginal cultures, languages and histories; the importance of Treaties; and the legacy of residential schools.

**Outcome 3: Alberta’s education system is inclusive**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Addressing the diverse needs of the students focusing on physical space.</li><li>• To promote positive mental health strategies and resilience.</li></ul>

**Comments on Outcome Strategies:**

We embrace the philosophy of educating the whole child - spirit, body and mind. However, we have observed an increasing need to address the mental health of our students who often are not able to negotiate their struggles and challenges impeding their academic success. With a growth mindset, our aim was to increase students' readiness to learn by making adaptations to their physical space, providing targeted interventions.

**Comments on Progress:**

By providing soft lighting for a room that did not have natural light, we saw an immediate increase in student readiness to start their tasks and a decrease in distracted behaviours. As well we used an Educational Foundation Grant to create a Hands of Mother Teresa ambassador group and were able to provide 15 students with Beyond the Hurt training from Red Cross. This course focuses on building resilience and leadership skills in an anti-bullying environment. This valuable learning is being transferred to the school community through the ambassadors teaching mini lessons to their peers.

**Outcome 4: Alberta has excellent teachers, school and school authority leaders**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Teachers are accessing a wide repertoire of resources to build their capacity to influence and teach the whole child.</li><li>• Students will broaden their educational experiences by receiving instruction from a wide range of topics and courses.</li></ul>

**Comments on Outcome Strategies:**

By providing diverse courses and learning opportunities, student engagement increases. As well, we continue to practice growth mindset and the 4 agreements at École Mother Teresa School. We see change in the way our students, staff, and parents are using the framework of growth mindset in all that they do and say. We know that a growth mindset has increased capacity to work through challenges in a positive way leading to individual and collective growth.

**Comments on Progress:**

We introduced an elementary award focusing on growth mindset and continue to celebrate our risk takers. Also, the Big Life Journal is being utilized with targeted students to help them overcome their fixed mindset and to build

resiliency. As well, we have created teacher teams whose skills and knowledge complement one another empowering them to "teach to the edges" meeting diverse student needs. Furthermore, by seeking outside experts, lessons and student engagement are enhanced.

**Outcome 5: The education system is well governed and managed**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Continue to engage all learning partners and provide opportunities for them to have voice in decisions that impact our school community.</li><li>• Technology used as a regular, current means of communication and public relations with all learning partners.</li></ul>

**Comments on Outcome Strategies:**

Securing a School Council Chair was pivotal in creating a stronger link between our parent and school communities. Having the leadership of a designated Chairperson, engages the voices of stakeholders enabling us to work in team to respond to emergent issues. To further parent involvement in our school community, we ensure all social media platforms have relevant, timely, and engaging information.

**Comments on Progress:**

We were blessed to secure a dynamic School Council Chair this year who has provided direction and leadership for School Council initiatives. She sought feedback from the students, staff and parents for fundraisers, fund allocation, youth spirit days and parental engagement possibilities. Parents and staff receive detailed information on our "Week at a Glance" via email and our school's website. We have started showcasing our school on Facebook Live to engage stakeholders locally, nationally and worldwide in our school's activities.

## St. Dominic Catholic High School School Improvement Plan Highlights

**Division Goal: Nourished by grace and a personal relationship with Jesus Christ, we joyfully embrace, live, and teach the Gospel spirit.**

**Division Outcome D1: Each individual in our school community is immersed in a spirit of Communion with Christ and through catechesis, experience a maturation in his or her profession of faith.**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Build Solidarity in our classrooms by spreading the Good News through deliberate and planned activities to engage all students.</li></ul>



**Comments on Outcome Strategies:**

Led by our Faith Coach, St. Dominic has chosen Living in Solidarity as a focus of catechetical teachings. Intentionally focusing on this task encourages students to be transformational within our society, and spread the Good News. This work is evident in many events and places throughout our building, by design. Much of the work towards this goal began with teacher growth plans in October, and various Professional Development and teacher collaborative planning opportunities throughout the year, focussing on incorporating this empowering and transformational message into daily lessons. Additionally, efforts to celebrate our early successes were shared with various stakeholders in January.

**Comments on Progress:**

The strategy of bringing a message of 'Living in Solidarity' has moved from simple awareness to incorporation in many of our daily lessons and routines this year. Schollie satisfaction results of measure D.1.6, comparing 2016-2017 with those of 2017-2018, show an increase of 16.3% over last year, and an increase in the three year average to 89.4% satisfaction. These results mirror our daily experiences in the classroom to share the Good News, and will be analysed at upcoming growth plan meetings with staff to share best practices and learn from our areas of growth.

**Division Outcome D2: All of our school communities are authentically Catholic.**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Using the Eight Characteristics of Catholic Identity, create a culture of intentional permeation within all classrooms in our school to ensure our school community is Authentically Catholic.</li></ul>



**Comments on Outcome Strategies:**

Our staff continue to receive Professional Development on the intentional permeation of faith through the Eight Characteristics of Catholic Identity. This strategy is part of an ongoing effort to provide an authentically Catholic community at St. Dominic Catholic High School. Faith Coach meetings in September, October and November, as well as Division led Literacy, Inclusion, Faith, and Technology sessions for all staff have added to the faith component present in all of our Professional Development days. As a measure of success, staff have been asked to include Catholic connections in all lessons plans, which are being supported by our Faith Coach, and as part of the discussions surrounding classroom walkthroughs and observations.

**Comments on Progress:**

Over the course of four one-hour sessions on school-based Professional Development days, our Faith Coach has led staff through a study of Jared Dees's "To Heal, Proclaim and Teach: The Essential Guide to Ministry in Today's Catholic Church." As a powerful resource to help teachers discern when and how evangelization of students is possible, this tool has been used to add to our culture of intentional permeation. As a year-end review at our upcoming June 1 Professional Development day, staff will be exploring how the message of evangelization connects with the Eight Characteristics of Catholic Identity, particularly at the end of the school year when students and staff have very busy schedules.

**Outcome 1: Alberta's students are successful**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Using assessment practices from the eighth component of High School Redesign (HSRD), increase student excellence levels on grade nine provincial standardized tests.</li></ul>

**Comments on Outcome Strategies:**

After administration analyzed the October 2017 provincial report card results we identified that the number of Grade 9 students achieving "excellence level" on their PAT exams was recorded as intermediate (14.9%). Even though we improved over last year's 12.2 % results, administrators and staff of St. Dominic recognized that this should remain a focus area of improvement for this school year. After administration spoke with staff in early September about these results, all were in agreement that our target goal for this category is an excellence rating. Shortly after this, administration created a weekly assessment tool for student data entries for all core subject teachers. We call this tool the "Assessment Tracker." The data in this tool is used by teachers, administration and Literacy, Inclusion, Faith and Technology lead members frequently in order to identify possible assessment interventions for all students but focuses mainly upon which students are in the 75% to 79% range. Administration also consider it to be beneficial to introduce High School Redesign (HSRD) assessment best practices to staff through our yearly professional development plan. It is our belief that we can increase our overall provincial report card results in this area most effectively by targeting those students that are close to, but not achieving, excellence in their courses. Our measuring tool for this strategy will be the data recorded in 2018 October's provincial report card.

**Comments on Progress:**

Since the creation of our "Assessment Tracker" in early September, teachers have been faithfully populating it with student data. The data in this tool has been the center of attention in many literacy for learning (L4L) meetings, LIFT lead meetings and during onsite Professional Development days for the purpose of increasing student excellence levels on standardized tests. We have identified 75% to 79% students in all core classes and introduced different teaching strategies and implemented a variety of student assessment explicitly targeted towards improving student academic excellence. A result of the analysis of January's PAT exams revealed an increase in overall exam averages from last year's results. It was also revealed that our excellence level in grade nine Science 9 and Social 9 increased by 5% and 4% respectfully.

**Outcome 2: The achievement gap between First Nations, Métis, and Inuit students and all other students is eliminated**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Carefully monitor and respond to First Nations, Métis, and Inuit students on the "Continuum of Supports" and "At Risk" measuring tools to increase four or more diploma course completion rates.</li></ul>

**Comments on Outcome Strategies:**

After reading the results that pertain to the percentage of self-identified First Nations, Métis, and Inuit students writing four or more diploma exams within three years of entering Grade 10, the staff recognized that a focused effort must be implemented this year to help these students. We identified that the data recorded in our 2017 October provincial report card depicts a 5.6% decrease from 2016 . Establishing stronger relationships and creating a sense of belonging to our school community was our first step in this process. We then concentrated our efforts on collecting data to follow up with analysis and implement instructional strategies based upon LIFT lead members. With a focus on building awareness and helping our First Nations, Métis, and Inuit population feel comfortable at St. Dominic, we believe that our target goal of meeting or exceeding the provincial standard of completing four or more diploma exams can be achieved. To measure our success we will compare the provincial 2016/17 to 2017/18 results.

**Comments on Progress:**

We as a school community have raised our level of support and set a goal for this school year to match or exceed our 2015 provincial report level. Efforts were made through building relationships by scheduling school wide sage picking, Orange Shirt Day, Smudging ceremonies, and Blanket exercises this school year. We strived to create a sense of belonging by intentionally connecting God and Mother Earth and incorporated Aboriginal Spirituality in our school customs and routines. Throughout the school year, our LIFT lead members, our off-site campus coordinator and our school administration have repeatedly referenced back to this section in the provincial report in order to remain focused in our strategy. We have used two indicators of growth trackers, "Continuum of Support" and "At Risk," as we progressed throughout the year. As a result of their usage different instructional strategies have been utilized to help maximize student success.

**Outcome 3: Alberta’s education system is inclusive**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Enhance the effectiveness of student transition between grades and course sequences.</li></ul>

**Comments on Outcome Strategies:**

In our inclusive learning environment the staff continue to rely on the power of building healthy relationships with students in order to ensure growth in their spiritual, emotional, academic and physical wellbeing. Our inclusive school climate adapts constantly to serve our changing student demographics. We detected an increase of 15% (28 students) in course change requisition forms at the beginning of each semester last year which caused an unnecessary rise in anxiety for some students. We recognize that with attention to detail we can decrease student anxiety related to both transition into St. Dominic and transition into course sequencing options. To measure our success with this, we have compiled a list of course change requisition forms each semester and identified noticeable trends associated with the data collected.

**Comments on Progress:**

We have worked diligently at eliminating unnecessary stress for our students this year by increasing our effectiveness when dealing with student transition. On the first day of school during our first student assembly, the new grade nine class was welcomed into St. Dominic. In mid-September, our school's Literacy Coach facilitated a data driven Language Arts meeting with St. Matthew's language middle school teachers to heighten familiarity in student literacy skills. At the beginning of the 2017-2018 school year, Student Council offered a new student orientation session as part of our "Meet the Teacher" process to help students understand our culture and feel welcome. In late January, school administration communicated to all our stakeholders that a two week period for student timetable changes would be provided. During February's principal student symposium, administration sought feedback on what students consider high priorities when transitioning grade levels. On March 27th, the grade eight students from St. Matthew visited St. Dominic during the afternoon and were given short demos using engaging activities for students.

This year we increased the amount of staff available, from two to four, for students seeking placement conferencing before submitting course change requisitions in September, January and February. We have improved both the announcing of, and quality of content for all of our transition meetings in March and April. We have had the principal, the counselor and our offsite campus coordinator facilitate student symposiums monthly since September at all grade levels which specifically target transition concerns.

**Outcome 4: Alberta has excellent teachers, school and school authority leaders**

<b>Strategies:</b>
<ul style="list-style-type: none"> <li>• Create embedded teacher collaboration that focuses upon characteristics of mastery teaching through the use of "Gradual Release of Responsibility" (GRR).</li> </ul>

**Comments on Outcome Strategies:**

In our 2014 school provincial report the percentage of teachers, parents and students satisfied with the opportunity to learn at St. Dominic was recorded to be 86.1 % (very high rating). In 2015 the same category was 81.5 %, still a very high rating but a drop of 4.6%. So in 2016, our school's administration approached the staff with the "Gradual Release of Responsibility" (GRR) method and proposed to make this a school focus area. Staff agreed that this would benefit all students in a High School Redesign (HSRD) environment and it was implemented as one of our school priorities that year. We immediately saw a 1.8% increase on our school's provincial report card results and in 2017 we saw another 1.1% increase. This teaching model places the student at the center of learning where the teacher continuously implements an adaptive formative assessment process for student success. Staff understood that the implementation of GRR was not the only contributing factor to these increases, but they did believe it played a considerable role in our improvement. Our measuring tool is the provincial report card and our goal for the October 2018 result is to match or exceed the 86.1% achievement in 2014. Staff have been developing their understanding and the process of implementing GRR for the past year. School administration will continue to foster teacher development in this area so that indicators of mastery teaching using the GRR model becomes the standard for all staff.

**Comments on Progress:**

Staff entered into this school year with enthusiasm to maintain St. Dominic's learning environment as student centered environment. In early September, administration reviewed the basic model of GRR at a ten thousand foot level with the staff as a reminder of why we decided to implement GRR into our classrooms last year. We also reminded staff of the importance of what the basic components were and why they are required for successful student transition into this teaching model. As well, administrators provide staff with commitment to their support

as teachers continue in their journey with GRR. Common mastery characteristics of GRR were shared with staff through the use of our division lead inclusion team in October coupled by their scheduled classroom visits throughout semester one and two. Also near the beginning of semester one, administration informed teachers that knowing their students is paramount in an effective GRR model and that student data is a great starting point when analyzing student academic progress. So, in late September our school's tech-coach facilitated a session on how to retrieve data from Dossier. Administration also saw value in requesting that our student "At Risk" data collection tool be populated monthly and viewed regularly for another means to know our learners. By mid-October administration in collaboration with teachers developed a new teacher walk-through form so that teacher growth in GRR could be reflected upon and drive collaborative discussions during second semester onsite Professional Development days. Administrators began to use this form by November first in their daily walk throughs, and began compiling GRR effectiveness data. Administrators decided that this form will be our measuring tool for this strategy for it will depict valid data on teacher growth with respect to classroom implementation of GRR.

**Outcome 5: The education system is well governed and managed**

<b>Strategies:</b>
<ul style="list-style-type: none"> <li>• Broaden the active participation of stakeholder input by increasing the awareness and frequency of opportunities offered.</li> </ul>

**Comments on Outcome Strategies:**

During the 2015-2016 and the 2016-2017 school years, administrators witnessed a declining trend in stakeholder input. Our yearly "Meet the teacher" event in September 2016 was attended by approximately 40% fewer parents than September 2015, our active members on Student Council had declined to just five or six students and in 2016-2017 and we collected only three responses from our 2017 spring parent survey (their thoughts on the integration of technology in classrooms). This trend is something that administration and staff of St. Dominic began to amend beginning September 2017. We have welcomed all stakeholders to actively participate in all we do here at St. Dominic, because we understand that input from students, parents and community members fortifies our school community relationships and impacts decision making relating to school operations. To help us measure out success, administrators have created a stakeholder engagement document that allows for multiple data entries and records not only our participant numbers but our notification announcements as well.

