



**ST. GREGORY THE GREAT CATHOLIC SCHOOL**

**2018 - 2019**

**SCHOOL IMPROVEMENT PLAN**

## 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 Catholic School is committed to offering a caring learning environment, where students can work collaboratively in groups that extend learning beyond the classroom to influence 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 500 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 between the elementary and the middle school students, we have cross graded Family Groups that meet monthly and for assemblies and team building activities. These Family Groups offer the Gr. 6-9 students an opportunity to be a leader and a positive role model for the younger students, and it gives the Pre-K to Gr. 5 students opportunities to be comfortable with the "bigger" kids in the school.

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 lift 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.

## **Trends & Issues at a Glance**

### **Enrollment**

At St. Gregory the Great we have been striving to reach our vision and provide an inclusive education for each one of our students in a safe and caring school. We believe because of this vision, we continue to grow. This year we have over 40 more students. As we grow we will need to utilize the space in the school to the best of our abilities. Also, we have new staff that we support and teacher mentorship is again a major focus this year. Through mentorship meetings, observations, walkthroughs, and providing opportunities for our new staff to observe other teachers, the staff of St. Gregory the Great Catholic School will continue to enhance their teaching craft.

### **Safe and Caring**

Knowing our learners and providing support for them to learn continues to be a focus at St. Gregory the Great Catholic School. Our counselling team is supporting students and staff with Zones of Regulation and growth mindset lessons as we provide students with strategies to overcome setbacks or obstacles in their lives. Staff reviewed the Positive Behaviour Plan at the start of the year and made slight changes as we work with students on being positive role models and support them in following the expectations of the school.

### **Numeracy**

Our staff is focusing on improving their numeracy instruction this year to help our students have a better understanding of the concepts covered in math classes. Teachers are using the results of the Math Intervention/Programming Instrument (MIPI) to drive their instruction and lesson planning. This year we will be focussing on the 7 Mathematical Processes, Number Talks, Math Games, and knowing our Essential Learning Outcomes.

### **Literacy**

We have implemented the Daily Five structure as a way to enhance literacy experiences for every student and provide intervention where necessary. Our teachers are using the Fountas and Pinnell assessment tool with each student to find out areas of strength and need as we develop lifelong readers. As we focus on writing at each grade we are identifying the writing outcomes in our curriculum, using Lucy Calkins and Barbara Mariconda writing resources, and providing time for our students to write each week.

## Accountability Report Card

Measure Category	Measure	St. Gregory The Great Catholic			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	84.7%	n/a	n/a	89%	89.5%	89.4%	High	n/a	n/a
Student Learning Opportunities	Program of Studies	67.8%	n/a	n/a	81.8%	81.9%	81.7%	Low	n/a	n/a
	Education Quality	86.2%	n/a	n/a	90%	90.1%	89.9%	Intermediate	n/a	n/a
	Drop Out Rate	n/a	n/a	n/a	2.3%	3%	3.3%	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	78%	78%	77%	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	57.3%	n/a	n/a	73.6%	73.4%	73.3%	Very Low	n/a	n/a
	PAT: Excellence	3.1%	n/a	n/a	19.9%	19.5%	19.2%	Very Low	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.7%	83%	83%	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.2%	22.2%	21.7%	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	55.7%	54.9%	54.7%	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	63.4%	62.3%	61.5%	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	58.7%	57.9%	59%	n/a	n/a	n/a
	Work Preparation	97.4%	n/a	n/a	82.4%	82.7%	82.4%	Very High	n/a	n/a
	Citizenship	71.7%	n/a	n/a	83%	83.7%	83.7%	Intermediate	n/a	n/a
Parental Involvement	Parental Involvement	82.2%	n/a	n/a	81.2%	81.2%	81%	High	n/a	n/a
Continuous Improvement	School Improvement	65.8%	n/a	n/a	80.3%	81.4%	80.7%	Low	n/a	n/a

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

What this goal means for our jurisdiction:

*Shout joyfully to God, all you on earth. Sing of his glorious name; give him glorious praise. (Psalm 66:2)*

**Division Outcome D1: In the spirit of Sacramentality, visible signs of God’s invisible grace will be revealed. Created in His image, our community will embrace our Humanness as a gift, and celebrate the essential goodness of being human despite our imperfections and limitations.**

<b>Performance Measures:</b>	<b>Current Results</b>	<b>Average</b>
D.1.1 I believe that all members of our community are provided with opportunities to learn about the Catholic Faith.	99%	99% (1 Yr)
D.1.2 I believe that members of our community have gained an understanding of Sacramental Life and the meaning of Liturgy.	80.7%	80.7% (1 Yr)
D.1.3 I believe that our schools promote moral formation in response to the message of the Gospel.	92%	92% (1 Yr)
D.1.4 I believe that our school communities have brought members to a deeper relationship to God through an understanding and participation in prayer.	88%	88% (1 Yr)
D.1.5 I believe that our school communities demonstrate Christian Community.	80.7%	80.7% (1 Yr)
D.1.6 I believe our students are empowered with a 'missionary spirit' to be transformational in our society.	88.3%	88.3% (1 Yr)

**AERR Comments**

In St. Gregory the Great Catholic School's first year of being open, the staff did a great job of creating a learning environment where Christ is the center of what we do. Students and parents have developed an awareness of the Catholic Faith and how our relationship with God is deepened through focusing on the task of Believing from the Six Tasks of Catechesis.

