

DIVISION  
ACCOUNTABILITY  
REPORT

September 1, 2018 - November 30, 2018



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

### **Faith Formation**

As a division, we continue to serve first-year teachers and second-year teachers in our Faith Formation Programs by running cohort groups for Year One and Year Two. In our Faith Formation, the organizing teams offer sessions for participants to ‘design their learning’ during each time slot of 30 minutes. 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, and becoming more comfortable with sharing and growing in our personal faith journey.

### **Faith Development Team**

The Division Theme for the 2018-2019 school year was chosen. It is ‘God, Let Them See You In Me’ - ‘Dieu, laisse-les Te voir en moi.’ The image for the division poster was selected through an art contest. The winner selected was Maxwell Evanochko from St. Matthew’s School. With the success of last year’s theme having a specific song, it was suggested that we should have a song for this year’s theme. Jesse Manibusan accepted our request and his song, *God, Let Them See You* was commissioned.

As support for the Inclusive Learning Team, the Faith Development Team continues to assist in enhancing teachers’ faith permeation during LIFT professional development. Teachers grew deeper in their awareness of Humanness and Sacramentality (two of the eight characteristics of Catholic identity) and how these two characteristics can be used in permeating the faith within their lessons and school communities. They also were also given an example of lesson planning which allows teachers to develop their intentional faith permeation within the curriculum content or their teaching process.

This year, the Rosary Celebration was moved to be celebrated in October - the month of the rosary. The event was reimaged from a Liturgy of the Word with the praying of the rosary to all grade 5 students participating in the Living Rosary.

### **Employee Wellness**

Our Health and Wellness Incentive program is continuing this year thanks to the support of our Senior Administration. Division staff are able to apply for \$120.00 dollars to help support their health and wellness journeys.

The Health and Wellness Coordinator continues to present on self-care to division staff during PD. “Strengthening the Culture of Wellness in our Division” was presented during RDCRS divisional PD on October 5. Over 70 staff attended this session.

Staff fitness classes continue this year. Classes include HIIT training at Notre Dame on Monday mornings at 6 a.m., walking class at 4:15 p.m. on Tuesdays (6 week program) and at circuit class at 4:15 p.m. on Tuesdays at St. Francis (6 week program).

## **Comprehensive School Health**

Our school division also supported the attendance of the HASS workshop for our schools on October 24th. 13 of our schools attended with their Health Champions and student health teams. The Healthy Active School Symposiums (HASS) are events designed to provide Alberta school communities with the knowledge, skills and resources to enhance student wellness. The events focus on inspiring student leadership by developing the competencies needed to become engaged thinkers and ethical citizens with an entrepreneurial spirit, through a Comprehensive School Health approach. HASS empowers students to be active agents of change in building a school community that enhances their learning and fosters their personal growth and well-being.

St. Francis and St. Thomas both organized a week of activities that focused on physical literacy. The Health and Wellness Coordinator supported these initiatives by facilitating activities before school and at lunch.

The Health and Wellness Coordinator continues to support the Pre-K program by offering Family Oriented Programming sessions. St. Elizabeth Seton, St Gregory the Great and St. Patricks have taken the opportunity to access this support. The focus of this session is to provide parents, staff and students with information on the importance of Physical Literacy and Fundamental Movement Skills.

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:

- CREATE sessions at St. Martin's
- POUND at Holy Trinity & St. Gregory the Great
- CALM class at Notre Dame
- PLAY training at St. Martins
- Bucket Filler and Kind Kids Club retreat at St. Teresa
- STAR session at Holy Family- games for self regulation
- PBL session for Gr. 4 health class at Mother Teresa

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

The Health and Wellness Coordinator applied for and was successful in receiving a grant totaling \$27,500 from the Alberta Healthy School Community Wellness Fund which is a joint initiative between the University of Alberta's School of Public Health and the Government of Alberta. The three priority areas we are focusing on with this grant are staff wellness, nutrition awareness in schools, and physical literacy in the classroom.

## **First Nations, Métis, and Inuit Support Team**

The First Nations, Métis, and Inuit Support Team continues to provide support to all elementary schools in the division through the Seven Sacred Teachings lessons. Efforts have been made to work toward a three-year plan of schools moving forward with the Seven Sacred Teaching to build capacity. A focus has been placed on building faith and making Catholic Faith connections to Indigenous spirituality through the Seven Sacred Teachings. Our Faith Coaches continue to work with staff on blending the Catholic faith and Indigenous spirituality.

The First Nations, Métis, and Inuit Support Team has developed a restorative practice support model to encourage learning, growth, healing and conflict resolution from an Indigenous perspective in the middle and high schools. A focus has been placed on permeating this model into the classroom culture; beginning with the introduction of talking circles and the use of a talking piece.

The development of an academic success model with First Nations, Métis, and Inuit students in all division high schools is ongoing. By specifically taking opportunities to connect with students as individuals and in a small group basis to identify barriers we expect to see an increase in the overall success of our First Nations, Métis, and Inuit students. Through the organization of an information night students can learn more about graduation requirements, scholarships and bursaries that are available for First Nations, Métis, and Inuit high school students.

Our commitment to authentic learning in professional development for teachers has been focused on changes to the Teacher Quality Standard. We are working towards the development of foundational knowledge in the First Nations, Métis and Inuit components of the standard. By collaboratively supporting professional learning in First Nations, Métis and Inuit education and providing schools with appropriate authentic resources we will move forward the foundational knowledge and understanding.

The First Nations, Métis and Inuit Support Team continues to learn from local Elders, Knowledge Keepers and Métis Ambassadors to enhance our foundational knowledge. The team has a progressing commitment to provide current professional development to staff within the division. The team has been trained as facilitators in the ‘Walking Together and Learning Pebbles’ and ‘Education for Reconciliation’ program through the Alberta Teachers Association.

The First Nations, Métis and Inuit Support Team collaborate with the LIFT Team during teacher professional development and offer staff two different sessions to grow their Indigenous learning: The sessions are focused on:

- Connecting teachers to culturally authentic resources with a First Nations, Métis and Inuit focus.
- Bridging Sacramentality awareness in Faith with Indigenous spirituality through smudging.

Maintaining community involvement is critical and the First Nations, Métis and Inuit Support Team continue to work alongside the following community organizations: Urban Aboriginal Voices Society, and Education Domain. The team also collaborates with the Central Alberta Regional Consortium Zone 4 First Nation, Métis, and Inuit Advisory Committee to share experiences, ideas, and resources for First Nations, Métis and Inuit Education in Central Alberta, as well as to advise Central Alberta Regional Consortium on quality professional development.

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

Over the summer we had 17 schools participate with 4 schools having their library open. There were over 5400 students that participated and over 16000 books were given out. RDCRS Reads administrators and librarians met together in November and determined that RDCRS Reads

vision would be to focus on a love of reading. As such, we are focusing on a more holistic approach this year. The team planned different ways that RDCRS Reads can promote a love of reading throughout the year with the summer reading as our yearly culmination to our program.

### **Administrators' Professional Development**

For the 2018-19 school year, the focus of the five administrator professional development sessions and the two-day retreat was the Leadership Quality Standard (LQS) document that Alberta Education will be bringing into action next school year. With the help of Dr. Jim Brandon and his team from the University of Calgary, RDCRS administrators were introduced to this document with a focus on how it can improve their instructional leadership. Starting in September, we broke open the LQS document and we were able to draw parallels between it and the new Teacher Quality Standard document (TQS). At the two-day retreat in October, Dr. Brandon's team lead all school administrators through various exercises that allowed them to take each competency within the nine standards and contextualize them to their school community. In November, Dr. Brandon's team furthered our understanding of the LQS as it related to the new TQS by using illustrated examples of classroom walkthroughs. Again, the goal of the intense examination of the LQS and the TQS is to enhance the instructional leadership skills of our school administrators.

## **2. INCLUSIVE LEARNING**

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

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

A total of 127 children have been monitored and considered for PUF for the 2018-2019 school year. A final count of 105 children met Alberta Education's criteria for the November 30th count and are accessing Program Unit Funding. At this time it is estimated that an additional 5-7 children will meet criteria before the January 30 final deadline.

#### **Family Oriented Programming**

From September 2018 to November 2018, a total of 50 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. In-depth, targeted language sessions were also offered to our identified families accessing PUF to further their language goals through 6 intensive sessions. 49 PUF families accessed these targeted sessions.

#### **Discovery Learning Centre**

From September through the end of November, 6 Pre-Kindergarten programs and 9 Kindergarten programs attended Discovery School at River Bend Golf and Recreation area for a week at a time. In addition, all of St. Matthew's Pre-Kindergarten and Kindergarten programs accessed Discovery School through a partnership at Pine Hills Golf Course in early October. Teachers, educational assistants, and children from each 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 Teachers. In addition, follow up strategies and support was given by the early learning team to all teachers following their weeks as to how to further their developmentally appropriate practice and professional growth within their classroom.

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

### **Early Learning Teaching Strategies Resource**

The emphasis of whole-child learning in the early years has been at the forefront of brain research and developmentally appropriate practice on a global scale. Administrators and teachers are implementing a new resource from Teaching Strategies called the Creative Curriculum in Pre-Kindergarten and Kindergarten rooms across the division. This resource honours the whole child and is intended to embrace the developmental sequence of children to further their knowledge with academic and social skills through inquiry and authentic experiences.

### **Inclusion**

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, LIFT sessions, school visits and PD days by continuing to provide sessions centered around self-regulation, differentiated instruction, and executive functioning to support diverse learners.

The Inclusion Team has created a Complex Learner Inquiry Process document to support our school Inclusion teams with implementation of strategies, data collection for effectiveness and help in identifying when to access outside services. As well, we have combined our English as a Second Language lead teacher meetings with our Inclusion lead teacher meetings to increase team building, differentiated professional development and to build capacity in all buildings.

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; such as STAR, Fountas and Pinnell, Mathematical Intervention Programming Instrument, Understand the learner was focused on creating an understanding of executive functioning of the students we serve. Respond to the learner targeted self-regulation and high impact teaching and planning methods to best meet the needs of all learners. Our Mental Health Consultant offered a LIFT focusing on understanding and supporting mental health in the classroom. 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 by attending parent meetings, assisting with planning to meet individual student needs, attending visits with psychiatrist and pediatricians and supporting consultations with two registered psychologists and the Alberta Health Services Core Team.

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

The needs of students are reflected in the Continuum of Supports and Services document. Meetings with each administrative team and school inclusion team were completed in September and November to reflect on how the support model has been working to meet the diverse needs of our students. These meetings help our Inclusion team to get a ‘pulse’ of the school division as a whole and within each school community. We will continue this process with meetings in March and May.

### **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 (NVCi) training that we have had in place for the past 17 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 fall, 95 staff were trained in Handle with Care at 5 training sessions. We will continue to train staff and create materials to share with parents to enhance collaboration as we work with a identified students.

### **Dossier**

We continue loading Fountas and Pinnell and GB + Reading Data into Dossier on a Division wide basis for Elementary students. Star Data is also loaded into Dossier. This upload has gone through some refinements with uploads starting in December. Dossier is also utilized for Instructional Support Plans (ISPs) for our diverse learners and the Learning Plans module for all students.

### **School Counsellor and Family School Enhancement Counsellor**

We have increased our Family School Enhancement Counsellor support with 2.0 FTE this year. 1.0 FTE for St. Dominic and St. Matthew school and 1.0 FTE for St. Patrick and St. Joseph high school.

Our Mental Health Consultant organized 11 Family School Enhancement Counsellors and 5 School Counsellors to attend a Train the Trainer session for “GO TO” Educators Identification of Mental Health Disorders in the Secondary School Setting. These individuals will provide one day professional development training at our division and school professional development days.

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

To build excellence among teachers and school leaders, the Division continued into the third 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 twice, where AP/VP designed their days by choosing sessions and the final hour was collaborative time to share your mentorship plan/review documents/ share best practices.

### **Authentic Learning**

In our PBL 101 introduction to project based learning there were 12 teachers that learned about this instructional process. Through the Authentic Learning 200 project enhancement session and the Authentic Learning 300 project creation sessions 37 teachers engaged in these 2 planning and collaboration sessions. We have broadened the scope of PBL by identifying Authentic Learning as the overarching instructional strategy. This allows for other instructional strategies such as experiential learning, inquiry focused instruction and design thinking that can promote the hands on, real life learning for students.

### **Educational Technology**

Tech Coaches met together in October for half a day. On this 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. Digital Citizenship was also a topic from this meeting. Tech coaches brainstormed different ways that the 8 Digital Citizenship Themes could be shared and used to inform staff and students in a timely and ongoing manner. Four of these themes have been shared with schools thus far, and Tech Coaches are the main vehicle for sharing and building capacity in schools about how to be a successful digital citizen. Tech Coaches also participated in a Flip Grid activity that modeled a use of this video creation tool. In addition tech coaches chose breakout sessions that could be used to bring back to their school communities. These sessions included Maker Space technology, Adobe Spark, Digital Assessment tools and Adobe Creative Cloud software.

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

From September to November of 2018, all subject and grade teachers were given the opportunity to participate in a full-day LIFT session at Montfort Centre. Using a graphic organizer, teachers created a personalized LIFT experience where they could choose sessions that related to areas of professional growth. As requested, the Inclusive Learning Team built in collaboration time that enabled teachers to discuss new material and relate it back to their own classroom experience. And, new for fall LIFT was an FNMI session entitled "Chat with an Elder." We were fortunate to give every teacher group an opportunity to discuss in an intimate setting, issues relating to Aboriginal people with a First Nations elder.

### **Literacy**

For the fall of 2018, LIFT offered Literacy sessions which allowed for choice for teachers. Grades 1-2 teachers accessed a session which examined the instructional strategies and process to create a reader. In addition, the Grade 1-2 teachers were supported in their use Lucy Calkin's writing program within their classes as a cohesive writing model. Grades 3-5 teachers received choice sessions for reading comprehension strategies, Fountas and Pinnell writing analysis and Writing Coherence: Conferencing. All elementary choice sessions included Gradual Release of Responsibility Instructional Model (GRR) for those wanting additional support with this pedagogy.

Specifically for Grade 1, the Fountas and Pinnell assessment within Red Deer Catholic Schools was examined to meet the needs of our students and the beginning of the reading process. A team was created to look at how the Fountas and Pinnell Benchmark Assessment tool could be best

used in Grade 1. This directly correlated with how Grade 1 would be documented using the RDCRS Instructional Levels chart and Dossier.

Grades 1-5 classrooms completed the Fountas and Pinnell Benchmarking Assessment with students after mid-October 2018. Any student identified as at risk were given intensive support both within the classroom and possibly through LLI (Levelled Literacy Intervention).

Our fall middle school humanities LIFT Sessions gave teachers choice to focus on the areas of reading and writing instruction that best meet the needs of their learners. All sessions were embedded with the understanding that the GRR and/or workshop model, as well as quality assessment practices, should be present in humanities classrooms. Sessions specifically focused on struggling readers, comprehension strategies, literacy in other disciplines, and refocusing on our core literacy beliefs. Time was also given for choice collaboration within and across grade and school teams.

In high school English language arts, choice LIFT sessions were offered specifically focusing on writing workshop model in action, supporting struggling readers, increasing reading comprehension strategies for all students, as well as re-focusing on our beliefs and values around quality literacy practices for student learning. High school social studies LIFT sessions gave the choices of ensuring literacy strategies are embedded in social studies classroom, opportunities for sharing good practice, as well as helping struggling readers. Once again, teachers were given the chance to collaborate within and across school teams to share best practices and plan for application of learning. All sessions were embedded with the understanding that the GRR and/or workshop model, as well as quality assessment practices, should be present in humanities classrooms.

Literacy sessions were also offered during LIFT to the middle and high school teachers not teaching humanities courses. This session focused on the ways to bring quality literacy strategies to students in the manner it is used by experts in each discipline. We also discussed 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 fall STAR Reading Assessments were completed by Grade 6-11 students by October 15th, 2018. 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 school professional development and 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 & open ended questions
  - c. AIM - language learning
2. Cultural competency
3. Oral language focus

### **Numeracy**

Montfort Lead Teachers continue to work with all schools using the Mathematics Intervention Programming Instrument (MIPI) to diagnose retention levels of mathematics in the beginning of the school year. This allows 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. MIPI is supported by school based numeracy lead teachers. These teachers are engaging all stakeholders in our current approach to mathematics.

Schools which have adopted a numeracy focus this school year have received regular embedded Monday PD and classroom support from the Montfort Math and Science Lead Teachers. To build capacity in schools (Year 2 & Year 3 numeracy focus) school based numeracy lead teachers are providing in house PD while Montfort Lead Teachers continue to provide classroom support as requested. Classroom support has been offered through co-teaching during instructional time, working with grade teams during assignable time, as well as providing crucial feedback to individual teachers.

All school based numeracy lead teachers attended the MCATA and Science ATA conference in October. This continued the alignment of the divisional numeracy focus as our keynote speaker

was Jo Boaler, author of *Mathematical Mindset*. This book has been the anchor of our numeracy journey since 2016.

During the Fall LIFT sessions all teachers continued to work on the instructional strategies identified in the Balanced Numeracy Foundational Expectations. All teachers were made aware of our science guiding document Comprehensive Science Foundational Expectations. Parent engagement in current math classroom practices has successfully occurred through Family Math Nights or math stations during Parent Teacher Interviews. Montfort Lead Teachers worked with schools to build capacity in hosting these events.

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

Our 2018-2019 academic year, we have 2,187 English Language Learners (ELLs) in our school division. Since August 2018 we have completed 38 ELL Intakes for new students. The ELL Intake assessments for our Grade 1 and 2 reading and writing, as well as Elementary and High School Math were updated at the end of last school year and the new assessment is meeting our intake needs to provide more detailed information.

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

We have had one ELL complex learner meeting as well as two individual school complex learner meeting since the beginning of the year. This group 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, and sharing of the Complex Learner Inquiry document.

Our individual school ELL visits were to ensure the students were receiving the individualized or group supports to help them to gain language skills needed for our Benchmarked students.

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

If needed, school teams have been identified to help support our CELLs. Teams consist of classroom teacher, administration, school lead inclusion teacher, and school lead ELL 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/or medical needs.

### **Assessment**

Quality assessment practices that promote student learning continue to be a major focus in professional learning this year. In Fall LIFT sessions, goal setting as an assessment practice to promote learning was modelled for all teachers as they chose their learning for the day. As well, most sessions modeled and openly discussed quality assessment practices and the importance of having a formative assessment system in place in all classes.

From August to November, 10 schools received specific professional learning on assessment and the formative assessment system. As well, 15 middle and high school teachers and administrators

attended professional development in Edmonton on November 29th provided by the Alberta Assessment Consortium.

Our teacher assessment team (20 teachers representing most schools) came together for collaborative learning on October 15th and November 28th, while the leader assessment team (10 assistant and vice principals) spent the day learning on November 1st. This professional development was provided by the Alberta Assessment Consortium and focused on how to ensure quality formative and summative assessment practices in our schools. Both teams also met for a half day on November 2nd to begin discussions and planning on how they will implement new ideas in their schools and classrooms, and share these journeys with their colleagues.

### **3. PERSONNEL**

#### **Personnel and Staffing Update**

##### **Teacher Hiring**

The following is a breakdown of the contracts issued from Sept 1 - Nov 30, 2018 with Red Deer Catholic Regional Schools:

- 1 part-time probationary contract
- 3 full-time interim contracts
- 1 part-time interim contract
- 3 full-time temporary contracts
- 2 part-time temporary contracts
- 1 job share assignments

##### **Leaves of Absence**

- 4 teachers started maternity leave in during this period and 15 continue to be on maternity leave.
- 8 teachers are went on medical leave during this period and another 15 continue to be on medical leave.

##### **Resignations**

We had 2 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 again this year. Existing applications were honored. We have 52 teachers on the program to finish their degree with an estimated \$481,608 for funding. For 2017-2019 we have had \$314,036 come in for reimbursement at 75% equalling \$235,527 to date. Since September we have had 19 teacher finish their degrees. We have 8 support staff on the program for various programs with an estimated \$49582.00 for funding. For 2017-2019 we reimbursed \$10524 at 75% equalling \$7893 to date.

## Report Submission

A Certified Staff Employment Submission Report was submitted to Alberta Education in September 2018. They have implemented a new reporting system “TWINS” (Teacher Workforce Information System) to use to submit documentation.

## Employee Orientation Presentation

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 and have started

holding two employee orientation meetings per month for all new staff.

### **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 .

### **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.

### **Support Staff Hiring**

The following is a breakdown of the contracts issued from Sept 1 - Nov 30, 2018 with Red Deer Catholic Regional Schools:

- 9 full-time probationary contracts
- 4 part-time probationary contracts
- 2 full-time interim contracts
- 3 part-time interim contracts
- 5 full-time temporary contracts
- 2 part-time temporary contracts

### **Leaves of Absence**

- 1 support staff has started maternity leave during this period
- 4 support staff are started medical leave with one on modified duties during this period with another 14 that are continuing on medical leave.

### **Resignations**

6 support staff have resigned from the Division so far this year.

## **4. FISCAL MANAGEMENT**

### **Operation and Maintenance Block**

We expect the Maintenance Department to have a surplus of approximately \$1,200,000 in 2018-2019. Our revenue will be approximately \$14.6 M. Our costs are expected to be approximately \$13.4 M.

### **Instructional Block**

The instructional block will likely run a deficit of approximately \$1.1 M in 2018-19 school year due to cost of running LIFT.

### **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 \$6.0 M due to additional bus routes added during the year and costs of upgrading buses. Transportation will likely run a deficit of \$1.1 M in 2018-19 school year. We do not foresee any new major bus purchases in 2018-19 unless we can find some that are a significant deal

### **Board and System Administration**

Costs for administration for administration will likely be at \$3.4 M which is well below the 3.6% of costs allowed for Admin costs. The Board is budgeted to run at break-even.

## **5. PLANNING**

### **Father Henri Voisin School**

Three new modular classrooms were placed at Fr. Voisin.

### **Holy Trinity School Modulars**

Two new modulars and a link install at Holy Trinity School in Olds.

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

Four new modulars and a link were installed at St. Matthew School in Rocky Mountain House.

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

Two new modular classrooms were installed at Our Lady of the Rosary.

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

The IPD (Integrated Project Delivery) team began construction in June. The main washrooms, air handling units and heating system was renovated in July and were operational for students on Aug 13. Working is continuing on phase one which will be completed at the end of January (two months ahead of schedule). Phase 2 and 3 will follow with anticipated completion in December 2019.

## **Capital Plan**

The board revised the three Year Capital Plan which was then submitted to Alberta Education. The revision moves a new school in Blackfalds to the number 2 priority.

## **6. ORGANIZATIONAL MANAGEMENT**

The following reports were sent to Alberta Education:

- St. Gabriel Summer School Marks Submission – August/September, 2018
- Division student enrolment September 30 count - SIS PASI submission
- Division student school enrolment (all students) and course enrolments (High School) data maintained to provide live data to PASI (Alberta Ed) on a continuous basis throughout the year
- Home School - Blended Program – percentage of program at school report – November 2017
- Enrolment Verification for Home Education Students – November 2018
- Course Conflict Resolutions Term 2, 3, 4 2016-2017 – November, 2018
- Duplicate Marks Resolutions Term 2, 3, 4 2015-2016 – November, 2018
- Priority School Conflicts – November, 2018
- CEU Monitoring – for the 2017-2018 school year submitted in November 2018

## **7. POLICY**

Trustees have reviewed the following policy:

- Policy 19 - Board Operations

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

|                   |   |
|-------------------|---|
| August 28         | Chair Watson, Vice-Chair Hollman, Trustees Heistad, Pasula, LaGrange, Lonsdale and Leyson, along with Senior Administration attended the Division Opening Mass at St. Joseph High School. |
| September 7       | Trustee Pasula attended an ACSTA Advocacy Committee meeting.  |
| September 12      | Chair Watson and Trustee Leyson attended the École Secondaire Notre Dame awards ceremony.   |
| September 13 & 14 | Trustee Pasula attended the ACSTA Committee and Board meetings.   |
| September 13      | Chair Watson and Trustee Leyson attended the playground Blessing at St. Elizabeth Seton School.   |
| September 20      | Trustees Leyson and Lonsdale attended a TEBA meeting in Edmonton.   |
| September 24      | Vice-Chair Hollman along with Trustees Heistad, Pasula, Lonsdale and Leyson attended the ASBA Zone 4 meeting.   |

September 28 Chair Watson and Trustees Pasula and Lonsdale attended the ACSTA Legal Summit in Calgary.

