

DIVISION  
ACCOUNTABILITY  
REPORT

December 1, 2020-June 30, 2021



## **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.

### **Faith Development Team**

The Division Theme for the 2021-2022 school year was chosen. It is “Be Strong, Be Brave, Be Fearless. You Are Never Alone.” “Sois fort, sois courageux et n’aie pas peur. Dieu est toujours avec toi.” The image for the division poster was selected through an art contest. The winner selected was Nicole Adrian - a Grade 2 teacher at St. Gregory the Great Catholic School. With the success of the last few year’s theme having a specific song, we have commissioned Sarah Hart for a new theme song to be revealed in the fall.

The Faith Permeation Lead Teacher has been creating professional development webinars and sessions to support the Grade 1 and 2 implementation of the Fully Alive program, the new division theme, and our new faith goals for next year (the characteristics of community and tradition). These sessions will be made available on the Faith Landing Page.

The Rosary Celebration looked different this year. The division continued to honour the tradition of giving each grade 5 student a rosary. Each school received and distributed the rosaries to their students in their special way, recognizing them in their cohorted classes throughout January to May. Arrangements were also made to distribute the rosaries to the students who are at home learners.

### **Employee Wellness:**

The Associate Superintendent of Personnel and the Health & Wellness Coordinator completed a Staff Wellness Assurance Plan for the division. The focus of this plan is to educate and support all RDCRS staff on four dimensions of wellness. This plan has been embedded into our Division Assurance Plan for the next year. Next year schools will have an opportunity to have PD on the content within the Staff Wellness Assurance Plan.

On April 27 the Health & Wellness Coordinator presented the RDCRS Staff Wellness Assurance Plan during a CASS workplace Wellness webinar.

PD continued to be delivered virtually to a number of schools this half of the year. Emphasis continued to be self-care and stress and mental health.

Wellness Wednesday continued. These segments offered a variety of information for staff on how to support their health and wellness.

For the 2nd time this year we were able to offer schools, Montfort Center, Maintenance and Transportation seed money to help support staff wellness.

### **Comprehensive School Health:**

The pandemic has created challenges with supporting schools with comprehensive school health, but the Health & Wellness Coordinator continued to find ways to deliver sessions for students through Google Meet.

Our 2nd Wellness Champion meeting took place in March. We continued to share what they are doing for staff and student wellness. A Google Document 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.

The “Grow Kids” event took place on May 5th. This event combined the Go Girls and Grow Boys events into one big virtual event. The Health & Wellness Coordinator provided three sessions for the event.

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

Many of our schools took part in the virtual Mother’s Day Run event on May 8th. This event was presented by the Red Deer Primary Care Network and supports our local Mustard Seed Lunch Program. This event encouraged every student and staff from kindergarten to grade 12 to get out and walk or run 3km to 10km. The week leading up to the event coincided with Mental Health week. The Move Your Mood program and SPARC coalition provided a mental health theme for schools to deliver each day of that week.

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

Placing focus on building productive relationships with students and families had been a priority of our team. This process has been an opportunity to improve equity in our schools and help with our goal of re-engagement. By enhancing relationships, we are better able to improve equity. Cultural connections for targeted students and families in need builds cultural pride and relationship with students, translating to Indigenous students feeling more connected, increasing attendance and academic success. This relationship has also provided us with the opportunity to raise social capital about schooling and develop a productive partnership.

Our school division leaders engaged in meaningful dialogue and hear directly from the Indigenous students in our school communities through our Indigenous Students Voice Panel. Twelve students from across the division spoke to us about their educational learning environment, successes, and other considerations. Students shared practical ways to move forward in Indigenous Education, cultural connections and support with our school division leaders.

Nine of our students were recognized and received an Honourable Mention for the Honouring Spirit: Indigenous Student Awards through the Alberta School Boards Association. These students were nominated for showing a commitment to education and celebrating the way of their people. These students were celebrated alongside their families and staff here 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 developing 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, our division will move forward the foundational knowledge and understanding.

St. Joseph's High School was honoured to have a Métis Knowledge Keeper and artist working in their school in our division. This artist created a mural to incorporate Métis art focused on the teachings of the falcon, the mascot of St. Joseph's School. Delree Dumont worked towards building a culture of inclusion, forgiveness, and reconciliation through her artwork and the dialogue it promotes.

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 can participate in community initiatives to support the Indigenous people in Red Deer. We continue to work closely with the Remembering the Children Society, Red Deer Aboriginal Dance Troupe and Urban Aboriginal Voices. We offer assistance and help whenever needed to build relationships and show through our involvement that Red Deer Catholic Regional Schools is actively participating in reconciliation.

### **International Program**

Red Deer Catholic International (RDCI) is pleased to report that we have had a very good year during the stages and what has become the height of COVID-19 global and local challenges. 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 months. In addition to updating marketing materials, developing our registration platform and automated accounting system, we worked with the communications department to create this compelling [video](#).

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 who have study permits in place have been authorized by the Canadian government to enter and attend school at RDCRS. 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.

Despite the federal government imposing rules that required international students to have a study permit dated in March, this year we did attract registrations from 41 students who arrived to study at RDCRS this year and an additional 11 students who chose to take advantage of our new online offerings. We are pleased to report that the students who joined us came from a wide variety of countries including: Brazil, Japan, Philippines, Spain, Hong Kong, Mexico, Taiwan, Australia and Nigeria.

This year 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 six students that are involved in our initial program launch are on track to join us to study in-person in September 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. In addition to developing thriving partnerships, the Coordinator of International Education from one of our partner schools applied and has received a scholarship to join us in Red Deer for 5 months to learn about Alberta Education and share with us as well. We are very excited that he chose Red Deer Catholic as his destination! Only 6 scholarships were awarded to leaders in Taiwan.

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 registered 16 students for summer school online studies this July, from the countries amongst those listed above, we are also expecting new students from Germany, Bangladesh and Vietnam in September. We are on track to have a record breaking 76 full time students who 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 Weighted Moving Average 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 Alberta Education in November and again in December. All children pulled in the file integrity check had to have documentation and diagnosis information uploaded to Alberta Education to ensure they met coding and funding criteria. We continued our division trend of completing the AB Learning Audit with a 100% approval of all files.

#### **Specialized Support**

The addition of two Speech Language Pathologists and reallocation of one Speech Language Pathologist Assistant to our existing team of Occupational Therapists has allowed for children 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.

The addition of two Speech Language Pathologist Assistants to the division for the 2021-2022 school year, will increase the total SLPAs to three who will provide more intervention services to identified Pre-Kindergarten and Kindergarten children.

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

Beyond the traditional Pre-Kindergarten and Kindergarten programs the division typically supports, an additional two 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. This programming was successful. As we move into the 2021-2022 school year we integrate our 3 year old children into the Pre-Kindergarten classrooms to adjust for the reduced enrollment.

In addition, the need for a program to support children 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 seven Pre-Kindergarten and three Kindergarten children. The Learning Streams programming was successful. We will be moving our Learning Streams to St. teresa to collaborate with the Foundation programming and supports for our complex students.

During the school year, At Home Learners in Pre-Kindergarten and Kindergarten children were supported online through lessons, activities and communication with parents. We started the year with 145 children, between the two grades, and finished the year with 114. Children that required SLP or OT support were provided opportunities to connect with our service providers online.

### **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 two Speech Language Pathologists, two Occupational Therapists, a Registered Psychologist, and an Intervention Lead Teacher to our existing team of a Behavioural Specialist and two Cognitive Lead Teachers to support classroom learning. For the 2021/2022 year, there will be the addition of 2 Speech Language Assistants to this team to support early learning speech services. This multidisciplinary approach has allowed for students with identified needs to more efficiently receive therapy and consultation. The collaboration through the MS2 team allowed for comprehensive and targeted support with flexibility in the visit processes based on COVID safety expectations. 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 continues to be 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. Throughout this year, the Low Incidence Cooperative has supported thirty five students in our division.

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 Student Regulation Support Plan and Staff Safety Plan to replace the existing Behaviour Support Plan. Our new plan 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. A Support Team Model was formed to better meet the students' cognitive, language, social and regulation needs. The Response Team Model was implemented to respond to identified student needs through scheduled interventions and to respond to student dysregulation when needed. These changes reduced the number of student restraints and staff injuries. 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. Each school implemented the Response Team Model to align with the guidelines of COVID. We look forward to next year as schools have full implementations.

At Home Learners were supported by the MS2 team in collaboration with the full time Inclusive Lead Teacher in 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. As a part of this program, Division Behaviour Specialist follows up and debriefs with staff post any restraint. This process allows for investigations to discover and implement strategies and processes to decrease need for restraint and keep staff safe. This has resulted in a decrease in the number of restraints this year.

We have held two online half-day Handle with Care training sessions (1 introduction session for new staff and one refresher for previously trained staff), as well as two full-day sessions. Several in-person training sessions were canceled due to ongoing challenges with Covid Restrictions. The Handle with Care team is already planning training to commence in August 2021. 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**

Mental Health of our students, families, and staff was recognized as a priority this year. The Division Principal and Division Psychologist continued to support administrators, Family School Enhancement Counsellors, and School Counsellors implement their school counselling plans and services and respond to needs within each school community.

This year, 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. This practice of monthly meetings was beneficial in fostering relationships, supporting collaboration, and responding to needs. This cohort model will be continued into the 2021-2022 school year.

In May and June, each school's counselling team (administration, school counsellor, Family School Enhancement Counsellor) engaged in a reflective practice with the data they collected this year. The Division Principal and Division Psychologist then met with each school's team to share celebrations, insights from their data, and action plans to continue to meet the diverse needs in their schools. These conversations to support schools in using their data to guide programming will continue next year.

We continue to work towards enhancing interagency collaboration through building connections with our community partners to support referrals to other agencies when students require more intensive services outside of our school communities.

### **Authentic Learning**

Students continue to experience authentic learning experiences through the rotational use of the division's laser cutter. After participating in the experiences of authentic education through the exploration of the laser cutter, three schools in the division have moved forward with purchasing their own laser cutters. This will allow those schools to go more in depth with their own authentic experiences and allow more opportunities for the remaining schools to utilize the division laser cutter. We will continue to share and celebrate authentic learning experiences.

## **Educational Technology**

RDCRS' commitment to provide opportunities for our staff and students to enhance teaching and learning has seen an increased priority placed on technology in our division. RDCRS recently placed an order for 348 new PCs to replace aging computers this summer in teaching stations throughout 14 of our schools. In an effort to address the increased reliance and benefits of student devices in schools, RDCRS committed to supporting schools with a 2 to 1 ratio of students to chromebooks in our schools. 743 Chromebooks are on track to be delivered this summer and placed in Ecole Camille J. LeRouge, Ecole Mother Teresa and St. Matthews schools for the 2021-22 school year in conjunction with this commitment.

Divisional educational technology has seen students demonstrate their learning in new ways this year with the additions of five classroom STEM kits in our St. Jerome Library designed to bring coding into the classroom through authentic learning experiences. Father Henri Voisin, St. Thomas Aquinas and St. Martin de Porres have each been early adopters of these kits since their inception 3 months ago. The division's laser cutter has been popular allowing students an opportunity to demonstrate their learning in new ways while teaching valuable technology skills. There are no remaining booking spots available for the laser cutter this year with schools already looking to book into the 2021-22 school year. The laser cutter has been booked and utilized by 6 different schools in classrooms ranging from grade 3 Religion classes to High School Design courses.

## **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 were 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 completed a second assessment at the end of May. In the fall, we will be assessing literacy skills in our Grades 1-3 students using the LeNS and CC3 assessments.

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. Alternative assessments were explored, however, the cost of these programs is not sustainable. We are able to generate data on our students by continuing our practice of using Fountas and Pinnell to collect a baseline assessment for students in Grades 6-9 who are below reading level. In order to ensure this assessment is being utilized effectively, it is imperative that teachers receive clear guidelines on what is expected at the middle school level and additional training to ensure that they have a clear and consistent understanding of how to administer the assessments.

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 continue to focus on the importance of teaching academic language, responding to reading interventions (F&P, LLI) and using high leverage teaching strategies (reciprocal teaching, workshop model, Notice and Note, etc.). Ensuring that these focuses remain consistent with our division's foundational expectations enables us to ensure student success.

### **Dual Credit Opportunities**

This semester we had 82 students enrolled in 6 different dual credit areas. Our students had a success rate of 95% and many enjoyed very high academic achievement. While we continue to promote growth in all areas of dual credit opportunities, we do understand it is with some trepidation from post-secondary instructors who have not taught their rigorous material to high school students. One such instructor who was teaching an Ecology course sent me the following email; “ Hi Tracey, I just wanted you to know how much I enjoyed teaching your students. All were wonderful, some were outstanding! They are the kind of students every teacher dreams of having in their class: eager to learn and enthusiastic about the subject matter. .... had the 2 highest marks in the class..... It was a pleasure teaching them these past few months.” We partnered with 3 different Alberta post-secondary institutions (Red Deer College, Olds College, and Bow Valley College). This concludes our partnership with Bow Valley College as they have decided that they no longer will participate in Dual Credit partnerships, despite student academic success. They assure us it is a current funding model issue and while we are sad to end our association we look forward to our new partnerships. We were successful in our bid for the fourth and final round of dual credit startup funding of \$50,000 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. Post-secondary funding models have also changed and as a result we have entered into new partnerships with SAIT and expanded some Olds and RDC offerings. We continue to partner with other school boards to explore relevant and skill specific offerings.

### **Off Campus**

#### **Work Experience**

Work experience most certainly had its challenges this year with multiple shutdowns and students facing quarantine issues. Feedback from employers has been positive regarding the process we implemented regarding communicating when students were subject to close contact quarantine orders. The resiliency lessons continued throughout the year and most students were able to obtain the required hours to earn some credit. Many got creative and volunteered for organizations they might not have previously and were able to gain experience for their resume and develop a sense of accomplishment for giving back to their community. St. Joseph and Notre Dame enrolled every grade 10 student into two workplace safety modules. This allows students to enter into the workforce with basic knowledge and appreciation of the importance of healthy, safe work practices.

We awarded 50 students work experience credits this term and have several placed for summer school credit as well.

## **RAP - Registered Apprenticeship Program**

Finding trade placement opportunities is difficult in this economic climate but we managed to keep two students enrolled in RAP placements and have four potentially vying for summer internships that could expand into fall placements. Careers next generation assures us that our RAP program will see growth in the coming year due to economic turn around and funding incentives.

## **Green Certificate**

We had seven students participate in green certificate training and testing this year. Many tested in online environments and all were successful.

## **Community Partnerships**

We had a very successful community partnership with the Education Partnership Foundation and Chinook's Edge. This program was sponsored and delivered by six different trades unions. This was a 16-week program based out of Innisfail. Students gained skills in various aspects of the pipe trades – plumbing, steamfitting/pipefitting/gas fitting, sprinkler fitting and B - pressure welding. Despite quarantine and shut down issues students were still able to work through the disruptions and gained the most they could from the program. Training took place in an industry setting with Journeyperson instructors. Students were celebrated at the end of the course through an online presentation and their parents and school administration staff were invited to participate. It was an excellent course and we look forward to expanding this opportunity next year.

We continue to work with Careers Next Generation, Skills Alberta, The Enrichment Academy, Junior Achievement and many community business partners to offer rich education opportunities for our students

## **Numeracy**

We continue to promote numeracy practice that encourages students to utilize higher levels of Bloom's Taxonomy based on the work of Marian Small. The Blended Foundations program recently utilized the resources available in Montfort to integrate literacy and numeracy. RDCRS has submitted a proposal to Alberta Education for schools that will have a Numeracy focus next year.

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

We continue to welcome many new ELL students to our division. 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.

We have established a collaborative relationship with 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.

Moving forward, we are undergoing an ESL audit for coding and funding. In preparation for this audit, the following recommendations should be considered. Our current practice is to complete an ESL Benchmark assessment twice a year (only once at the high school level) and collect a writing sample. These documents are stored in Dossier. In order to receive funding, we must be assessing the writing sample.

### **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 continue 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 December 1, 2020 - June 30, 2021 with Red Deer Catholic Regional Schools:

- 15 full-time temporary contracts
- 3 part-time temporary contracts

#### **Leaves of Absence**

- 15 teachers started maternity leave during this period and another 15 continue to be on maternity leave.
- 7 teachers went on medical leave during this period and another 4 continue to be on medical leave.
- 1 teacher went on a personal leave during this period .

#### **Resignations/Termination/End of Contract**

- 55 teachers have had a contract ended and 4 resigned from the Division during this period.

#### **Support Staff Hiring**

The following is a breakdown of the contracts issued from December 1, 2020 - June 30, 2021 with Red Deer Catholic Regional Schools:

- 2 full-time probationary contracts
- 7 full-time temporary contracts
- 1 part-time temporary contracts

#### **Leaves of Absence**

- 1 support staff started maternity leave during this time period.
- 8 support staff have started medical leave during this period with another 1 that continues to be on medical leave.
- 4 support staff continue to be on personal leave.

