



ST. GREGORY THE GREAT CATHOLIC SCHOOL

2019 - 2020

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 560 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.

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	84.2%	85.7%	85.2%	89.4%	89%	89.2%	Intermediate	Maintained	Acceptable
Student Learning Opportunities	Program of Studies	83.9%	75%	71.4%	82.4%	82.2%	82%	Very High	Improved	Excellent
	Education Quality	90.3%	90.1%	88.1%	90.3%	90.2%	90.1%	Very High	Maintained	Excellent
	Drop Out Rate	0%	n/a	n/a	2.7%	2.6%	2.7%	Very High	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7%	79.1%	78.4%	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	71.8%	57.3%	57.3%	73.8%	73.6%	73.6%	Intermediate	Improved	Good
	PAT: Excellence	7.3%	3.1%	3.1%	20.6%	19.9%	19.6%	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.6%	83.7%	83.1%	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24%	24.2%	22.5%	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.4%	56.3%	55.6%	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6%	64.8%	63.5%	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	60.1%	59%	58.5%	n/a	n/a	n/a
	Work Preparation	82.4%	83.5%	90.4%	84.1%	83%	82.7%	High	Declined	Acceptable
	Citizenship	77.1%	75.8%	73.7%	83.3%	82.9%	83.2%	Intermediate	Maintained	Acceptable
Parental Involvement	Parental Involvement	87.7%	89%	85.6%	81.8%	81.3%	81.2%	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	81%	81.8%	73.8%	81.5%	81%	80.9%	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.

Performance Measures:	Current Results	Average
I learn about the Catholic Faith at my school.	98%	98.1% (3 Yr)
Prayer helps me feel closer to God.	92%	87.4% (3 Yr)
I believe that God created me.	95.7%	90.6% (3 Yr)
I believe that the Catholic Faith teaches me a good way to live.	95.3%	90.7% (3 Yr)
I learn about God in all my classes.	81%	75% (3 Yr)
(Grade 4) My teachers show me what it is like to be friends with Jesus. (Grade 7 & 10) My teachers show me what it is like to develop a relationship with Jesus.	86.3%	84.4% (3 Yr)
We pray regularly at my school.	88.3%	90.2% (1 Yr)
I learn about the 3 persons of God - God the Father, God the Son and God the Holy Spirit.	96%	96% (1 Yr)
At my school, staff and students talk about God.	94%	94% (1 Yr)
I believe that I should use my knowledge (what I learn) to serve others and help those in need.	97.3%	97.3% (1 Yr)
My teacher explains how our faith connects with the topics I am learning in my classes.	91%	91% (1 Yr)
I believe that God created the world and He wants us to explore His creation.	93%	93% (1 Yr)

AERR Comments (November)
<p>During the previous year we provided many opportunities for our school community to meet in Family Groups to complete different faith-filled activities that related to Humanness and Sacramentality, including an opportunity for students to share how they have grown in their understanding of Humanness by creating a poster, skit, or video. This gave students and staff the opportunity to build connections and relationships as they got to know other students in the school. Our Youth Minister also came out to lead our middle school classes in chapel time, specifically focusing on Humanness and Sacramentality. Throughout the year, the students, staff, and parents of St. Gregory the Great Catholic School brought their light to the world by sharing gifts and talents to support people in need and different charities. For example, last year we supported St. Stephen Parish, the local food bank, less fortunate students, Safe Harbour Society, and the Hospice Society. Through our Schollie survey we increased in student responses in, "I believe that the Catholic Faith teaches me a good way to live" by 4% and, "My teachers show me what it is like to be friends with Jesus" by 26%, as well as in, "My school helps me to see God in all things", where 75% of students responded favourably. Also, 83% of our students said, "Every person in our school is a child of God", and 90% reported that, "I respect others even if they are different than me". 100% of our parents stated that, "I believe that the school helps my child to embrace everyone's dignity as a human person" and 97% said, "I believe that the school is helping my child to see God in all things".</p> <p>Throughout the last school year, our Faith Coaches met with every teacher to co-plan and discuss how to effectively plan for intentional permeation. The Faith Coaches also co-taught with six teachers with a focus on intentional permeation. We also utilized our Division Faith Lead teacher to enhance our permeation by having her come in and present to staff during an embedded PD session. Our Faith Coaches also shared with staff a division website where samples of permeation are kept for teacher access at any time. Through this focus, our students have reported growth in the areas of Faith and learning about God. According to our Schollie results, we saw an increase of 16% of students, who said, "I learn about God in all my classes" and 96% of students said, "I learn about Catholic Faith at my school". 100% of the parents surveyed said that, "I believe that members of our community are provided with opportunities to learn about the Catholic faith" and "I believe the Catholic Faith is integrated into our curriculum so that our world is viewed in light of the teachings of the Catholic Church". Although we saw such an increase in the amount of students who stated they "learn about God in all my classes", it still remains an area in which we want to grow further.</p>

