



ST. GREGORY  
**THE GREAT**  

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**CATHOLIC SCHOOL**

**St. Gregory the Great Catholic School**

**2020-2021**

**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 570 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 for assemblies and team building activities. These Family Groups offer the Gr. 6-9 students an opportunity to be leaders and positive role models 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.

## Assurance Framework Report Card

Assurance Framework	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)	Achievement	Improvement	Overall
Program of Studies	83.87%	74.99%	71.41%	82.42%	82.19%	81.99%	Very High	Improved	Excellent
Education Quality	90.28%	90.06%	88.14%	90.31%	90.20%	90.12%	Very High	Maintained	Excellent
Citizenship	77.09%	75.77%	73.73%	83.27%	82.85%	83.17%	Intermediate	Maintained	Acceptable
Life Long Learning	85.24%	83.38%	81.28%					Maintained	
Work Preparation	82.38%	83.47%	90.42%	84.10%	82.99%	82.72%	High	Declined	Acceptable
Satisfaction with Program Access	89.02%	76.82%	71.21%					Improved Significantly	
Program of Studies - At Risk Students	86.73%	83.68%	83.50%					Maintained	
Safe and Caring	84.19%	85.71%	85.19%	89.40%	89.01%	89.17%	Intermediate	Maintained	Acceptable
Parental Involvement	87.65%	88.99%	85.58%	81.75%	81.31%	81.23%	Very High	Maintained	Excellent
In-service jurisdiction Needs	100.00%	82.05%	87.52%					Improved Significantly	
School Improvement	80.97%	81.79%	73.78%	81.55%	81.04%	80.91%	Very High	Improved	Excellent

**Faith Outcome FO.1: Nourished by grace and a personal relationship with Jesus Christ, we joyfully embrace, live, and teach the Gospel spirit.**

<b>Nourished by grace and a personal relationship with Jesus Christ, we joyfully embrace, live, and teach the Gospel spirit.</b>	<b>2019/20</b>	<b>2018/19</b>	<b>2017/18</b>	<b>3 Year Average</b>
I learn about the Catholic Faith at my school.	94.39%	98.81%	99.06%	97.42%
Prayer helps me feel closer to God.	92.70%	88.20%	88.01%	89.64%
I believe that God created me.	93.81%	93.50%	88.87%	92.06%
I believe that the Catholic Faith teaches me a good way to live.	95.19%	93.65%	89.46%	92.77%
I learn about God in all my classes.	81.26%	81.79%	77.62%	80.22%
(Grade 4) My teachers show me what it is like to be friends with Jesus.	95.87%	90.97%	88.56%	91.80%
(Grade 7&10) My teachers show me what it is like to develop a relationship with Jesus.	87.54%	65.63%	40.74%	64.64%
We pray regularly at my school.	94.47%			94.47%
I learn about the 3 persons of God - God the Father, God the Son and God the Holy Spirit.	95.21%			95.21%
At my school, staff and students talk about God.	91.22%			91.22%
I believe that I should use my knowledge (what I learn) to serve others and help those in need.	95.61%			95.61%
My teacher explains how our faith connects with the topics I am learning in my classes.	90.56%			90.56%
I believe that God created the world and He wants us to explore His creation.	90.38%			90.38%

The final 6 survey questions are not longitudinal, these are revised each year to measure current themes and as a result there is no previous years' data.

<b>AERR Comments</b>
<p>Last year our school focused on developing a foundational knowledge of Rationality and Spirituality. We looked at effective ways to incorporate these characteristics in all subjects by providing teachers with support from the Faith Coaches. They met with 16 teachers and provided professional development on ways to permeate these characteristics in the classroom. They also supported all classrooms with planning the school Masses and liturgies. At St. Gregory, we had 5 students baptized last year and 2 of those students received the sacrament during a school Mass.</p> <p>We used the Schollie survey to measure Spirituality and saw an increase of 9% in response to “prayer helps me feel closer to God”. The Faith Coaches spent time with each class and introduced prayer boxes and co-taught a</p>

variety of ways to pray. This was also reflected in 92% of students agreed with the statement, “ We pray regularly at school” and 91% of students reported learning about “God the Father, God the Son and God the Holy Spirit.” This understanding was also reflected in the parent survey as 94% of parents reported that they “believe the school is helping students develop a deeper relationship with God through prayer.”

When looking at rationality we also used the Schollie Survey. 97% of students felt they “should use their knowledge to serve others and help those in need”, and 90% of students reported that they “believe God created the world and He wants us to explore his creation.”

We are continuing to focus on enhancing faith permeation practices in all classes in order to increase the results, which state that only 85% of students agreed "that at my school staff and students talk about God".