**Comments on Progress:**

Positive partnerships and meaningful learning must occur if we are to properly prepare our students for their transition into society. Administration has welcomed stakeholders to partake in a vast array of collaboration opportunities throughout the 2017-2018 school year. We have actively involved our students in providing feedback in progressing St. Dominic forward. The Principal has held four student symposiums sessions since September which include a diverse cluster of students that span all the grades. Each session was strategically designed to ask students a combination of new and previously asked questions so that trends could be identified.

The staff have been involved in school operation decision making as well as, present and future goal setting. They were also asked to participate in our division's Principal Feedback forum. This forum provides the school principal with valuable information on how he/she can develop his or her leadership skills.

Our School Council has formally held five meetings to date and in each of these meeting a principal report has been placed on the agenda. In these reports, the Principal has identified informational items, staff and student

special events, youth ministry activities and provincial and division reports. Questions on the reports were always welcomed. Council members were invited to our spirit rallies to actively engaged in student/teacher activities. Parents were informed and welcomed to participate in our Open House event November 9th, evening grade transitional meetings in March, and in extracurricular coaching. We sought their feedback through two surveys and welcomed their support in Campus Christmas dinner.

Our Local parish priest is included in our school environment. Both early morning Mass and School Grade Masses were scheduled regularly. Fr. Kler scheduled three onsite Reconciliation session for staff and students since October and has presented spiritual sessions inside our classrooms as well as facilitated spiritual talks at both school and the Search retreat.

Our local community stakeholders have volunteered for coaching, participated in a "Learning Clicks" presentation to grade 9 and have been involved in modelling reading to our grade 9 students. Catholic Social Services presented to staff on resources and supports to both staff and students mid-April. In late April, a relationship between CanAlta Hotels and St. Dominic was established in providing some funding and equipment for our daily breakfast program. We look forward to strengthening this relationship as the year progress and in the 2018/19 school year.

## St. Elizabeth Seton School School Improvement Plan Highlights

**Division Goal: Nourished by grace and a personal relationship with Jesus Christ, we joyfully embrace, live, and teach the Gospel spirit.**

**Division Outcome D1: Each individual in our school community is immersed in a spirit of Communion with Christ and through catechesis, experience a maturation in his or her profession of faith.**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Continue the process of forming and transforming the school community using the Six Tasks of Catechesis, with a specific focus on the First Task; Believing - Catechesis promotes knowledge of the faith.</li></ul>



**Comments on Outcome Strategies:**

Faith continues to be at the heart of everything our school community does. Teachers have worked hard to continue to permeate faith into all curriculum areas and through the lens of all teaching practice. We have done an excellent job of breaking open the word during all of our celebrations and by making the message of God easy for all students to relate to. We gather as a school community, often, to pray and worship together and it is through these celebrations where we are demonstrating an understanding of scripture, tradition and creed.

**Comments on Progress:**

Our school community once again participated in the Lenten 'Holy Doors of Mercy' project to enhance social justice within our school community. Each grade level participated in an activity in which they gave of themselves. Our Pre-Kindergarten students grew plants which they delivered to our community. Our Grade 5 students spent time writing poetry and reading it to the residents of a local nursing home. Our Grade 1 students baked muffins for a local breakfast program and our Grade 3 students made blankets which were donated to the Pregnancy Care Centre. Through these acts of service our students are better able to see the richness in being involved in a faith community and how powerful we can be in making the world a better place.

**Division Outcome D2: All of our school communities are authentically Catholic.**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Begin the process of forming the school community in the 5 Marks of an Authentically Catholic School, with a specific focus on Mark 4: Sustained by Gospel Witness.</li></ul>



**Comments on Outcome Strategies:**

Our school continues to witness faith by celebrating within our own community. In January, as a staff we celebrated Mass together at St. Mary's Parish and broke bread afterwards. We had 17 staff members attend this event with us, which is a true testament to how we witness as a community. We recently joined with the parish to celebrate 24 First Communicants in April and will honour them at our May assembly to publically celebrate this Sacrament.

**Comments on Progress:**

Adoration took place in our school in January. This amazing event united our school community in prayer and fellowship. We began the day with Mass and then each class had the opportunity to spend time with Jesus praying and singing. It was a powerful experience where children truly felt closer to God through prayer.

**Outcome 1: Alberta's students are successful**

<b>Strategies:</b>
<ul style="list-style-type: none"> <li>• Develop and enhance effective teaching practices in numeracy and literacy.</li> <li>• Create an understanding amongst staff and students on how to effectively use the Learning Commons as an innovative and flexible learning environment, which promotes the development of the twenty-first century learner.</li> </ul>

**Comments on Outcome Strategies:**

As a school community we have continued to focus on how data effectively drives the instruction and assessment within our classrooms. Our focus has been in the area of numeracy and enhancing classroom learning for students. We have worked closely with the Division lead teacher in math to support our teachers which has been positive. Our teachers continue to teach to the edges and the model of co-teaching that we have set up has seen favourable results. As we close out the year and move into the next one we are dedicated to continuing the learning on Essential Learning Outcomes in our core subject areas and how teachers are effectively using assessment to guide planning and instruction.

**Comments on Progress:**

Our Tournament of Books was a huge success! The winning book, as voted on by students, was 'The True Story of Rock, Paper, Scissors' and will be purchased for every classroom. On June 4, a local radio celebrity will come and read the book to the whole school and present each classroom with their own copy. We are tying this exciting event into our kick off to the Summer Reading program with tours of the Red Deer Public Library occurring that same week!

**Outcome 2: The achievement gap between First Nations, Métis, and Inuit students and all other students is eliminated**

<b>Strategies:</b>
<ul style="list-style-type: none"> <li>• Connect and use the knowledge of our Division First Nations, Métis and Inuit Support Team to give ideas for integration into Religious Studies and Social Studies.</li> <li>• Create an increased awareness of First Nations, Métis and Inuit culture within the community at St.Elizabeth Seton.</li> </ul>

**Comments on Outcome Strategies:**

Our school community continued to build awareness of the First Nations, Métis and Inuit culture as we moved through the second year of the Seven Sacred Teachings and the involvement of other team members who shared their gifts of storytelling and drumming. We will continue to focus on the Seven Sacred Teachings as we move into year three with the intention of building capacity and having our teachers present these lessons.

**Comments on Progress:**

We are proud of the relationships our Grade 2 and 5 students have created this year as they journey through the understanding of what reconciliation means. Students in Grade 2 are journeying through the Sacrament of Reconciliation through the church, and students in Grade 5 are learning about reconciliation through the lens of the First Nations, Métis & Inuit perspective. These classes have worked together to build this understanding through literature, art and technology and working on a final project to be unveiled in June.

**Outcome 3: Alberta’s education system is inclusive**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Enhance the comprehensive inclusion strategies which are in place to meet the needs of all learners.</li><li>• Through a comprehensive and collaborative model we will continue to provide opportunities for staff and students to build leadership in the areas of mental health, social justice, student leadership and safe and caring schools.</li></ul>

**Comments on Outcome Strategies:**

Our school community has once again promoted student leadership and the awareness of social and emotional learning. We have continued to place a focus on helping students self regulate and take ownership over their social and emotional well being. The leadership of the Kind Kids Club and our Health Champions has truly enhanced the culture of our school community. This motivated group of students continue to demonstrate how creating a positive environment can help with building a growth mindset. In the coming year we would like to continue to work with all stakeholders on how we can build our knowledge on growth mindset which will enhance the culture at St. Elizabeth Seton school.

**Comments on Progress:**

An environment that promotes student leadership with a focus on positive mental health continues to be a priority for St. Elizabeth Seton. We continue to find opportunities where students can build these leadership skills and create relationships, not only within our own school community, but also with the greater community as a whole. Our students have had opportunities to connect with outside agencies like the Red Deer Food Bank, Safe Harbour, the RCMP and Michener Extencicare to build community connections. They have also had presentations and experiences which have emphasized being the best version of yourself. We continue to hold events in our school which bridge the relationship between home and school like the annual Seton Carnival and a Math Numeracy evening which helps parents to connect with our staff at a different level.

**Outcome 4: Alberta has excellent teachers, school and school authority leaders**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Support the implementation of technology as an educational and interactive tool to enhance student learning and to communicate with stakeholders.</li><li>• Provide students with opportunities to be exposed to programs enhancing their fine arts and physical literacy development.</li></ul>

**Comments on Outcome Strategies:**

A strong focus on enhancing the educational technology and learning has been ongoing this year. The Technology Coach has dedicated time to support teachers in their learning and to model effective practices, specific to their grade level. Our Library Learning Commons continues to provide students with opportunities to learn about Makerspace and coding with high engagement from our youngest learners.

**Comments on Progress:**

Learning in the area of technology has gained great momentum this year at St. Elizabeth Seton. Our Library Learning Commons has emerged as the hub of our school with students and classes filling it's space daily! We have purchased more educational technology and Makerspace activities specific to our Division One learners. Our Technology Coach has focused the learning with the teachers to increase their knowledge and comfort level with the new technology.

**Outcome 5: The education system is well governed and managed**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Work with parents, teachers and students to allow opportunities to have a voice in decisions that impact the school community of St. Elizabeth Seton.</li><li>• Provide parents, teachers, trustees, senior administrators and students with timely information and invitations to attend events at St. Elizabeth Seton School.</li></ul>

**Comments on Outcome Strategies:**

We have spent a great deal of energy focusing on how to bring forward student voice as we look at enhancing our school. These weekly sessions have provided us with great data and information on ways that we can make our school better from the perspective of our students. We continue to have strong and vocal representation from our school council at our monthly meetings.

**Comments on Progress:**

Our playground fundraising goal was met in April with over \$120,000 being raised. As a school community we are looking forward to having this structure built by the end of the school year so that our community can enjoy it over the summer. This was a tremendous undertaking and we are proud of the spirit of our community to bring this project to fruition.

## St. Francis of Assisi Middle School School Improvement Plan Highlights

**Division Goal: Nourished by grace and a personal relationship with Jesus Christ, we joyfully embrace, live, and teach the Gospel spirit.**

**Division Outcome D1: Each individual in our school community is immersed in a spirit of Communion with Christ and through catechesis, experience a maturation in his or her profession of faith.**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Students and staff are empowered to build community by participating in and leading activities that focus on building a community of joy.</li><li>• The St. Francis of Assisi School Faith coaches will co-teach in all classrooms, helping staff and students gain a deeper understanding of what it means to live in and build community.</li></ul>



**Comments on Outcome Strategies:**

Our school focus throughout the year has been about bringing Joy to the students, staff and parents at St. Francis. All of our activities, events and initiatives have been about building community, bringing all stakeholders together in one community of faith. We focused on providing an environment for our community that was not just about academics, but about interacting with one another Joyfully, solidifying our relationships with one another. Our Faith coaches brought this Joy to their co-teaching, helping staff permeate faith into their lessons that was more authentic and not forced. Our next step is to build on this year's focus of Joy by expanding into 4 pillars that will help our community witness Humanness in their daily actions. For the 2018-2019 school year our four pillars are "Be Joyful, Be Humble, Be Forgiving and Be Loving".

**Comments on Progress:**

We believe we have progressed well in our focus this year, focusing on community and Joy in our building. Our involvement in Social Justice initiatives like the Notre Dame Grad service project, bringing Face to Face Catholic Ministries in for a full day retreat, coming together with Grade 9 students for Friday morning athletics and our retreats and chapel times with our Division Chaplain have all helped bring our students together in community. Our weekly staff coffee chats on Fridays have helped our staff heal this year and brought us closer together in relationship with one-another. This was evident in how staff in-turn interacted with their students more joyfully. The change process for St. Francis has started this year, and we are excited to see it continue into the next school year with our Humanness characteristic and four pillars. Selecting a new Faith coach who will help move staff along in their permeation will be pivotal in our success for the 2018-2019 school year.

**Division Outcome D2: All of our school communities are authentically Catholic.**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Help staff and students realize how they can witness to others a life lived in relationship with Jesus Christ by infusing this Catholic context in all subject areas.</li><li>• Students are empowered to be a witness of their faith by participating in and leading community activities.</li></ul>

**Comments on Outcome Strategies:**

To help our students and staff witness their faith and a life lived in relationship with Jesus we continued our connection with a variety of outside groups, providing the opportunity for staff and students to interact with others this year outside of our school. It is important to us as a community that we provide opportunities for our students and staff to share their Faith with our larger community. This was done through students and staff volunteering for organizations within Red Deer, working with other school communities and their students, as well as cross grade activities within our school. Our faith coaches focused on sharing this focus within their co-teaching roles and school activities led for students.

**Comments on Progress:**

Our student and staff community witnessed their faith in the Youth in Philanthropy project our grade 9 Leadership Team was involved with, our Community Connection classes who volunteered weekly at city organizations and other school communities, our grade 9 student involvement in the Notre Dame grad service project and the many school wide celebrations and faith events hosted within our building. For next year, we want to continue to grow in the intentional permeation of our faith into all subject areas. Our community excelled at witnessing and living our faith in and out of our school, next year we want to intentionally teach our students about our faith and how it applies to all subjects and aspects of life.

**Outcome 1: Alberta’s students are successful**

<b>Strategies:</b>
<ul style="list-style-type: none"> <li>• Lesson/Project Design: Continue to enhance lesson/project design at St. Francis to be inclusive and engaging in order to meet the needs of all learners.</li> <li>• LITERACY/NUMERACY: Continue enhancing a strong Literacy/Numeracy program at St. Francis of Assisi Middle School through focusing on progressive instructional practices.</li> </ul>

**Comments on Outcome Strategies:**

Our goal this year of creating an environment where students and staff are encouraged to collaborate and take risks in both their learning and teaching was successful. There were many examples where teachers brought a more authentic approach to delivering their curriculum. We continued to focus on Literacy and Numeracy as our driving focus in this authentic approach, accessing our Division Lead teachers to help move our staff forward. We also saw this naturally flow into our CLS classes and Phys-Ed program.

**Comments on Progress:**

This year we made some strong steps towards our goal of more authentic learning experiences in our classrooms. This was evident in our Grade 7 Literacy Day, our Grade 8 Spoken Word Poetry day, the revamping of our Physical Education program and the 28 teachers who are now trained in Project Based Learning at St. Francis of Assisi, hosting learning experiences like our Grade 9 "Shark Tank" project. The staff have bought into our shift, yet have the goal of maintaining our academic excellence. Our goal is to continue this focus next year, getting more staff on board with the shift, providing these opportunities for their students through a whole school team approach.

**Outcome 2: The achievement gap between First Nations, Métis, and Inuit students and all other students is eliminated**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Resiliency: Utilize core fundamentals of the Circle of Courage teachings to enhance staff/student resiliency.</li><li>• Awareness: Utilize the expertise of the division First Nations, Metis and Inuit Support Team to support instructional objectives within the classroom that embrace gospel value teachings.</li></ul>

**Comments on Outcome Strategies:**

We continue to seek ways to build a more holistic understandings of what it means to be independent and have mastery within our personal and community interactions. The Circle of Courage teachings have provided a wonderful opportunity for us as a community to be reflective of these two characteristics.