Comment on School Goals (November)	Comment on Results (May)
<p>This year, our school has decided to focus on foundational knowledge about Rationality and Spirituality, as well as effective ways to incorporate these characteristics in all subjects. Our school experienced a lot of success with our Faith Coaches providing support for our teachers, therefore we are continuing to have them meet with teachers and find ways to permeate these characteristics into different subject areas, as well as provide professional development (PD) around what Rationality and Spirituality are and how they look in a classroom. At a school level, our administration team will share examples of Rationality and Spirituality with parents through newsletters to help them understand these characteristics, as well as informing them of how we plan on permeating our faith. Our staff will also all take part in a social justice project at some point this year, which highlights the Rationality and Spirituality in our building, in hopes to bring that same characteristic to the community.</p> <p>One of the areas that we saw a decrease in our Schollie Survey was that students learned about God in their classes. We plan on addressing this by making the connection between Rationality, Spirituality and God, explicitly in order to help students understand the tridium and make connections between Faith and God. Furthermore, our teachers are planning on reflecting with students about where they saw God in their days so students can identify God in their classrooms, lessons, and other activities or locations in, or around, our building. This process will be supported by our Faith Coaches, by coming in to meet with classes and lead activities to help identify God's presence in all that we do.</p>	<p>Throughout the year our staff reached our goal and developed a foundational knowledge of the characteristics of Rationality and Spirituality. The Faith Coaches met with 16 staff members this year to focus on permeation and supporting teachers with Liturgies and Masses. We had 5 students Baptized this year and 2 of those students receive the sacrament of Baptism at a school mass. The Faith Coaches visited all classes in January to introduce prayer boxes and co-taught a variety of ways to pray. To measure Spirituality, we used the Schollie Survey and saw an increase of 9% in response to "Prayer helps me feel closer to God " from 79% to 88% this year. 92% of grade 4 & 7 students at St. Gregory the Great agreed with "We pray regularly at School " and 91% reported learning about "God the Father, God the Son and God the Holy Spirit" in school. 94% of parents "believe that the school is helping students develop a deeper relationship with God through prayer." When looking at Rationality we used questions 11 and 13 of the Schollie survey as measurement. 97% of grade 4's and 87% of grade 7's feel that they "should use my knowledge to serve others and help those in need. 90% reported that they "believe that God created the world and He wants us to explore his creation."</p> <p>We are continuing to work on our last goal of students will learn about God in all their classes. Through the Schollie Survey, 85% agree "that at my school staff and students talk about God" We saw a slight decrease this year in students agreeing with "I learn about God in all my classes" This continues to be an area of focus for next year with staff and students.</p>

Division Goals
FO.1.1 Enrich our division Catholicity by focusing on the two chosen characteristics of Catholic identity. (2019-2020 - Spirituality and Rationality)
FO.1.2 Lessons are permeated in process or content to teach students how to evaluate their worldview by mastering provincial outcomes in a Catholic context.

School Goals
<ul style="list-style-type: none"> • Our school will develop an understanding of Rationality and Spirituality, along with effective ways to incorporate these characteristics in all subjects.
<ul style="list-style-type: none"> • Students will learn about God in all classes.