#### **Resignations/Terminations/End of Contract**

- 19 support staff have had a contract ended and 9 resigned from the Division during this period.

## **Report Submission**

The Certified Staff Employment Submission Report to Alberta Education was completed and accepted on May 13, 2021.

## **4. FISCAL MANAGEMENT**

### **Operation and Maintenance Block**

We are under our forecast in Maintenance and operations expenses by just over \$750,000 for the 2020-2021 school year. I expect to be close to our forecast at year end as the summer is the busiest time for O & M Costs. The additional costs of covid were a significant drain on the O & M budget which usually comes in below budget. We received funding from the federal government which was not expected at the time of budgets.

### **Instructional Block**

We are well within budget for the instructional block and will likely have a significant surplus due to the federal funds covering most of our sub costs and less sickness for other than covid related. Our Covid related costs were also less than expected.

### **Transportation Block**

Our transportation department is greater than \$800,000 under forecasted numbers. Although we have had to do additional cleaning we had less extracurricular activities and field trips and therefore we will end the year significantly under budget.

### **Board and System Administration**

We remain under budget for Board and system administration. We have had less people in our senior administration for the year but have had significant costs for labour negotiations and legal expenses

## **5. PLANNING**

### **St. Gregory The Great Catholic School**

We received funding for two modular classrooms for St. Gregory which will be available in the fall. We have hired the architect for the project.

### **St. Francis School**

We are in the process of renovating the shop in St. Francis to ensure we have proper ventilation and the space to run a proper program.

### **St. Lorenzo Ruiz Middle School**

Meetings continue as we plan for the new middle school. We are facing issues with cost overruns with the price of lumber and steel and other commodities being at all time high prices. Further, some commodities are difficult to procure at this time. We have been searching for areas to cut costs without compromising quality. We will be meeting with Alberta Infrastructure to talk about the budget because of the price escalations. We expect construction to begin in the fall and the building to be ready for occupancy in September 2023.

## **6. ORGANIZATIONAL MANAGEMENT**

The following reports were sent to Alberta Education:

### **December 2020 – June 2021**

- Priority School Conflicts – December 2020
- Enrolment Verification and Full Compliance Audits to substantiate funding claims for students – January 2021
- Student Enrolment data and coding for the Alberta Education March 1 count deadline date.
- Diploma School Marks – School Awarded final course marks for diploma level courses submission for Semester one – January 2021 (St. Joseph High School, École Secondaire Notre Dame High School, St. Dominic, St. John Paul II Outreach School)
- Semester one non-Diploma School Marks submission – February 2021 – (St. Joseph High School, École Secondaire Notre Dame High School, St. Dominic, St. John Paul II Outreach School)
- Submission of Student demographic information to Alberta Health Services for Immunization Purposes – February & May 2021
- Diploma School Marks – School Awarded final course marks for diploma level courses submission for Semester two – June 2021 (St. Joseph High School, École Secondaire Notre Dame High School, St. Dominic, St. John Paul II Outreach School)
- Semester two non-Diploma School Marks submission – St. Joseph High School, École Secondaire Notre Dame High School, St. Dominic, St. John Paul II Outreach School - June, 2021

## **7. POLICY**

Trustees have reviewed the following policies:

- Policy 9 - Policy Making
- Policy 15 - Leaves of Absence
- Policy 26 - Gifts and Sponsorship Acceptance
- Policy 22 - Red Deer Catholic Regional Schools Education Foundation

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

- December 2 Vice-Chair Lonsdale attended a board subcommittee meeting.
- December 9 Chair Pasula, Vice-Chair Lonsdale Trustee Heistad attended a board subcommittee meeting.
- December 15 Vice-Chair Lonsdale, Trustee Leyson, and Trustee Heistad attended a Board subcommittee meeting.
- December 18 Vice-Chair Lonsdale, Trustee Leyson and Trustee Heistad attended a board subcommittee meeting.

January 5 Trustee Leyson and the Secretary-Treasurer attended the St. Lorenzo Ruiz Design Team meeting.

January 11 Trustee Leyson attended the ASBA Zone 4 Executive meeting.

January 19 Trustee Leyson and the Secretary-Treasurer attended the St. Luis Ruiz Design Team meeting.

January 22 Trustees and the Superintendent attended a Board retreat

January 25 Trustees Watson and Leyson attended the ASBA Zone 4 meeting.

February 2 Trustee Leyson and the Secretary-Treasurer attended the St. Luis Ruiz Design Team meeting.

February 8 Trustee Watson attended an ASBA Advocacy Leadership academy.

February 18 Trustee Leyson attended the ASBA Zone 4 Executive meeting.

February 21 Vice-Chair Lonsdale and the Superintendent attended the Calendar Committee meeting

February 21 Vice-Chair Lonsdale attended the Religious Education Congress virtual workshop.

February 22 Trustees Watson and Heistad attended an Expulsion Hearing.

February 22 Trustee Heistad attended the Garrington Formation meeting.

February 22 Trustee Leyson and the Secretary-Treasurer attended the St. Lorenzo Ruiz Design Team meeting.

March 1 Trustees Heistad and Leyson, along with the Secretary-Treasurer attended an Education Foundation meeting.

March 2 Trustee Leyson and the Secretary-Treasurer attended the St. Luis Ruiz Design Team meeting.

March 2 Trustee Heistad attended a McLennan Ross webinar.

March 5 Trustees and Senior Administration attended the Division Faith Day.

March 9 Trustee Leyson and the Secretary-Treasurer attended the St. Lorenzo Ruiz Design Team meeting.

March 9&10 Trustees Heistad and Leyson attended the Canadian Mental Health Conference.

March 13 Trustee Leyson and the Secretary-Treasurer attended the St. Luis Ruiz Design Team meeting.

March 15 Vice-Chair Lonsdale and the Superintendent attended the Calendar Committee meeting

March 16 Trustee Leyson and the Secretary-Treasurer attended the St. Lorenzo Ruiz Design Team meeting.

March 19 Vice-Chair Lonsdale attended the CSBA Indigenous Trustee panel.

March 22 Vice-Chair Lonsdale and Trustees Watson and Leyson attended the ASBA Zone 4 meeting.

March 25 Vice-Chair Lonsdale and Trustee Watson attended a McLennan Ross webinar

April 6 Trustees and Sr. Administration attended a Community Engagement meeting with the Kentwood Community regarding St. Lorenzo Ruiz school build.

April 9 Trustees attended a Board retreat.

April 16 Trustees and Senior Administration attended a Board retreat and budget meeting.

April 19 Chair Pasula, Vice-Chair Lonsdale and Trustee Leyson attended a GrACE meeting.

April 21 Trustee Leyson attended the ASBA Zone 4 Executive meeting.

April 22 Vice-Chair Lonsdale attended an ACSTA Curriculum meeting.

April 26 Trustees Heistad and Leyson along with the Secretary-Treasurer attended an Education Foundation meeting.

April 26 Trustees Watson and Leyson attended the ASBA Zone 4 meeting.

April 27 Trustee Heistad attended a Rural Caucus Education session/meeting with Minister LaGrange.

April 29 & 30 Vice-Chair Lonsdale and Trustees Heistad and Leyson attended the Blueprints/SPICE conference.

May 3 Trustee Leyson attended an ASBA Zone 4 Executive meeting.

May 5 Trustees Watson and Maloughney attended a CUPE negotiations committee meeting.

May 7 Trustee Leyson attended a CARC meeting.

May 11 Trustees Watson and Maloughney attended a CUPE negotiations committee meeting.

May 13 Vice-Chair Lonsdale attended a TEBA meeting.

May 17 Trustees and the Superintendent attended a Board retreat.

May 18 Trustees Watson and Maloughney attended a CUPE negotiations committee meeting.

May 20 Trustees and Sr. Administration attended a Community Engagement meeting with the Kentwood Community regarding St. Lorenzo Ruiz school build.

May 26 Trustees Watson and Heistad attended a McLennan Ross webinar.

May 27 Trustees Watson and Maloughney attended a CUPE negotiations committee meeting.

May 29 Trustees Watson and Maloughney attended a CUPE negotiations committee meeting.

May 31 Vice-Chair Lonsdale and Trustee Leyson attended the ASBA Zone 4 meeting.

May 31 Chair Pasula, Vice-Chair Lonsdale and Trustees Heistad and Leyson, along with the Superintendent attended the Edwin Parr Awards ceremony.

June 1 Trustees Heistad and Leyson along with the Secretary-Treasurer attended the Education Foundation meeting.

June 3 Trustees Watson and Maloughney attended a CUPE negotiations committee meeting.

June 3 Vice Chair Lonsdale attended the ASBA Voting Delegation Training meeting.

June 3 & 4 Chair Pasula, Vice- Chair Lonsdale, Trustees Watson, Leyson and Heistad attended the Canadian Catholic School Trustees Association's Annual General Meeting.

June 4 Vice-Chair Lonsdale attended the St. Dominic High School Principal interview.

June 7 & 8 Trustees and the Superintendent attended the ASBA Spring General Meeting.

June 8 Trustees Watson and Maloughney attended a CUPE negotiations committee meeting.

June 9 Vice-Chair Lonsdale attended a TEBA meeting.

June 11 Trustees Watson and Maloughney attended a CUPE negotiations committee meeting.

June 16 Trustees and the Superintendent attended Associate Superintendent Interviews.

June 23 Trustees Watson and Maloughney attended a CUPE negotiations committee meeting.

- June 24 Trustee Leyson attended an ASBA executive meeting.
- June 25 Trustees and the Superintendent attended the Superintendent Evaluation.
- June 28 Chair Pasula, Vice- Chair Lonsdale, along with Trustees Watson, Hollman and Leyson attended St. Joseph High School graduation ceremonies.
- June 28 Chair Pasula and Trustees Watson, Leyson and Heistad attended École Secondaire Notre Dame graduation ceremonies.
- June 28 Vice-Chair Lonsdale attended the St. Dominic graduation mass.
- June 29 Chair Pasula, Vice-Chair Lonsdale and Trustee Leyson attended the St. Dominic High School graduation ceremonies.

## 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.

**Comment on Results (May):**

Overall our results, according to the questions asked in the Schollie survey, continue to be strong. It is evident to our students, staff and parent community that our community permeates our Catholic Christian faith in all we do. Specifically, our teachers' foundational knowledge of Hospitality & Justice increased through professional development learning offered by our Faith Coach. All Division I and II classrooms had the opportunity to view a virtual presentation from our Faith Coach to increase their understanding of the Division theme, 'Trust in the Lord with all your heart'. Overall, our satisfaction rate by teachers on 8/9 Schollie questions, pertaining to faith was at 100%.

École Camille J. Lerouge focused on a unified social justice project for the Lenten season, which was a tremendous success. Modelled after Pope Francis' 2015 Year of Mercy campaign, our school community spent time learning more about the corporal acts of mercy and how to put those into action. Jesus said "Truly, I am the door; if any one enters by me, he will be saved, and will go in and out and find pasture. I came that they may have life, and have it abundantly." John 10: 7-10. Staff, students and parents partnered with community agencies and completed different acts of service within our community to raise an understanding of those less fortunate and how we are called to help.

Agencies such as the Central Alberta Pregnancy Care Centre, The Mustard Seed, Safe Harbour Society, Chalice, and the Red Deer Food Bank were beneficiaries of our school community. Internal acts of service also took place with our Grade 9 students reading to Kindergarten during their lunch break each day, students creating projects to bring awareness to the plight of clean drinking water across the globe and how the COVID-19 pandemic has impacted those less fortunate.

When we look at our Grade 4 & 7 student results for the Schollie surveys we can see that all areas either increased or stayed the same with the exception of 'I learn about God in all of my classes' which decreased from 69% to 63%. However, 100% of your parent feedback indicated that they believe that the Catholic faith is integrated into our curriculum. We will once again make permeation a goal for the 2020-2021 school year and will support teachers

through ongoing Professional Development and learning.

**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.

**Comment on Results (May):**

Our school community continues to recognize the correlation between French oral production and optimal student success in a French Immersion environment. As students worked to develop and increase French language acquisition, our teaching staff continued to explore the strategies of a French Immersion expert, Leo James Levesque during Professional Development opportunities. Two distinct French speaking incentive programs were also developed in elementary and middle school to help in increase engagement and motivation. Further to this, our school recognized the need to dig deeper to determine if the French language acquisition strategies, expectations and incentive programs that teachers were using in their classrooms, were in fact helping to increase oral language production.

We recognize that ongoing shifts to online learning have decreased the authentic French language interactions however, we also know that oral production is the foundation of language acquisition. In order for our community to assess those gaps effectively and program for them moving forward, we needed to find a measurement tool to assess this. Measurement tools were created based on the Common European Framework of Reference for Languages (CEFR) as well as the Diploma in French Language Studies (DELFL).

**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.

**Comment on Results (May):**

École Camille J Lerouge continues to deepen its foundational knowledge of Indigenous culture through permeation and building a greater knowledge of how to imbed these pedagogies into daily practice. Teachers are taking greater risks through the use of talking and restorative circles as a means to build and strengthen classroom communities. Many teachers use these circles as a soft start check-in each morning.

Instructionally, our teaching staff continue to make gains in their own understanding of Indigenous culture, history and their situational impacts through learning on their own. The powerful events that have been hosted by our First Nations, Metis & Inuit team have been well attended by school staff. The making of the Ribbon skirt had 2 staff members attend and then wear their Ribbon skirts to school afterwards to showcase their work. The book study, "21 Things You May Not Know About the Indian Act" had 4 staff members participate. Two of our staff members attended the virtual paint night with Indigenous artist, Kevin Peeace and 7 staff members worked with an Indigenous knowledge keeper in a multi night beading activity. These activities were all done after school hours, demonstrating a commitment to gaining knowledge and becoming more connected to the Indigenous culture.

Our student recognition award, Esprit de L'aigle (Spirit of the Eagle), has also helped our community build awareness with our students and families when students receive the award and bring home the certificate. This enhancement of the Seven Sacred Teachings knowledge has provided a springboard to conversation within our classrooms. Attending a mass at the Sacred Heart of the First Peoples in Edmonton continues to be a desire and we are hopeful that once COVID-19 subsides we can move forward with this.

**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 last year to build trust, welcome open and honest dialogue and enhance our community. Although these still remain a priority for our school community, with in comes the increased focus on Instructional leadership. By working alongside teachers to further their pedagogy, enhance their collaborative skills and using data to drive instruction we will continue to see an increase in student achievement.

Building 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.

**Comment on Results (May):**

The development of formative assessment practices continues to be a priority for our Administrative team and our school community. Continued conversations surrounding the differentiating of instruction and assessment practices occur on an ongoing basis. The COVID-19 crisis assisted our school community in learning about a variety of formative assessment practices that have continued to support student learning in a timely and targeted way. This enhanced understanding of formative assessment has become a priority as we move into the 2021-2022 school year, ensuring that we are continuing to use best practices and a balance of summative and formative assessments for all students.

As we recognized the learning gaps that students presented from the 2019-2020 school year and the interruptions from this present year, we identified the need to gather data to see exactly where our students showed deficits. The integrity of a French Immersion learning environment is contingent on being constantly immersed in the language and having exposure to authentic French learning experiences. Closing language gaps with targeted instruction and intervention will continue to be a priority as we move forward.

Building collective leadership within our school community has been an area of focus. Having teachers continue to influence others with solid practices and instructional techniques within collaborative environments will engage in dialogue to improve pedagogy and assessment. Strategic staffing and creating forward momentum were focus areas of instructional leadership within our Administrative team.

**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.

**Comment on Results (May):**

A continued sustained focus on the mental health of our staff and students has continued to be a priority for our Administration. Taking our lead from our Senior Administration and our Board of Trustees, our school community has had many learning opportunities for spiritual and mental well being and growth. Each time our staff gathers together for Professional Development, there is a meditative and reflective component which starts each day. These targeted sessions allow time for each individual to pray, reflect, release emotions or be still in an embedded manner. These opportunities have been positively received by staff and allow for a mental health check in each month. A conscious effort was also made to share love with our staff members who experienced periods of quarantine over the this school. Multiple groups of people were shifted out of the building and our staff did a beautiful job of reaching out to connect during these trying times.

Our School Council, Counselling and Administration teams also worked together to come up with creative ways to thank staff during this difficult school year. These were not limited to; Professional Development opportunities focused on self care, notes and tokens of appreciation to staff, the Gifts from the Heart campaign, partnering with local businesses to provide donations to staff and most recently completing the "Give One, Get One" campaign which focused on highlighting the gifts of staff, practicing gratitude and highlighting the ways that people are making a difference in our school community. When we look at the data collected by the Schollie survey it was affirming to see that 100% of our teaching staff felt that there was a harmonious atmosphere at École Camille J Lerouge and that 100% of our staff felt satisfied that RDCRS handled the pandemic as well as possible.