Through the support of the divisions First Nation, Metis, and Inuit team our school hosted several interactive sessions to increase our awareness and understanding of First Nations culture. As a school community we look forward to continuing this practice during the 2018-2019 school year. When reflecting on the teachings of the Circle of Courage and our school mission we are suggesting to our school community to substitute the words Belonging, Mastery, Independence, and Generosity with Joy, Forgiveness, Love, and Humility to represent our school communities mission for the 2018-2019 school year.

**Outcome 3: Alberta’s education system is inclusive**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Inclusion: Expand opportunities for competency-focused and collaborative learning for staff and students to be successful, improving strategies that enhance learning for all students.</li><li>• SAFE AND CARING: Continue to create strong practices within the school where students, staff and parents feel safe and cared for, exhibiting the acquired skills of resilient behaviour.</li></ul>

**Comments on Outcome Strategies:**

This year we took a whole school approach when it came to creating a Safe and Caring environment that was inclusive to all students. Through collaboration amongst grade teams and listening to our students and parents we were able to help support identified needs through our counselling program, positive mental health team and by creating an environment that has zero tolerance to bullying and behaviour that affects our community negatively. We constantly shifted our LIFT, ESL and Educational Assistant support to meet the ever changing needs of our students.

**Comments on Progress:**

As a school team, the strategies we put in place were felt to be successful and a good start to the change we are leading at St. Francis of Assisi. Through programs like our Outdoor Leadership Class, bringing in Fountas and Pinnell and Levelled Literacy Intervention tools to help support our Tier 3 students, and starting the change to our Physical Education and Intramural programs to better meet the needs of all students we are seeing positive change. A major shift has been in the discipline practice model we as administrators have adopted. This model is rooted in

restorative justice and employs the practice of circle dialogue to promote a holistic understanding of the wrongs committed and their impact on all stakeholders. We are excited about the progress and continuing this into the 2018-2019 school year.

#### **Outcome 4: Alberta has excellent teachers, school and school authority leaders**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Authentic Learning: St. Francis of Assisi will provide a range of Career and Life Skills (CLS) Courses and Fine Arts Opportunities that develop and expose students to a variety of authentic experiences.</li><li>• TECHNOLOGY: Build the technology capacity/skills in teachers to enhance student learning and opportunities for students to use technology in the classroom.</li></ul>

#### **Comments on Outcome Strategies:**

The use of resources from the Classroom Improvement Fund, technology greenhousing and CTS school enhancement budget has helped our school work towards increasing the opportunities for student access to technology and enhance learning in the classroom. With an increase in technology and resources available to staff, it was important to build capacity within our staff in order to maximize the potential use of technology purchased both presently and in the future. These added resources have made it easier for our staff to adopt a more authentic approach to their teaching, providing learning opportunities that are more hands on, real world and skill based.

#### **Comments on Progress:**

The implementation of new technology such as a laser cutter, class set of Spheros, Green Screens, Breakout EDU, Lego Mindstorms and a variety of Makerspace technologies into our school has been very successful largely in part to the increased variety of CLS courses offered as well as staff curiosity and desire to enhance classroom learning through technology. In addition to core classes, STEM, Makerspace, Thinker Space and Photography all benefited directly from new technology this year, incorporating the new technology into their lessons allowing students to enhance learning in ways that were not previously possible. In the 2018-2019 school year we will continue to provide and promote Professional Development to teachers on the new technology in our school with a goal of creating two lead teachers for each piece of new technology. This will help ensure that all technology continues to enhance student learning even as staff changes.

#### **Outcome 5: The education system is well governed and managed**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Parental Involvement: Increase meaningful parental involvement within St. Francis of Assisi's school community by providing opportunities for them to give feedback and be involved in school based decisions and activities.</li><li>• Celebrate: Efficiently utilize technology, social media to share, promote, and celebrate school events, activities, and engage parents/community stakeholders.</li></ul>

#### **Comments on Outcome Strategies:**

Our focus this year was to get more parental involvement in our school both at school wide events and to enhance the learning. We did well in seeking involvement through surveys, sharing on social media and having a consistent range from 15-20 in all School Council meetings. We have started the framework for building more meaningful

parental involvement and we look forward to extending this into the 2018-2019 school year.

**Comments on Progress:**

Through programs such as our Youth and Philanthropy Program, our Mock Interviews, and the parent presenters in Grade 6 science, and Photography we have started the change to bringing more meaningful parental involvement into our building. Our strategies this year will continue into the 2018-2019 school year as we did not get as far as we hoped. Our goal is to get parents into our building to enhance the curriculum learning that is taking place by having them share their personal and professional gifts and talents with our students.

## St. Gregory the Great Catholic School School Improvement Plan Highlights

**Division Goal: Nourished by grace and a personal relationship with Jesus Christ, we joyfully embrace, live, and teach the Gospel spirit.**

**Division Outcome D1: Each individual in our school community is immersed in a spirit of Communion with Christ and through catechesis, experience a maturation in his or her profession of faith.**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Begin the process of forming the school community using the Six Tasks of Catechesis, with a specific focus on the First Task; Believing - Catechesis promotes knowledge of the faith.</li></ul>



**Comments on Outcome Strategies:**

St. Gregory the Great will continue to develop students' relationship with Fr. Tom, Fr. Schmidt and St. Stephen's Parish. This has deepened student understanding of the importance of our Catholic Faith as we move through the end of the school year. Staff is encouraged to be a witness of faith by sharing a story during our staff meetings. This will deepen the connection of staff in faith through the reflection of other's stories.

**Comments on Progress:**

We created a school-wide approach to understanding the mass, by having Fr. Schmitt conduct three different teaching masses for Grades 1-3, 4-6 and 7-9. We continue to work on building a relationship between students and parish by having Fr. Schmidt come and meet with the students in the chapel. He answered question students had about faith and being a priest. To date three staff members have shared their witness of faith stories at staff meetings.

**Develop a division awareness and understanding of what authentically Catholic means utilizing the '5 Marks of an Authentically Catholic School'.**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• All staff will be able to intentionally permeate lessons.</li><li>• Create an awareness in the school community of the 8 Characteristics of Catholic Education.</li></ul>



**Comments on Outcome Strategies:**

Faith permeation continues to be a focus in all grades with the use of Faith Coaches and Professional Development time, staff are supported in how to intentionally permeate faith in their lessons. Teachers are given time to share lessons and ideas for permeation to build a growing understanding of the 8 Characteristics of Catholic identity. We want the teachers to become more comfortable with these characteristics and expose our students and families to these characteristics. We have enhanced our Teacher Observation form to better record the types of permeation we are noticing.

**Comments on Progress:**

Faith coaches and classroom teachers collaborated over the course of two days to work with curriculum and see ways to intentionally permeate lessons. We continue to ask staff to highlight one characteristic of Catholic Identity in their classes, their classroom newsletter and weekly updates. Administration has been meeting with Faith coaches every two weeks to plan and provide consistency to the liturgical plan as we move through this for the first time as a school community.

**Outcome 1: Alberta’s students are successful**

<b>Strategies:</b>
<ul style="list-style-type: none"> <li>• Grow and enhance the effective literacy practices in the area of Reading and Writing.</li> <li>• Grow and enhance the effective teaching practices in the area of numeracy.</li> </ul>

**Comments on Outcome Strategies:**

We are continuing to build a culture of Literacy and Numeracy. We are shifting our focus create literacy rich classrooms by emphasizing the importance of a classroom library and the importance of daily reading. The Division Curriculum Resource Team continues to be utilized to collaborate with teachers to focus on consistent literacy and numeracy practices.

**Comments on Progress:**

Classroom teachers have been working on implementing the Daily 5 Literacy structure in Language Arts in grades 1-5. LIFT teachers continue to become familiar with the Leveled Literacy Intervention Program to move struggling readers forward. Twenty four students in Grades 1 and 2 were targeted with Leveled Literacy Intervention and progressed. Classroom libraries were supplemented with the Classroom Improvement Fund to create literacy rich classrooms. St. Gregory the Great had a successful Math Numeracy night lead by the Division Math Lead Teacher. Families of all grades were represented this evening.

**Outcome 2: The achievement gap between First Nations, Métis, and Inuit students and all other students is eliminated**

<b>Strategies:</b>
<ul style="list-style-type: none"> <li>• Create an awareness of The Seven Sacred Teachings with the school community at St.Gregory the Great.</li> </ul>

**Comments on Outcome Strategies:**

We focused on the Seven Sacred Teachings this year to create a common language, students and staff can use to build positive relationships with each other. Middle School has used the First Nations, Metis and Inuit Support Team to show how native culture has influenced our history.

**Comments on Progress:**

The First Nations, Metis and Inuit team have begun their partnership with the staff and students by having a monthly visits to present one of the Seven Sacred Teachings. We continue to support the staff with utilizing the First Nations, Metis and Inuit Support Team to enhance the curriculum. A portion of the Classroom Improvement Fund money was used for purchasing First Nations, Metis and Inuit books for the Learning Commons.

### Outcome 3: Alberta's education system is inclusive

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Use comprehensive inclusion strategies to meet the needs of all learners.</li><li>• Develop collaborative partnerships amongst school counsellor, Health Champions, students leaders and staff to create a safe and caring school.</li></ul>

#### Comments on Outcome Strategies:

We continue to create an inclusive learning environment that values kindness and respect. Using the Family School Enhancement Counselor, Inclusion Lead Teacher and Division Lead Teachers as support to understand comprehensive inclusion strategies to meet the needs of all our learners. By creating a Positive Behaviour Plan and a consistent expectation for teachers and students we are creating a safe and caring community.

#### Comments on Progress:

This year the emphasis has been on creating a culture for our school. This has included opportunities for students and staff to get to know one another and their new learning environment. We have used our counselling support to establish common language so that students can regulate themselves using the Zones of Regulation. Our BGR8 Awards have been modified to include parent notification so they have the chance to see these presentations. Our Behaviour Support Program has created an atmosphere of community and learning.

### Outcome 4: Alberta has excellent teachers, school and school authority leaders

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Focus on collaboration to develop our common Community of Practice to provide consistent learner supports to students as they move through the school.</li><li>• Continue to develop Life Skills options using the gifts and talents of staff.</li></ul>

#### Comments on Outcome Strategies:

We will continue to focus the topic of collaboration time around school initiatives, programming and student well being. We will continue to develop meaningful Life Skills classes that will provide the students of St. Gregory opportunities to support their academic and social growth as a community.

#### Comments on Progress:

We have needed to remove the collaboration time originally created during our lunch so that teachers and educational assistance could provide increased supervision of students. We have used our Embedded Professional Development time to support collaboration at our school.

### Outcome 5: The education system is well governed and managed

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Implementing and Developing the Nutritious Lunch Program.</li><li>• Continue to provide parents, teachers and students with timely information and invitations to attend events at</li></ul>

St. Gregory the Great.

**Comments on Outcome Strategies:**

We continue to seek feedback from School Council, teachers, students and parents to create a community that is informed on school based decisions. Parent feedback has helped to guide new menu options for the Nutritious Lunch Program. School communication has been improved by making it more frequent and useful to parents.

**Comments on Progress:**

We have sought feedback from parents and students to help us make changes to our Nutritious Lunch Program. We are also creating consistent communication by grade divisions so that parents are well informed of curriculum, classroom activities and school events. This is done by common newsletters, grade email and the Remind App.

## St. Joseph High School School Improvement Plan Highlights

**Division Goal: Nourished by grace and a personal relationship with Jesus Christ, we joyfully embrace, live, and teach the Gospel spirit.**

**Division Outcome D1: Each individual in our school community is immersed in a spirit of Communion with Christ and through catechesis, experience a maturation in his or her profession of faith.**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Establish a strong Catholic culture rooted in building a strong Catholic community (D.1.5).</li><li>• Establish meaningful community connections with our feeder elementary/middle schools and community organizations. Focus will be on establishing high school mentors working in a leadership capacity with middle school and elementary students.</li></ul>



**Comments on Outcome Strategies:**

Establishing strong relationships within the community of St. Joseph has been a focus for our school in semester 2. We recognize that a pillar of a strong catholic school is a strong community both within the school and the greater school community. With this in mind, we have sought out numerous opportunities to have catchment schools join us for a variety of activities that are hosted specifically by our students.

**Comments on Progress:**

A focus this year has been to create strong community connections with our catchment schools. This has been accomplished through various authentic learning experiences that students have participated in. Exemplars include SJHS Discovery Days, Grad Service Project Week, Christmas Fun Day, Basketball Mentorship, SJHS Cultural Street Fair and the PBL Egg Drop.

**Division Outcome D2: All of our school communities are authentically Catholic.**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• The Catholic faith is permeated into our curriculum so that contemporary culture is critically evaluated in the light of the truth (D.2.3).</li><li>• Seek strategies where students are provided with the opportunity to learn how the Catholic faith provides a framework for life (D.2.2).</li></ul>



**Comments on Outcome Strategies:**

Faith Permeation of our Catholic faith into the daily lives and very being of students is what differentiates what we do in Catholic Education. St. Joseph High School does not simply provide courses of religious instruction. We encourage religious examples and religious connections in all courses of study, as well as in extra-curricular activities and casual interactions, both inside and outside of our school community.

**Comments on Progress:**

Faith coach has taken a leadership role in supporting staff to implement new instruction from LIFT. By integrating the sentence frame permeation practice and the 8 characteristics of authentically Catholic schools, staff were

asked to utilize this strategy and communicate back what worked and how it could be improved.

**Outcome 1: Alberta’s students are successful**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Using data to support all students in being successful learners.</li><li>• Using high-leverage strategies to support student learning.</li></ul>

**Comments on Outcome Strategies:**

An important role of the teachers at St. Joseph High School is to be faithful to authentic student learning. Teachers collect all sorts of immediate and valuable information about students that informs and influences how we teach, as well as where and what we review, readjust, and reteach.

**Comments on Progress:**

At St. Joseph High School, teachers have access to many data streams as well as exemplary practices that enhance learning. Teachers have accessed Dossier to identify student data, including Diploma results, student strengths and areas of supports. Additionally they have participated in a PD session focused on high yield teaching strategies delivered by colleagues.

**Outcome 2: The achievement gap between First Nations, Métis, and Inuit students and all other students is eliminated**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Infuse First Nations, Metis and Inuit culture into the fabric of St. Joseph High School.</li></ul>

**Comments on Outcome Strategies:**

Infusing the First Nations, Metis and Inuit culture into the fabric of St. Joseph High School will support students' and teachers' understanding of our Provincial, regional, cultural and historical roots.

**Comments on Progress:**

On May 30, St. Joseph will be hosting a Cultural Street Fair with a focus on the many and diverse cultures of the students from St. Joseph. With assistance from our division First Nations, Metis and Inuit team, students will be performing and sharing their gifts and talents.