September 30 - Chair Watson, Vice-Chair Hollman, Trustees Heistad, Pasula, October 2 LaGrange, Lonsdale and Leyson, along with the Superintendent attended a board retreat.

October 3 Chair Watson, Vice-Chair Hollman, along with Trustees and the Superintendent attended a meeting with local UCP MLAs.

October 3 Chair Watson, Vice-Chair Hollman, along with Trustees and the Superintendent attended a meeting with local NDP MLAs.

October 4 & 5 Chair Watson and Trustees Heistad and Lonsdale, along with the Superintendent attended a negotiations committee meeting.

October 5 Trustee Pasula attended an ACSTA special meeting.

October 12 Chair Watson and Trustee Pasula attended an APEGA regional event.

October 17 Chair Watson, Trustees Heistad and Leyson, along with the Associate Superintendent of Inclusive Learning and the Supervisor of Support Services attended a luncheon with Archbishop Richard Smith.

October 17 Trustees LaGrange and Lonsdale attended an ATA interpretation committee meeting.

October 19 Vice-Chair Hollman and the Associate Superintendent of Personnel attended a Edwin Parr award meeting.

October 22 Vice-Chair Hollman along with Trustees Heistad, Pasula, Lonsdale and Leyson attended the ASBA Zone 4 meeting.

October 23 Chair Watson and Trustees Heistad and Lonsdale, along with the Superintendent attended a negotiations committee meeting.

October 23 Trustees Heistad and Leyson, along with the Superintendent and Secretary-Treasurer attended an Education Foundation gala planning meeting.

October 24 Trustees and Senior Administration attended mass at Our Lady of Assumption parish with division administrators.

- October 26 Chair Watson, Vice-Chair Hollman and Trustee Leyson, along with the Superintendent attended the École Secondaire Notre Dame Academic Awards ceremony.
- October 26 Trustee Heistad attended an Education Foundation Financial Audit meeting.
- October 29 Trustees Heistad and Leyson, along with the Secretary-Treasurer attended the Education Foundation Annual General Meeting.
- October 30 Chair Watson and Trustees Leyson and Lonsdale attended mass with Archbishop Richard Smith at St. Joseph High School.
- October 30 Trustee Lonsdale and the Superintendent attended an Audit Committee meeting.
- November 2 Chair Watson, Vice-Chair Hollman, Trustees Lonsdale, Leyson, Pasula and Heistad, along with the Superintendent attended the Board mini-retreat.
- November 3 & 4 Trustees attended masses throughout the division recognizing Catholic Education Sunday.
- November 6 Vice-Chair LaGrange and Trustees Hollman, Lonsdale and Leyson Attended the Zone 4 ASBA meeting in Red Deer.
- November 12 Chair Watson and the Superintendent attended a meeting with the ATA local president.
- November 12 Chair Watson and Trustee Heistad attended a grievance Interpretation Committee meeting.
- November 13 Trustees Heistad and Leyson, along with the Secretary-Treasurer and Superintendent attended the Catholic Education Foundation gala planning meeting.
- November 15 Chair Watson attended the St. Patrick's Community School Design Team meeting.
- November 16 Chair Watson and the Superintendent attended a meeting with Archbishop Smith.

- November 16-18 Chair Watson, Vice-Chair Hollman, Trustees Leyson, Pasula, Heistad and Lonsdale, along with the Superintendent and Secretary-Treasurer attended the ACSTA AGM and conference in Edmonton.
- November 18-20 Chair Watson, Vice-Chair Hollman, Trustees Leyson, Pasula, Heistad and Lonsdale, along with the Superintendent and Secretary-Treasurer attended the ASBA AGM and conference in Edmonton.
- November 21 Trustees LaGrange and Lonsdale, along with the Secretary-Treasurer and Superintendent attended an audit committee meeting.
- November 21 Trustee Lonsdale attended a Red Deer College Rebranding meeting.
- November 22 Chair Watson and the Superintendent attended a Board Chairs and Superintendents meeting with Archbishop Smith.
- November 23 Trustee Lonsdale attended an Energy and Environmental Education session at Mount Royal University in Calgary.
- November 30 Chair Watson, Vice-Chair Hollman, and the Superintendent attended a meeting with MLA Kim Schreiner.

## 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: In the spirit of Sacramentality, visible signs of God’s invisible grace will be revealed. Created in His image, our community will embrace our Humanness as a gift, and celebrate the essential goodness of being human despite our imperfections and limitations.**

|   |
|---|
| <b>Strategies:</b>  |
| <ul style="list-style-type: none"><li>• Develop a deeper awareness and understanding of Sacramentality and Humanness.</li><li>• Initiate steps to ensure that staff will celebrate and foster an appreciation for the Catholic Characteristics of Sacramentality and Humanness.</li></ul> |



**Comments on Outcome Strategies:**

Humanness and Sacramentality will be two of the Eight Characteristics of Catholic Identity that our school community will focus on during this school year. Our goal is to develop an awareness and understanding of Humanness and Sacramentality amongst staff, students and the greater school community. Through these characteristics, staff will begin to intentionally celebrate and foster an appreciation of our Catholic faith within their classrooms.

**Comments on Progress:**

To continue with intentional permeation within our classrooms, our Faith Coach has remained a key person in deepening our awareness of the Eight Characteristics of Catholic Identity through our staff Professional Development sessions. To date, these sessions have focused on Humanness as well as aligning our school social justice projects with both Humanness and Sacramentality. Our school has also developed a 'Laisse-les Te voir en Moi' referral form to celebrate students who are living examples of being light for others through Humanness and Sacramentality.

**Division Outcome D2: Teaching lessons are permeated in process or content to develop the Eight Characteristics of Catholic Identity. Students will be taught how to critically evaluate their worldview through a faith lens by achieving provincial outcomes in a Catholic context.**

|   |
|---|
| <b>Strategies:</b>  |
| <ul style="list-style-type: none"><li>• Teachers will create intentional permeation plans, which will develop the Eight Characteristics of Catholic Identity.</li><li>• Initiate steps to ensure that teachers will have the confidence and understanding to permeate their lessons and build an accountability model that ensures follow-through by all staff.</li></ul> |



**Comments on Outcome Strategies:**

Intentional permeation of the Eight Characteristics of Catholic Identity will continue to be a focus of our school community. Permeation plans will help teachers become more aware and confident in articulating to their

students how they permeate their lessons across a variety of subjects. With supports and mentoring, one sentence permeation plans will be created by staff to help build understanding, awareness and accountability of Faith permeation.

**Comments on Progress:**

Collaboration will be key in helping build confidence and understanding of the Eight Characteristics of Catholic Identity. Elementary staff have had the opportunity during collaboration to review expectations and models for one sentence permeation plans. Our Faith Coach has scheduled blocks to meet with staff to offer support and guidance while creating and delivering their permeated lessons using the one sentence plans.

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

|  |
|--|
| <b>Strategies:</b>   |
| <ul style="list-style-type: none"><li>• Continue to deepen our understanding and utilization of AIM, reciprocal teaching as well as effective numeracy strategies to meet the individual learning needs of all learners.</li><li>• Through instructional leadership, professional teaching practices will improve to increase student learning and engagement.</li></ul> |

**Comments on Outcome Strategies:**

As we look to meet the needs of all learners, we are increasing the use of data to inform teaching. We are further deepening our understanding of effective teaching strategies to implement differentiated instruction within our classrooms. The effective instructional strategies being used in Division 1, 2 and 3, such as Accelerative Integrated Method (AIM) and Reciprocal Teaching, will improve student literacy and second language comprehension. The data analysis of the Math Intervention Programming Instrument (MIPI), the consistent use of rich math tasks, number talks and other differentiated instruction techniques within mathematics classes will increase numeracy proficiency amongst students.

**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 interventions. Implementing the Wise Remediation Intervention Model in Grade 2, the use of Accelerative Integrated Method (AIM) in Kindergarten and Grades 1 and 2, and the introduction of Reciprocal Teaching, have proven effective for our second language learners. We have continued to explore these teaching strategies further and have ensured understanding of them amongst teachers through professional development and co-teaching. Co-teaching strategies within Grades 6 to 9 math has provided support and guidance to improve mathematics instruction and 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>• Teachers will share a deeper understanding of the beauty, value, and wisdom of Indigenous Culture with our school community.</li></ul> |

**Comments on Outcome Strategies:**

In continued collaboration with our Division First Nations, Métis and Inuit Support Team, 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. Our goal for our school community is to share a deeper understanding of the beauty, value and wisdom of the Indigenous Culture through positive exposure through various authentic learning experiences.

**Comments on Progress:**

Our school community has continued to celebrate our students through the understanding of the 7 Sacred Teachings during student assemblies. Staff have had the opportunity to participate in a Smudging Ceremony where the goal was to not only gain an appreciation for the prayer activity, but to gain the confidence and knowledge to teach their students about Smudging. As we look ahead to potential new practices within our school community, resources have been ordered to increase awareness of talking circles and restorative justice amongst our leadership team.

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

|   |
|---|
| <b>Strategies:</b>  |
| <ul style="list-style-type: none"> <li>• Enhance a safe and caring school environment through a collaborative team approach.</li> </ul> |

**Comments on Outcome Strategies:**

Our school community continues to use a team approach to enhance our safe and caring school environment. As we look to build on our inclusive strategies, interventions and iMind sessions, we have come to understand communication between all stakeholders will be key. Further to this, gathering feedback from the school community will help to build an environment where students feel they are safe, welcomed and have the coping strategies they need to build resiliency and meet their social-emotional needs.

**Comments on Progress:**

To continue to build safe and caring schools, our school iMind sessions remain an important aspect in meeting the emotional needs of our students. To enhance the positive impacts of iMind, weekly communication between counsellors and staff has been established to develop an awareness of the language and strategies taught to students. We have further increased the communication between administration, our counselling team and LIFT members through weekly meetings to ensure the needs of vulnerable students are being met. Our Health Champion Team has also shared our school plan which includes monthly family groupings, nutrition activities, family activities and other health initiatives. November will focus on nutrition and waste education in conjunction with Sacramentality.

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

|   |
|---|
| <b>Strategies:</b>  |
| <ul style="list-style-type: none"> <li>• Develop and implement programs that engage the diverse needs and interests of the student body.</li> </ul> |

**Comments on Outcome Strategies:**

Our school is working to reach the diverse needs and interests of our students through our Career and Life Skills courses and other authentic learning opportunities within and outside of the classroom. We recognized through feedback from our school community that fine arts opportunities could be broader and are also looking to improve the student exposure to technology for creative and exploration purposes.

**Comments on Progress:**

Once again this year, our Career and Life Skills courses have been modified to include more fine arts for our Grades 8 and 9's and a wider variety of authentic learning experiences based on the interests of our student population. Students from Grades 4 to 9 now have the opportunity to join a music ministry that performs at all our celebrations and masses. As we look to improve the authentic use of technology in our school, opportunities to explore and create through a MakerSpace type platform will be offered to a wide range of students using a collaborative model.

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

|   |
|---|
| <b>Strategies:</b>  |
| <ul style="list-style-type: none"> <li>• Create multiple opportunities for stakeholders to provide input into areas of strength and areas for improvement that impact our school community.</li> <li>• Increase the communication with parents and staff and other stakeholders to build awareness of what is occurring within our school community.</li> </ul> |

**Comments on Outcome Strategies:**

Through the use of social media, parent focus groups, student focus groups and our monthly School Council meetings, we are striving to improve communication methods between staff, home and school. We are also increasing the opportunities for our parents, teachers and staff to provide feedback on areas of improvement as well as on areas of success within our school community. Intentional communication and gathering stakeholder feedback will continue to be a year long focus.

**Comments on Progress:**

We have sought feedback from our school community on three new practices; mobile phone expectations during instructional time, elementary assemblies, and indoor recess guidelines. As part of this process, parents had the opportunity to provide feedback in regards to what they appreciate and are satisfied with as well as areas of concern, in relation to the proposed changes. School Council and staff members were also provided opportunities to offer feedback and suggestions for improvement. This information was used to guide and inform our decision making. We have also planned our second annual parent focus group which is set for the month of December.

# 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: In the spirit of Sacramentality, visible signs of God’s invisible grace will be revealed. Created in His image, our community will embrace our Humanness as a gift, and celebrate the essential goodness of being human despite our imperfections and limitations.**

|   |
|---|
| <b>Strategies:</b>  |
| <ul style="list-style-type: none"><li>• Develop a deeper awareness and understanding of Sacramentality and Humanness</li><li>• Celebrate examples of Sacramentality and Humanness within our community.</li></ul> |

**Comments on Outcome Strategies:**

At École Secondaire Notre Dame High School, our focus this year is to create opportunities for students to have a deeper connection with God. The daily delivery of our Religious Studies classes will engage students by participating in new forms of prayer such as meditation, texting to reach out, intentions, music, and scripture. Faith Coaches and Faith Liaison Teachers will share some of these practices with their departments through Professional Learning Community time in October and November. The format of our annual Grade 10 and 11 one-time retreats, for students who may not even be enrolled in Religion that semester, will evolve into a mini series, within each Religion classroom. Our first speaker will be Mike Landry who will present to our students and staff over two days, Nov. 12 and 13, on Humanness and Sacramentality. He will leave follow up activities and journaling for staff and students to complete before he returns to the same groups in December or January. This will then be repeated in the second semester, to the new group of students.

A number of activities are planned for this school year such as Faith Fact Friday, Faith Leadership Retreat, various forms of prayer, and restorative discipline to bring awareness and build on the characteristics of Sacramentality and Humanness.

**Comments on Progress:**

At École Secondaire Notre Dame High School we celebrated our Opening Mass and Thanksgiving Mass, as a school community. Mike Landry is scheduled to present to our Religious Education classes and our staff, on November 12 and 13, focusing on humanness. A number of students participated in the three-day Faith Leadership Retreat. This year, the Faith Leadership Retreat was expanded to include our feeder schools and over 50 students from our feeder schools attended. We have identified three students who have expressed interest in receiving at least one Sacrament and we have been working with them to assist them on this journey. Sheldon Kennedy presented to our school community on September 24 about making the invisible visible within the context of humanness and compassion. A "Notre Dame Pray for Us" section was added to our weekly newsletter where stakeholders can submit needs for prayer and a survey was sent out to all students, on November 1, as a follow up to Fr. Tom's Thanksgiving homily- What do you need from the Church? The results will be shared with our Faith team to give direction on what our students need from us as a Catholic School as well as from the Church.

**Division Outcome D2: Teaching lessons are permeated in process or content to develop the Eight Characteristics of Catholic Identity. Students will be taught how to critically evaluate their worldview through a faith lens by achieving provincial outcomes in a Catholic context.**

**Strategies:**

- Faith lead teachers and administration will work with teachers to effectively plan lessons to build Catholic identity in either the process of teaching or in the permeation of the curricular content.
- School administration will utilize supervision and/or evaluation to support teachers in the permeation of lessons to build Catholic Identity.

**Comments on Outcome Strategies:**

At École Secondaire Notre Dame High School, a variety of resources will be used to permeate faith within lessons. One initiative is to pair the Faith Coach with a faith liaison within each department. Together the two will create meaningful lessons and intentional faith permeation opportunities. Each liaison is strong in both their curricular knowledge and their faith journey, therefore is able to support the members within their department on a daily basis. Through walkthroughs and observations administrators will look for evidence of faith permeation and work collaboratively with the faith coaches and faith liaisons to support teachers to make our Catholic faith visible on a daily basis in our classrooms. One-sentence permeation plans have been shared with staff and time has been designated during embedded PD to create them. The Division Faith Lead teacher has offered to support our teachers through presentations and one on one discussions.

**Comments on Progress:**

École Secondaire Notre Dame High School is blessed to have many staff members actively involved in growing in their faith. We have already met with our faith liaisons and faith coaches to explore opportunities and strategies for permeating faith in our classrooms and will continue to expand on this throughout the school year. The One-Sentence Permeation Plan and the 8 Characteristics of Catholic Education were shared with mentorship teachers. During the faith Professional Learning Community (PLC) time in September, the roles of the faith liaison was shared with all members of this team. On October 1, the team met for the first time to begin planning together and they will continue to meet on the first Monday of each month, during PLC time. Time to share these strategies has been added to weekly department PLC agendas. Communication with the Division Faith Lead teacher will continue, to support our new framework of expanding the knowledge and permeating our Catholic faith, through LIFT sessions and school visits.

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

**Strategies:**

- All teachers will use a variety instructional and assessment methods to reduce the gap between the classroom mark and diploma exam mark.
- Teachers will prepare students with the skills, attitudes and behaviours they need to be active citizens and successful when they leave school.

**Comments on Outcome Strategies:**

École Secondaire Notre Dame High School understands there is a gap in reported classroom achievement and diploma exam results. With a decline in Diploma Acceptable and Excellence achievement, Professional Learning Community time will be dedicated to assessing data from a variety of sources. We identified an area of growth at Notre Dame is the use of formative assessment as a tool for informing instruction and support for students. We also understand the importance of academic success and career preparedness for students. In addition to academic rigour, our results show that 25.6% of stakeholders feel that our students are not prepared with the skills, attitudes and behaviours to be active citizens and successful when they leave school.

**Comments on Progress:**

Many of the teachers at École Secondaire Notre Dame High School have already met with division lead teachers to expand their mastery of their curricular areas to help support and engage students. During weekly department collaboration time, teachers discuss each student's progress and develop supports that will be put in place to help them get to the next achievement level. A Google Doc is being used to track at risk students and supports being implemented for these students. As of October 30, the Social Department has met three times with their Division Lead teacher to focus on identifying essential learner outcomes, that will prepare students for non-diploma and diploma exams. Administration has looked at Diploma trend data to begin analyzing the growing gap between class awarded marks and diploma exam marks.

**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>• To gain the foundational knowledge and indigenous perspective necessary to walk together on a path of reconciliation to reduce the achievement gap between First Nations, Métis and Inuit students and all other students.</li> <li>• To share experiential Indigenous cultural teachings in a faith permeated environment and enrich our view of the world.</li> </ul> |

**Comments on Outcome Strategies:**

At École Secondaire Notre Dame High School, we are focussed on experiential Indigenous cultural teachings in a faith permeated environment and enrich our view of the world. We have chosen to focus on activities that expose all students to the First Nations, Métis, and Inuit culture and move towards reconciliation. We are blessed to have a designated member from the division First Nations, Métis, and Inuit team assigned to the high school so that post high school, community connections can be made with our students. We believe that with regular, scheduled meetings with the students, we will be able to have a strong focus on meeting the needs of our First Nations, Metis, and Inuit students.

We are committed to gaining the foundational knowledge and indigenous perspective necessary to reduce the achievement gap between First Nations, Métis and Inuit students and all other students.

**Comments on Progress:**

École Secondaire Notre Dame High School is committed to walking together on a path of reconciliation with our First Nations, Métis and Inuit students. This encompasses professional developments, including indigenous perspectives in classes, closing the achievement gap, and sharing experiential cultural teachings. The division First Nations, Métis, and Inuit team presented to the staff of Notre Dame on integrating indigenous knowledge and culture into classes. This is to supplement the work that is already being completed in classes

including the Blanket Exercise, smudging, drumming, and inclusion of First Nations, Métis and Inuit literature, visuals, and cultural items.

Notre Dame is proud of have created an Indigenous Student Leadership group. This group will help bridge the achievement gap between First Nations, Métis and Inuit students and all other students. The creation of a Indigenous Student Leadership group will put reconciliation in to action while building up student leadership and honouring traditional ways of knowing. The inaugural meeting had eight students attend and express interest in being the founding members. Notre Dame is focused on sharing experiential Indigenous cultural teachings in our classrooms through smudging, drumming, and crafting to enrich our school communities' view of the world.

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

|  |
|--|
| <b>Strategies:</b>   |
| <ul style="list-style-type: none"><li>• Promote awareness and educate stakeholders about mental health through an increase in the number of events and activities focusing on this area.</li><li>• Engage and create positive relationships so students feel a connection to the school.</li></ul> |

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

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, our school wide PD focus will be on Mental Health Awareness and providing support for students and staff. We feel that by focussing on mental health awareness, putting accessible supports in place and creating positive connections at school that our staff, students, and parents will see that we are a safe and caring school where students are treated fairly and are proud of their school, and students follow the rules and expectations.

We continue to focus on interventions for all students, realizing the importance of utilizing the expertise of outside agencies for students with worrisome behaviours. We will once again partner with the University of Alberta to administer the COMPASS Health survey, as this has provided us with rich data on the health, academic and social emotional behaviours, which are guiding the focus of our Mental Health plan. We began the year with a session on staff self care followed by a training day 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.

We are very concerned with the increase in attendance issues, mental health issues, and an overall sense of apathy that our students are exhibiting. Therefore, this year’s Classroom Improvement Funding (CIF) money, was used to increase our counselling allocation and we 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.

We continue to 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 students are still on track for graduation. Our Notre Dame Help Sessions (NDHS) are continually evolving to best meet the academic needs of our students, through reteaching, relearning and assessing opportunities. We have increased our contact with outside agencies to meet the increasing social-emotional needs of our students and families.

**Comments on Progress:**

Our staff felt that the opening day presentations on staff self care and Mental Health Literacy were extremely informative and timely. Some were a bit apprehensive that they would not have adequate information to lead our mental health awareness focus, however, were appreciative of the training and support they will receive throughout the year. Students were also very receptive to the new focus of our NDD sessions and our mental health initiative. Two counsellors have also been trained as facilitators to continue in school support.

Sheldon Kennedy kicked off our mental health awareness focus by presenting to a captivated audience. He challenged us to make the invisible, visible and invited students to become Youth Champions. As a result, eight of our students are participating in a four part forum to create school focussed projects to support mental health awareness. After Sheldon Kennedy's presentation and a suicide, that heavily impacted our school community, there was a noted increase of disclosures to our counselling team. Many outside agencies came in to support both our students and staff and continue to be an integral part of our team.

We are very cognizant that we must have a balance in the information that we present and are looking for uplifting motivational speakers. Building positive relationships between staff and students, as well as providing school spirit opportunities will create a community where students feel safe and cared for. We also have a variety of new opportunities for our students to become change agents, within our school and community, as members of the Youth Champion Framework, Health Champions, Ambassadors for WE Day and Horizon Leaders.

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

|   |
|---|
| <b>Strategies:</b>  |
| <ul style="list-style-type: none"> <li>• Provide and promote opportunities and experiences for students to receive a broad program of studies.</li> </ul> |

**Comments on Outcome Strategies:**

With a decrease in Gr. 12 numbers, our Career Counsellor will be connecting with Gr. 10 students in their first year in high school, to begin developing a career plan. We will also expand the promotional video created for Try a Trade to also showcase Fine Arts, French Immersion, Technology and Career opportunities that are happening in our school. In addition to delivering a variety of programs, within Notre Dame, we are working collaboratively with St. Gabriel's to provide opportunities that will fit student learning styles or timetables.

**Comments on Progress:**

At the beginning of the school year, school administration met with St. Gabriel's to continue the discussion of co-enrolling students to meet their learning style and timetables. Our CTS lead teacher has worked diligently to provide new learning experiences for the students through a hands on sea can/tiny house project and receiving grants to offer new programming. Our career counsellor has scheduled mandatory, group meetings, for students from every grade during NDHS to ensure that all students have the information needed to be successful during high school and into post secondary. Our first Career Fair is also in the beginning stages of being planned.

At the October 5 PD Day, Principals met to discuss the recurring concerns at all division levels. A healthy discussion led to a number of ideas to support each other. Counsellors have already met with lead teachers to begin incorporating transitions and promotions of specialized areas into their middle school visits. We are exploring how information can be shared with middle schools throughout the year, not just during transition visits.