Our virtual Career Fair in January was a tremendous success. Students from Grades 3-9 participated in a variety of lessons to learn more about different career journeys, potential educational requirements, interest and skill inventory surveys, follow-up activities, school-wide trivia and the opportunity to explore in more detail, different career paths. Based on verbal feedback from parents, students and teachers, our virtual career week was a success.

Furthermore, we created opportunities for our Grade 6 students to experience CLS courses this year. CLS 'taster' options were scheduled for our Grade 6 students in 5-6 week cycles, allowing for some voice and choice in their learning and an opportunity to explore their interests in these adapted experiences. As a result of COVID-19 cohorting protocols, our Middle School teachers modified its CLS course programming for Grade 7-9 students as well. The traditional termed option experiences were adapted into shorter 6 week modules allowing students to explore and challenge a larger variety of new learning experiences. This change proved to be a positive one for both our Middle School students and staff, and is something we will continue to explore in the following years.

## 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.**

<b>School Goals:</b>
<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: 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.

**Comment on Results (May):**

Permeation continues to be extremely strong at Father Henri Voisin. The Schollie Survey results regarding permeation show over 92% agreement cumulatively, with 4 of 5 indicators surpassing 97%. Having the lowest indicator overall close to 93% agreement demonstrates exactly how solidly we are achieving in this area. Walkthrough conversations with teachers closely align with these results as teachers consistently outlined permeation from the lesson observed. We have noticed that the majority of permeation outcomes teachers are incorporating into lessons at this time would be process/pedagogical style outcomes as opposed to content, which tells us that the focus remains on treating one another as Jesus calls us to. Faith is undoubtedly the nucleus of our school community.

Our missionary spirit activities centered around the characteristics of Hospitality and Justice and it is clear that they were an unmitigated success. Students agreed with this at 98% or higher across the four indicators from the Schollie survey, with two of them being 100%. Parent agreement is at 100% in four of the five indicators and 100% of teachers agreed on all the indicators in the survey that focus on this aspect of our programming. Recess With God further enriched our programming with every teacher stating complete agreement that this weekly program enriched classroom activities. Specifically, staff identified: follow up activities being provided, the connection with the residents at Villa Marie (Covenant Care), and alignment to the Religious Studies program as components of Recess With God that assisted in enriching classroom environments. Our Catholicity has been significantly strengthened as a result of our focus on these two Characteristics of Catholic Education.

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

<b>School Goals:</b>
<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 to achieve their highest potential.

**Comment on Results (May):**

Our early learning team has successfully utilized the GOLD assessment tool throughout the year to track students progress in key outcomes in order to individualize programming for students. Throughout the year our early learning team has used ongoing, authentic, observation based assessment to follow children’s progress, guide planning and instruction, and communicate with parents and administrators. GOLD offers a variety of reports that teachers can use to drive their instruction. One report shows what each child is currently able to do in relation to the selected objectives as well highlights the next level of development and learning. Teachers have generated class profiles which are valuable in planning small group experiences. Individual reports have enabled teachers to track individual students' progress throughout the year. Specific to Literacy, 5 out of 8 students have moved from Progressing Towards Expectations to Meeting Expectations. Specific to Numeracy 4 out of 5 students have moved from Progressing towards Expectations to Meeting Expectations. Teachers were able to hone in on the identified outcomes, producing a developmental timeline to inform ongoing instructional decisions for individual students. Numeracy was a primary focus for optimizing learning in Grades 1-5. Our May results indicated that approximately 75% of the students in our school who were not already achieving above grade level improved at least one level in the learning progression we focused on. Approximately 15% of our students moved up two levels on the learning progression. In dialogue with teachers, every teacher acknowledged that they felt the learning progression model streamlined learning for their students who performed all year at a level that exceeded their grade level expectations and that it helped meet the kids where they are at for RTI groups during daily instruction. Optimal learning is being achieved through this targeted and data driven approach to instruction.

**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</li></ul>

foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.

- 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.

**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.

**Comment on Results (May):**

We made tremendous gains in developing our background knowledge and our ability to apply foundational knowledge about First Nations, Metis and Inuit into our schoolwide programming this year in accordance with competency #5 of the Teacher Quality Standard. Staff took part in at least five professional development activities led by the First Nations, Metis and Inuit District Lead Team and the school counseling team. 88% of teachers indicated agreement that Professional Development assisted them in building foundational knowledge about First Nation, Metis, and Inuit perspectives. Utilization of talking sticks, having the Little Tipi set up, and our conversation with Elder Corky had significant impacts throughout the school, to name a few. Further to this, the district lead team also led lessons for 70% of our classes covering 5 different topics. Eight teachers specifically identified building tipis as an activity that furthered their ability to incorporate Indigenous perspectives into their programming. 88% of teachers also stated that they are more capable of incorporating First Nation, Metis, and Inuit perspectives into programming than in previous years. At least 34 new activities were identified being incorporated into teachers programming, with several staff extending on the use of talking circles as well as students building tipis with the First Nations, Metis and Inuit District Lead Team. The activities listed had connections to a wide variety of curricula, including Language Arts, Math, Music, Art and Social Studies. Students and staff benefited immensely from our focus on Indigenous programming and we are confident that our school community will also experience long term dividends from our growth this year.

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

**School Goals:**

- Enhance instructional practices through the implementation of Instructional Walkthroughs and Collective Leadership.

**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.

**Comment on Results (May):**

The idea that administrators should be frequent visitors to teachers’ classrooms has become particularly identified with instructional leadership. When teachers were asked if they felt walkthroughs assisted them in meeting individual needs and the effectiveness of walkthroughs and post conversations; 71% Completely agreed, 18% Somewhat agreed, and 11% Somewhat disagreed. Two common themes emerged when we asked teachers what was effective about walkthroughs. Teachers appreciated the positive feedback and they felt that the post conversations invited them to reflect on current practices and to explore further practices that enhance student learning. To further support teachers' continuous growth we focused on Collective Leadership. Our Faith coach, Inclusive Lead team, LIFT members and our counselling team supported teachers in examining student data and applying best practices specific to students' individual needs. 87% of teachers completely agreed that our LIFT members supported them by incorporating practical tools and strategies for meeting individual student needs, 6.5% Somewhat agreed and 6.5% Somewhat disagreed. Administration met regularly with our teacher leaders in order to provide direction and support for their own ongoing growth. When given the following statement: ‘Administration effectively supported and enhanced my ability to build capacity in teachers’, 80% Completely agreed and 20% Somewhat agreed. 77% of teachers completely agreed that our Faith coach supported their efforts in permeating faith in all subjects. With regard to our focus on everyone’s mental well being, 76.5% of teachers completely agreed that mental health remained the focus of our counselling team throughout this year. Although faced with the challenges of Covid 19 we have witnessed our team of teachers continually grow in their teaching practices. Conversations about effective resources and strategies to best meet the needs of all students were constant and frequent. We know teachers have improved in their craft of teaching.

**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 strengthen the capacity for staff 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.

**Comment on Results (May):**

Supporting one another through the COVID-19 pandemic has been a critical goal and primary focus for our school community. There have been many unique challenges faced together and the strength of this community has shone in spite of those challenges. Every single walkthrough conversation between administration and teachers began with how they are feeling or what their stress level was. Out of the approximately 200 walkthroughs that have been conducted over the year, there is less than a handful of times that a teacher reported their wellness level being less than 7/10. Further to that, nobody indicated a level less than 6/10 at any time. 94% of staff agreed that the school community maintained a focus on everyone's mental wellness and that they were provided the necessary tools and strategies for dealing with student mental wellness needs. The components effective for achieving this that were most frequently listed by teachers include lessons provided by the counseling team, check-ins from administration, and collaboration with the counseling team. Our Wellness Wednesday programming is a key tool for us and 81.8% of our students stated that it helps them keep their mind and body healthy while just 2.6% disagreed with that statement. Strong relationships are also at the core of our communal wellness and this year we have had a total of only 10 entries into our Student Conduct log. This overwhelmingly demonstrates that our effort to ensure that each member of the school community is supported and cared for is having a phenomenal effect. There can be no doubt that we are an exceedingly safe and caring community that ensures each person's needs are met.

## 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 who 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.

### **Comment on Results (May):**

This year, our community has worked to create a welcoming learning environment and one that invites collaboration with our community. The division focus on The Eight Characteristics of Catholic Identity, specifically hospitality and justice, provided a springboard to focus our work.

A comprehensive approach was taken to support students, staff and parents in creating a deeper understanding of hospitality and justice through a Catholic lens. Our students were blessed with participating in BIG (Believe in God) Lessons that our Faith Coach developed and implemented; 100% of our teachers surveyed indicated that these lessons supported our students’ understanding of hospitality and justice. Professional learning was focused on hospitality and justice along with being a witness to God’s work in our students. These focused sessions supported teachers in deepening and improving their understanding. One hundred percent of teachers surveyed indicated these sessions improved their own understanding. Staff submitted 52 “Trust in the Lord” referrals to school

administration to celebrate students and make positive phone calls home highlighting how their child's teacher witnessed God in their everyday actions. In addition, our school administration made 225 check in phone calls to parents by the end of April to establish trust, build community and invite parents to share feedback. We believe this focused work resulted in 44 of our grade four parents responding to the Schollie Survey which is a 32% increase from the previous year. One hundred percent of our parents who responded believe Holy Family School is welcoming and 98% believe that our school encourages students to treat all people with the dignity they deserve.

**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.

**Comment on Results (May):**

A collective approach was taken to meet the academic needs of our students this year. School administration led staff through a responsive plan to focus classroom instruction and intervention for all students using student achievement data. Our school based assessment team provided direction to focus professional dialogue and share formative assessment practices to inform instruction at our weekly professional learning community meetings. This approach ensured that timely and targeted support was provided and that all team members played a valuable role in supporting our students.

Teachers demonstrated strong knowledge of their learners, understanding their needs and collectively responding with LIFT teachers, educational assistants working collaboratively to provide meaningful instruction and

assessment. As a result of this focused work, our mid-year data is trending positively upwards, with close to a four percent increase to our 'at' and 'above' grade level students and a three percent decrease to our at-risk students. This indicates our students are positively responding to this collective intervention approach. We eagerly anticipate our year end results and plan to celebrate the work of our staff, parents and students.

**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.

**Comment on Results (May):**

Holy Family School staff committed to making the Truth and Reconciliation Commission come alive. Staff invited and welcomed opportunities to learn from Elders and from participating in sessions supported by our division support team. Teachers infused Indigenous histories, cultures and perspectives into their teachings as a way to provide students with an opportunity to learn about Indigenous people.

Focused professional learning along with classroom presentations this school year included a Talking Circle with an Elder, physical education Indigenous games, drumming presentations, Tipi and Pow Wow awareness. Also, all staff and students will participate in an Indigenous prayer ribbon activity in June with guidance from Elder Corky. In the 2021-2022 school year teachers will participate in a session using the picture book 'Stolen Words' to guide them in developing a grade level lesson plan to facilitate in their classrooms. Ninety-eight percent of staff strongly believe that these sessions are assisting them in deepening their understanding of Indigenous teaching and history.

**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.

**Comment on Results (May):**

This school year presented challenges as a result of the COVID pandemic that impacted classroom instruction and intervention delivery. As a school community we responded by developing and implementing a plan that addressed our student learning needs with a shared responsibility. Our focused work on assessment and reading comprehension supported learning teams to implement meaningful instruction and assessment.

School administration, LIFT teachers, and the school based assessment team developed a comprehensive plan to support instruction, assessment and student learning. Classroom teachers maintained high expectations and focused on essential learning outcomes, identified students on learning progressions and shared best formative assessment practices for checking for understanding to inform their instruction. In addition to classroom teachers, our intervention team, which included LIFT teachers and educational assistants, provided valuable small group and individual intervention to support the success of all learners.

Weekly professional learning community meetings with focused agendas promoted professional dialogue. One hundred percent of teachers feel that administration provided ample opportunity for teachers to share their professional voice and make suggestions regarding student learning and classroom instruction.

**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.

**Comment on Results (May):**

Being a trauma-sensitive school has been a priority for staff. As a school community, staff recognized that our school approach has the greatest potential to positively impact all students, regardless of a trauma history. With the right support, our students successfully process adverse events and go on to thrive. Using a trauma-sensitive approach, our staff support students to function successfully while embracing the fact that our school is an important point of connection between home and the greater community.

This year, considerable time during professional development has been dedicated to completing both Level One and Level Two Training. The City of Red Deer along with Imagine Institute have collaborated with the school to support the presentation and 100% of our staff have completed the training this school year.

Each year, Holy Family School staff and students complete surveys to provide feedback. A major theme around our surveys is safety and meeting the social, emotional and physical needs of our individual students. To accomplish this, we aim to build connections and relationships with all our students. This year, Holy Family students reported feeling more connected and identifying at least one trusted adult in the building than in their previous year; an increase from 67% to 96%. Ninety-eight percent of our staff believe Trauma Informed Care training was beneficial and supported their ability to respond meaningfully to students' social-emotional needs. Staff have done an excellent job of implementing trauma informed practices by building strong connections with students and their families, enhancing Soft Start routines and continuing Mindful Mondays. This has resulted in the creation of a community of care at Holy Family School.

## 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.

### **Comment on Results (May):**

As we continue to develop an awareness of Hospitality and Justice within our school community, our students deepen their understanding of Hospitality and Justice by participating in 35 unique activities that engage their learning. 89% of student surveys indicated that "they believe the Catholic Faith teaches them a good way to live" on the Schollie survey, which is a direct connection to Hospitality

Our team decided to continue deepening our understanding of making connections to infuse our faith into the curricular outcomes. We did see mixed results of our efforts via the Schollie Survey data. 78% of students feel that their teachers show them what it is like to develop a relationship with Jesus. This is an increase of 14% from the previous year. 57% of students surveyed indicate that they learn about God in all their classes. This is a decrease of 19% and highlights the importance of increasing permeation into the 2021-2022 school year.

The data from the Schollie Survey represents 100% of the teachers of Holy Trinity School who continue to believe that we are providing quality opportunities for the students to experience the Catholic faith.

We are proud that our parent participation in the Schollie Survey more than doubled from previous years. The data continues to reflect deep satisfaction with the Catholic Education that is provided at Holy Trinity School.

**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.

**Comment on Results (May):**

As the year progressed and we reflected on our literacy data through Fountas and Pinnell and Collaborative Response Model data days, the data indicated that teachers need to revisit high-yielding teaching strategies in literacy rather than formative assessment. This redirection led teachers to reach the growing number of at-risk students within Holy Trinity. This change of focus moved us from a formative assessment lens to a student response lens in literacy. Even though ACOL data is not available at this time, qualitative data has been collected to demonstrate the progress that we are making with implementing high-yielding literacy strategies. 46 students receive one on one or small group instruction through LIFT support with focus on Leveled Literacy Intervention strategies for Guided Reading Supports. The impact of these interventions correlates to growth demonstrated through our Fountas and Pinnell testing. After comparing our fall data to our winter data, we identified that the 75 at risk students increased in their levels. As we encourage teachers to improve their literacy practices within the classroom, 80% of our teachers have reached out to our Inclusion Lead Teacher either weekly or monthly. We also recognized that literacy was an area in which teachers required support. In response, we reached out to the Division Literacy Lead Teacher to present a progression of Professional Development sessions with a focus on identifying essential learning outcomes, formative assessment and modelling high yielding teaching strategies through the Essential Learning Outcomes.

**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.

**Comment on Results (May):**

A large portion of our professional learning was targeted to expand our understanding of Indigenous culture's beauty, value, and wisdom. To dive deeper into our reconciliation journey, we held a week-long residency in partnership with the Trickster Theatre Production Company and the Division First Nations, Métis and Inuit Team. In collaboration with the First Nations, Métis and Inuit Team, 21 varied staff and student-led activities were held to provide a foundation of the knowledge needed to build on the variety of themes chosen for Reconciliation Appreciation of our First Nations People Production. We designed a school-based survey to gain feedback from our staff to determine the level of satisfaction with the opportunities offered to enhance their wisdom of Indigenous culture. This survey determined that the staff of Holy Trinity were 100% satisfied with the knowledge received. Further, 100% of staff expressed that the focus on Indigenous culture's beauty, value, and wisdom has impacted their beliefs, knowledge, and attitudes towards Indigenous Education.

**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.

**Comment on Results (May):**

Professional Development at Holy Trinity School has provided teachers with significant opportunities to reflect on their practice, engage in focused pedagogical improvement and collaborate with colleagues to achieve optimal learning for themselves and, in turn, for their students. Our team targeted this growth around identifying essential learning outcomes for literacy and the implementation of the student response model.