Outcome 1: Alberta's students are successful

Performance Measure	Results (in percentages)					Evaluation		
	2015	2016	2017	2018	2019	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	57.3%	71.8%	Intermediate	Improved	Good
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	3.1%	7.3%	Very Low	Maintained	Concern

Performance Measure	Results (in percentages)					Evaluation		
	2014	2015	2016	2017	2018	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
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
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

Performance Measure	Results (in percentages)					Evaluation		
	2015	2016	2017	2018	2019	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	71.7%	75.8%	Intermediate	Maintained	Acceptable

AERR Comments (November)

Our teaching staff grew in their instructional practices through professional development sessions, using data to drive instruction, effective collaboration with school lead teachers, as well as Literacy, Inclusion, Faith and Technology (LIFT) support. Our elementary teachers, grade one to six, utilized Fountas and Pinnell assessments to provide targeted support for students below grade level, as well as Leveled Literacy Intervention (LLI) groups to continue to develop effective reading strategies; a group of four students would switch every eight weeks in order to intensively develop their reading skills. Our middle school teachers, grade six to nine, utilized the STAR reading screen to help identify struggling readers. From there, Fountas and Pinnell were used to help close the reading gap of the students. Our teachers also used professional development time to dig deeper into their curriculum by identifying the Big Rocks at each grade level so they knew what outcomes to spend the majority of their instructional time on. In January, the middle school teachers readministered the STAR reading screen to track growth in reading amongst their students. Later in the spring, we were able to increase our Literacy Coach time at grades one and two in order to help support a Response to Intervention (RTI) program aimed at improving student reading. By the end of the year, our middle school teachers paired high leverage instructional strategies with those Big Rocks, as a way to improve student reading and writing. In numeracy, our teachers identified the Big Rocks at each grade level, and paired them with high leverage instructional strategies to help increase the number of students to understand said concepts. The teachers implemented number talks and other rich math tasks in order to improve mental math and understanding. School wide, teachers used LIFT support in their classrooms to support student engagement and student conferencing about the concepts that were being covered. Overall, 90% of parents, students, and teachers, who completed the Accountability Pillar survey, said they were satisfied with the overall quality of education at our school. This

was an increase of 5% from the previous year.

Although we saw an increase in our Provincial Achievement results in the areas of acceptable and excellence, they remain to be an area of focus. By focusing on the strategies outlined in our School Improvement Plan, we believe this will continue to address these areas of concern.

Comment on School Goals (November)	Comment on Results (May)
<p>This school year, we have decided to continue to enhance literacy and numeracy instruction. We plan on doing this by continuing to have our Literacy, Inclusion, Faith and Technology (LIFT) teachers co-teach literacy and numeracy in our classrooms. Our LIFT intervention will be driven by the data we get from our class data walls, that are aimed at focussing on our learners. We will be using Response to Intervention (RTI) models to help address the learning gaps in our classes. Lastly, we are utilizing the LIFT 3.0 approach to help grow our middle school teachers in the areas of literacy and numeracy. In numeracy, our teachers will be creating Learning Progressions to help support students where they are at. It will also engage our teachers in conversation and collaboration about what the success indicators would be for each progression. In literacy, our teachers are going to focus on incorporating high instructional strategies for writing. We chose to focus our attention this year on literacy to help close the gap between our school Provincial Achievement Test scores, and the scores of the province. Currently, we are 2% below the Provincial average in students achieving acceptable standard.</p> <p>Our second school goal focuses on increasing Authentic Learning opportunities this year. We have a beautiful school that is designed to incorporate more Authentic Learning practices, that focus on student collaboration, critical thinking, problem solving, creativity, among other skills. We will be training more teachers in the areas of Project Based and Authentic Learning to help build a culture of teacher collaboration in this area by having teachers share their journeys and stories. This will help extend the student learning beyond the basic knowledge outcomes. When we examine our Provincial Achievement Test grades, we are looking to increase our students achieving excellence. Currently our school is 13% below the province in the area of students achieving excellence, therefore we plan on decreasing the gap between our school and the province.</p>	<p>Throughout the 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. All of this hard work paid off as we saw an improvement this year in our students who were reading below grade level at the start of the year. In our elementary classes we used our Fountas and Pinnell (F&P) results to measure our improvement throughout the year. At the start of the year in Gr. 2-5, we had 34 students who were reading below grade level. By the end of January we only had 14 students who were reading below grade level in Gr. 2-5. We anticipated even less students reading below grade level by the end of the year but we were not able to F&P test in May this year. In middle school we used the STAR testing to measure our results. In Gr. 6&7, 62% of students below grade level grew in their literacy skills, while 63% of Gr. 8 students and 55% of Gr. 9 students improved their literacy skills. Unfortunately we are unable to measure the growth in numeracy since we were not able to administer the Mathematical Intervention/Programming Instrument (MIPI) at the end of the year because of the move to distance learning. We anticipated to see growth in our Provincial Achievement Tests (PATs) results this year in both numeracy and literacy as well but since they were cancelled we expect to see our results increase next year.</p> <p>We were able to reach our second goal this year of increasing 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 5 of those teachers planned and implemented a second PBL. We identified that we would see an increase in our Accountability Pillar results and are still waiting for those to come in to see if we increased in the areas of Active Citizenship and Work Preparation as well in the area of Quality of Education at St. Gregory the Great Catholic School as a result of the strategies we put in place.</p>

