

Faith in Our Students



2019-2020 Annual Education Results Report and 2020-2023 Three-Year Education Assurance Plan



Greater St. Albert
Catholic Schools

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ACCOUNTABILITY AND ASSURANCE

MESSAGE FROM THE BOARD CHAIR AND SUPERINTENDENT OF SCHOOLS

We are pleased to share with the public at large Greater St. Albert Catholic Schools' 2019-2020 Annual Education Results Report and 2020-2023 Three-Year Education Assurance Plan. Catholic education values more than anything its contribution to the public good. Our mandate's impact on society is most significantly felt when students, regardless of their circumstances, are recognized as being equal in the image and likeness of God, and enabled to recognize and fully develop their unique gifts. When nurtured through learning because of this belief, our graduates become outstanding contributors to society through relationships and career pursuits. Most importantly, through their faith formation, our students become empathetic, compassionate contributors to society who seek to serve within our local and global communities. We demonstrate, through this report, that we engage our community to co-develop strategies based on measures and results that are the foundation from which we look forward with an education assurance plan focused on enabling our students and staff to thrive in school and in life.

In terms of results, this report celebrates that:

- For 100% or 14 out of 14 measures "Good" or "Excellent" designations have been achieved in the Overall Category.
- Due to the pandemic, provincial achievement tests were not written last year; however, we have a strong trajectory of excellence in student achievement: The Division's percentage of students exceeding results in provincial achievement tests at the Acceptable Standard is 9% higher than all other students in the province.
- The Division's drop-out rate is, on average, 60% lower over the last two years than the rest of the province.
- Our post-secondary transition rate is 9% higher than the province.
- The percentage of students completing high school within three years is 8% higher than the province.
- Our Indigenous students' drop-out rate is 0.5% lower than that of all other students in the province, and 60% lower than Indigenous students provincially.

Going forward, our opportunities for further growth continue to be in subjects written in French in grades 6, 9, and 12, especially French Language Arts, based on our previous achievement test results and our January diploma results.

We have completed a three-year focus on inspiring students and staff to emulate Jesus as our model for daily living. Having studied what it is like to live like Jesus as servant, steward, and shepherd from 2017-2020, we look forward to our next three-year faith theme - *Arise: Get Up, Get Going, and Go with God* - with a focus on seeing vulnerability as an invitation for each of us to "arise" and "to get up" and serve those in need.

Our 2020-2023 Division Three-Year Education Assurance Plan emerged from what we have learned by engaging with our community throughout the year and analyzing results from our current plan based on five key outcomes. We retain our focus on furthering student wellness priorities and making learning success visible through community consultation and sharing stories of success and areas for further improvement.

Sincere appreciation is to be extended to our dedicated staff who bring such success to life everyday within the school year, and are the champions of the results highlighted in this year's report. Thank you to our parents for your support and participation within our schools. May our plans for the future enhance your work as the first educators of children and further your belief that our students will change the world because of the unique focus that is Catholic education. God bless.

Noreen Radford, Board Chair

Dr. Clint Moroziuk, Superintendent of Schools

2019-2021 BOARD OF TRUSTEES



Trustees: Joe Becigneul, Cathy Proulx, René Tremblay, Serena Shaw, Joan Crockett, Greg Schell, Noreen Radford

ACCOUNTABILITY STATEMENT

The Annual Education Results Report for the 2019-2020 school year and the Three-Year Education Assurance Plan commencing September 1, 2020 for Greater St. Albert Roman Catholic Separate School Division were prepared under the direction of the Board in accordance with its responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*. This document was developed in the context of the provincial government's business and fiscal plans.

The Board has used the results reported in the document, to the best of its abilities, to develop the education plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved this combined 2019-2020 Annual Education Results Report and 2020-2023 Three-Year Education Assurance Plan on November 30, 2020.



Board Chair



Superintendent of Schools

IDENTITY AND FOCUSES OF GREATER ST. ALBERT CATHOLIC SCHOOLS

DIVISION PROFILE

Greater St. Albert Catholic Schools (GSACRD) serves the City of St. Albert, Towns of Morinville and Legal, all located north of Edmonton, as well as portions of the rural areas surrounding these communities. Greater St. Albert Catholic Schools was formed January 1, 1995, bringing together three formerly independent school divisions (St. Albert Catholic School District No. 3, Thibault Roman Catholic Public School District No. 35 and Legal School District No. 1738) - all of which have historic significance in the region. In 1994, discussions began among the three school districts on regionalization. On January 1, 1995 all three formerly independent school jurisdictions began to operate under the corporate name Greater St. Albert Catholic Regional Division No. 29.

On July 1, 2012, new legislation came into effect which assured that Catholic and public secular education could be provided to residents who live within St. Albert, Morinville, Legal and adjacent service areas. Greater St. Albert Catholic Schools' legal name was formally changed to Greater St. Albert Roman Catholic Separate School District No. 734. On August 15, 2019, Ministerial Order #034/2019 came into effect and the name of the Division was officially designated as The Greater St. Albert Roman Catholic Separate School Division. The Division continues to operate under the Greater St. Albert Catholic Schools name and is comprised of 18 schools serving approximately 5500 students. Notably, we have a newly established St. Gabriel Education Centre, which coordinates a K-9 Online Learning Pathway, which has sustained an enrollment of 480 students.