Each teacher identified learning outcomes that they deemed essential for their current grade. Teachers collaborated in division teams to discuss and agree upon a set of essential outcomes. Then teachers collaborated with lower and higher grade teachers to discuss the alignment of identified outcomes. This process will continue into the 2021-2022 school year as we will further clarify the alignment of identified learning outcomes and begin to create vertically aligned teaching practices and vocabulary.

With the implementation of the Student Response Model, staff were provided professional development to assist them in recognizing the triggers of student behaviour and gained useful strategies in which they were able to implement immediately to support the de-escalation of behaviours within the classroom. Our data shows a decrease of 40% of behaviour forms completed from the 2019-2020 to 2020-2021 school year. This data also supports the increase in teacher's ability to de-escalate dysregulated students within their classrooms.

Our Schollie results have shown 96% satisfaction with the school professional development events that assist teachers with improving their instructional practice. As well as 88% satisfaction with the opportunities to collaborate with teacher colleagues on student learning. Further, 78% were satisfied with the focus of professional development opportunities to ensure that teachers are provided adequate preparation and training to meet the current and emergent education demands. As Instructional leaders, our administration team held many informal and formal conversations with teaching staff to promote reflection on the follow-through from learning from professional development sessions.

**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.

**Comment on Results (May):**

In order to create opportunities to ensure that every student experiences individual success, connection and care, the continuation of the collaborative response model has been imperative. We continue to hold one day every six weeks for teachers to share student data, successes and needs as they emerge. Student support teams such as counselling and LIFT use this data to align student supports where needed. 23 student focus meetings have been held in the 2020-2021 school year to help set goals and strategies needed to achieve individual student success.

100% of staff completed personal wellness plans at the beginning of the year. The wellness plans allowed each staff

member to identify the personal strategies they needed to succeed in their daily lives. The administration supported these plans through frequent check-ins and conversations and directed staff back to their plans when needed. To support wellness as a school community, 8 sessions were offered during professional development days. We began the 2020-2021 school year with a local mental health initiative presentation, "You Matter." This motto was referred to throughout the school year with the purchase of teacher masks, stickers, and a portion of the proceeds from the Trickster Theatre production donated to support mental health initiatives in our community.

Parent voice continues to be a strong focus within Holy Trinity. Involvement has needed to look significantly different with the decreased accessibility to the school building. To maintain this focus, 49 "You Are Awesome" phone calls have been made to parents by their child to share in celebrating the gifts and talents that their child brings to our school community. To help guide the middle school teachers with the appropriate delivery of online learning, 40% of our middle school parents completed a survey to provide feedback on instructional delivery. Teachers used the feedback provided to adjust their delivery of instruction to ensure a high level of student engagement continued during the online learning interruptions. We continue to provide as much information as possible to our parent's administration connected with 100% of parents to wish them a Merry Christmas and inform Grade 4 and 7 parents of the upcoming ACOL survey.

## 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 the 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. Staff will further emphasize the characteristics of Hospitality and Justice by selecting students each week that represent these qualities in their class. These student's names will be read during morning announcements. Teachers will write certificates showing how their students demonstrate one or both of these characteristics. The certificates will be presented once a week by the principal in their classroom and the writeups on the certificates and the pictures of every student will be published on our social media (Facebook and Instagram).

### **Comment on Results (May):**

Maryview students, staff, and families have embraced the characteristics of Hospitality and Justice in their learning and actions. Students have learned about Justice by participating in Social Justice activities throughout the year. Classes were challenged not to raise money but to support organizations through their talents. The results of the students being involved in creating awareness was evident in our survey results. Schollie Survey results indicated that 100% responded "Yes" to the question, "We learn that everyone is important and belongs." On the parent version of the Schollie Survey, parents responded "Yes" to the question, "I believe our school encourages students to treat others with dignity".

Students and parents were both asked questions about the characteristics of Hospitality in Maryview School on the Schollie Survey. 100% of students responded "Yes" to the question, "We learn that everyone is important and belongs." Parents and teachers also agreed (100%) that the school created "harmonious interpersonal relationships among our students and staff."

Students indicated that Permeation was evident in their classes by responding 89% to the question "I learn about God in all my classes." This is an increase of 15% from the 2019-2020 results on the same survey. Teachers indicated that their knowledge of permeation increased to 86% after the residency with the division's Religion Lead Teacher. Survey data showed that 57% of teachers indicated that they would feel confident that their permeation

would occur in their classes more than 6 times per week. This was an increase of 46% from data collected on a baseline survey conducted prior to the residency. 86 % of teachers responded that their ability had improved because of the residency.

**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.

**Comment on Results (May):**

Our teachers concentrated on outcome 2.4 Creating Original Text. Teachers taught and assessed this outcome during the months of February, March and April. Students were evaluated based on criteria that placed the students in one of four categories (Emerging, Below Grade Level, Approaching Grade Level and At Grade Level). In the course of three months, our teachers determined that overall students increased to over 83% of our students either At Grade Level or Approaching Grade Level with 2 months left in the school year. In the area of Reading, teachers sampled 46 students in January to track their students progress since October using Fountas and Pinnell testing. These students showed an increase on average of 1.91 levels during that time. The largest growth was seen at the Grades 2,3, and 4. Grade 5 showed a modest increase of 1.22 levels of growth during this same period. This information was used to create new groupings of students to improve reading programming for the remainder of the year. An analysis of the progress of reading during this school year will take place once the June Fountas and Pinnell testing is completed.

**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 a resolution on conflict.

**Comment on Results (May):**

Maryview School has had a successful year deepening our understanding of First Nations Metis and Inuit Culture. We began our year by exploring the importance of tipi with our staff and students. All teachers and then later all classes had the chance to learn about the value of the tipi in First Nation's culture. We appreciated the opportunity to do this in an authentic way by going to St. Thomas and doing this learning in the tipi in their courtyard. Our students and teachers also learned about Talking Circles this year. Using 5 separate Maryview Moments throughout the year, teachers instructed students on the importance and process of Talking Circle in First Nations culture. In later Maryview Moments staff and students practiced Talking Circles in their classes. Teachers were encouraged to use Talking Circles in their classes as a teaching technique, where and when they felt it was appropriate.

A survey of our students from Grade 1-5 demonstrated that 86% of students felt that Talking Circles were an effective way to learn new things. 87% of students indicated that their teachers were using this technique as a method of teaching in their classes for other subjects. Students also expressed that this was an effective way to learn new material (80%). Talking Circles were appreciated by both staff and students as a way to share information with their class as well as a chance to get information about how the class was feeling about a particular topic.

**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.

**Comment on Results (May):**

The concentration on Essential Outcomes has caused our teachers to grow over the past two years. In the 2019-2020 school year, our Professional Development and LIFT 3.0 project used a collaborative project to determine which outcomes in Language Arts were essential to students in our school. This work helped the

teachers to determine which outcome they would focus on this year. The outcome that was selected was used to create a progression chart for each grade level to determine the sign posts a student would show to eventually be At Grade Level for that outcome. Teachers completed a reflection survey at the end of this process and in this survey 5 out of 7 teachers indicated that their understanding of this outcome has improved through collaboration about this outcome with their grade partner or a colleague. 71% of teachers indicated that writing a progression chart and assessing this outcome over a period of time has helped them to be more reflective about their practices and their students. Teachers indicated that this process could be improved if they could have started earlier and collected data at various times of the year. Repeating this process in future years will be essential when the provincial government releases their new curriculum. The teachers of Maryview will be able to look at it critically and be able to develop progressions of skills that are necessary for students to be able to be "At Grade Level" because of the work they have done over the last two years.

**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 increase the amount of 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 more in decisions about the school and student learning.

**Comment on Results (May):**

Although the majority of the data to evaluate this outcome is determined by the Assurance Survey conducted by the provincial government, Maryview School is very interested in the results that parents contribute. This year Maryview School had 100% of the Parent Surveys returned on the Schollie Survey and we are hopeful this will carry over to the participation on the Assurance Survey. Details on this outcome will be updated once the Assurance survey results are released.

## **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 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.

**Comment on Results (May):**

Our school community has continued to provide spiritual and financial support to people in need, through our school run social justice projects, to the organization Chalice for a second year. This Catholic organization focuses on child, family, and community development. By providing authentic opportunities for students to make a difference in restoring the hope and dignity of people in developing countries, we were able to teach children the true meaning of Christianity. We have continued to support two students in Guatemala, and we participated in 'Chalice Campaign' to support Chugu Primary school in Meru Kenya. During Lent we raised funds for Chugu Primary school in Meru Kenya. Our school's Faith commitment is evident to our parent population and was seen by the outstanding Schollie Survey results that we obtained. Out of eleven measures in the Schollie Survey, our parents rated us 100% in eight measures and 93% in three measures. Although this is excellent news, we still have some

growth areas when it comes to Grade 7 students as they rated us 54% when asked if they learn about God in all of their classes. Other Grade 7 data shows that, 'I believe that God created me' was scored at 86% and our 'Catholic faith teaches me a good way to live' was scored at 83%. Between these 3 key questions statements we had between a 6-12% drop. There continues to be a trending disconnect with our Middle School students, for the third year in a row, in their ability to articulate their faith journey, and how they are a child of God. We need to continue our focus with a reflective and critical lens on permeation of Faith at our Middle School level.

**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.

**Comment on Results (May):**

Administration collected Grade level data from term One and term Two marks in the subjects of Language Arts and Mathematics to further determine the student learning gap that might have occurred due to student and/or staff quarantines and operational shifts versus being online. Our first scale of data we reviewed was based on our student attendance and absenteeism. Our school data indicated that French Immersion students, in general, had better attendance than English-students. The grade 6 English-speaking classes had the highest absences throughout the school primarily, but their academic scores remained in good standing. In contrast, our grade 9 students in both English and French classes have marks indicating their grade level in general struggles in Language Arts. The English-speaking students struggle in both LA and mathematics. Based on our Fountas and Pinnell reports for Grades 5-9 we have 210 students that were tested for literacy comprehension in our school. After teacher support, Language Learning Intervention support and Literacy, Inclusion, Faith and Technology (LIFT) support, 64 students are still deemed at risk, 72 students are approaching grade level, and 75 students are at or above grade level. With this data it is indicative to our Inclusion Lead Team and Administration that our LIFT model with Educational Assistant support needs to be fluid and adaptive especially with the interruptions of operational shifts and quarantines.

**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 the Divisions First Nations, Metis, and Inuit support team and our staff expertise to create an understanding of and appreciation for Indigenous culture through enhanced student and teacher learning experiences and professional development.</li><li>• To have teachers integrate their understanding of culture and knowledge into their classroom teaching.</li></ul>

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

To obtain our goal of trying to create an understanding of and appreciation for Indigenous culture through enhanced student and teacher learning experiences and professional development we have relied 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 have been made with the central office team to provide knowledge to staff and students about the Medicine Wheel through Elder teachings. The schools Indigenous Committee has also put together an extensive resource booklet and has planned an Indigenous Week for students and staff that can be replicated in many other schools in the Division.

**Comment on Results (May):**

The support from our First Nations Metis and Inuit team from the Division office, teacher's convention online sessions, and our Indigenous Week Committee helped to provide professional development, awareness, support and information to our staff and students. We have had seven classes participate in the Pow Wow! Ohciwin The Origins Virtual Tour, and ten staff members, attend the online virtual Pow Wows at teacher convention. To bring a genuine appreciation to Aboriginal culture, six staff members formed an Indigenous Week committee. We worked with elders and the Division Office First Nations Metis and Inuit team to create a dynamic program for students and staff to learn the Indigenous culture. Parents and students in our community offered support, virtual teachings, artifacts and artwork to display at school for this endeavour. Due to the challenge of the six operational shifts that have occurred in our school, we have had to postpone this theme week twice. We are now looking forward to celebrating this in June or the fall of 2021. A survey given by Admin to the teachers indicated that 100% of teachers were integrating Indigenous teachings into their lessons to some degree. Such Indigenous learning activities as the Seven Sacred Teachings in religion class, to creation stories, short story units, novel studies, journaling, Indigenous poetry, artwork, talking circles, the Medicine Wheel, sharing Metis and Inuit perspectives, and discussions about Residential Schools were just some of the few examples given by teachers. Teachers also indicated that they incorporated Indigenous teachings into their Social Studies programs and participated in the district's online programs, which added more depth. As well, Schollie survey results also showed that 100% of our parents who responded felt that our school communities welcome human diversity by learning from other traditions.

**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.

**Comment on Results (May):**

This year has been a busy year for school leaders. The four pillars of instructional leadership: Setting the Direction, Leading Learning, Instructional Walkthroughs, and Collective Leadership have all been used. With our already established team atmosphere, our teachers and support staff were able to ease the workload of administration by offering their support. The school staff experienced the true essence of team. Teacher timetables had to be changed so that all teachers were actively involved in delivering online classes. Safety of our students and staff was paramount, so the implementation of new safety protocols took on new meaning with everything from mask-wearing to admin spraying down buildings with Oxivir at the end of the day. Leading a building through turbulent times is a challenge but maintaining the integrity of the educational programming was pivotal as we rotated from face-to-face to online learning eight different times throughout the year. Having Educational Assistance to help students stay on track was crucial. Our Counselling team provided mental health supports to both students and staff during this difficult time. Admin provided time for professional development and collaboration on an ongoing basis. Our Schollie results at the end of the year indicated 71% of staff were satisfied with the opportunities that instructional leaders had to share best practices, and 75% of teachers responded that our Professional Development Plan provides them with a "great deal" of collaborative time for student learning. We have increased in this measure 25% from last year and 57% from two years ago. Weekly meetings with the counselling team, Inclusion Lead team, and daily meetings with our office administrative team created empowerment and continuity in the building.

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

<b>School Goals:</b>
<ul style="list-style-type: none"><li>• 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.</li><li>• Continue to engage all learning partners and provide opportunities for them to have a voice in decisions that impact our school community.</li><li>• Ensure that staff and students have access to safe and healthy learning environments</li></ul>

**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 favourable and had no recommendations. We continue to offer support for at-risk students with teacher-directed small group "check-in" systems 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 at the forefront of all that we do. We will continue to monitor the satisfaction rating regarding 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.

**Comment on Results (May):**

This year Ecole Mother Teresa School has gone through 1 OH/S audit and 3 Alberta Health Services audits. We are proud to report that those reports were very favourable and our school with the support of our School Division continues to maintain a safe environment for our staff and students. We continue to offer support for at-risk students with teacher-directed small group "check-in" systems within a safe environment based on COVID protocols to address anxiety, executive functioning, and regulation needs in the middle school. In particular we saw almost double the growth in our groups where students require supports for trauma experiences. 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. With our Family School Enhancement Counselor supporting both EMTS and Ecole Our Lady of the Rosary we have continually collaborated and sought efficiency successfully to support the number of families having children in both our schools. Ongoing monitoring of the safety and care of our students is at the forefront of all that we do. As we move towards the end of this school year, the counseling team has reflected upon the year thus far and has seen an opportunity to bring their project 'Culture of Kindness'. This is going to be our school's project and mandate as part of our positive mental health plan. The program will connect our school community to create a culture of kindness that will focus on six core concepts: Respect, Caring, Inclusiveness, Integrity, Responsibility and Courage. In our time of pandemic and having our students and staff shifting from school to online learning we want to provide a consistent program that staff and students can rely on and utilize for support in school or at home. With this program we are hoping to bring back a sense of connectedness to our school community.

## 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.**

<b>School Goals:</b>
<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 working with staff to develop their capacity to permeate faith in their lessons.

**Comment on Results (May):**

We have seen an improvement in several Faith performance measures at École Secondaire Notre Dame High School this year. We increased or maintained in two of the parent Faith performance measures and all but one of the teacher Faith performance measures that had previous data. In the nine Faith performance measures, at least 96% of staff agreed with all measures with five of these measures having 100% teacher agreement. Given the diversity in our school community, we were excited that 92% of our students feel our school encourages students to treat others with dignity. We also had 100% of parents surveyed believe that members of our community are provided with opportunities to learn about the Catholic faith. We feel the increased presence on social media and dedicated time during Professional Development days contributed to these increases.

As a school, we have made adjustments and accommodations to our liturgies and Faith based activities to connect virtually with as many of our students as possible. Although we observed a slight decrease in a few of the student Faith performance measures, we believe the ability to return to school-wide, in-person Masses, liturgies and activities will bring us closer to the previous year's results.