Division Goals
O.1.1 Create and maintain optimal student learning experiences
O.1.2 Focus on foundational expectations for student literacy and numeracy to promote lifelong learning
O.1.3 Utilize timely, targeted, and flexible formative and summative assessment to enhance student learning
O.1.4 Establish the pursuit of excellence in all domains of learning
O.1.5 An emphasis placed on test-taking strategies and preparing students to write exams.

School Goals
• Enhance literacy and numeracy instruction.
• Implement Authentic Learning opportunities to increase optimal learning.

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

Performance Measure	Results (in percentages)					Evaluation		
	2015	2016	2017	2018	2019	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	*	*	*	*	*
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	*	*	*	*	*
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		
	2014	2015	2016	2017	2018	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
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
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

AERR Comments (November)
<p>The First Nations, Métis and Inuit support team led our staff through a variety of professional development last year. As a staff, we participated in smudging, reconciliation and understanding the new Teacher Quality Standards, a Blanket Exercise on Canada's Indigenous history, and talking circles. These professional development opportunities helped to build the foundational knowledge about the history of First Nations, Métis, and Inuit with our staff. Our school also participated in Orange Shirt Day and continued to use the Seven Sacred Teachings as a guide to recognize student success and growth in our monthly student assemblies. Our First Nations Métis and Inuit team not only provided a great learning opportunity for staff, but they also came in and led each class through talking circles; for a couple of classes, this process focused on the areas of reconciliation and restorative practices between students. Our First Nations Métis and Inuit team also helped to support a First Nations student with understanding and connection with her culture through beading and building resilience.</p>

Comment on School Goals (November)	Comment on Results (May)
As a school, we are developing teacher understanding of our country's First Nations, Métis and Inuit history. We are focusing our attention this year on understanding Indigenous knowledge that include cultural perspectives, student connection and building capacity among staff. We plan on doing this by using our First Nations, Métis and Inuit support	We were able to reach our goal this year of building capacity of understanding Indigenous cultural perspectives. We measured this by the number of times the First Nations, Metis and Inuit support team visit the school. They came to the school 32 times this year, cancelling 3 visits due to COVID 19. The staff participated in 4 different professional in person