We continue the focus to work with middle schools to promote opportunities in Gr. 10. We work closely with feeder schools to align CTF, promote Radius productions, and collaborate on Grad Service projects to but name a few.

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

|   |
|---|
| <b>Strategies:</b>  |
| <ul style="list-style-type: none"><li>• To increase the amount of parental engagement and involvement at École Secondaire Notre Dame High School.</li><li>• To enact strategies to increase satisfaction and knowledge of the quality of education within Notre Dame.</li></ul> |

**Comments on Outcome Strategies:**

At École Secondaire Notre Dame High School our goals are to increase the amount of parental engagement and involvement with our stakeholders (students, parents and staff) and increase their satisfaction with the quality of education at Notre Dame. Our strategies will focus on effectively using a variety of platforms (SwiftReach, social media, weekly newsletters) to increase communication with parents and provide opportunities for engagement and involvement.

To increase teachers active engagement in improving the quality of education at Notre Dame, all teachers analyzed the ACOL survey during September 14 PD Day. From the feedback received, teachers will be provided support through Division Lead Teachers and given the opportunity to develop an action research, to promote growth in teacher identified areas of need.

**Comments on Progress:**

At École Secondaire Notre Dame High School, we have created weekly newsletters specifically for each stakeholder group and these newsletters are being used to acquire data on ways to enhance our school and the way our stakeholders have input into decisions, such as possible formats to the Graduation evening. Through SwiftReach, social media platforms, and parent-teacher interviews we have promoted parental involvement and celebrate the successes in our school.

Our Professional Development Lead Teacher continues to work with staff on Individual Action Research projects to promote their identified personal growth, to enhance student learning. Time for collaboration has and will continue to be provided during full PD Days. Established foundational expectations, for engaging students have been discussed and shared with each departments with the focus on increasing overall quality of education. This has been evident in many walkthroughs and shared back with teachers during debriefs.

## 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: In the spirit of Sacramentality, visible signs of God’s invisible grace will be revealed. Created in His image, our community will embrace our Humanness as a gift, and celebrate the essential goodness of being human despite our imperfections and limitations.**

|  |
|--|
| <b>Strategies:</b>   |
| <ul style="list-style-type: none"><li>• Holy Trinity will develop a deeper awareness and understanding of Sacramentality and Humanness, in our staff and students.</li><li>• Holy Trinity will celebrate and communicate examples of Sacramentality and Humanness within our school family and the Olds community.</li></ul> |

**Comments on Outcome Strategies:**

When students recognize their own individuality and the individuality of others, they begin to see their uniqueness and that of others as gifts that can be brought to the table and shared with others. Each student is a unique child of God, whose talents are a gift from God. What our students do with their talents is their gift to God.

**Comments on Progress:**

Our students love to see the needs of others in our community and design projects to fill those needs. In October, community students created snack bags for our hard working farming families. The bags were delivered over several days, along with a blessing for a bountiful harvest. In addition, students in grades four and five visited several seniors homes during Halloween to share their costumes with the residents and make connections for future projects.

**Division Outcome D2: Teaching lessons are permeated in process or content to develop the Eight Characteristics of Catholic Identity. Students will be taught how to critically evaluate their worldview through a faith lens by achieving provincial outcomes in a Catholic context.**

|  |
|--|
| <b>Strategies:</b>   |
| <ul style="list-style-type: none"><li>• Using the 8 Characteristics of Catholic Identity, Holy Trinity School will grow in permeating the Catholic Faith into our everyday curriculum.</li><li>• School administration will utilize supervision and/or evaluation to support teachers in the permeation of lessons to build Catholic Identity.</li></ul> |

**Comments on Outcome Strategies:**

Taste and see that the LORD is good; blessed is the one who takes refuge in him.- Psalm 34.8 Permeating our Catholic faith into our everyday lessons is a focal point for us as a school community. With strong faith leaders, and a staff rooted in Christ's teachings, we are moving in the right direction.

**Comments on Progress:**

As a Catholic community, it is our mission to highlight our Catholic faith at all times. Our Faith Coach plays a major role, working as a liaison with St. Stephen's Parish, as well as working in classrooms with our staff and students. Our school prayer, as well as the 8 Characteristics of Catholic Identity, are going to be displayed in each classroom throughout the year.

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

|  |
|--|
| <b>Strategies:</b>   |
| <ul style="list-style-type: none"> <li>• Using a Collaborative Response Model (CRM), Holy Trinity School will enhance capacity within our staff to be proactive and data driven in their planning to meet the diverse learning needs of their students.</li> </ul> |

**Comments on Outcome Strategies:**

Last year, when we reflected on our method of communicating about students, we noticed gaps in the areas of meeting each student's needs and in knowing if our interventions were working. In researching the Collaborative Response Model (CRM), we determined that implementing this model would tie in nicely with what we were already doing in our school, while giving us the missing pieces necessary to ensure that all students needs are being addressed. The model incorporates using data to determine student needs, setting action plans for each student, and follow up and data tracking to determine if the interventions being implemented are successful.

**Comments on Progress:**

We held our first Collaborative Response Model Meeting on October 2, 2018. Data was used to address the needs of 29 students. Interventions were put in place for each of these students using our school-built pyramid of interventions. Data is currently being collected on these interventions to see if they are successful. In addition, seven of our highest needs students have been discussed in separate meetings, to ensure that their needs are being met as well.

**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:**

At Holy Trinity we have been blessed with a strong First Nations, Metis and Inuit team, that continues to have two focal points. We want to recognize and build awareness of the Indigenous story in Canadian history. We also want to continue to build cultural awareness and activities into our school community that celebrate the rich traditions of the Indigenous people. By doing this, we hope to build awareness of the humanness of all of our staff and students.

**Comments on Progress:**

We are very pleased to see that many of our practices from last year have started again in the school. Students and staff are welcome to participate in a weekly smudge, acknowledgement of the land occurs at all of our assemblies and we continue to use our spirit groups to build cross-graded community.

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

|   |
|---|
| <b>Strategies:</b>  |
| <ul style="list-style-type: none"> <li>• Holy Trinity School will continue its efforts as a safe community for all staff, students, and parents.</li> <li>• Holy Trinity School will demonstrate and model caring for all members of our school community.</li> </ul> |

**Comments on Outcome Strategies:**

Holy Trinity School is a safe and caring community for students, staff and parents. The initiatives implemented strive to allow this feeling of safety to envelop the entire school community.

**Comments on Progress:**

Establishing a safe and caring community is the most important part of what we do. Our school's counseling team delivers age-appropriate Universal programming to all grades. Kindness is highlighted by our student population, regularly acknowledging and rewarding acts of kindness. We now have 13 staff members trained in Handle with Care protocol. New school initiatives impacting the parking lot, to devices in classroom, to adults in the hallways, have all helped fortify us in making every child, parent, and staff member feel safe.

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

|   |
|---|
| <b>Strategies:</b>  |
| <ul style="list-style-type: none"> <li>• Holy Trinity School identifies, develops and implements programs that engage the diverse needs and interests of the student body.</li> <li>•</li> <li>• Holy Trinity School will expose our students to a wide variety of experiences highlighting 21st century competencies.</li> </ul> |

**Comments on Outcome Strategies:**

Holy Trinity School staff have been enabled to use the artistic gifts they possess for the benefit of the community. Our gifts are God-given, and we strive to enable every child to enhance their gifts for the benefit of all. Administration works hard to ensure success for our new teachers through a comprehensive mentorship program.

**Comments on Progress:**

With the completion of the two new modular classrooms, the school has been enabled to offer a varied range of programming, including Foods and French Second Language. The library is undergoing its preliminary changes as it evolves into a Learning Commons/Makerspace area.

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

|  |
|--|
| <b>Strategies:</b>   |
| <ul style="list-style-type: none"><li>• Holy Trinity will increase opportunity for enhanced communication between parish, home and school.</li><li>• Holy Trinity School will seek opportunities to engage all stakeholders to provide input into continuous school improvement.</li></ul> |

**Comments on Outcome Strategies:**

When staff and parents work in team, the opportunity for every child to be successful increases. We have an involved, vibrant parent community, and continue to work in team for our kids.

**Comments on Progress:**

We have improved our communication strategies with the families of our school. Swiftreach has shown to be a relatively simple, yet effective means of sending messages to individual families, or the entire class. At our Parent Information Night we highlighted live reporting for parents, and had more than 40 families set up for Powerschool access during that event.

## **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: In the spirit of Sacramentality, visible signs of God’s invisible grace will be revealed. Created in His image, our community will embrace our Humanness as a gift, and celebrate the essential goodness of being human despite our imperfections and limitations.**

|  |
|--|
| <b>Strategies:</b>   |
| <ul style="list-style-type: none"><li>• Initiate steps to ensure that teachers will foster in students an appreciation for the Catholic Characteristics of Sacramentality and Humanness.</li><li>• Witness and celebrate, within our school community, our lived and shared experiences of Humanness and Sacramentality.</li></ul> |

**Comments on Outcome Strategies:**

During the 2018-19 school year the Eight Characteristics of Catholic Identity resource will be utilized to support teachers with intentional permeation. This key resource is valuable in supporting teachers lesson development as they are intentionally permeating the Eight Characteristics of Catholic Identity in all subject areas.

**Comments on Progress:**

Through the use of God Glasses and daily conversations around Where did you see God today? our staff and students are experiencing and witnessing humanness and sacramentality. Our Faith Coach provide professional development highlighting the Eight Characteristics of Catholic Identity and intentional permeation. She arranged Bethany Buddies for each class to create connections with the residents of Bethany Care Centre; these connections foster relationship and build on the characteristic of humanness.

**Division Outcome D2: Teaching lessons are permeated in process or content to develop the Eight Characteristics of Catholic Identity. Students will be taught how to critically evaluate their world view through a faith lens by achieving provincial outcomes in a Catholic context.**

|   |
|---|
| <b>Strategies:</b>  |
| <ul style="list-style-type: none"><li>• Teachers will create intentional permeation plans, which will develop the Eight Characteristics of Catholic Identity.</li><li>• Initiate steps to ensure that teachers will have the confidence and understanding to permeate their lessons and build an accountability model that ensures follow-through by all staff.</li></ul> |

**Comments on Outcome Strategies:**

Our Lady of the Rosary teachers will continue to increase their skill to effectively implement and permeate our our Catholic values. Using the technique of one-sentence permeation in lessons allows teachers to infuse our Faith on a daily basis in all areas of the curriculum. Through professional development, support from our faith coach and school administrators, teachers will work on increasing their awareness along with an effective instructional process to bring our values alive in our classes.

**Comments on Progress:**

Using the technique of one-sentence permeation in lessons is proving to be very effective in increasing teacher confidence and understanding of how to effectively permeate our Faith on a daily basis. Teachers' confidence in this area is evident as they are starting to share their one sentence permeation plans with students so that permeation is becoming visible and recognizable in the classroom.

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

|   |
|---|
| <b>Strategies:</b>  |
| <ul style="list-style-type: none"> <li>• Continue to deepen our understanding and implementation of high yielding evidence-based literacy strategies: the Accelerative Integrated Method and Reciprocal Teaching.</li> <li>• Continue to deepen our understanding and implementation of the high yielding evidence-based instructional strategy of Number Talks.</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 2018-19 school year is for French Immersion teachers to implement a strong evidence-based method, AIM (Accelerative Integrated Method). This method was chosen because it allows students to rapidly achieve levels of oral and written proficiency rarely seen with conventional methods. In addition, Reciprocal teaching is a focus in our Grade 1, 2 and 3 classes. Reciprocal Teaching refers to a scaffolded structure that helps students learn to be actively involved and monitor their comprehension as they read. Teachers will be implementing another high-yield strategy in the area of Numeracy. The use of "Number Talks" helps to develop number sense in students. Students who have strong number sense can solve problems in more than one way, and check that their answers make sense.

**Comments on Progress:**

Implementation of AIM(Accelerative Integrated Method) language learning is taking place in our Kindergarten to Grade 3 classes through the support of our French immersion Lead teacher. A major focus in the area of reading comprehension is the implementation of Reciprocal Teaching. Students are learning to comprehend instructional leveled texts successfully through this collaborative approach. Teachers integrate the 7 Math Processes, focusing on the implementation of "Number Talks", into instruction and assessment as part of providing a balanced numeracy program.

**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>• Provide staff, students and parents opportunities to share a deeper understanding of the beauty, value and wisdom of Indigenous Culture and perspectives through presentations and resources which help in our journey towards truth and reconciliation.</li> </ul> |

**Comments on Outcome Strategies:**

Our First Nations, Métis and Inuit Support Team are instrumental in supporting our staff and students in gaining a deeper understanding of First Nations, Métis and Inuit culture as we journey towards truth and reconciliation as a community. Through resources, classroom activities and professional development, we are helping teachers become competent and confident with implementing indigenous perspectives to our classrooms.

**Comments on Progress:**

During the 2018-19 school year we will be highlighting one Sacred Teaching per month. During the month of October and November, we celebrated the Sacred teachings Truth and Humility. Teachers permeated the teaching of Truth and Humility in their classrooms. An added element to our Sacred Teachings is that we will be starting the following month's Sacred Teaching celebration with students sharing where they witnessed the previous month's teaching within our school community.

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

|  |
|--|
| <b>Strategies:</b>   |
| <ul style="list-style-type: none"> <li>• Teachers will improve upon their understanding of and response to students’ individual literacy learning needs based on effective formative and summative assessment practices.</li> <li>• Teachers will improve upon their understanding of and response to students’ individual numeracy learning needs based on effective formative and summative assessment practices.</li> </ul> |

**Comments on Outcome Strategies:**

Our Division Literacy and Numeracy Lead Team have been instrumental in providing teachers with best assessment practices when conferring with students specific to writing and mathematics. Teachers are implementing conferring techniques as part of their formative assessment practices. This will assist teachers with gathering meaningful data which can be used to inform their instruction and provide their students with specific feedback to increase their achievement.

**Comments on Progress:**

Teachers are learning effective assessment practices that will help guide and direct their teaching. It is important that teachers feel supported in developing their pedagogical practices.

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

|   |
|---|
| <b>Strategies:</b>  |
| <ul style="list-style-type: none"> <li>• Support excellence in teachers through the inclusion of professional learning opportunities focusing on high-yield strategies in the areas of literacy and numeracy as well as targeted and structured 45 minutes of weekly collaborative time.</li> </ul> |

**Comments on Outcome Strategies:**

We have redesigned and increased time in our weekly collaboration sessions to include all grade teams, LIFT support, Tech and Faith coaches, Counsellor as well as Administration. These weekly sessions take place in a common area enabling collaboration across grades. This redesign is providing staff the opportunity to engage in professional conversations to improve pedagogical practices to ensure optimal learning experiences for all students.

**Comments on Progress:**

Teaching is highly complex; our redesigned collaboration sessions have provided a forum for guidance in pedagogical practices as well as an opportunity to seek best practices from colleagues teaching the same grade or otherwise.

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

|  |
|--|
| <b>Strategies:</b>   |
| <ul style="list-style-type: none"><li>• Provide opportunities for stakeholders to share feedback on events and learning opportunities that impact the school community of École Our Lady of the Rosary School.</li></ul> |

**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 by creating a welcoming environment. Increased opportunities for parents to become involved with either voluntary or school council capacity are being implemented through digital means as we explore ways to engage our parent community in a meaningful way with the school. School administration works to build relationships with the parent community by being welcoming and available to connect with parents.

**Comments on Progress:**

In response to an increase in parents working greater distances away from home, the school has incorporated higher levels of social media to support communication and sharing of their child's engagement with their learning and participation in the school community. There has been an increase in our followers on all of our social media platforms.

## 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: In the spirit of Sacramentality, visible signs of God’s invisible grace will be revealed. Created in His image, our community will embrace our Humanness as a gift, and celebrate the essential goodness of being human despite our imperfections and limitations.**

|  |
|--|
| <b>Strategies:</b>   |
| <ul style="list-style-type: none"><li>• Educate all stakeholders as to what Humanness and Sacramentality encompass and highlight school activities that embody them.</li></ul> |



**Comments on Outcome Strategies:**

As we enter into focusing on Humanness and Sacramentality as key elements of Catholic education, education and awareness will be necessary for us to celebrate and grow in these areas. We have to be purposeful in identifying these aspects of our programming as often as possible and to all members of the school community. As our knowledge and awareness expands, the ability for us to appropriately assess and celebrate our accomplishments in these areas will flourish, leading all of us to a closer relationship with Christ and one another.

**Comments on Progress:**

We have made great strides to get our year started with a focus on Humanness and Sacramentality. Our weekly Recess With God program, which kids from Kindergarten to Grade 5 participate in, incorporates one or both of them as the focal point for the activities. The partnership we have with Villa Marie is a tremendous blessing for us and offers many opportunities to grow in our Humanness and Sacramentality as we show how others how God is in each of us and respecting the dignity of people of all ages and abilities. At least five of our classes have already ventured over to spend time with those residing at Villa Marie. We are focusing on educating all members of our community so resources and discussion have been evident at each School Council meeting to date, sessions during our September 14 Professional Development day, and in chapel activities that every class has participated in. Our journey is off to an exciting start.

**Division Outcome D2: Teaching lessons are permeated in process or content to develop the Eight Characteristics of Catholic Identity. Students will be taught how to critically evaluate their worldview through a faith lens by achieving provincial outcomes in a Catholic context.**

|  |
|--|
| <b>Strategies:</b>   |
| <ul style="list-style-type: none"><li>• Provide support and feedback to teachers regarding permeation in their daily lesson plans.</li><li>• Ask students where they have seen God in their lessons linked to the 8 Characteristics of Catholic Education.</li></ul> |



**Comments on Outcome Strategies:**

Permeation of our faith needs to be purposeful and ongoing. In order for that to occur we have to be intentional in how we are planning our lessons across all curricula and we need to be checking in with our learners to see if our efforts are having the desired impact. We expect our students to be experiencing and sharing in all 8

Characteristics of Catholic Identity throughout the course of every day in our school.

**Comments on Progress:**

We are proud of our work to date in permeating daily lessons with our faith. Teachers are receiving ongoing support in this regard as evidenced by Professional Development offered on September 14 and through feedback in classroom observations. Early indications are that students are able to see where God is in the lessons they are participating in. We are looking forward to seeing how this grows as the year progresses.

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

|  |
|--|
| <b>Strategies:</b>   |
| <ul style="list-style-type: none"><li>• Target numeracy as a primary focus in our school Professional Development Plan.</li><li>• Review and reinforce authentic learning practices.</li></ul> |

**Comments on Outcome Strategies:**

Student success is what drives us at Father Henri Voisin School. Numeracy has come into focus and is a priority for us as strong numeracy is a foundation for success now and life in general. Our authentic learning emphasis also aims at the short and long term success of students. Relevant and engaging activities will assist our students in transferring their skills and knowledge across many disciplines and environments. High leverage teaching practices such as these will assist greatly in students being successful.

**Comments on Progress:**

Teachers have worked very hard to start the year off strong in extending their numeracy instructional programming. We started the year having grade teams develop Essential Learning Outcomes in their Math program for the year and included math strategies sessions in our school based professional development. Staff have been provided support for developing Numeracy Implementation plans in the form of Classroom Improvement Funds that were available to our school. Two grade teams have had full day collaboration sessions focused on numeracy programming. Authentic learning is always evident in some form or fashion. Grade 3 classes went to a bank to get budgets approved for their construction projects and Grade 2 students just recently made some ice cream as part of their Science exploration of solids, liquids and gases. Our students are experiencing powerful instructional activities through all grades and courses.

**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>• Enhance staff background knowledge of First Nations, Metis and Inuit culture and history.</li><li>• First Nations, Metis and Inuit content will be embedded into lessons.</li></ul> |

**Comments on Outcome Strategies:**

Meaningful connections to our curriculum will be the most impactful means of developing overall awareness and understanding of First Nations, Metis and Inuit culture. This requires a commitment for staff to participate in activities that will educate them in these areas as a necessary foundational step in enhancing practice. As well, our District Lead Team will be an important resource for us. Collaboration with that team should assist us in learning

where opportunities exist to embed First Nations, Metis and Inuit cultural connections into curriculum. We deeply value the hard work our First Nations, Metis and Inuit District Support Team do to support our growth.

**Comments on Progress:**

Our teachers did not wait very long to connect with our First Nations, Metis and Inuit District Support Team. Two of our grade teams have utilized their expertise for curricular planning or classroom activities. Our whole school participated in Orange Shirt Day. Over 100 shirts were ordered by families and every class committed to incorporating a lesson about the history behind this event. Our Bucket Fillers assemblies based on the 7 Sacred Teachings as the foundation for which we acknowledge students' contribution to the school. We are continuously growing in this area and anticipate that all staff and students will have heightened their awareness and understanding of First Nations, Metis and Inuit culture at the end of the year.

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

|   |
|---|
| <b>Strategies:</b>  |
| <ul style="list-style-type: none"><li>• Develop and enhance differentiated instructional strategies to ensure teachers are reaching students on both sides of the learning spectrum.</li><li>• Create a focus on respect and camaraderie in our school community.</li></ul> |

**Comments on Outcome Strategies:**

Inclusive environments exist when people treat each other according to the Golden Rule and when people's individual needs are met through a community effort. The diverse needs of learners require ongoing adaptation of teaching methods and differentiated instruction targeting individual needs. In order to achieve this we need to invoke continuous cycles of evaluating teaching practice and modifications as determined necessary. This type of learning environment requires all members of the community to be supportive and encouraging towards each other. Enhancing the safe and caring environment that is currently evident here is a worthwhile focus for achieving the most inclusive climate possible.

**Comments on Progress:**

We are making every effort to narrow in very closely on students on both ends of the learning spectrum. As enrolment continues to climb we are experiencing increased diversity and need in our classrooms. To support these students we allocated a significant portion of Classroom Improvement Funds to hire an Educational Assistant for the year. As well, our LIFT team meetings to date have focused on those kids requiring support and redistributing human resources to match our observed needs. Professional Development has also been provided that was aimed at assisting teachers to develop classroom profiles that offered a more complete picture of what needs existed throughout their class. Division Cognitive Specialists have made three visits to our school to support teachers in developing strategies to meet the needs of our complex learners. Our counselling plan was developed to include an incredible amount of support for being an inclusive community. A professional development session focusing on the 40 Developmental Assets was provided to staff, the counselling team has been in all classrooms with lessons on growth mindset and the entire school was treated to a Motivational Magic performance about the 7 C's of resilience. Being an inclusive environment is at the top of our priority list.

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

|   |
|---|
| <b>Strategies:</b>  |
| <ul style="list-style-type: none"><li>• Utilize Learning Sprints to focus on enhancing teacher practice</li></ul> |

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

Excellent teachers and school leaders are constantly learning. What is being learned should translate to ongoing instructional improvement. Learning Sprints is a tool we believe is designed to achieve this specific outcome. Through a focus on specific outcomes, teachers and leaders apply specific strategies to reach their targets based on reflective practices and data over a relatively short term of implementation. By being a Sprinting school, we will be constantly improving our instructional practices and that will lead to optimal learning.

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

Embedding Learning Sprints school wide as a tool for instructional improvement is a journey that will not occur in a short amount of time. We have two grade teams that are utilizing Sprints during collaboration effectively thanks to the exposure they had with them last year. The administration team attended workshops in October that has led us to a point where we are now creating our implementation plan for the year. An incremental approach will be employed to have all staff participating in Learning Sprints by the end of this school year.

#### **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 our school community.</li><li>• Provide multiple opportunities for staff to offer feedback on school priorities and initiatives.</li></ul> |

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

A well managed education system will be responsive to feedback and input from all stakeholders. By incorporating timely and effective feedback mechanisms from stakeholders we should be able to efficiently work together to deal with issues and overcome barriers that benefit all members of the school community. A collaborative effort is required and strong communication will be the thread that weaves together the collective effort of all stakeholders to attain a well managed educational environment.