**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 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.

**Comment on Results (May):**

École Secondaire Notre Dame High School focused on timely, targeted and flexible formative and summative assessment strategies to respond to student learning progressions. We saw a 4-12% increase in student achievement in all core subject areas on major assessments where formative assessments and pre-tests were used prior to summative assessments. We saw increases in all teacher performance measures related to this focus. Specifically, 93% (+4%) of teachers said school Professional Development events assisted them as a teacher improving their instructional practice at least a moderate amount; 98% (+3%) indicated the school Professional Development Plan provided them with opportunities to collaborate with teacher colleagues on student learning at least a moderate amount and 98% indicated the school professional development plan focused on information and support for effective teaching strategies at least a moderate amount. 100% (+8%) of our teachers indicated they were satisfied that the structure of full day professional development opportunities ensures that high priority topics of instructional significance were given sufficient time and attention.

The increased focus on formative assessment and data collected assisted teachers to adapt their instruction and address the changing needs of our students throughout the year during shifts in delivery.

**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 supports 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 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.

**Comment on Results (May):**

At École Secondaire Notre Dame High School, we are proud of the success of our First Nations, Métis, and Inuit students. As our staff have reviewed classroom learner profiles on a monthly basis, they have been empowered to provide universal supports to identified students. Our staff have also accessed the resources of our division team to infuse foundational knowledge of First Nations, Metis, and Inuit into their lessons.

We have also ensured that our First Nations, Metis, Inuit students have access to targeted supports by working closely with our division team. Despite the restrictions inherent in this global pandemic, we held a successful High School and Beyond virtual information night for our identified students and parents in team with our career counsellor. This event was well attended and sparked follow up requests by 19% of our identified students for additional information and resources from our division team. As well, the team was able to meet individually with over 80% of our identified students despite moves to at home learning.

We are proud that the number of our identified students who are eligible for Rutherford Scholarship has increased by 12%. As well, we project that our First Nations, Metis, Inuit students will either maintain or improve upon last year's high school completion rate of 77%. Currently, 77.4% of our grade 12 identified students will graduate, matching our last year's result and continuing to considerably exceed the provincial average. However, this percentage could show an increase of 4%-16% dependent on the achievement, with continued targeted support, of our currently at-risk 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 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.

**Comment on Results (May):**

A concerted effort was made this year to change teacher instructional practice, with a focus on formative assessment at École Secondaire Notre Dame High School. This focus helped to guide walkthroughs, collaboration and professional development. Our staff feedback survey indicates that 93% of our staff feel that the school's professional development is assisting them in improving their instructional practice. At Notre Dame, we had 98% of staff indicate that the school's professional development provides opportunities for collaboration with colleagues on student learning. Our administration team has been focussed on working, in collaboration with teachers, on moving instructional practices forward. 96% of our staff indicated that the school's professional development plan provides opportunities for instructional leaders to share best practices a great deal or a moderate amount.

Many new opportunities were created during 2020-2021 to meet the diverse needs of our students. Notre Dame created more unique Career and Technology Studies programs for our Knowledge and Employability students including Cosmetology and Special Projects. With these and other Knowledge and Employability programming options, we have created a schedule where our students in this program will be set up to achieve their Certificate of High School Achievement before moving on to their Alberta High School Diploma, within a three year window.

This year at École Secondaire Notre Dame, all Grade 10 students were registered in HCS 3000 and HCS 3010 to provide them with 2 - 30 level credits to start their high school career. We had over 90% of our Grade 10 students successfully complete these courses. We also had an increase in students accessing Dual Credit courses, going from 44 students 2 years ago to 95 students this year. Notre Dame will also have our first Blended/Foundations student graduating this year with a Certificate of High School Completion. Having almost completed our first year of transitioning online learning into our school, we are very proud of the success shown. There were a total of 2364 online courses/modules that were taken by our students this year. There were 1600 in Semester 1 and 764 in Semester 2. In Semester 1, 96.7% of completed online courses/modules had a passing grade. Our numbers for semester 2 are trending in the same direction.

**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 were 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.

**Comment on Results (May):**

The 2020-21 school year has proven to be a challenging year for the school community of École Secondaire Notre Dame High School, yet it has also brought about some wonderful positive opportunities. Our partnership with the Smiles Thru Lindsey Foundation has opened up the conversation about the stigma of mental health and our projects have seen a beautiful collaboration with local businesses and residents who are so willing to support our efforts. In addition, our Counselling Corner, Monday Mental Health Tips, and weekly monthly health sessions continue to support our students on a regular basis. Our school counsellors also join teachers' Google classrooms so that they can stay connected and provide support if needed.

With the many transitions from in person to at home learning, the need to stay connected is more important than ever. Teachers have continued their regular timetable of teaching 4 out of 4 classes with 83% of parents preferring the Google Meets that followed the regular school day for at home learning when compared to the format used

last March to June. Students also appreciate this routine with less than 1% of our population having unexcused absences from the classes. We have also increased opportunities to stay connected through social media check ins, mental health tips in both our Parent Week at a Glance and regular Google Meets. Our Pop Up Pantry is still accessible during at home learning with our cafeteria staff making home cooked meals to share with families who require extra support.

Despite all of our efforts, unfortunately there is still a great need for further support with our students and families. Our yearly COMPASS survey indicates that only 64% of our students rate their overall mental or emotional health as good or above (down 14%); only 65% feel connected with school (down 8%) and only 69% meet daily physical activity (down 8%). In a time of uncertainty, only 82% of students plan to attend any form of post secondary (down 9%).

Parents have reported a concern of increased apathy, depression, and anxiety with their children; and we have seen an increase in our referrals, prompting our Family School Enhancement Counsellor worker to provide two virtual parent sessions which led to further one on one appointments.

## 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.

**Comment on Results (May):**

In Semester one, we enhanced our school's catholicity by the use of regular intentional permeation of Hospitality in teacher lesson planning for the school year. Three different sessions on how regular permeation of Hospitality were presented to staff during onsite professional development days by the school's faith coach. By mid-September data collected from the administrator's teacher observation tracker(TOT) revealed that only 30% of teacher observations had recorded intentional hospitality permeation. The school's Faith coach in collaboration with the principal struggled with this percentage during the first 3 weeks of September because both knew that our school's Catholicity is much more visible than being reflected in the administration's teacher observations. So, after several collaborative meetings, the school's faith coach revisited his September's opening professional development session and reintroduced Humanity to staff October 8. A different platform of how to demonstrate a one sentence Catholicity sentence was used, a more flexible template was introduced and more support during the session was offered to staff. After mid October, the administration witnessed nearly 100% visual of Hospitality permeation sentences in classrooms. During the last Hospitality session in December, a reflection of how the teacher's journey with intentional permeations throughout the semester had progressed and administration celebrated their accomplishment.

The second part of our goal, Justices, was unfortunately never initiated. With the timing of online learning coupled with the unavailability of onsite professional development days February through March made it impossible for

staff to begin their journey with intentional Justice permeation in their classrooms.

**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 help 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.

**Comment on Results (May):**

Unfortunately our ACOL measuring tool for the 2020/21 school year was unable to be helpful in determining if our strategy was successful. However, by focusing on our other two measuring tools for this goal, our “school awarded” final grade and qualitative data from pre and post observation conversations between administrator/teacher we determined that they are helpful in depicting if our desired trends sought after were obtained. In comparing school award grades from 2019/20 with 2020/21 data, we identified several positive trends. First, we had an increase in student enrollment in Math 30-2 by 27% this year. In helping you understand its significance, this September set strategy engaged administration to involve the use of our career advisor in student course selection much more in 2020/21. The advisor scheduled early semester one on one sessions with every grade twelve student and purposefully informed students of our newly updated school Handbook (page 11, item 9) which identifies course contracts for anyone under 65 and diploma courses to maintain high standards.

Second, even though we identified a slight drop in our Math 30-2 excellent level from the previous year, we recorded a 15% increase in our Math 30-1 excellent level and an increase in satisfactory levels in both Math 30-1 and Math 30-2. A major contributor to these improvements is linked to the continued focus upon a scheduled learning strategies class with Math 30 focus.

Our second measuring tool “qualitative data” was collected from our “administrator’s input form list” (AFIL), and presented three positive trends. To refresh your memories from November’s comment, AFIL refers to monthly check-ins with teachers following walkthroughs, focused dialogue on excellence as well as student learning success and any struggles. First trend, students were engaged for a large proportion of the class and they seemed happy to be back in the classroom. Second, the teacher prepared a diverse set of learning progressions for “At Risk students” on a regular basis. Third, daily teacher criteria of success focused upon student generated responses with attention given to mathematical vocabulary.

**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.

**Comment on Results (May):**

Throughout the year we implemented several events and tracking mechanisms specifically designed to support Indigenous ways of cultural perspectives and record support services utilized by our FNMI student population. By working collaboratively with the First Nations, Métis, and Inuit support team on four separate occasions this year, administration was able to create purposeful and relevant connections with staff and Indigenous students .

On September 24th onsite professional development day, administration brought awareness of the school’s student demographics for this year with notable attention given to FNMI students to staff. After presenting the statistical portion of this session, administration shared more information relating to First Nation children who are citizens of a self-governing First Nation on or off territorial land, so that a comprehensive understanding of this topic may help staff create a basis for initiating relationship building opportunities with several of our students.

On Oct 23rd, administration facilitated a session on First Nation children without status or ineligible for status residing off reserve but are recognized members by their own nation.

On November 27th, administration shared the “ First Nations Health Consortium” resource with staff. The session focused upon the “Jordan's Principle”, a Child-first initiative. This initiative focuses upon the gap in services or the lack of programs available to meet the child’s needs.

On April 23rd, staff connected virtually with an Elder which was arranged and facilitated by a member of the division FNMI team. Several FNMI cultural ways were revealed to staff in a memorable manner that allowed a celebratory atmosphere to fill the screens for all participants.

Measures:

By the end of September, administration facilitated a collaborative session with the school Counselor,FSEC and Career Advisor with the purpose of constructing data recording instruments which would not only allow for tracking student academic progress, but be a relevant approach to share valid information with staff throughout the school year. Our data collection tools included, At Risk students/Student support/FSEC documentation/Counselor documentation/powerschool attendance and our Continuum of Support. Knowing that FNMI students consist of 12% of the student population this year, there were no contrasting trends that exist between FNMI students and the overall student population. Our grade 12 FNMI population (16% of total FNMI population) are all on track to complete the graduation requirements as scheduled, and all have attended their graduation planning sessions with our career advisor. It is with great pleasure that I convey that we do have one FNMI student qualify for this year’s valedictorian selection process. Monthly data generated from our monthly Student At Risk documentation depict an overall 16.7% FNMI occurrence of the 66 students recorded, Student Support data portrays, of the 1195 assignments missing or late, only 4.6% attribute to our FNMI population. Data on our Continuum of support revealed(of the 97 total student count) 9.3% are FNMI. Analysis of both the FSEC’s and Counselor’s data, show no new trends emerging from the previous two years with respect to student category groupings nor issues and no significant change in FNMI percent seeking support from these two services.

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

<b>School Goals:</b>
Continue to use the Third Pillar of Instructional Leadership; Instructional Walkthroughs to improve teacher practices. 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.

**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 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.

**Comment on Results (May):**

After revisiting the data recorded on the Teacher Observation Tracker (TOT) throughout this school year to determine if we hit the mark on both of our goals, it is very evident that scheduled administrator walkthroughs have influenced teacher pedagogy while maintaining an inclusive learning environment for all students. In semester one alone, forty teacher observations were recorded for eleven teachers. Eighteen observations in semester two have been recorded to date. Rich qualitative data reinforced that teacher instructional practices have adapted throughout the year and teacher acceptance of purpose change for student academic success is prominent in their daily interactions with students. In post observation teacher/administrative conversations, twenty six data entries focus upon learning progressions and success criteria. Common themes extracted from the documented administrator's notes include assessment to fuel further instruction, the usage of learning maps, and the identification of student learning gaps. Quantitative data (from A.1.11 on Assurance Framework data May 2021) relating to school improvement based upon stakeholder input indicate the same conclusion (up 6.5% from the previous year).

**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).

**Comment on Results (May):**

As we purposely targeted mental wellness for all stakeholders this year, we were successful in creating the capacity to respond to identified needs. For our students, the administrator's "student advisory" sessions held in October, December and April provided valuable data (both quantitative and qualitative) in identifying areas of concerns with respect to mental wellness and establish intervention strategies that would provide students with supports and mechanisms to deal with their concerns. Each symposium averaged just over twenty students from grades 9-12 and the data for each symposium revealed several recurring themes. Of which, student learning transitions from last year's online learning (March through June) were difficult, this year's multiple transitions for many (face to face instruction to online learning) complied additional stress, and students' required resiliency/stamina to achieve their normal academic standing is well below the norm. When we compared these findings with our school counsellor's monthly reports we noticed very similar data. As the staff became aware of these trends during their weekly collaborative meetings they began to implement several school wide strategies. From their strategies, student "December's At Risk" numbers declined 14% since October, lunch hour mandatory student support declined 28% since September 30th and student course changes increased by 12 semester one and 26 in semester two.

For parents, FSEC support has been increasingly climbing since the start of the school year. In Semester one, six families were engaged with our FSEC staff member, nine families in October and November, and 11 families in December. In semester two our data revealed a spike in FSEC intervention. January through April we have recorded 14 to 16 families utilizing our FSEC services. The above information was regularly shared with staff so that an awareness of parental mental wellness is something we can all provide support with and do so in a comprehensive manner.

Data recorded by administration depicts an increase in communication with parents this year. In comparison to 2019/20 school web posting increased by 27% and multiple individual parent calls and emails are a new regular part of the administrator's day now. Because of this increased frequency of communication, it is encouraging to view the data pulled from May's 2021 Schollie parents survey for St Dominic school. Of the five new questions (Q.7-11) this year, parents responded with 92% plus agreement rate that the school is welcoming, flexible and encourages students while they learn.

As for supporting staff wellness, a 3% increase per administrator of classroom observations occurred in semester one on our "TOT" this year, and the visitations of parish priest school "drop ins" during the same period increased by four. Administration facilitated six staff wellness professional development opportunities so far this year. At the beginning of all onsite professional development days, administration in collaboration with the counselling departments encouraged all staff to become active participants in sharing their triumphs and disappointments with respect to their own individual wellness challenges as we persevere through this unprecedented time.

Here at SDCH we are grateful for our discussions following staff daily morning prayer for it allows for additional opportunity for staff to converse and add another level of mental wellness for all.

## 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.

**Comment on Results (May):**

As we have journeyed through the school year, the characteristics of Hospitality and Justice have shone through consistently. We have led many initiatives, from the office, in each classroom, and schoolwide, to celebrate these characteristics. During Lent we performed school and grade-based initiatives such as a food bank, water and clothing drive, modeling the Beatitudes. Parent reaction to our efforts were extremely high, with positive responses of 100 percent on 10 of the 11 questions on the Schollie survey! While the results are to be celebrated, we understand that we have an enormous responsibility to maintain and improve as much as we can to spread the light to the entire St. Elizabeth Seton family.

Regarding student satisfaction with teacher permeation strategies, this will continue to be a focal point for the 2021-2022 school year. Students responded with 69% agreement to the statement "I learn about God in all my classes". Together, with our Faith Coaches, and entire staff, we will continue to spread the Good News and continue the division practice of making Christ known to children in all we say and do.

**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.

**Comment on Results (May):**

Over the course of the year, St. Elizabeth Seton School has moved its LIFT Supports to a more dynamic model that could pivot as we saw the changing needs of our students. As we got to know our students better over the first few weeks, we could flex our supports into the right areas to address learning gaps. As a result, we saw an increase in the number of students who received targeted support from our LIFT Team over the course of the year. In Literacy and, specifically, reading, we saw a reduction of students below grade level by over 50%. We are encouraged by these results and will be looking to formalize this LIFT model more over the coming years. Consequently, we will build the Collaborative Response Model of supports into our school practices next 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.

**Comment on Results (May):**

School administration met with our FNMI Coordinator in November 2020 and developed plans to weave FNMI culture into the fabric of the school community. Each monthly online celebration highlighted one of the animals from the Seven Sacred Teachings. Teaching staff from each grade have featured FNMI-themed activities such as book studies, Google Meets with Inuit Knowledge Keepers, and multiple uses of the medicine wheel and talking circles.

For the 2021-2022 school year, St. Elizabeth will continue to implement aspects of FNMI culture into our daily activities. Using our session with Elder Corky this May 21 Professional Development day as a springboard, staff will examine talking circles as a means of delineating issues in the classroom or on the playground. School

administration will continue to utilize a restorative justice model when dealing with discipline. We will ensure the practices of the FNMI tradition play a prominent role in our school community.

**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 increased 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.

**Comment on Results (May):**

Through several collaborative working sessions with our staff and LIFT Team members, St. Elizabeth Seton School has created a plan that continues to use our robust diagnostic literacy tools in a more targeted and efficient way. Our previous model used a significant amount of LIFT Support and external resources to complete. In our new model, we have organized a method of identifying students requiring more in-depth testing to meet their needs better. While this new model will still require LIFT support to accomplish, it will eliminate the need for external resources. It will drastically reduce the amount of time required to act on students who need the most prompt support. This process also identified new methods for working more targeted supports into the daily routines of the classroom.