**Outcome 3: Alberta’s education system is inclusive**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Within the context of High School Redesign, we continue to explore opportunities to offer and enhance our safe and caring community.</li><li>• Continue to support teachers in the development and implementation of authentic learning opportunities.</li></ul>

**Comments on Outcome Strategies:**

St. Joseph High School has a school design that facilitates authentic delivery of curriculum. Under this umbrella, Project Based Learning (PBL) is a delivery method that is both authentic and highly engaging for students. Since a cohort of teachers visited High Tech High in Spring 2017, much work has been done to both share learning and move forward to support teacher learning and implementation.

**Comments on Progress:**

At St. Joseph High School, an effective culture of teacher sharing has emerged. "Show and Share" is a structure where teachers take their daily practice strategies and instruct their colleagues. Using this structure, our lead PBL Team has developed PD that exemplifies the 8 key components of PBL and shared individual projects they have created. Staff will participate and see how the elements of the 8 Essential Components can be integrated past a PBL project into a classroom activity making daily instruction more authentically driven.

**Outcome 4: Alberta has excellent teachers, school and school authority leaders**

<b>Strategies:</b>
<ul style="list-style-type: none"> <li>• Support our teachers with tools and time to fully ensure that all students are successful.</li> <li>• Develop a strong mentorship program to support our new teachers.</li> </ul>

**Comments on Outcome Strategies:**

Schools within Red Deer Catholic Regional Schools are blessed with amazing teacher support in sharing high yield instructional strategies. Teachers attend regular ongoing LIFT PD that supports the sharing and development of lessons that will benefit student learning. One of the challenges at St. Joseph High School was to examine how we could support this learning and getting teachers to share in a meaningful way their learning journey.

**Comments on Progress:**

Through regular targeted administration walkthroughs, administrators are privy to experiencing high yield teaching strategies. On February 2, teachers shared their individual takes on the high yield strategies with their colleagues. As a staff, we participated in small snapshot lessons where teachers became the learners and experienced how these high yield strategies are being incorporated into daily practice. This type of PD is called "Show and Share" and as a result, the same PD delivery is being used in our Authentic Learning Plan development and support.

**Outcome 5: The education system is well governed and managed**

<b>Strategies:</b>
<ul style="list-style-type: none"> <li>• Promote alternative programming that gives students flexibility and aligns with student interest.</li> <li>• Create opportunities for stakeholder feedback.</li> </ul>

**Comments on Outcome Strategies:**

At St. Joseph, we continue to seek stakeholder feedback. Creating a culture of effective communication where everyone's voice is valued as integral to the success of our school community.

**Comments on Progress:**

As we begin to make plans for next year, stakeholder feedback has been utilized to inform decisions. Multiple staff surveys have occurred in term 2 discussing everything from "Know Your Learner" to the nuts and bolts of our daily routine. Two big items staff and students have weighed in on is the structure of TAG (Teacher Advisory Group) and the number of days FLEX programming should be offered. In both cases, these topics have percolated from survey data and further input is being sought from stakeholders to inform practice for the 2018-2019 school year.

## St. Gabriel Learning Center School Improvement Plan Highlights

**Division Goal: Nourished by grace and a personal relationship with Jesus Christ, we joyfully embrace, live, and teach the Gospel spirit.**

**Division Outcome D1: Each individual in our school community is immersed in a spirit of Communion with Christ and through catechesis, experience a maturation in his or her profession of faith.**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• To develop the Task of "Praying" within our school community.</li></ul>



**Comments on Outcome Strategies:**

St. Gabriel's Online Learning Centre prides itself on making Christ known to students, staff and the community. This is most evident during times of celebration, liturgies, monthly mass gatherings at the church, and morning prayer. We continue to focus on faith support through professional development conducted by our Faith Coach and Admin Team. Our focus this year will be the Task of "Prayer" within our school community. As a staff we believe that prayer is a way to bring students, staff and parents together and to be able to communicate and spend time with God.

**Comments on Progress:**

Staff have enjoyed the Father Rolheiser book study on "Prayer, Our Deepest Longing" and will continue with this book study in June 2018. The school has purchased extra resources to help with implementing prayer, that occurs both online and in school. Our students are now connected to a Youth Minister online and opportunities for youth involvement are being promoted in our Learning Management System. Prayer areas have been placed in courses for students to request prayer or to offer prayer intentions to others.

**Division Outcome D2: All of our school communities are authentically Catholic.**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Redesign our online courses and Learner Management System (LMS) to further permeate our faith into the curriculum content.</li></ul>



**Comments on Outcome Strategies:**

St. Gabriel's Learning Centre strives to permeate faith into our online courses through our curriculum content and presence within the Learner Management System. During times of celebration this is mostly evident. We have infused faith intentions into our lessons to provide students the opportunity to pray for others. In our Learner Management System we have provided content for all students to be immersed in a Catholic environment by integrating Catholic teaching moments. At St. Gabriel's we work towards enriching students lives with prayer and reflection.

**Comments on Progress:**

Staff have developed a nice repertoire of online faith permeated lessons that have been shared with the teachers in the Division. Continued work on the Eight Characteristics of Catholic Identity is still being implemented through

professional development with our staff. Faith coaches continue to provide professional development on permeation of faith and on ways to make Christ known to children.

**Outcome 1: Alberta’s students are successful**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Implement strategies to get to know the learner and to enhance learning through teacher and social presence.</li><li>• Provide teachers with strategies to use in their courses to enhance literacy and numeracy.</li></ul>

**Comments on Outcome Strategies:**

As part of the instructional redesign process, we have immersed ourselves in online learning research. Admin attended a World Online Learning Conference to learn about best leading research practices such as the Community of Inquiry Model (COI). We have embedded teaching presence into all of our courses. As we continue with the Community of Inquiry Framework Model (COI Model) we will be learning about the area of social presence, which focuses on how online learners perceive themselves as "real people" online. The COI Model has three elements to consider, first of which is the teaching presence which we have developed and incorporated, now working through social presence and lastly cognitive presence. We are striving to have students have the best educational experience they can by taking St. Gabriel online courses. This is the basis of our moving forward with this model.

**Comments on Progress:**

Teachers are implementing social presence activities into their courses, and will continue to do this next year. Continued initiatives such as extending student thinking by connecting with others around the world through Global Encounters allows students to use critical thinking and debate strategies. Student/Teacher video conferencing and video feedback have helped to enhance delivery and assessment of lessons.

**Outcome 2: The achievement gap between First Nations, Métis, and Inuit students and all other students is eliminated**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Develop a comprehensive school program to ensure First Nations, Metis, and Inuit student success.</li><li>• Facilitate cultural awareness education among all stakeholders.</li></ul>

**Comments on Outcome Strategies:**

St. Gabriel Learning Centre has integrating First Nations, Metis and Inuit symbols, history, and culture into our courses and at the Learning Centre, which allows all students to gain a better understanding of the First Nations, Metis and Inuit people. Cultural acceptance and appreciation is a very important aspect that needs to be addressed with all students. We continue to work with the First Nations, Metis and Inuit team to help provide supports and opportunity for all of our students.

**Comments on Progress:**

St. Gabriel Learning Centre is very proud of the Global Encounters sessions and community connections that have taken place this year in our school. All online students were invited to attend and participate in three First Nations, Metis and Inuit video conferencing sessions where the focus was on the Truth and Reconciliation Act, the United

Nations Declaration of the Rights of the Indigenous People, and We Are All Treaty People. Our First Nations, Metis and Inuit Liaison Worker from Central Office made contact with all of our First Nations, Metis and Inuit students each term to provide them with information about their First Nations, Metis and Inuit community connections.

### **Outcome 3: Alberta's education system is inclusive**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Use appropriate strategies to help facilitate a smooth transition for students.</li><li>• Provide support to ensure all students are given an opportunity to feel a sense of belonging in school and in their community.</li></ul>

#### **Comments on Outcome Strategies:**

As part of a school community, we strive to help students feel they are a member of our online community and Learning Centre. We continually provide opportunities for participation and invite students and parents to celebrations, presentations and to participate in Divisional school events. As a staff we use various strategies to get to know our students and to help them feel a part of our school community. Promotion and a deeper understanding of our school continues as we attend school orientations from within our Division.

#### **Comments on Progress:**

As online education becomes more and more popular with our youth, we have been able to successfully reach out to potential students to provide the supports needed through Family School Enhancement Workers, face to face interactions, video conferencing tutorials, assistive technologies, and in-services to help students transition successfully into the online setting.

### **Outcome 4: Alberta has excellent teachers, school and school authority leaders**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Provide professional development strategies for teachers on course redesign to increase learning and student retention.</li><li>• Develop a comprehensive guidance counselling plan to enhance the student's' career plan.</li></ul>

#### **Comments on Outcome Strategies:**

Online learning requires teachers to be constantly reflecting on best teaching and implementation practices. It is important that we review our lessons so that they are not heavily text laden. Our professional development days focus on best practices, numeracy and literacy, faith permeation, engagement, communication, and getting to know the learner. As a school, we use the COI (Community of Inquiry) Framework Model to implement our "Presences" (teaching, social and cognitive) to create a robust learning environment and for students to have a deep and meaningful online experience.

#### **Comments on Progress:**

With the increased Classroom Improvement Fund (CIF) funding to the schools, St. Gabriel Learning Centre has taken the opportunity to explore best practices in online learning and to gain more professional development knowledge. A seven member staff cohort traveled to Saskatchewan to meet with another renowned online school Division. Teachers have also sought professional development at world class conferences with the goal of

improving their professional practice. Teachers have applied their learning to course design and presented their work to experts from Athabasca University and to their colleagues.

**Outcome 5: The education system is well governed and managed**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Enhance communication to ensure stakeholders are kept informed.</li><li>• Developed a collaborative team approach between teachers to provide appropriate supports to meet the needs of all learners.</li></ul>

**Comments on Outcome Strategies:**

St. Gabriel Online Learning Centre works in collaboration with Red Deer Catholic Regional School Divisions Central Office staff and surrounding high schools/middle schools to provide teachers and students with the necessary data and tools to be successful in an online environment. Consistent communication to stakeholders is paramount to our success. We recognize that students come from various backgrounds and situations and work to personalizing their experience at St. Gabriel's so that they can work towards graduation.

**Comments on Progress:**

Communication tools such as SwiftK12, schoolinterviews.ca, online registration, video conferencing, texting, email, instant online chat, website communication, Learning Management System notices and social media all provide excellent communication to our stakeholders. Teachers meet every five weeks to review the Continuum of Supports Document where learners needs and accommodations are discussed. Students are invited to receive face-to-face help at St. Gabriel Learning Centre or to meet online through video conferencing with their teachers. Our facility has extended school hours to provide extra support.

## St. Marguerite Bourgeoys School School Improvement Plan Highlights

**Division Goal: Nourished by grace and a personal relationship with Jesus Christ, we joyfully embrace, live, and teach the Gospel spirit.**

**Division Outcome D1: Each individual in our school community is immersed in a spirit of Communion with Christ and through catechesis, experience a maturation in his or her profession of faith.**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Continue to develop an awareness for the Six Tasks of Catechesis and how our staff will promote catechesis in our school community.</li><li>• Continue to go deeper into the task - Living in Community.</li></ul>



**Comments on Outcome Strategies:**

We have decided to remain with the strategies "Continue to develop an awareness for the Six Tasks of Catechesis and how our staff will promote catechesis in our school community" and "Continue to go deeper into the task - Living in Community." Although we are changing our focus next year to improving intentional permeation using the eight characteristics of Catholic identity, we feel there is still value in finishing off the strategies set forth at the beginning of the year. We decided on strategies that related to community, because we value the importance of catechizing our students through multiple points of faith contact. The closer our parents, parish, and school work together, the more faith exposure students receive. Through multiple points of faith contact, students will have a better chance of experiencing communion with Jesus. We are moving towards improving intentional permeation next year to focus on a specific area that can create the most faith exposure for our students.

**Comments on Progress:**

St. Marguerite Bourgeoys has made several advances in Task Six of Catechesis, "Living in Community." We continued our strong connection with Our Lady of Peace Parish by holding community Masses in our school Chapel with the entire school during the school day and with staff during professional development days. We continued this connection with Our Lady of Peace Parish through the Sacrament of Reconciliation and First Communion, which was led by our staff at the Church after Sunday Mass. First Communion was on April 29th. The Student Council's donation of \$2500 for Our Lady of Peace Parish roof fund showed that our students have a strong support for Our Lady of Peace Parish and has helped our relationship with the Parish become even stronger. In addition, St. Marguerite Bourgeoys school was given a vocational presentation by two of the Sisters of Merciful Jesus, where they talked about their call to sisterhood. Looking forward, St. Marguerite Bourgeoys looks to change focus from the Marks and Tasks of Catechesis, and focus on using the Eight Characteristics of Catholic identity to improve our intentional faith permeation in the classroom. On June 8th professional development day, we will gather staff input for which areas of the Eight Characteristics of Catholic identity we want to focus on in the 2018-2019 school year and form new goals based on their input.

**Division Outcome D2: All of our school communities are authentically Catholic.**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Develop a school awareness and understanding of what authentically Catholic means utilizing the 5 Marks of an Authentically Catholic School.</li><li>• Continue to go deeper into the meaning of Mark 2 - The Catholic faith provides a framework for learning and life.</li></ul>

**Comments on Outcome Strategies:**

We are continuing our work on the strategies of "Develop a school awareness and understanding of what authentically Catholic means utilizing the 5 Marks of an Authentically Catholic School" and "Continue to go deeper into the meaning of Mark 2 - The Catholic faith provides a framework for learning and life." Although we plan to change strategies next year to focus on intentional permeation using the eight characteristics of Catholic identity, we feel there is value in continuing our current strategies until the end of this year. Being in a quad campus with three public schools, we believe that having an authentically Catholic school is crucial to set us apart in the community. Firstly, the decision to use these strategies stemmed from the importance of our staff understanding what an authentically Catholic school sounds, feels, and looks like. If our staff can have a better grasp on that, then students are more likely to apply their faith to their lives outside of the school. Next year, we will be using the eight characteristics of Catholic identity to improve our Catholic authenticity.

**Comments on Progress:**

St. Marguerite Bourgeoys has focussed on Mark 2 of Catechesis, "The Catholic faith provides a framework for learning and life." In particular, the success of St. Marguerite Bourgeoys school has been the advancement of our prayer opportunities. In addition to holding Adoration for the entire school, St. Marguerite Bourgeoys School continues to pray the Chaplet of Divine Mercy every Friday, and each class continues to lead school prayer during the morning announcements. During the Lenten season, weekly mini lessons about prayer, fasting, and Almsgiving were given to the school by the administration over morning announcements, and each class participated in intimate Lenten reflections in their class, each morning. Looking to the future, St. Marguerite Bourgeoys school endeavours to use the Eight Characteristics of Catholic identity to guide a new focus for our school moving forward. On June 8th professional development day, we will gather staff input for which areas of the Eight Characteristics of Catholic identity we want to focus on in the 2018-2019 school year and form new goals based on their input.