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

To begin our year, we exerted tremendous efforts to achieve live reporting through the use of Edsby as our reporting program. As we work through some technical issues we are satisfied that parents are receiving updates on student progress in a timely fashion. In response to student safety concerns, the City of Red Deer and the school administration have modified parking restrictions to make a crosswalk to the school grounds safer for the students and community. To keep communication lines open, the first item on School Council and staff meeting agendas is feedback regarding school events and programming. We are taking great care in listening to our stakeholders as we continue to improve on what is already a phenomenal school 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: In the spirit of Sacramentality, visible signs of God’s invisible grace will be revealed. Created in His image, our community will embrace our Humanness as a gift, and celebrate the essential goodness of being human despite our imperfections and limitations.**

|  |
|--|
| <b>Strategies:</b>   |
| <ul style="list-style-type: none"><li>• Share sacramentals with our students by providing opportunities to experience Humanness and Sacramentality and by creating connections between lived experiences and the context of the characteristics.</li><li>• Witness and celebrate, within our school community, our lived and shared experiences of Humanness and Sacramentality.</li></ul> |

**Comments on Outcome Strategies:**

At Holy Family, we will provide our students with opportunities to experience Sacramentality and Humanness. This will help students to see how our faith connects to our daily lived experiences and explore how God calls us to value the humanness of all of our brothers and sisters.

**Comments on Progress:**

Students have been honouring the values of human dignity by collecting coats and socks for those less fortunate in our community. They have also set up a prayer wall on our chapel that helps show students the importance of praying as a community, and gives us a better opportunity to pray for those in need. Finally, our Pre Kindergarten students have expressed sacramentality through their stewardship of the earth as they collect used plastic felts for recycling, keeping them out of our landfills.

**Division Outcome D2: Teaching lessons are permeated in process or content to develop the Eight Characteristics of Catholic Identity. Students will be taught how to critically evaluate their world view through a faith lens by achieving provincial outcomes in a Catholic context.**

|   |
|---|
| <b>Strategies:</b>  |
| <ul style="list-style-type: none"><li>• Foster an authentically Catholic community by supporting intentional permeation within the context of lesson delivery utilizing the Eight Characteristics of Catholic Identity.</li></ul> |

**Comments on Outcome Strategies:**

Holy Family teachers will continue to increase their ability to effectively and deeply permeate our Catholic values into all of our lessons. Through professional development and collaboration and support from administration, teachers will work not only on how they permeate the content of their classes, but how the structure of their learning environments can also reflect the characteristics of Catholic identity.

**Comments on Progress:**

At Holy Family, we have identified ways to permeate in our classes beyond the simple connection to curriculum. Teachers have met in team on a number of occasions and have identified how to weave our faith into all elements of their classes. They are starting to share their one sentence permeation plans with their students so that the permeation is visible and transformative.

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

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

**Comments on Outcome Strategies:**

Staff have identified our 'working with words' component of Daily 5 as an area of growth, as well as the need to continue growth in our math program implementation. We will continue to work collaboratively and with our division leads to implement resources such as Mathology and Words their Way as a way to meet the needs of our learners and ensure success for all.

**Comments on Progress:**

Grade 1 and 2 teachers have been collaborating in their implementation of the Mathology resource. The use of this resource, especially its cross-curricular nature, will help in differentiation for learners needs as well as assist teachers in providing high yield strategies in their classrooms. In the area of literacy, teachers followed a collaborative inquiry model where they identified an area of need and worked to find potential solutions. We are excited to finalize our choice of the Words their Way program and start addressing the needs of our students in the area of vocabulary development.

**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>• Provide staff, students, and parents with foundational knowledge of First Nations, Métis, and Inuit perspectives, through presentations and resources, to help in our journey toward truth and reconciliation.</li> <li>• Provide culturally appropriate and meaningful opportunities for students and for parents/guardians, as partners in education, to support student learning of indigenous perspective.</li> </ul> |

**Comments on Outcome Strategies:**

The Division First Nations, Métis and Inuit Support Team continue to collaboratively support the school community to help teachers become competent and confident in bringing indigenous perspectives to our classes. Throughout the year we will be working to plan activities in each grade that provide students with experiences of the First Nations, Métis and Inuit histories, cultures, languages and perspectives.

**Comments on Progress:**

Holy Family’s school leaders have already met with the Division First Nations, Métis and Inuit Support Team and a plan for professional development and grade specific activities is in place. We are excited to start the process of using this plan and organizing with teachers for resources and activities that will ensure all students gain these foundational experiences.

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

|   |
|---|
| <b>Strategies:</b>  |
| <ul style="list-style-type: none"> <li>• INCLUSION:<br/>Continue to enhance the differentiated environments and instructional practices of staff to ensure every student has the opportunity to be successful.</li> <li>• SAFE AND CARING:<br/>Establish and maintain effective practices that are embedded daily to provide all students, staff, and parents a welcoming, caring, respectful and safe learning environment.</li> </ul> |

**Comments on Outcome Strategies:**

To ensure we are meeting the needs of all students, including our increasing complex learner population, at Holy Family we have focused our planning and work on four themes: physical appearance, social climate, success in learning and home-school-community relations.

**Comments on Progress:**

Our LIFT team has been restructured to allow it to be more responsive to the increasing needs in our classrooms. We have been working closely with the Division Cognitive Learning Specialists and Early Learning Lead Teacher to develop strategies that best meet the unique needs of these students. Part of this work includes our continuation of the STARS program (Students Transforming Actively, Responsibly, and Successfully) and the implementation of our Mindset Mondays which helps foster students' growth mindset and confidence as learners.

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

|  |
|--|
| <b>Strategies:</b>   |
| <ul style="list-style-type: none"> <li>• TEACHER INSTRUCTIONAL STRATEGIES:<br/>Support teachers in the implementation of a strong assessment system that supports student learning.</li> <li>• TECHNOLOGY:<br/>Build the capacity in teachers to enhance their use of technologies that are most effective and efficient in gathering and triangulating data in their teaching and learning environments.</li> </ul> |

**Comments on Outcome Strategies:**

Holy Family has identified 'assessment' as an area of long term growth for our school. Attention will be placed on the importance of formative assessment and the provision of formative feedback to students to help inform their next steps in learning. Also, teachers will begin to look at technologies that will support this assessment system and allow students to make their learning visible.

**Comments on Progress:**

We have worked intensely with the Division Humanities and Literacy Lead Teachers to learn and practice the process of creating success criteria for the English Language Arts programs at every grade level. This will now be transferred to the Math programs and a similar process will be followed. Students are starting to be exposed to the language of success criteria in the English Language Arts classes and we expect this will help students be informed and engaged in their learning.

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

|  |
|--|
| <b>Strategies:</b>   |
| <ul style="list-style-type: none"><li>• PARENTS:<br/>Provide supports for the healthy growth of our School Advisory Council and opportunities for parents to give feedback and be involved in school decisions and activities.</li><li>• STUDENTS:<br/>Provide meaningful opportunities for our students to provide feedback and be involved in school decisions and activities.</li></ul> |

**Comments on Outcome Strategies:**

This year's focus will be to bring new parents, especially parents of students in Division 1 classes, to Holy Family's Parent Advisory Council. These parents will be able to provide fresh perspectives to our school and bring the longevity and stability needed to support its growth. We are providing more opportunities for our parents to get involved either in volunteer or advisory capacities through the use of an online volunteer registry and new ways for parents to engage with school administration. In addition, the creation of a student advisory group will bring new ideas and insights to our work.

**Comments on Progress:**

A number of new parents have joined our Parent Advisory Council and two have already stepped up to run committees. Also, the number of volunteers on our online registry has increased and is the highest it has ever been.

## 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: In the spirit of Sacramentality, visible signs of God’s invisible grace will be revealed. Created in His image, our community will embrace our Humanness as a gift, and celebrate the essential goodness of being human despite our imperfections and limitations.**

|  |
|--|
| <b>Strategies:</b>   |
| <ul style="list-style-type: none"><li>• Our school community will gain a deeper understanding of Sacramentality through a school wide focus</li><li>• Our school community will gain a deeper understanding of Humanness through a school wide focus</li></ul> |



**Comments on Outcome Strategies:**

With the new focus on Sacramentality and Humanness, we see the need to create a common language school wide on these two topics. Students and staff that have a common understanding on these two elements of our faith can readily see the influence of God in our world.

**Comments on Progress:**

The celebrations at our school have been led by both Grade 2 classes and one of our Grade three classes. Morning prayer has been led each day in September by our Grade 5D students and the month of October has been led by our Grade 4E class. The prayers are created and read by the students helping them to be reflective of how God has made an impact on their lives.

**Division Outcome D2: Teaching lessons are permeated in process or content to develop the Eight Characteristics of Catholic Identity. Students will be taught how to critically evaluate their worldview through a faith lens by achieving provincial outcomes in a Catholic context.**

|  |
|--|
| <b>Strategies:</b>   |
| <ul style="list-style-type: none"><li>• Assist staff to meaningfully permeate elements of the Sacramentality into their lessons.</li><li>• Student Assemblies will focus on students and staff. Teacher will create a write up on how they saw God in their student's) that month. Administration will create a write up on how they saw God in the staff members.</li></ul> |



**Comments on Outcome Strategies:**

There is a need at Maryview to see a deeper connection between curriculum and our faith at Maryview. We continue to strive to develop students that see God in all things through the lessons our teachers deliver in their classrooms.

**Comments on Progress:**

Using the levelled lessons from The Maryview Moment, a common teaching time created in our school, teachers are introducing Sacramentality and Humanness to our students. These two characteristics of Catholic Education are then revisited in their own lessons and shared with their students. This will lead the teachers inviting the students see these characteristics in their own school and lives.

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

|   |
|---|
| <b>Strategies:</b>  |
| <ul style="list-style-type: none"><li>• Ensure common Literacy goals are delivered at each grade level.</li><li>• Ensure common Numeracy outcomes are delivered at each level</li></ul> |

**Comments on Outcome Strategies:**

We have seen that the students would see the greatest gains in Language Arts and Mathematics if each teacher at each grade level taught the same essential outcomes. Using the new curriculum, we will look to identify the most essential outcomes in the curriculum and look for common language between grades to ensure students are learning at a high level.

**Comments on Progress:**

Our staff continues to incorporate new strategies into their teaching of Language Arts and Mathematics. Weekly embedded collaboration has given each grade team the chance to discuss strategies and language used to teach the same outcomes to their students. This exchange of ideas has deepened their pedagogy in Math and Language Arts. We have begun to look at the new curriculum and are looking to identify essential outcomes in Mathematics and Language Arts..

**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:**

We are continuing to see value in build an awareness of First Nations culture at Maryview School. With the majority of our school population going to St. Thomas Aquinas school we see the advantage of looking at their restorative justice model and utilizing talking circles to prepare them for middle school.

**Comments on Progress:**

Maryview is using the Seven Sacred Teachings as the basis for our monthly school-wide assemblies. These assemblies will acknowledge students demonstrating the characteristic of the sacred teaching we are honoring that month. Teacher produced write-ups will be shared with the students, parents and staff at the assembly to showcased and honour our recipients. Student recipients will get a certificate and a copy of their teacher write up to take home. For the next month, a bulletin board in our main hallway will display the recipients and their write ups for all students and visitors to see.

### 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:

We continue to see the need in our students to be able to self regulate. With the many life situations that our students are exposed to or will be exposed to, we have identified the need for each student to have a toolkit of self regulation strategies they can use to meet these demands.

#### Comments on Progress:

We have seen great gains in the creation of our Maryview Moment which is focussed once every three weeks on Self-Regulation. Students and teachers go over a strategy on ways to calm themselves in situations of high stress or how to take a "pause" during the day. Parents are informed of these strategies in two ways. Each week that a strategy is taught a short information of the weekly update is dedicated to stating what was taught. As well a bulletin board has been created and updated with information or student work demonstrating the techniques being taught. We are extremely proud of the variety of school-based Professional Development we have offered this term. Based on a survey created by our Professional Development Committee of seven members, the items supported come from our teaching staff of 13. This is also supported by a Division-Wide Professional Development Day and Grade-based Professional Development Day to be approximately 20 hours of Professional Development time so far this year. The creation of our Maryview Moment has given the counsellor a chance to produce a level lesson delivered by the classroom teacher once every three weeks. This lesson allows the teacher the chance to introduce a strategy for students to use to control their emotions during a stressful situation. The teachers and students are asked to role play situations where this strategy can be used in real-life situations

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

|  |
|--|
| <b>Strategies:</b>   |
| <ul style="list-style-type: none"><li>• Enhance teachers professional practice by providing ample access to resources and relevant professional development to promote a deeper understanding of the new K-4 curriculum and authentic learning experiences for students.</li></ul> |

#### Comments on Outcome Strategies:

Teachers show the most growth in their teaching practices in the first five years of their careers. Mentorship has proven to be an effective way to establish a dialogue with new teachers to answer questions as they arise and provide the next generation of our profession with timely and targeted information to enhance student learning. Continual improvement and sharing of best practices is taking place at all grade levels in our school.

**Comments on Progress:**

Our schools mentorship program consists of four teachers this year. We have created a collaboration schedule for all teachers at each grade level where school-wide improvement is targeted at each grade level. This allows teachers the chance to meet and discuss questions with administration that they have weekly. They can also have time to connect with one another. This has led to more consistent instruction at each grade level and the opportunity to discuss different pedagogy.

**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>• Seeking Stakeholder Feedback to Meet the needs of the community</li></ul> |

**Comments on Outcome Strategies:**

We have recognized a need to create more dialogue between home and school. Keeping our parents connected to activities of the classroom and the school is essential to maintain our healthy community of learners.

**Comments on Progress:**

Our survey results on the provincial survey continue to be strong. Our efforts this year is to create more involvement from parents. Each class was asked to have a representative that attends our School Council Meetings. They act as a liaison between the class and council to help guide Council and the principal on the views of the parents. Our School Council Meetings were less than 7 parents last year to 17 parents at our smallest meeting this year. We have asked parents how we could improve in the areas of School Improvement and Parental Involvement using a survey directed to grade 4 parents. As well, we have surveyed our Pre-Kindergarten parents and Kindergarten parents to see how our half-day program is meeting their needs. These three surveys will provide us with information to help guide our decision making to meet the emerging needs of the school community.

## 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: In the spirit of Sacramentality, visible signs of God’s invisible grace will be revealed. Created in His image, our community will embrace our Humanness as a gift, and celebrate the essential goodness of being human despite our imperfections and limitations.**

|   |
|---|
| <b>Strategies:</b>  |
| <ul style="list-style-type: none"><li>• For staff and students to develop a deeper understanding of the two identified Characteristics - Sacramentality and Humanness</li><li>• To celebrate examples of Sacramentality and Humanness in Mother Teresa School and the community of Sylvan Lake.</li></ul> |



**Comments on Outcome Strategies:**

Our aim continues to be deepening our school community's understanding of two of the eight Characteristics of our Catholic faith: Humanness and Sacramentality. We recognize the need for and have taken steps to reinforce and celebrate these two Characteristics with staff, students, and parents. By supporting Our Lady of the Assumption Parish building fund initiatives, working in family group teams, creating student-driven faith leadership opportunities, and utilizing social media platforms, we are not only building on the foundational knowledge of Humanness and Sacramentality established in the 2017-2018 school year, but also ensuring that our deepened understanding transfers into action.

**Comments on Progress:**

At our fall staff retreat, our Faith lead teachers and administration reviewed the 8 Characteristics of our Catholic faith. These presentations acted as a springboard for staff to work in family group teams to plan activities for cross-grade groupings celebrating Humanness and Sacramentality. We continue to celebrate these two Characteristics in communication with parents and students in our week-at-a-glance, classroom newsletters, and emails. Our middle school students have also had the opportunity to share their voices and vision through joining our newly-formed Leadership exploratory, attending a fall leadership retreat with our Youth Minister, attending our weekly Youth Group at Our Lady of the Assumption Parish, and by joining our Hands of Mother Teresa servant-leadership group. Through these initiatives, students are deepening their experiences with the richness of the Catholic faith as they plan for and participate in faith events and initiatives.

**Division Outcome D2: Teaching lessons are permeated in process or content to develop the Eight Characteristics of Catholic Identity. Students will be taught how to critically evaluate their worldview through a faith lens by achieving provincial outcomes in a Catholic context.**

|  |
|--|
| <b>Strategies:</b>   |
| <ul style="list-style-type: none"><li>• To continue to bring Christ to our students by modelling the 8 Characteristics of Catholic identity ensuring they are part of the lived experience at EMTS.</li><li>• As Instructional Leaders, to support teachers in the permeation of lessons which build our Catholic identity</li></ul> |

through the supervision and evaluation process.

**Comments on Outcome Strategies:**

At Ecole Mother Teresa School (EMTS), we are striving to permeate the 8 Characteristics of our Catholic faith into all subject areas with a focus on Humanness and Sacramentality. Through targeted dialogue with administration and with support from our division and school faith leads, our teachers are continuing to build their capacity and confidence in intentionally permeating their faith in all subject areas. As well, we are ensuring that our staff and students have opportunities for their words to become action through community prayer and social justice initiatives which address both local and global needs.

**Comments on Progress:**

Prayer continues to be central to living the Gospel message at EMTS. Daily prayer lead by staff and students provide authentic opportunities for us to come together as Catholics. Members of our school community share their prayers of thanksgiving and call for God's grace with vulnerability in moments of need. The blessing of our significant growth in enrollment has allowed us to extend our hospitality to new families as administration toured over forty families and our counsellors hosted a "welcome to EMTS" luncheon. We have also drawn upon the gifts of our Faith lead teachers by having them take the lead in middle school religious instruction and ensuring they have co-planning time to collaboratively meet our school's faith needs.

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

**Strategies:**

- Staff will use data from multiple sources to inform best assessment strategies ensuring student success.
- Utilize Literacy, Inclusion, Faith and Technology (LIFT) support to improve literacy and numeracy in English/French Immersion programs.

**Comments on Outcome Strategies:**

At Ecole Mother Teresa School (EMTS), one of our focusses is to increase our teachers' capacity to implement effective assessment strategies which will lead to student improvement. This focus is an extension of our work in 2017-2018 on identifying essential learner outcomes, implementing balanced numeracy foundations, and our shift to live reporting in elementary through the Edsby platform. As well, due to our increased population of English Language Learners (ELL), we are focussed on providing programming, professional development opportunities, and resources to build teachers' capacity to meet the unique needs of our ELL students. Further, we have identified the need to extend our Leveled Literacy Intervention (LLI) programming to support our middle school students whose reading levels are approaching or below grade level to increase their ability to meet cross-curricular literacy challenges. As a dual track school, we are also digging deeper into our Provincial Achievement Test data particularly in the area of French Immersion to identify gaps in student learning and improve our excellence levels.

**Comments on Progress:**

To better support our staff and students, we have redefined the roles of our literacy, inclusion, faith, and technology (LIFT) lead teachers. In the area of assessment, EMTS has an administrator on the division lead assessment team. At the school level, we are collaboratively working together as grade level teams and as a Middle School cohort to provide strong assessments of students. To assist in this area, we have transitioned our middle school team to the reporting platform of Powerteacher Pro from Gradebook, and our elementary teachers have worked in grade teams to ensure teachers' comments in Edsby are timely, targeted, and authentic. To

support our ELL students, teachers have received supports from our division ELL lead team both at LIFT sessions and in school. Finally, we have been able to utilize our Classroom Improvement Fund (CIF) and school funds to improve our LLI programming through staffing and the purchase of additional resources.

**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, Metis and Inuit support team to create understanding of and appreciation for Aboriginal culture connecting to our Catholic faith.</li><li>• To build capacity for staff to infuse First Nations, Metis, and Inuit culture through teachings and school culture</li></ul> |

**Comments on Outcome Strategies:**

In the 2017-2018 school year, we relied heavily on our First Nations, Metis, and Inuit division support team to increase knowledge and provide authentic learning opportunities to enrich staff and students' understanding and appreciation of Aboriginal cultures. Because this team is in such high demand, our goal moving forward is to embrace the Gradual Release of Responsibility (GRR) model; by having the division First Nations, Metis, and Inuit team explain and model Aboriginal cultural traditions first with staff and then within the classroom setting, our aim is to build staff's comfort in embedding these practices in their lessons moving forward. Our areas of focus are in the use of talking circles for restorative justice, smudging, and drumming.

**Comments on Progress:**

Administration of Ecole Mother Teresa School (EMTS) met with a First Nations, Metis, Inuit division lead in September to coordinate our efforts using the GRR model. Dates have been set for the division lead team to provide professional development to staff in the areas of talking circles, smudging, and drumming followed by classroom visits. Administration attended a fall LIFT session on smudging and has gathered resources (parent letters, lesson plans, and guidelines) from the division lead team to guide smudging ceremonies the mornings of our liturgical celebrations. Because this will be a new practice at EMTS, administration is seeking the support of our Aboriginal parent community and staff. Administration has met with a Metis staff member and is currently in the process of phoning or meeting with parents of all identified First Nations, Metis, and Inuit students inviting them to engage in the planning and practice of smudging ceremonies. We are also tapping into the gifts and talents of staff members who have knowledge of and who are comfortable with Aboriginal practices; a middle school teacher is currently using talking circles to address the needs of at-risk students in small group check-ins tri-weekly.

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

|  |
|--|
| <b>Strategies:</b>   |
| <ul style="list-style-type: none"><li>• To promote positive mental health strategies and resilience</li><li>• Provide a comprehensive support network for those students and families at-risk at Ecole Mother Teresa School.</li></ul> |

**Comments on Outcome Strategies:**

We embrace the philosophy of educating the whole child - spirit, body and mind. We have continued to observe an

increase in the mental health needs of our students. They often do not have the strategies to negotiate their challenges which is impeding their focus and, ultimately, their academic success. We recognize the need to continue to promote and instill positive mental health strategies to build resiliency and to increase students' ability to regulate their emotions. We recognize that our students have access to numerous mental health supports in school as well with our outside professional agencies (Children's Mental Health, Child and Family Services Authority, RCMP). We are looking to increase our partnership and collaboration with our professional agencies in Sylvan Lake. Furthermore, our collaboration with Ecole Fox Run School continues to promote the safety of our campus, staff, and students.

**Comments on Progress:**

Because the mental health needs of our students require a network of supports, we have been working closely with all professionals in our community. Beginning at the school level, we have first engaged the skills of our teachers. Middle school students have attended the Healthy Active School Symposium under the the direction of a teacher lead. Further, small groups of at-risk middle school students are involved with a teacher-directed "check-in" system to address anxiety, executive functioning, and regulation needs as an added layer of support. The gifts and expertise of our on-site counsellors continue to be maximized as they also address student needs both through individual and small group counselling. At times, however, their time is taxed. As a result, administration has identified the need to define and clarify the counsellors' roles and is working with staff to clarify processes and procedures. Finally, we have been working closely with our community supports which include: the Churches of Sylvan Lake Refugee Committee, division support teams, the administration of Ecole Fox Run School, and outside agencies to address emergent issues affecting our greater community of Sylvan Lake.

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

**Strategies:**

- To review provided exploratory courses to ensure alignment with the Career and Technology Foundations (CTF) curriculum.
- Students will have opportunities to expand their educational experiences by receiving a broad program of studies to engage their diverse needs and interests.

**Comments on Outcome Strategies:**

Through the multiple venues of social media, we are working on celebrating and informing our parents about the diverse programming the Ecole Mother Teresa staff provides their students. We recognize through our previous years ACOL data that our parents, particularly in grades 7-9, have assessed our school lower in 7 out of the 8 measures in this category. Furthermore, we are looking at surveying our middle school students through a stop, start, continue to provide a formal means of garnering student feedback regarding the exploratory courses we provide. We are also continuing our journey to embrace a makerspace philosophy in our Learning Commons through on-site collaboration and partnering with other Red Deer Catholic learning communities.

**Comments on Progress:**

To ensure parents are informed of our broad range of programming and learning opportunities, middle school teachers lead a session on our exploratories and extra-curricular offerings at our fall Parent Information Night. We have also taken steps to broaden our programming through the following actions: adding mandatory band for all grade 6 students, planning a middle school Quebec trip, adding new CTF exploratories, and exploring makerspace. Our administration, tech coach, learning commons specialist and inclusive learning lead are currently "unpacking" the potential of the makerspace resources we currently own with the goal of having a makerspace exploratory

course offered in term 2 for middle school students. This team has also arranged to visit another school to see makerspace "in action" with the goal of having our own makerspace month in the spring. By building the capacity of our team, our aim is to model this philosophy for our staff so it becomes teacher-driven at the classroom level.

