



ST. GREGORY  
**THE GREAT**  

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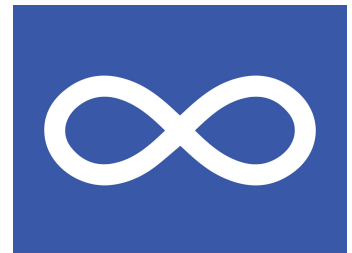
**CATHOLIC SCHOOL**

**St. Gregory the Great Catholic School**

**2022-2023**

**SCHOOL IMPROVEMENT PLAN**

Red Deer Catholic Regional Schools would like to thank God for all of creation. We acknowledge that we are on two territories: Treaty Six territory to the North of the Red Deer River and Treaty Seven territory to the South of the Red Deer River. We acknowledge the many First Nations, Métis, and Inuit whose footsteps have marked these lands for centuries and whose respectful stewardship have enabled us all to enjoy the riches of the Creator's blessings.



## Principles of Practice

**We honour our children.**

**We provide a safe and secure environment.**

**We live and proudly proclaim our Catholic Christian faith.**

**We provide quality education in a Catholic environment.**

**We pray as an educational community.**

**We practice servant-leadership.**

**We focus on our mission through clarity of purpose.**

**We value our staff.**

## Vision:

St. Gregory the Great is a safe, caring, and faith-filled environment where a collaborative group of educators provide engaging and authentic learning opportunities for all learners; extending beyond the classroom to share God's love to the greater community.

## Mission:

At St. Gregory the Great Catholic School, it is our mission:

To offer, as a pillar of the Catholic community in Blackfalds, faith filled relationships.

To make Christ the foundation of all, as we model and evangelize our Catholic faith.

To foster a welcoming and inclusive environment that recognizes and understands the unique gifts of each child.

To instill a love of learning and be the foundation of collaborative and eager learners in our community.

To create diverse learning opportunities that are inclusive, safe and challenging, for 21st century learning.

To extend learning beyond the classroom by building and developing relationships within our community.

## School Profile:

St. Gregory the Great Catholic School is a faith centered, inclusive learning environment that offers Catholic Education to the community of Blackfalds. It serves over 684 students from Pre-Kindergarten to Grade 9.

We strive to permeate our faith in all that we do at St. Gregory the Great Catholic School. "Come Follow Me" Matthew 4.19 is our motto as we make Christ known to our students. This is modelled and lived by students and staff as we permeate our faith in all subjects as we help students come closer to Jesus and become evangelized disciples. We are committed to having a strong relationship with Jesus through our connection with St. Stephen Parish in Lacombe and through our school celebrations.

St. Gregory the Great Catholic School is committed to ensuring we are a safe and caring school. Regular safety practices, guest speakers, programs, and our Positive Behaviour Plan are essential parts of the school. To foster a sense of community and wellness the whole school participates in Wellness Wednesday focusing on building connections between staff, students and the community. We have established a strong community partnership with the Blackfalds Bulldogs where they come to mentor all students.

The unique design of the school is intended to facilitate collaborative, authentic learning in an inclusive environment. Staff are able to collaborate as they grow in their craft and support the learning outcomes of the students they work with by implementing a variety of teaching strategies and assessment techniques to improve student learning. Students are given opportunities to work together through authentic learning experiences which allows them to develop confidence and see the relevance of their learning.

## Assurance Framework Report Card

Alberta Ed Required Measures	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)	Achieve-ment	Improve-ment	Overall
Student Learning Engagement	89.8	89.2	n/a	85.1	85.6	n/a	n/a	n/a	n/a
Citizenship	82.1	86	76.4	81.4	83.2	83.1	Very High	Improved	Excellent
3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
PAT: Acceptable	59.1	n/a	71.8	67.3	n/a	73.8	n/a	n/a	n/a
PAT: Excellence	6.9	n/a	7.3	18	n/a	20.6	n/a	n/a	n/a
Diploma: Acceptable	n/a	n/a	n/a	75.2	n/a	83.6	n/a	n/a	n/a
Diploma: Excellence	n/a	n/a	n/a	18.2	n/a	24	n/a	n/a	n/a
Education Quality	91	93.3	90.2	89	89.6	90.3	Very High	Maintained	Excellent
Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.2	88.8	n/a	86.1	87.8	n/a	n/a	n/a	n/a
Access to Supports and Services	84.7	89.7	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Parental Involvement	70.8	88.3	88.3	78.8	79.5	81.5	Low	Declined Significantly	Concern