<p>team to provide resources for our teachers to access and implement in their classrooms. The First Nations, Métis and Inuit support team have modelled sharing circles and will be providing professional development on social implications of Indigenous realities. We chose this as our school focus because of the teaching requirement outlined by the new Teacher Quality Standards. Furthermore, it allows our teachers a deeper understanding of the First Nations, Métis and Inuit culture, which allows for a further connection between staff and their students.</p>	<p>development sessions as well as one online session in the areas of Indigenous resources, meeting with an Elder, tobacco prayer ties, trauma informed practices and Indigenous realities. 100% of our students participated in sharing circles this year. The First Nations Metis and Inuit team supported 7 of our new teachers with learning this practice for conflict resolution in the classroom. We had 4 days of drumming circles integrated into music classes and all grades prek- 9 participated. Throughout the year, the First Nations, Metis and Inuit team met with 3 identified students 7 times to participate in smudging, beading and supporting these students with their own sense of belonging. Starting in January, the First Nations, Metis and Inuit team held 9 cultural lunches - 3 different sessions for kindergarten - Gr. 2, Gr. 3-5 and Gr. 6-9. Identified and non identified students were able to attend to learn more about dancing, storytelling, beading, drumming and smudging. In June a self reflection survey will be sent to staff to measure growth in their ability to meet the First Nations Metis and Inuit competency.</p>
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<p>Division Goals</p>
<p>O.2.1 Increase academic success and cultural knowledge through building capacity in schools to support First Nations, Métis and Inuit students.</p>
<p>O.2.2 Provide and promote cultural diversity and cultural pride through enhanced student learning experiences and professional learning opportunities.</p>
<p>O.2.3 Develop and apply foundational knowledge and indigenous perspective necessary for us to walk together on a path of reconciliation.</p>
<p>O.2.4 Share experiential Indigenous cultural teachings in a faith permeated environment and enrich our view of the world.</p>

<p>School Goals</p>
<ul style="list-style-type: none"> • 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

Performance Measure	Results (in percentages)					Evaluation		
	2015	2016	2017	2018	2019	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	67.8%	75%	Intermediate	Maintained	Acceptable

AERR Comments (November)
<p>Last school year, we scheduled in collaboration time for teachers to address student and teacher needs. The staff used data collected as a division, a school, and a classroom teacher in order to focus the collaboration blocks. We started with collaboration blocks with grade partners (kindergarten to grade nine) so that the middle school collaborated with subject partners (grade six to grade nine) and kept the grade partners at elementary school. Our staff used the data of our students' learning needs to reach the exceptional learners in their classrooms. Our teachers created effective class lists based on the information they collected and observed throughout the year. The lists were then seen and edited by the counselling team, as well as administration to ensure student need was evenly distributed, and peer interaction has the highest potential to stay positive.</p> <p>Last year, our middle school implemented options that followed the Career and Technology Foundations (CTF) and Fine Arts focus. Throughout the year, our students participated in Mock Interviews, a St. Gregory the Great Career Fair, and were also introduced to a number of careers that each option could lead to once out of school. Grade nine students used the information they gained throughout the year in their options to help make informed high school course selections. Our students were also exposed to different language acquisition, specifically French for our grade's four and five students, and Spanish for the grade six students.</p>

Comment on School Goals (November)	Comment on Results (May)
<p>This year, our focus is teacher professional development. Throughout the year, our teachers are going to participate in their individual Micro-Learning model in order to meet their individual professional growth. Our teachers will be working alongside other teachers in the division to help collaborate and gain expertise through different teacher experiences. At least two embedded Monday professional development days will be set aside for Micro-Learning. Staff can research, reflect, and refine their instruction. Our professional development committee will explore micro-learning goals and develop groups to help support those teachers from a LIFT/ILT team, as well as an administration perspective. We have chosen to focus on this because 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 PD. Also, by allowing for more exploration of certain micro-learning goals, there will be more opportunity for teachers to look at creative and authentic ways to implement their program of studies, by using cross-curricular approaches.</p>	<p>This year the staff of St. Gregory the Great Catholic School was able to enhance their instructional strategies through the implementation of Micro-Learning during professional development. Feedback given from a mid-year survey to staff enabled the professional development committee to keep enhancing Micro-Learning during professional development for the second part of the year. The two main changes made were having staff move to different groupings after the second week of Micro-learning so that staff could share and learn from different staff members and sending out a schedule of when Micro-Learning was taking place throughout the term so staff could invite division lead teachers in to support their learning. Results from the Schollie Survey indicated that 97% of staff said school professional development assisted them in improving their instructional practice. That was an increase of 24% from last year. Also, 93% of staff stated they were satisfied that weekly embedded professional development provided opportunities to collaborate with other teachers. That was an increase of 35% from the previous year. 97% of staff also stated that they were satisfied that the structure of weekly Monday embedded professional development opportunities provided adequate preparation and training to meet the current and emerging demands of educational initiatives.</p>