### **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>• Increase digital communication and public relations with our community stakeholders.</li></ul> |

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

From 2016-2018, our School Council was in the rebuilding phase. After going one year without a chair, we were blessed to secure a dedicated and dynamic chairperson who was not only full of enthusiasm and creative ideas, but was also well-connected to the community. This chairperson was able to expand the pool of parents who are ready to take on the leadership roles required to tackle many of their initiatives. We are now in the position to build on this increased involvement and capitalize on the momentum of the previous executive. We are looking forward to having a new School Council Chair and to seek a variety of ways to hear from all of our learning partners. Ecole Mother Teresa School has also embraced informing parents through digital communication platforms whether it be for ongoing, daily communications or through our online assessment platforms. We recognize the need to continue to develop online communication platforms ensuring we are keeping pace with the realities of our 21st century digital world. We also recognize the need to continue to seek and support our students' voices as they develop their perspectives and become advocates in their own learning.

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

In our aim to create opportunities for stakeholders to have voice in decisions which impact our school community, we have taken steps to engage the voices of both parents and students. After our well-attended School Council Annual General Meeting (AGM), the new executive has met with administration to set the direction for the upcoming year. In team, we have determined the need to update School Council operating procedures in accordance with the School Act and Alberta School Councils' Association as well as to recruit more parents from our upper elementary parent demographic to secure long-term involvement. We have also expanded our previous practices of digital parent communication (week-at-a-glance, Facebook, Twitter, Instagram) by piloting School Engage for student update forms and moving our hot lunch orders to a digital platform. As our elementary team has continued to support parents in live reporting through Edsby, our middle school has transitioned to PowerTeacher Pro as a means to engage parents and students in academic progress. To further engage our students' voice, administration has met with multiple small groups from our middle school Social Studies classes to guide them in preparation for their lobbying presentations.

## **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: In the spirit of Sacramentality, visible signs of God’s invisible grace will be revealed. Created in His image, our community will embrace our Humanness as a gift, and celebrate the essential goodness of being human despite our imperfections and limitations.**

**Strategies:**

- Through sharing and celebrating of examples, develop an awareness and understanding of Sacramentality and Humanness.

**Division Outcome D2: Teaching lessons are permeated in process or content to develop the Eight Characteristics of Catholic Identity. Students will be taught how to critically evaluate their worldview through a faith lens by achieving provincial outcomes in a Catholic context.**

**Strategies:**

- Teach students how to achieve provincial outcomes while critically evaluating through a faith lens by permeating the Eight Characteristics of Catholic Identity in all lessons.

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

**Strategies:**

- In order to increase excellence levels on grade nine Mathematics provincial standardized tests, implement a school wide assessment plan and collaborative assessment practices from the eighth principle of High School Redesign (HRSD).

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

**Strategies:**

- Increase the support from our Family School Enhancement Counsellor, our School Counsellor, our Career Advisor, and First Nations, Métis, and Inuit Support teams in order to improve the rate of self-identified First Nations, Métis, and Inuit students who achieve the grade 9 acceptable standard on Provincial Achievement Tests, write four or more diploma exams and complete high school within three years of entering Grade 10.

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

|  |
|--|
| <b>Strategies:</b>   |
| <ul style="list-style-type: none"><li>• Have teachers regularly adapt their instructional strategies to personalize individual student learning needs by analyzing data from our school based student data collection tools.</li></ul> |

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

|   |
|---|
| <b>Strategies:</b>  |
| <ul style="list-style-type: none"><li>• Increase the amount and quality of collaborative work being done with all Confluence Campus administrators as a method to broaden student programming choices in CTS and Fine Arts.</li></ul> |

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

|  |
|--|
| <b>Strategies:</b>   |
| <ul style="list-style-type: none"><li>• Use the sixth competency of the Leadership Quality Standard as a guide to improve the effectiveness of administrators in providing instructional leadership.</li></ul> |

## 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: In the spirit of Sacramentality, visible signs of God’s invisible grace will be revealed. Created in His image, our community will embrace our Humanness as a gift, and celebrate the essential goodness of being human despite our imperfections and limitations.**

|   |
|---|
| <b>Strategies:</b>  |
| <ul style="list-style-type: none"><li>• Develop a deeper awareness and understanding of Sacramentality and Humanness.</li><li>• Celebrate examples of Sacramentality and Humanness within our school community.</li></ul> |



**Comments on Outcome Strategies:**

It is evident through all we do at St. Elizabeth Seton that we promote our Catholic Christian faith in every aspect of our day. Staff, students and parents are immersed in an environment which is Christ Centred. We have worked hard to introduce our Division theme to our community. ‘God, let them see You in me’ provides an excellent framework for helping our staff and students develop an awareness of Humanness and Sacramentality.

**Comments on Progress:**

To deepen our awareness and eventual understanding, staff have created a visual board to define Humanness and Sacramentality which is located in the front gathering area of the school. We have celebrated our staff and their own Humanness by creating a visual picture board for our school community to see. We have also shifted our focus in the manner in how we celebrate our students. Our monthly ‘Footprints of Faith’ celebrations honor students for demonstrating the gifts of the Spirit publically. We continue to give back to our community through acts of service and charity.

**Division Outcome D2: Teaching lessons are permeated in process or content to develop the Eight Characteristics of Catholic Identity. Students will be taught how to critically evaluate their world view through a faith lens by achieving provincial outcomes in a Catholic context.**

|  |
|--|
| <b>Strategies:</b>   |
| <ul style="list-style-type: none"><li>• Administration and Faith Coach will support teachers in the permeation of lessons to build Catholic identity through mentoring, collaboration, observation and evaluation.</li><li>• Staff will be encouraged to continue the practice of intentionally permeating faith into daily lessons and to use the 8 Characteristics as a guide.</li></ul> |



**Comments on Outcome Strategies:**

Faith is permeated through our welcoming school environment, daily prayer and how students are treated in interactions with staff and administration. Students are encouraged to create a healthy respect for themselves and for each other. Humanness is a gift to take delight in the enjoyment of living and tolerating others imperfections. It is purposeful and intentional through our words, actions and activities. A focus will continue to be on supporting staff with the development of faith permeation intentionally into their curricular lesson plans.

**Comments on Progress:**

Staff in our school community have a beautiful ability to permeate faith inherently and incidentally into all we do. We will begin the process of developing a system to help teachers intentionally permeate faith into their curriculum based lessons in the coming months. We will use the Division Faith Lead teacher to help us with this and will dedicate Professional Development, collaboration and mentorship sessions to support teachers with this process.

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

|  |
|--|
| <b>Strategies:</b>   |
| <ul style="list-style-type: none"> <li>• Develop and enhance effective teaching practices in literacy.</li> <li>• Develop and enhance effective teaching practices in numeracy.</li> </ul> |

**Comments on Outcome Strategies:**

We have continued to emphasize our focus on aligning our numeracy programs and structures at St. Elizabeth Seton. We began this focus last year with the help of our Math Lead Teacher and we continued to support teachers through embedded Professional Development and focused teacher collaboration time. Literacy was also outlined as an area in which we want to go deeper with and teachers are eager to improve their skills and pedagogy. Aligning our outcomes in writing and reading will continue to be an area of focus this year.

**Comments on Progress:**

Our teachers and staff continue to dig deeper with making connections for all students in literacy and numeracy. Conversations at Professional Development focus on the 'big rocks' in curriculum and how we can effectively reach all students. An RTI model is being implemented in all grades with both Administration and LIFT assisting classroom teachers in supporting the needs of vulnerable learners.

**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 a deeper understanding and permeation of First Nations, Métis and Inuit culture within the community at St.Elizabeth Seton.</li> <li>• Connect and use the knowledge of our Division First Nations, Métis and Inuit Support Team to implement the integration of Reconciliation into Religious Studies and Social Studies with Grades 2 &amp; 5.</li> </ul> |

**Comments on Outcome Strategies:**

Through our meeting with the Division First Nations, Métis and Inuit Team we were able to maintain a strong vision as we integrate our First Nations, Métis and Inuit culture in our activities. Our Grade 2 and 5 classes have teamed up to permeate the understanding of the Sacrament of reconciliation into their Social Studies curriculum. They have worked with the lead teacher from the First Nations, Métis and Inuit team to plan and create activities to support this learning. We are looking forward to seeing these projects and this learning evolve over the coming months.

**Comments on Progress:**

Through our partnership with the First Nations, Métis and Inuit team we are working to deepen our awareness and understanding of the Indigenous culture through PD opportunities, purchasing additional student books and teacher resources and creating a dedicated space in our Library Learning Commons to highlight these materials. As we move into the third year of learning about the Seven Sacred Teachings we now have classroom teachers taking the lead with this and are permeating the Seven Sacred Teachings into our Footprints of Faith celebrations.

**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 growth mindset, mental health, social justice, student leadership and safe and caring schools.</li></ul> |

**Comments on Outcome Strategies:**

Creating an environment where all students have the best chance of experiencing success continues to be a focus at St. Elizabeth Seton. We will continue to implement strategies to help students who are vulnerable to create and build relationships with their peers. Through these peer relationships we are expecting that students who struggle will have a greater success of remaining calm, focused, make expected choices and build relationships with peers.

**Comments on Progress:**

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 school counselor and the 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. This year we would like to continue to work with all stakeholders on building our knowledge on growth mindset which will enhance the culture at St. Elizabeth Seton school.

**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>• To provide authentic learning experiences through the implementation of STEPS (SES students and staff, Thinking and trying, Explaining and exploring, Practicing and playing, Sharing and succeeding) sessions students will have increased opportunities to explore fine arts, physical activity, technology and spirituality while building on the Alberta Education student competencies.</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. Our school also recognized the need to provide authentic hands on learning experiences to students which would challenge their Growth Mindset. Our STEPS program began in October and has been a very positive experience for students and staff.

**Comments on Progress:**

Learning in the area of technology has gained great momentum this year at St. Elizabeth Seton. Our Library Learning Commons is 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. We will continue with the second round of our STEPS program in the coming weeks and will explore how we can showcase this learning to our school community, parents and stakeholders in the new year.

**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:**

Communication is key to all successful decisions and new initiatives. We will continue to develop a strong system of communication on many levels with all our stakeholders. We have worked hard to create a strong profile on several social media platforms and continue to encourage our stakeholders to connect with us on those platforms to see how we are showcasing student learning.

**Comments on Progress:**

We continue to look for exciting and interesting ways we can engage with our school community. As we examined feedback from our Spring survey we made some changes which were well received. One significant change was that we hosted a Meet the Staff evening prior to the first day of school, so students had an opportunity to meet their teacher. This change brought a turn out of approximately 600 people which was a significant change from previous years. We will continue this practice in the future. Our playground grand opening on September 13, was also a very successful event with several media outlets, dignitaries and Red Deer Catholic Trustees in attendance.

## 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: In the spirit of Sacramentality, visible signs of God’s invisible grace will be revealed. Created in His image, our community will embrace our Humanness as a gift, and celebrate the essential goodness of being human despite our imperfections and limitations.**

|  |
|--|
| <b>Strategies:</b>   |
| <ul style="list-style-type: none"><li>• Students and staff develop a deeper awareness and understanding of Sacramentality and Humanness through faith based Professional Development.</li><li>• Celebrate examples of Love, Joy, Forgiveness, and Humility that witness Sacramentality and Humanness within our community.</li></ul> |

**Comments on Outcome Strategies:**

Our school focus this year is on developing a deeper awareness and understanding of Sacramentality and Humanness for our staff, students and parents. Through Professional Development sessions, classroom activities, and community based events our hope is that our community will not only develop a deeper understanding, but model these two characteristics in their actions. We have identified four faith pillars that exemplify how our students and staff are expected to witness these characteristics. We ask our staff and students to Be Loving, Be Joyful, Be Forgiving, and Be Humble in all that they do. This year to help develop an awareness we will celebrate our staff and students who witness these four pillars in their daily actions as much as possible.

**Comments on Progress:**

We believe we have had a great start this year on our focus in developing an awareness of Humanness and Sacramentality. As administrators we have had two Professional Development sessions already on these two characteristics and have seen an improvement in how students are interacting with one another and welcoming each other into their community. Our restorative justice approach is teaching the students humility and forgiveness, focusing in on what it truly means to be Christian. The number and quality of positive referral forms that we are receiving show that students are witnessing these characteristics and staff are wanting to celebrate them. We have continued to provide as many opportunities as possible for our students to grow as Christian leaders within our larger community. We are extremely excited about the WE change team and the community they are going to help build at St. Francis of Assisi this year.

**Division Outcome D2: Teaching lessons are permeated in process or content to develop the Eight Characteristics of Catholic Identity. Students will be taught how to critically evaluate their worldview through a faith lens by achieving provincial outcomes in a Catholic context.**

|   |
|---|
| <b>Strategies:</b>  |
| <ul style="list-style-type: none"><li>• LIFT and our school Faith Coach will continue to co-teach and support teachers in effective permeation of the curricular content.</li><li>• Through lesson walkthroughs and observations, school administration will support teachers in the permeation</li></ul> |

of lessons.

**Comments on Outcome Strategies:**

To help staff effectively permeate their lessons in developing the Eight Characteristics of Catholic Identity for students, we have changed our Faith Coach teacher and have shifted the support she provides to our students and teachers. She is now more focused on in-class support that helps meet our strategies and division outcome. Our goal is to provide more authentic and meaningful permeation into our lessons with the support from our Faith Coach and LIFT team. As administrators, we have adapted our walkthroughs to ensure that we are focusing in on permeation, asking questions to students and sharing our observations with one another to more effectively support our teachers.

**Comments on Progress:**

Our St. Francis of Assisi Faith coach has made great progress so far this year getting into classrooms and working with staff on permeating their faith into subjects outside of religion. As an administration team we are seeing staff permeating Humanness and Sacramentality into their teaching and intentionally doing so. We have been able to get into classrooms to support teachers with some of their goals and provide feedback where needed. We are excited about the progress so far and the how staff and students are witnessing their faith in their daily actions.

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

**Strategies:**

- Staff incorporate more authentic lessons and project design opportunities that are collaborative, engaging and meet the needs of all learners.
- Continue enhancing a strong Literacy/Numeracy program at St. Francis of Assisi Middle School through focusing on progressive instructional practices.

**Comments on Outcome Strategies:**

Our goal this year continues to focus on creating an environment where students and staff are encouraged to collaborate and take risks in both their learning and teaching. We want teachers to bring a more authentic and meaningful approach to delivering their curriculum that will enhance student understanding of the outcomes and provide them with the skills and attitudes to be successful in the real world. We are also continuing to focus on literacy and numeracy as our driving focus incorporating the literacy workshop model and numeracy workshop model into our classrooms. These workshop models work best in flexible spaces. Making changes to our teaching spaces will help make shifts to more progressive practices.

**Comments on Progress:**

We have made some strong steps towards our strategies of more authentic learning experiences in our classrooms focusing on literacy and numeracy. Our teachers are embracing the Literacy Workshop and Numeracy Workshop model in their classrooms which is leading to more rich learning and experiences. Our collaboration with the Notre Dame Radius Productions is an example of teachers taking risks and changing practices. We have experienced a huge shift in our LIFT practices with more effective and consistent co-teaching taking place. Through our LLI program and literacy week events, teachers are providing students with more authentic experiences that are deepening their 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>• Continue to incorporate the core fundamentals of the First Nations, Metis and Inuit cultural teachings to support and enhance instructional objectives in a faith permeated environment.</li><li>• Utilize the expertise of the division First Nations, Metis and Inuit Support Team to build capacity in our teaching staff.</li></ul> |

**Comments on Outcome Strategies:**

St. Francis of Assisi continues to build capacity in our understanding and awareness of Indigenous culture. Staff and students continually utilize the expertise of our divisional First Nation, Metis and Inuit support staff. Our instructional staff is transitioning into embedding several indigenous teachings into their lesson designs and forges ahead looking for new opportunities to make connections between the truisms of Indigenous practice and student learner outcomes. As a community we are also entwining the healing and restorative attributes of Indigenous Restorative Justice principles. This journey is complex as many skills within all stakeholders of St. Francis of Assisi are being developed on this journey. Through continual Professional Development our hope is to expand the characteristics of forgiveness, humbleness, joy and love to ensure that restorative justice becomes a cultural norm within St. Francis.

**Comments on Progress:**

St. Francis of Assisi continues to celebrate and build awareness of Indigenous culture within our school community. Over the first several months of the 2018/2019 school year students have been exposed to Indigenous perspectives on Examples include Wampum Belts in grade six math, Blanket activities in grade seven and nine humanities classes, Artic games activities in Physical education classes, and indigenous perspectives regarding sustainable water resources in grade 8 science. These experiences have enhanced our communities awareness and understanding of the explicit benefits and interconnectedness of our Catholic faith and Indigenous culture.

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

|   |
|---|
| <b>Strategies:</b>  |
| <ul style="list-style-type: none"><li>• Provide opportunities for our students, staff and parents to come together in community where they feel respected, help each other and part of our larger family.</li><li>• Staff focus on building relationships, consistently encouraging our students to Be Loving, Be Joyful, Be Humble and Be Forgiving.</li></ul> |

**Comments on Outcome Strategies:**

Throughout the past year and more specifically this year we are making a conscientious effort to provide education/opportunities to enhance our culture of caring for each member of our school community. One of the focuses for the 2018/2019 school year is shifting our school towards utilizing our Four Pillars as our school mission. Through Professional Development/awareness we are building capacity in this area amongst staff and students. Overall, we want to provide experiences for our students that allow them to display joy, love, forgiveness and

humility.

**Comments on Progress:**

As a school community we are excited with the progress we have made to date with this outcome. Student misconduct has been cycling downward as we continue to emphasize Restorative Justice practices. Opportunities to build community continue to be sought and established, resulting in a greater connection/pride in being a member of St. Francis of Assisi. Instructional staff are utilizing our Positive Referral form to highlight our students within our community with greater frequency. Staff and parents are offering experiences throughout the year to build capacity in students and staff to live these principles, examples include attendance at WE Day, our option programming that emphasizes leadership skills and community volunteering, offering Social Justice opportunities within the school, shifting our discipline policy towards Restorative Justice, and developing our capacities in authentically listening to each other.

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

|  |
|--|
| <b>Strategies:</b>   |
| <ul style="list-style-type: none"><li>• 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>• 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:**

Recognizing the positive impact authentic experiences have on our student learning, teachers at St. Francis of Assisi are working to enhance these opportunities through both Career and Life Skill (CLS) courses and the implementation of new technologies. This year CLS courses have been categorized into the following streams: Art, French, Foods, Fashions, Drama, STEM, Community Connections, Construction, Design Thinking, The Great Outdoors and Media Studies. Streaming CLS courses is allowing teachers within the same streams to collaborate to scaffold learning and technologies used within the stream. The result is anticipated to be improved student knowledge, abilities and products. Along with teachers bringing in authentic experiences teachers are receiving professional development in many of our newer technologies such as 3D printers, laser cutters, news broadcasting equipment, vinyl cutting and CNC routers.

**Comments on Progress:**

Streaming of CLS courses has significantly increased our students' involvement in fine arts and strengthened our French program. Mandating band class to all grade 6 students has increased the number of grade 6 students taking band in their initial year of middle school from approximately 30 to 211. Collaboration between CLS teachers has allowed for scaffolded learning throughout CLS streams and is reducing redundancy in course offerings. Teachers at St. Francis of Assisi continue to benefit from Professional Development opportunities to increase their knowledge of technologies available and best practices for implementing those technologies into their course offerings. St. Francis of Assisi has also begun a games club to support, engage and create a sense of belonging to our increasingly diverse student population.

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

|  |
|--|
| <b>Strategies:</b>   |
| <ul style="list-style-type: none"><li>• 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>• Efficiently utilize technology and social media to share, promote, and celebrate school events, activities, and engage parents/community stakeholders.</li></ul> |

**Comments on Outcome Strategies:**

The St. Francis of Assisi community continues to seek meaningful ways to engage all stakeholders. Staff continue to expand their use of social media/digital communication to reach and inform our school community of events and opportunities that exist at St. Francis of Assisi. As a school community we have identified the need to bring greater awareness to our members about many of the relevant issues affecting students and families. Through various planned events in the 2018-2019 school year, St. Francis of Assisi school community hopes to bring greater understanding and awareness to several of these relevant issues. Our instructional staff has made a commitment this year to weekly communication to their parent/guardian communities to keep them informed of the learning opportunities that are occurring in classes. Our school council continues to grow and expand their membership and is seeking different mediums to help enrich the educational and community opportunities within our school.

**Comments on Progress:**

In the first several months of the 2018/2019 school year St. Francis of Assisi has seen an increase in parental involvement in our school community. School Council continues to attract approximately 30 plus parents/guardians to meetings, meet the teacher was widely attended (more so than previous years), school events attract a diverse group, and feedback from parents/guardians regarding communication has been positive. Our data indicates that we have maintained a consistently high level of satisfaction in this outcome but as our demographic continues to diversify we are continually looking for more effective methods and opportunities to make our school community accessible and effective.

## 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: In the spirit of Sacramentality, visible signs of God’s invisible grace will be revealed. Created in His image, our community will embrace our Humanness as a gift, and celebrate the essential goodness of being human despite our imperfections and limitations.**

|  |
|--|
| <b>Strategies:</b>   |
| <ul style="list-style-type: none"><li>• Utilize Division supports and parish connections to develop and understanding of Humanness.</li><li>• Utilize Division supports and parish connections to develop and understanding of Sacramentality.</li></ul> |

**Comments on Outcome Strategies:**

As we continue to deepen student, staff and parent relationships with God we are working on creating an understanding of Humanness and Sacramentality this year. By focusing on Humanness, the students are able to recognize that everyone is unique and each person brings special God given gifts and talents into the classroom. This helps build and foster a compassionate Christian community within our school where differences are accepted. By also focusing on Sacramentality, the students are encouraged to see God in all things. This is done through prayer, conversations and acts of service as a school community.

**Comments on Progress:**

In August we spent time focusing on the staff’s understanding of Humanness and Sacramentality. We used this information to drive conversations with the Faith Coaches to build staff and student knowledge of Humanness and Sacramentality. Administration and Faith Coaches planned and organized our cross-graded Family Group activity to focus on Humanness at Thanksgiving. The Faith Coaches have organized for the Youth Minister to come and provide a chapel time for the students to participate in prayer, and to gain a deeper understanding of Sacramentality.

**Division Outcome D2: Teaching lessons are permeated in process or content to develop the Eight Characteristics of Catholic Identity. Students will be taught how to critically evaluate their worldview through a faith lens by achieving provincial outcomes in a Catholic context.**

|  |
|--|
| <b>Strategies:</b>   |
| <ul style="list-style-type: none"><li>• Staff will utilize Faith coaches to plan intentional permeation opportunities, using the Eight Characteristics of Catholic Identity.</li><li>• When completing walkthroughs, admin will support faith permeation in teacher plans, in their language, and through their conversations with students.</li></ul> |

**Comments on Outcome Strategies:**

One of the areas that we recognized as necessary for growth is in the area of intentional permeation. In order for staff to be able to effectively permeate our faith, our division provided Eight Characteristics of Catholic Identity, which helps identify different avenues for permeation. As we strive to meet our goal, our staff needs to be

supported on how to effectively permeate faith into their lessons. Our Faith Coaches will work with staff to help model, plan and co-teach lessons where faith is embedded in the learning in the class. Administration will also provide timely and meaningful feedback on evidence of permeation, or suggestions for future areas for permeation as a support for all of the teachers in the school.

**Comments on Progress:**

In September, our Faith Coaches met with administration to provide a plan as to how they planned on meeting with teachers. Their plan provided professional development opportunities, a one sentence permeation strategy to share with staff, and monthly focus templates that mirror the Seven Sacred Teachings to help with student recognition. Administration has been having conversations, and providing professional development in regards to permeation. Administration has also provided exemplars on how to plan for intentional permeation strategies that follow the Eight Characteristics of Catholic Identity. Also, the admin team has engaged in conversations about permeation through Professional Growth Plan meetings with staff. This provided the avenue for staff to ask specific permeation questions if they were seeking further support in this area. Through teacher observations and walkthroughs we have witness intentional permeation happening in teacher's lessons.