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

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

#### **Division Goals**

Enrich our division Catholicity by focusing on the two chosen characteristics of Catholic identity. (2020-2021 - Hospitality and Justice)

Lessons are permeated in process or content to teach students how to develop their worldview by mastering provincial outcomes in a Catholic context.

#### **School Goals**

Develop an understanding of Hospitality and Justice.

Faith is permeated in all lessons.

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

Alberta's students are successful.	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)	Achievement	Improvement	Overall
<b>PAT Exam Measures</b>									
PAT: Acceptable	**	**	**	**	**	**	**	**	**
PAT: Excellence	**	**	**	**	**	**	**	**	**
<b>Assurance Framework</b>									
Citizenship	77.09%	75.77%	73.73%	83.27%	82.85%	83.17%	Intermediate	Maintained	Acceptable

\*\* Due to the cancelling of PAT and Diploma Exams in the 2019-2020 school year, current exam results are unavailable.

AERR Comments
<p>Last year, our staff improved their literacy and numeracy instruction through professional development, LIFT (Literacy, Inclusion, Faith, and Technology) support, using the Workshop Model at the middle school level and using student data to drive instruction. All of this hard work paid off as our school saw an improvement in those students reading below grade level from the beginning of the year onward. In our elementary classes, the staff used Fountas and Pinnell results to measure our improvement throughout the year. At the beginning of the 2019/2020 year, there were 34 students between grades two to five reading below grade level. By the end of January, that number had been reduced to 14 students. We anticipated that this trend would have continued, however due to COVID19, we were unable to Fountas and Pinnell a third time in May to document the continued growth. In middle school, our staff used STAR testing to measure where students were at starting off the year. In grade six and seven, 62% of students were reading below grade level, while 65% of grade eight students were reading below grade level, and 55% of the grade nines were below grade level, as well. Unfortunately our staff were not able to measure the numeracy growth because we were unable to utilize the Mathematical Intervention/Programming Instrument (MIPI) at the end of the year because of the move to online learning. We anticipated to see growth on our Provincial Achievement Test (PAT) results this year, both in numeracy and literacy, but because the exams were cancelled, we were unable to use those results as data. We do, however, expect to see the increase this year.</p> <p>Our second goal was an area of great success last year, as we were able to increase authentic learning opportunities for our students. Throughout the year, we had 11 teachers plan and implement a Project Based Learning (PBL) opportunity for their students while additionally five of those teachers were able to implement a second PBL for those students. We anticipated seeing an increase in our Accountability Pillar results in the areas of Active Citizenship and Work Preparation, as well as Quality of Education at St. Gregory the Great; and our results indicated growth. Although we saw a slight decrease of 1.1% in Work Preparation, we witnessed a growth of 1.3% in Active Citizenship, and significant growth of 6% in Quality of Education.</p>

<b>Comment on School Goals</b>
<p>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.</p> <p>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.</p>

<b>Division Goals</b>
Create and maintain optimal student learning experiences
Utilize timely, targeted, and flexible formative and summative assessment to enhance student learning

<b>School Goals</b>
Enhance literacy and numeracy instruction.



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

First Nations, Métis, and Inuit students in Alberta are successful.	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)	Achievement	Improvement	Overall
<b>PAT Exam Measures (FNMI)</b>									
PAT: Acceptable (FNMI)	**	**	**	**	**	**	**	**	**
PAT: Excellence (FNMI)	**	**	**	**	**	**	**	**	**

\*\* Due to the cancelling of PAT and Diploma Exams in the 2019-2020 school year, current exam results are unavailable.

### AERR Comments

Last year, our school was able to reach our goal of building our capacity of understanding Indigenous culture and perspectives. We were able to measure this by tracking the number of times our First Nations, Métis and Inuit support team visited the school. They visited our school 32 times throughout the year, cancelling only three visits due to COVID19. The staff participated in four different professional development sessions in person, as well as one online session, in the areas of Indigenous Resources, meeting with an Elder, participating in tobacco prayer ties, trauma-informed practices, and Indigenous realities. 100% of our students participated in sharing circles this year, as well. The First Nations, Métis and Inuit team supported seven of our new teachers with the implementation of sharing circles to address conflict in the classroom and to help the students and teachers work towards a resolution to issues that arise. The First Nations, Métis and Inuit team also worked with three of our self identified Indigenous students on seven occasions in order to participate in smudging, beading and supporting these students with their own sense of belonging. Our First Nations, Métis and Inuit team held nine cultural lunches - three for kindergarten, grade 2, grade three to five, and grade's six to nine. Identified and non-identified students were able to attend the lunches in order to learn more about dancing, storytelling, beading, drumming, and smudging.

### Comment on School Goals

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.

<b>Division Goals</b>
Develop and provide authentic, professional learning opportunities connected to local Indigenous stakeholders to build foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.
Initiate programs designed to support Indigenous ways of knowing that include cultural perspectives, student connection, Indigenous community connection and building capacity in schools.
<b>School Goals</b>
Understand Indigenous ways of knowing that include cultural perspectives, student connection and building capacity in school.