## RDCRS Families are Inspired by Christ on a Journey to Encounter, Nurture and Serve

<b>RDCRS Families are Inspired by Christ on a Journey to Encounter, Nurture and Serve</b>	<b>2021/22</b>	<b>2020/21</b>	<b>2019/20</b>	<b>3 Year Average</b>
I learn about the Catholic Faith at my school.	98.24%	96.41%	94.39%	96.35%
Prayer helps me feel closer to God.	93.61%	90.95%	92.70%	92.42%
I believe that God created me.	90.21%	87.22%	93.81%	90.41%
I believe that the Catholic Faith teaches me a good way to live.	97.07%	93.53%	95.19%	95.26%
The Catholic faith is a focus in my school.	95.79%	64.52%	65.56%	75.29%
I learn about God in all my classes. (Grade 4 students)	89.12%	81.90%	79.41%	83.47%
Catholic viewpoints and connections are integrated into my school subjects and activities. (Grade 7 & 10 students)	86.54%	N/A	N/A	86.54%
My teachers show me what it is like to be friends with Jesus. (Grade 4 students)	90.57%	81.13%	96.49%	89.40%
My teachers show me what it is like to develop a relationship with Jesus. (Grade 7 & 10 students)	94.34%	67.57%	68.18%	76.70%
I learn that we all need to play a part in helping to make our world a better place for everyone.	96.23%	N/A	N/A	96.23%
I learn the importance of the traditions of our faith such as scripture reading, liturgies, sacraments, and celebrations.	93.33%	N/A	N/A	93.33%
I would recommend my school to a friend.	88.57%	N/A	N/A	88.57%

#### **AERR Comments**

As restrictions began to slowly open up over the year, our school community was excited to both welcome visitors into our school and venture out into the community. Our first guests into the school were members of the Face-to-Face Retreat, sponsored by the RDCRS Education Foundation, where our Pre K - Grade 9 students and staff engaged in a day filled with prayer, worship, and song. This day had a significant impact on our students, who shared such testimonials as "My favourite part was praying. It was calming and relaxing. I definitely needed that. I liked the dancing, activities, and the songs were so fun to sing. It was awesome!" and "When I grow up I want to work with Face to Face Ministries so I can help kids learn about you Jesus, so that maybe they can too." The entire school community was blessed to end the Easter season by attending a mass at St. Stephen's Parish, as we joined the parishioners for a morning service.

Within the school, our grade eight and nine students created a Student Council team, focussing on giving back to our community and creating faith based activities like organizing an Easter Scavenger Hunt for the younger grades. Through fundraising events, the students learned how they could work through God's hands to help support local charities such as Adopt-a-Family at Christmas and all grades participated in either Big Brother, Big Sister or the Victim's Service Walk-a-Thon, with one of our grade seven students winning the t-shirt logo contest. Participation in these activities, along with the addition of a designated Middle School Faith coach, contributed significantly to developing a deeper relationship with God while focusing on the characteristics of Community and Tradition, as portrayed in the following Schollie results:

When asked if they learn about God in all classes, grade four students saw a significant increase from 49% to 72%, while the grade seven students results increased from 68% to 94% when asked, "My teachers show me what it is like to develop a relationship with God".

Parents expressed overwhelming approval with 98% satisfaction when asked both questions, "I understand the church's mission to help and actively participate in our community" and "I believe our school creates opportunities for students to encounter and make connections with our Traditions through various experiences".

We were blessed to celebrate with 12 students who received their First Communion and First Reconciliation and three students receiving Confirmation. We ended our school year with our Grade Nine Farewell at St. Stephen's Parish and celebrated with a school wide liturgy.