<b>Strategies:</b>
• Utilize Division supports and parish connections to develop and understanding of Humanness.
• Utilize Division supports and parish connections to develop and understanding of Sacramentality.

**Comments on outcome strategies-**

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

of service as a school community.

**Comments on progress-**

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

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

Performance Measures:	Current Results	Average
D.2.1 I believe that I am a child of God and seek Him in my life.	89%	89% (1 Yr)
D.2.2 I believe the Catholic Faith provides a framework for life and learning.	89.3%	89.3% (1 Yr)
D.2.3 I believe the Catholic Faith is permeated into our curriculum so that contemporary culture is critically evaluated in light of 'the truth'.	77.7%	77.7% (1 Yr)
D.2.4 I believe the staff of RDCRS witness to others a life lived in relationship with Jesus Christ.	88.3%	88.3% (1 Yr)
D.2.5 I believe our students, staff, and parents are honored as distinct and unique but brought together in a spirit of communion.	77.3%	77.3% (1 Yr)

**AERR Comments**

For many students and parents of St. Gregory the Great Catholic School, this was their first year of being in a Catholic school. The staff focused on introducing the community to the Eight Characteristics of Catholic Identity and being a witness of this faith to our community. Staff will be working with Faith Coaches and the Division Lead Faith teacher to intentionally permeate Humanness and Sacramentality into lessons to deepen the students relationship with God.

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

**Comments on outcome strategies-**

One of the areas that we recognized as necessary for growth is in the area of intentional permeation. In order for staff to be able to effectively permeate our faith, our division provided Eight Characteristics of Catholic Identity, which helps identify different avenues for permeation. As we strive to meet our goal, our staff needs to be supported on how to effectively permeate faith into their lessons. Our Faith Coaches will work with staff to help model, plan and co-teach lessons where faith is embedded in the learning in the class. Administration will also provide timely and meaningful feedback on evidence of permeation, or suggestions for future areas for permeation as a support for all of the teachers in the school.

**Comments on progress-**

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

## Outcome 1: Alberta's students are successful

Performance Measure	Results (in percentages)					Evaluation		
	2014	2015	2016	2017	2018	Achievement	Improvement	Overall
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	n/a	n/a	n/a	n/a	57.3%	Very Low	n/a	n/a
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	n/a	n/a	n/a	n/a	3.1%	Very Low	n/a	n/a

Performance Measure	Results (in percentages)					Evaluation		
	2013	2014	2015	2016	2017	Achievement	Improvement	Overall
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Drop Out Rate - annual dropout rate of students aged 14 to 18	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
High school to post-secondary transition rate of students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Performance Measure	Results (in percentages)					Evaluation		
	2014	2015	2016	2017	2018	Achievement	Improvement	Overall
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	n/a	n/a	n/a	n/a	71.7%	Intermediate	n/a	n/a
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	n/a	n/a	n/a	n/a	97.4%	Very High	n/a	n/a

### AERR Comments

During St. Gregory the Great School's opening year, we focused on building a culture of literacy and numeracy. Teachers built classroom libraries and began creating common literacy and numeracy practices. We believe the red on the Provincial Achievement Test data is due to various teacher leaves creating inconsistency for the students in Middle School. Being our first year, and students coming from a variety of schools and backgrounds, also contributed to this result being low. Moving forward looking at the data, we will continue to support students in the areas of literacy and numeracy by utilizing the Literacy, Inclusion, Faith, Technology (LIFT) lead teachers to work with staff to build strong pedagogy and support reading and writing interventions. Working in teams, the teachers will focus on continuing to develop common numeracy and literacy best practices with support from the Division Lead Teachers to meet the needs of students.

