



**Sister Alphonse Academy  
2019-2022 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:**

- ✓ **(2019-2022)** Schools demonstrate a preferential option for the poor and needy through social justice/service activities that connect to our faith; prioritizing Catholic Social Services and Development and Peace;
- ✓ **(2019-2022)** Students exercise leadership in responding to issues of social justice, based on Catholic Social teachings;
- ✓ **(2019-2022)** Student will engage in retreats to nurture a prayerful, peer-to-peer encounter with Jesus Christ;
- ✓ **(2019-2022)** In every school, School Chaplains will build capacity for students and staff to know, model and witness to others a life lived in relationship with Jesus Christ;
- ✓ **(2019-2022)** School Chaplains will take a lead role in building staff capacity to fulfill our faith outcome;
- ✓ **(2019-2022)** Schools create engaging learning opportunities through religious education and faith permeation to promote faith and hope in students;
- ✓ **(2019-2022)** 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;
- ✓ **(2019-2022)** Develop a common understanding as a district, of connections between our Catholic Faith and the spiritual beliefs/practices of our First Nations, Métis, and Inuit brothers and sisters;
- ✓ **(2019-2022)** Contribute to a spirituality of communion, using faith activities (e.g., prayer) to foster positive interpersonal relationships among students and staff and to promote a sense of mutual trust and belonging.

**School Faith Goal: To build a culture of faith and service where every child and family feels welcomed.**

**Guiding Question: What is the relationship between Shepherding like Jesus and how welcome others feel?**

**School Priority:**

1. *By building upon strategies in our first school year we will continue to build a culture where all families and children feel safe and welcome.*
2. *Provide students with more opportunities for prayerful experiences.*
3. *Provide even more opportunities for students to take on leadership in planning Social Justice and community service that support Catholic social teachings and promote the relationship between leadership and shepherding.*

## OUTCOME ONE: ALBERTA'S STUDENTS ARE SUCCESSFUL

**K – 6 educational programs demonstrate this outcome so that:**

### **Strategy/Strategies:**

- ✓ **(2019–2022)** 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;
- ✓ **(2019–2022)** Implementation of a Pedagogy Team at each school to engage teachers and administrators in professional learning opportunities that build staff capacity and collaborative expertise around instructional practices:
  - integrating literacy and numeracy strategies, across grades and subjects;
  - teaching for conceptual understanding;
  - focusing on formative assessment strategies using practice progressions;
  - integrating competency-focused approaches to learning;
  - co-developing and curating professional learning resources.
- ✓ **(2019–2022)** Literacy and Numeracy newsletters shared on school and division websites highlighting practices that activate deep literacy and numeracy learning as well as tips to support the teacher and parent community.
- ✓ **(2019–2022)** A continued focus on assessment practices that guide instruction to foster student learning through the use of:
  - multiple sources of diagnostic assessments and intervention plans to improve student progress in math and language arts;
  - ESL benchmarks, including reading assessments (e.g., Fountas and Pinnell BAS, IDEA Proficiency Test), to differentiate tasks and make informed decisions that connect assessment to instruction;
  - positive behavioural and academic supports that enable all students to achieve;
  - learning technologies, including assistive technology, to empower all learners;
  - math and language arts consultants support schools with the analysis of assessment data for school improvement plans;
  - support a Community of Practice of K-6 Math and ELA/FLA teachers to focus on improving student achievement on Grade 6 Provincial Achievement Tests.
- ✓ **(2019–2022)** Teachers strategically incorporate digital technology and resources into learning activities so that students develop and refine skills outlined in the GSACRD Digital Literacy & Citizenship Scope and Sequence Continuum;
- ✓ **(2019–2022)** Teachers apply a repertoire of effective planning, instruction, and assessment practices that incorporate the appropriate use of digital technology, according to the context, content, desired outcomes and the learning needs of students. (Adapted from TQS Standard 3);
- ✓ **(2019–2022)** Staff communicate learning goals and provide students and parents with timely access to information on how to achieve them;
- ✓ **(2019–2022)** 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);

**School Goal: To provide multiple pathways to Deep Learning**

**Guiding Question: How does teaching for Conceptual Understanding impact the learning for our students?**

**School Priority:**

1. *We will continue to focus on implementing our SAA Learning Framework.*
2. *We will focus on strategies related to Conceptual Understanding.*

3. *Continued implementation of Inquiry Based pedagogy K – 9.*
4. *School wide inquiry question related to “What do I need to be a Learner”, related to the Practice Progressions.*
5. *Continue the development of our SAA Language Arts K-9 Planning document.*