#### **Comment on School Goals**

Over the next three years, St. Gregory the Great will embrace our division theme, Inspired by Christ on a Journey to Encounter, Nurture and Serve. As we allow ourselves to be inspired by Christ and aspire to be Christ-like, our journey with students, staff, and families will take us down paths toward encountering Christ, being nurtured by Christ, and serving others for Christ. We will provide opportunities for students, staff and our school community to enter into a relationship with Jesus through authentic experiences and recognizing His presence in our lives and in others.

At St. Gregory the Great we endeavour to make Christ known to children on a daily basis. 5 years ago, our school was projected to open with 225 students. This September we welcomed 689 students, a true testament to the commitment of our staff, students, families and St. Stephen's parish. Our students experience Christ on a personal

level when they begin each day listening to prayers that are written and read over the intercom by the students themselves; when they are recognized for their Christ like actions through our BGr8 awards or when we are able to celebrate liturgies and at the school or masses in the parish as a school community. Our middle school students have attended 2 Youth Ministry Edge Nights and are participating in the division sponsored Youth Dance at St. Patrick's School. Our staff also participated in a presentation from Michael Landry on how we encounter God in our daily lives and then were given five strategies on how to reconnect with God on a daily basis.

Our school is alive with service to others and is actively facilitating encounters with Christ. Our Student Leadership team raised \$1000 for Central Alberta Children's Advocacy Center through popcorn sales; our breakfast program is offered to all of our students each morning; we provide weekly food hampers to 9 families in our school community and we are beginning to prepare for our Virtual Auction to raise money for our Annual Adopt a Family for Christmas. Last year, we were able to support 19 families through this event.

#### **Division Goals**

Create learning environments that reflect the characteristics of our Catholic identity inspiring our students, staff, and families to see the world in a way created by God and sustained by God's love.

#### **School Goals**

Provide opportunities for students, staff and our school community to enter into a relationship with Jesus through real, authentic experiences and recognizing His presence in our lives and in others.

## Alberta's students are successful.

Alberta Ed Required Measures	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)
PAT: Acceptable	59.1	n/a	71.8	67.3	n/a	73.8
PAT: Excellence	6.9	n/a	7.3	18	n/a	20.6
Diploma: Acceptable	n/a	n/a	n/a	75.2	n/a	83.6
Diploma: Excellence	n/a	n/a	n/a	18.2	n/a	24
Citizenship	82.1	86	76.4	81.4	83.2	83.1
3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	n/a	n/a	56.6
Lifelong Learning	81.3	97	84.3	81	82.1	72
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	70.2	68	66.4

### AERR Comments

During the 2021/22 school year St. Gregory the Great continued to focus on enhancing instructional practices in Literacy and Numeracy. The staff was surveyed in September to identify their professional development needs and it was identified that teachers wanted more time to collaborate to discuss student achievement and strategies on how to use LIFT support for this. 7 teachers were given the opportunity to connect with each other in a co-teaching/and or observation style collaboration where they looked at literacy and numeracy best practices. Along with this, the middle school math teachers spent time in their collaboration blocks discussing best practices while their colleagues provided feedback around student achievement. During middle school literary collaboration last year, teachers specifically looked at how to improve writing instruction and comprehension, specifically supporting students on how to synthesize information.

Data walls were used in grades 1-5 to track student progress through the use of Fountas and Pinnell and teacher made math assessments. During collaboration time teachers discussed instructional practices that could be used within the Daily 5/Workshop structure. St. Gregory had 69 of total grade 2 and 3 students receive 12 weeks of intensive literacy intervention. 13 students made significant growth, 27 students made moderate growth and 17 made little to no growth, which included the complex learners in the Collaborative Classroom. We had 50 total grade 1 students identified for the intensive literacy intervention program. 36 of those students made significant growth, 12 students made moderate growth and 2 made little to no growth. 13 of these students moved from being targeted to no longer at risk.

St. Gregory the Great had a unique opportunity to partner with the Blackfalds Bulldogs in middle school where students were able to set a goal in an area they determined needed improvement. 69 St. Gregory middle school students were recognized for having made improvement and having achieved their goals during term 2. The four top students were honored at a Bulldog hockey game. This was a very positive experience for the students and well received by the parents.

