

DIVISION  
ACCOUNTABILITY  
REPORT

September 1, 2020-November 30, 2020



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

### **Faith Formation**

As a division, we continue to serve 34 first and second-year teachers in our Faith Formation Program. In our Faith Formation, the organizing team has invited guest presenters to share stories of their own personal faith journey responding to the following questions:

- Where do you see God in your day to day life?
- How is Catholic education unique?
- In what ways do you struggle with your faith?

The result has been the building of an authentic faith community focused on establishing a safe place where leaders, and participants share their own faith questions and struggles and everyone can share their faith without judgement. Even though we have been forced to utilize Zoom for the sessions the group is becoming more comfortable with sharing and growing in our personal faith journey. We have held two sessions and will have 4 more in the new year. .

### **Faith Development Team**

Restrictions set in place for the number of people allowed to gather for Mass this year allowed RDCRS the opportunity to perform our Division opening mass in an alternate location this year. This year our Division mass was hosted by St. Matthew's Parish in Rocky Mountain House with students and staff from our high school doing an amazing job giving many of our staff the opportunity to participate in Mass in a Parish that many of our community have not previously visited. Our division Faith team created music and visuals for the mass through a digital collaboration of teachers and students from across the division. Our opening mass was live streamed to all schools via St. Matthew's Parish's live streaming Youtube channel.

The Faith Permeation Lead Teacher has been meeting with the faith coach of each school to support them in their role via video conferencing. Each school is doing what they can to share the division theme and faith goals with their staff amidst all the challenges they face this school year.

The Bible Celebration looked different this year. The division continued to honour the tradition of giving each grade 4 student a Bible. Each school received and distributed the Bibles to their students in their special way, recognizing them in their cohorted classes. Arrangements were also made to distribute the Bibles to the students who are at home learners.

### **Employee Wellness:**

The focus on staff wellness has been the priority this year. The Health & Wellness Coordinator has focused on delivering PD on Self-care, Nutrition and physical activity that helps to boost the immune system to a number of schools.

The pandemic has created challenges in offering sessions for staff. We were able to offer a walking class outside in September and October.

Wellness Wednesday is continuing and offers a variety of information for staff on how to support their health and wellness.

With the money remaining in the wellness grant we were able to offer schools, Montfort Center, maintenance and transportation seed money to help support staff wellness.

The Associate Superintendent of Personnel and the Health & Wellness Coordinator are working on a Staff Wellness Plan for the division.

### **Comprehensive School Health:**

The pandemic has created challenges with supporting schools with comprehensive school health. The Health & Wellness Coordinator is not able to go into schools but has found ways to deliver sessions for students through google meet.

The Wellness Champions have been meeting through google meet to share what they are doing for staff and student wellness. A google doc has been created to share ideas and resources for schools to use to come up with creative ideas to support wellness in their school communities.

### **Community Partners- Health & Wellness:**

The Health & Wellness Coordinator continues to attend google meets for Red Deer Youth Voice Strategy Project. The overall goal of the Youth Voice Strategy is to provide opportunity for positive youth engagement in Red Deer focusing on the following.

- Intentional development of youth-adult relationships (mentoring).
- Skill building for youth (i.e. team and leadership skills).
- Enhancement of youth community engagement around causes that are important to them.
- Overall increased civic engagement.

Collaboration with community partners throughout the planning and implementation of the project will be instrumental to its success. It is intended to incorporate community strengths, complement and build on existing work and support increased sustainability around youth engagement in Red Deer.

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

First Nations, Métis, and Inuit Support Team welcomed a new little Tipi to share and set up in all schools. The Tipi was created and will be used by the division for tipi teachings, to share in traditional parenting, the moss bag and baby swing to show students how the tipi was traditionally used by families. We had the Tipi blessed by a local Indigenous Elder and teachings shared with us as we learn and journey together in community. The Tipi reflects our movement forward as a division towards reconciliation.

In our division, Ecole Camille J. Lerouge schools was honoured to have a Blackfoot Knowledge Keeper and award-winning artist working with their students. This artist created a mural to incorporate the Métis people and our Catholic faith in his artwork. He has also helped us build a culture of inclusion, forgiveness and reconciliation through his artwork and the dialogue that it promotes.

The development of cultural connections with First Nations, Métis, and Inuit students is priority within the division has been a focus for our team. By taking the opportunity to connect with students as individuals and in small groups to share cultural teachings and understandings. The organization of cultural connections at targeted schools builds cultural pride and connection with students, which will translate to Indigenous students feeling more connected, increasing attendance and academic success.

Two of our students were recognized and received an Honourable Mention for the Honouring Spirit: Indigenous Student Awards, through the Alberta School Boards Association. These Grade 6 students from St. Thomas Aquinas Middle School were nominated for showing a commitment to education and celebrating the way of their people. These students were celebrated alongside their families by Elder Corky and Elder Lynn at Montfort Centre.

Our commitment to authentic learning in professional development for teachers has been focused on developing authentic Indigenous experiences for staff. We are working towards the development of foundational knowledge by having a local Elder sit with all staff once a year during Professional Development Days. By collaboratively supporting professional learning in First Nations, Métis and Inuit education and providing schools with appropriate authentic cultural experiences once a month for our division to move forward the foundational knowledge and understanding.

Maintaining community involvement is critical and the First Nations, Métis and Inuit Support Team continue to work alongside the following community organizations. Through working collaboratively we are able to participate in community initiative to support the Indigenous people in Red Deer. We helped to provide 200 Bannock Community Christmas Bags which were delivered to Indigenous people throughout Red Deer.

### **International**

Red Deer Catholic International (RDCI) is pleased to report that we have done reasonably well during the early stages and what has become the height of COVID-19 global and local challenges. In the spring we worked to ensure that all students wishing to be with their families were able to return home safely, and that was accomplished. While focusing on health and safety, we also made all of the necessary arrangements to ensure that the education of our international students would continue in spite of the pandemic. We have worked very hard to connect and maintain regular communications with our agent network, partner schools and international families from around the world. We believe that the safety protocols we proactively introduced and provided as guidelines to the players in our system were responsible for the positive response to studying with RDCI during the global pandemic. We believe we were able to offer hope for better days ahead. COVID-19 has had a significant impact on all of the people in our international community and RDCI has maintained a high level of engagement with all of them throughout these challenging last nine months.

The COVID-19 pandemic and the associated travel restrictions and quarantine requirements have resulted in new pre-departure, travel, and arrival protocols for international students (new and returning) destined for Canada. To facilitate the arrival of international students within the government protocols, both federally and provincially, RDCI proactively worked with the Canadian Association of Public Schools - International (CAPS-I) to develop what has become known as the '*Fit-to-Fly & Arrive*' protocol. This document provides guidelines for parents, students, and agents regarding pre-departure, travel, and arrival protocols to facilitate the safety and ease of travel for our international students as well as to ensure that the health and wellness of our students and community remains the priority.

In October, the Government of Canada introduced a policy requiring that all school jurisdictions apply for approval as a *designated learning institute* (DLI). The designation was a necessary requirement and precursor to the ability of RDCI to accept new international students. RDCI worked closely with our key contacts at Alberta Education to quickly organize and communicate our COVID-19 readiness plan; even though border restrictions are in place, receiving this designation allowed RDCI to support the entry of the international students we had approved to our program. The *Fit-to-Fly & Arrive* protocol and the

*Division Re-entry Plan* processes and documents were instrumental in securing the prompt designation of Red Deer Catholic Regional Schools (RDCRS) as a DLI. Working in team with our partners at Central Office and Alberta Education allowed us to quickly and effectively respond to this change in federal policy.

Currently, all students that have study permits in place have been authorized by the Canadian government to enter and attend school at RDCRS. Due to COVID-19 and the challenges some countries are having with the reduced scale of services and even closure of government offices, many of our international students are still bound to their home countries because they have not been able to obtain their local government issued permits. The comprehensive 'Fit-to-Fly & Arrive' protocols have already and will continue to facilitate their journey to Canada and ensure their safety and the safety of our community when they arrive here. We also maintain regular contact with our homestay parents here in Central Alberta and they have been very supportive of RDCI and our international students, meeting them at the Calgary airport and nurturing them through their two-week quarantine period.

While we regret that RDCI has witnessed international agencies closing their doors, students deferring their studies, and the very business of international study threatened by the pandemic, our program has continued to thrive, especially in relation to many of our sister international education programs. RDCI attributes this outcome to our proactive response to the pandemic, both in terms of policy and regulatory changes, and also to our markedly increased efforts at communications with all of the players in our system. We have learned firsthand, of the benefits of ensuring that students, parents, agents and governments are kept in the know when experiencing a crisis. And the pandemic for all those in international education was a crisis.

Despite the federal government imposing rules that required international students to have a study permit dated in March, we did manage to attract registrations from 35 students that enrolled to study at RDCRS in September. RDCI managed to facilitate the arrival of 20 of these students to our in school programs and remaining 15 into our new online offerings. We are pleased to report that the students who have joined us to date come from a wide variety of countries including: Brazil, Japan, Philippines, Hong Kong, Mexico, Taiwan, Australia and Nigeria.

This term RDCI also launched a new partnership with two schools in Taiwan. This unique program will have the students study at home (in Taiwan) for two years, completing online courses from RDCRS, and then they will join us at our schools for the remaining year of high school. This program will allow them to graduate and obtain an Alberta Education Diploma. The eight students that are involved in our initial program launch are on track and evaluations with our Taiwanese partners are very positive. RDCI is investigating the prospects for using this innovative program as a tool for growing our international offerings with potential partner schools in other countries.

We wish to share that Red Deer Catholic International has been very pleased with and grateful for the efforts of our school staff to ensure the success of our international online student cohort. Staff has continued to reach out to all of our students and together with Red Deer Catholic International, we have been able to regularly engage with our students from around the world. Due to the time zone differences, an extra special effort is required to connect with a number of students and we have appreciated the willingness of our staff to undertake a special effort to conduct these engagements and ensure that their learning continues.

Moving forward, in addition to having more students join us in February from the countries amongst those listed above, we are also expecting new students from Spain, Bangladesh and Vietnam. We are on track to have an additional 20 students, eight that will study online, and 12 students that will travel to our community to study, learn, grow and be a part of our community at RDCRS and in Central Alberta.

## **2. INCLUSIVE LEARNING**

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

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

A total of 76 children are currently accessing PUF in Pre-Kindergarten programming as of the December 1 deadline. This number allows the division to stay in line with the WMA expected number of children accessing PUF for the 2020-2021 school year. To meet the needs of these children with identified severe needs, funds are being used to maximize support through providing access to speech language pathology, occupational therapy, physical therapy, psychology, educational assistant support, the division MS2 team, and specialized equipment and materials.

There have been two rounds of PUF File Integrity checks that have taken place by AB Learning. A sample of children accessing PUF was sent by AB Learning in November and again in December. All children pulled in the file integrity check had to have documentation and diagnosis information uploaded to AB Learning to ensure they met coding and funding criteria. Results from this check will not be available until January 2021.

#### **Specialized Support**

The addition of 2 Speech Language Pathologists and reallocation of 1 Speech Language Pathologist Assistant to our existing team of Occupational Therapists has allowed for students with identified needs and delays to receive therapy and consultation with the educational team in Pre-K through Grade 12. The internal team approach has proven to be more effective, collaborative, and responsive to the needs within the limitations of the current constraints.

#### **Early Learning Programming Strands**

Beyond the traditional Pre-Kindergarten and Kindergarten programs the division typically supports, an additional 2 programs specifically designed for three year olds and a Learning Streams program are in operation. To ensure quality programming and developmentally appropriate practice for these three year olds was available, a program at Maryview School and St. Teresa of Avila was developed to house the 3 year old programs.

In addition, the need for a program to support students in early learning with complex needs became apparent. This need came forward out of a variety of reasons including increased special education early intervention knowledge, ASPIRE discontinuing Kindergarten programming, and increased identification and support from AHS to school early learning programs. Learning Streams was developed as a classroom and program at Maryview to support the diverse and severe needs of the most vulnerable and complex children aged 3-6. Learning Streams currently has a learning cohort of 7 Pre-Kindergarten and 3 kindergarten children.

#### **Inclusion**

The 2020/2021 Model of Student Supports (MS2) team and process has evolved. Due to the elimination of the Regional Collaborative Service Delivership (RCSD) we have added 2 Speech Language Pathologists, 2 Occupational Therapists, a Registered Psychologist, and an Intervention Lead Teacher to our existing

team of a Behavioural Specialist and 2 Cognitive Lead Teachers to support classroom learning. This multidisciplinary approach has allowed for students with identified needs to more efficiently receive therapy and consultation. As COVID cases increased in Red Deer Catholic, we reflected on our visit processes and pivoted to an online platform where it was suitable. We consulted with the respective school team to determine the level of support: in person team visit, in person individual visit, conversation over Google Meet or interactions and observations with students over Google Meet.

Red Deer Catholic is a 'Banker Board' with the Central Alberta Low Incidence Cooperative for our deaf and hard of hearing teacher and audiologist consultants. Central Alberta Low Incidence Cooperative provides consultative services for our students who are blind or visually impaired, deaf or hard of hearing, as well as access to an educational audiologist.

In response to the Ministerial Order on Seclusion, Timeout and Physical Restraint our team implemented the Response Team Model. As part of the model, we have introduced a new Regulation Support Plan to replace the existing Behaviour Support Plan, which identifies antecedents and triggers for the student, as well as outlines a detailed plan to best respond to the students' needs and ensure staff safety. The Response Team Model was implemented to respond to identified student needs through scheduled interventions and to respond to student dysregulation when needed. Due to COVID-19, each school has adjusted their classroom schedules and student response teams based on the context for their building.

"Getting the Pulse Meetings" have continued with every school Inclusion Team and Administrator in October. The focus of this meeting was to continue to identify the needs of students through a variety of data collection processes and to support the implementation of the Response Team Model in their School.

At Home Learners continue to be supported by the MS2 team in addition to an allocation of a full time ILT to the program. There has been continued communication and allocation of resources including Cognitive Learning Specialist, Intervention Lead Teacher, Speech and Language Pathologists, Occupational Therapist and coordination of other supports as needed.

### **Handle with Care**

We continue to use Handle with Care - a crisis intervention and behaviour management training program. 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. We have held 2 online half-day Handle with Care training sessions (1 introduction session for new staff and 1 refresher for previously trained staff), as well as 1 full-day session. We continue to train staff and create materials to share with parents to enhance collaboration as we work with identified students.

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

Recognizing that Mental Health is a priority, the Division Principal, Registered Psychologist, and Health and Wellness Coordinator continued to support Administrators, Family School Enhancement Counsellors and School Counsellor(s) in implementing their school counselling plans and services based on their monthly data collection.

In September, three cohorts of Family School Enhancement Counsellors and School Counsellors were created based on those who work within elementary schools, middle schools and Kindergarten through Grade 9 schools, and high schools. These cohorts were developed to foster relationships and increase collaboration among counsellors who work with similar populations. Monthly meetings allow for regular

information sharing and case consultations, and are facilitated by the Division Principal and Registered Psychologist.

We continue to work towards enhancing interagency collaboration through the use of a 'Pathways to Care' form (formerly "Kids like that conversations") that supports referrals and communication with Alberta Health Services Mental Health within the City of Red Deer. Referrals to other community agencies are also made to best support students requiring more intensive services when needed.

We were able to secure FCSS funding with Red Deer City for three years from 2021-2023. We have submitted a request for FCSS funding in Innisfail and Sylvan Lake.

### **Authentic Learning**

Students in grade 7 at St. Thomas Aquinas and in Grade 3 at St. Martin De Porres participated in an Authentic Learning project using the division's newly acquired laser cutter that arrived last year near the beginning of the pandemic. Students were able to use Design Thinking to create Christmas tree ornaments representing a close personal connection to someone important in their lives as well as symbolic imagery representing the Advent season. Due to COVID restrictions Authentic Learning lessons were delivered through a combination of in person and virtual meets.

### **Educational Technology**

In response to COVID numerous licenses to Ed Tech software were purchased to support learning both in person and online. Wevideo for video editing, Idello for French Immersion language learning, a significantly increased number of Raz Kids/Reading A-Z licenses, Edwin e-resources for grade 6 to 9 curriculum delivery and Screencastify for AHL staff are all new Ed Tech tools brought in specifically in response to COVID this year.

At Home Learning teachers from grade 5 to 9 participated in professional development using an online e-resource from Edwin to help support online learning. AHL teachers also participated in multiple professional development sessions targeted towards best practices for online reporting using Powerschool for grades 1 to 9 and how to engage online learners.

