



Greater St. Albert Catholic Schools



SISTER ALPHONSE ACADEMY 2018-2021 Three-Year School Improvement Plan Required Outcomes, Strategies and Performance Measures

FAITH OUTCOME: LIVING LIKE JESUS – SERVANT, STEWARD, SHEPHERD

District Specific Outcome: Through furthering a culture of evangelization, faith formation, and vocation within our schools, students, staff, and parents know, model, and witness Jesus Christ.

Strategy/Strategies:

- ✓ (2018-2021) Schools demonstrate a preferential option for the poor and needy through social justice/community service activities involving Catholic Social Services and Development and Peace;
- ✓ (2018-2021) Students exercise their own ethical and entrepreneurial response to social justice based on Catholic Social Teachings;
- ✓ (2018-2021) Student will engage in retreats to nurture a prayerful, peer-to-peer encounter with Jesus Christ;
- ✓ (2018-2021) In every school, School Chaplains will build capacity for students and staff to know, model, and witness Jesus Christ;
- ✓ (2018-2021) Make visible learning successes in religious education and faith permeation to promotes hope and engagement in students;
- ✓ (2018-2021) Pursue an animated and actionable representation of the District Faith theme--Living like Jesus – servant, steward, and shepherd-- that leads to visual impact at the school and district level;
- ✓ (2018-2021) Focus on spiritual wellness, which is central to a comprehensive wellness approach through various practices including prayer (e.g., meditative, contemplative, scripture-based);
- ✓ (2018-2021) Develop further awareness of connections between our Catholic Faith and the spiritual beliefs/practices of our First Nations, Metis, and Inuit brothers and sisters.

School Priority:

- To make every child and family feel welcome.
- To build a culture of faith and service.
- To build authentic connections with SAP and Holy Family Parish, Catholic Social Services and Development and Peace

Expected End of Year Result (Refer to Performance Measures from the 3YEP Framework):

Accountability Pillar

98% - Overall Quality of Basic Education

100% - Safe and Caring Schools

95% - Active Citizenship
95% - Work Preparation
95% - Program of Studies

Other Measures

100% - I am satisfied with the Christ Centred Atmosphere at my child's school - GSACRD Parent Satisfaction Survey

100% - I feel welcome at my child's school - GSACRD Parent Satisfaction Survey

100% - Teachers model and explain how to live like Jesus

OUTCOME ONE: ALBERTA'S STUDENTS ARE SUCCESSFUL

K – 6 educational programs demonstrate this outcome so that:

Strategy/Strategies:

- ✓ (2018–2021) As outlined in the Ministerial Order (#001/2013), educators apply competency-focused approaches to learning within specific subject/discipline areas and create opportunities for interdisciplinary or cross-curricular learning;
 - ✓ (2018–2021) – Staff build a deeper, shared understanding of what literacy and numeracy is and employ the literacy and numeracy progressions;
 - ✓ (2018-2021) A continued focus on core instruction as it relates to emerging curriculum and concept-based pedagogy through the implementation of:
 - differentiation and formative assessment strategies using the practice progressions (learning intentions, criteria, exemplars, feedback, technology integration, sharing goals, student ownership of learning);
 - diagnostic assessment and intervention plans to improve student progress in math and language arts (e.g., First Steps in Math, Early and Middle Years Interview, Math Intervention Programming Instrument - M.I.P.I., Successmaker, Fountas and Pinnell/GB+, Student Learning Assessment (SLA), Levelled Literacy Intervention (LLI));
 - ESL benchmarks, including reading assessments, to differentiate tasks and assessments using instructional strategies and resources consistent with Sheltered Instruction Observation Protocol (SIOP) and Imagine Learning;
 - positive behavioural and academic supports that enable all students to achieve;
 - learning technologies, including assistive technology, to empower all learners;
 - ✓ (2018-2021) Staff embed the use of technologies into teaching and learning activities while -focusing on digital literacy and citizenship;
 - ✓ (2018-2021) Staff communicate learning goals and provide students and parents with timely access to information on how to achieve them;
 - ✓ (2018-2021) Staff communicate student progress on a regular and timely basis, and ALL students and parents celebrate areas of strength and growth at parent-school events (demo of learning, interviews);
- (2018-2021) Staff use technology to enrich the reception of ideas, to modify the ways students express learning, and to collaborate and create new knowledge.