**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.

**Comment on Results (May):**

Staff and student wellness have been at the forefront of the 2020-2021 school year. Each grade has participated in wellness sessions for their students, including spirit days, cohort celebrations, and team-oriented activities. School Council has been extremely supportive with providing staff treats and moral support throughout the year. The professional development committee has provided for focused wellness sessions during each professional development day. As Catholics, we are people of hope, and we have done our best to support each other.

As we plan to implement elements of the Collaborative Response Model at St. Elizabeth for the 2021-22 school year, staff will keep the wellness of our students- academically, behaviourally, emotionally- at the forefront of our professional conversations.

## 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!

**Comment on Results (May):**

This year, our goals and strategies focused on deepening our understanding of Hospitality in our students and staff and creating an environment where our faith was clearly evident upon entering our building and classrooms. Our staff worked hard at creating faith rich opportunities for our students to engage in, like our "Call to Serve" initiative, our monthly masses at the school where we were able to share in the Eucharist as a whole school community, and our faith based morning announcements focusing on our 8 characteristics and Four Pillars. We are happy to share that our Schollie survey provided data that showed our efforts in enhancing student understanding of Hospitality were successful with a 99% (Question 8) and 95% (Question 11) satisfaction in Hospitality amongst our Grade 7 students.

Our Schollie results show that staff implemented the strategies well with student satisfaction continuing to be high in 6 of the 9 categories. The data also shows that continued focus in the area of prayer and relationship with God is needed. 81% of the students agree that prayer helps them feel closer to God, 76% agree that God created them and 56% agree they learn about God in all my classes.

We had the most parents complete our faith survey than ever before with 143 parents providing feedback. From that feedback we were able to hear that parents are happy with the quality of faith education their children are receiving, evident in the high satisfaction rates in all 11 categories. Overall we were successful in meeting our goals of enhancing whole school hospitality and Social Justice and creating a faith filled environment where our community is leading 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.

**Comment on Results (May):**

Throughout the year our focus has been on enhancing critical thinking and comprehension skills as well as problem solving skills in a numeracy context through the use of performance/rich tasks. Staff have gained a solid understanding of and ability to create and teach source based questioning and analysis within their literacy classrooms. We have seen improvement and growth among our students across all grades in their ability to break down and demonstrate their understanding of sources but overall data shows that strategies to reduce the gap in learning in all areas of literacy were not successful and need to be readdressed in June and early September. Our next step is to track term 3 data and identify the Essential Learning Outcomes that were taught during specific terms so teachers can focus areas of instruction during the last few weeks of June and the beginning of September on these Essential Learning Outcomes.

As the year progressed we started to realize there was/is a lack of common understanding in regards to what a performance/rich math task looks like. Staff have continued to expose students to rich math tasks where students are demonstrating and applying their ability to think and solve open ended math questions that promote higher level of thinking. This has had a positive impact on student learning and ability. In April a STF Math Hub team was created consisting of 4 numeracy teachers along with a 6 step plan for implementation leading into the 2021-2022 school year to help create a common understanding of performance tasks across all grades.

Qualitative data from our numeracy teachers continues to show improvement in student engagement, dialogue and stamina as well as overall numeracy skills. Students are taking a deeper approach to solving and thinking

about the problems when given the opportunity. Quantitative data across grades show that students are still struggling demonstrating knowledge and skills with performance task type assessments and gaps in learning are very evident in this type of assessment. Our next step is to track term 3 data and identify the Essential Learning Outcomes that were taught during specific terms so teachers can focus areas of instruction during the last few weeks of June and the beginning of September on these Essential Learning Outcomes.

We are pleased with the progress staff have made this year but need to continue to narrow our focus for the 2021-2022 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>• 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 talking 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.

**Comment on Results (May):**

St. Francis of Assisi has continued to grow and develop curricular competency to authentically celebrate Indigenous culture and spirituality within our school community. Staff continue to seek a variety of methods and resources to utilize in their pedagogy, creating learning spaces that honor the diversity of backgrounds present in our classrooms while continuing to honor our shared call to the Truth and Reconciliation recommendations. Within the 2020-2021 school year the community of St. Francis of Assisi undertook the difficult work of looking at how we personally encounter different cultures and the conscious/subconscious impact that this has on our interactions with all stakeholders at St. Francis of Assisi. This work has had a significant impact on this year's community as well as the future.

**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.

**Comment on Results (May):**

The teachers at St. Francis of Assisi Middle School have worked hard to improve their pedagogy through the use of Micro Learning Goals. During our walkthroughs and post conversations, our administration team focused on wellness and support for the first half of the school year and moved into deeper Micro Learning conversations in the second half. Our focus on these goals during our school’s Professional Development days has created time for teachers to research and improve their goals, reflect on their progress, and has also built in collaboration time with team members. We are excited about the growth we have seen in the 37 goals that school staff have worked on so far this year. We are also proud of the agility St. Francis of Assisi staff have shown as there were times it was necessary for us to adjust our focus, yet challenge them to continue growing through this process. When a shift to online learning occurred, all staff were supported in making new Micro Learning goals specifically focused on their online teaching practice. This has proven to benefit students beyond the walls of our classrooms. The qualitative data we received from staff was extremely positive in response to Micro Learning with 96% of staff sharing that they saw growth in their teaching pedagogy, and 100% of staff sharing that they also saw improvement in student learning or engagement. Our Schollie results for school Professional Development was low and being as Micro Learning and collaboration was part of 67% of our Professional Development days, this discrepancy in staff feedback has caused us some confusion. We are seeking further feedback to narrow down the dissatisfaction with Professional Development at St. Francis of Assisi this year. We are proud of the growth that has occurred and are excited to improve this goal further in the 2021-2022 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 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>
Adjusted goal: Create teams and systems of support to fluidly meet the needs of students both academically and behaviourally in the building, while also being mindful of and tracking close contacts.

**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.

**Comment on Results (May):**

St. Francis of Assisi Middle School has focused greatly on targeting and tracking support for our students in the 2020-2021 school year. We adjusted our goal of creating and following a Response Model, and we are very proud of how this original plan has evolved to better respond to the needs of our staff and students due to Covid-19. Our focus shifted from a model that had support staff attached to multiple classrooms throughout the entire building, to creating intentional movement that was carefully tracked. The tracking system developed allowed us to provide support to students who needed it most each block of the day, while also supplying us with data needed for close contact protocols. Further, our Support Document has morphed from being heavily focused on our 17 Tier 2 and 3 social-emotional learners to including a purposeful focus on our 71 Tier 2 and 3 academic students as well. These adjustments developed when our Inclusive Lead Team joined in regular meetings with our counselling team. In coming together to share information, these two teams recognized that there were overlapping needs for many students. This deeper sharing has created a stronger response model that includes specific strategies, supports, and transitions resulting in more students gaining specific, targeted support. With these changes, we are still supporting our 88 Tier 2 and 3 students with the careful responses of our six inclusion educational assistants. We also noticed an increased need for counselling support this year and we responded with small adjustments to our timetable and supervision schedule. This adjustment has created additional support for students in our buildings, has made room for stronger communication between our counselling team and staff, and has also stretched beyond our walls to include greater communication with families and outside agencies. This improvement has created even stronger support for our students. Overall, we are pleased with the levels of support our students are receiving due to our adjusted support model and intentional conversations within the team.

## 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 on how we are permeating faith in our lessons.

### **Comment on Results (May):**

This year, we have worked really hard to help our students and community understand the characteristics of Hospitality and Justice. As a school, we really worked on permeating our Faith in all of our lessons, specifically focusing on these characteristics, as well as bringing God to our students. Our Faith Coach was able to meet with individual staff members six separate times in order to help the teachers find authentic ways to bring these characteristics to their students. Our Faith coach was also able to lead our staff in professional development on another four occasions as a way to model how to bring prayer to the students in a fun and engaging manner. We were able to see the results of this through our Schollie Survey results, where 96% of our students believe that everyone is important and belongs, which directly correlates to Hospitality. We also saw that 94% of our students believe that all students need to be treated fairly, that all students need to apologize and forgive for any wrongdoing, and that each person needs to treat others as they would like to be treated; all of which are aspects to the characteristic of Justice. Our school community also made it a priority to bring our Faith to our community through three social justice initiatives (school level, local level, and global level), as well. Our school community took part in a local project in which we supported four local charities which was part of a Gr. 3 Project Based Learning opportunity that the entire school participated in. We also took part in an international social justice project where we raised money for men's mental and physical health by sponsoring our male staff through the growing of their mustaches during the month of November.

In the area of permeation, 94% of our Gr. 4 students, and 100% of our Gr. 7 students, reported that they believe that they learn about their Catholic Faith in school. We also saw a slight increase of 2% in students reporting that they learn about God in all of their classes. Although this is a slight increase, this is still an area that we plan on focusing on moving forward. Faith permeation was also a conversation point when meeting with staff and was one of the things administration focused on when observing teachers in their classrooms. Moving forward, this will continue to be a focus for the administration as they continue to establish an effective walkthrough process for all staff members.

**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.

**Comment on Results (May):**

This year, our school really wanted to focus on the areas of literacy and numeracy as an effective method to help mind the gaps of our students. In terms of literacy, we wanted to focus on the aspect of writing, specifically increasing our student’s stamina for writing this year. We did this by having our Literacy Inclusion Faith and Technology (LIFT) teachers providing targeted interventions for our students and co-teaching during their literacy blocks. Our staff was also able to identify the essential learning outcomes during professional development and/or our implemented collaboration blocks. This allowed teachers the opportunity to collaborate on writing prompts, common language around writing, instructional strategies when it comes to writing, as well as the implementation of a class structure that allows students to write daily. By doing so, 96% of our teachers were able to report that their students experienced growth in writing stamina. Teachers were able to report that their students were able to write, “from 10 minutes to over 30 minutes”, “by 10-15 minutes” and, “their writing stamina increased immensely

from when they came to school in September until now". At an elementary level, the teachers were able to implement a Daily 5 model for teaching literacy, which helped to reduce the number of students that score in the "At Risk" category when completing the Fountas and Pinnell (F&P) reading assessment. In grade one, eight fewer students scored in the "At Risk" category, as well five fewer in grade two, seven fewer in grade three, seven in grade four, and one student in grade five. At a middle school level 50% of the literacy teachers implemented a workshop model into their classrooms daily. We saw the middle school students increase their writing stamina upwards 10 minutes each. We also saw their reading stamina increase, as well, upwards of 20 minutes each. The middle school staff also ran a Language and Literacy Intervention program for some students, which allowed for five students to increase their (F&P) reading levels by three levels each.

In the area of numeracy, our teachers really worked to identify the essential learning outcomes in the area of math to help mind the gaps for our students. At a middle school level, the numeracy teachers worked together to collaborate about what the essential learning outcomes were that traversed between grades, as well as began to establish effective teaching strategies when helping the students understand these essential learning outcomes. Furthermore, our numeracy team met to establish a final assessment that would help target end of the year review, as well as provide insight into the topics and concepts that the students might have struggled with to the next year's teacher as part of the transition process.

**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.

**Comment on Results (May):**

This year as a school we continued to build on the growing capacity of our staff in their foundational understanding of Indigenous cultures and perspectives. Staff have felt comfortable reaching out to the First Nations, Metis and Inuit Division team for support in their classrooms and with individual students and their families. The First Nations, Métis, and Inuit support team met with or supported administration, staff, counselors, students and families 51 times this year through professional development, in-person and virtual classes. The First Nations, Métis, Inuit

Team connected with staff 15 times with professional development, materials for lessons and resources. They taught 32 in person or virtual lessons supporting students with understanding foundational knowledge. This was done in the areas of Talking Circles for nine new teachers, Tipi Teachings, and facilitating learning sessions from an Inuit knowledge keeper. The First Nations Metis Inuit support team helped organize a Bannock bag, Christmas hamper and did home visits for some of our Indigenous families. We are currently looking into getting an Indigenous drum and the proper teaching to use this within our counselling program. This year 11 St. Gregory the Great staff participated in a book club using the book *From the Ashes* by Jesse Thistle to continue to explore the Metis cultural perspective of a Canadian Author.

With support from the First Nations Metis and Inuit team, lessons were created for staff to continue with developing student and staff understanding of the Seven Sacred Teachings. These lessons started in March and 37% were completed before having to shift to At Home Learning. We began exploring having an Indigenous artist come and create a cultural mural to represent the Seven Sacred Teachings and our Catholic faith. Delree Dumont came to the school in April and agreed to work with us on this project in September of 2021. On our school goal survey in May, 95% of all staff reported that they have grown in their confidence and ability to bring First Nations, Metis and Inuit perspectives into their classroom. As we move forward we will continue to build relationships with the First Nations Metis and Inuit support team to have a deeper understanding of how to authentically bring cultural perspectives and Indigenous knowledge into our classrooms.

**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.

**Comment on Results (May):**

One of the areas we saw the greatest change, this year, is in the area of our collaboration time. Staff indicated at the beginning of the year that they would like a change to our collaboration process. This year, we altered the schedule, and got input from our staff on the importance of collaboration and agreed that collaboration is part of our DNA here at St. Gregory the Great Catholic School. Because of this, we created a collaboration block that was embedded into our schedule 23 times throughout the year. The administration team met with the Literacy, Inclusion, Faith and Technology (LIFT) teachers about what the collaborative process was to look like. The staff indicated that the collaboration block needed to be focused around teacher instruction and how to effectively

educate the students based on the Program of Studies. At the mid point mark, 54% of our teachers reported that they felt that their collaboration time was beneficial to their instructional practices. We brought this data to our Professional Development committee, as well as our LIFT team and really focused on shifting to instructional practices, based on teacher voice. Our LIFT team then met with their grade/subject teaching teams, revisited collaboration norms, informed them of the focus on teacher-based instructional practices and helped facilitate the collaborative process between educators. At the end of the year, our data improved by almost 20%, indicating that 71% of our staff found that our changes to the collaboration time made the collaboration more effective in their teaching. Furthermore, of those staff members that did not find it effective indicated that they did find that 23 collaborative blocks throughout the year was enough and wanted to increase the collaboration blocks we scheduled to three times a month instead of two. We are looking forward to seeing the results of the Assurance Survey results in the areas of quality of teaching and if students find their core subjects useful to them. Moving forward, we will continue to build the collaborative environment into our school in order to help support all of our teaching staff regularly throughout the year.

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

<p><b>School Goals:</b></p> <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>
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**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.

**Comment on Results (May):**

Throughout the year, our school community focused our attention on finding ways to allow our students to experience success in our school. We planned on doing this by fostering positive relationships between students as well as develop an understanding of wellness and create capacity amongst students and staff about how to respond to wellness needs. Overall, we felt our school did a great job of meeting our goals that we outlined.

When we look at our first goal, we found that the strategies we used provided an effective approach to improving relationships in our school. 94% of our Gr. 4 students said our school encourages students to be fair and treat others as we would want to be treated and 92% of our Gr. 7 students say our school encourages students to treat others with dignity. Also, 99% of parents and teachers believe our school creates harmonious interpersonal relationships among our students and staff and 99% of parents and staff believe our school encourages students to treat others with dignity. We are still looking forward to seeing our results on the Assurance Survey in the areas of caring for others, learning respect for others, and treating others fairly.

Our focus on student and staff wellness this year had a positive impact on our school community and our data indicates that our strategies helped us reach our goal. 81% of our staff scored themselves as excellent in their growth of understanding how to control their overall wellness/wellbeing and 83% of staff was satisfied with their growth in capacity to support student's understanding of wellness. As well, 90% of staff felt the school's professional development sessions created awareness, understanding and a commitment to action focused on self-care. 90% of staff were satisfied with the support the school authority provided when it came to their wellness. Also, during the year we had 12 staff members participate in our Walking Club and 11 staff members who completed a book study on "From the Ashes" by Jesse Thistle as ways to provide different ways to take care of our mind and body.

## 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.

**Comment on Results (May):**

This year, our grade 12 graduation class chose to support Catholic Social Services' St. Zita Program. Our Graduation committee researched the teachings of Hospitality and Justice and decided that the St. Zita program aligned best with the school's focus on mental illness and to those negatively impacted by COVID-19.

Our school division Chaplain and school Faith Coach led our staff and students through an exercise on determining what words best exemplify our school and our school spirituality to develop our school motto. Collectively, staff and students have come up with "Grounded in Faith. Soaring to Excellence"

**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.

**Comment on Results (May):**

The 2020-2021 school year has been challenging for staff and students alike. Students and teachers have been faced with multiple quarantining periods that has disrupted the rhythm of the school year. Our staff have begun work on a Learning Recovery Plan that consists of an academic component focused on ensuring high leverage outcomes that have the greatest impact on the next grade level, supporting students in classes through differentiated instruction and re-establishing routines and expectations.