<b>Comment on School Goals</b>
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<p>St. Gregory continues to focus on enhancing reading, writing and numeracy instruction to meet the needs of our students. Weekly teacher collaboration focuses around creating meaningful data walls and using this information to drive intervention and instruction to improve student performance. The grade 4-9 teachers are continuing to use Fountas and Pinnell as well as teacher made common assessments to collect this data. This year we have been able hire an additional LIFT person to streamline literacy and numeracy support in grades 5 and 6.</p>
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<p>The Kindergarten to Grade 3 teachers are using collaboration time to explore the new Language Arts and Math curriculums. They have identified that phonics is a goal teachers are going to work on this year using common resources and lessons. It is during collaboration time that teachers are able to plan and reflect on best practices to target students identified by the LENS and the CC3. This is the first year the grade 2 and 3 students took the Provincial Numeracy Screening Assessment. This data will be used in conjunction with exploring the new Mathematics Curriculum to identify the essential learner outcomes needed to improve instruction. All of our LIFT teachers have identified one 'Wildly Important Goal' they are going to focus on to provide support to teachers and students. These goals will be shared, reflected on and revised in weekly collaboration.</p>
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<p>The athletic team at St. Gregory will be exploring the new Physical Education and Wellness curriculum. The athletic director will be attending professional development and sharing this information with staff during professional development days to improve staff understanding of the new Curriculum.</p>
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<p>We are continuing our partnership with the Blackfalds Bulldogs Pick Up Grade's Program (P.U.G) for our grade 6-9 students. This is a mentorship opportunity for our middle school students to receive extra support within their classes, create SMART goals, and work towards academic and social growth. This year all middle school students will create a goal in one or more of the following areas: academics, growth mindset, sportsmanship, faith and community. Every 2 weeks students will review their goals and comment on their progress to review or revise their strategies. 45 students will be recognized at a Bulldogs game on March 3.</p>
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<b>Division Goals</b>
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<p>Champion high learning expectations for all students in all programs while creating conditions to support creativity, innovation and evidence-based practice drives learning.</p>
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<b>School Goals</b>
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<p>Enhance reading, writing and numeracy instruction to meet the needs of all learners.</p>
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**First Nations, Métis, and Inuit students in Alberta are successful.**

Alberta Ed Required Measures for Indigenous Students	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)
PAT: Acceptable	n/a	n/a	n/a	46.4	n/a	54
PAT: Excellence	n/a	n/a	n/a	6.4	n/a	7.4
Diploma: Acceptable	n/a	n/a	n/a	68.7	n/a	77.2
Diploma: Excellence	n/a	n/a	n/a	8.5	n/a	11.4
3-year High School Completion	n/a	n/a	n/a	59.5	62	58.4
Drop Out Rate	n/a	n/a	n/a	4.9	5	5.3
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	n/a	n/a	24.6
Lifelong Learning	n/a	n/a	n/a	n/a	n/a	n/a
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	41.1	39.5	38.6

AERR Comments
<p>During the 2021/22 school year St. Gregory was able to start the journey of celebrating cultural diversity while continuing to build staff and student understanding of Indigenous foundational knowledge. We welcomed the Indigenous artist Delree Dumont who painted two murals, one depicting the Seven Sacred Teaching and the other depicting our interconnectedness with nature and each other. She used the hand prints of several of our identified students in one of the murals. This was done the week of National Day of Truth and Reconciliation where all staff and students took part in the Treaty Flag Ceremony and many other school wide activities around the impact of residential schools. We were fortunate to send 71% of our staff during a Professional Development day to the Community Pow Wow. The Indigenous Education Support team provided lessons or supported staff and students on 23 different occasions. During this time they helped the St. Gregory counseling team to get a drum and the proper teachings.</p> <p>As a school community we continued to develop an awareness and recognize the impacts of intergenerational trauma. The Indigenous Education Service team provided professional development on Ensouling Our Schools: A framework for mental health, well-being, and reconciliation and the children's book "Stolen Words." 11 classes had follow up lessons lead by the Indigenous Education Service team. The staff was able to participate in a fireside chat with an Elder in May. Overall when surveyed 90% of staff felt they grew significantly in their ability to meet the TQS First Nations, Métis, and Inuit competency.</p> <p>As St. Gregory's population continues to diversify, staff were provided with the titles and links to 47 different books that focused on how to celebrate cultural diversity and multicultural perspectives that could be shared with students. These books were shared with staff during the Tuesday morning meetings.</p>