Question Guiding Team Inquiry: **How do we ensure that students acquire/develop the 4-C competencies of Critical Thinking, Creativity, Communication and Collaboration**

Specific Outcome Statement: **To Provide multiple pathways to Deep Learning**

School Priority:

- ✓ (2018–2021) As outlined in the Ministerial Order (#001/2013), educators apply competency-focused approaches to learning within specific subject/discipline areas and create opportunities for interdisciplinary or cross-curricular learning **via a SAA School Wide Learning Framework** based on some of the work of Fullan, Quinn and McEachen, Coherence, Deep Learning and Grose and Papulkas, Technology, Inquiry and the New Role of Learners in order to:

1. **Build a highly collaborative culture focused on deep learning.**
2. **Develop and refine precision in pedagogy.**
3. **Shift and refine teaching practices to be more process focused by building capacity in staff.**

Our primary strategies for Deep Learning are:

1. **Fostering Authentic Connections with all Students**
2. **Differentiating Instructional Practices**
3. **Learning Attribute Planning**
4. **Leveraging Technology**

Expected End of Year Result (Refer to Performance Measures from the 3YEP Framework):

Grade 6 Provincial Achievement Exam Overall

98% Acceptable Standard

30% Standard of Excellence

Accountability Pillar

98% - Overall Quality of Basic Education

100% - Safe and Caring Schools

95% - Active Citizenship

95% - Work Preparation

95% - Program of Studies

Other Measures

70% - (Engaged) Gallup Student Poll

70% - (Hopeful) Gallup Student Poll

100% - I am satisfied with the Christ Centred Atmosphere at my child's school - GSACRD Parent Satisfaction Survey

100% - I feel welcome at my child's school - GSACRD Parent Satisfaction Survey

Question Guiding Team Inquiry: **How do we ensure that students acquire/develop the 4-C competencies of Critical Thinking, Creativity, Communication and Collaboration**

Specific Outcome Statement: **Provide multiple pathways to Deep Learning**

Grades 7-9 demonstrates this outcome so that:

- ✓ (2018–2021) As outlined in the Ministerial Order (#001/2013), educators apply competency-focused approaches to learning within specific subject/discipline areas and create opportunities for interdisciplinary or cross-curricular learning;
 - ✓ (2018–2021) Staff build a deeper, shared understanding of what literacy and numeracy is and employ the literacy and numeracy progressions;
 - ✓ (2018–2021) A continued focus on core instruction at the universal level to ensure good pedagogy and success for all learners by emphasizing the implementation of:
 - differentiation and formative assessment strategies that improve student learning;
 - diagnostic assessment and intervention plans to ensure student success in meeting language arts and mathematics standards;
 - positive behavioural and academic supports, including flexible pathways for learning, that enable all students to achieve;
 - ESL benchmarks, including reading assessments, to differentiate tasks and assessments using instructional strategies and resources consistent with the Sheltered Instruction Observation Protocol (SIOP);
 - learning technologies, including assistive technologies, to empower all learners.
 - ✓ (2018–2021) Staff explore flex/option time to offer series of sessions that capitalize on students' interests (i.e., sports and recreation academies, IB, AP, FI);
 - ✓ (2018–2021) Administration schedules options to match students' interests;
 - ✓ (2018–2021) Staff increase home-school communication for all students using consistent methods that parents and students easily access and understand;
 - ✓ (2018–2021) Staff celebrate and share success and areas of growth for all students through parent evenings, events, school interviews and demonstrations of learning;
 - ✓ (2018–2021) Staff communicate with each other to support students to manage their workloads;
- (2018–2021) Staff strategically embed the use of technologies into teaching and learning activities while focusing on digital literacy and citizenship.

Question Guiding Team Inquiry: **How do we ensure that students acquire/develop the 4-C competencies of Critical Thinking, Creativity, Communication and Collaboration**

Specific Outcome Statement: **To Provide multiple pathways to Deep Learning**

School Priority:

- ✓ (2018–2021) As outlined in the Ministerial Order (#001/2013), educators apply competency-focused approaches to learning within specific subject/discipline areas and create opportunities for interdisciplinary or cross-curricular learning **via a SAA School Wide Learning Framework** based on some of the work of Fullan, Quinn and McEachen, Coherence, Deep

Learning and Grose and Papulkas, Technology, Inquiry and the New Role of Learners in order to:

1. **Build a highly collaborative culture focused on deep learning.**
2. **Develop and refine precision in pedagogy.**
3. **Shift and refine teaching practices to be more process focused by building capacity in staff.**

Our primary strategies for Deep Learning are:

1. **Fostering Authentic Connections with all Students**
2. **Differentiating Instructional Practices**
3. **Learning Attribute Planning**
4. **Leveraging Technology**

OUTCOME TWO: ALBERTA'S EDUCATION SYSTEM SUPPORTS FIRST NATIONS, MÉTIS AND INUIT STUDENTS' SUCCESS

K – 12 educational programs demonstrate this outcome so that:

Strategy/Strategies:

- ✓ **(2018-2021)** An assessment of First Nations, Métis, and Inuit Students engagement in schools through assistance of the Gallup Student Poll Survey instrument, activates program interventions to increase hope, engagement, entrepreneurial aspirations, and career and financial literacy for all students;
- ✓ **(2018-2021)** Innovative partnerships between home, school, and the community build student engagement;
- ✓ **(2018-2021)** Our focus on Truth and Reconciliation furthers staff awareness of trust, respect, and understanding of First Nation, Métis, and Inuit efforts to honour cultural strengths;
- ✓ **(2018-2021)** A district-wide First Nation, Métis, and Inuit Advisory Committee will recommend school-based processes to maximize student engagement in learning.
- ✓ **(2018-2021)** A district-wide First Nations, Métis, and Inuit Leadership Committee will provide guidance on how to engage our parents in Truth and Reconciliation using school-based resources and strategies, including elder-recommended and/or community partner opportunities;
- ✓ **(2018-2021)** Every year, we will celebrate National Aboriginal Day by organizing a district event or activity that involves our partners, our elders, and our community members;
- ✓ **(2018-2021)** Career counselling and post-secondary enrollment coaching is provided for First Nations, Métis, and Inuit students;
- ✓ **(2018-2021)** Our First Nations, Métis, and Inuit Literature Grant Committee provides K-12 teachers with materials and strategies to explore foundational concepts of emerging curriculum in Indigenous Education;

- ✓ (2018-2021) Our First Nations, Métis, and Inuit students, who are not achieving at an Acceptable Standard on the provincial achievement tests or Diploma exams, receive appropriate interventions.

School Priority:

- **Timely and targeted interventions and strategies to support FNMI students.**
- **Our focus on Truth and Reconciliation furthers staff awareness of trust, respect, and understanding of First Nation, Métis, and Inuit efforts to honour cultural strengths**

OUTCOME THREE: ALBERTA'S EDUCATION SYSTEM RESPECTS DIVERSITY AND PROMOTES INCLUSION

K – 12 educational programs demonstrate this outcome so that:

Strategy/Strategies:

- (2018-2021) The School District's Safe and Caring Schools procedure is implemented and applicable District Administrative procedures are aligned with current and future legislation;
- (2018-2021) Student diversity and the Church's unconditional respect for the dignity of the human person is respected and celebrated through school-based counselling, advocacy, and peer – group support initiatives;
- (2018-2021) Inclusive practices (i.e., First point of access to learning are the Programs of Study, Universal Design, using assistive technologies, differentiation and learning alongside same age peers in flexible groupings) are effectively implemented at every school.

Focus on Bullying

- (2018-2021) A district-wide common language and varied approaches to addressing bullying are promoted and implemented through counsellors and school learning teams;
- (2018-2021) Right relationships, and conflict resolution as components of the Comprehensive School Health Initiative in all schools are further explored;
- (2018-2021) Staff and students will be trained to understand personal and sexual harassment and discrimination and how to address it.
- (2018-2021) There is an increased use of “restorative” practices in all schools;
- (2018-2021) Ensure that mechanisms are in place to protect the anonymity of those who report bullying;
- (2018-2021) Students and families are supported in finding ways to solve problems and resolve conflicts with district and school resources.
- (2018-2021) Schools work together with external partners to focus on Comprehensive School Health prioritizing active living, healthy eating, and positive social and learning environments.

Focus on Mental Health and Early Identification

School Based

- (2018-2021) Counsellors are provided to schools to support the social-emotional needs of at-risk students;
- (2018-2021) Human and programming resources to meet school-based needs are prioritized;
- (2018-2021) Staff and students continue to be trained to understand indicators of mental health issues in themselves and others ('Go-To-Educator' training);

- (2018-2021) School administrators, LSFs, and counsellors will be trained to understand and support children and students with trauma-responsive practices.