**Outcome 1: Alberta's students are successful**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Staff will use data from inclusive programs (i.e Dossier and the Continuum of Supports) to inform best teaching practices and ensure student success.</li><li>• Utilize LIFT (Literacy, Inclusion, Faith &amp; Technology) support through our school's co-teaching model to improve literacy and numeracy teaching practices.</li></ul>

**Comments on Outcome Strategies:**

Presently, we are working on the strategies of "Staff will use data from inclusive programs (i.e Dossier and the Continuum of Supports) to inform best teaching practices and ensure student success" and "Utilize LIFT (Literacy,

Inclusion, Faith & Technology) support through our school's co-teaching model to improve literacy and numeracy teaching practices." We chose these strategies because we see huge value in teachers using data to influence teaching decisions. Various forms of data collection can pinpoint student learning issues that simple observation cannot. We believe that staff need to be given the skills to analyze data, and the time to implement instructional decisions based on the results. Furthermore, a critical way we can meet the needs of all students is through our co-teaching model. St. Marguerite Bourgeoys places a huge importance on literacy and numeracy, and is continuously looking for creative ways to improve timetabling and scheduling to meet the needs of our diverse learners.

**Comments on Progress:**

The use of meaningful data at St. Marguerite Bourgeoys school has improved significantly with the further mastery of Dossier, Fountas and Pinnell, the Standardized Test for the Assessment of Reading (STAR), and continual data collection through Levelled Literacy Intervention (LLI). In particular, data driving the LLI program has improved reading scores in students involved in the program, on average at least one letter grade higher than they would have without intervention. Furthermore, transition meetings have been data focused, and have looked at a wide range of data including all of the mentioned forms of data, as well as Individualized Support Plans (ISPs), and the Continuum of Supports. Looking forward, St. Marguerite Bourgeoys school staff realize that with our success in literacy and inclusion data being well maintained, our new shift will be towards data collection for math competency. Specifically, on May 18th, the Division Math lead teachers are leading a professional development session on the Math Intervention Program Instrument (MIPI), which we plan to implement in the 2018/ 2019 school year.

**Outcome 2: The achievement gap between First Nations, Métis, and Inuit students and all other students is eliminated**

<b>Strategies:</b>
<ul style="list-style-type: none"> <li>• Develop a school culture that ensures First Nations, Métis, and Inuit student success at St. Marguerite Bourgeoys School.</li> <li>• Facilitate cultural awareness and education among our students and staff.</li> </ul>

**Comments on Outcome Strategies:**

St. Marguerite Bourgeoys school is working on the strategies of "Develop a school culture that ensures First Nations, Métis, and Inuit student success at St. Marguerite Bourgeoys School" and "Facilitate cultural awareness and education among our students and staff." St. Marguerite Bourgeoys school realizes the need for measures to be in place to close the gap between First Nations, Metis, and Inuit students, and all other students. Firstly, we feel it is important to have a school culture where indigenous ways of knowing are accepted and promoted. We understand that distrust of the public education system has developed through the process of historical assimilation. Creating a new culture of openness and sharing knowledge will help to build the relationship between Indigenous families and the school. In addition, St. Marguerite Bourgeoys school believes that the experience of all three of our founding cultures is important in developing successful Canadian citizens. Cultural awareness for all members of our school community will have a positive impact on our stakeholders for years to come.

**Comments on Progress:**

St. Marguerite Bourgeoys school has provided many opportunities for students to experience First Nations, Metis, and Inuit ways of knowing and cultural practices. Each middle school class has participated in the blanket exercise with our division First Nations, Metis, and Inuit support team, and our students have also experienced smudging

ceremonies. In addition, our monthly national anthem is played in Cree. This has been a positive way for our Indigenous students to feel proud about their culture, as well as Canadian nationalism. Our grade 6 and 7 Humanities teacher has been a vital component to our success, as she has connected our school with elders, and supported staff in their growth in incorporating First Nations, Metis, and Inuit culture into their curriculum. Next steps for St. Marguerite Bourgeoys school includes providing more professional development opportunities for staff to continue intentional and meaningful discussions of First Nations, Metis, and Inuit culture into more of their curriculum. Furthermore, we hope to increase our participation of our own Indigenous students in the sharing of their culture in the school, and possibly involving their families as a resource.

**Outcome 3: Alberta’s education system is inclusive**

<b>Strategies:</b>
<ul style="list-style-type: none"> <li>• Identify and support all levels of learners in numeracy within our school.</li> <li>• Provide a comprehensive support network for those students and families at-risk at St. Marguerite Bourgeoys.</li> </ul>

**Comments on Outcome Strategies:**

Presently, St. Marguerite Bourgeoys school is working on the strategies of "Identify and support all levels of learners in numeracy within our school" and "Provide a comprehensive support network for those students and families at-risk at St. Marguerite Bourgeoys." Over the past three years, St. Marguerite Bourgeoys school has made significant improvements in our literacy programming and results. Looking forward, we see the need to make a notable investment in our numeracy intervention programming. Literacy data collection and the implementation of Levelled Literacy Intervention programming has increased our literacy results, and we hope that switching our focus to numeracy improvement will yield similar improvements for student learning. The need to provide a comprehensive support network for our at-risk students remains a priority for St. Marguerite Bourgeoys school. We have a diverse student population, with many students coming to us from foster care and low socioeconomic situations. It is important that our Literacy, Inclusion, Faith, and Technology (LIFT) team grows their skill set in dealing with at-risk students and that our counselling programming takes a proactive, rather than reactive approach.

**Comments on Progress:**

St. Marguerite Bourgeoys school has made significant strides in supporting English Language Learners (ELL), and at risk readers in the school. One to one support using Imagine Learning and Rosetta Stone by our ELL lead teacher has moved student benchmarks from an average of 3.4 at the beginning of the year, to 3.8 in May. Furthermore, at risk readers have been provided literacy intervention supports from a dedicated Levelled Literacy Intervention (LLI) teacher. Furthermore, our Inclusion Lead Teacher (ILT) has used her Level B assessment training to provide documentation for more support of our at risk learners. As far as counselling is concerned, our Family School Enhancement Counsellor, and our school counsellor, have worked closely with the division MS2 team to support our most at risk students. This has included detailed behaviour and academic plans, as well as consultation with educational psychiatrists, and division cognitive and behaviour lead teachers. Moving forward, we plan to schedule a Math (LIFT) Literacy, Inclusion, Faith, and Technology teacher to work specifically with students who are at risk in the area of numeracy, to grow the level of math support to our level of literacy and inclusion support.

#### Outcome 4: Alberta has excellent teachers, school and school authority leaders

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• To review our Career and Skill Development courses that we are providing and align them with the Career and Technology Foundations curriculum.</li><li>• Provide an opportunity for students to receive a broad program of studies to teach them behaviours and attitudes that will make them successful at work when they finish school.</li></ul>

##### Comments on Outcome Strategies:

St. Marguerite Bourgeoys is working on the strategies of "To review our Career and Skill Development courses that we are providing and align them with the Career and Technology Foundations curriculum" and "Provide an opportunity for students to receive a broad program of studies to teach them behaviours and attitudes that will make them successful at work when they finish school." At St. Marguerite Bourgeoys school we value the investment into preparing our students for work life by teaching the innovation, critical thinking skills, and by providing a wide range of opportunities for students to foster their talents and passions. We see our career and life skills classes as a vehicle to achieving this goal by aligning our course designs with the Career and Technology Foundations curriculum. St. Marguerite Bourgeoys school has focused on these strategies, because when students leave the school system, they need to be adaptable and draw on many different experiences for their success.

##### Comments on Progress:

St. Marguerite Bourgeoys school has gone through a significant cultural change in the area of Learning Commons and Makerspace. In March, the school ran a St. Marguerite's March Maker Month for the first time. Teachers created 12 makerspaces, and each class experienced the makerspace activities three times throughout the month. Although our makerspace culture has grown significantly, St. Marguerite Bourgeoys school still needs to continue our growth in providing students with relevant career and skills courses that are aligned more closely with the Career and Technology Foundations curriculum. St. Marguerite Bourgeoys school offers a wide variety of courses that are exposing students to fields they would otherwise not have a chance to explore, but the Program of Studies for Career and Technology Foundations could be more intentional. This year, we added more Fine Arts programming to enhance our Fine Arts curriculum, and our new shop successfully ran five courses of woodworking. Looking forward, St. Marguerite Bourgeoys school intends to review career and life skills courses in their relation to the Career and Technology Foundations programming, as well as implement "My Blueprints" in the the Elementary and Middle school.

#### Outcome 5: The education system is well governed and managed

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• School Council will continue to improve and implement their operating procedures to reflect the current School Act and Alberta School Councils regulations/practices.</li><li>• Increase communication with our community stakeholders.</li></ul>

##### Comments on Outcome Strategies:

St. Marguerite Bourgeoys school is working on the strategies of "School Council will continue to improve and implement their operating procedures to reflect the current School Act and Alberta School Councils regulations/practices" and "Increase communication with our community stakeholders." Great things are

happening at St. Marguerite Bourgeoys school, and we endeavour to involve our stakeholders and make them aware of the success we are having here. As the way people receive information is constantly changing, it is important for us to adapt to changes in the way content is delivered. Looking to the future of our School Council, our numbers are trending downwards in involvement, so a focus on increasing parent participation is needed.

**Comments on Progress:**

St. Marguerite Bourgeoys school has done well in increasing communications with our community stakeholders. In particular, we have a strong presence in our school social media and in the Innisfail Province. Furthermore, the school principal continues to report on Literacy, Inclusion, Faith, and Technology in our monthly newsletter, and our new web format of our newsletter has been very well received. In addition, we have improved communication with parents entering into our early learning programming. On April 23rd, the principal and vice principal took part in a Discovery School showcase (Welcome to Kindergarten), and on May 3rd, an introduction to Pre-kindergarten and Kindergarten was held from 5:30-7:30 at St. Marguerite Bourgeoys. Looking forward, St. Marguerite Bourgeoys intends to revitalize our School Council, as many of the members have students graduating to high school. Having teachers personally invite parent representatives for each classroom is one future plan to grow our School Council. Also, in the 2018/ 2019 school year, St. Marguerite Bourgeoys will create a school Instagram account to appeal to our younger stakeholders. Finally, next year we will begin the process of real time elementary reporting with Powerschool.

## St. Martin de Porres School School Improvement Plan Highlights

**Division Goal: Nourished by grace and a personal relationship with Jesus Christ, we joyfully embrace, live, and teach the Gospel spirit.**

**Division Outcome D1: Each individual in our school community is immersed in a spirit of Communion with Christ and through catechesis, experience a maturation in his or her profession of faith.**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• By teaching others how to pray with Christ, prayer becomes an embedded thoughtful reflection in daily practice.</li><li>• Members of our community are actively engaging in Sacramental life and discovering the meaning of the Liturgy.</li></ul>

**Comments on Outcome Strategies:**

With the assistance of our Faith Coach, staff continue to develop confidence in modelling the effective use of classroom prayer centres and provide students with authentic opportunities to actively engage in prayer throughout the day. Our focus on developing positive mindfulness aligns very well with developing stronger conversations with God through student written prayers and music. Connections are being made, through teacher professional development and for students during Mindset Monday, between prayer and spirituality, one of the Eight Characteristics of Catholic Identity. The Faith coach is facilitating guided meditation and prayerful reflection as ways to intentionally permeate and connect to our spirituality. Students have had the opportunity to be engaged in the Liturgy and Sacramental life through an interactive prayer centre in the Learning Commons. Further, interested staff were trained in a Ministry of their choosing at an embedded professional development day; they gained a deeper understanding of Sacramental life and the Liturgy through their training and discussions with Father. An identified growth area is that we need to continue a focus on celebrating students, as a school community, who receive Sacraments and support is provided to those interested in doing so by connecting them with Parish resources and information.

**Comments on Progress:**

During professional development, 17 staff members were trained in a Ministry of their choosing, so they could take a more active role in Parish Ministries and strengthen their faith journeys.

**Division Outcome D2: All of our school communities are authentically Catholic.**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Deepening students, staff and parents understanding of becoming Gospel witnesses by demonstrating our faith, through our words and actions, enhances our relationship with God.</li><li>• The Catholic faith is intentionally permeated into all curricular areas so that secular society can critically be viewed through our Catholic lens.</li></ul>

**Comments on Outcome Strategies:**

Our Faith Coach continues to provide effective support in developing confidence with classroom teachers by modeling intentional faith permeation, through co-teaching on a rotating basis, in all of the classrooms. In response to students not able to articulate where they see permeation beyond Religion classes the Faith Coach invites students, staff and parents to put on 'God Glasses' and proclaim where they have seen God in their day. Creating awareness, specific to intentional permeation, through the 'God Glasses' has been an effective way to ensure our students are recognizing the intentional permeation within their lessons. Administration continues to ask questions and provide support, specific to permeation, during weekly walkthroughs to ensure that staff are using strategies shared with them during professional development to assist students in recognizing and proclaiming their faith as they strengthen their relationships with God. Moving forward staff will strengthen intentional faith permeation through a focus on the Eight Characteristics of Catholic Identity, specifically Humanness and Sacramentality.

**Comments on Progress:**

The Faith Coach uses allocated time to co-teach in all classrooms to build confidence and capacity in staff through modelling intentional faith permeation and leading the school community into a deeper relationship with God.

**Outcome 1: Alberta’s students are successful**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Provide opportunities for reteaching, reassessment and enrichment for students based on ongoing data collection.</li><li>• Provide students with the opportunity to engage in the curriculum through a student-centered pedagogy by solving a guiding question to direct their learning.</li></ul>

**Comments on Outcome Strategies:**

Based on classroom data, staff have identified a need for a structured RTI (response to intervention) program in which all student needs are met through reteaching, relearning, reassessing and enrichment. A school-based team was developed to set a direction for RTI at St. Martins. The team has strategically planned an RTI program, using funds allocated from CIF funding, that is focused on building literacy levels of students through structured lessons and activities. A variety of interactive and engaging games, activities and lesson plans are included in bins as a way to keep the RTI consistent and effective. Interested staff will pilot the ready-made RTI bins during June and provide feedback before the fall full school implementation. The Grade 3 team expressed interest into incorporating project-based learning(PBL) into their classrooms as a way to further engage students in their learning and to infuse the Fine Arts in a variety of subject areas. Administration, Fine Arts Specialists and the Grade 3 team were involved in a variety of professional development opportunities to learn about the pedagogy surrounding PBL. After meeting with PBL teachers, Administration from other schools as well as the PBL support team from Montfort, our school-based team worked together to plan, implement and review two projects this school year. The feedback has been very positive and moving forward the Grade 3 team and Fine Arts Specialists will provide support for other classroom teachers who would like to explore the possibility of incorporating PBL pedagogy into their classrooms

**Outcome 2: The achievement gap between First Nations, Métis, and Inuit students and all other students is eliminated**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• A deeper understanding and appreciation for Indigenous Culture and our Catholicity will occur by embracing, enhancing, and celebrating the connections between the two as a school community.</li><li>• Identified First Nations, Métis, and Inuit students will have the opportunity to ask questions and learn more about their Aboriginal culture.</li></ul>

**Comments on Outcome Strategies:**

Our Divisions' First Nations, Métis, and Inuit Support Team have provided a great deal of timely and targeted supports for our staff and students in promoting the Aboriginal culture and the connections to our Catholic Faith. Students have journeyed through the Seven Sacred Teachings this year with classroom presentations, Mindset Monday integration and through CREATE (Children Regularly Engaged Actively to Excel) sessions. By purposefully scheduling the Seven Sacred teachings throughout the year, students are better able to make authentic connections to how the teachings play a role in their lives through their Faith journeys. Further, First Nations, Metis and Inuit students are given the opportunity to meet with the Support Team to ask questions and experience extensions of the Seven Sacred Teachings. The identified students are in turn sharing parts of their traditions with the greater school community through CREATE sessions and in assemblies. As we transition to a new school year staff are examining ways to continue to authentically integrate the Seven Sacred Teachings into our classrooms and school community.