Librarians in RDCRS collaborated to assess and evaluate to find the best program to provide students both in schools and online with digital books. Access to digital books has allowed online students to access books at home and has minimized potential transmission of COVID within our schools on high touch surfaces such as books and novels required for in class learning.

Purchasing division licenses to Wevideo has allowed teachers to create engaging lessons for students when online learning has occurred. Several virtual professional development sessions presented by RDCRS have been very well attended throughout the division promoting how to use Wevideo for teachers creating lessons, with students to demonstrate their learning and for Social Media reps to promote activities in our schools.

A Division Landing Pad has been created with a scheduled release date of February 1, 2021. The Landing Pad will be a homepage pushed to all RDCRS staff upon startup of their Chrome browser. The Landing Pad will serve to enhance communication in the division through an improved organizational system of our current resources as well as the addition of new resources on a regular basis. Several members from our Montfort ILT team have received training in how to use Google Sites in order to give them the tools to create and update sections relevant to their areas of focus. A new section on



Educational Technology will be unveiled as well allowing staff to become more familiar with various Ed Tech tools available to enhance and support student learning.

### **Literacy**

Each school year, our division has the expectation that students in our elementary schools will be screened using the Fountas and Pinnell Benchmark Assessment System (BAS). Due to COVID-19 and our reintegration to in person learning in the fall, the timeline of these assessments was pushed back from late September to mid-October. English speaking students in Grades 2 through 5 were assessed using the F&P BAS tool. Students in Grade 1 will be assessed in February, along with those students who presented as “at risk” in the fall. Once the baseline assessments were completed, and students with the highest needs were identified, schools set up Leveled Literacy Interventions (LLI) to respond to those needs and support those students. All students in Grade 1 to Grade 5 will have a second assessment completed near the end of May.

French Immersion students are assessed using the F&P BAS system beginning in Grade 3. For French literacy skills, students in Grades 1 to 5 are assessed on the same timeline as F&P, using the GB+ leveling system. This allows teachers to monitor students and track progress.

We currently do not have a reading assessment that works to provide teachers with a baseline assessment on students reading levels in middle and high school. Last year, our STAR Reading program was cut due to cost and inconsistencies with the data generated by the assessment. Our Literacy Lead Teacher continues to explore alternative tools to replace the STAR Assessment. The recommendation for this year was for middle school teachers to rely on previous years data (provided by STAR or F&P) to use as a baseline for their students. If the data showed that the student was “at risk,” teachers were encouraged to follow up with Fountas and Pinnell BAS testing to acquire current data and align programming accordingly. We continue to work with our middle schools to support their needs in using these assessments to attain data on their students literacy profile.

Aligning essential learning outcomes as well as success criteria using the English Language Arts program of studies continues to be a focus throughout the division. In supporting various schools in their literacy journey, the Literacy Lead Teacher discovered a strong alignment of outcomes within the program of studies, and a new way of looking at the success criteria that already exists as well. There continues to be a need to dissect the program of studies to gain a deeper understanding of what needs to be taught and assessed, especially at the high school level. We also see a need to continue to focus on the importance of teaching academic language, responding to reading interventions (F&P, LLI) and high leverage teaching strategies (reciprocal teaching, workshop model, Notice and Note). Ensuring that these focuses remain consistent with our division foundational expectations enables us to ensure student success.

### **Dual Credit Opportunities**

This semester we had 60 students enrolled in 7 different dual credit areas. We also had three returning SWAC students finish the practical portion of their program with RDC as per our contract extension agreement as a result of COVID 19 restrictions mandated last spring. We partnered with 3 different Alberta post-secondary institutions (Red Deer College, Olds College, and Bow Valley College).

While our dual credit courses are delivered online, Covid-19 still has a significant impact on our students. Many students who chose fully online delivery for all classes, struggled without the face to face support we provide to those making the leap to post-secondary learning environments. The return to online

formatting during the month of December was also problematic as it is the conclusion of our dual credit courses and many final exams and major projects are due at this time. Students for the most part were able to comply and complete necessary requirements. We saw unprecedented support from our post-secondary partners and they remained sensitive to the mental health of our students and cognizant of the pressures many of them are facing. While we are waiting for several classes to report final grades we have had our first 100% final grade awarded in a post-secondary course earned by a grade 11 student.

We applied for a \$50,000 dual credit grant for 2021-2022 to explore sustainability of dual credit programming. Given the financial constraints we are now operating in we must look at alternate ways to sustain what we have built. We have been successful in the three previous bids, and this is the last round of funding available. We are currently working within our second and third grant funding models as we develop and offer courses in environmental sciences and social work/addictions counselling.

Post-secondary funding models have also changed and as a result we need to explore new partnership arrangements with other post-secondary institutes. As we explore our options we are working in conjunction with several other school boards to secure strong partnerships.

## **Off Campus**

### **Work Experience**

Despite the economic uncertainty several students were able to obtain work experience placements. We have 83 students registered this term. Several face challenges with reduced hours and ordered isolation periods for exposure issues both at work and at school. We call employers when students have been ordered to self-isolate due to exposure at school to ensure the employer knows the student is not choosing to not come to work but has been ordered to remain at home. Without exception every employer has been completely supportive of students who are impacted and express their gratitude to our division for the communication. Work site inspections continue and while they have some challenges are on track. Many students are working multiple jobs and an unprecedented amount are contributing to their family income. In conversation with employers we recognize the young men and women of Red Deer Catholic Schools are doing an outstanding job in the face of unprecedented times. The support from employers to find spots for our students is also worth recognizing.

### **RAP - Registered Apprenticeship Program**

Finding trade placement opportunities is difficult in this economic climate but we have managed to retain one placement from last year and secure two new ones for this year. Eight 2020 graduate students were awarded RAP scholarships with a projected 5 more from last year qualified for next year's awards.

### **Green Certificate**

We have 5 students registered for green certificates. Tests are still continuing with the flexibility to return to a virtual model if need be.

### **HCS 3000 Workplace Safety Systems and HCS 3010 Workplace Safety Practices**

Both Notre Dame and St. Joseph High School enrolled all their grade 10 students into these two courses. Students not only earn 2 30 level courses to help with diploma requirements, but also then have the prerequisite to earn work placement credits. To date we have awarded 912 credits and expect to award another 100 or more before the end of the semester.

### **Community Partnerships**

We have secured a community partnership with the Education Partnership Foundation, along with partnering school divisions, Wolf Creek and Chinook's Edge. This program is sponsored and delivered by six different trades unions. They will be offering a 16-week program based out of Innisfail. Students gain skills in various aspects of the pipe trades – plumbing, steamfitting/pipefitting/gasfitting, sprinkler fitting and B - pressure welding. Students will earn industry recognized credentials in fall protection and confined space. Training takes place in an industry setting by Journeyperson instructors. We are looking forward to this exciting opportunity scheduled for February.

### **Numeracy**

With the departure of our Numeracy lead David Martin and encouragement from RDCRS for schools to pause taking on new initiatives in schools as we focus on safely navigating COVID-19, there have been less developments in the area of Numeracy this year.

Several Numeracy PD opportunities have been promoted through the division this year including a free virtual MCATA (Mathematics Council Alberta Teachers Association) conference that aligned with a school based Division PD day.

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

We continue to welcome many new ELL students to our division. Since August, we have completed 25 new student intakes. Responding to the needs of various schools, ELL inclusive pedagogical support was provided to assist teachers in meeting the needs of diverse ELLs as well as completing aspects of the Benchmarking process.

Through "Getting the Pulse" meetings and our ILT/ELL Lead Teacher Cohort meetings, we have been able to connect with all schools and address any needs they may have in relation to their ELL students. Additionally, these meetings allowed teachers time and support to review the Intake Process, Benchmarking, Documentation and inquiring into specific cases where they may need more support.

In order to support our large population of ELL students who chose At Home Learning, the ELL Lead teacher provided professional development (virtually) to the At Home Learning staff on how to complete benchmarks and plan learning experiences for their students. Support was also provided on a case-by-case basis for teachers struggling to connect with their ELL students and families.

Collaborative conversations have been had between our Montfort ELL Lead teacher and the Central Alberta Refugee Effort (C.A.R.E) organization. In order to best know how to support our ELL families, this partnership is essential as they provide translation services and community outreach to these families.

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

Through our Montfort Complex Learner: Getting the Pulse meetings, school teams identified CELLs students. School teams consist of classroom teacher, administration, school lead inclusion teacher, and school lead ELL teacher. Within the Getting the Pulse meetings both progress and further support needed were identified for any English Language Learners who face considerable learning needs in addition to learning English as a second language.

## **Assessment**

Quality assessment practices that promote student learning continues to be a major focus in professional learning this year. Although COVID has changed our ability to support teachers closely in their schools, and the needs within individual schools may have shifted, there have still been requests to support a deeper understanding of formative assessment practices and how they link to Essential Learning Outcomes and high leverage teaching strategies. Teachers also continue to identify that strong and diverse assessment practices inform their teaching and ultimately improves student learning. The Montfort Inclusive Learning Team continues to support teachers in deepening their understanding of formative assessment practices that render important information to guide teachers in planning for specific student needs.

Due to the COVID-19 pandemic, and the shift our teachers made to distance learning, the need for strong assessment practices was further emphasised. This unique situation has highlighted the undeniable difference between assessment and grading. It has also provided our teachers with an opportunity to reflect on their own practices and find ways to creatively acknowledge where their students were at in their learning during this unprecedented situation. As we re-entered the traditional classroom to in-person learning, we recognized that there would inevitably be gaps in student learning due to the shifts we have had to make during this pandemic. There was much professional learning around “Minding the Gaps” in September, knowing that teachers may see more significant gaps in their students. We reframed this understanding to better support teachers in meeting their students needs, wherever they are at and instead of seeing this as a deficit and a “gap” that needed to be filled, more of an opportunity to view it as a chance to really get to know our students and meet them where they are at in terms of the knowledge and understanding connected to curriculum outcomes. Identifying essential learning outcomes and carefully aligning assessment practices to match them is imperative to supporting our students as they continue to navigate the changes in their learning environment.

The Montfort Inclusive Lead team has come together to dive deeper into the area of assessment to gain a better understanding of how to support our teachers as they develop competencies in formative and summative assessment. Through professional learning, we hope to develop a strong plan for assessment that will support the vision and mission of our school division.

## **Administrators’ Professional Development**

Administrators have focused on learning how to respond effectively with safe COVID practices in their schools. The ACT Team has provided professional development sessions, handbooks and regular updates to support this learning. Administrators received professional development to support the Student Support Model and the Response Team Model in their schools. As well as, a professional development session focused on mental wellness for staff, “Staff Wellness: Put Your Oxygen Mask On First.” The flexible and fluid situation of COVID has cancelled several Administrator professional development sessions as they worked with their staff to plan for the online learning format. We will be digging deeper into Collective Leadership for the next half of the school year.

### **3. PERSONNEL**

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

##### **Teacher Hiring:**

The following is a breakdown of the contracts issued from Sept. 1, 2020 - Nov. 30, 2020 with Red Deer Catholic Regional Schools:

- 1 full-time probationary contract
- 11 full-time temporary contracts
- 2 part-time temporary contracts

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

2 teachers started maternity leave during this period and another 25 continue to be on maternity leave.

5 teachers went on medical leave during this period and another 27 continue to be on medical leave.

1 teacher went on a personal leave during this period and another 4 teachers that continue to be on a personal leave.

##### **Resignations/Termination**

We had 1 teacher termination within the Division during this period.

##### **Support Staff Hiring**

The following is a breakdown of the contracts issued from Sept. 1, 2020 - Nov. 30, 2020 with Red Deer Catholic Regional Schools:

- 3 full-time probationary contracts
- 2 part-time probationary contract
- 1 full-time temporary contracts
- 1 part-time temporary contracts

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

1 support staff continues to be on parental leave during this time period and another 4 support staff continue to be on maternity leave.

12 support staff have started medical leave during this period with another 11 that are continuing on medical leave.

3 support staff continue to be on a personal leave.

##### **Resignations/Terminations**

3 support staff have resigned from the Division during this period.

##### **Report Submission**

The Certified Staff Employment Submission Report to Alberta Education was completed and accepted on Oct 9, 2020.

**Digitized Personnel Files**

The digitizing of personnel files has been completed and the system is running. There are 4 software updates to the new system that need to be completed by the end of December to finalize the project.

**4. FISCAL MANAGEMENT****Operation and Maintenance Block**

We were able to utilize the Capital Maintenance Renewal (CMR) funding in the previous year of which we spent almost \$2,000,000. This reduced the burden of Infrastructure Maintenance Renewal (IMR) spending in the 2019-20 school year. We were able to carry forward \$1,600,000 in IMR funding to the 2020-21 school year. We expect to get some major projects done in the current year with the IMR funding available. Two parking lots will be repaired this year and some lighting issues. The year to date actual costs are running within budget being \$100,000 over at November 30.

**Instructional Block**

With the additional Federal funding in 2020-21 we will likely have coverage for all of our additional substitute costs in the year. Although everything is very unpredictable it appears that the Federal funding will likely assist in keeping us within our forecasts for the year. At November 30 our budget variance is \$0.00

**Transportation Block**

Our transportation costs are well below the forecast for the 2020-21 school year on November 30. The cuts to the budget that we made appear to be better than expected at this point in the school year.

**Board and System Administration**

Costs for administration are close to forecast year to date however we expect significant legal costs in the upcoming months. This area will be monitored closely to ensure we stay within our Administration envelope.

**5. PLANNING****St. Gregory The Great Catholic School**

The school has been completed and all staff and students have been relocated to their new classrooms. We have applied for two new modulars to Look after the overcrowding in the school.

**St. Lorenzo Ruiz Middle School**

We have hired the Architect and the General Contractor and we are beginning the process of planning our next steps. We expect to have a design team together in December. We expect to be completed for opening in September 2023

**École Our Lady of the Rosary School Modulars**

The two OLR modulars are in place and being used

**St. Thomas Aquinas Middle School Modulars**

The two modulars are being used as well as classrooms in St. Benedict the Moor Centre.

## 6. ORGANIZATIONAL MANAGEMENT

The following reports were sent to Alberta Education:

- **September 1 to November 30, 2020**
- St. Gabriel Summer School Marks Submission – August/September, 2020
- Division student enrolment September 30 count - SIS PASI submission
- Division student school enrolments, coding and course enrolments, (for High School students), maintained and synchronized to PASI
- Continuation of maintaining digital student records in PASI
- Submission of Nominal Roll of First Nation students who are resident on-reserve and attending school
- Submission of Student demographic information to Alberta Health Services for Immunization Purposes – October 2020
- DER – Diploma Exam Registrations for January 2021 Diploma Exams, submitted in November 2020
- Priority School Conflicts – November 2020
- Home School - Blended Program – percentage of program at school report – November 2020
- Course Conflict Resolutions Term 2, 3, 4 2019-20 – November, 2020
- Duplicate Marks Resolutions Term 2, 3, 4 2019-20 – November, 2020

## 7. POLICY

Trustees have reviewed the following policies:

- Policy 18 - Early Retirement Incentive Program
- Policy 19 - Board Operations

## 8. ADMINISTRATION/BOARD RELATIONS

- September 1 Vice-Chair Lonsdale attended a 2020-02 Committee meeting.
- September 2 Vice-Chair Lonsdale attended a Superintendent Search Update meeting.
- September 4 Trustees Watson and Maloughney, along with the Superintendent and Secretary-Treasurer attended a CUPE negotiations meeting.
- September 9 Vice-Chair Lonsdale attended a Superintendent Search Update meeting.
- September 9 Trustees and Senior Administration attended a Special Board meeting.
- September 10 Vice-Chair Lonsdale, along with Trustees Heistad and Leyson attended a 2020-02 Committee meeting.
- September 11 Trustees Watson and Maloughney, along with the Superintendent and Secretary-Treasurer attended a CUPE negotiations meeting.
- September 14 Vice-Chair Lonsdale attended a TEBA meeting.