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

|   |
|---|
| <b>Strategies:</b>  |
| <ul style="list-style-type: none"><li>• Enhance literacy practices in the area of reading comprehension and writing.</li><li>• Enhance effective teaching practices in the area of numeracy</li></ul> |

**Comments on Outcome Strategies:**

At St. Gregory the Great Catholic School we are focusing on enhancing current literacy and numeracy practices. We have identified that students are coming to us from a variety of schools and they bring with them a wide range of background knowledge and academic need in the areas of literacy and numeracy. Our teachers are working together to create common literacy and numeracy teaching practices that will support students as they move from elementary to middle school. From looking at our data, it is evident there is a need for strong pedagogy practice and intervention in these areas that start in elementary and continue through our middle school. This creates a culture of common literacy and numeracy expectations for students that staff can focus and build on.

**Comments on Progress:**

This year at St. Gregory, we are utilizing the experience of the Literacy, Inclusion, Faith and Technology (LIFT) lead teachers to co-teach and support literacy and numeracy instruction in each grade. Elementary teachers are using Fountas and Pinnell assessment data to group and provide accurate instruction and intervention for all students. Middle school teachers are now using the Fountas and Pinnell assessment tool to dig deeper into understanding the areas in which students are struggling and using this information for planning and creating Leveled Literacy Intervention (LLI) groups as well as driving whole class instruction. Collaboration time has been given to the Gr. 6-9 teachers to dig deeper into the curriculum and to look at common reading and writing practices. In numeracy, the Math Intervention/Programming Instrument (MIPI) has been used to identify areas students and teachers need to focus on. We have used the Division Math Lead Teacher to help support teachers, students and parents in understanding numeracy skills through a family math night, professional development and co-teaching lessons. Our school math lead teacher attended the Geeks Unite conference to increase her understanding of numeracy and to share her knowledge with staff.

**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 First Nations, Metis, Inuit teachings part of the culture of the school.</li></ul> |

**Comments on Outcome Strategies:**

As we understand and move forward to advance reconciliation and shift thinking and attitudes we need to gain foundational knowledge about First Nations, Métis, and Inuit. This critical knowledge will help build capacity as we bring in First Nations, Métis, and Inuit perspectives into our teaching. This year we are focussing on the new Teacher Quality Standard, Indigenous Peoples' history, and creating an understanding of the Seven Sacred Teachings. As we make this part of the culture of the school we will see our staff bring First Nations, Métis, and Inuit perspectives into their lessons and teachings.

**Comments on Progress:**

As our school planned to enhance our staff's capacity to bring in First Nations, Métis, and Inuit perspectives into their lessons, the administration team met with the Division First Nations, Métis, and Inuit Support Team to identify areas to focus on this year as we strive to reach our goal. To build our knowledge about the Truth and Reconciliation Commission, Calls to Action, and the new Teacher Quality Standard we had a presentation from our First Nations, Métis, and Inuit Support Team. This continued to build the foundational knowledge about the history of First Nations, Métis, and Inuit with our staff. Our school community continued to learn more about Residential Schools and reconciliation when we participated in Orange Shirt Day. We have also embedded the Seven Sacred Teachings into the fabric of the school by using them to recognize student success and growth. Each month we focus on one of the Seven Sacred Teachings with our students. As our staff gains more foundational knowledge and understanding about First Nations, Métis, and Inuit they will feel more comfortable in bringing the perspective of First Nations, Métis, and Inuit into the classrooms and curriculum.

**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>• Enhance the school culture by having all students feel safe and welcome, as well as acknowledging their gifts and talents while at school.</li></ul> |

**Comments on Outcome Strategies:**

At St. Gregory the Great, we have identified that our school building has many diverse students that require a wide range of supports. Because of this, we are utilizing effective universal, specialist and targeted teaching practices in order to reach the needs of our diverse learners, while following an inclusive education model. We also recognize that in order to meet student academic needs, they need to feel safe and supported while attending school. In order to do so, clear expectations need to be provided, along with an understanding of services available to all students, and families, are communicated to all stakeholders.

**Comments on Progress:**

Thus far, we have provided staff with professional development focused on English Language Learners and exceptional students. Our school's student profile was examined by our division lead teachers in order to provide insight and direction on how to best reach our student needs, specifically focusing on literacy, numeracy, and mental/cognitive strategies. Because of this, we have seen teaching strategies adapt to the student needs in the classroom. We have seen our grade two teachers implement a foundations program within the constraints of our building. Our Inclusive Education lead teachers also provided professional development to our educational assistants about how to recognize discomfort and distress in our learners, along with strategies to intervene in an effective, dignified, and respectful manner that meets the needs of our students. We have also had five staff members trained in Handle with Care, to help de-escalate students who are experiencing dysregulation. Our students have also received some intervention strategies, through effective behavioural expectations and universal mental health strategies. Our students have also begun receiving some presentations about Zones of Regulation, resilience, and coping strategies in which they can utilize when experiencing distress. During health, Kindergarten to Gr. 2 students have been building Zones of Regulation strategies books for referral when feeling dysregulated. Meanwhile, Gr. 3-5 have been building coping strategies referral guides they can access when needed.

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

|  |
|--|
| <b>Strategies:</b>   |
| <ul style="list-style-type: none"><li>• Utilize collaborative time for teachers to improve student learning by examining data to drive their instruction.</li><li>• Options focused on Career and Technology Foundations as well as Fine Arts as a way to expose students to a wide range of educational and career possibilities.</li></ul> |

**Comments on Outcome Strategies:**

As we reflected on our results from last year we wanted to focus on providing students the opportunity to explore different areas of Fine Arts and Career and Technology Foundations (CTF) classes as a way to expose them to a wide range of educational and career possibilities. Each term students will have the choice of over 6 different Life Skills Options to choose from. This will allow them to explore something that interests them or a topic they want to learn more about.

As we strive to develop excellent teachers and leaders we have developed collaboration time within our timetable. During this time teachers and admin will meet to discuss and come up with strategies to lift student learning outcomes. Through this collaboration, strategy generation, and reflection our teachers will add to their teaching toolkit.

**Comments on Progress:**

At the end of August, our teachers started to learn more about Career and Technology Foundations (CTF) and the different Fine Art options that could be offered. With support from administration, our Life Skill Option teachers were able to develop the first round of option choices. Students were given a wide variety of Life Skills Options to select from as we wanted to provide a broad program of studies for them.

At the start of the year we focussed on how we can effectively use the collaboration time we scheduled into the timetable this year. Teachers discussed the difference between common prep time and collaboration time and then developed collaborative norms to use when working together. The focus of the collaborative time is to lift student learning outcomes and continue to grow our teachers by identifying areas of need, coming up with

strategies to address the areas of need, and reflection. Through collaboration we have seen teachers grow literacy practices (summarizing, retelling, writing elaborative detail, "Wow" sentences, and reading), and numeracy skills (number talks, visualization, math games, and scaffolding).

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

|   |
|---|
| <b>Strategies:</b>  |
| <ul style="list-style-type: none"><li>• Increase opportunities for parents to have an active role in the school and allow them to share thoughts and give feedback.</li><li>• Continue to provide parents, teachers and students with timely information and invitations to attend events at St. Gregory the Great.</li></ul> |

**Comments on Outcome Strategies:**

At St. Gregory the Great School, we have identified that our communication with parents needs to be the forefront in order to celebrate the great activities and successes inside of our building. Furthermore, it gives parents an opportunity to provide us feedback and insight into the workings of the school to ensure stakeholders feel they have a school community that listens to community input.

**Comments on Progress:**

Thus far, we have really worked on informing parents about the evidence of learning, as well as the upcoming learning, that has happened at St. Gregory the Great Catholic School. Our teachers are sending out weekly messages to parents via email explaining the learning for the upcoming week. We have also increased our ability to document our learning through the usage of social media and photography. We have teachers in each pod taking pictures of the learning and posting them for the community to see, and read about. Our administration team has also been sending out monthly letters explaining, as an entire school community, the successes found in St. Gregory the Great Catholic School.

## 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: In the spirit of Sacramentality, visible signs of God’s invisible grace will be revealed. Created in His image, our community will embrace our Humanness as a gift, and celebrate the essential goodness of being human despite our imperfections and limitations.**

|  |
|--|
| <b>Strategies:</b>   |
| <ul style="list-style-type: none"><li>• Develop a deeper awareness and understanding of the Eight Characteristics of Catholic Identity with a focus on Humanness.</li><li>• Develop a deeper awareness and understanding of the Eight Characteristics of Catholic Identity with a focus on Sacramentality.</li></ul> |

**Comments on Outcome Strategies:**

For our students to truly understand what it means to be Catholic, our staff must first understand the Eight Characteristics of Catholic Identity and be able to model the characteristics in their daily teaching and interactions with students. This will be achieved through our focus on Humanness and Sacramentality.

**Comments on Progress:**

The power of story has the ability to move staff and set an example for staff how the Characteristics of Catholic Identity can be expressed at school. School administrators are taking turns sharing stories of interactions with students that emulate a characteristic. In one case, a story shared where the Principal had a discussion with a volleyball player who was critical as to why God would allow her to have a broken leg and struggle in sport. The storytelling process allows staff to recognize moments where they can draw upon our faith and gives them the confidence to engage in dialogue with students centered around our faith.

**Division Outcome D2: Teaching lessons are permeated in process or content to develop the Eight Characteristics of Catholic Identity. Students will be taught how to critically evaluate their worldview through a faith lens by achieving provincial outcomes in a Catholic context.**

|  |
|--|
| <b>Strategies:</b>   |
| <ul style="list-style-type: none"><li>• Staff to focus on intentional faith permeation within the context of lesson delivery.</li><li>• Enable staff and students to develop a Catholic worldview through service.</li></ul> |

**Comments on Outcome Strategies:**

An identified area of growth is to ensure that students learn about God in all of their classes and better understand how they can make a difference within their Catholic community.

**Comments on Progress:**

Staff have long recognized that our Catholic schools are unique. Our school Faith Coach had staff complete an activity where they highlighted the specific exemplars that make our schools unique from the Eight Characteristics

of Catholic Identity. Staff then brainstormed ways in which they could ensure that they are living these exemplars, as these practices make us unique as a school division.

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

|   |
|---|
| <b>Strategies:</b>  |
| <ul style="list-style-type: none"><li>• Support staff and students with the development of strong literacy skills so they can become successful learners.</li><li>• Support staff and students with the development of strong numeracy skills so they can become successful learners.</li></ul> |

**Comments on Outcome Strategies:**

Numeracy and Literacy continue to be an area of growth at St. Joseph High School. An identified area of concern is the number of students who repeat Math 10C and 30-1. In the spring of 2018, Math teachers and administration came together to identify strategies to help students be successful in math classes.

**Comments on Progress:**

Math teachers and administration developed two strategies to support students in Math. The first is targeted Math RTI (Response to Intervention). This intervention targets Math students who struggle in their classes. The RTI teacher collaborates with the classroom teacher and personally invites students to attend targeted flex sessions. The RTI teacher is responsible for informing parents of the support being offered. The second intervention is a Math Learning Strategies class that is taught by our grade 12 Math teachers. The course is designed to target students who struggle in Math, providing them with a tutorial class while they take Math 30-1.

**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>• To provide our staff with foundational knowledge necessary to support the indigenous perspective.</li><li>• To provide our students with foundational knowledge necessary to support the indigenous perspective.</li></ul> |

**Comments on Outcome Strategies:**

Ensuring that all Alberta students will learn about the history and legacy of residential schools, along with the history of First Nations, Métis and Inuit peoples of Canada is crucial to meeting the Calls to Action of the Truth and Reconciliation Commission. St. Joseph High School will continue to ensure that teachers are ready to meet the foundational knowledge FNMI standards in the new draft Teaching Quality Standard (TQS).

**Comments on Progress:**

For staff to be effective teachers of the Calls to Action of the Truth and Reconciliation Commission, they first must have a solid foundation of its elements. Our Social Studies teachers have shared information and our division FNMI Team have presented the talking points of the documents and have begun the process of getting staff comfortable with the big ideas of the Truth and Reconciliation Commission.

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

|   |
|---|
| <b>Strategies:</b>  |
| <ul style="list-style-type: none"><li>• Continue to nurture a safe, caring and welcoming environment for all staff and students in our St. Joseph community.</li><li>• Further enhance and develop a meaningful Teacher Advisory Group structure that builds community and that enables our students to feel connected to a caring adult.</li></ul> |

#### Comments on Outcome Strategies:

As St. Joseph High School grew from conception to reality, much work was done to gauge where our students and staff were at. Through surveys, discussion and by capturing student voice, it became clear that many stakeholders were nervous coming to a new school community. As a result, the school embraced the flexibility of High School Redesign and focused on creating a safe, caring and welcoming environment. Working within the context of High School Redesign, we continue to refine our practices such as Teacher Advisory (TAG) in an effort to build a strong culture.

#### Comments on Progress:

With fourteen new staff joining the community of St. Joseph High School, veteran teachers requested time to ensure new staff to the school understood the importance of the context and culture at St. Joseph High School. Mr. Jamie McNamara facilitated a session where staff were able to share their stories and create a platform for students and parents to personally share why they thought St. Joseph High School did an excellent job of creating a safe, caring and welcoming environment. The afternoon session focused on next steps to continue to enhance this goal.

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

|   |
|---|
| <b>Strategies:</b>  |
| <ul style="list-style-type: none"><li>• Support teachers to develop their authentic learning practice.</li><li>• Support teachers in enhancing their literacy practice to support all learners.</li></ul> |

#### Comments on Outcome Strategies:

There is strong correlation between teacher effectiveness and student achievement. Two areas of focus during the 2018-2019 academic year are authentic learning in all courses and developing common language and common best practices within our humanities classrooms. Providing support and guidance to our teachers will help students develop a stronger foundational skill set in literacy. The support for teachers will ensure vertical alignment and a deeper understanding and confidence of curriculum.

#### Comments on Progress:

In term one, our Literacy Coach has worked within the English Department co-planning effective lessons, co-assessing student understanding, providing "we-do support," and are in the process of developing a common language framework. A positive mentorship environment is being created where teachers feel supported while being challenged to improve literacy practices.

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

|   |
|---|
| <b>Strategies:</b>  |
| <ul style="list-style-type: none"><li>• Ensure teachers understand local and provincial feedback mechanisms.</li><li>• Develop Red Deer Catholic community relationships.</li></ul> |

**Comments on Outcome Strategies:**

Understanding the complexities of the formal provincial and jurisdictional survey process is an area of focus for the staff of St. Joseph High School. Staff understand the basic nature of these surveys, however, they do not fully understand how the survey is linked to the school report card and the full impact various stakeholders have on the school report card. By helping staff understand the process, they will be better equipped to guide students through the survey process and this will ensure more accurate results.

**Comments on Progress:**

At our Staff Retreat on November 23, administration took the data from the staff needs assessment completed in September and created a presentation for staff to engage further in these areas. Staff members were given specific data streams and asked to find areas that made sense to them. Additionally, they were asked to identify areas of challenge and the impact that teachers have on the report card generation process. Next steps were created on how these key learnings could be beneficial when staff administer the surveys to students in February 2019.

## 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: In the spirit of Sacramentality, visible signs of God’s invisible grace will be revealed. Created in His image, our community will embrace our Humanness as a gift, and celebrate the essential goodness of being human despite our imperfections and limitations.**

|   |
|---|
| <b>Strategies:</b>  |
| <ul style="list-style-type: none"><li>• Develop a deeper awareness and understanding of Humanness and Sacramentality amongst staff and stakeholders.</li><li>• Celebrate examples of Sacramentality and Humanness within our community.</li></ul> |



**Comments on Outcome Strategies:**

St. Gabriel Online Learning Centre is expanding its knowledge in the areas of humanness and sacramentality. Our focus for the first semester is to establish an awareness of where humanness and sacramentality are present in our Catholic school. We want students to become responsible citizens who give witness to Catholic social teaching by promoting peace, justice and the sacredness of human life. By establishing humanness at St. Gabriel Learning Centre we are focusing on building positive relationships with students with a compassion for students who have been unsuccessful in a traditional school and to bring hope to them as they try to accomplish getting through their courses and achieving a high school diploma.

**Comments on Progress:**

Staff have been familiarized with the Eight Characteristics of Catholic Faith and have examined a variety of resources to enhance their understanding of humanness and sacramentality. Further brainstorming sessions will occur as the year progresses to help staff with their knowledge of humanness and sacramentality and to embed into their everyday life. We are enhancing our relationships with students by establishing TAG teachers to connect with each day as students come into the Centre. Our focus is on hospitality and ensuring that every student walks in the door is greeted by a teacher.

**Division Outcome D2: Teaching lessons are permeated in process or content to develop the Eight Characteristics of Catholic Identity. Students will be taught how to critically evaluate their worldview through a faith lens by achieving provincial outcomes in a Catholic context.**

|   |
|---|
| <b>Strategies:</b>  |
| <ul style="list-style-type: none"><li>• Redesign our online courses and Learner Management System (LMS) to further permeate the Eight Characteristics of our Catholic Faith and to continue to build Catholic authenticity.</li><li>• School administration will utilize supervision and/or evaluation to support teachers in the permeation of lessons to build Catholic Identity.</li></ul> |

**Comments on Outcome Strategies:**

St. Gabriel Learning Centre is focusing on redesigning courses to infuse the Community of Inquiry Model (COI) with a faith perspective. Teachers are being challenged to present issues to their students so that students can critically think about solutions through a world lens as well as a Catholic lens. The importance of Catholic resources which connect to our youth is paramount.

**Comments on Progress:**

The Moodle repository has been created with numerous faith permeated lessons. As we continue to redesign our courses, teachers will connect each lesson with at least one of the Eight Characteristics of the Catholic Faith. Online courses provide students the opportunity to share and discuss their faith by sharing prayer intentions within the Moodle platform. Teachers also provide liturgical celebration teaching moments within the school platform.

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

|   |
|---|
| <b>Strategies:</b>  |
| <ul style="list-style-type: none"><li>• Continue to implement the COI Model in the area of social presence and course redesign by employing a checklist of activities that all teachers will need to complete.</li><li>• Teachers will seek out professional development opportunities that relate to their subject area in order to enhance student success.</li></ul> |

**Comments on Outcome Strategies:**

As part of the instructional redesign process, we have immersed ourselves in online learning research. We have completed the professional development on teaching presence and have now implemented this into all of our courses. The area we are focusing on with staff this year is "social presence". By integrating this presence into our school community we perceive that students will feel that this will enhance their experience of taking an online course, Social presence is one way where learners can connect and interact online with other students to express their emotions and feelings which will enable them to communicate in a way that promotes learning. As we continue with the Community of Inquiry Model (COI Model), we will be learning more about the area of social presence, and investigating more online tools to use to incorporate this presence. By implementing the COI model students engage in discovery and development of knowledge, which helps in their overall online educational experience of being an online student and promotes a sense of belonging.

**Comments on Progress:**

Teachers are implementing social presence activities into their courses and will continue to do this next year. They are working through a checklist that staff created in order to achieve this in all courses. 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 the delivery and assessment of lessons. We continue to implement Web 2.0 tools such as EdPuzzle, Flipgrid and Voicethread to achieve social presence throughout the entire course.

**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:**

We are integrating First Nations, Metis and Inuit symbols, history, and culture into our courses and 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 support and opportunity for all of our students.

**Comments on Progress:**

St. Gabriel Online School has engaged in conversations with our First Nations, Metis, and Inuit Lead teachers in order to facilitate a variety of aboriginal programming within our school setting. Dates for the blanket ceremony and TQS Standard Review have been set.

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

|  |
|--|
| <b>Strategies:</b>   |
| <ul style="list-style-type: none"><li>• Provide support to ensure all students are given an opportunity to feel a sense of belonging in school and in the 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 endeavor to greet students as they come into the Centre and establish a sense of belonging, as many of them have come from traditional high schools that portray a different atmosphere. Our goal is to make them feel welcome so that they return and get the supports they need to successfully complete their high school diploma. We continually provide opportunities for participation and invite students and parents to celebrations, presentations and to participate in Divisional school events.

**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 inservices to help students transition successfully into the online setting. As a staff we use various strategies to get to know our students and to help them feel a part of our school community.

#### 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 and admin on course redesign to increase learning and student retention.</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, faith permeation, social presence and course redesign. As a school, we use the COI (Community of Inquiry) Model to implement our "Presences" (teaching, social and cognitive) to create a robust learning environment. As technologies and Web 2.0 tools change at a constant rate we believe that teachers need to be aware of the changes and strive to keep up with ever changing times of an online world.

##### Comments on Progress:

Teachers have collaborative time blocked (three blocks a week) so that they are able to meet with their subject discipline team as they implement social presence into their course design. A checklist has been created for teachers to use to guide them to have all aspect of social presence embedded into their courses. Teachers have shared best practices together and new tools that allow students to connect with one another.

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

|  |
|--|
| <b>Strategies:</b>   |
| <ul style="list-style-type: none"><li>• Respond to relevant school data to ensure appropriate educational strategies are in place to increase in provincial and diploma exam data.</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 which shows that are evaluation is high in this area according to teachers, parents and students.

##### Comments on Progress:

Communication tools such a 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. We believe that our success is due to our personal learning environment and with our individual work that we do with students to have them become successful.

## 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: In the spirit of Sacramentality, visible signs of God’s invisible grace will be revealed. Created in His image, our community will embrace our Humanness as a gift, and celebrate the essential goodness of being human despite our imperfections and limitations.**

**Strategies:**

- Continue to increase God's visible and invisible signs present in our school community by using the Fruits of the Holy Spirit to empower students to let people see God in them.
- Develop a deep understanding of how Humanness shapes our Catholic worldview and the actions we take in society.

**Comments on Outcome Strategies:**

St. Marguerite Bourgeoys is focussing on improving the tangible relationship that our students have with God. Using Humanness and Sacramentality as the foundation for achieving our goals, we strive for our students to see God in themselves and in the world around them. St. Marguerite Bourgeoys School believes that through students having multiple points of faith contact, they are authentically catechized and will be evangelizers themselves. We strive to ensure students understand that Humanness is the unique gifts that God has given them, and that Sacramentality are the tangible works that staff and students do with those gifts. Using a different Fruit of the Holy Spirit as a theme each month, we endeavour to help students understand that their uniqueness is God's gift to them, and what they do in their lives is their gift back to God.

**Comments on Progress:**

On October 1st, school administration began saying a morning faith message every day. "Remember today that we are all uniquely human, and created in God’s image. Your unique gifts and talents are God’s gift to you, and what you do with them are your gifts to God. Let us celebrate our humanness and allow others to see God in us each day." On November 1st, we began using the Fruits of the Holy Spirit as a vehicle for our success. Each month will include a school wide focus on each of joy, patience, kindness, goodness, faithfulness, modesty, and self-control.

**Division Outcome D2: Teaching lessons are permeated in process or content to develop the Eight Characteristics of Catholic Identity. Students will be taught how to critically evaluate their worldview through a faith lens by achieving provincial outcomes in a Catholic context.**

**Strategies:**

- Develop a culture of intentional faith permeation that is evident in every grade and subject.
- The Eight Characteristics of Catholic Identity are consistently used to shape the worldviews of students.

**Comments on Outcome Strategies:**

We intend to grow our culture of intentional faith permeation in order for students in our school to apply the Catholic worldview to their everyday lives. St. Marguerite has a very strong faith culture and relationship with the

Parish and community, but we see that an area we can improve upon is our intentional permeation in lesson planning. We want to see teachers using this everyday, in every lesson, and it is vital that student's worldviews are being shaped by the Catholic lens, and that their actions in society are influenced by our Catholic worldview.

**Comments on Progress:**

On the October 26th professional development day, the school faith coach led a session on intentionally permeating using Humanness and Sacramentality in lessons. Every teacher at St. Marguerite Bourgeoys now has a section for faith permeation in their lesson plans. It is evident in lesson plans that teachers are becoming increasingly comfortable and competent with intentional faith permeation.