**Comments on Progress:**

As a school community we celebrate the First Nations, Métis, and Inuit cultures through a National Aboriginal Day CREATE(Children Regularly Engaged Actively to Excel), on June 21, in which all the sessions are focused on Aboriginal games, crafts, cooking and storytelling.

**Outcome 3: Alberta’s education system is inclusive**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• A Comprehensive Counselling Plan is developed, implemented and reviewed to support all students in a safe, caring and healthy school environment.</li><li>• Students are given the opportunity to develop attitudes and behaviors that will enhance leadership qualities, strong characteristics of being an active citizen and will cultivate a sense of belonging.</li></ul>

**Comments on Outcome Strategies:**

In the next phase of implementation of Growth Mindset at St. Martins, beyond teacher professional development, we have aligned a variety of supports, including the Teacher Counselor, Family School Enhancement Counselor, Health Champions and First Nations, Métis, and Inuit Support Team. This team created a comprehensive counseling plan that allows all students to benefit from focusing on positive growth mindset. A school-wide focus on mental health has guided Mindset Monday(a designated half an hour of time in which the whole school focuses on a variety of themes, specific to growth mindset), CREATE, counselor presentations as well as small group

sessions which have made mindfulness a consistent theme. In addition, the Teacher Counselor and Family School Enhancement Councilor have addressed parental needs by offering a parent group numerous times throughout the year that has focused on similar themes as the students are learning at school. As the needs of the school community change the Counseling Team have developed a proactive approach to responding to those needs through the comprehensive counseling plan which will further be strengthened by exploring the 40 Developmental Assets in the coming year. Through student voice and choice, leadership capacity continues to grow at St. Martins. Students are leading school-wide assemblies, cross-grade reading buddy support, morning prayer, student trivia, and continue to take on leadership roles during Masses and Celebrations. A cross-grade team of students meet with Administration, on a quarterly basis, to provide input and feedback on student led activities. Moving forward, more opportunities will be given to students to expand their leadership into the community.

**Comments on Progress:**

Mindset Monday engaged students in lessons surrounding growth mindset, reflection, mindfulness, prayer, conversation and awareness surrounding a variety of topics weekly.

**Outcome 4: Alberta has excellent teachers, school and school authority leaders**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Students and staff engage in meaningful learning experiences through, about and within the Fine Arts.</li><li>• Build educational technology capacity and engagement.</li></ul>

**Comments on Outcome Strategies:**

In response to parental and student feedback, regarding the permeation of Fine Arts, students have been provided with a variety of opportunities, along with weekly exposure to music, art and drama, which have allowed our students to learn about subject related curricula through a cross-curricular approach while enhancing their understanding of the Fine Arts. Students have participated in a week-long drama residency, attended division school productions, were exposed to ballroom dancing, participated in CREATE, attended the Red Deer Festival of the Performing Arts and had the opportunity to sing with the Red Deer Symphony Orchestra. Feedback received to date from parents, students and staff has been overwhelmingly positive recognizing that students are learning through, about and in the Fine Arts on a daily, weekly and monthly approach. Technology was a growth area, as indicated on ACOL information from last year. Under the leadership of the LIFT team and Administration, the integration of technology has also permeated all curricular areas. Using the Learning Commons and makerspaces as a place to introduce technology has been an effective way to give students and staff the opportunity to try the technology and then use it to support the learning in the classrooms. Students have integrated green screen, virtual reality, coding, video and stop motion just to name a few. Moving forward Administration and the LIFT team will support a "tech team" of students who will take on more of a leadership role with technology in the coming year.

**Comments on Progress:**

The choir and numerous students performed monologues and mime at the Red Deer Festival of the Performing Arts. Two of the performing students received scholarships at the festival and were invited back to the final Performers' Showcase.

**Outcome 5: The education system is well governed and managed**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Engagement with stakeholders, pertaining to fine arts, continues to enhance the overall education of the child</li><li>• Elicit parental feedback to help guide decisions for student growth.</li></ul>

**Comments on Outcome Strategies:**

Feedback from stakeholders, specific to the Fine Arts, was gathered throughout the school year. A focus group of parents was held to gather specific information on the successes and areas for growth within the Fine Arts. Further information was gathered from surveys of the full parent community, discussions with student focus groups and staff reflection pertaining to Fine Arts at St. Martins. Information gathered will be used to make decisions specific to changes in timetable, appearance of our space, and options students have to explore and engage in the Fine Arts. In addition to seeking input from the school community on Fine Arts, a Division survey helped to guide conversations with parents, at School Council, specific to change that could be made to ease the stress of student transitions. Moving forward changes will be made that will help to reduce student anxiety with grade transitions by hosting a "try a grade" at the end of June and a "welcome back to school" time set aside before the start of school in August, where students will be able to drop off supplies and see their classrooms, prior to the first day of school.

**Comments on Progress:**

Go for it...CREATE, an interactive exhibition of Fine Arts, was held in which parents and the community were invited to celebrate student performances and participate in a variety of Fine Arts activities, with the students, that included: clay sculpture, paper mural, fence art, Stomp, hip hop, juggling, drumming, shadow, try an instrument, puppetry and more.

## St. Matthew Catholic School School Improvement Plan Highlights

**Division Goal: Nourished by grace and a personal relationship with Jesus Christ, we joyfully embrace, live, and teach the Gospel spirit.**

**Division Outcome D1: Each individual in our school community is immersed in a spirit of Communion with Christ and through catechesis, experience a maturation in his or her profession of faith.**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Continue the process of forming and transforming the school community through a focus on Task 4 - Praying: Bring our school community to a deeper relationship with God through an understanding and participation in prayer.</li></ul>



**Comments on Outcome Strategies:**

We have experienced different ways to bring faith to our school community, including highly entertaining and engaging grade retreats at the parish. Prayer allows our school, parents and parish to work together to increase our students' chance to be in communion with Jesus. Staff were also provided with a greater availability of faith based activities and personal prayer books to use within their classrooms. Due to our increased opportunities to experience our faith, we are providing more opportunities for our students to engage in our faith.

**Comments on Progress:**

Through gradual release of responsibility, we have noticed an increase of staff and student led faith based activities and prayer after being modelled by our faith coach, administration and parish priest. Staff involvement and participation in faith based activities have increased at both the school and parish, including adoration and mass. As a result of our increased staff participation in faith activities, we have seen a stronger connection and relationship with the parish continue to grow.

**Division Outcome D2: All of our school communities are authentically Catholic.**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Focus on our chosen Mark one: "All members of our school communities are children of God and seek him in their lives".</li><li>• Use the Eight characteristics of Catholic Identity to support teacher efforts in intentional permeation.</li></ul>



**Comments on Outcome Strategies:**

Teachers are using the 8 characteristics of Catholic Identity to permeate their lessons in all subject areas with the gradual release of responsibility from administration and the faith coach. As an authentically Catholic school, St. Matthew's students will have the opportunity to look, hear and understand permeation and as a result, apply their faith within their daily lives. It has in turn improved both student and staff involvement with liturgical celebrations at the school and parish level and permeation is being reflected within daily lessons.

**Comments on Progress:**

We are seeing an increase of permeation on a daily basis within our staff and students. As staff journey through the process of intentional permeation, they have reached out to administration, colleagues and faith coach to support them in their lesson planning. Our staff are finding authentic ways to bring Christ to all students during instruction as evidenced by our administrative walkthroughs using faith permeation questions to guide our discussion with staff.

**Outcome 1: Alberta’s students are successful**

<b>Strategies:</b>
<ul style="list-style-type: none"> <li>• Develop teachers growth mindset in the area of numeracy to enhance and change practice to improve student learning.</li> <li>• Improve teachers effective literacy practices in the area of reading comprehension using data to guide instruction and providing interventions when necessary.</li> </ul>

**Comments on Outcome Strategies:**

Our teachers have collected information and data on our students in the areas of literacy and numeracy. This information was used to identify the students' needs and direct instruction. The teachers have incorporated book clubs, Daily 5, Levelled Literacy Intervention, Reciprocal Teaching, Balanced Numeracy Expectations, Number Talks and Open-ended Questions into their daily literacy and numeracy blocks. Involvement in the Mathematical Intervention Programming Instrument (MIPI) Pilot and a "Mathematical Mindsets" by Jo Boaler book study this school year has resulted in teachers examining and reflecting on how to improve the effectiveness of their instruction in the area of numeracy.

**Comments on Progress:**

All teachers have become familiar and implemented Levelled Literacy Intervention. Teachers been involved in developing a deeper understanding of the Balanced Numeracy Expectations. They have demonstrated number talks, open-ended questions and inquiry based tasks within their daily lessons. Having all teachers involved in developing sound literacy and numeracy practices has helped create a shared responsibility for student engagement and academic success. We will continue to work on increasing our teachers' capacities to deliver effective literacy and numeracy instruction.

**Outcome 2: The achievement gap between First Nations, Métis, and Inuit students and all other students is eliminated**

<b>Strategies:</b>
<ul style="list-style-type: none"> <li>• Using the Seven Sacred Teachings, move staff from informing of the cultural awareness of First Nations, Métis, and Inuit students to infusing these teachings in daily practice.</li> <li>• Provide timely and targeted academic supports for all our students including our First Nations, Métis, and Inuit.</li> </ul>

**Comments on Outcome Strategies:**

In collaboration with our First Nations, Métis and Inuit team, we are organizing monthly activities to increase the knowledge, understanding and respect of other cultures for staff and students. These have included Seven Sacred

Teachings, smudging, the blanket exercise, wampum belts, dreamcatchers, angles in treaties' flags and the history of First Nations, Métis and Inuit people. By providing appropriate academic interventions, to our First Nations, Métis and Inuit students, we are seeing an increase of students at grade level in both literacy and numeracy.

**Comments on Progress:**

We are seeing our own First Nations, Métis and Inuit students are engaging more during our cultural activities and sharing their own experiences. Teacher comfort level has improved and we are seeing these teachings infused in daily lessons and activities. Graphic novels and picture books were ordered with First Nations, Métis and Inuit themes and stories to allow students to have more opportunities to read about their stories. Our First Nations, Métis and Inuit families are becoming more involved in our school events and celebrations and are offering to share their knowledge with various classes.

**Outcome 3: Alberta's education system is inclusive**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• St. Matthew Middle School staff will refocus our Response to Intervention time to provide better aligned targeted support and enhancement.</li><li>• All teachers will be trained and become efficient in the use of Dossier as a tool to better 'Know their learner'.</li></ul>

**Comments on Outcome Strategies:**

We are in our second year of using a whole school Response to Intervention model through our PAWS (Pause and Work Smarter) block and Levelled Literacy Intervention. Our staff has increased their knowledge and use of Dossier to help them know their learners. We have always practiced a fluid model of intervention, which has been driven by data analysis.

**Comments on Progress:**

As staff working on meeting our students' diverse needs, we are noticing students feel more comfortable in engaging in their academic learning. We have created the opportunity for 116 students to be involved in Levelled Literacy Intervention from grades 1 to 8. Staff is becoming more confident with the process of Response to Intervention and are using Dossier more frequently.

**Outcome 4: Alberta has excellent teachers, school and school authority leaders**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Create collaborative opportunities to build capacity in co-teaching and co-planning among all staff.</li><li>• Provide appropriate professional development for all elementary teachers as they transition to a new reporting system.</li></ul>

**Comments on Outcome Strategies:**

Our results indicate a high percentage of satisfaction, but as a school we will continue to seek feedback from students, parents and teachers to improve our instructional practices and to continue to create authentic learning experiences for our students. Our strategies indicate that as a staff we are not only finding ways to provide improved instruction for students, but also creating efficient reporting of our students' progress.

**Comments on Progress:**

Our staff has successfully transitioned to a new elementary report card system and because of the ease of transition, staff are open and willing to move to the next step of having our reporting becoming live. Our students have seen the benefit of our increased co-teaching opportunities since nine out of ten middle school teachers and all elementary teachers have co-teaching blocks.

**Outcome 5: The education system is well governed and managed**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Promote and inform all of our stakeholders of our school related events and celebrations.</li><li>• Continue to work with parents, teachers and students to have a voice in decisions impacting our school community.</li></ul>

**Comments on Outcome Strategies:**

Due to our school's increased focus on informing our stakeholders of events, activities and celebrations, we have noticed improved involvement and attendance at all of our activities this year. We feel this has contributed to building a positive school community.

**Comments on Progress:**

We continue to inform our stakeholders through our Week at a glance posts to our Facebook page and website and have seen an increase of views in the 2017-2018 school year from the previous year. As our enrollment continues to increase and our building grows, we continue to gather feedback from staff and parents to ensure we are creating the smoothest transitions for all students.

## St. Patrick's Community School School Improvement Plan Highlights

**Division Goal: Nourished by grace and a personal relationship with Jesus Christ, we joyfully embrace, live, and teach the Gospel spirit.**

**Division Outcome D1: Each individual in our school community is immersed in a spirit of Communion with Christ and through catechesis, experience a maturation in his or her profession of faith.**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Through catechesis all members of St. Patrick's Community School will be provided with opportunities to gain an understanding of Sacramental Life and deeper meaning of our Catholic liturgy.</li></ul>



**Comments on Outcome Strategies:**

This year at St. Patrick's, the focus for planning masses shifted from solely being the Faith Coaches responsibility to growing teacher capacity and confidence. Resources such as: missals, mass planning documents, order of intentions, and possible readings to use for the day were offered to the homeroom teachers and supported by the school Faith Coaches. Our students were thrilled that the video was edited and used as a teaching tool to further their understanding of the mass. Faith Fact Friday - 'Triple F' - continued to generate much excitement and learning about our faith as questions were specifically directed at the parts of the mass and Sacramentality.

**Comments on Progress:**

Throughout the school year, Faith Coaches and Administrators have observed a significant increase in teacher confidence and knowledge of planning a mass/liturgy. In conversations with teachers, it is evident that they too feel they have grown in their understanding of the various parts of the mass. Along with mass planning, Administrators have concentrated on staff Sacramentality. During professional growth and staff meetings, Administrators have dialogue with staff about the importance of finding God in everyday life and shared personal experiences.