Strategies:
• Enhance literacy practices in the area of reading comprehension and writing.
• Enhance effective teaching practices in the area of numeracy



**Comments on outcome strategies-**

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

**Comments on progress-**

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

**Outcome 2: The systemic education achievement gap between First Nations, Metis and Inuit students and all other students is eliminated.**

Performance Measure	Results (in percentages)					Evaluation		
	2014	2015	2016	2017	2018	Achievement	Improvement	Overall
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	n/a	n/a	n/a	n/a	*	*	*	*
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	n/a	n/a	n/a	n/a	*	*	*	*
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Performance Measure	Results (in percentages)					Evaluation		
	2013	2014	2015	2016	2017	Achievement	Improvement	Overall
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

**AERR Comments**

Our students last year began learning and enhancing their understanding of the Aboriginal perspective and cultural customs by participating in presentations from the First Nations, Métis, and Inuit Support Team on the Seven Sacred Teachings. Our Librarian focused on adding books to the collection with an Aboriginal focus. This year the First Nations, Métis and Inuit Support Team continues to visit classrooms and provide professional development to staff to deepen our understanding of Smudging, Indigenous rights in history and Aboriginal games. We look forward to another year of partnership as we continue to pay tribute to those who came before us.

<b>Strategies:</b>
• Make First Nations, Metis, Inuit teachings part of the culture of the school.

**Comments on outcome strategies-**

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

part of the culture of the school we will see our staff bring First Nations, Métis, and Inuit perspectives into their lessons and teachings.

**Comments on progress-**

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

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

Performance Measure	Results (in percentages)					Evaluation		
	2014	2015	2016	2017	2018	Achievement	Improvement	Overall
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	n/a	n/a	n/a	n/a	84.7%	High	n/a	n/a

**AERR Comments**

St. Gregory the Great Catholic School continues to be a school that values a safe and caring environment where all learners feel supported academically, socially and spiritually. Last year we focused on creating consistent student expectations and developed an awareness on how to create inclusive learning environments. A student recognition program was also developed. This year we are using the Inclusion Lead Teacher and the English Language Learner Lead Teacher to co-teach and support our exceptional students in the areas of academic improvement and social regulation. The School Counselor and the Family School Enhancement Counselor are working in team to create a comprehensive counseling program in which they support students with whole class universal strategies, small group interventions and individual supports. We are continuing to revise the student recognition program to include the Seven Sacred Teachings as we celebrate the gifts and talents of the students.

<b>Strategies:</b>
<ul style="list-style-type: none"> <li>• Use comprehensive inclusion strategies to meet the needs of all learners.</li> <li>• Enhance the school culture by having all students feel safe and welcome, as well as acknowledging their gifts and talents while at school.</li> </ul>

**Comments on outcome strategies-**

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

expectations need to be provided, along with an understanding of services available to all students, and families, are communicated to all stakeholders.

**Comments on progress-**

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

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

### Performance Measure

Performance Measure	Results (in percentages)					Evaluation		
	2014	2015	2016	2017	2018	Achievement	Improvement	Overall
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	n/a	n/a	n/a	n/a	67.8%	Low	n/a	n/a

### AERR Comments

In St. Gregory the Great's first year, a variety of program options were offered in the areas of music for Gr. 1-5 and Life Skills for Gr. 6-9. We focused on developing fundamental movement and an understanding of game in physical education for all grades. Our students performed an Advent Musical concert and we had a variety of sports teams for Gr. 5-9. To increase the orange in our data, we believe there needs to be an increase of communication and celebration of the various learning opportunities student have at St. Gregory the Great. This year we have separate options for Gr. 6 focusing on Fine Arts. The Gr. 7-9 students are provided the opportunity to participate in Career and Technology Foundations or Fine Arts classes based on student interest and choice. Teachers have been given embedded collaboration time during the week to promote reflection on teaching practices to promote student excellence.

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

### Comments on outcome strategies-

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

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

### Comments on progress-

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

At the start of the year we focussed on how we can effectively use the collaboration time we scheduled into the timetable this year. Teachers discussed the difference between common prep time and collaboration time and then developed collaborative norms to use when working together. The focus of the collaborative time is to lift student

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

## Outcome 5: Alberta's education system is well governed and managed.

Performance Measure	Results (in percentages)					Evaluation		
	2014	2015	2016	2017	2018	Achievement	Improvement	Overall
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	n/a	n/a	n/a	n/a	65.8%	Low	n/a	n/a
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	n/a	n/a	n/a	n/a	82.2%	High	n/a	n/a
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	n/a	n/a	n/a	n/a	86.2%	Intermediate	n/a	n/a

### AERR Comments

Last year a strong School Council was created and many parents attended the monthly meetings to support and provide feedback on school activities. Teachers also developed common communication practices by sending out monthly newsletters to inform parents of classroom activities. The orange in our data reflects that in the school's first year of operation our stakeholders were unsure of the three year growth pattern. This year the staff updates parents weekly about classroom curriculum and school activities. The administration team sends out a calendar and update of school activities through a monthly newsletter. A social media team consisting of teachers and administration was created to continually update the community of the happenings of the school. We look forward to continued growth in this area as we move into our second year of operation.

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

### Comments on outcome strategies-

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

### Comments on progress-

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