**Grades 7-9 demonstrates this outcome so that:**

- ✓ **(2019–2022)** 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;
- ✓ **(2019–2022)** Implementation of a Pedagogy Team at each school to engage teachers and administrators in professional learning opportunities that build staff capacity and collaborative expertise around instructional practices:
  - integrating literacy and numeracy strategies, across grades and subjects;
  - teaching for conceptual understanding;
  - focusing on formative assessment strategies using practice progressions;
  - integrating competency-focused approaches to learning;
  - co-developing and curating professional learning resources.
- ✓ **(2019–2022)** Literacy and Numeracy newsletters shared on school and district websites highlighting practices that activate deep literacy and numeracy learning as well as tips to support the teacher and parent community.
- ✓ **(2019–2022)** 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;
  - multiple sources of diagnostic assessment and intervention plans to ensure student success in meeting language arts and mathematics standards;
  - regular and ongoing feedback on learning progress to students and parents;
  - positive behavioural and academic supports;
  - lesson design that considers diversity and supports from the onset;
  - ESL benchmarks, including reading assessments (e.g., BAS, IDEA Proficiency Test), to differentiate tasks and make informed decisions that connect assessment to instruction;
  - math and language arts consultants support schools with the analysis of assessment data for school improvement plans;
  - support a Community of Practice of Grade 9 Math and ELA/FLA teachers to focus on improving student achievement on the Provincial Achievement Tests;
  - learning technologies, including assistive technologies, to empower all learners.
- ✓ **(2019–2022)** Staff explore flex/option time to offer series of sessions that capitalize on students' interests (i.e., sports and recreation academies, IB, AP, FL);
- ✓ **(2019–2022)** Administration schedules options to match students' interests;
- ✓ **(2019–2022)** Staff increase home-school communication for all students using consistent methods that parents and students easily access and understand;
- ✓ **(2019–2022)** Staff celebrate and share success and areas of growth for all students through parent evenings, events, school interviews and demonstrations of learning;
- ✓ **(2019–2022)** Staff communicate with each other to support students to manage their workloads;

- ✓ **(2019–2022)** Teachers strategically incorporate digital technology and resources into learning activities so that students develop and refine skills outlined in the GSACRD Digital Literacy & Citizenship Scope and Sequence Continuum.

**School Goal: To provide multiple pathways to Deep Learning**

**Guiding Question: How does teaching for Conceptual Understanding impact the learning for our students?**

**School Priority:**

1. *We will continue to focus on implementing our Learning Framework.*
2. *We will focus on strategies related to Conceptual Understanding.*
3. *Continued implementation of Inquiry Based pedagogy K – 9.*
4. *School wide inquiry question related to “What do I need to be a Learner”, related to the Practice Progressions.*
5. *Continue the development of our SAA Language Arts K-9 Planning document.*

## **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:**

- ✓ **(2019-2022)** 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;
- ✓ **(2019-2022)** Innovative partnerships between home, school, and the community build student engagement;
- ✓ **(2019-2022)** 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;
- ✓ **(2019-2022)** A district-wide First Nation, Métis, and Inuit Advisory Committee will explore K-12 literature and strategies connecting to foundational concepts of the emerging curriculum in Indigenous Education and recommend school-based processes to maximize student engagement in learning;
- ✓ **(2019-2022)** 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;
- ✓ **(2019-2022)** We celebrate indigenous culture throughout the year and organize a district event or activity that involves our partners, elders, and community members in National Indigenous Peoples Day;
- ✓ **(2019-2022)** Career counselling and post-secondary enrollment coaching is provided for First Nations, Métis, and Inuit students;
- ✓ **(2019-2022)** 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:**

1. *Continue to provide staff with opportunities to build foundational knowledge of FNMI families and children.*

## **OUTCOME THREE: ALBERTA’S EDUCATION SYSTEM RESPECTS DIVERSITY AND PROMOTES INCLUSION**

**K – 12 educational programs demonstrate this outcome so that:**

**Strategy/Strategies:**

- ✓ **(2019-2022)** The School District’s Safe and Caring Schools procedure is implemented and applicable District Administrative procedures are aligned with current and future legislation;

- ✓ (2019-2022) 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;
- ✓ (2019-2022) 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**

- (2019-2022) A district-wide common language and varied approaches to addressing bullying are promoted and implemented through counsellors and school learning teams;
- (2019-2022) Right relationships, and conflict resolution as components of the Comprehensive School Health Initiative in all schools are modelled and utilized;
- (2019-2022) Staff and students will be trained to understand personal and sexual harassment and discrimination and how to address it.
- (2019-2022) There is an increased understanding an intentional use of “restorative” practices in all schools;
- (2019-2022) Ensure that mechanisms are in place to protect the anonymity of those who report bullying;
- (2019-2022) Students and families are supported in finding ways to solve problems and resolve conflicts with community, district and school resources;
- (2019-2022) Schools work together with external partners to focus on sustainable Comprehensive School Health prioritizing active living, healthy eating, and positive social and learning environments.