**Division Outcome D2: All of our school communities are authentically Catholic.**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• St. Patrick's Community School's staff and students will focus on permeating our Catholic faith throughout all subject areas.</li></ul>



**Comments on Outcome Strategies:**

The data analyzed from our Schollie Survey indicated that 77% of students said that they learn about God in all their classes. It was evident that our school community needed to make a purposeful and concerted effort in the language we use when permeating faith in subjects other than Religious Studies. Faith Coaches assisted by giving examples to teachers and when Administrators completed walk throughs in teacher classrooms, suggestions were offered. Teachers were also given a One-Sentence Permeation Plan, and were expected to clearly identify permeation in their lesson plans. The prayer walls created by students and teachers contained prayers written by students and were added throughout the day.

**Comments on Progress:**

Our teachers are very grateful for the 8 Characteristics of Catholic Identity document, from the Division. Teachers used the language from that document when planning for faith permeation, alongside other subjects. As observed from Administrator walk throughs, teachers have incorporated the One-Sentence Permeation Plan. Experienced St. Patrick's teachers have commented that they have never observed nor heard so much faith permeation. Administrators have also encouraged all staff to talk to children about their own faith - 'being a witness'. Teachers have commented that once they start talking about God, our students often have much to offer. The prayer walls reminded students and staff that we can talk to God throughout the day.

**Outcome 1: Alberta's students are successful****Strategies:**

- Continue to refine the restructured English Language Arts (ELA) and Mathematics academic programming for Grades 2 - 9 with a focus on teaching and assessment strategies.
- Pilot the Mathematics program 'Mathology' in Grade 1

**Comments on Outcome Strategies:**

Prior to 2015, St. Patrick's Provincial Achievement Results (PAT) were below the provincial average in both the Acceptable and Excellence categories. Administrators focused on the context and culture of our school community. In understanding our diverse learners, a decision was made to group our students from Grades 2 - 9, in both Mathematics and English Language Arts, according to student data collected from: teacher assessments, Fountas and Pinnell, Standardized Test for the Assessment of Reading (STAR), English as a Second Language benchmarks, and Levelled Literacy Intervention.

**Comments on Progress:**

Since the 2016 - 2017 school year, St. Patrick's Provincial Achievement Results (PAT), in both Acceptable and Excellence have trended upward. The Acceptable category, in the overall Accountability Report is 'Good' and the Excellence is 'Acceptable'. We continued to utilize our Literacy, Inclusion, Faith and Technology (LIFT) teachers to individually instruct small classes for both Mathematics and English Language Arts, as opposed to a co-teaching model. The teachers focused on identifying the high, medium and low leverage outcomes in both Mathematics and English Language Arts which has given them a laser focus of what curriculum outcome(s) each student needs to either master or demonstrate at a high level of proficiency. This was our second year where teachers refined and developed common assessments in English Language Arts and Mathematics, that all teachers can use to ensure students are meeting the expectations.

**Outcome 2: The achievement gap between First Nations, Métis, and Inuit students and all other students is eliminated****Strategies:**

- Focus on the links between the Aboriginal Perspective and the Catholic Connections within the Programs of Studies in collaboration with the division First Nation Metis Inuit support team.
- Our rich and diverse school culture allows us to celebrate uniqueness from Canada and around the world.

**Comments on Outcome Strategies:**

Analysis of our Accountability Pillar results identified this as an area of concern for our First Nations, Métis, and Inuit learners. A selected group of teachers worked with the Division Lead Faith Permeation teacher and the Division First Nations, Métis, and Inuit team to highlight meaningful connections in the curriculum and to our faith. Our teachers have steadily shown an interest in contacting the Division First Nations, Métis, and Inuit team and inviting them into our school for various activities. As we educate children from all around the world, our school Central Alberta Refugee Effort (C.A.R.E.) support worker has been instrumental in fostering more meaningful partnerships at our school.

**Comments on Progress:**

As a school community, we strive to make each child feel welcomed and loved. Maintaining regular school attendance has been a focus areas for Administrators and teachers to ensure our First Nations, Métis, and Inuit students feel a connection to our school community and to at least one adult. As a school, we are encouraging more families and students to identify as First Nations, Métis, and Inuit and to celebrate their heritage.

**Outcome 3: Alberta’s education system is inclusive**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Nourish our partnerships with community organizations.</li><li>• Social Justice activities will foster the importance of caring for one another in our community.</li></ul>

**Comments on Outcome Strategies:**

As we are entrusted to educate children from our native homeland and around the world; community and a sense of belonging are crucial to our student success. Parents place great trust in us to provide their children with a broad range of educational experiences in the classroom and beyond. Nourishing our partnerships with various local organizations such as: Red Deer College, the G. H. Dawe School, Everactive Schools and two senior living homes, assist students in learning that they can make a difference in people's lives and better our community by being active participants.

**Comments on Progress:**

Through excursions to various community organizations, our students gained an understanding that they can give back to their community in a meaningful way and realized the possibilities that exist for them, beyond the walls of St. Patrick's Community School. Our students have learned that within our school community, they all have a great responsibility to assist in making St. Patrick's a welcoming school environment and that God teaches us that no matter what we have, we all have gifts and talents to offer to one another.

**Outcome 4: Alberta has excellent teachers, school and school authority leaders**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Offer a broad range of Career and Fine Arts programming to students in Grades 5 - 9.</li><li>• Refine school based mentorship program.</li></ul>

**Comments on Outcome Strategies:**

We continued to strive to be an excellent school by meeting regularly with our Middle School Student Voice Team. As the year progressed, the students demeanour and comfort level with the Administrators was positively noticeable. As an Administrator team, we were mindful of growing teacher capacity. School based Mentorship meetings provided various timely and targeted supports for our first year teachers and experienced teachers that were new to St. Patrick's. School. Based on teacher feedback, the Mentorship meeting agendas were adjusted accordingly to meet the needs of our teachers.

**Comments on Progress:**

St. Patrick's has grown over the past two years, with the courses offered during Career and Skill Development. We continue to strive and are experiencing success in aligning our selections with the Career and Technology Foundations curriculum. Our teachers involved in the school based mentorship program have commented that the sessions are timely and purposeful and appreciate the fact the Vice Principals are asking for feedback and acting on it to make changes to the program.

**Outcome 5: The education system is well governed and managed**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Involve School Council in planning and feedback.</li><li>• Improve parent communication.</li></ul>

**Comments on Outcome Strategies:**

As a school community, we continued to seek improvement in the ways in which we communicated with our parents. Based on feedback from our School Council, we implemented 'Week at a Glance' and continued to use text messages as one of the most effective ways to communicate. We continued to share and seek feedback periodically throughout the school year from our parents on various educational initiatives to our communication strategies. We continue to encourage parents to follow us on Facebook, Twitter or Instagram.

**Comments on Progress:**

Our parents provided us with very positive feedback regarding 'Week at a Glance' and asked that it continue for the remainder of this year. Parents also indicated that they appreciated the text messages they receive from the school as reminders of upcoming events. We have increased our followers on Facebook and Twitter and this year started Instagram. At parent/teacher/student interviews, our Administrators assisted parents in logging on to Powerschool and the new elementary Edsby report card.

## St. Teresa of Avila School School Improvement Plan Highlights

**Division Goal: Nourished by grace and a personal relationship with Jesus Christ, we joyfully embrace, live, and teach the Gospel spirit.**

**Division Outcome D1: Each individual in our school community is immersed in a spirit of Communion with Christ and through catechesis, experience a maturation in his or her profession of faith.**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Implement practices and authentic experiences of prayer to foster our children's relationship with God.</li></ul>



**Comments on Outcome Strategies:**

Our data reveals that our students have difficulty in recognizing that prayer life is an opportunity to form a relationship with God. Seventy-five percent of our grade 4 student population do not come from a Christian/Catholic background. This year, a tremendous amount of time was dedicated to authentic prayer and prayerful responses in mass. We have implemented daily student led prayer opportunities for each grade level along with daily parts of the mass engaging visitors, staff and students over the intercom; this is bringing our community into relationship with God.

**Comments on Progress:**

Parents, staff and students deepen their relationship through the modeling and participation of daily prayer. Parents are observed participating in the morning prayers as well as praying in the chapel area throughout the day. Students are well versed in the practice of using the Prayer Frame as we follow the call of Scripture to "pray for one another". Students participate in spontaneous prayer and demonstrate how we are guided by faith to care for each person's well-being. Students have a wonderful sense of personal connection, community and spirituality released through this practice. Our Bucket Brigade for Jesus participated in writing prayers for each month's assembly that align with the Seven Sacred Teaching/Virtue that students focused on for the month. We continue to work collaboratively with Sacred Heart Parish to support eligible students getting caught up with their Sacraments. We anticipate six children will be receiving the Sacrament of Baptism in June while another 12 parents are interested in their child receiving the Sacrament of Baptism in the future. We will continue to collaborate with Sacred Heart Parish to support our families.

**Division Outcome D2: All of our school communities are authentically Catholic.**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• St. Teresa will foster an authentically Catholic community by supporting intentional permeation utilizing the Eight Catholic Identity Characteristics.</li></ul>



**Comments on Outcome Strategies:**

Faith intentional permeation continues to be a focus at St. Teresa of Avila. Teachers received professional development with the Eight Characteristics of Catholic Identity and assistance from the Faith Coach with identifying which Characteristics they inherently permeate into lessons. Our goal is to INFORM-FORM-TRANSFORM; when our students start using the language in their own context and experience, we

know we have accomplished this.

**Comments on Progress:**

As our school continues to strive towards intentional permeation. Staff are experiencing success with the implementation of the One Sentence Permeation Plan in all subject areas. Nine of the twenty-three parent surveys (Schollie) completed provided written comments on "how well the staff is doing empowering students with a strong relationship with God". The necessity of intentional permeation of faith will continue to be supported across the grades in the upcoming school year.

**Outcome 1: Alberta's students are successful**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Implement high yielding instructional strategies to support literacy confidence and skill acquisition for all students.</li><li>• Implement high yielding instructional strategies to support numeracy confidence and skill acquisition for all students.</li></ul>

**Comments on Outcome Strategies:**

School data has clearly identified Literacy to be a primary goal. We are into our second year of Responsive Tiered Instruction and foresee continuing and enhancing this model next year. We have introduced Levelled Literacy Intervention and Reciprocal Teaching to round off our comprehensive literacy program. To close the readiness gap of our youngest learners, we have implemented a Full Day, Every Day Kindergarten program where enrollment was based on most need. Numeracy has been supported by our division math/science lead teachers through two parent workshops, grade team support of Number Talks and two Monday embedded Professional Development sessions targeting primary and upper elementary concepts. St. Teresa School will be implementing the Math Intervention Program Instrument (MIPI) next year and will dedicate time on the Monday Embedded Professional Development calendar to this intervention tool. We have completed the process of identifying and aligning our Essential Learning Outcomes for Math and Language Arts and will be connecting these to assessment practices as we move forward with the Division's Assessment Systems Initiative next year.

**Comments on Progress:**

Responsive Tiered Instruction continues to be a success where data is driving the fluid, flexible instructional groupings. In the past seven months, we have supported nine staff members to provided Levelled Literacy Intervention to 46 at risk students. One area we will be working on is enhancing family/home support which this program is dependant upon. With this in place, we can foresee a larger number of students accessing this specialized intervention. For students who are unable to participate in LLI we do utilize Read Well and Precision Reading which utilizes school partnerships. To support reading comprehension, all grades one to five teachers have implemented Reciprocal Teaching. We will complete an analysis of our May Fountas and Pinnell data to determine the impact this programming has had on student reading and comprehension. As the spring data is coming in, it was pleasing to see a vulnerable cohort make significant growth of exceeding grade level expectations in reading - from 0% to 39% over two years of intervention. Number talks and open ended questions have become a common practice within numeracy lessons at all grade levels.

**Outcome 2: The achievement gap between First Nations, Métis, and Inuit students and all other students is eliminated**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Implement the values of the First Nations, Métis, and Inuit culture primarily as it aligns to our Catholic Faith. (Division Goal: To share the beauty, value and wisdom of Indigenous Culture with our entire community).</li></ul>

**Comments on Outcome Strategies:**

In continued collaboration with the Division First Nations, Métis and Inuit Support Team, staff continue to build their knowledge, awareness and appreciation of culture through a comprehensive plan that supports teacher professional development and student learning opportunities. Teachers alongside their students have participated and supported the teachings of the Elders through the Seven Sacred Teachings. The connections of the Laudato si' and the various cultural activities, that each grade has the opportunity to experience, develop understanding and appreciation of the richness of First Nations, Metis and Inuit cultures, interwoven with Catholic Faith.

**Comments on Progress:**

Through the implementation of the school's First Nations, Métis and Inuit Cultural Plan, staff and students aligned the '7 Sacred Teachings' with the monthly virtues and took action connected with our family and our classrooms as Pope Francis outlined in the Laudato si' each month. This process each month guided our students through the stages of permeation, form to transform. Staff and students participation in authentic learning opportunities through cultural activities has increased their knowledge, understanding and awareness of other cultures. Staff have shown appreciation for the embedded professional learning opportunities provided by the Division Support Team.

**Outcome 3: Alberta's education system is inclusive**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Support a collaborative team approach between teachers and outside support agencies to analyze data, expand instructional practices and create authentic inclusive learning environments.</li><li>• Develop a comprehensive counselling plan that meets the complex social and emotional needs of our students at the universal, targeted and specialized support levels.</li></ul>

**Comments on Outcome Strategies:**

Mental Health and Wellness has remained a critical focus for the 2017-2018 school year due to the volume and severity of individual and/or family needs. Counsellors have addressed and supported the needs of 40% of their referrals with 60% remaining on their targeted and specialized caseload. We have accessed outside support through Health Nurses and Red Deer College to deliver the Universal counselling strategies. Our Family School Enhancement Counselor has provided specialized supports for 34 families; 17 of which remain on the caseload. We meet monthly with the Regional Collaborative Delivery (RCSD) team to discuss universal, targeted and specialized supports for 51 of our complex learners. With cutbacks to this service, we have restructured our support staff allocation to continue the programming normally provided by RCSD. We have trained our entire staff on Handle With Care Primary Restraint Techniques which has effectively supported staff and students in 55

restraints this year.

**Comments on Progress:**

Our relationship with the Regional Collaborative Service Delivery team has been a positive one, however, reduced services and staff turnover has negatively impacted programming. Approximately 33% of our student body is receiving targeted or specialized counselling supports which includes trauma, abuse, domestic violence, and addictions. We have effectively delivered universal counselling support through coordinated services of Health Nurses and the Red Deer College Community Learning Students. We have streamlined the referral process for accessing counselling services and have developed competency of 60 staff to effectively respond to aggressive student behaviour through training of the Handle With Care - Primary Restraint Technique.