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

|  |
|--|
| <b>Strategies:</b>   |
| <ul style="list-style-type: none"><li>• Staff will use formative assessment to develop a deep understanding of student learning and use this data to inform their teaching practice.</li><li>• The LIFT (Literacy, Inclusion, Faith &amp; Technology) model will provide timely and targeted supports that ensure success on provincial achievement tests.</li></ul> |

**Comments on Outcome Strategies:**

St. Marguerite Bourgeoys has continued our growth in the use of data to inform instructional practices. The quantitative data collected from Fountas and Pinnell, Standardized Test for the Assessment of Reading, and the Math Intervention/ Programming Instrument have been very valuable at revealing to staff where students are in their learning. However, we want to improve the ways we are using formative assessment and qualitative data to inform our instruction. This will help us to understand not only where a student is at, but also how they are progressing each day. Our Literacy, Inclusion, Faith, and Technology (LIFT) model is going through some changes as well. Previously, much of our LIFT support has been fluid, which allowed for a lot of flexibility to meet student needs. However, we believe that with the use of qualitative and quantitative data, we can designate LIFT support into the areas of most need for sustained periods of time. Our LIFT model will continue to provide timely and targeted supports.

**Comments on Progress:**

Through creative timetabling, more Literacy, Inclusion, Faith, and Technology (LIFT) times have been designated to specific classes, and this has improved the quality of co-teaching in our classrooms. St. Marguerite Bourgeoys has one teacher member and one administrator on the division's Assessment Lead Team. On November 1st, both the teacher and administrator will be attending formative assessment professional development and leading a school based session on November 23rd professional development day.

**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>• Support our First Nations, Metis, and Inuit lead teacher at the school to develop a school culture that ensures First Nations, Métis, and Inuit student success at St. Marguerite Bourgeoys School.</li><li>• Our First Nations, Metis, and Inuit lead teacher will facilitate First Nations, Métis, and Inuit cultural capacity</li></ul> |

building among our students, staff, and parents.

**Comments on Outcome Strategies:**

St. Marguerite Bourgeoys school realizes the need for measures to be in place to close the gap between First Nations, Métis, and Inuit students, and all other students. Firstly, we feel it is important to have a school culture where indigenous ways of knowing are visible and accepted. We understand that historic colonialism has created challenges for many of our students. By giving staff and students opportunities to experience indigenous ways of knowing, we hope to eliminate achievement gaps and make First Nation, Métis, and Inuit staff and students feel safe and cared for in our school. With our newly appointed First Nations, Métis, and Inuit lead teacher, and our division support team, we strive to build cultural capacity in our school community.

**Comments on Progress:**

In the 2018/ 2019 school year, St. Marguerite Bourgeoys has a First Nations, Métis, and Inuit lead teacher with 1.5 hours per week in their timetable dedicated to meeting the school's cultural needs. On the October 26th professional development day, the division First Nations, Métis, and Inuit lead teacher team led a drumming circle for our staff.

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

**Strategies:**

- Teachers will use the Math Intervention/ Programing Instrument to identify numeracy levels, and the lead math Literacy, Inclusion, Faith, and Technology (LIFT) teacher will support teachers in providing targeted LIFT support for at-risk numeracy learners.
- Provide a comprehensive support network for those students and families at-risk at St. Marguerite Bourgeoys.

**Comments on Outcome Strategies:**

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 beginning the Math Intervention/ Programming Instrument 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. We look to continue to grow capacity amongst the entire staff in this area through professional development.

**Comments on Progress:**

In the 2018/2019 school year, 0.50 full time equivalency has been given to two math lead teachers to co-teach and provide targeted supports in classrooms. On the September 21st professional development day, a division math lead teacher facilitated a session on using data from the Math Intervention/ Programming Instrument. From September 17th to April 12th, a student social worker is running our "Buddies" program that works on relationship building and social emotional intelligence in small groups of our at-risk students.

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

|  |
|--|
| <b>Strategies:</b>   |
| <ul style="list-style-type: none"><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:**

We value the investment of preparing our students for work life by teaching them innovation, critical thinking skills, and by providing them with a wide range of opportunities 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, and giving students the opportunity to foster skills and values that will make them successful citizens. We endeavour to create global citizens that will be successful and innovative with an entrepreneurial spirit. St. Marguerite Bourgeoys School has continued to grow our makerspace culture which gives students opportunities to experience a wide variety of 21st century learning and become as well rounded as possible.

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

In Term 1, we added two new Career and Technology Foundations courses, which includes Entrepreneur 2.0 and Game Design. In the 2018/2019 school year, our makerspace committee has grown to include 8 staff members.

#### **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 using various forms of media, our student voice committee, and our School Council.</li></ul> |

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

Last year, our School Council saw a decline in the amount of parents showing up for meetings or volunteering for School Council events. A core group that has been with the school for a number of years have now moved onto high school. We recognized that this trend was coming and ran a strong recruiting campaign for the 2018/2019 school year. Consequently, we now need to work on retention of our new School Council members. With a new School Council chair and many new members, it is important for us to continue our training on how to use procedures that are in line with the School Act. Continuing the growth of our social media presence is very important for our continued success in communicating with stakeholders. It is crucial for St. Marguerite Bourgeoys School to have all stakeholder voices being heard and staying informed.

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

On September 24, 14 parents attended our Annual General Meeting and first School Council Meeting. As of October 20, our likes and follows on Social Media have increased from this time last year. We are pleased with the amount of social media 'traffic' with relation to our school events. On October 22, St. Marguerite Bourgeoys became active on Instagram to communicate with a different demographic of stakeholders.

## 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: In the spirit of Sacramentality, visible signs of God’s invisible grace will be revealed. Created in His image, our community will embrace our Humanness as a gift, and celebrate the essential goodness of being human despite our imperfections and limitations.**

|   |
|---|
| <b>Strategies:</b>  |
| <ul style="list-style-type: none"><li>• Our school community provides tangible ways to recognize God's grace through Sacramentality.</li><li>• Recognizing humanness and how our gifts and limitations can impact others.</li></ul> |



**Comments on Outcome Strategies:**

Our school community will recognize God's grace by offering Family Faith Nights, during Parent Teacher Interviews in November, as a way for parents to develop a deeper understanding, through an interactive forum, of ways to learn about God in their lives and the lives of their children. Further, recognizing God throughout each day is highlighted by using 'God Glasses' during classes, assemblies, special events and celebrations. Humanness is highlighted and recognized through self-analysis, using the Enneagram, a personality tool that allows staff to reflect on personal, relational and spiritual development. To create a deeper sense of community within our Catholic environment, Family Groupings are created to celebrate the essential goodness of one another and to foster strong relationships between all staff and students. Students have many opportunities to share their God given gifts and talents through school wide assemblies, special events and celebrations.

**Comments on Progress:**

Assemblies, celebrations and special events have seen a marked increase of student leadership and involvement. This includes sharing individual and group gifts and talents during the September, October and November school wide assemblies. The Faith Coach presented students with Sacramental certificates for First Reconciliation and Holy Eucharist during a school assembly in September.

**Division Outcome D2: Teaching lessons are permeated in process or content to develop the Eight Characteristics of Catholic Identity. Students will be taught how to critically evaluate their worldview through a faith lens by achieving provincial outcomes in a Catholic context.**

|   |
|---|
| <b>Strategies:</b>  |
| <ul style="list-style-type: none"><li>• Students will develop an understanding and be able to articulate faith permeation present in daily lessons.</li></ul> |



**Comments on Outcome Strategies:**

Our Faith Coach continues to provide highly effective support in developing confidence with classroom teachers by modeling intentional faith permeation through co-teaching on a rotating basis. In response to students unable to articulate where they see permeation beyond Religion classes, the Faith Coach invites students, staff and parents to put on 'God Glasses' to proclaim where they have seen God in their day. Creating awareness, specific to

intentional permeation, through the 'God Glasses', continues to be an effective way to ensure our students are recognizing the intentional permeation within their learning. Administration continues to ask questions and provides 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 relationship with God. Moving forward, staff will strengthen intentional faith permeation, through a concentrated focus, on Humanness and Sacramentality.

**Comments on Progress:**

Since the beginning of the 2018/2019 school year, staff have started to embed intentional permeation statements in their daily plans across the curriculum.

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

|   |
|---|
| <b>Strategies:</b>  |
| <ul style="list-style-type: none"><li>• Teachers will provide literacy RTI (Response to Intervention) to improve student learning.</li><li>• Teachers will implement strategies to improve numeracy 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. Martin's. The team has strategically planned a robust RTI program, using funds allocated from CIF (Classroom Improvement Fund) 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. Numeracy continues to be a focal point as teachers have developed an understanding using MIPI (Math Intervention Programming Instrument) as well as the Mathology resource that enables teachers to implement differentiated Math learning experiences to improve student learning and achievement in Numeracy.

**Comments on Progress:**

44 RTI (Response to Intervention) bins have been created by certified staff that will directly support student learning and achievement.

**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>• First Nations, Métis, and Inuit programming will be permeated across all grade levels.</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. The Division First Nations, Métis, and Inuit Support Team will lead the students in further learning about the Seven Sacred Teachings through 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. Staff continue to develop a deeper understanding of our Indigenous Culture through actively engaging in professional development hosted by our Division First Nations, Métis, and Inuit Support Team. The purpose of this professional learning is to support staff with the permeation of Indigenous content across the curriculum.

**Comments on Progress:**

To align our Positive Behavioral Intervention and Support approach, SMART (St. Martin's Acting Responsibly Together) tickets have been modified to include the Seven Sacred Teachings whereby students are recognized for exhibiting positive characteristics found within the Sacred Teachings.

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

|  |
|--|
| <b>Strategies:</b>   |
| <ul style="list-style-type: none"><li>• A Comprehensive Counselling Plan is implemented to support all students in a safe, caring and healthy school environment.</li><li>• Students are given multiple opportunities to develop attitudes and behaviors that will enhance their own leadership qualities.</li></ul> |

**Comments on Outcome Strategies:**

Through the implementation of our Comprehensive Counselling Plan, students receive universal and targeted supports through a variety of activities including targeted student groupings that focus on anxiety, mindfulness, positive empowerment, and self regulation. Classroom presentations are ongoing to ensure student understanding and awareness in meeting specific needs for that particular group of students including Growth Mindset, Zones of Regulation, and Resiliency Strategies. Our Comprehensive Counselling Plan continues to evolve and will encompass the 40 Developmental Assets. The MS2 (Model of Support and Services) Team continues to provide timely and targeted strategies that support at-risk and vulnerable students. Multiple opportunities for leadership development for students is evident through clubs and teams that are developed. Student Leadership, Health Team, PLAY program, Song Leaders and Reading Buddies creates opportunities to build leadership capacity for all students. Moving forward, cross-grade Family Groupings will be created as a way to build a stronger community and promote a safer and more caring school environment. Family Groupings will enable older students to take on a leadership role, within their Family Groupings, as they mentor and support younger students.

**Comments on Progress:**

This fall, there are over 155 students that have connected with either a team, club or extracurricular activity within the St. Martin's school community. Backpack donations of school supplies and food clothing donations have supported over 30 families with a positive start to the school year.

**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>• Teachers will implement 'Learning Sprints' during PLCs to enhance teaching practice.</li></ul> |

**Comments on Outcome Strategies:**

The Fine Arts are alive and well at St. Martin de Porres School! Infusing the Fine Arts through daily, weekly and monthly activities has proven to be very successful through CREATE (Children Regularly Engaged Actively To Excel), a monthly opportunity for students to have voice and choice in developing competencies as lifelong learners. Due to multiple sources of feedback (students, staff, parents and community members), Fine Arts productions and residencies continue to be offered in a variety of formats. This feedback resulted in the development of a faith-based Christmas production, Winter Residency and Spring Showcase that highlights the gifts and talents of all students. Administration is examining ways to enhance teachers' professional practice through, "Learning Sprints", a process that ensures all teachers are continually enhancing their professional practice to improve learner outcomes. Moving forward, certified staff will be provided professional development and support in the implementation of "Learning Sprints" during PLC (Professional Learning Communities) time.

**Comments on Progress:**

Excitement is building at St. Martin's as the upcoming production, "Straight Out of Bethlehem" casting is now complete with 40 students in lead roles.

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

|  |
|--|
| <b>Strategies:</b>   |
| <ul style="list-style-type: none"> <li>• Students, staff and parents will recognize overall school improvement.</li> <li>• Elicit parental feedback to help guide decisions for student growth.</li> </ul> |

**Comments on Outcome Strategies:**

After reviewing stakeholder data and the decline in respondents specific to, "...their school and schools in their jurisdiction have improved or stayed the same in the last three years", Administration developed an action plan with staff to create a timeline, based on school improvement, over the past three years. The intention of this process is to share and celebrate the positive changes and growth that our St. Martin's learning community has witnessed. In response to parental feedback, students were given the opportunity to 'Try a Grade' to support grade level transitions and were given the opportunity to drop off supplies and meet staff prior to the first day of school to minimize the first day of school jitters and anxiety. Survey data indicated that both staff and parents were appreciative of these opportunities. Further, during upcoming Parent Teacher Interviews, parents will be given the opportunity to provide feedback and growth to school improvement.

**Comments on Progress:**

Year end transitions allowed students and parents to minimize anxieties with the upcoming year's transition to the next grade level. Staff found it successful in formally meeting future students and to begin developing positive relationships.

## 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: In the spirit of Sacramentality, visible signs of God’s invisible grace will be revealed. Created in His image, our community will embrace our Humanness as a gift, and celebrate the essential goodness of being human despite our imperfections and limitations.**

**Strategies:**

- St. Matthew staff and students will be provided with opportunities to develop a deeper awareness and understanding of Sacramentality and Humanness.

**Comments on Outcome Strategies:**

Administration, teachers and our parish priest are looking at different ways to bring faith opportunities to our school community. We are encouraging the staff and students to attend mass by means of invitation. As a school, we are celebrating our students as they journey through their sacraments.

**Comments on Progress:**

Through gradual release of responsibility, we have noticed an increase in staff and student-led faith-based activities and prayer after being modeled 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 witnessed a stronger connection and relationship with the parish.

**Division Outcome D2: Teaching lessons are permeated in process or content to develop the Eight Characteristics of Catholic Identity. Students will be taught how to critically evaluate their worldview through a faith lens by achieving provincial outcomes in a Catholic context.**

**Strategies:**

- St Matthew school staff will focus on improving our permeation of our Catholic faith in all subject areas and all activities which occur at the school.
- Use the Eight Characteristics of Catholic Identity document to support teacher efforts in intentional permeation.

**Comments on Outcome Strategies:**

Teachers are using the Eight Characteristics of Catholic Identity document 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 using the one sentence permeation plan.

**Comments on Progress:**

Our Schollie results indicate that we still need to focus on our permeation. The results indicate that only 71 percent feel they learn about God in all their classes. As a school community, we have decided to focus on improving this using permeation to ensure this improves. As a staff, our language, actions, and planning will be areas that all staff will be purposeful. Our faith coach and administration walkthroughs are two ways we have targeted this change including examples by our faith coach and purposeful conversations by administration. The use of the one sentence permeation plan is an expectation for the staff to ensure permeation is a focus in each and every lesson plan.

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

|  |
|--|
| <b>Strategies:</b>   |
| <ul style="list-style-type: none"> <li>• Improve teachers effective teaching practices in the area of numeracy to enhance and 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:**

All teachers are involved in developing sound literacy and numeracy practices and it has created 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. As we move into the 2018-2019 school year we will continue improving our instructional practices with our essential learning outcomes and developing and refining good assessment practices. Teachers are provided with numerous opportunities to co-teach to refine and develop our targeted intervention using our leveled literacy and targeted numeracy instruction.

**Comments on Progress:**

Teachers have participated in numerous mindset professional development sessions. We have used growth mindset as a medium for conversation and teachers are taking risks to change practice to improve their students learning opportunities and their own instruction. Continued support has been provided to staff as they transition their instructional practice. The staff has received professional development to support effective instruction for all our students who are in need of scaffolded instruction especially those who need to be supported to move from acceptable to excellence.

**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:**

We realize our results indicate this needs to be an area focus. We will continue to support our First Nations, Métis,

and Inuit students by not only developing awareness of the Seven Sacred Teachings, but by ensuring that supports necessary for our First Nations, Métis, and Inuit students are timely and targeted, both for at-risk students and our promising students.

**Comments on Progress:**

We used our Classroom Improvement Fund (CIF) for 2018-2019 to hire a Family Enhancement School Counsellor in partnership with St. Dominic School in an effort to find a way to deepen our connections with our First Nations, Métis, and Inuit students and families. We hope, that in turn, attendance, resiliency and academic success will be encouraged.

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

|   |
|---|
| <b>Strategies:</b>  |
| <ul style="list-style-type: none"><li>• St Matthew is restructuring our counselling by creating a team to ensure the mental health needs of our increasing population is addressed and supports are provided to all students.</li><li>• All teachers will be trained and become efficient in the use of Dossier as a tool to better 'Know their learner' to better inform their teaching practices.</li></ul> |

**Comments on Outcome Strategies:**

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 an opportunity for our students to be involved in Levelled Literacy Intervention from Grades 1 to 8. Our staff is becoming more confident with the process of Response to Intervention and are using Dossier more frequently.

**Comments on Progress:**

Due to our increased in student population, we restructured our school counselling approach. We developed a counselling team that has enabled us to streamline our support for our students and staff to ensure all our student needs are being addressed. The team meets weekly with student data and concerns on the table and the team is working on creating positive behavior solutions for our school. Counsellors have created targeted small groups to address the different needs our school community. Ensuring our counselling is adequately prepared for providing for our student's needs, we offered professional development to begin the year to our counselling team. As a counselling team we have created groups and presentations that build resiliency within our students and staff.

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

|  |
|--|
| <b>Strategies:</b>   |
| <ul style="list-style-type: none"><li>• Create increased opportunities for fine arts exposure for our school community.</li><li>• Provide appropriate professional development for all staff on assessment practices to ensure authenticity of our live reporting.</li></ul> |

**Comments on Outcome Strategies:**

After a successful transition to a new elementary report card system we have shifted our focus to live reporting. Our teachers will receive professional development on commenting, timely and authentic assessment, and curriculum mapping. The professional development will align our instruction, our assessment, and reporting

practices. Our students have seen the benefit of our increased co-teaching opportunities since all middle school teachers and all elementary teachers have co-teaching blocks. In order to improve our students opportunities for fine arts, our staff will be encouraged to increase students exposure within the classroom as well as our school wide assemblies.

**Comments on Progress:**

As a school community, we have developed a plan to expose and increase our students to fine arts opportunities. This includes ensuring that there is a fine arts piece at most school-wide activities. By creating more opportunities to celebrate and participate in fine art activities our school community will begin to appreciate them more. Our students have have opportunities so far in drama, choral, sculpting, digital arts, music instrument exploration, photography, painting and design.

**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 focus on informing our stakeholders of events, activities, and celebrations, we have noticed more parental involvement and attendance at all of our activities this year. We feel this has contributed to building a positive school community.

**Comments on Progress:**

Our stakeholders are informed weekly through our Week at a glance posts to our Facebook page and school website. Our social media report indicates an increase of views and followers in the 2018-2019 school year in comparison to our previous year. Staff has created parent email contact lists to ensure communication is received, as well a homework calendar was created to support parents and students as a result of feedback received from our parental community.

## 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: In the spirit of Sacramentality, visible signs of God's invisible grace will be revealed. Created in His image, our community will embrace our Humanness as a gift, and celebrate the essential goodness of being human despite our imperfections and limitations.**

|   |
|---|
| <b>Strategies:</b>  |
| <ul style="list-style-type: none"><li>• Through catechesis all members of St. Patrick's Community School will be provided opportunities to increase our knowledge and celebrate our Sacramentality and Humanness.</li></ul> |



**Comments on Outcome Strategies:**

St. Patrick's began our school year with a professional development session by the Division Faith Permeation Teacher on Sacramentality and Humanness. The presentation proved to clarify the staff's understanding of Sacramentality and Humanness and provided an opportunity to dialogue and share personal experiences about each of them. Our school Faith Coach is developing mini lessons and going into classrooms to assist teachers and students in learning more about Sacramentality and Humanness. During School Council meetings, assemblies and Faith Fact Friday, the Administrator Team is talking about Sacramentality and Humanness. Our school masses and liturgies also contained a section for our Faith Buddies, (middle school and elementary students), as well as staff to reflect and share examples of our Humanness and Sacramentality. When our elementary, middle school and/or our entire school community is together for a celebration of faith or academics, a focus is to share more in depth explanations and draw examples from students and teachers about Sacramentality and Humanness. 100% staff have chosen Humanness and Sacramentality as focus areas for their Professional Growth Plans.

**Comments on Progress:**

In order to align our school goal with that of the division goal, our school community will focus on the teaching and learning aspect of Sacramentality and Humanness throughout the 2018 - 2019 school year. This message has been communicated by the School Administrator Team as well as a presentation from the Division Lead Faith Permeation Teacher. St. Patrick's Teachers appreciated the time to review the presentation on Sacramentality and Humanness and to ask any clarifying questions.

**Division Outcome D2: Teaching lessons are permeated in process or content to develop the Eight Characteristics of Catholic Identity. Students will be taught how to critically evaluate their worldview through a faith lens by achieving provincial outcomes in a Catholic context.**

|   |
|---|
| <b>Strategies:</b>  |
| <ul style="list-style-type: none"><li>• St. Patrick's Community School's staff will focus on permeating our Catholic faith throughout all subject areas with a focus on the Eight Characteristics of Catholic Identity.</li><li>• St. Patrick's School Administrators will recognize and suggest permeation ideas during professional growth meetings and walk through supervision.</li></ul> |

**Comments on Outcome Strategies:**

Results from the Schollie data indicated that the area of faith permeation should remain a priority for our school. As a school community we will continue to target professional learning of faith permeation for Teachers and School Administrators at our monthly staff meetings. The Administrator Team reviewed the expectations for faith permeation into teacher lesson plans and inquired about the necessary resources and supports teachers needed in order to demonstrate more growth and confidence in this area.

**Comments on Progress:**

Our teachers are very grateful for the Eight Characteristics of Catholic Identity document, from the Division. Teachers use 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 plans. 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 one-sentence faith permeation starters are providing much success to our teachers. Teachers expressed gratitude for the opportunity to share faith permeation ideas at monthly staff meetings and asked that as a school community we continue this practice. Our teachers are making progress and are feeling more confident about permeation.

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

|  |
|--|
| <b>Strategies:</b>   |
| <ul style="list-style-type: none"> <li>• Support Middle School students, in Grades 6 - 9, with the implementation of Levelled Literacy Intervention (LLI).</li> <li>• Lead ESL team will provide and facilitate professional development to staff with a focus on identifying and utilizing Academic and Content Vocabulary across all core curriculum areas.</li> </ul> |

**Comments on Outcome Strategies:**

During the months of August to September, 2018, teachers viewed the schools Continuum of Supports document to better understand the learners in their classrooms. As the schools Professional Development Committee and English as a Second Language (ESL) Team continued to plan professional development, it became apparent that teachers required more professional development in understanding Academic and Content Language and how to identify, teach, and assess those key words, in all core subjects, in order for our students to gain a better understanding. The ESL Team has worked specifically with one teacher who is identifying 'Word of the Week', which is an Academic word: a word that can be used in many subjects and can be identified across various core curriculum. The school ESL Team will continue to frontload professional development in order to set our teachers up for success in the classroom with their students. With the additional Classroom Improvement Funds and gleaning the academic successes other middle schools have experienced, it became very evident that Levelled Literacy (LLI) Intervention was required for our Middle School Students.

**Comments on Progress:**

As a school community, we have learned that understanding specific Academic and Content language is a key strategy to unlocking our students potential. As a result, our Student Learning Achievement will also focus on growing our teacher knowledge of how to identify and explicitly teach and assess Academic and Content Language to all our students. Reviewing the instructional strategy of Building Background Knowledge will also be a focus, as these two teaching ideas are inextricably linked. Continued progress of this goal will be lead by the school's ESL Team, in collaboration with the Division ESL teacher, to offer and facilitate professional development to teachers.