### **Focus on Mental Health and Early Identification**

#### **School Based**

- (2019-2022) Counsellors are provided to schools to support the social-emotional needs of at-risk students;
- (2019-2022) School-based needs are prioritized and addressed by strategic individual school human and programming resources;
- (2019-2022) Staff and students continue to be trained by counsellors to understand indicators and reduce the stigma of mental health issues in themselves and others ('Go-To-Educator' training);
- (2019-2022) School administrators, LSFs, counsellors, teachers, therapists, and educational assistants will continue to be trained and respond using trauma-responsive practices;
- (2019-2022) Early Learning programs focus on social emotional learning and wellness;
- (2019-2022) Schools implement a Comprehensive School Health model to ensure well being as an essential element of student achievement;
- (2019-2022) Schools work together with external partners to focus on sustainable Comprehensive School Health for staff and students prioritizing active living, healthy eating, and positive social and learning environments.

#### **Community Links**

- (2019-2022) Collaboration with community agencies to effectively meet at-risk students' needs is prioritized and monitored for responsiveness to schools' needs;

- **(2019-2022)** Collaboration with community partners and agencies to provide all levels of supports for students and families (Universal, targeted, and individual);
- **(2019-2022)** A student conference on mental health is organized at one or more district sites with the goal of reducing raising awareness, stigmas and having students involved in the facilitation and speaker selection process;
- **(2019-2022)** Schools provide information to parents regarding community mental health education events, programs, workshops;
- **(2019-2022)** Processes are in place to identify, support, and direct children and families within early childhood programs to appropriate services;
- **(2019-2022)** Through collaboration with community partners in each of our communities, families of young children with exceptional needs are supported with access to inclusive and comprehensive Early Learning programs.

### **Focus on Inclusion**

- **(2019-2022)** All children in Early Learning programs (Pre-Kindergarten and Kindergarten) engage in inquiry and play facilitated learning;
- **(2019-2022)** Appropriate ongoing supports and services (assistive technology, assessments, therapy, interventions) are identified, prioritized, and implemented through internal and external stakeholder collaboration to support inclusion;
- **(2019-2022)** In collaboration with families, Learning Support Facilitators as part of School Learning Teams will work alongside teachers, therapists, and support staff to further the implementation of inclusive practices within schools;
- **(2019-2022)** Family Support Worker and Mental Health Capacity grant staff will provide direct service and community agency connections for students and/or families at risk;
- **(2019-2022)** School teams will focus on inclusive practices, deep learning, and teaching for conceptual understanding to ensure access for all.

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

**K – 12 educational programs demonstrate this outcome so that:**

### **Strategy/Strategies:**

- ✓ **(2019-2022)** School teams design and implement effective learning environments for diversity through individual, universal, and targeted supports as outlined in the pyramid of supports;
- ✓ **(2019-2022)** District and school-based data informs and enhances collaborative leadership, employee and student engagement, and effective teaching and learning;
- ✓ **(2019-2022)** Pedagogy Teams work together with school administrators and District leaders to have implement and document 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;
- ✓ **(2019-2022)** Pre-Kindergarten and Kindergarten staff provide a play- facilitated, inquiry-based Early Learning administrator and school team environment through ongoing collaboration sessions;
- ✓ **(2019-2022)** Communication, collaboration and capacity building are enhanced through Admin and Early Learning Collaboration sessions;

- ✓ **(2019-2022)** Teachers strategically incorporate digital technology and resources into learning activities so that K-12 students develop and refine skills outlined in the GSACRD Digital Literacy & Citizenship Scope and Sequence Continuum;
- ✓ **(2019-2022)** Digital citizenship education focuses on creating ethical, respectful and responsible digital citizens. This includes teaching respectful social media use and prevention strategies for cyberbullying;
- ✓ **(2019-2022)** Teachers apply a repertoire of effective planning, instruction, and assessment practices that incorporate the appropriate use of digital technology, according to the context, content, desired outcomes and the learning needs of students. (Adapted from TQS Standard 3);
- ✓ **(2019-2022)** Planning, instruction, and assessment practices offer flexible pathways for learning and encourage student voice and choice.

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

**K – 12 educational programs demonstrate this outcome so that:**

### **Strategy/Strategies:**

- ✓ **(2019-2022)** 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;
- ✓ **(2019-2022)** 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.
- ✓ **(2019-2022)** Community feedback in promoting effective digital literacy programs in K – 12 occurs through:
  - the integration of digital citizenship education as a core component of how citizenship is taught within schools;
  - developing a common understanding of digital citizenship, responsible social media use, and cyberbullying;
  - maintaining equity of access to technology for all students within the district.
- ✓ **(2019-2022)** Student strengths, identified through the StrengthExplorer (Gr. 5-8) or StrengthFinder (Gr. 9-12) are used to leverage learning, promote equity, increase engagement, and assist students to explore potential careers.