- September 16 Vice-Chair Lonsdale and Trustee Leyson attended a Superintendent Search Update meeting.
- September 17 Vice-Chair Lonsdale, Trustees Hollman, Heistad, Leyson and Watson attended the Alberta School Boards Association Special General meeting.
- September 23 Vice-Chair Lonsdale and Trustee Leyson attended a Superintendent Search Update meeting.
- September 28 Vice-Chair Lonsdale, Trustees Leyson and Watson attended the Alberta School Boards Association Zone 4 Meeting.
- October 2 Vice-Chair Lonsdale attended a 2020-02 Committee meeting.
- October 2 Trustees attended a Superintendent Search Long List Meeting.
- October 4 Trustees attended a Superintendent Search Questions Meeting.
- October 5 Vice-Chair Lonsdale attended a TEBA meeting.
- October 6 Vice-Chair Lonsdale and Trustee Heistad attended a 2020-02 Committee meeting.
- October 7 Trustees conducted First Round Superintendent interviews.
- October 13 Trustees conducted Final Round Superintendent interviews.
- October 14 Vice-Chair Lonsdale attended a 2020-02 Committee meeting.
- October 15 Trustees Watson and Maloughney, along with the Superintendent and Secretary-Treasurer attended a CUPE negotiations committee meeting.
- October 16 Trustees Watson and Maloughney, along with the Superintendent and Secretary-Treasurer, attended a CUPE negotiations committee meeting.
- October 19 Trustee Leyson attended an Alberta School Boards Association Executive meeting.
- October 20 Trustees, along with the Superintendent and Secretary-Treasurer, met with the City of Red Deer Mayor and Council.
- October 21 Vice-Chair Lonsdale and Trustee Heistad attended a 2020-02 Committee meeting.
- October 24 Trustees Watson and Maloughney, along with the Superintendent and Secretary-Treasurer attended a CUPE negotiations committee meeting.
- October 26 Trustee Leyson attended the Alberta School Boards Association Zone 4 meeting.



- October 26 Vice-Chair Lonsdale attended the Pow Wow Event with the First Nation, Metis and Inuit Team at the Red Deer Museum and Art Gallery.
- November 3 Trustee Leyson attended a CARC meeting.
- Nov 7 & 8 Trustees attended masses in Red Deer, Sylvan Lake, Olds, Innisfail, and Rocky Mountain House to promote Catholic Education Sunday.
- November 9 Trustee Maloughney attended a teleconference with CUPE representatives.
- Nov 14-16 Chair Pasula, Vice-Chair Lonsdale, Trustees Heistad and Leyson, Watson and Maloughney, along with the Superintendent attended the Alberta Catholic School Trustees Association Fall General Meeting.
- November 17 Chair Pasula, Vice-Chair Lonsdale, Trustees Heistad, Leyson, Watson and Maloughney attended the Alberta School Boards Association Fall General Meeting and Awards program.
- November 17 Chair Pasula and Trustees Hollman and Heistad, along with the Superintendent and Secretary-Treasurer, attended the Audit Committee meeting.
- November 23 Trustee Heistad attended the Catholic Education Foundation Meeting and AGM.
- November 24 Vice-Chair Lonsdale and Trustee Heistad attended a 2020-02 Committee meeting.
- November 27 Trustees and the Superintendent attended a mini Board Retreat.
- November 30 Vice-Chair Lonsdale and Trustee Heistad attended a 2020-02 Committee meeting.

## **École Camille J. Lerouge School**

### **School Improvement Plan Highlights**

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

<b>School Goals:</b>
<ul style="list-style-type: none"><li>• Staff will develop a deeper awareness and understanding of Hospitality and Justice.</li></ul>



**Comment on School Goals (November):**

As we delve further into the Eight Characteristics of Catholic Identity we will look for ways that we cannot only deepen our understanding of Hospitality & Justice but continue to learn more about all of the characteristics. As a faith community we will focus on intentionally permeating the Characteristics so not only staff but students as well can see the importance of how faith is the root of all we do.

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

<b>School Goals:</b>
<ul style="list-style-type: none"><li>• Create and maintain an optimal student learning environment for French language acquisition, fluency and expression.</li></ul>



**Comment on School Goals (November):**

A continued effort to increase the French language spoken in our school environment is critical to student success. Beginning in Kindergarten it is imperative that students are exposed to as much oral language as possible. As students develop and become excellent French language speakers, their ability to read and write in French will also improve. The acquisition and understanding of academic vocabulary in French will also ensure that students are better prepared for achieving success in all subject areas at school.

**Outcome 2: First Nations, Métis, and Inuit students in Alberta are successful.**

<b>School Goals:</b>
<ul style="list-style-type: none"><li>• Staff will develop a deeper understanding of cultural diversity, pride, Reconciliation and share Indigenous cultural teachings in a faith permeated environment.</li></ul>



**Comment on School Goals (November):**

Over the last three years the community of Ecole Camille J. Lerouge has increased awareness of Indigenous culture and practices. During the 2020-2021 school year we continue to seek ways to continue this growth. Our primary focus this year will be the continuation of Talking Circles as a means of communication as well as building a culture of restorative justice and reconciliation. As we increase our understanding of all three, as a school community will seek ways to ensure that each member of our school community appreciates how the shared virtues of forgiveness

and reconciliation are shared in both Indigenous and Catholic traditions.

Instructionally, we continue to seek ways to use dialogue circles to aid in curriculum delivery, build capacity within staff to help facilitate various activities such as Smudging, Blanket teachings, Wampum Belt creation and Buffalo teachings to help build student empowerment. We have also celebrated the Indigenous culture with a stunning mural in our front entry way, painted by a local artist and rebranding our elementary awards to link faith and Indigenous spirituality with the Esprit de L'aigle (Spirit of the Eagle) award.

**Outcome 3: Alberta has excellent teachers, school leaders, and school authority leaders.**

<b>School Goals:</b>
<ul style="list-style-type: none"><li>• Enhance instructional leadership practices through the implementation of the four pillars</li></ul>

**Comment on School Goals (November):**

Relationship, connection and support continues to be a priority for our school community. Many efforts were made to build trust and welcome open and honest dialogue to enhance our community. Although these still remain a priority for our school community, with it comes the increased focus on Instructional leadership. By working alongside teachers to further their pedagogy, enhance their collaborative skills and use data to drive instruction we will continue to see an increase in student achievement.

Building the collective leadership in our school community continues to be a priority as we showcase our school as a strong French Immersion learning environment. Instructional walkthroughs, providing feedback and having teachers support each other will be critical to our success. The establishment of shared subject teams at a middle school level has created opportunities for collaboration and the sharing of best practices. The support of all members of the Administrative team in these collaboration meetings and using data to drive decisions will also continue to move our entire learning community forward.

**Outcome 4: Alberta's education system is well governed and managed.**

<b>School Goals:</b>
<ul style="list-style-type: none"><li>• Enhance the educational and learning opportunities for students at Ecole Camille J. Lerouge which focus on creating a safe and healthy learning environment which will benefit them now and in the future.</li><li>• Knowing and supporting the social emotional wellness and mental health of staff &amp; students.</li></ul>

**Comment on School Goals (November):**

Our school community will endeavour to deepen our understanding of life long learning and work preparation of all students again this year. We will host a virtual Career Week in January which will allow students to explore future careers, learn about the skills and education that they will need to access these careers and to provide authentic experiences.

When the shift to online learning with Grades 7-9 occurred in December, we reflected on the changes to Career and Life Skills course structure. Students in Grade 6 were able to access modified course work during the 3 weeks that our older students moved online which has been a positive experience.

In alignment with our Division priorities our school community will also focus on the mental health and emotional well being of our staff and students. Managing stress, creating a safe and caring workplace and fostering an environment of safety and well being will continue to be permeated into everything we do. As we continue to journey a difficult year, we reflect on the need to make this a priority.

## Father Henri Voisin School School Improvement Plan Highlights

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

School Goals:
<ul style="list-style-type: none"><li>• Lessons are permeated in process or content to teach students how to apply a Catholic context to their worldview.</li><li>• Enrich our school Catholicity by focusing on the two chosen characteristics of Catholic identity. (2020-2021 - Hospitality and Justice)</li></ul>

**Comment on School Goals (November):**

Our staff remains fully dedicated to continuing to find ways to have our faith permeate all curricular areas on an ongoing basis. Making Christ known to children occurs across all school activities and we aim to find creative methods for maintaining this critical aspect of our community. The district focus of Hospitality and Justice as Characteristics of Catholic Identity are in our wheelhouse and our endeavours. We are looking forward to enhancing our initiatives to reach out to our community in service to Christ. The legacy of FHV being a welcoming community that cares for the marginalized and less fortunate will be extended as we develop our Hospitality and Justice even further.

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

School Goals:
<ul style="list-style-type: none"><li>• Utilize ongoing, authentic, observation based formative assessment to enhance student learning in Early Learning programs.</li><li>• Enhance optimal student learning experiences in literacy and numeracy.</li></ul>

**Comment on School Goals (November):**

COVID-19 has forced us to make adjustments to some of our high impact instructional practices. Optimal learning for students will need to be fostered through alternate methods so our literacy and numeracy programming will be different from last year. By making adjustments to our LIFT support model and placing a laser focus on essential learner outcomes, we feel that we can minimize the impact COVID might have while maximizing optimal learning opportunities. The early learning team will be utilizing the GOLD assessment tool to continually track students progress in key outcomes in order to continually individualize programming for students. Fortunately, our staff has strong foundational knowledge, a passion for meeting individual learner needs, and commitment to continuous learning which will allow us to support all members of the school community achieve their highest potential.

## **Outcome 2: First Nations, Métis, and Inuit students in Alberta are successful.**

<b>School Goals:</b>
<ul style="list-style-type: none"><li>• Provide authentic, professional learning opportunities connected to local Indigenous stakeholders to build foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.</li><li>• Incorporate First Nation, Metis and Inuit materials and content into curriculum to support Indigenous ways of knowing that include cultural perspectives, student connection, Indigenous community connection and building capacity in schools.</li></ul>

### **Comment on School Goals (November):**

Our aim to develop further background knowledge will be very important for us to infuse First Nations, Metis and Inuit perspectives in a meaningful way. The district support team will be a key resource for us to accomplish this. Having them facilitate professional development will provide ideas and resources that will build capacity and confidence for teachers that should lead to strong enhancement of our programming. The curriculum kits that they have developed will have a major impact on student learning and their support in identifying curricular opportunities for teachers to enhance programming should have a major impact on our students as well.

## **Outcome 3: Alberta has excellent teachers, school leaders, and school authority leaders.**

<b>School Goals:</b>
<ul style="list-style-type: none"><li>• Enhance instructional leadership practices through the implementation of Instructional Walkthroughs and Collective Leadership.</li></ul>

### **Comment on School Goals (November):**

The administration team has a key role in ensuring that we have excellent teachers. There will be a focus on the following two pillars of instructional leadership - Instructional Walkthroughs and Collective Leadership. Evidence based conversations after every walkthrough allow us the opportunity to provide teachers effective and ongoing feedback in order to create optimum learning opportunities for all students. Continuous improvement necessitates continual growth which makes this a central consideration in which administration can have a direct impact. An area of focus this year is Collective Leadership and we want to continue to expand the shared responsibility for student learning. As a collective, adults will continually learn together in order for every student to achieve at the highest level. Administration will be working closely with our Faith coach, Inclusive Lead team, and the counselling team as to how to lead colleagues in examining student data and accessing best practices. Administration will meet regularly with our teacher leaders in order to provide direction and support for their ongoing growth.

**Outcome 4: Alberta's education system is well governed and managed.**

<b>School Goals:</b>
<ul style="list-style-type: none"><li>• Target student and staff mental wellness and create the capacity to respond to identified needs.</li></ul>

**Comment on School Goals (November):**

During this pandemic we recognize that more than ever we need to focus on instilling positive mental health strategies to build resilience and to increase students' ability to regulate their emotions. Strong relationships between students and teachers are a critical aspect to our overall well being and will remain a focal point of our goal. Embedding diverse wellness activities into school wide programming will help our students in acquiring skills and attitudes necessary for achieving and sustaining positive mental health. Through professional development staff will continue to develop an understanding of mental health and wellness and build the ability to respond to identified needs. With regular collaboration meetings timetabled for our counselor, administration and our FSEC (Family School Enhancement Counselor); extra attention will be given to supporting those students who need it most. We expect that each individual member of our school community will reap the benefit of our widespread effort to target positive mental health.

## Holy Family School School Improvement Plan Highlights

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

<b>School Goals:</b>
<ul style="list-style-type: none"><li>• Develop a deeper understanding and awareness of hospitality and justice.</li><li>• Celebrate our students who demonstrate evidence of the 8 Characteristics of Catholic Identity within our school community.</li></ul>



**Comment on School Goals (November):**

In October our Faith Coach led professional development to “Bear Witness” in concert with our division faith theme, ‘Trust in the Lord’. Holy Family School then implemented a “Trust in the Lord” program which allowed staff to identify students who are living examples of our division's faith theme. School administration contacted the students’ parents and shared how staff witnessed their child being a living example of trusting the Lord. During the month of November staff identified twelve students were honoured.

To further develop staff and student understanding of faith topics such as hospitality, justice, prayer, God glasses and Indigenous Catholic connections, the Faith Coach and relief teachers created and facilitated BIG (Believe in God) Blocks in all Kindergarten to Grade 5 classrooms. These BIG blocks nurtured the faith journey of all students and teachers in our school community by incorporating authentic faith-based activities and discussions.

Holy Family School received a generous grant from the Red Deer Regional Catholic Education Foundation which blessed our school with a Face2Face Ministries Faith Retreat allowing all students to participate in a day of bringing our Catholic faith to life, through music, keynote talks, activities, and prayer. The theme of the retreat was "Great Things" with a focus on the great things that God has done, the great things He's continuing to do, and the great things that we can do through Him in our lives. The message of the day inspired our community to live our life with purpose and put our faith into action.

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

<b>School Goals:</b>
<ul style="list-style-type: none"><li>• Deepen our understanding of formative and summative assessment to inform our instructional practices and create scaffolded learning opportunities to ensure the success of all learners.</li></ul>



**Comment on School Goals (November):**

As students returned to in-school learning in September, teachers have been very mindful of the varied success in learning students experienced. Teachers worked diligently to scaffold learning activities and assessments to align with the learning outcomes while keeping in mind the varied learning experienced by students during their at home learning.



Our classroom teachers and student support teams collaboratively implemented and maximized a student intervention model focused on reading and comprehension for the first three months of school. This focused intervention resulted in 66.5% of our students being at or above grade level as a result of the combined efforts of teachers, students and parents this fall. We are very proud of the dedication of our community to support our students. Despite these targeted efforts our student data indicates a 9.5% decrease in the number of students that currently demonstrate reading at or above grade level when compared to data collected prior to school closures.

We recognize the significant impact school closures have had on student achievement. Staff continue to be focused and intentional in their instructional and assessment based decisions and practices. As a staff, we have committed to monitoring, reviewing and analyzing our student data three times this year, and reallocated resources and interventions as needed to address specific student needs. Teachers engage in reflective practice as they implement scaffolded learning activities and a combination of formative and summative assessments to support their instruction practices and student growth.

## **Outcome 2: First Nations, Métis, and Inuit students in Alberta are successful.**

<b>School Goals:</b>
<ul style="list-style-type: none"> <li>• Staff will develop a deeper understanding of cultural diversity, pride, Reconciliation and share Indigenous cultural teachings in a faith permeated environment.</li> </ul>

### **Comment on School Goals (November):**

As a reflection of the importance of First Nations, Metis and Inuit culture in the current Teaching Quality Standard, Holy Family School eagerly continues to move forward with our knowledge collection and cultural appreciation. Alongside the Division Support Team, we plan to implement a variety of activities and strategies to engage our staff and students in enhancing their Indigenous perspectives. These include Drumming demonstrations, a Fireside chat with an Elder, Talking Circles, and student recognition programs. Through authentic implementation of these activities, our teachers will continue to develop the skills and knowledge they need to meaningfully and regularly incorporate First Nation, Metis and Inuit culture into their teaching practices.

## **Outcome 3: Alberta has excellent teachers, school leaders, and school authority leaders.**

<b>School Goals:</b>
<ul style="list-style-type: none"> <li>• Enhance instructional leadership practices through the implementation of the four pillars.</li> </ul>

### **Comment on School Goals (November):**

Administration played a key role in ensuring the excellence of our teachers by enhancing instructional leadership practices, supporting staff as they responded to student needs striving to increase student achievement. To ensure our staff were successful with responding to student needs, administration lead learning and collaboratively worked with teachers to analyze student data. By building capacity in teachers through this collaborative process, administration, LIFT and grade level teams were better able to use data to inform

instructional and assessment practices, as well as to allocate intervention and support services to ensure student success. Evidence-based conversations following classroom walkthroughs and during weekly collaboration meetings, allowed administration the opportunity to provide ongoing feedback to create optimal learning opportunities for all students.

**Outcome 4: Alberta's education system is well governed and managed.**

<b>School Goals:</b>
<ul style="list-style-type: none"><li>• Respond to the complex social-emotional and wellness needs of our students through mindfulness, mental health and wellness practices.</li><li>• Provide increased opportunities for parents to have a meaningful role in the school community.</li></ul>

**Comment on School Goals (November):**

The staff of Holy Family School committed to providing a safe and caring learning environment for our students. This year, more than ever, the necessity for meaningful relationships was at the cusp of everything we did. Staff launched the school year by learning about how relationships are the foundation of positive school culture. Our school continues to develop trauma informed practices to create a culture of care within our community by building trusting relationships and responding to student and family social-emotional needs. By building a culture of safety in our school, we provided staff and students, living with trauma and the impact of COVID-19, the resources and support they needed to thrive.