Division Goals

O.3.1 Enhance instructional leadership practices through the implementation of the Four Pillars of Instructional Leadership
O.3.2 Demonstrate a professional body of knowledge including mastery of grade level and/or subject area curriculum
O.3.3 Engage in career-long learning through faith formation, mentorship, collaboration, and professional development
O.3.4 Foster effective relationships with students, parent/guardians, peers and others in the school and local community to support student learning
O.3.5 Identify, develop and implement programs that engage the diverse needs and interests of the student body

School Goals
• Enhance instructional practices through the implementation of Micro-Learning during professional development.

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

Performance Measure	Results (in percentages)					Evaluation		
	2015	2016	2017	2018	2019	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	84.7%	85.7%	High	Maintained	Good
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	n/a	n/a	n/a	86.2%	90.1%	Very High	Maintained	Excellent
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	97.4%	83.5%	High	Declined	Acceptable
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.(This measure is required for charter and private school authorities that do not have grades 10-12.)	n/a	n/a	n/a	79.2%	83.4%	n/a	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	82.2%	89%	Very High	Maintained	Excellent
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	65.8%	81.8%	Very High	Improved Significantly	Excellent

AERR Comments (November)

Throughout last year, our inclusive lead teachers used the continuum of supports to provide insight and direction to teachers as to how to best meet the needs of our students. Our student support team, Literacy, Inclusion, Faith and Technology (LIFT) teachers, administrators and counselors met weekly to discuss student needs and student progress. Not only did we use the expertise of our inclusive lead teachers, we also utilized our division Cognitive Learning Specialists to provide insight for teachers as to which instructional or environmental approaches would be best for their students. Furthermore, our staff received professional development on how to best support our exceptional learners. Professional development was also given to staff on how to effectively use the gradual release of responsibility model to meet the needs of our exceptional learners. Throughout the year, teachers gained confidence in their academic, social and/or emotional approach to some of our most exceptional students. LIFT support was increased last year due to the diversity of learners in our student population; we were also able to shift the timetable to accommodate that increased support for those specialized students. Our LIFT teachers co-taught literacy and numeracy, along with Leveled Literacy Intervention (LLI) to support students with strategies in those areas. Our students continued to access counselling support in the areas of regulation, social concerns, family struggles, conflict resolution, online safety, and substance awareness and safety. Our school was also able to have Dr. Jody Carrington to speak with staff and parents about the importance of connection and attachment for student regulation. Our school staff greeted students at the doors each day so that our students continued to build a sense of connection with our school, and continue to feel that St. Gregory the Great is a place where students feel safe and cared for. With the implementation of these strategies and support we saw our Accountability Pillar results go up in the area of Safe and Caring Schools.

Last year, our teachers communicated the news and events in our school through weekly updates to parents. Our administration team provided a monthly newsletter, as well. Prior to the Accountability Survey, our staff put on a parent engagement evening to help celebrate all of the great things that are happening at our school. For those parents that were unable to make it, a school highlight letter was sent home. St. Gregory the Great also worked hard at getting our parents involved through the Parent Council and Meet the Staff night. Our school invited parents into the team with the teachers and encouraged a close partnership in order to best support our students. Our feedback indicated this effort as 100% of our parents were very satisfied or satisfied with the opportunity to be involved in decisions at the school. We also continued to inform parents of our classroom successes through social media, newsletters, weekly class updates, messages through Remind and Google Classroom.