Community Links

- (2018-2021) Collaboration with community agencies to effectively meet at-risk students' needs is prioritized and monitored for responsiveness to schools' needs;
- (2018-2021) Staff are trained to understand indicators of mental health issues for students;
- (2018-2021) A student conference on mental health is organized at one or more district sites with the goal of reducing stigmas and having students involved in the facilitation and speaker selection process;
- (2018-2021) Parents are educated about mental health and wellness programs provided at the school level;
- (2018-2021) Processes are in place to identify, support, and direct children and families within early childhood programs to appropriate services.

Focus on Inclusion

- (2018-2021) All children in Early Learning programs (Pre-Kindergarten and Kindergarten) learn through inquiry and play;
- (2018-2021) The right ongoing supports and services (assistive technology, assessments, therapy, interventions) are identified, prioritized, and implemented through internal and external stakeholder collaboration;
- (2018-2021) Learning Support Facilitators/School Learning Teams will work alongside teachers to further the implementation of inclusive practices within schools;
- (2018-2021) Family support personnel will provide direct service and community agency connections for students or families at risk.

School Priority:

- **Development of primary/base level of Pyramid of Support at SAA**

OUTCOME FOUR: ALBERTA HAS EXCELLENT TEACHERS, SCHOOL LEADERS AND SCHOOL AUTHORITY LEADERS

K – 12 educational programs demonstrate this outcome so that:

Strategy/Strategies:

- ✓ (2018-2021) Professional learning is dedicated to the pyramid of supports (indicators of success) and these supports are effectively implemented through a school-based plan;
- ✓ (2018-2021) District and school-based data informs and enhances collaborative leadership, employee and student engagement, and effective teaching and learning;
- ✓ (2018-2021) Teacher leaders work together with school administrators and District leaders to have a coherent plan to grow staff members' understandings and abilities to explore changes of practice (i.e., concept-based curriculum, literacy numeracy, competencies, technology integration, faith, differentiation, trauma-informed practices) in schools;
- ✓ (2018-2021) Pre-Kindergarten and Kindergarten staff develop a play-centred, inquiry-based Early Learning environment through increased collaboration;

- ✓ (2018-2021) Communication, collaboration and capacity building are enhanced through Admin and Early Learning Collaboration sessions;
- ✓ (2018-2021) The GSACRD Digital Literacy & Citizenship Scope and Sequence Continuum is implemented K-12;
- ✓ (2018-2021) Digital citizenship education focuses on creating ethical, respectful and responsible digital citizens. This includes teaching respectful social media use and prevention strategies for cyberbullying;
- ✓ (2018-2021) Standards for teacher competencies are regularly updated and implemented;
- ✓ (2018-2021) Student choice and voice as a strategy for improving learning is encouraged.

School Priority:

- **Development and refinement of SAA Learning Framework.**

OUTCOME FIVE: ALBERTA'S EDUCATION SYSTEM IS WELL GOVERNED AND MANAGED

K – 12 educational programs demonstrate this outcome so that:

Strategy/Strategies:

- ✓ (2018-2021) Emotional attachment (relationship and engagement) to school and district occurs for all stakeholders through district community conversations and online -collaboration with parents at the school level;
- ✓ (2018-2021) Community feedback in enhancing transitioning between school programs is enhanced through:
 - schools collaborating with each other to promote continuity of programming from K – 12;
 - making early and timely notifications of programming opportunities for students;
 - encouraging students to be an important source of promotion for our schools.
- ✓ (2018-2021) Community feedback in promoting effective digital literacy programs in K – 12 occurs through:
 - the integration of digital citizenship being as a core component of how citizenship is taught within schools;
 - developing a common ethical and moral understanding of digital citizenship, responsible social media use, and cyberbullying;
 - maintaining equity of access to technology for all students within the district;
- ✓ (2018-2021) Students in grades 5 and 9 (as well as any students in gr. 6 - 8 and 10 - 12 who have not completed) will undertake a strength-based assessment to be used for enriching learning engagement and well-being within the classroom.

School Priority:

- **A collaborative approach with a clear vision focused on the learner is the priority. Accountability through the examination of school data, staff and community feedback will be utilized when establishing school priorities.**