Involving our parent community in a meaningful way continued to be a focus this year. Despite the restrictions that impacted our daily operations, we committed to ensuring that our parents were involved and offered opportunities to advise and provide feedback that informed decision making in our school. We have hosted virtual Parent Council meetings this year that were proven to be effective. This virtual platform has promoted increased accessibility for our parents to attend, participate and engage in meaningful dialogue with school administration.

## Holy Trinity Catholic School School Improvement Plan Highlights

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

<b>School Goals:</b>
<ul style="list-style-type: none"><li>• Our school community will support a deeper understanding of Hospitality and Justice.</li><li>• Develop capacity to permeate lessons through the lens of faith with the support of the Eight Characteristics of Catholic Identity.</li></ul>



**Comment on School Goals (November):**

Our overarching goal continues to be to ensure that our curricular delivery is active and thoroughly infused with our Catholic faith. Our first goal is to increase the understanding of Hospitality and Justice with our staff and students. As the result of growing our understanding and comfort level of these two Characteristics of Catholic Identity, teachers, and administrators, along with the school's faith coach's assistance, will provide authentic opportunities to put their learning into action through various classroom lessons and multiple school-based events/activities. Our second goal is to continue to expand our focus on permeation into the 2020/2021 school year. Our team will continue to deepen our understanding of making connections to infuse our faith into the curricular outcomes.

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

<b>School Goals:</b>
<ul style="list-style-type: none"><li>• Create and maintain optimal student learning experiences by utilizing formative assessment to enhance student learning in literacy.</li></ul>



**Comment on School Goals (November):**

As we look at our existing Collaborative Response Model and in our intervention blocks, we are further deepening our understanding of the formative assessment practices in our classrooms and during interventions. We have created a formative assessment team to expand knowledge on current research from Dylan Wiliam to support the growth in our leaders to present at our professional development days. The Literacy Lead Teacher from Montfort will be providing authentic formative assessment strategies to meet foundational expectations in literacy through a week-long residency. A large component of this process will include reflection. Teachers will reflect on student growth as well as on their instructional practices.

**Outcome 2: First Nations, Métis, and Inuit students in Alberta are successful.**

<b>School Goals:</b>
<ul style="list-style-type: none"><li>• Students will share a deeper understanding of the beauty, value and wisdom on Indigenous culture with our school community.</li></ul>

**Comment on School Goals (November):**

In continued collaboration with our Division First Nations, Metis, Inuit Support Team, we are working to provide authentic learning opportunities for our students to experience first hand the First Nations, Metis, Inuit Culture. Our goal is to infuse a deeper understanding of Indigenous culture through many opportunities such as a drama production on Truth and Reconciliation from Trickster Theatre, talking circles with staff and students in classrooms and during professional development days, the reinforcement of the Seven Sacred Teachings in our ROAR assemblies, and connections with Mother Nature through nature walks and field trips.

**Outcome 3: Alberta has excellent teachers, school leaders, and school authority leaders.**

<b>School Goals:</b>
<ul style="list-style-type: none"><li>• Identify and develop Setting the Direction to enhance instructional leadership practices through the Four Pillars of Instructional Leadership</li></ul>

**Comment on School Goals (November):**

Our school leadership, in partnership with stakeholders, continues to identify and develop, setting the direction for the school community. According to the Scollie results, 65% of our teachers felt the professional development improved their instructional practice. This is an increase from the previous year. However, the administration team would like to see growth in this area. Some ways we are exploring to improve is the creation of the Formative Assessment Team to explore current research to put into practice, Division Literacy Lead leads our staff through the ELO's, provide a survey to staff after each professional development day for feedback on their learning and consistent walkthroughs to connect with teachers on instructional practice.

**Outcome 4: Alberta's education system is well governed and managed.**

<b>School Goals:</b>
<ul style="list-style-type: none"><li>• Create opportunities to ensure that every student experiences individual success, connection, and care via our Inclusive education and counseling supports.</li><li>• Develop and implement mindfulness, mental health and wellness practices for our staff</li><li>• Increase Parent Involvement in school</li></ul>

**Comment on School Goals (November):**

Through the implementation of a school-wide Collaborative Response Model, teachers and support staff will continue to ensure that every student's needs are met through qualitative and quantitative data collected in the six-week rotation. Based on the survey data, 94% of the students indicated that they feel cared for at Holy Trinity

School. Through this collaborative approach, we will continue to assist students in their learning. As the global pandemic has impacted the start of the school year, we wanted to create opportunities for our staff to participate in wellness and mindfulness activities.

Although our feedback data continues to be strong in parent involvement, it is an area we would like to improve communication in. This year we will introduce a parent survey to gather feedback from our parent body. While we have great participation in our monthly school council meetings, we want to hear from a larger and more diverse group of parents if we believe that by offering parents the opportunity to have their voices heard through a survey, they will feel that they are involved in the decision making around their child's education.

## Maryview School School Improvement Plan Highlights

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

<b>School Goals:</b>
<ul style="list-style-type: none"><li>• Improve student understanding the Catholic Characteristic of Justice</li><li>• Improve student understanding the Catholic Characteristic of Hospitality</li><li>• Improve teacher's ability to permeate Faith into their lessons.</li></ul>

**Comment on School Goals (November):**

This year staff and students will study the characteristics of Justice and Hospitality. This will require students and staff to reflect and act on what it means to be "fair" and "welcoming". These two characteristics will also enlighten students to the inequalities that exist in our school, community, country and world. Through the use of classroom reflections and Talking Circles students will examine how these characteristics are missing or evident in our school community. Staff and students will be challenged to bring awareness to a social justice issue or charitable organization and bring it to the attention of the school through a project of education.

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

<b>School Goals:</b>
<ul style="list-style-type: none"><li>• To improve reading levels of all students</li><li>• To improve writing of all students</li></ul>

**Comment on School Goals (November):**

This year the teaching staff will build on the work they did last year with Essential Outcomes in Language Arts. The teachers will work together to develop a sequence of skills a student must have to be successful as they develop as a writer. The staff will develop a comprehensive set of steps that a student would go through in stages to be able to be proficient at these essential outcomes. This strategy will involve teachers being able to clearly define where students are at as they develop these skills and differentiating instruction as needed so the student can get closer to the ultimate goal of succeeding at that essential outcome. This process will also create a tracking sheet to record the development of the student's progress. The teacher will be able to use these assessments with the next year's teacher to support the student better. This targeted, consistent approach to writing will provide consistency to the student's development as a writer while at Maryview School.

**Outcome 2: First Nations, Métis, and Inuit students in Alberta are successful.**

<b>School Goals:</b>
<ul style="list-style-type: none"><li>• Staff will learn how to use restorative practices through Talking Circles.</li></ul>

**Comment on School Goals (November):**

The students and teachers will learn more about restorative justice using the Talking Circle as a means of resolving conflict. Students and staff will have 5 school created lessons about talking circles shared with them. Students will then have the opportunity on at least 5 occasions in class to use a Talking Circle in various ways. The students will use a Talking Circle to gain more knowledge, resolve conflict, and come to consensus. When two or more students are brought to the office in conflict, the administration will model the use of talking circles to gain clarity and come to resolution on conflict.

**Outcome 3: Alberta has excellent teachers, school leaders, and school authority leaders.**

<b>School Goals:</b>
<ul style="list-style-type: none"><li>• Increase the collective leadership of the school's staff</li><li>• The Staff are involved in setting the direction of the school's writing program</li><li>• Staff will use the essential outcomes that they have chosen to work together to create progressions.</li></ul>

**Comment on School Goals (November):**

The staff of Maryview will become more informed on the performance measures of the school and what factors affect those performance measures. Staff will have the School Improvement plan share with them and be given an active voice in the goals of the school. The staff will also be shown the school report card. This discussion of the school report card will show the areas of strength and growth of the school. Teachers will be asked to contribute reasons why the school has its strengths and comment on possible ways that school can shift in the areas of growth.

**Outcome 4: Alberta's education system is well governed and managed.**

<b>School Goals:</b>
<ul style="list-style-type: none"><li>• Increase Parent Involvement in school</li><li>• To offer exploration of career skills and experiences for Grade 4 and 5.</li></ul>

**Comment on School Goals (November):**

Maryview will focus on keeping parents informed, engaged and active in the decisions of the school. Alberta Accountability Pillar data indicates that parents are involved in the school. Maryview will increase the amount of information going home from the classroom teacher through weekly newsletters and social media (Instagram and Facebook). Administration will share survey results with parents and engage them in meaningful discussions about what suggestions they have to involve parents in decisions about the school and student learning.

## École Mother Teresa Catholic School School Improvement Plan Highlights

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

<b>School Goals:</b>
<ul style="list-style-type: none"><li>• Enrich our school communities Catholicity by focussing in on the characteristics of hospitality and justice.</li><li>• Lessons are permeated in process or content to teach students how to evaluate their worldview in a Catholic context.</li></ul>



**Comment on School Goals (November):**

In order to enrich our school communities Catholicity, we focussed on the characteristics of hospitality and justice. We have welcomed our students by modelling what it means to belong to a Catholic community. As a school, we understood that the Gospel spirit should be displayed in a Christian way of thought and life which permeates all aspects of the school environment. The hospitality dimension of the school is expressed, first of all, through the friendly and harmonious interpersonal relationships among all those who enter the school. As a staff, we set out to help bridge this gap for our students. For this reason during COVID, our counsellors and administration booked online meets with new families to our school community so that they understood what Catholic education looked like in our facility. We created a school video which displayed our entire school and the features within so that new parents and students were able to get a feel for the environment in September. Our staggered start entry, robust communication and enhanced protective protocol enabled parents to see that the school takes great pride in loving their child. Along with other schools in the Division, we loaned out computers to the families, and provided the flexibility in three days to turn our traditional school into an online learning school where we welcomed children and supported parents online daily. Not having that face to face contact with students was definitely difficult for staff and students, especially at the end of June. To accommodate this need, we gave students and parents the opportunity to drive by to say farewell to their teachers and to get their grad photos taken at the Grad display. Liturgies and masses are currently celebrated with their small cohort family setting which allows for follow-up and discussion. Although the gathering of a larger school community has been paused by COVID, we are finding that the small cohort family groups are becoming closer. It is our connections with each other on staff, and relationships with our staff and students that make Ecole Mother Teresa School so strong.

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

<b>School Goals:</b>
<ul style="list-style-type: none"><li>• Teachers will target learning outcomes and teach to the edges to pursue optimal student learning experience.</li></ul>



**Comment on School Goals (November):**

EMTS transitioned from the Sprint Professional Development due to COVID to a team and staff approach. The approach allowed for the continuing evolution of our LIFT model and the Response Team Model introduced in the Spring of 2020. Based on our new professional development calendar we saw an opportunity to review LIFT



practices and Response Team Model every 6 weeks, utilizing teacher data based on their grade level cohort collaborative meetings. Based on conversations with our French Immersion staff and parents of students in French Immersion we recognized that our students conversational French and their comprehension of French had declined due to 4 months of At Home Learning and Summer vacation. A combined 6 months for some of our students not to have conversational French that is rich, vibrant and evident in our classrooms caused our French Immersion to pause and reflect on their Response Team Model and LIFT support needs for their students.

**Outcome 2: First Nations, Métis, and Inuit students in Alberta are successful.**

<b>School Goals:</b>
<ul style="list-style-type: none"> <li>• Connect and use the knowledge of our Divisions and schools First Nations, Metis, and Inuit support team to create an understanding of and appreciation for Aboriginal culture through enhanced student and teacher learning experiences and professional development.</li> </ul>

**Comment on School Goals (November):**

In order to obtain our goal of trying to create an understanding of and appreciation for Aboriginal culture through enhanced student and teacher learning experiences and professional development we will rely on the Divisions and schools First Nations, Metis, and Inuit support team to guide our actions, events, environment and understanding. To date, we have made contact with a resident artist who is presently drawing up plans for an indigenous painting that will be created for the chapel to honour our 20th anniversary. Connections with the central office team will still need to be made in regards to our Professional Development, Aboriginal Days, and Indigenous Game's Day that we would like to have in June. Many of the activities will be dependent upon the COVID regulations at the time.

**Outcome 3: Alberta has excellent teachers, school leaders, and school authority leaders.**

<b>School Goals:</b>
<ul style="list-style-type: none"> <li>• Enhance instructional leadership practices through the implementation of the Four Pillars of Instructional Leadership: Setting the Direction, Leading Learning, Instructional Walkthroughs, and Collective Leadership.</li> </ul>

**Comment on School Goals (November):**

Due to a shift in the Professional Development calendar and a recognition by administration of the struggles for staff to buy-into individual/group Learning Sprints we decided to move to a more whole school/team Professional Development approach. This way the message of a common approach to 'soft starts' and a curricular focus on the big rocks could be communicated and guided throughout each professional development day. With the Sprint PD approach there were too many perspectives of PD. Following Justin Baeder's (an Educational Leader) advice, we were looking to make the job more doable with less and a streamlined focus for all staff.

**Outcome 4: Alberta's education system is well governed and managed.**

<b>School Goals:</b>
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- Provide a comprehensive support network for those students and families at-risk at EMTS by developing an understanding of mental health issues and building the ability to respond to identified needs.
- Continue to engage all learning partners and provide opportunities for them to have a voice in decisions that impact our school community.
- Ensure that staff and students have access to safe and healthy learning environments

**Comment on School Goals (November):**

This year Ecole Mother Teresa School was chosen on September 16, 2020, for a COVID safety audit. We are proud to report that the report was favorable and had no recommendations. We continue to offer support for at-risk students with a teacher-directed small group "check-in" system within a safe environment based on COVID protocols, to address anxiety, executive functioning, and regulation needs in the middle school. Our on-site counsellors and our Family School Enhancement Counselor are an integral part of all that we do at Ecole Mother Teresa School (EMTS) to support growing and evolving mental health needs. We were also very fortunate to have received \$9000 from the Nutritional Grant program for our students. Ongoing monitoring of the safety and care of our students is in the forefront of all that we do. We will continue to monitor the satisfaction rating in regards to involvement in decision making, program access, and satisfaction of support from our parents, students and staff through surveys that will be administered after March 2020.

## École Secondaire Notre Dame High School

### School Improvement Plan Highlights

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

School Goals:
<ul style="list-style-type: none"><li>• We will develop a deeper understanding of the characteristics of Hospitality and Justice within our school community.</li><li>• We will continue to develop teacher capacity to permeate faith in their lessons through the Eight Characteristics of Catholic Identity.</li></ul>

#### **Comment on School Goals (November):**

As we navigate the restrictions related to COVID-19 placed on our school community, we continue to utilize our Faith Coach, Youth Ministry Team, and parish to explore opportunities to connect with students and stakeholders through a variety of activities and daily prayer. With Hospitality and Justice being the two characteristics of Catholic Identity we are focusing on this year, we will support staff in developing an understanding of these characteristics throughout the school year and celebrate with our community how these are embraced and practiced in our school.

We are concerned about the decrease in the percentage of students who say they learn about God in all of their classes, the percentage of parents who believe school is helping their child learn about the world and God's hand in it and the decrease in the percentage of teachers who are satisfied with professional development related to intentional permeation. To address these areas, time will be provided on professional development days to work with staff to develop their capacity to permeate faith in their lessons.

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

School Goals:
<ul style="list-style-type: none"><li>• Utilize timely, targeted, and flexible formative and summative assessment to respond to student learning progressions.</li><li>• Use learner data to identify learner progressions and create optimal learning experiences.</li></ul>

#### **Comment on School Goals (November):**

This year, École Secondaire Notre Dame High School is focusing on timely, targeted and flexible formative and summative assessment strategies to respond to student learning progressions. Based on ongoing feedback and data collection pertaining to formative and summative assessment, diploma exam results, and student retention, most departments focused on replacing the rewrite process with a targeted formative assessment and re-teaching strategy prior to major summative assessments. Feedback was also collected in the 2019-2020 school year pertaining to NDHS as a support strategy and adjustments were made for the 2020-2021 school year to include NDHS sessions for each day of the week. Tracking has improved in NDHS sessions and they are being used to

support students as we respond to learning progressions as a result of the move to online learning last March.

Teachers have completed Know Your Learner documentation for each of their classes and will revisit and update this data throughout the semester and school year. Targeted supports for students were used based on the information from the Know Your Learner lists to create optimal learning experiences for all students.