Comment on School Goals (November)	Comment on Results (May)
<p>This year, our school focus is on positive relationships, between staff and students and students and students. We plan on doing this through professional development from our counselling team and LIFT teacher, as well as bring in presentations to help reduce the potential for bullying. We are looking at student dynamics and relationships in our collaboration time and an effective use of soft starts at the beginning of every day. We have also changed the recess time for our grade five students in order to reduce the number of students that are outside during elementary recess. We have created a middle school club that does not allow for technology, but rather for students to build connections with their peers through games and other activities.</p> <p>Another goal that we have is to respond to the individual learning needs of our students. We started a collaborative classroom this year to help support our most exceptional students. We have also restructured our ILT and LIFT allotments in order to best match the support for our exceptional students. In terms of staff development, we sent seven staff members to a professional learning course for students with autism, specifically aimed at designing learning to meet their specific needs. Furthermore, we have created flexible scheduling for our educational assistants in order to best support our specialized learners. Our teachers are now collaborating with their ILT and LIFT teachers one block a week, and are driving instruction through the creation and revisiting of student data walls. Lastly, we have our grade's one, three, and four teachers growing in the area of co-teaching by planning with other teachers who have successfully implemented this model in their classrooms. We have chosen these two goals as a focus because we believe that in order for students to experience educational success, they need to feel like they are in a place that is safe and the academics are presented at a level in which they can understand and participate in. Although our school demonstrated growth last year, we are still 5% below the provincial average in the percentage of teachers, parents and students that believe their students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.</p> <p>This year our focus is to provide our stakeholders (students, parents, and staff) the opportunity to provide feedback. As we continue to enhance our school and grow we want to get feedback from our students, parents, and staff so that we can make changes or tweaks to make our school great. We saw growth in our Accountability Pillar results last year in parent involvement but still had 40% of parents surveyed say they were not involved in the decisions at our school. To get more parent involvement we moved from a representative model</p>	<p>Throughout the year, our school community focused our attention on finding ways to allow our students to experience success in our building. We planned on doing this by focusing our attention on building relationships with students and between students, as well as adapting/modifying instructional practices to meet the developmental level of our exceptional students, and offer opportunities for feedback from all stakeholders. Overall, we felt that our school did a good job of reaching the three goals we have outlined. When we look at our first goal, we found that the strategies we used provided an effective approach to improving relationships in our building. In comparison to the previous school year, we noticed that the 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, too. 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 exceptional learners, our data indicates that the strategies we chose did help our school reach our goal of responding to the developmental needs of our students. We saw an increase of over 19% in attendance by some of our exceptional 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 the students involved by placing all the 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 exceptional students in their classrooms.</p> <p>Along with the parent feedback we received around our collaborative classroom, we also looked at other ways to gain feedback from our stakeholders. This year, we averaged at</p>

<p>to a town hall style school council. We have already seen more than a 50% increase in parents attending. We want to give the students a voice and will create a student advisory group that will meet with Admin on a regular basis to provide feedback on ways to improve the school. Along with this, the student leadership group and the wellness champs have been combined to plan and lead the student recognition assemblies, theme days and create opportunities for student mentorship. Parents, teachers and students will also be given the opportunity to provide feedback through a survey that will be sent out in December.</p>	<p>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). Moving forward, we will continue to focus on getting out grade’s four and seven parents to complete the Schollie survey in order to provide further input and direction for our school.</p>
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Division Goals
O.4.1 Create opportunities for relevant stakeholders to provide input and collaborate into how well the school and/or school division is governed and managed
O.4.2 Respond to relevant stakeholder data to ensure appropriate educational strategies are in place
O.4.3 Ensure that the school division is fiscally responsible with all resources: staff, financial, and physical
O.4.4 Ensure that staff and students have access to safe and healthy learning environments
O.4.5 Know, understand and respond to students’ individual learning, through authentic, developmentally appropriate programming
O.4.6 Facilitate effective transitions to understand student needs and provide support through each stage of development
O.4.7 Implement a self-regulation process that focuses on developing relationships and supporting growth within a school framework
O.4.8 Develop an understanding of mental health issues and build the ability to respond to identified needs

School Goals
<ul style="list-style-type: none"> • Foster positive relationships between students, as well as students and staff.
<ul style="list-style-type: none"> • Understand and respond to students’ individual learning through developmentally appropriate programming
<ul style="list-style-type: none"> • Provide opportunities for stakeholders to share thoughts, ideas and feedback.