**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 our division First Nations, Métis and Inuit team.

**Comment on Results (May):**

An important component of Reconciliation is awareness. The completion of our Falcon mural has sparked curiosity and discussion within our school community. The creation of the mural has led to conversations in classrooms which has led to a greater understanding of the Calls to Action of the Truth and Reconciliation Commission.

As we plan for next year, students have started to ask about Aboriginal Art. We are currently in the early planning stages to have Delree Dumont lead us in an art residency during the 2021-2022 school year.

**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.

**Comment on Results (May):**

This academic year has presented many challenges to learning. As a school community, we have had to pivot from our plan, respond to significant challenges in learning and work to address these challenges. Our focus has been on prioritizing learning and determining how to accelerate learning through thoughtful instruction and assessment.

School administration, instructional lead teacher, and a teacher team have developed a comprehensive plan to support student learning which will become the focus in 2021-2022 academic year. Hallmarks of this plan are teaching essential outcomes, vertical alignment of essential outcomes, differentiated instruction and formative assessment practices. Teacher professional development and embedded collaboration time will be crucial to effectively supporting the learning recovery plan.

**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.

**Comment on Results (May):**

Wellness has been a priority this year for staff. As a school community, our staff has recognized that they cannot fill the cup of another if theirs is empty. This year, considerable time during professional development has been dedicated to wellness activities and learning for staff. The division Health and Wellness Coordinator has presented to staff about the benefits of wellness and shared some examples of how staff can support their own wellness. The school professional development committee has also set aside time during professional development days to support wellness through choice sessions, Mass attendance, social opportunities and time to complete tasks. Staff are reporting (100%) that they feel satisfied with the schools commitment to action on self-care and (100%) that the school division supports staff wellness.

Each year, St. Joseph High School students complete the COMPASS survey. A major theme in the survey is mental health. Given the unpredictability of the school year, students reported feeling more connected to school than in their previous year; an increase from 67% to 72%. Staff have done an excellent job in looking after themselves so that they can give the energy and time needed to support students.

## **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.

**Comment on Results (May):**

We are very pleased with our results in ensuring our students are growing in the characteristics of justice and hospitality, as 98% of our students believe that the Catholic faith teaches them a good way to live. Through consistent messaging about hospitality and justice being the lens in which we make decisions, students have grown in this area from 89% just two years previous. In administrations walkthrough debriefs with teachers, we are finding that as the year has progressed, teachers have been using these two characteristics abundantly in their classrooms. In addition, 94% of students believe that God created them. This is up from 82% in the previous year. Permeating through our counselling supports and combining more faith components to our mindfulness instruction is one way that we have seen such a large jump in this area. Our professional development focussed on making the connection between a strong mental health and a strong relationship with God. Administration has noticed this language permeated more throughout the school, with many teachers talking about students "sending their worries to God."

**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.

**Comment on Results (May):**

We are very pleased with our progress in creating optimal student learning experiences and enhancing our use of data through Response to Intervention. We look forward to getting our Alberta Education Assurance results in our Quality of Education and Program of Studies sections, as the parent survey we sent out to students not in grade 4 and 7 showed 15 out of 16 parents noting that our school has improved over the last 3 years. One area we are taking into consideration from this survey is to increase opportunities for students to experience the dramatic arts at our school, as that was noted as an area of growth. Through our co-teaching grade alignment (having co-teachers supporting in classes one grade lower or higher than them) we have built capacity in understanding the alignment of the curriculum across grade levels. Finally, our Response to Intervention blocks have become a very strong part of our school culture this year and has become an important tool in the data it is providing teachers. Teachers recorded a student's progression on a learning outcome before a Response to Intervention session, and after. Our findings are that almost all students taking part in Response to Intervention experienced at least one level of growth in reteach and enrichment sessions. According to the data collected by teachers, over 1000 student learning progressions were increased at least one level in our school because of Response to Intervention. We are very proud of the data rich school we have become, and are impressed with teachers planning and instructing based on the data they are collecting.

**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, Métis, 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, Métis 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, Métis, 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.

**Comment on Results (May):**

We are very proud of the work we have been doing with understanding First Nations, Métis, and Inuit ways of knowing and guiding students through the reconciliation process. We believe that reconciliation comes from gaining a multitude of experiences that foster understanding between all stakeholders. It has been a huge success that 100% of our students have received targeted classroom programming from our division's First Nations, Métis, and Inuit support team. This has allowed our staff to feel more comfortable incorporating more Indigenous content in their classrooms. Most notably, we did an exploratory called Indigenous Art, where 129 students made Indigenous masks and other artifacts. Having a lead First Nations, Métis, and Inuit teacher on our staff who is passionate and has time in her schedule to promote this area and collaborate with Red Deer Catholic School Division's lead teachers, has been crucial to our continued success in this area.

**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.

**Comment on Results (May):**

We are happy that we met our goal of at least 10 staff members leading professional development this year, but we believe we could continue to grow in building a culture of collective leadership at St. Marguerite. We have amazing teachers at our school that bring many God given gifts and talents to our students. Moving forward, we will endeavour to take the success each individual teacher is having in their classroom and propel the school forward with a shared vision of authentic learning. Looking at a more teacher driven approach to goal setting next year is one possibility we are considering to differentiate our professional development and create a school of leaders. We are happy that our professional development this year included more voices, but we still see this as an area of focus for our school, next year. Although we see this as an area we can continue to grow in, we are still pleased that 100% of teachers were satisfied with opportunities for input in determining Professional Development activities. In addition, 71% of teachers said that the professional development plan provided opportunities for instructional leaders to share best practice a great deal, and 29% said a moderate amount. Although this data is above the division average, we still think we can grow in the area of collective leadership.

**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.

**Comment on Results (May):**

Our parental involvement score dropping 7% from the 2018-2019 school year was a concern to us, but we feel confident that this will reach over 90% in this area when we receive our Alberta Education Assurance survey results. With personal phone calls made by administration to our grade 4 and 7 parents our survey completion rate was very high in comparison to previous years. 52% of grade 4 and 7 parents filled out the survey this year, as opposed to 18% of parents last year. In addition, administration sent a survey to parents from all other grades that combined questions from the SCHOLLIE survey and the Alberta Education Assurance Survey, and we received 16 surveys back. When asked, to what extent are you involved in decisions about your child's education? 10 parents answered A Lot, and 6 parents answered Some. Zero respondents answered Very Little or Not at all. This data is very positive, and we hope that the same trend is evident in our Alberta Education Survey results. In addition to our goal of increasing parental involvement, we also focused on mental health through the lens of faith. The school

counsellors and administration took part in a collaborative visioning session where we came up with a counselling vision of "Resiliency for all Stakeholders." The counselling team focused on giving teachers skills for efficacy in their own classroom, and making staff aware of their own level of resiliency. Furthermore, our universal counselling supports were infused with more permeation that helped students look to God for support. All of this was done through the lens of faith with a focus on our division theme, "Trust in the Lord With all Your Heart." We administered a resiliency survey to our staff with the purpose of increasing self-awareness about resiliency. Before completing the survey 75% of staff noted that they viewed themselves as a resilient person. After the survey was completed, this dropped to 55% of staff believing they are a resilient person. This increased self-awareness is a powerful step for increasing resilience amongst our staff and students.

## 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.

### **Comment on Results (May):**

With faith being the cornerstone of all that we do at St. Martin de Porres we have focused on the Catholic characteristics of Hospitality and Justice this school year. You can visually observe this when you come to our school and see the student created mural with this year's faith theme in our front entry. We can proudly state that students were involved in 49 different activities that provided a deeper understanding of Justice and Hospitality, such as pop up prayer retreats and social justice projects. Some of the social justice projects included an online art auction, neighbourhood cleanup, and thank you cards for frontline workers.

At St. Martin de Porres, we cherish and honor each child's uniqueness in our school. This year, staff were able to celebrate the God-given gifts and talents of their students by referring them for "Trust in the Lord with all your Heart" nominations. Over 100 student nominations were received and family phone calls were made by administration to celebrate student success and leadership.

Teacher growth and leadership has occurred this year as our Faith Coach has shared weekly, ready made, bite sized permeation tips on the eight characteristics that assist in permeating faith both school wide and in classroom activities. These permeation slides included making connections to current events in the school such as online learning, hatching chicks in the school, Physical Education class, and friendships to name a few.

Our faith is strong and thriving at St. Martin de Porres as is shown by the results of the following Division Survey questions focusing on Hospitality and Justice which were administered to students, parents and teachers; I believe our school encourages students to treat others with dignity (100%); and I believe our school creates harmonious interpersonal relationships among our students and staff (98%). We are very proud of the work that we have done

in deepening our understanding of Justice and Hospitality. We look forward to continually being agents of change and witnesses to the faith that is woven into our community.

**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.

**Comment on Results (May):**

The individual, educational needs of students at St. Martin de Porres are paramount and have been a focus this year through our teaching and LIFT teams. Extensive focus and effort has been placed on high leverage teaching strategies and programs to address student needs and help to progress them forward in their skills. Grade 2 teachers have focused on a program called Words Their Way with elements of the program also being used at the grade 3 and 5 level for intensive intervention. Grade 2 teachers reported increased student growth with daily reading and writing skills. As a result of the implementation of Words Their Way, students have improved in their ability to differentiate phonics. This program led to increased spelling, reading, and writing success at each child’s individual level. It is, in essence, a Tier 3 intervention, but woven into daily classroom routine.

In Grades 3 through 5 teachers implemented a scaffolded approach to Reciprocal teaching and by May, 100% of Grade 3 to 5 teachers described the impact of reciprocal teaching in understanding content in core subjects. Teachers reported that the use of this strategy in their classes improved students' overall vocabulary, comprehension and summarizing skills, as well as, student's connections to readings. Teachers also stated that it was explicitly helpful for vocabulary building for ELL students and extending skills in writing details for all students. Staff have shared that student's confidence and skills in reading has increased due to the implementation of this high leverage strategy.

Fountas and Pinnell is an accuracy, fluency, and comprehension measure of literary abilities in reading. With the changing state of education and the variety of student needs, 60% of students scored at or above grade level. Identifying the learning gaps have been key this year and due to the intensive interventions in classrooms, 90% of the student population showed increases of at least two levels in their instructional reading on this assessment. While we still have a way to go in helping all students reach grade level, the overall improvement in reading from where the students were at is remarkable!

## 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.

### Comment on Results (May):

St. Martin de Porres is committed to reconciliation and honoring our nation's Indigenous peoples. In working in collaboration with the First Nations, Métis, and Inuit team, a wealth of classroom support, professional development, and resources was provided to our staff and students over 50 times this school year.

This year, 93% of staff indicated that their understanding of intergenerational trauma increased while 7% indicated that their understanding remained unchanged after participating in the professional development focused on intergenerational trauma and how this can affect students in our current classrooms. Resultant to this professional development, staff was inspired to acknowledge the land each week during morning announcements and prayer. It is a privilege for each staff to take turns to voice the sacred land acknowledgement. Staff have also committed to engaging in at least two talking circles per month in their classroom. The talking circle is a way of building connections and community and creating a safe environment where students can share their points of view with others where everyone is equal and fosters a sense of belonging.

In partnership with our Division First Nations, Métis and Inuit Support Team, 100% of Kindergarten to Grade 5 students participated in Orange Shirt Day in September as well as in January an Indigenous Global Read Aloud, "Stolen Words". Through the story of this sensitive, beautifully illustrated picture book the intergenerational impact of Canada's residential school system, which separated young Indigenous children from their families was explored. Our students learned about how the Indigenous people lost some of their Cree language which was energetically learned and integrated in our daily routines. As a result of this global read aloud, each class engaged in additional activities to strengthen their knowledge of Indigenous culture and traditions. Students created talking sticks, dream catchers, participated in basketweaving, Métis braiding and drumming to name a few.

In addition, for the first time at St. Martin de Porres, two Indigenous students in Grade 3 and Grade 4 were proudly nominated for the prestigious Honoring Spirit Indigenous Award. These nominations acknowledged their exemplary leadership, courage and commitment to their culture and their studies.

**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.

**Comment on Results (May):**

The St. Martin de Porres fine arts community is going strong and as always is fully committed to providing multiple, unique fine arts experiences and this year is no exception! Despite the unusual circumstances of this pandemic year, our students were able to actively and creatively engage in the arts through unique methods.

St. Martin de Porres had 12 unique fine arts experiences integrated into our celebrations as well as 100% of our drama and music classes showcased performances virtually including silent film, pen drumming, rhythm cups, joke telling and the creation of a music video to name just a few. Additionally, visual arts was showcased through social media, video presentations and in grade 5, a philanthropic art sale. 100% of classes participated and showcased their art created in the Fused Glass Artists in Residency Program. All student art was showcased on the fence surrounding our school to beautify the community that so generously supports our school!

In April, parents completed a survey regarding Fine Arts opportunities within our school community. 95% of parents were satisfied with the overall Fine Arts opportunities offered at the school. 98% of parents expressed satisfaction with the artistic class-led liturgies and celebrations. 98% of parents were satisfied with our virtual classroom performances, however, only 88% were satisfied with our virtual Advent concert. Families would prefer a live performance opportunity when it is safe to do so.

This year a unique online collaborative partnership was created with Trickster whereby 100% of Grade 5 students created a story with a resident staff using a structured writing technique. Another partnership was also explored with Capilano University where online performances featuring Red Deer Catholic alumni students were featured.

**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.

**Comment on Results (May):**

Mental wellbeing has been a focus at St. Martin de Porres. Professional development was provided on Trauma and Trauma Informed Practices which provided essential understandings on how to teach all students with trauma in mind. As a result of the professional development teachers commented that it "provided a better understanding of the difficulties that our students face in their daily lives, why they respond the way they do and what we can do to support these vulnerable students." Staff felt that they were given hands-on, concrete strategies to assist students and it has impacted how they handle situations that students are involved in and how they understand and relate to them.

As part of the mental health focus at our school, all students participated in Mindset Monday lessons. 95% of students felt they learned a 'great deal' of strategies pertaining to creating mental wellbeing. The students were able to identify 16 different strategies and tools that they use on a regular basis to help with regulation, problem solving and conflict resolution.

In addition, we have been extremely fortunate to have a therapy dog named Zoe come to join our St. Martin de Porres family twice per week to read and visit with students. 96% of students reported that while they were spending time with the therapy dog they felt happy and content. Following their visits with Zoe, 96% of students also reported they were calm, focused and ready to learn. Students stated: "She has made me feel better every time I see her. She sparks my joy!"; "Sometimes I don't really like to read so when I'm with Zoe, it makes it better. It makes reading awesome!"; "I feel less frustrated about the day when I spend time with Zoe."; "School is sometimes stressful and seeing Zoe takes the stress away. It makes me feel . . . when I pet her, it takes my stress away."; "She makes me feel calm and she keeps me away from my frustration. When I'm with Zoe, I'm thinking about calmness."

## 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.

**Comment on Results (May):**

Our results indicate that we have truly embraced the Catholic Characteristic of Hospitality. Our Schollie results indicate we had 98% satisfaction reported among students, parents, and teachers who embraced Hospitality throughout the school year. Our increased and specific communication regarding COVID protocols has limited our students, parents, and teachers' fears, and supported everyone in feeling safe and welcome within the school.

**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.

**Comment on Results (May):**

As a whole, our school staff made it a focus to know and understand our learners. Using a flexible but focused LIFT support schedule, a new EA model, multiple analyses of student data, learner profiles, and revisiting of essential learner outcomes, student learning gaps were identified and addressed. This purposeful and targeted approach has allowed us to move a number of at risk and approaching grade level students to reading at grade level, as well as support and address our areas of focus in numeracy.

**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.

**Comment on Results (May):**

In an effort to build capacity in First Nations, Métis, and Inuit education and support student learning, St. Matthew engaged in a whole school approach. This approach included providing rich professional development to staff, and creating student learning profiles in order to better know our learners. Our results clearly indicate that our efforts to develop a deeper understanding of Indigenous culture among staff were successful, including over 85% of staff who said the learning helped them to improve and apply foundational knowledge in their classrooms. These efforts led to school wide involvement in various First Nations, Métis and Inuit activities such as monthly classroom talking circles focused on the Seven Sacred teachings, and a noticeable increase in the amount of teacher-directed lessons incorporating Indigenous foundational knowledge. For staff, an opportunity to have a Fireside Chat with an Elder was an excellent opportunity to ask questions, and seek greater understanding.

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

<b>School Goals:</b>
<ul style="list-style-type: none"><li>• Focus on the use of formative assessment within classroom practice to improve student learning.</li></ul>

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

We are focusing on formative assessment as a means to improve opportunities for students to succeed and demonstrate their understanding of our essential learning outcomes. Although our results indicate we have maintained very high achievement in this area, our focus on this is designed to address any learning gaps experienced by students during our extended online learning period last year. Improved assessment, when used as a tool to direct future learning, often leads to increased understanding and performance of students.