**Outcome 2: First Nations, Métis, and Inuit students in Alberta are successful.**

<b>School Goals:</b>
<ul style="list-style-type: none"><li>• Increase academic success through support to First Nations, Métis and Inuit students.</li></ul>

**Comment on School Goals (November):**

At École Secondaire Notre Dame High School, we continue to focus on increasing academic success of our First Nations, Métis, and Inuit students through provision of universal support including the promotion of cultural diversity and pride throughout our school. Staff infuse foundational knowledge of First Nations, Metis, Inuit into course outcomes with the support of our division support team. Professional development opportunities build the capacity of our teachers to address Indigenous ways of knowing within their classes.

We continue to provide our self-identified Indigenous students with individualized supports as well. Our First Nations, Metis, and Inuit support meets with all of our graduating students three times ensuring their awareness of resources available both from our school division and in the larger community. As well, information sessions will be offered for graduating students to learn about specific scholarships and bursaries that they can apply for in high school and beyond. We are grateful as well that our support team is responsive to emergent student needs offering ongoing guidance and support.

**Outcome 3: Alberta has excellent teachers, school leaders, and school authority leaders.**

<b>School Goals:</b>
<ul style="list-style-type: none"><li>• Continue to develop instructional leadership practices through the implementation of the Four Pillars of Instructional Leadership, focusing primarily on Leading Learning and Instructional Walkthroughs.</li><li>• Develop and provide additional opportunities for all students to complete programs that meet diploma and certificate of achievement requirements.</li></ul>

**Comment on School Goals (November):**

This year, École Secondaire Notre Dame High School is continuing to focus on two of the four Pillars of Instructional Leadership: Leading Learning and Instructional Walkthroughs. Our administration team is actively involved in the Professional Learning Communities and collaboration sessions with our departments and are helping all our subject teams move forward in the areas of summative and formative assessment, with an emphasis on the formative assessment (outlined in O.1).

We are continuing to be visible in classrooms as we complete walkthroughs. In addition to the walkthroughs, we are having meaningful conversations that move teachers forward in their practice. These improvement areas have

been identified and communicated through Professional Growth Plan meetings and follow up conversations and will be reviewed continuously throughout the school year. In regards to leading a learning community, we are scheduling our professional development events to meet the needs of our teachers in these changing times of learning progressions, formative assessments and online/at home learning.

We are starting to develop opportunities for our students, in all streams, to meet graduation requirements through a variety of different sources. Our Knowledge and Employability program is in the process of creating a framework to allow our students to meet high school certification requirements before moving on to securing remaining high school diploma requirements.

#### **Outcome 4: Alberta's education system is well governed and managed.**

<b>School Goals:</b>
<ul style="list-style-type: none"><li>• Provide awareness and resources to support students and staff respond to mental health concerns and related issues.</li></ul>

#### **Comment on School Goals (November):**

École Secondaire Notre Dame High School continues to diligently focus on supporting the mental and physical health of our students, staff and families. Regular feedback from our stakeholders provided us with the insight that our students are presently experiencing a strong sense of loss and disconnect from their friends, teachers and school community. To support our students it was very important to create opportunities to promote hope and optimism. A Counselling Corner website was created including information about our counsellors, mental health stories, community resources, upcoming events, feature articles, parent resources, links to other mental health websites, and relevant apps for teens. Weekly mental health information sessions are offered focussing on healthy choices, relaxation and strategies to deal with a variety of emotions. These initiatives have been supported in conjunction with a student's incredible project of publishing her second magazine focusing strictly on mental health issues.

Transitioning to online and at home learning for the second time since March, it is essential to provide a number of our supports virtually for our stakeholders to stay connected and supported. Our counsellors are presenting their lunch box sessions, such as yoga. online and our weekly Monday Morning Mental Health posts, on social media, have increased throughout the week to check in on how students are dealing with at home learning. We are also blessed to be partnered with Smiles Thru Lindsey for our Grad Service Project where the students have already met with the organizers, on Google Meets, to have frank conversations about breaking down the stigma of mental health issues. Our FSEC worker has begun providing online sessions such as Parenting a Procrastinator through At Home Learning and one on Post Secondary and Scholarships.

It is equally important to ensure that we are intune with the mental health of our staff, doing regular check ins, sharing supports that are offered within the division and designating time during PD Days to "take something off your plate." We continue to provide opportunities for everyone to connect virtually with staff Tuesday morning prayer and Friday morning coffee time.

## St. Dominic Catholic High School

### School Improvement Plan Highlights

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

<b>School Goals:</b>
<ul style="list-style-type: none"><li>• Enrich our school Catholicity by the use of regular intentional permeation of Hospitality and Justice in teacher lesson planning for the 2020/21 school year.</li></ul>



**Comment on School Goals (November):**

Throughout the 2020/21 school year, of the eight Catholic identity characteristics, Hospitality and Justice will be at the center of the way our catholicity radiates throughout our school.

Hospitality encourages faith to seek active engagement of our understanding of the gospel. At St. Dominic our classrooms require learners to advocate for their own learning rather than passive recipients of knowledge and we will encourage students to use their minds in the pursuit of learning throughout this school year.

Our staff understands that Justice consists in letting God be present in each moment of the day. By having our students become attuned to God's presence in the ups and downs of life and by having them use the power of prayer, they will renew a commitment to the moral and ethical values of the gospel.

Through the sharing and celebrating of examples, we hope to be able to measure whether staff and students are comfortable describing both characteristics by the end of the year.

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

<b>School Goals:</b>
<ul style="list-style-type: none"><li>• Maintain optimal student learning experiences affiliated with "excellence of learning" in high school Math 30-1 and Math 30-2 classrooms.</li></ul>



**Comment on School Goals (November):**

For this outcome, we are continuing with the same goal as last year. Even though data gathered from school tracking of diploma results in both Mathematic 30 level courses depict significant improvement we determined that one year of collecting data to determine if our interventions were the cause of this improvement was not sufficient. To remind you of why we chose this goal at the beginning of the 2019/2020 school year, I include the rationale that was originally documented in the November 2020 school improvement plan(SIP).

Firstly, Math 30-1 and Math 30-2 were both unable to produce students at the standard of excellence, compared to a provincial excellence result of 35.1% in Math 30-1 and 16.8% in Math 30-2. Secondly, with both Math diplomas running in the first semester, it is felt there is plenty of room to employ high yield strategies to improve

practices, and apply the most successful of these practices to other curricular areas running in semester II. While the ultimate measurement of success will come from next year's Accountability Pillar Report, many separate measures will be tracking progress in the meantime, and making adjustments as necessary. For example, LIFT 3.0 support in the first semester will be entirely dedicated to Math 10-20-30 personnel, and employ the use of our division numeracy specialist in order improve written response questions, develop programming that supports a variety of learning styles and rich math tasks, vertically align programming choices, and to demonstrate Math diploma prep sessions similar to those that take place in Red Deer and beyond. Additionally, a Learning Strategies 15 course has been developed which focuses upon students who have struggled and require additional support in math during the semester in which it is happening, essentially doubling the time dedicated to numeracy for those most at risk. Evaluation of this course will be used to develop best practices for future Learning Strategies courses. Finally, ongoing teacher formative and summative assessments, and the school administration's Diploma Results Tracker tool will be used to evaluate progress towards the pursuit of excellence of learning in all high school math classrooms.

## **Outcome 2: First Nations, Métis, and Inuit students in Alberta are successful.**

<b>School Goals:</b>
<ul style="list-style-type: none"> <li>• We will develop programs designed to support Indigenous ways of knowing that include cultural perspectives, student connection and building capacity in schools.</li> </ul>

### **Comment on School Goals (November):**

Our student population increased 7% this year and our First Nations, Métis, and Inuit population has grown to 25 students (12%) as of September 30th. Of the 12%, the grade 10 and 11 students account for 64% while our grade 9 and 12 students account for 36%. In order to address a number of issues and concerns St. Dominic has put together a series of supports including personal, family and academic counsellors. In large part, this is to find a way to make connections with First Nations, Métis, and Inuit families, and encourage attendance, retention, and academic success. Additionally, these four strategies address the need to help multiple partners engage with our students in meaningful ways to encourage them to feel welcome as participants of our school community. In building capacity as a team, we strive to achieve academic success for all of our students.

## **Outcome 3: Alberta has excellent teachers, school leaders, and school authority leaders.**

<b>School Goals:</b>
<ul style="list-style-type: none"> <li>• Continue to use the Third Pillar of Instructional Leadership; Instructional Walkthroughs to improve teacher practices.</li> <li>• Through the use of Collective Leadership, unify staff in a common focus of understanding and utilizing learning progression and success criteria to maximize student learning.</li> </ul>

### **Comment on School Goals (November):**

Our first goal uses current research supported through the division's Four Pillars of Instructional Leadership as a basis to support improving instruction and programming by allowing administrators to participate more frequently as instructional leaders. This goal acknowledges that by engaging teachers about the Program of Studies,

pedagogy, and professional goals, classroom visits by administrators can become more frequent and purposeful. For measuring our success we will be using both our Teacher Observation Tracker and May 2020 Accountability Pillar results.

For our second goal, we seek to maintain our inclusive education program that is about development and design for our school, our classrooms, and our programs.

Through the use of collective leadership our design and delivery of teaching, learning and assessment methods will allow all students to engage meaningfully with the curriculum and achieve their full potential. By collectively designing our learning environment using inclusive practices we can provide equitable experiences in the classroom for all our students. Our strategies of involving continuous collaboration between staff and the school's inclusive lead teacher, school's counselor, and the school's family school enhancement counselor(FSEC) will foster successful new student placement in St. Dominic School.

#### **Outcome 4: Alberta's education system is well governed and managed.**

<b>School Goals:</b>
<ul style="list-style-type: none"><li>• Develop an understanding of mental wellness for all stakeholders and create the capacity to respond to identified needs.</li></ul>

#### **Comment on School Goals (November):**

Lifelong learning is essential for students entering into today's workforce. Fundamental skills, attitudes, and behaviours can be the difference between student success and failure. After viewing and analyzing the data from both October's ACOL and May's Schollie reports, we are happy to report that our students obtain the necessary skills, attitudes, and behaviours required in order for them to succeed in the real world. After informing staff of the data analysis completed on this measure, and facilitating rich dialogue, it was concluded that both parent engagement in survey completion and sparse communication of student's skills, attitudes and behaviours lead to a decrease in work preparation results in the previous years.

By continuing to utilize our career advisor as a liaison between the school and parents coupled with seeking successful learning strategies we are confident that our results in 2020/21 will continue to maintain high results. Measuring tools used to validate our effectiveness with these two goals will entail comparing both the preceding Schollie and ACOL reports to 2021 results alongside our teacher observation tracker(TOT).



## St. Elizabeth Seton School

### School Improvement Plan Highlights

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

<b>School Goals:</b>
<ul style="list-style-type: none"><li>• Enrich our division Catholicity by focusing on the two chosen characteristics of Catholic identity. (2020-2021 - Hospitality and Justice)</li></ul>



**Comment on School Goals (November):**

St. Elizabeth Seton School has had a strong tradition of parent and community faith involvement over the years. Our doors have always been open and our school has been the hub of community connections. With the pandemic, the open door community hub aspect of our school was one of the first things that we all identified as a priority to maintain throughout the year. To this end, we have made a commitment to continue to welcome people into our school through video and virtual meets with school admin. We offer monthly virtual celebrations to help families connect with our staff and students. Within the school, we are revisiting our "Doors of Mercy" social justice project, where students and staff bring awareness, to our school and community, of how we can bring Matthew's gospel 25:40 "Whatsoever You Do to the Least of My Brothers" to our everyday lives.

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

<b>School Goals:</b>
<ul style="list-style-type: none"><li>• Utilize Timely, Targeted, and Flexible Formative and Summative Assessment to Enhance Student Learning</li></ul>



**Comment on School Goals (November):**

Coming back this fall from months of learning in Scenario 3 during the previous spring, it was great to see our students again face-to-face. Getting to know each other again as learners showed us that our students, more than ever, are at different and varied stages in their learning progressions. The need to "know our learner" is more crucial than ever so that we can get targeted support for those students that need it in a quick and timely manner. St. Elizabeth Seton School is working on optimizing our LIFT Supports to get to the students that need it the most. We are also refining our Formative Assessment practices so that we are better able to monitor our students' progress on a daily basis. With more timely formative assessments and an increased flexibility in supports, we will be able to better reach our students throughout the year.

**Outcome 2: First Nations, Métis, and Inuit students in Alberta are successful.**

<b>School Goals:</b>
<ul style="list-style-type: none"><li>• Initiate programs designed to support Indigenous ways of knowing that include cultural perspectives, student connection, Indigenous community connection and building capacity in schools.</li></ul>

**Comment on School Goals (November):**

Over the past year, St. Elizabeth Seton School started working on building our capacity to use Talking Circles to help students with conflict and to practice restorative justice. While we were able to learn the basics of holding a Talking Circle and create a Talking Stick for each of our classes, with students moving home to learn in the spring, we were unable to start practicing this in our classes. This year, we will continue where we left off; reviewing our lessons from last year and working on building the Talking Circle into our classes in a meaningful way. To help us along our way, we will be working with a local Elder in a virtual manner to help students and staff better understand the history and significance of this practice.

**Outcome 3: Alberta has excellent teachers, school leaders, and school authority leaders.**

<b>School Goals:</b>
<ul style="list-style-type: none"><li>• Enhance instructional leadership practices through the implementation of the Four Pillars of Instructional Leadership</li></ul>

**Comment on School Goals (November):**

The past ten years have seen Red Deer Catholic adopt a number of strong practices such as the Levelled Literacy Intervention (LLI), Fountas & Pinnell reading assessments, and our Daily 5 Language Arts and Math instruction. Many of these practices have been implemented and sustained with LIFT support from within the school. During these difficult economic times and looking ahead to an ever increasing premium on supports, St. Elizabeth Seton sees the need to look at the many practices we have and to perform a process audit within our school. We will be working on building as many of these practices as possible into our daily regular classes without the need for extra support. The goal of this process is to be able to continue the tradition of excellence in our school in a sustainable way.

**Outcome 4: Alberta's education system is well governed and managed.**

<b>School Goals:</b>
<ul style="list-style-type: none"><li>• Develop an understanding of mental wellness and create the capacity to respond to identified needs.</li></ul>

**Comment on School Goals (November):**

The recognized importance of mental wellness has increased over the past few years, but never has it been so important in our schools than now. Our work over a distance has strained our connection with others; parents, students, and colleagues. This year, St. Elizabeth Seton School will continue to work on our understanding of mental wellness, and how to best support our students and families. In particular, we will be working on how to better recognize the signs and symptoms in those around us and online whose mental wellness may be compromised. We will also be creating resources and strategies for what we can do at a classroom and school level to help all of our students, parents, and staff.

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

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

<b>School Goals:</b>
<ul style="list-style-type: none"><li>• Enhance student and whole school Hospitality at St. Francis of Assisi Middle School.</li><li>• Enhance and create an environment and building of faith at St. Francis of Assisi Middle School.</li></ul>



**Comment on School Goals (November):**

This year, our faith goals focus on enhancing and strengthening our faith community through the characteristics of Hospitality and Social Justice. Our Schollie results were robust last year, demonstrating that teachers successfully implemented the strategies to increase critical understandings of the Eight Characteristics. Still, one area that stood out concentrated on students applying what they are learning in their daily lives and actions. As a school community, we felt Hospitality's characteristic lines up perfectly with our STF Four Pillars. By concentrating on these and the other aspects of Hospitality, we want to ensure that our school first and foremost looks, feels and is a building of faith, not just an institution of learning. This year it is crucial that we see the students and staff witnessing their faith through their actions. This focus has led us to encourage staff and our school council to focus more on social justice initiatives with their students and incorporate more task-oriented learning within their classes. We want our community to lead with their feet, together as one!

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

<b>School Goals:</b>
<ul style="list-style-type: none"><li>• Students will improve their critical thinking and comprehension skills reducing the gap in Literacy across all grades.</li><li>• Students will improve their ability to apply Numeracy skills in problem solving contexts, reducing the gap across all grades.</li></ul>



**Comment on School Goals (November):**

For the 2020-2021 school year, we have decided to continue to focus on the same goals from the 2019-2020 school year. Although our data showed success in our plans, we feel through conversations with teachers in September and data from current levels of achievement and gaps within student learning that continued focus on comprehension skills in Literacy and Numeracy is needed. Our goals will reduce the gap from last year and deepen the understanding and skills associated with our goals in those students where the gap is not evident. We do not want teachers to hit pause in all learning but want to ensure that the foundation and skills needed to succeed in Literacy and Numeracy are firmly established and enhanced. Our numeracy teachers are focusing on rich math tasks by using the work of Peter Lijedhal to create classrooms that utilize the ideas of Thinking Classrooms. This subtle shift in pedagogical delivery emphasizes increased discussion of how/why students solve the problems they encounter. Using the Workshop Model strategy, literacy teachers have students work through various

source-based questions and performance tasks weekly to increase students' confidence and skill set when navigating these performance tasks. Literacy teachers are intentionally exposing students to a rich sample of sources to help build the decoding skills necessary to interpret the messages that a source presents.