<b>Comment on School Goals</b>
<p>This year St. Gregory is going to celebrate cultural diversity by honoring and promoting indigenous and other multicultural understandings and perspectives. During the week of September 30th, teachers spent the week using the resource created by the Indigenous Education Services to inform students about Orange Shirt day and residential schools. On Sept 29th the whole school took part in a school wide activity called Project of the Heart. Students created a wooden tile with an image to remind them of the students and families that were impacted by residential schools. This will be displayed in the school as we continue our journey towards truth and reconciliation. 90 students went to the International Youth Day Pow Wow to experience indigenous culture and teachings. This year staff were informed of the 60 Identified indigenous students at St. Gregory and are encouraged to reach out to the Indigenous Education Services for support and ways to incorporate an indigenous perspective in their lessons.</p> <p>SGTG has grown in diversity over the past 5 years. We have 25 Spanish Families, 4 Ukrainian Families, 22 Filipino Families. We will be having our first ever multicultural potluck on December 13. We have 51 English as a second language families that will be invited to participate in this event. We hope that many other cultural activities will be inspired by this as we continue to look at how we can increase understanding of diverse cultures.</p>

<b>Division Goals</b>
<p>The achievement gap between results of self-identified First Nations, Métis and Inuit and Division-wide results is closed and all self-identified students feel welcome, connected, and belong.</p>

<b>School Goals</b>
<p>Celebrate cultural diversity by honouring and promoting indigenous and other multicultural understandings and perspectives</p>

**Alberta has excellent teachers, school leaders, and school authority leaders.**

Alberta Ed Supplemental Measures	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)
In-Service Jurisdiction Needs	97	98.9	91	83.7	84.9	85.1

AERR Comments
<p>Last year, our focus was to improve teacher professional development (PD). Throughout the school year, the teachers participated in an individually driven Micro-Learning models in order to meet each teacher's unique professional growth. Our teachers worked alongside other teachers within the school and division to collaborate and gain expertise through different professional experiences and skill sets. We were able to incorporate 13 Micro-Learning opportunities into our professional development plan for the year. Staff were able to research, reflect and refine their instructional practices. Our professional development committee worked with each teacher's micro-learning goal in order to create groups that our Literacy, Inclusion, Faith and Technology (LIFT) team and administration could work with in order to further develop their learning.</p> <p>This goal was chosen after 27% of our staff said that professional development did not assist them in improving their instructional practice, and 38% were dissatisfied with the opportunity to collaborate during embedded professional development. By allowing for more exploration of certain micro-learning goals, there were more opportunities for teachers to look at creative and authentic ways to implement their programs of study by using cross-curricular approaches. In our year end Schollie results, we saw an increase of 26% of staff who felt embedded professional development had a great impact on their instructional practice and a 17% increase of staff who felt professional development provided them a great deal of collaboration time.</p>

Comment on School Goals
<p>This year, St. Gregory the Great continues on a Trauma Informed Education journey through continuing to learn about Trauma, how it impacts the brain, and how teachers and educators can mindfully respond to our students needs in our school. This builds on how last year we focused on the process of understanding trauma and how it can impact not just our students, but our entire school community. This year the LIFT teachers have collaborated on a whole school Social Emotional Learning program that is delivered three mornings a week. This provides the students and teachers with a common language from pre-kinder all the way to grade 9 in the areas of social skills, empathy, conflict resolution and personal regulation.</p> <p>This year, we have begun to introduce the formal process of Restorative Practices to our staff. Beginning in September and October staff learned and discussed their personal beliefs around student discipline and meaningful consequences. In November, staff will be reflecting, and examining their personal bias in a professional development session led by our school's Admin team. As the year progresses, we will continue to roll out information to staff on Restorative Practices, Informal, and formal Circle work, and the research and learning of Dr. Bruce Perry.</p> <p>During times of intervention, our staff are carefully working with students and the conflict(s) they may be experiencing to help them come to their own solutions. When problems revolve around peers, the use of</p>

Restorative Questions is being used to allow staff to better manage and regulate any given situation with students. Other strategies include connecting our school wide student recognition program, BGR8's, to our division Faith theme. Having our students and staff see and be recognized when they are seen living the theme, "Inspired by Christ on a Journey to Encounter, Nurture" helps bring this theme to life.