**Comment on Results (May):**

Due to the nature of our school year with various breaks in learning, as a school we were forced to slow down and focus on our instruction and addressing our student learning gaps. Our staff spent time developing comprehensive student learning profiles, worked on formative assessment at professional development, developed success criteria, and continued to align essential learning outcomes. This approach allowed for teachers to specifically address learning gaps in our students and focus instruction to support our students' learning. The improved use of formative assessment has allowed students to be a part of their own learning. Our results demonstrate a

measurable increase in teacher use and reporting of formative assessments. As an example, 100% of middle school teachers have grown in their use of reporting these assessments in powerschool, and/or commenting their feedback on specific learning objectives.

**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><li>• We will focus on improving the mental health of our staff and students.</li></ul>

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

We have chosen this as our focus of our first goal 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.

Our walkthroughs will be our vehicle to address both our staff and students' mental health. Returning after seven months to face-to-face learning, it is important that the staff and students feel supported. Our school year looks very different for staff and students navigating the changes due to the pandemic, therefore a focus for this school year will be supporting 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.

**Comment on Results (May):**

St. Matthew can report that we have increased communication with our school community this year. Through feedback from the school council and our parents, we have used various mediums to ensure our stakeholders are informed. Our focus on mental wellness for our staff and students has resulted in reported satisfaction with our different activities supporting overall wellness throughout this year. Using the data provided by staff, counsellors, and our FSEC, we have been able to see trends and provide focused presentations, suggestions and activities to support and respond to the data in a timely manner.

## 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 Eight Characteristics of Catholic Identity; namely, two chosen characteristics of Catholic identity - 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.

**Comment on Results (May):**

This year, our staff, students, and parents focused on deepening their understanding of the Eight Characteristics of Catholic Education by learning about Hospitality and Justice. St. Patrick's administration is proud of the results as indicated in the Schollie Survey. Our staff overwhelming (100%) indicated that our school created harmonious, interpersonal relationships among students and staff, while 94% of parents and 100% of staff agreed that we welcome human diversity from other traditions. Each Professional Development day provided a strong focus on permeation that easily transferred use into the classroom. One highlight centred around our Indigenous community whereby an entire professional development day was dedicated to learning about Hospitality and Justice through the lens of our First Nations community. A well respected Elder shared multiple learning strategies focusing on Hospitality and Justice. Further, our Division's First Nations, Métis and Inuit Support Team provided authentic supports, both individually to students and to whole classrooms, with a plethora of activities including Talking Circles, making bannock, Tipi teachings, Wampum belt making and several other activities that focused on Hospitality and Justice.

**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.

**Comment on Results (May):**

One of our main priorities this school year was to ensure that staff continued moving forward on our journey with knowing, understanding, and responding to curriculum to ensure student success. As our school reviews data, it is evident that our targeted supports in responding to students' needs has resulted in success in every grade. One of the essential keys to success for educators was supporting them through authentic, timely, and targeted professional development opportunities. According to our Schollie Results, staff were highly satisfied with having their voices heard in order to provide professional learning opportunities that were purposeful, included essential collaboration time and supported their overall individual improvement on each individual's instructional practice. Overall, our school reached a satisfaction rating between 76% to 100% specific to professional development whereas the Division this ranged from 52% to 99% average. It was clearly evident that staff was highly successful in accessing and effectively utilized collaboration time. On a recent staff survey specific to collaboration, staff rated the effectiveness of targeted collaboration time as a 4.6 out of a possible 5. Comments included that it effectively supported the development and implementation of common assessment practices, there was time committed to accessing top resources and student interventions, learning goals were met as a result of placing student work at the centre of the discussion and finally, it improved overall teacher efficacy.

**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 partnerships 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 members, 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.

**Comment on Results (May):**

As a result of the ongoing, comprehensive support from our Division's First Nations, Métis and Inuit Support Team, our school community is developing an embedded process of using Talking Circles within the classroom as a means of support. Students actively engage in this platform to work through complex situations in order to grow their

individual communities. Our individual students' needs are successfully being met through a collaboration with our First Nations, Métis, and Inuit Support Team - including home visits, conversations, and exploration of cultural connections. Finally, having access to our Indigenous community Elders and the Native Friendship Centre has provided excellent supports and resources to continue to engage our students, staff and parents in furthering their knowledge and understanding of the Indigenous culture.

**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 Collective 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.

**Comment on Results (May):**

At St. Patrick's Community School, it was apparent that our year end results increased significantly on the Schollie Survey that dealt specifically with an improved culture regarding knowing, understanding, and responding to student learning. Teachers were clearly satisfied with the support they received to assist them in improving their instructional practice (between 79% - 100% ratings - average 95% approval). A consistent and ongoing commitment to collaboration time supported teachers in moving their new learning into daily practice focusing on timely and targeted supports for all students. 100% of staff agree that professional development provided them with information and strategies that have a positive impact on student learning and allowed staff to improve classroom instruction.

**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. Ensuring that St. Patrick's provides parent voice, through the renewal of 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.

**Comment on Results (May):**

In aligning our school to Division goals, St. Patrick's focused on providing authentic, timely and targeted mental health supports for students, staff and parents. The entire Counselling team consists of two teacher counsellors, one Family School Enhancement Counsellor, Settlement Support Worker from the Central Alberta Refugee Effort, Inclusive Lead Teacher, and Administration. This team's main focus was to ensure that our students', parents' and staffs' mental wellness needs were met with streamlined services. Our school Counselling team was truly blessed to have had the additional support. Moving forward, more targeted, proactive Counselling presentations were suggested from the staff survey that was conducted in May, as ways of meeting student needs in a proactive and timely manner. Ultimately, these strategies will provide more universal supports for staff and students. With School Council a main priority, this re-engagement process brought 9 new members to the table and a strong plan for moving forward in a more formal fashion. Establishing the School Council budget was a task that was determined as the number one priority. Next steps include formalizing more executive roles and responsibilities and engaging more parents at St. Patrick's.

## 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.

**Comment on Results (May):**

As we continue to develop an awareness of Hospitality and Justice within our school community a number of professional development sessions were offered to staff by our Faith Coach. 100% of our teachers agree or strongly agree that following our professional development sessions they have developed a deeper understanding of both Hospitality and Justice. Teachers continue to expand their students' knowledge of these two characteristics by permeating their daily lessons. 94% of teachers have indicated that they have increased their confidence and understanding of how to create one-sentence permeation plans following our faith permeation professional development sessions. With the development of our Trust in the Lord Referral Form, 54 families have been called to celebrate how their child is living as an example of trusting in the Lord while demonstrating the characteristics of Hospitality and Justice. Our Grade 4 Schollie student survey results indicate improvement in the areas of students indicating that prayer helps them feel closer to God and that their Catholic Faith teaches them a good way to live. 98% of the parents who completed the Schollie survey indicated that they believe the Catholic Faith provides their child a framework for life and living.

**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.

**Comment on Results (May):**

Grade 1 to Grade 5 teachers complete Learning Maps during our weekly Professional Learning Community time. Using formative and summative assessment teachers placed students in their appropriate learning progression. Differentiated learning activities, success criteria as well as assessments were created for each learning progression. Each week during our weekly grade-level Professional Learning Community teachers reviewed student progress. Teachers selected a targeted learning progression and area of improvement. Students in this progression were identified and teachers designed a two-week learning sprint with the goal to target instruction and improve student learning. 88% of teachers indicated that creating and implementing Learning Maps assisted them with planning and differentiating instruction for all learners. 82% of teachers agreed or strongly agreed that the Learning Map process allowed them to plan and implement targeted learning sprints for their students and 88% of teachers agreed or strongly agreed that these targeted learning sprint interventions assisted in improving student learning. Through the co-planning of the Learning Maps and progressions as well as the guided professional dialogue during our Professional Learning Communities we feel that we have strengthened teacher collaboration and the sharing of optimal instructional strategies to meet the needs of diverse learners. If COVID-19 restrictions are lifted next year, we hope to expand our Learning Map model to our Responsive Tiered Instructional groups.

**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.

**Comment on Results (May):**

Starting with the Alberta TQS competency #5, "A teacher develops and applies the foundational knowledge about First Nations, Métis, and Inuit for the benefit of all students"our school data shows that just under 80% of our teachers consider themselves proficient or competent with this outcome. This result indicates that we've made positive progress in this area of learning, but that there is still room, and professional interest for growth for staff and students. One teacher quote from our Spring survey stated, "I feel more sensitive to all parents now. I ask myself, "what's their story'? I try to hear their words and more of what's going on. I've always been sensitive to parents and LOVE working with them and helping them anyway I can. The PD has been helpful not just with parents of First Nations, Métis and Inuit culture, but all parents." Another teacher stated, "I have loved everything we have been learning, especially our move towards restorative justice." Leaning on the First Nation and Métis Inuit traditions of Restorative Practices, St. Teresa of Avila can consider itself a school that uses this practice to assist students in their growth. As a school, we needed to figure out, "...how to hear student voices, rather than just using one-size-fits-all treatment for discipline." (Maynard, Weinstein, 2020). This knowledge has helped us remind staff, students, and parents that we are here to help students learn in all areas of their lives.

**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 focusing 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.

**Comment on Results (May):**

Instructional walkthroughs were completed in all classrooms. On our year-end teacher survey teachers indicated that they appreciate the feedback provided by administration following instructional walkthroughs. Comments shared demonstrate that they believe this feedback is one of the most important aspects of their professional growth. This year our administration team attended grade-level Professional Learning Community meetings. As participants in this professional dialogue, administrators were able to collaborate with teachers as members of their learning teams. Our administration team also served as the key facilitators for our Level 1 Trauma Training. Leading this professional learning assisted our administration team with establishing a shared vision for our school community in terms of Trauma Informed Care as well as building the culture of Trauma Informed Teaching and Learning for St. Teresa of Avila School. Focussing on Leading Learning, and Walkthroughs allowed us to be seen as "...promoting and participating in the learning and development of their teachers. (Robinson, 2011, p. 104). As an administration team, it was important for us to make an impact by being visible, by being in the classrooms as much as possible, and frequently, and continuously participating as learners in the classroom, and during our Professional Development. As stated by Vivian Robinson (2011), "...the principal who makes the biggest impact on learning is the one who "participates as a learner" with teachers in helping to move the school forward. This sets our administration team up for future planning in terms of improving our collaborative Professional Learning Community structure, and working from the data our teachers provided to continue improvements in instructional practice for the 2021/2022 school year.

**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.

**Comment on Results (May):**

Creating a safe and caring culture remains a priority for St. Teresa of Avila staff. Data from our teacher survey indicates that teachers feel that their students are more regulated and that our daily mindfulness practices have

made a difference for their students. Teachers are noting that students are utilizing their mindful strategies such as breathing independently when situations arise in the classroom and on the playground. The implementation of our Student Response Model has made a significant difference in student regulation in our school. Our administration team has recognized decreased numbers of student discipline concerns in our classrooms as well as during recess times. Providing 1:1 support for our students who require social-emotional support during key times of the school day has helped students build relationships with these staff and has assisted them with co-regulation strategies which in turn has increased their ability to self-regulate. This year our staff had the opportunity to complete Level 1 and 2 of the City of Red Deer's Better Together Trauma Informed Care training. This training has provided our staff with foundational knowledge in trauma informed practice. Staff have a deeper understanding in trauma informed care, intergenerational trauma, adverse childhood experiences as well as building resiliency. Our teacher survey teachers indicated that learning about the "why" behind behaviours has assisted them to approach discipline situations with greater compassion and understanding.

## 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.

**Comment on Results (May):**

Students and staff were immersed in both Hospitality and Justice throughout the school year. Students witnessed hospitality from the moment they walked through the front doors each morning as they were greeted by staff offering free breakfast and a smile. Students led lenten service projects with a focus on social justice and hospitality within our community. They were very proud to support the Mustard Seed, Safe Harbour Society and various senior homes within our community. 97% of students indicated that they were impacted by these projects and 78% of students indicated that they will continue to seek more opportunities to give in our community. With a continued focus on faith permeation, we are proud to celebrate the acknowledgement of school-wide permeation of our Catholic faith by our stakeholders. 99% of students, on the Schollie Survey indicated that they learn about the Catholic faith in our school and 98% of parents responded that the Catholic faith is integrated into the curriculum at St.Thomas. Further, with student-led prayers starting our days, the addition of a daily blessing to end our days, and all students collaborating to create grade level prayer cubes, our focus on prayer wraps our school community in the arms of God.

**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).

**Comment on Results (May):**

Teachers have excelled this year at implementing effective instructional practices despite the method of curriculum delivery that they were forced to adopt as a result of COVID related school operational shifts. Teachers have continued to keep their Google classrooms aligned with the school divisions curriculum expectations and guidelines, and have continually reflected on and modified the class profiles and tiering documents that they created in fall. This documentation is focused on capturing student data as it pertains to demonstrated learning gaps as well as the necessary interventions that have been put in place by teachers to ensure that optimal learning environments have been created. This data has become foundational as our teachers have collaborated to ensure that every student is placed into the ideal learning environment for the upcoming 2021-2022 school year. As a result of the interventions put in place this year, it has been observed that 20% of our students have improved their placement on our tiering document which exemplifies the strength of our 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>• Our school community will develop, share and celebrate a deeper understanding of the beauty, value, and wisdom of Indigenous Culture.</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.

**Comment on Results (May):**

The foundation of our student recognition and celebration program is rooted in the Indigenous teachings from the Circle of Courage. Throughout the school year, over 150 students were recognized for demonstrating acts of Generosity, Independence, Mastery, and Belonging within our school community. Students are nominated by staff members and celebrated within their class cohorts by administrators and counselors. To further support the development of a deeper understanding of the beauty, value, and wisdom of Indigenous culture, students have been engaged in authentic learning opportunities, such as: Wampum Belt creation, Indigenous games, Tipi teachings, Circle of Courage activities as well as a student exhibition of learning about Residential Schools and subsequent fundraising for the Downie Wenjack Foundation totalling \$1210. As we continue to build the capacity of our staff, members of our First Nations, Métis and Inuit divisional team and members of our Indigenous community have offered professional development to help strengthen our teachers' understanding and confidence in the area of delivering authentic Indigenous learning activities.

**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.

**Comment on Results (May):**

Teachers engaged in a reflective process where they identified a specific Teaching Quality Standard indicator and developed a plan to improve their personal instructional practice. This reflection included video analysis of

teaching, peer feedback, research sharing and implementation of instructional goals. These instructional learning goals were designed to help teachers and administrators engage in thoughtful professional dialogue about sound instructional practices. Alongside their teacher colleagues, administrators engaged in reflective practice linked to the Leadership Quality Standard (LQS), specifically working in a team approach to promote positive change and modelling a commitment to continuous improvement. This was done through seeking feedback from stakeholders and making decisions about how to offer effective academic and extracurricular programming through an online learning platform; wherein, multiple scenarios were created to meet the needs of students. School Administration's commitment to the LQS was maintained as they set a goal to remain committed to classroom walkthroughs throughout both in-person and online learning. Over 300 classroom walkthroughs both in-person and virtually were completed by the school administrators. Focus on staff wellness was always at the forefront of the walkthroughs and subsequent conversations. School administration also made it a priority to create numerous opportunities to ensure that every student and staff member experienced individual expressions of gratitude. Through this effort, over 700 gratitude postcards were distributed to staff and students in an effort to promote the development of a caring and welcoming school community. Feedback from this effort has been very positive and something we will continue to do in the coming years.

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

<p><b>School Goals:</b></p> <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> <li>• Create opportunities for staff to engage in meaningful professional development opportunities focused on staff wellness.</li> </ul>
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**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 over 500 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 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. 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.

**Comment on Results (May):**

Engaging with our parents, students and teachers to gain their insight into how to deliver effective online programming was extremely important this year as we managed four different operational shifts as well as the needs of hundreds of students and staff as they were forced to quarantine. We gained this valuable insight through parent, student, and staff surveys and used it to create a new school wide approach in January that was well received by parents, students and teachers. Additionally, in an effort to keep parents informed and to increase their understanding of the various school wide initiatives, programs and operational shifts that we needed to offer, we made use of an engaging digital weekly announcement tool called a SMORE. Analytic data indicates that we averaged over 500 views of this digital communication tool per week. This is encouraging data given that if one parent per family viewed these announcements per week, this would represent 90% of our families remaining informed through this new communication tool alone. School administration also made it a priority to communicate with families through formal administration messages that were distributed whenever a change in programming was necessary. Additionally, staff wellness remained a priority throughout the year and these efforts have resulted in 94% of teachers indicating that our school's professional development sessions created an awareness, understanding and commitment to action focused on self-care.