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

Alberta has excellent teachers, school leaders, and school authority leaders.	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)	Achievement	Improvement	Overall
Assurance Framework									
Program of Studies	83.87%	74.99%	71.41%	82.42%	82.19%	81.99%	Very High	Improved	Excellent

#### AERR Comments

Last year, our focus was to improve teacher professional development (PD). Throughout the year, the teachers participated in an individually driven Micro-Learning model in order to meet each teacher's unique professional growth. Our teachers worked alongside other teachers within the school and division to help 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 LIFT and administration could work with in order to further develop their learning. We chose this as a goal because 27% of our staff said that professional development did not assist them in improving their instructional practice, while 38% were dissatisfied with the opportunity to collaborate during embedded PD. Also, 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 Schollie results, we saw an increase of 26% of staff who felt embedded PD had a great impact on their instructional practice and also an increase of 17% of staff who felt PD provided them a great deal of collaboration time.

#### Comment on School Goals

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.

#### Division Goals

Enhance instructional leadership practices through the implementation of the Four Pillars of Instructional Leadership

School Goals
Enhance instructional practices through the redesign of collaboration time.

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

Alberta's education system is well governed and managed.	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)	Achievement	Improvement	Overall
<b>Assurance Framework</b>									
Education Quality	90.28%	90.06%	88.14%	90.31%	90.20%	90.12%	Very High	Maintained	Excellent
Life Long Learning	85.24%	83.38%	81.28%					Maintained	
Work Preparation	82.38%	83.47%	90.42%	84.10%	82.99%	82.72%	High	Declined	Acceptable
Safe and Caring	84.19%	85.71%	85.19%	89.40%	89.01%	89.17%	Intermediate	Maintained	Acceptable
Parental Involvement	87.65%	88.99%	85.58%	81.75%	81.31%	81.23%	Very High	Maintained	Excellent
School Improvement	80.97%	81.79%	73.78%	81.55%	81.04%	80.91%	Very High	Improved	Excellent

<b>AERR Comments</b>
<p>Last year, our school community focused their attention on finding ways to allow our students to experience success in our building. We did this by building relationships between students as well as modifying and adapting instructional practices to meet the developmental levels of our complex students. We found that the strategies we used to promote positive relationships were effective. In comparison to the previous school year, we noticed that students who were suspended for aggressive behaviour (either verbal or physical) toward another adult decreased from 13 to 5, which is a reduction of over 62%. 89% of our parents also indicated that their child was learning how to use their relationship to serve others. According to our Accountability Pillar results, we noticed a decline in the perception of how students treat each other (7% from parents and 16.5% from students), but an increase of 5% in both the fair treatment of students and the kind/caring approach adults have when working with the students (according to parents). Moving forward, this data states that we will work to educate our student body on how to effectively create and maintain positive relationships in and out of the classroom.</p> <p>When looking at academic successes for our complex learners, our data indicated that the strategies we chose helped our school reach the goal of responding to the developmental needs of our students. We saw an increase of over 19% in attendance by some of our complex students, whom we programmed for. Our parents indicated that overall, the program was extremely beneficial for their children, provided a rating of 5/5. All staff members utilized data they collected throughout the year to make decisions for students involved by placing this information on grade-specific data walls. The data walls provided quantified data around reading and mathematics, as well as qualitative data around skill sets and areas of growth/progress. Furthermore, our teaching teams worked collaboratively in order to create timetables and schedules that matched the developmental needs of our students. We had five teaching teams that participated in professional development in co-teaching, which provided collaborative and communication skills utilized in reaching the complex students</p>

in their classrooms.

Along with the parent feedback we received around our Collaborative Classroom, we also looked at other ways to gain feedback from our stakeholders. Last year we averaged at least seven parents that attended our parent council, which indicated growth of at least one more participant from the previous year. Although we noticed a decline of 20 parents in Schollie feedback, we had 32 parents provide midpoint feedback to help guide our decisions for the second half of the year. According to our Accountability Pillar results, 87.7% of parents and teachers are satisfied with their involvement in their child's education, specifically noting that 80% of parents and 95.3% of teachers are satisfied with their involvement (this is 6.1% and 5.7% above provincial average, respectfully).

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

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.

#### **Division Goals**

Know, understand and respond to students' individual learning, through authentic, developmentally appropriate programming.

Create opportunities for relevant stakeholders to provide input and collaborate into how well the school and/or

school division is governed and managed.
Develop an understanding of mental wellness and create the capacity to respond to identified needs.

<b>School Goals</b>
Foster positive relationships between students, as well as students and staff
Develop an understanding of wellness and create capacity amongst students and staff about how to respond to wellness needs