**Outcome 2: First Nations, Métis, and Inuit students in Alberta are successful.**

<b>School Goals:</b>
<ul style="list-style-type: none"><li>• St. Francis of Assisi will advance the foundational knowledge and capacity in staff so they independently celebrate the culture of Indigenous perspectives.</li></ul>

**Comment on School Goals (November):**

Our school community's focus for the 2020-2021 school year is to continue to authentically share Indigenous awareness in all aspects of our instructional and social interactions so that all stakeholders can witness the shared values that Indigenous spirituality and our Catholic faith have. Staff will continue to utilize dialogue circles to enhance instructional practices/resolve conflict, participate in Smudging to help augment our prayer life, and seek relevant Indigenous resources to aid in curricular/non-curricular instruction.

**Outcome 3: Alberta has excellent teachers, school leaders, and school authority leaders.**

<b>School Goals:</b>
<ul style="list-style-type: none"><li>• Teachers will improve their professional practice and mastery of their grade level curriculum to enhance student learning through the process of Micro-Learning.</li></ul>

**Comment on School Goals (November):**

St. Francis of Assisi Middle School is continuing to focus on improving teacher professional practice through Micro-Learning. Supporting staff in developing purposeful Micro-Learning goals will allow teachers to reflect deeply on their practice. It will enable them to target pedagogical improvement areas that are reflected in our school and division goals. We have provided Professional Development to revisit the purpose and direction of Micro-Learning at St. Francis of Assisi. Staff will be given regular time during Friday full-day Professional Development to review their goals, adjust their next steps, and share both challenges and celebrations with other staff. These consistent times dedicated to returning to their Micro-Learning goals will allow teachers to continue to drive their professional growth in unique areas to each of them individually. By creating opportunities for teachers with complementary targets to come together, we are excited to see the collaboration also being a benefit resulting in more robust overall teaching and, therefore, greater student learning here at St. Francis of Assisi.

**Outcome 4: Alberta's education system is well governed and managed.**

<b>School Goals:</b>
<ul style="list-style-type: none"><li>• Create opportunities that will provide support to both staff and students resulting in stronger community building and ensuring wellness is a priority.</li><li>• Establish our EA Response Model in supporting each other and students as a team.</li></ul>

**Comment on School Goals (November):**

This year, St. Francis of Assisi has chosen to focus on staff and student wellness as we continue to build a strong community of support, especially in a year with so much uncertainty. Our data has shown strong results in areas of Safe and Caring categories. We recognize some decline in our students' feelings of being treated well and parents' feeling that their child can receive help from the school both for academics and areas not related to schoolwork. We are dedicated to making staff wellness a priority as our teachers, and educational assistants' wellbeing will directly affect the support they can provide our students and their families. Through purposeful check-ins, instructional walkthroughs, and wellness-focused Professional Development, we will ensure we have a strong understanding of how St. Francis of Assisi staff are doing in these unprecedented times. The year 2020-2021 must also focus on student wellness. Student recognition will increase through our Way of the Wolf program and personalized written postcards from staff. We have also created a schedule that allows for extra counselling time to provide more opportunities to connect and support our students.

## St. Gregory the Great Catholic School

### School Improvement Plan Highlights

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

<b>School Goals:</b>
<ul style="list-style-type: none"><li>• Develop an understanding of Hospitality and Justice.</li><li>• Faith is permeated in all lessons.</li></ul>



**Comment on School Goals (November):**

This year, we are focusing on developing an understanding of Hospitality and Justice, as well as effective permeation of our Faith in all lessons. We plan on developing an understanding of Hospitality and Justice in a couple of different ways. First of all, our Faith Coach met with all of our classes to discuss the Division Theme and talk about what each of those characteristics mean to us, as Catholics. Our Faith Coach will also meet with our teachers to find ways to permeate these characteristics into different subject areas, as well as provide professional development around what Hospitality and Justice are and how they look in a classroom. Our school community will also take part in three social justice projects this year. One at the school level, one that impacts our local community, and one that focuses on a global issue. One of the areas that we saw a decrease in our Schollie Survey was that students learned about God in their classes. We continue to focus on permeating faith in all of our classes. To support our staff, the Faith Coach will share the division permeation document as well as lead professional development sessions on the three types of permeation. Administration will also have a walk-through focus in about how we are permeating faith in our lessons.

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

<b>School Goals:</b>
<ul style="list-style-type: none"><li>• Enhance literacy and numeracy instruction.</li></ul>



**Comment on School Goals (November):**

This year, our school is continuing to move forward in the area of instructional growth focusing on literacy and numeracy. This goal will help develop our teachers as well as mind the gaps in the learning of our students. Teachers collaborated through our full professional development day outlining ways in which we, as a school community, can continue to work toward this goal, building off of the success we experienced the previous year. Our literacy teachers indicated that they were going to continue to implement a literacy-rich instructional structure (Daily 5, Gradual Release of Responsibility, or Workshop Model) in order to improve student writing. At our early elementary grades, teachers were going to incorporate Workshop Model alongside Daily 5 in order to increase student stamina and build in a literacy routine that will benefit them for years to come. By implementing these strategies, our students will also specifically improve writing at each grade level. Teachers will continue to develop that common language in order to differentiate between the types of writing. This, in turn, will continue to develop the context and content found in the various forms of writing simply by understanding the components to

each.

Our numeracy teachers are going to continue to explore Essential Learner Outcomes at each grade level in order to identify where students are on their learning progressions, provide targeted intervention strategies to help address the content areas that may be missed from the previous year, and identify areas to focus on this year in order to best support our students. All of the aforementioned strategies will be a focus of our collaboration blocks, as well as our collaboration time during professional development days throughout the school year.

**Outcome 2: First Nations, Métis, and Inuit students in Alberta are successful.**

<b>School Goals:</b>
<ul style="list-style-type: none"><li>• Understand Indigenous ways of knowing that include cultural perspectives, student connection and building capacity in school.</li></ul>

**Comment on School Goals (November):**

As a school, we are continuing to dig deeper into developing teacher and student understanding of our country's First Nations, Métis and Inuit history. We are focusing our attention, this year, on a deeper understanding of Indigenous knowledge that include cultural perspectives, student connection and building capacity among staff. We plan on doing this by continuing to support our new staff with an understanding of sharing circles and using our First Nations, Metis and Inuit support team as a resource. We are continuing to develop student knowledge of the Seven Sacred Teachings. We are doing this by setting aside time to explicitly teach these to our students to accompany our student recognition program, which is based on these teachings. We will be calling on our First Nations, Metis and Inuit support team to support us again this year with cultural lunches, connecting our school with an elder for a fireside chat in the spring, as well as exploring the possibility of having an Indigenous artist to create a cultural mural for our school. We continue this as our school focus as it allows our teachers a deeper understanding of the First Nations, Métis and Inuit culture, which builds a further connection between staff and their students.

**Outcome 3: Alberta has excellent teachers, school leaders, and school authority leaders.**

<b>School Goals:</b>
<ul style="list-style-type: none"><li>• Enhance instructional practices through the redesign of collaboration time.</li></ul>

**Comment on School Goals (November):**

This year we are focusing on enhancing our teacher collaboration time. At the start of the year the staff gave feedback that they needed their Collaboration Time to be more effective to help them improve their instructional practice as they develop ways to bring the curriculum alive for their students. Collaboration Time is so important as we have such an inexperienced staff who are excited to keep learning about and improving in their craft. Each team will define what their collaboration time is and the reason for it. The focus of Collaboration Time will be on teacher instructional practices in order to meet the needs of their classes. We will also start each collaboration time by reviewing the goal of collaboration and possible areas of focus. Teams will also have pre-planned what their Collaboration Time will be focussed on for each meeting so they maximize their time during collaboration.

Enhancing Collaboration Time will allow our teachers to support each other and learn from each other as they continue to grow in their craft.

**Outcome 4: Alberta's education system is well governed and managed.**

<b>School Goals:</b>
<ul style="list-style-type: none"><li>• Foster positive relationships between students, as well as students and staff</li><li>• Develop an understanding of wellness and create capacity amongst students and staff about how to respond to wellness needs</li></ul>

**Comment on School Goals (November):**

At St. Gregory the Great, one of our focuses continues to be our ability to foster positive relationships between students, as well as harness positive relationships between staff and students. Through conversations with students and teachers, this is an area we feel would continue to be important due to the impact that positive relationships have on student growth, learning and success. We look at continuing to reach this goal through professional development, student response model implementation, continued professional support from our counselling team, as well as school initiatives that are aimed at improving school culture by reducing peer conflict. Through professional development, staff will learn how to model and teach tolerance and understanding. Furthermore, teachers will look to build positive relationships during the student's 30 minute eating time in order to build community among and between the staff and students. This will help grow student empathy and understanding, which will help change the approach students have to conflict. Our counselling team, alongside our Faith Coach and our Wellness Champion, will be working collaboratively to come up with fun school-wide initiatives in order to harness positivity and peer-to-peer respect. These initiatives will include Kindness Week, and Secret Faith Mission to provide random support for students and staff that might need some positivity.

Our second goal will focus on student and staff wellness. Due to all of the uncertainty and angst occurring in our society, as of late, it is imperative that we help to build wellness strategies amongst our staff so that they are feeling as supported and prepared as possible. Our social committee and our Wellness Champion will be working collaboratively to create opportunities for staff to come together in community, as well as find healthy and mindful ways to handle stress in their lives. This will include staff gatherings, wellness walk club, and a circulating bag of wellness tips for teachers to explore and implement. For our students, they will be taking part in a school wide activity, known as Wellness Wednesdays, which will incorporate techniques that focus on healthy spiritual, physical, emotional and mental wellness. The students will be taking part in the activities, which will help build their personal toolkit in which they can access and use as they need.



## St. Joseph High School School Improvement Plan Highlights

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

<b>School Goals:</b>
<ul style="list-style-type: none"><li>• We will enrich our Catholicity by focusing on two chosen characteristics of Catholic Identity; Hospitality and Justice.</li><li>• Support staff in their journey and capacity to permeate our Catholic Faith into the lives of students and their teaching.</li></ul>

**Comment on School Goals (November):**

Permeation of Faith, Hospitality and Justice will be the focus of our faith goals this year.

COVID has impacted the influence Faith and Church have in our daily lives. Staff and students have shared that they are anxious about attending Church. With a focus on Hospitality, the school will develop ways to bring the community of Church to the school and school community. As we examine our Social Justice in our school community, work will be targeted around the tie between Catholic Social Justice and our annual School Graduation Project.

Another area of focus will be developing our school motto. Rooted in our Catholic Faith, staff and students will develop our school model rooted in our faith and what we stand for.

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

<b>School Goals:</b>
<ul style="list-style-type: none"><li>• Support teachers in utilizing data to create learning environments and practices to meet the needs of all learners.</li><li>• Understanding and effectively utilizing formative assessment strategies to support all learners.</li></ul>

**Comment on School Goals (November):**

Students have returned after a six month absence from school routines and expectations, resulting in a discontinuity in their learning. Teachers are responding to students' current knowledge by creating plans to ensure success on their current high leverage outcomes. Instructional strategies employed are continuing our focus on checking for understanding, "do nows" and beginning work on vertical alignment of high leverage outcomes

**Outcome 2: First Nations, Métis, and Inuit students in Alberta are successful.**

<b>School Goals:</b>
<ul style="list-style-type: none"><li>• Enhance our connection with the Indigenous Community and continue to build student and staff capacity in further appreciating the First Nations, Metis and Inuit perspective.</li></ul>

**Comment on School Goals (November):**

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 Teaching Quality Standard (TQS) by accessing the expertise of our division First Nations, Métis and Inuit team.

**Outcome 3: Alberta has excellent teachers, school leaders, and school authority leaders.**

<b>School Goals:</b>
<ul style="list-style-type: none"><li>• Enhance instructional leadership practices by focusing on "Leading Learning."</li></ul>

**Comment on School Goals (November):**

Leading teacher learning and development continues to be a significant factor within our instructional leadership journey. To move a school forward, administrators and teachers must participate in professional learning together in team, walking alongside the journey together. To support this, subject team and administrator collaboration will continue to be a focus for school-based professional development. Two areas of focus for this time are maintaining the high-leverage practices implemented last year and continuing to explore additional high-leverage outcomes to further meet the diverse needs of our learners.

**Outcome 4: Alberta's education system is well governed and managed.**

<b>School Goals:</b>
<ul style="list-style-type: none"><li>• Create opportunities for students and staff to engage in wellness activities and learning.</li></ul>

**Comment on School Goals (November):**

September has brought students back to school and ready to learn. We are noticing that our staff and students have increased anxiety which is transferring into a compromised state around their mental and physical wellness. For students to be successful in their learning, students need to be mentally prepared to engage. As teachers and support staff are on the front lines and often the first point of contact, teachers need to be equipped and well to support students. To achieve this, the focus this year will be on supporting staff with wellness opportunities, providing voice and choice around professional development, and opportunities for personal connections.

## St. Marguerite Bourgeoys Catholic School

### School Improvement Plan Highlights

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

<b>School Goals:</b>
<ul style="list-style-type: none"><li>• Enrich our school Catholicity by focussing on the two chosen characteristics of Catholic Identity (2020 - 2021 Hospitality and Justice)</li><li>• Lessons are intentionally permeated to teach students how to develop an awareness that they were brought into existence by a loving God who deeply cares for them.</li></ul>



**Comment on School Goals (November):**

One of our overarching three school goals is: Using faith permeation to help staff, students, and parents achieve spiritual wellness in order to improve their overall mental well-being. We see an opportunity for faith permeation and counselling to work cohesively to create a shared language in our dialogue with students, staff, and parents. Our school has shown significant growth in the area of intentional faith permeation, as is seen by 99% of our students believing that the Catholic faith teaches them a good way to live. With this success, we want to focus our mental wellness efforts on ensuring that students believe that God created them to be unconditionally loved and they are made perfect in the image and likeness of God. We see our curricular objectives and faith being interwoven successfully already, and to continue this success, administration in-team with the school counsellors have created a plan for our counselling program at St. Marguerite to be more faith filled. We have already made a scope and sequence from Pre-Kindergarten to Grade 9 and have included faith permeation in the delivery of our universal counselling supports. The next steps are to create a shared language and culture that uses the fact that God created us to love us unconditionally in conversations that help students, staff, and parents through challenging times in order for them to achieve spiritual wellness.

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

<b>School Goals:</b>
<ul style="list-style-type: none"><li>• Create and maintain optimal student learning experiences</li><li>• Utilize timely, targeted, and flexible formative and summative assessment to enhance student learning</li></ul>



**Comment on School Goals (November):**

One of our overarching three school goals is: Using data to inform collaboration, which in turn, will inform our Response to Intervention sessions. In order to improve our Program of Studies result to 90% on the Assurance Framework, we have made structural changes to our Literacy, Inclusion, Faith, and Technology model to allow more teachers to experience being a co-teacher in another grade. These teams have one block per week to collaborate, using data collected in the classroom to inform their three co-teaching lessons per week, as well as their one Response to Intervention session. The Response to Intervention sessions are small group remediation or enrichment lessons, where teachers assess the level of students before, and during these sessions to keep track of

student improvement on curricular objectives. Furthermore, this data is inputted weekly into our school's Response to Intervention tracking sheet. We believe that making smaller co-teaching teams and using more data to inform collaborative practices and instruction will improve our ability to present the Program of Studies to students and enhance learning experiences.

## **Outcome 2: First Nations, Métis, and Inuit students in Alberta are successful.**

<b>School Goals:</b>
<ul style="list-style-type: none"> <li>• Initiate programs designed to support Indigenous ways of knowing that include cultural perspectives, student connection, Indigenous community connection and building capacity in schools.</li> </ul>

### **Comment on School Goals (November):**

Over the past three years, our school's culture of embracing Indigenous ways of knowing has flourished. Appointing a passionate First Nations, Metis, and Inuit lead teacher with strong knowledge of treaties, protocols for elders, and The Teaching Quality Standard, has helped build cultural capacity in our schools. We notice more teachers each year use sharing circles, the medicine wheel, consensus decision making, and other Indigenous teaching strategies in their classrooms as normal and consistent practice. Unfortunately, two school years ago we had a small data set for Provincial Achievement Tests as only 3 students who self identified as First Nations, Metis or Inuit wrote the exams and we did not have strong results. We will not have the opportunity to increase this score again this year, but look forward to our 7 self identified students writing this exam in the 2021-2022 school year. Consequently, we plan to continue ensuring that 100% of our students get an opportunity to receive targeted classroom programming from the First Nations, Metis, and Inuit lead teachers in our division or in our school. Last year, we became a Gord Downie & Chanie Wenjack Legacy School, and we plan to continue our role in the Reconciliation process.