Upon building our teachers knowledge and confidence, they will be ready to implement, reflect and assess Academic and Content Language and Building Background Knowledge with confidence. Through the implementation of LLI in Middle School, we have observed success with student reading fluency and writing and look forward to the opportunity to meet with our school LLI team in November and in the coming months to hear the success stories of our 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>• In collaboration with the First Nation Metis Inuit Support Team, the Aboriginal perspective and connections to our faith should reduce the academic gap between students identified as First Nation Metis Inuit and all other students.</li><li>• Implement Indigenous cultural teachings and resources into curricular areas and school community.</li></ul> |

**Comments on Outcome Strategies:**

The 7 Sacred Teachings is the main focus for our school community and we are looking to delve into that on the afternoon of November 23, 2018. Playing the Aboriginal version of O' Canada, utilizing the smudging kits, and connecting Indigenous teachings into core curriculum is our secondary focus.

**Comments on Progress:**

St. Patrick's Administrator Team met with the Division First Nation Metis Inuit team early in September 2018, to collaborate and design a plan for our school community. We are curious and eager to have the professional development on the 7 Sacred Teachings and collaborative design a sustainable implementation plan. Our school also felt the necessity to include events and curricular connections that will hopefully bring recognition to the Indigenous people and peacefully make strides towards reconciliation to the First Nation, Metis, Inuit peoples, from our school community.

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

|  |
|--|
| <b>Strategies:</b>   |
| <ul style="list-style-type: none"><li>• Improve student acknowledgement and understanding of mental health supports available in our school.</li></ul> |

**Comments on Outcome Strategies:**

In collaboration with our staff, specifically our School Counselling and Administrator Team, we have made a concerted effort to inform students about the realm of counselling services and activities we engage our school community in to provide a safe and caring environment. We will continue to offer 'Wellness Wednesday' sessions for parents and students that focus on maintaining positive mental health, along with our school based Health Champions Team. School Counsellors are booking presentations that ensure children of all ages know what is right and wrong, from how someone speaks to you, to how to interact with others, internet safety, and digital citizenship. Acknowledging our Humanness to care and treat one another respectfully is also a focus in our core curriculum teachings and interactions with School Administrators, parents, and students. As a school community, we also share this Humanness when our Middle School and Elementary students share 'Faith Buddy' time.

**Comments on Progress:**

Our school focus is to ensure that our main stakeholders, our students, are consistently and frequently informed of what we offer and the resources available to students to ensure they are feeling a sense of welcome, safety, and security during the school day. Research has indicated that if children are mentally well, they are more likely to have a sense of control, ownership, and regulate their feelings and actions, overall feeling better about themselves psychologically, and have more self-confidence to handle stress and relate to others. Focusing on this particular aspect should assist the students of St. Patrick's Community School in helping our teachers and School Administrators make our school an even more welcoming, safe, and caring environment, while learning to respect each other's human dignity.

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

|   |
|---|
| <b>Strategies:</b>  |
| <ul style="list-style-type: none"> <li>• St. Patrick's Community School identifies, develops and implements excellent programs that engage the diverse needs and interests of the student body with a focus on digital citizenship.</li> <li>• Focusing on careers, St. Patrick's will fully implement 'My Blueprint' and 'All About Me' through Health classes while utilizing the current modernization as a way to expose students to various careers including: architecture, electrical, plumbing, and carpentry.</li> </ul> |

**Comments on Outcome Strategies:**

This year St. Patrick's decided to focus on Careers: how we prepare students, what career choices students may explore based on interest and academic success while utilizing the modernization to access various Trades. We are fully implementing 'All About Me' in Grades 3 - 6 and 'My Blueprint' in Grades 7 - 9. 'All About Me' lets students explore visual paths that encourage the discovery of interests, abilities, passions, and goals. 'My Blueprint' is an online inquiry based approach that flows from 'All About Me' and is a comprehensive career planning program that allows students to explore careers and to make informed decisions about their future. As children of all ages are social media and internet savvy, our second focus is to promote the division Digital Citizenship themes. Digital Citizenship helps students understand what all technology users should know about how to use technology appropriately. With more concern about the number of hours our students are using their devices, Digital Citizenship lessons are one way to prepare them for a society full of technology and how not to abuse it. Knowing how to set parameters and guidelines will also assist in improving our students mental health.

**Comments on Progress:**

Based on the feedback from our teachers, who have implemented the Digital Citizenship lessons, our students should be able to recognize and verbalize the focus on Careers and Digital Citizenship. Our teachers are grateful for the easy to implement Digital Citizenship lessons and we look forward to having a more successful utilization rate in the months of November 2018 to May 2019. Children are curious by nature and we are thrilled that we can offer some real life curricular connections through our modernization. Teachers have identified the outcomes and professional person they would like to present in their classroom and provide them with a tour of the work site. The visits will take place from November 2018 to May 2019. Sharing the weekly modernization update and having teachers explain what is happening in the pictures to the students, has resulted in many questions and real life learning opportunities. We have 2 of our fathers that are on the construction team and their children think it is really very cool that there dad is building St. Patrick's.

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

|  |
|--|
| <b>Strategies:</b>   |
| <ul style="list-style-type: none"><li>• Improve and increase the frequency of communication and understanding of school initiatives with our parent community.</li><li>• Improve and increase the frequency of communication and understanding of school initiatives with our students and teachers.</li></ul> |

### Comments on Outcome Strategies:

The School Administrators, along with the teaching staff engaged in a fruitful and honest dialogue about our ACOL results in this category. As a school team ideas were generated and enacted such as translating letters in Tagalog, Ukrainian, and Spanish. Highlighting in the schools 'Week at a Glance' our areas of improvement such as, our mental health focus, Levelled Literacy for Middle School students, and being the first school in Red Deer Catholic to pilot the City of Red Deer recycling program. During our School Council meetings, a 'Parent Learning' piece has also been added where the last 5 - 10 minutes of the meeting assists our parents in further understanding some of the initiatives in our school. Examples include a student presentation on the Recycling program and a short video on Makerspace. In our correspondence with parents, St. Patrick's has also identified and used some of the key words from the ACOL survey.

### Comments on Progress:

Based on the 2017-2018 ACOL data, St. Patrick's had a recognizable decrease in our results from the 2016-2017 school year. Subsequent conversations occurred with our staff and will follow with School Council in November 2018, about why this may have happened. As a result, the School Administrator Team gathered strategies from our stakeholders and is sharing initiatives and activities going on in our school community through trusted communication modalities and while experiencing new ways to communicate with our school community.

## 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: In the spirit of Sacramentality, visible signs of God’s invisible grace will be revealed. Created in His image, our community will embrace our Humanness as a gift, and celebrate the essential goodness of being human despite our imperfections and limitations.**

|  |
|--|
| <b>Strategies:</b>   |
| <ul style="list-style-type: none"><li>• St. Teresa of Avila will celebrate and communicate examples of Sacramentality and Humanness within our school community.</li></ul> |



**Comments on Outcome Strategies:**

We have offered three Professional Development opportunities on the characteristics of Sacramentality and Humanness. We have documented examples of our actions which cultivate these characteristics within our school and revisit at staff meetings. Administration lead students through lessons on Sacramentality and Humanness utilizing the "God Glasses" to articulate where they see God in their lives at school and in their community/families. Our morning announcements begin with a process that prepares students for prayer. First, we communicate why we pray - to speak to God. Second, we guide children to recognize where they see God throughout their day.

**Comments on Progress:**

Professional Development sessions on Humanness and Sacramentality have guided staff through a process of identifying where these characteristics are lived within the walls of St. Teresa School. There is evidence that students have had multiple opportunities to utilize the "God Glasses" to articulate where they see God in their daily lives. Assemblies continue to celebrate students gifts and talents as it relates to Humanness and Sacramentality.

**Division Outcome D2: Teaching lessons are permeated in process or content to develop the Eight Characteristics of Catholic Identity. Students will be taught how to critically evaluate their worldview through a faith lens by achieving provincial outcomes in a Catholic context.**

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



**Comments on Outcome Strategies:**

Walk-throughs are showing evidence of faith permeation with both the content of the lesson as well as the process of instruction. As a school community we focus on challenging students to articulate where they see God in their school lessons and activities. Administration is supporting this practice through walk-throughs and mini lessons.

**Comments on Progress:**

The Eight Characteristics of Catholic identity have helped staff to recognize that our faith can be permeated in content as well as in process. We are focusing on clearly identifying for students where the evidence of Christ's presence is within a lesson. Through this regular practice, children are becoming competent in articulating where they see God. To support this practice, all classes have "God Glasses" on their prayer table and children are given the opportunity to wear them and share where they see God throughout their school day.

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

|  |
|--|
| <b>Strategies:</b>   |
| <ul style="list-style-type: none"><li>• Teachers will develop mastery of their Language Arts Curriculum and improve instructional practices.</li><li>• Teachers will develop mastery of their numeracy curriculum and improve instructional practices.</li></ul> |

**Comments on Outcome Strategies:**

St. Teresa staff have always been responsive to the high literacy and numeracy needs of our students. Our dedicated staff aspire to mastery of their grade level curriculum in order to provide the universal, target and specialized programming required by our diverse population. New curriculum, new resources, enhanced intervention models and common assessment are focal points of Professional Development in literacy and numeracy this year. Data continues to drive our instructional practices and this year we are implementing the MIPI to inform and direct our numeracy instructional practices. LIFT members continue to be an integral part of leading the Responsive Tiered Instruction, modeling high yield instructional practices and providing co-teaching opportunities in all classrooms.

**Comments on Progress:**

Our Early Years Teachers have received tremendous division support for the implementation of the new Creative Curriculum. Pre-K and K teachers are utilizing the Creative Curriculum resource to teach the early learning outcomes. All teachers were provided time at the beginning of the school year to review Essential Learner Outcomes in Literacy and Numeracy. We have collaborated in grade teams to identify the Success Criteria ensuring common assessment is adhered to across all members of each grade team. Regular review of Essential Learner Outcomes and Success Criteria is scheduled throughout the year especially in light of the new Grade 1- 4 Curriculum rolling out in the new-year. LIFT members have created co-teaching schedules and are in the process of supporting new teachers develop the skills and competencies related to the division's literacy foundational expectations. We are wrapping up Fountas and Pinnell Literacy Assessments and are ready to implement our third year of Responsive Tiered Instruction. Teachers have completed their MIPI assessments and have had a Professional Development opportunity to analyze the data. Grade one teachers are well underway with implementing Mathology whereas the grade two and three teachers are at the planning stage.

**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>• To increase knowledge and appreciation among all students and staff of the indigenous culture.</li></ul> |

**Comments on Outcome Strategies:**

The Division's First Nations, Métis and Inuit Support Team continue to collaboratively support our school

community. Together, we strive to ensure all students and staff are knowledgeable, understanding and respectful of the rich diversity of First Nations, Métis and Inuit cultures and the legacy of residential schools. We are building teacher capacity as it relates to using their grade level program of study to provide opportunities for all students to develop a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of First Nations, Métis and Inuit people.

**Comments on Progress:**

St. Teresa of Avila is at the end of a 3 year journey in collaboration with the First Nations, Métis, and Inuit Team. Their support with the Seven Sacred Teachings have been solidified with all our staff. The next step will be for our teachers to delve deeper into their responsibilities, and move forward with these teachings in their own classrooms. We have appreciated the support of our First Nation, Métis, and Inuit team, and are now ready to move forward independently.

**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>• Implement programming 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 remain a critical focus for the 2018-2019 school year. We have increased our counselling staff by an additional 0.6 FTE through the Classroom Improvement Fund (CIF) to address the high volume of universal, targeted and specialized needs. In addition we have entered into a partnership with the City of Red Deer’s RCMP and Recreation Departments, Alberta Mental Health, Red Deer College, Native Friendship Society, SPARC (Strengthening Positive Assets and Resiliency in Communities) and C.A.R.E. (Central Alberta Refugee Efforts) to form a pilot project to address the complex mental health challenges within our school community. We aspire to be a Family Centre for Learning and Growing in the area of mental health and are eager to see what our collective efforts unfold. We currently have 66 individual students on the counselling caseload with an additional 39 receiving small group support. Our Family School Enhancement Counsellor is presently servicing 34 families.

**Comments on Progress:**

Our LIFT team is working to meet the new procedures and service delivery of the RCSD and MS2 teams who together are supporting 79 students with complex needs. There is much evidence that our Soft Starts are having a positive impact on our children. Students quickly enter their classrooms eager to engage in relationship building with peers and staff. All staff have shared success stories and have started a google document to share best practices when implementing Soft Starts. Our counselling team has reported an earlier start to their Universal and Targeted Interventions this year and that they have implemented extension activities which provide parents an opportunity to engage in the monthly regulation lessons with their child. We look forward to what the Integrated Student Support Action Team (ISSAT) can bring to our school and in the interim, we are booking a number of parent evening sessions to meet the Mental Health needs of our community.

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

|   |
|---|
| <b>Strategies:</b>  |
| <ul style="list-style-type: none"><li>• St. Teresa of Avila, in collaboration with the school division, identifies, develops and implements excellent programs that engage the diverse needs and interests of the student body.</li></ul> |

**Comments on Outcome Strategies:**

Based on our AERR results we are called to create an awareness to our Drama/Fine Arts curriculum. We are addressing this through newsletter highlights and responding to parent surveys. In addition, we have implemented a children's choir and are working in collaboration with Voyageur Tiles to create a Faith themed tile wall. We are also challenged to create a broad program of studies that support our high acuity. We experience a number of children who require modified programs within the regular classroom and have mobilized supports to ensure teachers can brainstorm, plan, implement and assess effective modified programs.

**Comments on Progress:**

Following the November Parent Teacher Conferences we will have data to help us delve deeper into the concerns parents are expressing regarding our Drama Curriculum. A Drama Committee has been established to respond to this data and provide an action plan specifically as it relates to our concerts. Our dedicated staff are working collaboratively with all wrap around services as we navigate new procedures for accessing services for our complex students. We are beginning the journey into Learning Sprints to improve student outcomes and enhance collaboration within our Professional Learning Communities.

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

|   |
|---|
| <b>Strategies:</b>  |
| <ul style="list-style-type: none"><li>• Provide multiple opportunities for parents and staff to be involved in school decisions and activities.</li><li>• Pursue methods to engage student voice to contribute to school culture.</li></ul> |

**Comments on Outcome Strategies:**

St. Teresa of Avila school is focused on engaging parents in school events especially with respect to academic and mental health programming. We have received positive feedback when offering Literacy and Numeracy Workshops for parents and will continue to build on these events. We work closely with our School Council to support attendance at our school community events and have recently hosted 104 families at our Halloween Dance. We are excited to be part of a Mental Health pilot project involving the RCMP, City of Red Deer's Recreation Department, SPARC, Alberta Mental Health, Urban Aboriginal Voices Society and C.A.R.E. In collaboration with this Integrated Student Support Action Team (ISSAT) we aim to provide after school recreational supports for students and educational opportunities for parents throughout the school year. We are also excited to be unveiling our Vision and Mission Statement this fall which was created in collaboration with parents, students and staff. We continue to have much to celebrate: our faith celebrations, Learning Commons, Responsive Tiered Instruction, a comprehensive counselling program, increased student leadership and a new reporting system. It is essential parents are informed of all our efforts toward continual improvement. We will continue to work with our division's Communication Team and build capacity with our school based Communication Committee to ensure we

are effectively and frequently sharing important information with parents.

**Comments on Progress:**

We have attended three meetings with Integrated Student Support Action Team (ISSAT) and are presently booking family/parent events to support the Mental Health Wellbeing of our school community. We have booked a Parent and Child Cooking Course to promote nutrition and are in the process of booking our Numeracy Family Night. We have received support from Alberta Mental Health who have assigned a 0.5 FTE Counsellor to work with our highest needs families. This additional counselling will take place within our school to ensure attendance by both students and parents. Seven opportunities were provided between September and October for our parents, students and staff to provide input to our Vision and Mission Statement. We are in the final editing process and plan to share the final draft with our community in November. We expect our new school logo to be painted on our gymnasium wall this winter. We continue to explore means of increasing our parental involvement on Edsby and are in the process of creating and sharing a step by step visual brochure of logging into and navigating this 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: In the spirit of Sacramentality, visible signs of God’s invisible grace will be revealed. Created in His image, our community will embrace our Humanness as a gift, and celebrate the essential goodness of being human despite our imperfections and limitations.**

|   |
|---|
| <b>Strategies:</b>  |
| <ul style="list-style-type: none"><li>• Develop a deep understanding of Humanness and Sacramentality amongst our staff and stakeholders.</li><li>• Develop an ecological consciousness in our community to protect the beauty of God's world with intentional teaching on stewardship related to the Catholic characteristic of Sacramentality.</li></ul> |



**Comments on Outcome Strategies:**

We are working to enhance our classrooms and whole school to foster in our students an increased appreciation of their God-given dignity where each student is a light for others and brings their light to the world. We are working to create activities and lessons where students are reminded that we are made in God's image and have been given special responsibility to care for all of creation. Our focus on Restorative Justice aligns with our strategies for Humanness as it helps to create policies, practices and a culture that is firm, fair, and flexible while respecting the dignity of persons and inviting forgiveness and reconciliation. Our permeation strategies will focus on creating faith based contexts where stakeholders are provided opportunities to experience God's grace and better understand the various names of God and variety of his actions in our lives. Our professional development plan will work to develop a deep understanding of Humanness and Sacramentality by our entire school community.

**Comments on Progress:**

We began the year as a staff breaking open our division faith theme and creating a visible reminder of our focus for our prayer centres. Our professional development on Restorative Justice focuses on the dignity of all members of our community and was rooted in the gospel message of reconciliation. Our restorative justice practices are designed with a Catholic lens and include both prayer and traditional symbols of our faith.

**Division Outcome D2: Teaching lessons are permeated in process or content to develop the Eight Characteristics of Catholic Identity. Students will be taught how to critically evaluate their worldview through a faith lens by achieving provincial outcomes in a Catholic context.**

|  |
|--|
| <b>Strategies:</b>   |
| <ul style="list-style-type: none"><li>• Continue to build Catholic authenticity with permeation of faith in process or content in all lessons through ongoing professional development.</li><li>• Administration and Faith Coach will support teachers in the permeation of lessons to build Catholic identity through mentoring, collaboration, observation and evaluation.</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. While we have experienced growth, our team has decided to continue to expand our focus on permeation into the 2018-2019 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 has included a large focus on permeating faith into our lessons to begin the year. Staff have been provided collaborative time to examine curricular outcomes and focus on their One Sentence Permeation Plan. Our Faith Coach has identified teachers on each grade team with whom to plan and co-teach a lesson in a non-religious studies class focused on permeation faith. This will be repeated until all teachers have participated throughout the year.

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

|  |
|--|
| <b>Strategies:</b>   |
| <ul style="list-style-type: none"> <li>• Examine, enhance and improve formative assessment through a focus on Effective Questioning.</li> <li>• Teachers will know, understand and respond to students’ individual learning needs, through authentic, developmentally appropriate outcomes and programming.</li> </ul> |

**Comments on Outcome Strategies:**

We are working to enhance a strong authentic learning program through formative assessment with a focus on effective questioning practices in all subject areas focusing our professional development on developing and asking questions that are ‘strategic, well designed and lead students to questions of their own is a key focus of our professional learning. Developing higher-order questions is a key component to successful formative assessment and will result in continued positive increases in student learning and performance. Our team will continue to focus on Leveled Literacy Intervention as a means to help students gain literacy skills using a whole school focus. Our team will continue to utilize pre-assessments in both literacy and numeracy to determine key targets for support and personalize learning for our students.

**Comments on Progress:**

We focused our professional learning and collaboration on effective questioning to begin our school year. Staff members who are part of the division Assessment lead team presented to staff on formative assessment and led staff through the process of developing an assessment plan. Reading screens have been administered for all students and those who required Fountas and Pinnell were identified. In addition, our first round of 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. Collaborative blocks were provided for teachers to reflect on and reinforce learning from LIFT sessions and implement new practices. This was followed up with during walkthroughs and professional growth plan meetings.

**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 culture of restorative justice, borrowing from indigenous teachings and rooted in the gospel value of reconciliation.</li><li>• Share experiential indigenous cultural teachings to promote community, build resilience, and lessen isolation reducing the achievement gap.</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. This year we are focused on developing a culture of restorative justice for our student. This model is grounded in indigenous teaching and borrows from traditional practices. We hope that Restorative Justice can be a way to ensure our school is safe and caring while not isolating members of our community through traditional punishment. Our team is utilizing talking circles as a means for inquiry based learning in classes and enhancing community connections. These circles will be employed both in and out of the classroom as a means to enhance communication, community, and inquiry based learning for all members of our community.

**Comments on Progress:**

To begin to develop a culture of Restorative Justice at St. Thomas, all staff participated in professional development focused on this topic utilizing Talking Circles a conduit for this process and as an instructional tool in classes. The school administration modeled the circle process for staff. Staff in turn conducted two circle lessons in the month of September to all students in the school. Our Grade 7 students all participated in lessons on smudging facilitated by our Division First Nation, Metis and Inuit support team. Our whole school participated in Orange Shirt Day including lessons on residential schools, reconciliation and celebration of indigenous culture.

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

|   |
|---|
| <b>Strategies:</b>  |
| <ul style="list-style-type: none"><li>• Engage all staff in the proactive and positive Circle of Courage culture to meet the social emotional needs of our learners.</li><li>• Create opportunities to ensure that every student feels connected and cared about via our universal positive mental health plan.</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 emotionally. 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 underpin a positive mental health plan and our focus for developing student resilience. The model further honours and promotes learning from indigenous cultures. This program is centred on supporting the social and emotional needs of our students while increasing their connection to our community. It provides pillars (belonging, mastery, independence, and generosity) for students to engage in and as exemplars for how all members of our community can make it a better place for everyone.

**Comments on Progress:**

Our counselling team has led a variety of positive mental health universal presentations for students. The focus of the presentations has included debunking myths about drugs, describing how drug usage impacts your life, and providing resources available for those that need help. A second area of support focused on healthy technology use was also explored including the dangers of using technology inappropriately, how technology impacts health, and how to report inappropriate usage. Our Circle of Courage Committee is planning a school wide day and has adopted a variety of new way to promote this focus on resilience in our building. We hosted our new student luncheon to welcome new members to our community.

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

|  |
|--|
| <b>Strategies:</b>   |
| <ul style="list-style-type: none"> <li>• Expand student educational experiences through a variety of authentic learning opportunities focused on career experiences and authentic, real world learning .</li> <li>• Develop an understanding among staff of the Teacher Quality Standard and Leadership Quality Standard.</li> </ul> |

**Comments on Outcome Strategies:**

As a school, we continue 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 utilize project-based learning and design thinking as strategies to achieve this. We will 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 revised our Career and Technology Foundation options this year to enhance our program and provide students with more real world, authentic, career based learning opportunities.

**Comments on Progress:**

Our inaugural Ball Academy opened with 31 students in grades 7-9 participating. We separated our options into all grades and developed modular programs that are developed to build on pre requisite skills and progressions utilizing the Career and Technology Foundation outcomes. We also offered Japanese, Advanced Photography, Programming, and Design Studies as new options courses for students.

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

|   |
|---|
| <b>Strategies:</b>  |
| <ul style="list-style-type: none"><li>• Increase the opportunity for parents to participate in our school community via meaningful learning opportunities.</li><li>• Multiply stakeholder voice in decision making and improvement 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 for 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. We are creating more meaningful opportunities for parents to become active members of our school with a series of evening events aligning with the key focus areas of improvement for our school. We will host a total of six events for parents throughout the year. Increasing student voice and choice in our school is another area we have targeted, helping student shape the future of our school programs and initiatives while developing leadership and meaningful authentic learning opportunities. We will utilize various Talking Circle formats as a means to garner stakeholder voice while aligning with our focus on restorative justice.

### Comments on Progress:

Our school co-hosted an information evening with Dr. Jody Carrington on October 2. This session was focused on helping students with zones of regulation and anxiety. Over 120 parents from St Thomas attended. We continue to look for ways to increase student voice and have introduced Talking Circles as a way to include this. We have hosted student talking circles focused on Sacramentality and where students see God in our School. These will continue throughout the year. Staff voice is being garnered through circles as well with two already taking place at the beginning of the school year to model the practice.