#### **Division Goals**

Quality learning experiences for students are fostered through a shared, collective responsibility of teachers and school leaders, in a continuous improvement of evidence-based teaching and learning practices.

#### **School Goals**

Building connected, compassionate, and informed staff, through an improved understanding of trauma, student mental health and wellness strategies and techniques.

## Alberta's education system is well governed and managed.

Alberta Ed Required Measures	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)
Education Quality	91	93.3	90.2	89	89.6	90.3
Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.2	88.8	n/a	86.1	87.8	n/a
Parental Involvement	70.8	88.3	88.3	78.8	79.5	81.5
Safe and Caring	90.8	90	85	88.8	90	89.2

### AERR Comments

As we reflect back on our year, we are overwhelmed by the impact our partnership with the Blackfald Bulldogs has had on our school community. Our elementary students enjoyed weekly visits from the athletes as they were supported both academically and socially. With the implementation of the Pick Up Grades (PUG) program, 69 middle school students were recognized at a Bulldog's game, where they each received certificates, tickets, their names on the scantron and other prizes. One student, per middle school grade, was honoured on the ice during each intermission. All recipients received free tickets for themselves and their family. It was an incredible evening that united the community of Blackfalds.

We were thrilled to be able to welcome our parents and guests back into the school. Whether it was flipping pancakes for Shrove Tuesday; listening to a local author or serving pizza for Teacher Appreciation Week, the hallways were filled with laughter and awe of being able to open up our doors again. Fr Simmy is a regular guest in our building as he leads our liturgies and visits the classrooms to see our students.

Improving our social media platforms was also a focus for us this year. We were pleased to see a 25% increase in profile visits on Instagram; a 54% increase in impressions on Instagram; a 15% increase in post engagements on Facebook and that we reached 15,200 people using Facebook. Users enjoyed the variety of pictures shared, showcasing the incredible things our students are doing at St. Gregory, especially within the community. These included the Gr. 3 students walking to the bank for their Project Based Learning proposal to request a loan to improve the Lacombe Trail; our PreK visiting St. Stephen's Parish or the sod farm and all of our students participating in charity walk a thons.

We are so appreciative of the parents who responded to our Stop, Start, Continue feedback form. Results indicated an overwhelming satisfaction with our school and what we offer. Great suggestions were shared regarding timelines for sending out communication and increasing parent involvement on School Council which we have included into our planning documents for the coming year.

### Comment on School Goals

St. Gregory the Great was honoured to be nominated and selected as a top 3 finalist for the 2022 Blackfalds Chamber of Commerce Excellence in Leadership Award. This nomination exemplified the strong connection we have with our community. Collaborative partnerships with the the RRD Restorative Justice Community Advisory Council, the Youth Action Coalition committee and Blackfald Bulldogs gives us the opportunity to work in

team to provide positive support and solutions for our school community. The Blackfalds Bulldogs continue to provide mentorship opportunities for our younger students by reading with them, participating in math games and activities, and providing positive social interactions between the students. At the middle school level, the Bulldogs are again sponsoring the Pick Up Grades (P.U.G.) program that focuses on academic and/or social goal setting based upon their experiences from term one. The Blackfalds Bulldogs will work with small groups to help foster academic or social growth in those students.

Our Student Council has expanded to include Grades 6 to 9 on the executive and their focus is on making a meaningful impact on their school, parish and the community they live in, with the focus on spreading awareness of the charities and organizations they have chosen to support this year.

We appreciated parent feedback in the Spring, which indicated support of a staggered entry of return to school; requested a specific time of day to send out communication and an overwhelming interest in a hybrid model, of both virtual and in person, for parent teacher interviews and School Council meetings.

<b>Division Goals</b>
Enhanced educational experiences through effective communication, ongoing collaboration, and strategic partnerships.

<b>School Goals</b>
Foster a positive relationship between school, parents and parish