## **Outcome 3: Alberta has excellent teachers, school leaders, and school authority leaders.**

<b>School Goals:</b>
<ul style="list-style-type: none"> <li>• Widen staff involvement in leading professional development to improve the pillar of leading learning.</li> </ul>

### **Comment on School Goals (November):**

One of our overarching three school goals is: Using success criteria in lessons, to ensure students are understanding the outcome throughout each and every lesson (through the use of learning progressions). We chose learning progressions as our vehicle to increase excellence at our school as well as to ensure all students have access points to learning the material at their own level. Last year, through the Literacy, Inclusion, Faith and Technology 3.0 professional development model, we made great strides by having each teacher create at least two learning progressions and sharing them with small teacher groups. This professional development was administration centred in order to ensure fidelity in classrooms. However, with Covid 19, we have put a pause on this endeavour until we feel staff are again ready to push forward. When staff is ready, our vision is that professional development will be increasingly led by a variety of teachers with our three overarching goals in mind in order to build instructional leadership capacity in our school. Therefore, administration wants to set the direction, and then facilitate staff learning by leading and learning alongside the teachers instead of in front of

them.

**Outcome 4: Alberta's education system is well governed and managed.**

<b>School Goals:</b>
<ul style="list-style-type: none"><li>• Create opportunities for stakeholders to provide input and collaborate into how well the school is governed and managed.</li><li>• Develop an understanding of mental wellness through a Catholic lens and create the capacity to respond to identified needs using the 8 Characteristics of Catholic Identity.</li></ul>

**Comment on School Goals (November):**

Our parental involvement score dropping more than 7% from the 2018-2019 school year has encouraged us to put a more personal touch on the ways we are inviting parents to give input on school decisions. In order to receive more feedback from our parents on our Annual Education Results Report, administration will make personal phone calls to the parents or guardians of each grade 4 and 7 student in our school. We will be seeking feedback as well as providing them with the knowledge of various opportunities for them to be involved with the school. We believe that the personal calls will be a way to reinvigorate the relationship between administration and parents. On another note, we see our Catholic faith as a vital way for us to continue to have strong scores in our Safe and Caring Schools result. With the global pandemic causing more mental health issues, we feel that counselling with a faith filled lens is the best way for us to use our Catholic identity to support staff, students, and parents with their spiritual and mental wellness.

## St. Martin de Porres School

### School Improvement Plan Highlights

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

<b>School Goals:</b>
<ul style="list-style-type: none"><li>• Our school community will support a deeper understanding of Justice and Hospitality.</li><li>• Develop capacity to permeate lessons through a lens of faith with the support of the Eight Characteristics of Catholic Identity.</li></ul>



**Comment on School Goals (November):**

Justice and Hospitality are two of the Eight Catholic 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 Justice and Hospitality amongst staff, students and the greater school community. Through these characteristics, we have developed a social justice plan that involves all students. The high results on our Schollie survey is a testament to the strong focus on growing our faith in our school. In this survey, 100% of stakeholders believe the Catholic faith provides a framework for life and learning. In addition, 100% of stakeholders believe the Catholic Faith is permeated into our curriculum enabling our students to develop a deeper relationship with God. Our Faith Coach ensures that all teachers have the opportunity to plan and share how they permeate their lessons on a daily basis.

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

<b>School Goals:</b>
<ul style="list-style-type: none"><li>• Create and maintain optimal student learning experiences by utilizing high leverage teaching strategies to enhance student learning in literacy.</li></ul>



**Comment on School Goals (November):**

As we look to meet the needs of all learners, particularly in the literacy classroom, we are increasing the use of comprehensive strategies, through formative tasks and assessments to inform teaching. This year, Reciprocal Teaching will be implemented to disseminate comprehension strategies for the whole class as well as for small groups and individual readers in English Language Arts through authentic tasks. As well, Words Their Way program will be implemented in Grade 2 to increase phonemic awareness skills. The same program will be explored in grades 3 and 5 to identify learning gaps and provide a response to intervention. These high leverage programs will be used to guide instruction to meet the individual needs of learners and as a result increase literacy proficiency among students.

**Outcome 2: First Nations, Métis, and Inuit students in Alberta are successful.**

<b>School Goals:</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>

**Comment on School Goals (November):**

In continued collaboration with our Division First Nations, Métis, Inuit Support Team, we are working to provide authentic learning opportunities for our students to experience first hand the First Nations, Métis, Inuit culture. Our goal is to infuse a deeper understanding of Indigenous culture through many opportunities such as Orange Shirt Day, the planning of our Global Indigenous read aloud entitled, "Stolen Words" as well as a review of the Traditional Talking Circle with our Division First Nations, Métis, Inuit Support Team. Model lessons were led by the Division First Nations, Métis, Inuit Support Team to meet the individual needs of the teachers in our school so we could continue to move forward with this important tradition.

**Outcome 3: Alberta has excellent teachers, school leaders, and school authority leaders.**

<b>School Goals:</b>
<ul style="list-style-type: none"><li>• Identify, develop and infuse diverse fine arts experiences that engage students and staff in authentic, unique learning opportunities.</li></ul>

**Comment on School Goals (November):**

The fine arts continue to be alive and well at St. Martins. Due to multiple sources of feedback from students, staff and parents the fine arts opportunities offered to students should continue to be varied and unique. According to Accountability results, 98.7% of respondents were happy with the broad offerings of the Program of Studies, that included fine arts. Even though this is an area of strength we want to search out a variety of ways to continue to offer diverse fine arts experiences to our students during the Pandemic. One such way administration is exploring other experiences is to continue to explore online connections with fine arts programs within our city and beyond, such as possible collaborative partnerships with Ecole Notre Dame High School, St. Joseph's High School, Sheridan College and Capilano University.

**Outcome 4: Alberta's education system is well governed and managed.**

<b>School Goals:</b>
<ul style="list-style-type: none"><li>• Implement programming and a cultural shift that meets the complex emotional and academic needs of our students.</li></ul>

**Comment on School Goals (November):**

Research and professional development has been pivotal in putting initial structures in place to support staff in addressing student needs through a shared understanding of children and the effects of trauma on their learning needs. Through the implementation of this school-wide focus, students will receive universal and targeted

proactive support through a variety of activities including Mindset Monday lessons and soft starts. Based on survey data 97.7% of stakeholders indicate that we are a safe and caring school. This is an increase of 2% from the previous year. By implementing a strong self-regulation process that focuses on strengthening relationships, we will continue to build an environment where students feel safe.

Based on stakeholder feedback, we are happy to report that the data indicated a marked growth in our school improvement. 90.2% of parents in the previous year agreed there was improvement; however, this past spring we saw an increase to 97.1% of parents were satisfied with continuous school improvement. This is an increase of 6.9 %.

Additionally, parents reported that student and parent anxieties were eased this August, 2020, by knowing who their teacher was prior to the first day of school and in receiving a welcome video from the teacher including a guided walk to the classroom. To continue the conversation and the growth in this area, we will continue to solicit information at our monthly School Council meetings so we can receive continual feedback and input from our parents to improve our school.



## St. Matthew Catholic School School Improvement Plan Highlights

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

<b>School Goals:</b>
<ul style="list-style-type: none"><li>• Our staff will create a deeper understanding of the Catholic characteristic of Hospitality.</li></ul>



**Comment on School Goals (November):**

We as a school community have chosen to focus on Catholic characteristic of Hospitality. Due to the increased safety protocols in place to ensure our safe re-entry to schools this year, the parents, students, and staff have expressed many fears and concerns. By choosing Hospitality as a focus we are able to address these fears and concerns by ensuring everyone feels safe and welcome to our school and our community. We are able to also provide many faith opportunities for our school within the safety regulations of AHS which highlight our Catholic Hospitality.

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

<b>School Goals:</b>
<ul style="list-style-type: none"><li>• Teachers will know, understand, and respond to their learners to address our identified student learning gaps.</li></ul>



**Comment on School Goals (November):**

Due to the nature of the final months of learning in the 2019/2020 school year, we will focus on staff knowing their learners and discovering where they are at in their learning. The staff will also understand and respond to the learners, to ensure instruction can address any learning gaps for our students. Our school will continue to focus on knowing our learners and delivering our curriculum to our students with improved instruction and specific assessment practices.

**Outcome 2: First Nations, Métis, and Inuit students in Alberta are successful.**

<b>School Goals:</b>
<ul style="list-style-type: none"><li>• Staff will develop a deeper understanding of our rich Indigenous culture.</li></ul>



**Comment on School Goals (November):**

We would like to improve our students' achievement. Our staff will focus on knowing and understanding their learners to ensure the instruction will address the students learning needs. As the Teaching Quality Standard indicates, we intend to support student achievement by engaging in collaborative, whole school approaches to capacity building in First Nations, Métis, and Inuit education.

**Outcome 3: Alberta has excellent teachers, school leaders, and school authority leaders.**

<b>School Goals:</b>
<ul style="list-style-type: none"><li>• We will focus on the mental health of our staff and students using our instructional walk through process/plan.</li></ul>

**Comment on School Goals (November):**

Our walkthroughs will be our vehicle to address both our staff and students' mental health. After returning to face to face learning after seven months, it is important that the staff and students feel supported. Our school year will look very different for staff and students navigating the changes due to the pandemic, therefore a focus for this school year will be the mental wellness of both our students and staff at the school. The staff has created individual goals related to hospitality and focus on student mental wellness for this school year.

**Outcome 4: Alberta's education system is well governed and managed.**

<b>School Goals:</b>
<ul style="list-style-type: none"><li>• Create opportunities for stakeholders to provide input and collaborate in the decision making of our community.</li></ul>

**Comment on School Goals (November):**

We have chosen this as our focus this year because our parents and guests have limited access to the school. We will seek to create opportunities for the parents and community to be a part of our school events and celebrations. We will create opportunities for staff and parents to provide feedback for different decisions regarding school decisions.

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

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

<b>School Goals:</b>
<ul style="list-style-type: none"><li>• Enrich our school's Catholicity by focusing on the characteristics Hospitality and Justice of Catholic identity.</li><li>• Staff will authentically permeate their lessons, in process, product, or content, through a lens of faith, focusing on the two chosen characteristics of Catholic identity. (2020-2021 - Hospitality and Justice).</li></ul>



**Comment on School Goals (November):**

At St. Patrick's Community School, we are focusing on Justice and Hospitality within the Eight Characteristics of Catholic Identity. Our goal is to develop awareness and deepen the understanding of both these characteristics with students, staff and parents. At every Professional Development Day, our staff is being provided with faith permeation strategies that are 'Monday morning ready'. As staff roll out strategies including, 'Praying in Color', the 'Inukshuk Insights', and 'Pumpkin Attitudes of Gratitude', both staff and students are embracing the characteristic of Hospitality by learning how all are welcome and all belong in our school community. Using the lens of Justice, our school will link student learning and develop a deeper understanding of how to be citizens who contribute for the common good of society using a faith-based approach.

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

<b>School Goals:</b>
<ul style="list-style-type: none"><li>• Ensure all teachers know, understand, and respond to curriculum in order to support student success through high yielding teaching strategies.</li></ul>



**Comment on School Goals (November):**

As we continue to closely examine the optimal learning experiences that teachers create, implement and refine; all staff, in collaboration and support from the St. Patrick's Professional Development Committee and Administration, will deepen their understanding using a variety of differentiated instructional and assessment strategies. This will enhance learning progressions and the overall achievement for students. Teachers will know, understand and respond, using access points (Moore), to support student learning and achievement. To encourage reflective practice, grade level teams will work collaboratively, using the Professional Learning Communities (PLC) model, to identify a goal and target requiring professional learning support. By implementing a Learning Sprint (Breakspear), teachers will continue to deepen their knowledge and skill set, ultimately improving student learning and achievement.

## **Outcome 2: First Nations, Métis, and Inuit students in Alberta are successful.**

<b>School Goals:</b>
<ul style="list-style-type: none"><li>• St. Patrick's teachers will deepen their understanding and increase their capacity to enhance student learning and achievement in core subject areas with the support of the First Nations, Métis and Inuit Division Support Team and Community Stakeholders within the Indigenous community of Red Deer.</li></ul>

### **Comment on School Goals (November):**

The Division's First Nations, Métis and Inuit Support Team, along with community stakeholders, remain a great resource who support our staff in deepening their understanding of many cultural aspects of our Indigenous community. Staff and students will be learning alongside each other through the Talking Circles, storytelling and Reconciliation activities. Moving forward, an important focus will continue to ensure that our Indigenous student population's spiritual, social/emotional, academic, and physical needs are being met in order to minimize gaps that may exist in teaching the whole child while focusing on tiered supports of intervention.

## **Outcome 3: Alberta has excellent teachers, school leaders, and school authority leaders.**

<b>School Goals:</b>
<ul style="list-style-type: none"><li>• Enhance instructional leadership practices through the implementation of the Four Pillars of Instructional Leadership, focusing primarily on Collaborative Leadership and Instructional Walkthroughs.</li></ul>

### **Comment on School Goals (November):**

St. Patrick's Community School values the importance of data to know, understand, and respond to student learning. Teachers continue to build strong, constructive relationships with students to promote deep, effective learning and achievement within the classroom. By focusing on differentiated instruction, promising practices in assessment, data analysis, timely and targeted professional development and research based models, St. Patrick's is ready to respond to the needs of our students. Schollie Survey results indicate that teachers were unsatisfied with past professional development events specific to assisting them in improving their instructional practice. Data indicating that teachers lacking time to collaborate with teacher colleagues on student learning is another concern. As such, a Professional Development Committee is in place to bring forward the voice of all staff. This team will ensure that the professional learning needs are considered carefully in the development of the St. Patrick's Professional Development Plan. Moving forward, an area of focus will be continuing to educate staff on the importance of foundational, instructional, and leadership practices that directly improve student learning.

## **Outcome 4: Alberta's education system is well governed and managed.**

<b>School Goals:</b>
<ul style="list-style-type: none"><li>• St. Patrick's school staff will know, understand and respond to students' individual learning and achievement through authentic, developmentally appropriate programming, and mental health supports.</li><li>• Create opportunities for parents, students and staff to learn about and engage in meaningful learning opportunities.</li></ul>

**Comment on School Goals (November):**

As a result of the impact of the COVID 19 Pandemic, a Division and school wide focus will remain centred around the mental wellness of our students, staff and families. It is imperative that positive mental health remain as one of our cornerstones at St. Patrick's in order to support our stakeholders within our community. Building positive relationships through the lens of our Catholic faith, counselling presentations and support, Wellness Champions activities, accessing our MS2 team, outside agency support including the Central Alberta Refugee Effort (CARE) support, Catholic Social Services, Canadian Mental Health will contribute to the overall wellness of all our stakeholders. It will cover all aspects including spiritually, academically, socially, emotionally, psychologically and physically. Ensuring that staff know, understand and respond to the individual learning needs of our students, by identifying the learner's access points, building on their current level of understanding and using incremental learning progressions will ensure a systematic approach to learning and achievement. A second cornerstone that requires improvement in our school community is ensuring that opportunities are created for relevant stakeholders to provide input and be able to collaborate into how well the school and school division is being governed. Ensuring that St. Patrick's provides a parent voice, through the renewal of the School Council, is a top priority. In the current COVID Pandemic climate, St. Patrick's will be creating innovative ways to ensure that parents are informed of the renewal of School Council with ongoing opportunities for them to provide input, feedback and have future opportunities to volunteer after the Pandemic subsides.

## St. Teresa of Avila School

### School Improvement Plan Highlights

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

<b>School Goals:</b>
<ul style="list-style-type: none"><li>• Develop a deeper understanding of Hospitality and Justice within our school community.</li><li>• Build confidence and understanding for all teachers in order for them to create and implement intentional permeation in their lessons using the characteristics Hospitality and Justice.</li></ul>



**Comment on School Goals (November):**

Hospitality and Justice are two of the Eight Characteristics of Catholic Identity that our school division and school will focus on during this school year. Our goal is to develop a deeper understanding and awareness of Hospitality and Justice amongst our staff, students and parent community. Our "Trust in the Lord with all Your Heart" positive phone call home student referral form will provide us with a tool to draw attention to how our students are modeling these characteristics within our school community. Our school social justice plan will also demonstrate the work our staff and students are doing in the area of justice as they continue to develop their understanding of this characteristic. Intentional permeation was one of our school goals last year and as we developed awareness and completed initial training last year, we will continue to build on this learning throughout the current school year. 96% of stakeholders believe the Catholic faith provides a framework for life and learning. In addition, 98% of stakeholders believe the Catholic Faith is permeated into our curriculum enabling our students to develop a deeper relationship with God.