**Outcome 4: Alberta has excellent teachers, school and school authority leaders**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Establish a strong Mentorship program to build instructional competency of new teachers while developing leadership capacity of experienced teachers.</li><li>• Promote and sustain a dynamic digital-age learning culture that provides a relevant and engaging education for all students.</li><li>• Delve deeper into the Learning Commons philosophy to harness student driven creativity, innovation and collaboration while promoting literacy including digital literacy, coding literacy and invention literacy.</li></ul>

**Comments on Outcome Strategies:**

Our Technology Coaches and Learning Commons Librarian have collaborated closely to maximize the use of the Makerspaces resources. Special attention was given to aligning Learning Commons activities with curricular outcomes. Staff training and co-teaching opportunities were provided to develop teacher and student capacity in utilizing the Learning Commons/Makerspace resources. The Vice-Principal created meaningful agendas each week to support effective Mentee Meetings with new teachers. Mentor teachers and new teachers will have the opportunity to bring agenda items forth to ensure that meetings are meaningful and support to their formation.

**Comments on Progress:**

Our Learning Commons has been well utilized during this first year of full operation. We have seen excellent use of this share space for information technology, Makerspace activities, small group work, collaboration, content creation, meetings and reading or study. Tech Coaches and the Learning Commons Librarian have teamed up to support each other in meeting their goals this year. During Administration walkthroughs new teachers displayed growth each week in their instruction and assessment practices as they strived to accomplish the goal outlined in their weekly meetings. Administration along with mentors celebrated their accomplishment of creating learning environments that ensured all students were successful while teaching with enthusiasm focus.

**Outcome 5: The education system is well governed and managed**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Provide opportunities for parents and staff to be involved in school decisions and activities while creating an environment where all staff, students and parents feel competent, welcomed, safe and supported.</li></ul>

**Comments on Outcome Strategies:**

We continue to see more than ample volunteers for Council run activities considering we have seen a decline in attendance at our monthly School Council meetings. We have increased communication and extended personal invitations to encourage more parents to the table. It is an ongoing process to encourage parents to sign up for Edsby with 35 parents yet to register for access. With the reveal of the new school logo, staff, students and parents will have opportunity to contribute to the Mission and Vision Statement for St. Teresa of Avila School.

**Comments on Progress:**

Social Media data indicates we have increased communication with parents on Facebook, Twitter and Instagram from last year. We continue to see strong turnout at our Family Events. Ninety-two percent of our grade one to 5 families who are registered on Powerschool have active Edsby accounts. We will continue to offer support necessary to engage all our families in the new reporting system.

## St. Thomas Aquinas Middle School School Improvement Plan Highlights

**Division Goal: Nourished by grace and a personal relationship with Jesus Christ, we joyfully embrace, live, and teach the Gospel spirit.**

**Division Outcome D1: Each individual in our school community is immersed in a spirit of Communion with Christ and through catechesis, experience a maturation in his or her profession of faith.**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Expand awareness and engage in action with our stakeholders of the "Living in Community" Task of Catechesis and foster growth in our catechetical practices.</li><li>• Staff will continue to explore ways to enhance our culture of faith through personal spiritual growth and model ways to live and grow in faith within our community.</li></ul>



**Comments on Outcome Strategies:**

We continued to raise our awareness amongst our team of the Six Tasks of Catechesis. Our team analyzed our Schollie Data and identified "Living in Community" as our focus task for our school improvement plan. We worked to ensure that all project based learning included a social justice lens to promote students gaining a deeper understanding of what it means to have a missionary spirit and prepare them to be active members of our faith and larger community. Our plans for education for a community life were centred on volunteerism, humility, concern for the poor, care for the marginalized, fraternal connection, and communal love. We worked to ensure that students understood our call as Catholics to support our community and that community means more than simply fundraising.

**Comments on Progress:**

Our community volunteer projects were very successful with each grade team completing several throughout the year. These included volunteering with Bible for Missions, community clean up, reading with Maryview students, assisting with the MS walk, pay it forward lunches, to name a few. Our professional learning utilized data from both ACOL, Schollie and Health Canada's Student Tobacco, Alcohol and Drugs Survey to help determine ways we could make students feel more connected at our school. We began our Random Acts of Kindness club and supported a student led initiative to apply for a grant through Shaw for an anti bullying campaign. Our Immigration Language Arts and Social Studies authentic project was aimed at using poetry to express the difficulties involved in immigration in order to provide insight and perspective to this necessary challenge. Our role as welcoming members of our community was explored as well as what the Church calls on us to do in relation to responding to social justice supporting others in the world was a key part of the student learning in this project.

**Division Outcome D2: All of our school communities are authentically Catholic.**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Engage our stakeholders in action related to the "Permeation Mark" of an authentically Catholic school community.</li></ul>

**Comments on Outcome Strategies:**

Our overarching goal continues to be to ensure that our curricular delivery is animated and fully infused with our Catholic Faith. Our team has evaluated our work this year and are pleased that the Schollie survey results indicate our efforts for improving permeation are reflected in the data. While we have experienced growth, our team has decided to continue to expand our focus on permeation into the 2017-2018 school year. We will continue to plan and ensure that all project based learning taking place has an element of faith permeation as a part of the planning and implementation. As our team continues to deepen our understanding of vertical and curricular alignment, a continued part of the process will be to develop connections to infuse our faith into the must know, high leverage curricular outcomes.

**Comments on Progress:**

Our professional learning and collaborative planning included a focus on permeating faith into our lessons throughout the year. Our faith coach was able to provide two professional development sessions for the staff related to permeation and the Eight Characteristics of a Catholic school. The faith coach also worked with each teacher to observe a lesson in every subject area to collaborate on ways to incorporate faith and celebrate permeation already taking place. One of the authentic learning projects we are extremely proud of is our "Breaking Brita" project which focused on exploring the difficulty of accessing water, how to clean the water, as well as the importance of clean water in various places in the world. Our role as stewards of God's natural environment was a key element of this project and students worked with Father Tom to understand our expectations to act as stewards with his support.

**Outcome 1: Alberta’s students are successful**

<b>Strategies:</b>
<ul style="list-style-type: none"> <li>• Enhance current project based learning focus to target assessment, critical thinking mindset, and student voice and choice.</li> <li>• Continue enhancing a strong comprehensive literacy program through a focus on progressive instructional practices in all subject areas.</li> <li>• Increasing awareness of and enhance numeracy lessons by using teaching strategies that incorporate the seven mathematical processes.</li> </ul>

**Comments on Outcome Strategies:**

As a school, we have continued to embrace authentic learning that allows students to engage in an in-depth study of real world problems that are relevant in their lives. We utilized project based learning and design thinking as strategies to achieve this. We continued enhancing a strong comprehensive literacy program through a focus on progressive instructional literacy practices in all subject areas. A focus on Leveled Literacy Intervention as a means to help students gain literacy skills was a cross school focus. We participated in a math numeracy pilot with intensive professional development. Our team incorporated several elements of the 7 math processes routinely in their classes in order to help students improve their confidence with numbers. This wholistic approach has included pre-assessment to determine key targets for support.

**Comments on Progress:**

We focused our professional learning and collaboration to enhance our approach to project based learning and improve our practice by focusing on the essential learning outcomes. This was achieved through a continual process of vertical and horizontal curriculum alignment as well as emphasis placed on key learning outcomes that build on knowledge between grades. A second focus was ensuring balanced broad based assessment took place

throughout the projects to determine student grasp of concepts and any gaps could be addressed via targeted learning strategies. Eleven projects were completed over the school year, focused on a variety of topics including invasive species, immigration, water stewardship, viscosity and hydraulic lifts, historical figures, structures, middle school toolkit, Investigation, survival on mars, and flight and safety. Our Levelled Literacy Intervention was employed as a strategy to promote increased reading levels for students who were below benchmark level. The effective instructional strategies from this program were also provided to staff via professional learning and incorporated into humanities classes. Math and science teachers have focused their professional learning on number talks, open ended questions, inquiry based tasks and visuals. Our school took part in Literacy Week which involved guest readers from the public as well as RDCRS Trustees and members of the RCMP. Students led prayers in different languages, led reading buddies with Maryview, explored creation stories, participated in an author visit via Skype, and dressed up in literacy themed characters. Our team participated in the division Numeracy Pilot with the Division Math Lead teacher providing ongoing professional development. This has resulted in more engaging math lessons taking place in our school incorporating number talks, math games, number sense, open ended questions and rich mathematical tasks.

**Outcome 2: The achievement gap between First Nations, Métis, and Inuit students and all other students is eliminated**

<b>Strategies:</b>
<ul style="list-style-type: none"> <li>• Establish an inclusive education focus that develops deeper understanding and appreciation for First Nations, Metis, and Inuit teachings and spirituality, highlighting connections to our Catholic faith, across our school community.</li> <li>• Monitor and respond to academic learning needs for all First Nations, Metis &amp; Inuit students as part of our ongoing support model.</li> </ul>

**Comments on Outcome Strategies:**

At St. Thomas we recognize the various important lessons that can be learned from indigenous teachings. We continue to develop a deeper awareness of First Nations, Metis, and Inuit culture as a means to expand inclusion in our community and foster success for all learners. Our focus on increasing resilience for our students is rooted in indigenous beliefs. We continue to expand our Circle of Courage model as a means to both honour and learn from indigenous culture. We continue to expand our use of the Circle of Courage in our school and will explore ways to connect this to our selected task "Living in Community" as a next step.

**Comments on Progress:**

Our staff continued to utilize the division First Nations, Metis and Inuit support team for ongoing presentations and support in classes related to curricular outcomes. Our staff engaged in several professional learning opportunities focused on indigenous teachings and literacy. They also learned more about the Truth and Reconciliation Commission and ways to utilize this as a resource in their classes. Our staff continued to explore several indigenous teachings and created sinew rosaries as a means to understand the seven sacred teachings and form connections with our Catholic faith. Our school formed a "Circle of Courage" committee in January to implement ideas from staff that were developed during our November professional development. This included increased connections to our Catholic faith and sharing of resources related to this with our whole team. These best practices were modeled for staff during mini meetings and professional learning, with staff and students during monthly themed prayers and quotes on announcements, and with parents on social media. We also utilized an interactive graffiti board with thought provoking questions to help our student focus on resilience and think of how they can make our community a better place for all.

### Outcome 3: Alberta’s education system is inclusive

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Develop an enhanced universal positive mental health plan that is proactive and meets the needs of our learners.</li><li>• Create opportunities to ensure that every student feels connected and cared about as a member of the St. Thomas community.</li></ul>

#### Comments on Outcome Strategies:

Based on the Mental Health Commission of Canada’s “School-Based Mental Health in Canada: A Final Report”, studies suggest that as many as 25% of children and youth experience significant mental health issues. This data reflects the demographic at St. Thomas where many of our students benefit from support for mental health and wellness. Mental health difficulties contribute to problems with achievement and relationships at school. In severe cases, they prevent students from regularly attending class, but more often, students simply struggle with these problems on a daily basis, leading to further social and academic functioning concerns. Our school continues to take a universal approach to health and wellness focusing on helping students develop physically, socially, and spiritually. Our plan focuses on building student resilience, emotional and cognitive competence, and social connectivity through universal and targeted supports. Our Circle Of Courage model continues to be the underpinning of our positive mental health plan and our focus for developing student resilience.

#### Comments on Progress:

Our counselling team has led a variety of positive mental health universal presentations for students. The focus of one of the presentations has been debunking myths about drugs, describe how drug usage impacts your life, and provide a list of resources available for those that need help. A second area of support has focused on what healthy relationships look like, how relationships differ, and how to set boundaries as well as examining the difference between bullying and mean or rude behaviour. Several of the presentations included expressing gratitude and thankfulness and strategies for students to utilize when they are feeling down. Healthy technology use was also explored including the dangers of using technology inappropriately, how technology impacts health, and how to report inappropriate usage. As we move into the final part of the year, presentations have focused on test anxiety and specifically study strategies, strategies to reduce anxiety, and test writing strategies. One authentic learning project related to this strategy is our Grade seven middle years toolkit. During this project students worked to create tool kits to help the grade 5 students coming to our building next year with all of the information necessary to enjoy their time, gain connections, and experience success at St. Thomas.

### Outcome 4: Alberta has excellent teachers, school and school authority leaders

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Provide a variety of Career and Technology Foundations options and experiences for students to enhance authentic, real world learning at St. Thomas.</li><li>• Enhance communication and feedback mechanisms to better inform our stakeholders of the school improvement work undertaken by our team.</li></ul>

**Comments on Outcome Strategies:**

We continue to offer our students a variety of choice in our school that will help them become more advanced 21st century learners as well as explore possible career options for their futures. We have looked for additional ways to expose student to new careers and opportunities for learning outside of our traditional offerings. We have been examining our Career and Technology Foundation options this year to determine how to enhance our current offerings to give students more real world, authentic, career based learning opportunities.

**Comments on Progress:**

We have expanded our communication to stakeholders via our Facebook postings related to the variety of offerings and opportunities students are able to participate in. We have also created a Twitter and Instagram account to continue to promote the broad program of studies students are exposed to. We have restricted our timetable in order to change our approach to options and develop a progression from each grade for greater depth of study and broader range of opportunities. We have also expanded our offerings for students with our Middle School Ball academy and with the acquisition of several new pieces of technology with multiple applications across Career and Technology Foundations courses including a laser cutter, vinyl cutter, heat press and CNC router. Several of our authentic learning project focused on science and career themes, exposing them to potential areas of passion and potential future interest. These included the Crime Scene project where students take on the role of an investigator in order to collect evidence and find a suspect to a mock crime scene. An Invasive Species project aimed at looking at all of the invasive species in Alberta, specifically where they came from, how they are surviving, and the best ways to prevent them from spreading further through collaboration with Alberta Conservation. The Mars Attacks Science/LA project posed the scenario of what it would take to live and survive on the planet Mars; students experienced life on another planet and had to complete tasks mimicking life on that planet in order to understand the difficulty of populating another planet.

**Outcome 5: The education system is well governed and managed**

<b>Strategies:</b>
<ul style="list-style-type: none"> <li>• Enhance community partnerships and expand community connections with all stakeholders.</li> <li>• Multiply staff voice in decision making and professional development planning to achieve school improvement priorities.</li> </ul>

**Comments on Outcome Strategies:**

We continue to explore ways to increase parent and community involvement at St. Thomas. We utilize social media as our main tool for communication and celebrating events in our school. We continue to focus on inviting more parents and community members to become experts and partners as a part of our focus on authentic and project based learning. Our team's goal is to expand ways in which students will have the opportunity to work with community members as partners in the authentic learning process.

**Comments on Progress:**

Our school council attendance has risen from 2-3 members per meeting to 10-12 members joining us. The focus of this group has been centred around the learning taking place in our school and our focus on increasing community and career connections as well as authentic learning. The response from the team has been positive in relation to the new focus of these meetings. Several of our authentic learning projects involved community partnerships including working with Alberta Conservation, the City of Red Deer Water, Wastewater & Stormwater Department, the Red Deer Airport, The Kerry Wood Nature Centre, author April Henry and the RCMP. On February 5, 2018, Central Alberta Construction Association facilitated a hands on interactive day at our school. We had trades

representatives from plumbing, pipefitting, sheet metal, and welding industries provide information to our Grades 7-9 students.