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

<b>School Goals:</b>
<ul style="list-style-type: none"><li>• Create differentiated learning opportunities that align with learning outcomes to meet individual student needs.</li><li>• Utilize timely, targeted, and flexible formative and summative assessment to enhance student learning</li></ul>



**Comment on School Goals (November):**

In order to ensure that we have an in depth understanding of our students in regards to their individual learning progressions within their language arts and numeracy learning outcomes, the development and use of Learning Maps will provide teachers with the opportunity to examine the essential learning outcome, success criteria, activities and assessments for each progression of their grade-level learning outcome. Due to the Covid-19 pandemic and the emergency response teaching that took place from March to June 2020, which has caused some disruptions in student learning, teachers need to ensure that they know where each learner is in their grade-level learning progression. Teachers also need to ensure that a plan of action to meet the individual needs of all students is in place. We have seen an increase in our Schollie Survey data in regards to the number of teachers who feel that the school professional development sessions are assisting them in improving their instructional

practices. This percentage went from 60% to 86% last year. 72% of teachers indicated on our school survey that they believe that the use of Learning Maps is an effective way to enhance student learning. Teachers see value in the professional development they are receiving in terms of meeting the needs of their diverse learners.

## **Outcome 2: First Nations, Métis, and Inuit students in Alberta are successful.**

<b>School Goals:</b>
<ul style="list-style-type: none"> <li>• Understand Indigenous ways of knowing that include cultural perspectives, student connection and building capacity within St. Teresa of Avila School.</li> </ul>

### **Comment on School Goals (November):**

St. Teresa of Avila school will continue to ensure that teachers are ready to meet the First Nations, Métis, and Inuit competency as stated in the new Teaching Quality Standard Document. Working in team with our Division First Nations, Métis, and Inuit Support Team, we will continue to develop our teacher's understanding and appreciation of Indigenous cultural perspectives. We plan on using the Support Team to assist us with implementing and utilizing restorative practices as we go deeper into our reconciliation journey. By building teacher capacity in this area, we believe that our teachers will further understand their responsibility to permeate Indigenous culture into their teaching practices. Incorporating the restorative justice model within our school community is an important next step for our school community as it aligns with our school goals of mindfulness and trauma informed practices. 64% of our teachers have indicated that they are at a level 3 out of 5 in regards to their competency level with their foundational knowledge about First Nations, Métis and Inuit cultures. This indicates a need for continued learning and support with this competency.

## **Outcome 3: Alberta has excellent teachers, school leaders, and school authority leaders.**

<b>School Goals:</b>
<ul style="list-style-type: none"> <li>• Enhance instructional leadership practices through the implementation of the Four Pillars of Instructional Leadership</li> </ul>

### **Comment on School Goals (November):**

Enhancing instructional leadership practices through daily instructional walkthroughs will be an area of focus for our administration team. We will complete 3 walkthroughs per day and following the walkthrough the teacher and administrator dialogue will focus on an area of focus or action. Our administration team is also focussing on the Instructional Leadership Pillar Leading Learning. We are actively involved in our weekly Professional Learning Communities and are assisting teachers in the Learning Map sprint process as well as leading our Trauma Informed Care professional learning sessions. Feedback on our staff survey indicated that administrative walkthroughs and professional dialogue have been helpful to their professional growth.

**Outcome 4: Alberta's education system is well governed and managed.**

<b>School Goals:</b>
<ul style="list-style-type: none"><li>• Meet the complex social, emotional and academic needs of our students through the use of mindfulness, mental health and wellness practices.</li><li>• Develop trauma-awareness for staff as they learn about different sources of trauma, different outward expressions of trauma, responding well to those expressions, and about taking good care of themselves to minimize their own experiences of trauma.</li></ul>

**Comment on School Goals (November):**

Mindfulness continues to be an area of focus at St. Teresa. This year every teacher has implemented a mandatory daily 10 minute mindful practice into their day. Research shows that this daily 10 minute practice can have a significant impact on brain development of young children. Due to Covid restrictions, we have had to modify our Mindfulness Teacher Leadership Team as well as our Mindful Kids Club Student Leadership Team. Rather than going into the classrooms our Mindful Teacher Leaders are delivering professional development sessions each month and are sharing a bank of mindful lessons and ideas for all teachers. Our Mindful Student Leaders are sharing a weekly mindful focus on our weekly news. Our staff have indicated on our school survey that the mindfulness focus continues to make a difference in the regulation of their students. This year our school was given the opportunity to be a pilot school with the City of Red Deer's Better Together Trauma Informed Care project. Our staff have completed level one training and our staff survey results indicate that staff find this training valuable and they see how it will make a difference for the students at St. Teresa.



## St. Thomas Aquinas Middle School

### School Improvement Plan Highlights

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

<b>School Goals:</b>
<ul style="list-style-type: none"><li>• Develop an understanding among staff and students of Justice and Hospitality through focused professional development, direct teaching and social justice initiatives.</li><li>• Enhance the capacity of teachers to permeate their lessons and daily routines with their Catholic Faith through the use of content and process based learning activities.</li></ul>



**Comment on School Goals (November):**

Our overarching goal continues to be to ensure that our curricular delivery is fully infused with our Catholic Faith. Our first goal is to increase the understanding of Hospitality and Justice with our staff and students. As a result of growing our understanding and comfort level of these two Characteristics of Catholic Identity, teachers and administrators, along with the assistance of the school's Faith Coach, will provide authentic opportunities to put their learning into action through various classroom lessons and multiple school based events/activities. As we continue to work on permeation, we have worked alongside our Faith Coach to plan professional development for our teachers that includes time to collaborate and share best practices. After evaluating our progress from last year with regards to this goal, our team is pleased that the Schollie survey results indicate our efforts for improving permeation have yielded a 10% increase from our previous year related to permeation on the student Schollie Survey. While we have experienced growth, our team has decided to continue to expand our focus on permeation into the 2020/21 school year in an effort to continue this positive growth.

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

<b>School Goals:</b>
<ul style="list-style-type: none"><li>• Create and maintain student success by utilizing tools to identify and enhance optimal learning opportunities.</li></ul>



**Comment on School Goals (November):**

Due in part to the realities of the interrupted school year and the absence of Provincial Achievement Test data we have identified that there is the potential for significant learning gaps for students. As we look to meet the needs of all learners and identify each student's measure of success a strong focus has been placed on identifying individual student learning progressions. This process involves a collaborative approach to identifying class profiles, tiering student needs and supports as well as utilizing transition meetings regarding best practices and effective strategies previously used to meet the needs of students. In conjunction with teacher data identification, school-based ILT, counsellors, FSEC, EAs as well as our Division MS2 Team have helped to support identified student gaps and needs. In order to ensure that there are limited learning gaps in content and skills, due to the transient reality of this school year, grade teams have aligned their planning and Google Classroom platforms to the new Division Curriculum Expectations and timelines. Aligning instruction enables our teachers to be adaptive

and flexible to the needs of the students both in the classroom and at home (AHL). Staff wellness has also been targeted throughout the school year in an effort to continue to empower teachers to deliver effective instruction and to create optimal learning experiences for their students.

**Outcome 2: First Nations, Métis, and Inuit students in Alberta are successful.**

<b>School Goals:</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>

**Comment on School Goals (November):**

Our school goal is rooted in honouring traditional teachings and exposing students to multiple learning opportunities and resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis and Inuit culture and history. By offering support from the First Nations, Métis and Inuit team as well as invited community members, staff will continue to build capacity by engaging in authentic learning opportunities that will in turn provide students with unique learning experiences tied to Indigenous culture. Our data indicates that 92% of our community feel that our school is safe and caring. Exploring this number further shows that 78% of students feel other “students treat them well”. Our student recognition strategy reinforces students' feeling of connectedness. This plan centers on students being commended weekly, monthly, and yearly for their individual displays of the Circle of Courage Pillars. Students are recognized for demonstrating acts of Generosity, Independence, Mastery, and Belonging thus strengthening connection and community.

**Outcome 3: Alberta has excellent teachers, school leaders, and school authority leaders.**

<b>School Goals:</b>
<ul style="list-style-type: none"> <li>• Teachers and Administrators will engage in reflective practice based on the Teacher Quality Standard and Leadership Quality Standard to improve personal professional practice, develop an instructional focus, and enhance student learning.</li> <li>• Create opportunities to ensure that every student and staff member experiences individual expressions of gratitude, connection and care via a full school focus on being a safe, caring and welcoming community.</li> </ul>

**Comment on School Goals (November):**

Our teaching staff is engaged in professional work specifically targeted on creating instructional learning goals. This process involves collecting data (video, peer feedback), reflection on current practice, identifying an instructional goal and purposeful implementation of strategies based on research to ultimately become an ongoing part of their professional practice. As a central part of our professional development, this focus area is centred on demonstrating a professional body of knowledge through the Teaching Quality Standard. This process will provide our team an opportunity to improve classroom instruction while also permitting staff the professional autonomy to target key learning goals for their individual classrooms. As indicated on our ACOL survey results, over 90% of students, parents, and teachers are satisfied with the quality of teaching at our school. This data demonstrates a significant strength of our instructional practices. The goal established will work to ensure that with the implementation of the new standards, this high level of teaching quality will be maintained and potentially

improved upon.

**Outcome 4: Alberta's education system is well governed and managed.**

<b>School Goals:</b>
<ul style="list-style-type: none"><li>• Create opportunities for stakeholders to engage in meaningful collaborative opportunities and to provide input on school governance and management.</li></ul>

**Comment on School Goals (November):**

Engaging our stakeholders, especially our parent community in meaningful opportunities for collaboration remains a priority at St Thomas. Results from the Accountability Pillar indicated that only 71.4% of parents felt they had input into decisions being made at the school. This result is trending downward and has been identified as a vital focus area for improvement. With purposeful strategies put in place, such as a weekly communication tool (SMORE) as well as a pre-school council survey and invitation resulted in encouraging data. Specifically, our SMORE has resulted in an average of 600 views a week with many of those utilizing our website and social media platforms. Regular principal messages will be distributed to parents and students on an ongoing basis as COVID-19 protocols continue to require significant changes to school operational procedures. Decisions made relative to these procedures will continue to be based on student, parent and teacher feedback. We will continue to encourage parents to complete feedback surveys via proactive communication and student contests. Additionally, staff feedback and engagement remains a priority. To connect staff and keep them informed on a regular basis it has been pivotal to provide daily and weekly question and answer information, in relation to COVID protocols and operational questions. In addition, numerous scheduled weekly and monthly meetings have been scheduled and are occurring with key school-based teams which have been met with positive feedback.

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

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

<b>School Goals:</b>
<ul style="list-style-type: none"><li>• Enrich our school's Catholicity by focusing on the characteristics hospitality and justice of Catholic identity.</li><li>• Staff will authentically permeate their lessons, in process, product, or content, through a lens of faith, focusing on the two chosen characteristics of Catholic identity. (2020-2021 - Hospitality and Justice).</li></ul>



**Comment on School Goals (November):**

At St. Patrick's Community School, we are focusing on Justice and Hospitality within the Eight Characteristics of Catholic Identity. Our goal is to develop awareness and deepen the understanding of both these characteristics with students, staff and parents. At every Professional Development Day, our staff is being provided with faith permeation strategies that are 'Monday morning ready'. As staff roll out strategies including, 'Praying in Color', the 'Inukshuk Insights', and 'Pumpkin Attitudes of Gratitude', both staff and students are embracing the characteristic of Hospitality by learning how all are welcome and all belong in our school community. Using the lens of Justice, our school will link student learning and develop a deeper understanding on how to be citizens who contribute for the common good of society using a faith-based approach.

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

<b>School Goals:</b>
<ul style="list-style-type: none"><li>• Ensure all teachers are capable of creating optimal student learning experiences by knowing, understanding and responding to all students.</li></ul>



**Comment on School Goals (November):**

As we continue to closely examine the optimal learning experiences that teachers create, implement and refine; all staff, in collaboration and support from the St. Patrick's Professional Development Committee and Administration, will deepen their understanding using a variety of differentiated instructional and assessment strategies, thus, will enhance learning progressions and the overall achievement for students. Teachers will know, understand and respond, using access points (Moore), to support student learning and achievement. To encourage reflective practice, grade level teams will work collaboratively, using the Professional Learning Communities (PLC) model, to identify a goal and target that requires professional learning support. By implementing a Learning Sprint (Breakspear), teachers will continue to deepen their knowledge and skill set, ultimately, improving student learning and achievement.

## **Outcome 2: First Nations, Métis, and Inuit students in Alberta are successful.**

<b>School Goals:</b>
<ul style="list-style-type: none"><li>• St. Patrick's teachers will deepen their understanding and increase their capacity to enhance student learning and achievement in core subject areas with the support of the First Nations, Métis and Inuit Division Support Team and Community Stakeholders within the Indigenous community of Red Deer.</li></ul>

### **Comment on School Goals (November):**

The Division's First Nations, Métis and Inuit Support Team, along with community stakeholders, remain a great resource who support our staff in deepening their understanding of many cultural aspects of our Indigenous community. Staff and students will learn alongside each other through the Talking Circles, storytelling and Reconciliation activities. Moving forward, an important focus will remain on how to ensure that our Indigenous student population's spiritual, social/emotional, academic and physical needs are being met in order to minimize gaps that may exist in teaching the whole child while focusing on tiered supports of intervention.

## **Outcome 3: Alberta has excellent teachers, school leaders, and school authority leaders.**

<b>School Goals:</b>
<ul style="list-style-type: none"><li>• Enhance instructional leadership practices through the implementation of the Four Pillars of Instructional Leadership, focusing primarily on Setting Direction and Instructional Walkthroughs.</li></ul>

### **Comment on School Goals (November):**

St. Patrick's Community School values the importance of data to know, understand, and respond to student learning. Teachers continue to build strong, effective relationships with students to promote deep, effective learning and achievement within the classroom. By focusing on differentiated instruction, assessment promising practices, data analysis, timely and targeted professional development and research based models, St. Patrick's is ready to respond to the needs of our students. Schollie Survey results indicate that teachers were unsatisfied with past professional development events specific to assisting them in improving their instructional practice. Data indicating that teachers lacking time to collaborate with teacher colleagues on student learning is another concern. As such, a Professional Development Committee is in place to bring forward the voice of all staff. This team will ensure that the professional learning needs are considered carefully in the development of the St. Patrick's Professional Development Plan. Moving forward, an area of focus will be continuing to educate staff on the importance of foundational instructional and leadership practices that directly improve student learning.

## **Outcome 4: Alberta's education system is well governed and managed.**

<b>School Goals:</b>
<ul style="list-style-type: none"><li>• St. Patrick's school staff will know, understand and respond to students' individual learning and achievement through authentic, developmentally appropriate programming and mental health supports.</li><li>• Create opportunities for parents, students and staff to learn about and engage in meaningful learning opportunities.</li></ul>

**Comment on School Goals (November):**

As a result of the impact of the COVID 19 Pandemic, a Division and school wide focus will remain centred around the mental wellness of our students, staff and families. It is imperative that positive mental health remains as one of our cornerstones at St. Patrick's in order to support our stakeholders within our community. Building positive relationships through the lens of our Catholic faith, counselling presentations and support, Wellness Champions activities, accessing our MS2 team, outside agency support including the Central Alberta Refugee Effort (CARE) support, Catholic Social Services, Canadian Mental Health will contribute to the overall wellness of all our stakeholders spiritually, academically, socially, emotionally, psychologically and physically. Ensuring that staff know, understand and respond to the individual learning needs of our students, by identifying the learner's access points, building on their current level of understanding and using incremental learning progressions will ensure a systematic approach to learning and achievement. A second cornerstone that requires improvement in our school community is ensuring that opportunities are created for relevant stakeholders to provide input and be able to collaborate into how well the school and school division is being governed. Ensuring that St. Patrick's provides a parent voice, through the renewal of the School Council, is a top priority. In the current COVID Pandemic climate, St. Patrick's will be creating innovative ways to ensure that parents are informed of the renewal of School Council with ongoing opportunities for them to provide input, feedback and have future opportunities to volunteer after the Pandemic subsides.