During the 2014 – 2015 School Year, the District celebrated its legacy of 150 years of Catholic education in our region. In 2016 - 2017 we extended our service area through the addition of the Carbondale and Namao School Districts into Greater St. Albert Catholic Schools. In 2017 - 2018 that mandate has expanded further through the Catholic minority of the Town of Bon Accord establishing a Separate school district. We entered that school year opening a new K - 9 school in St. Albert that is named Sister Alphonse Academy. Sister Alphonse was the first teacher in St. Albert whose legacy of competency, compassion, and self-sacrifice enabled our school district through 155 years of service to grow to its current state of 18 schools. We are blessed that these schools while serving diverse service areas, can all embrace our motto and mandate of Faith in Our Students.

In 2018-2019, our Board of Trustees engaged in a sod turning ceremony led by Escapio, Gary Gagnon and our Elder, Edna Arcand from Alexander First Nation, who celebrated through a smudging ceremony, a prayer "to prepare Mother Earth to welcome our new school community" in Morinville, St. Kateri Tekakwitha Academy, in September 2020. On October 8, 2020 the school's grand opening began with welcoming guests and the singing "O Canada" in English and Cree by Kiya Bruno of Samson Cree First Nation. Elder Edna Arcand of Alexander First Nation offered a blessing in Cree, and the Liturgy of the Word and Blessing of the school was conducted by Most Reverend Paul Terrio, Bishop of the Diocese of St Paul. Also in attendance were Reverend Trini Pinca, OMI from St Jean Baptiste Parish in Morinville, Trustee Joe Becigneul, Trustee Joan Crockett, Trustee Cathy Proulx, Trustee Serena Shaw, and Deputy Superintendent, Dr. Rhonda Nixon. Dignitary speeches and presentations included the Honourable Dale Nally, Morinville Mayor Barry Turner, Sturgeon County Mayor Alanna Hnatiw, Associate Group 2 Architecture & Interior Design representative Robert Labonte, Chair of the School Council Lauren Dillman, as well as students Austin May and Taylor Krywko. Greetings and congratulations were shared by Greater St Albert Catholic Schools' Board of Trustees Chair Noreen Radford, Superintendent of Schools, Dr. Clint Moroziuk; Master of Ceremonies, Rudy Zacharias; and Principal of St. Kateri Tekakwitha Academy, Cheryl LaBuick. Finally, we are equally excited about the newly announced modernization of Morinville Community High School.

Our Schools

St. Albert Schools

Albert Lacombe School

Grade K-6 English, Sports Academy

Bertha Kennedy Catholic Community School

Grade Pre-K-6 English

École Father Jan

Grade K-6 French Immersion, Sports Academy

École Marie Poburan

Grade K-6 French Immersion, Sports Academy

École Secondaire Sainte Marguerite d'Youville

Grade 7-9 French Immersion, Enhanced Academic Programming, Advanced Placement/Sports Academy

J.J. Nearing Catholic Elementary School

Grade K-6 English

Neil M. Ross Catholic School

Grade K-6 English

Richard S. Fowler Catholic Jr. High School

Grade 7-9 English, Recreation Academy

Sister Alphonse Academy

Grade K-9 English, Advanced and Enhanced Academic Programming, Recreation Academy

St. Albert Catholic High School

Grade 10-12 English, French, Advanced Placement, Sports Academy

St. Gabriel Education Centre

Grade 9-12 English, Outreach and Distance Education
Grades K-9 GSACRD Online Learning Pathway

Vincent J. Maloney Catholic Jr. High School

Grade 7-9 English, Enhanced Academic Programming, Sports Academy

Vital Grandin Catholic School

Grade Pre-K-6 English, Recreation Academy

Morinville Schools

École Georges H. Primeau Middle School

Grade 6-8 English, French, Enhanced Academic Programming

Morinville Community High School

Grade 9-12 English, French, Advanced Placement, Computer Science

École Notre Dame Elementary School

Grades K-5 English/French

St. Kateri Tekakwitha Academy

Grade Pre-K-5 English, Advanced Academic Programming, Sports Academy, STEM

Legal Schools

Legal School

Grade Pre-K-9 English, Hockey Option

Our Relationship to Government Accountability and Assurance

Our Catholic schools enable students to realize their God-given gifts. All educational experiences within our system nurture a student's relationship to God through the example of Jesus Christ. Throughout this experience, we expect that students will achieve their potential by being Christ for others, and in a spirit of gratitude and generosity, pursue peace and justice for all. When further examined from this perspective, the academic success of students is essential to the fulfillment of God's plan for the goodness of creation. This explains why our schools are essential participants in enhancing the dignity, common good, prosperity, and fulfillment of all Albertans. We believe that by supporting the accountability and assurance expectations of the provincial government within the context of the teachings of our faith, we are able to realize our faith mandate and our vision of "excellence" in the education of our students.

As the evidence within our Accountability Pillar Report Card indicates, Greater St. Albert Catholic Schools continues to be an exemplar of growth in excellence for our service area and the province. The Board thanks its students, parents/guardians, staff, administration, and Catholic parishes for their faithful commitment and support in making this happen. We attribute our success to our collective commitment to reviewing our results, strategies, and ongoing feedback from formal and informal interim feedback to assure our community that we remain steadfast in achieving our mission, vision, values, and core commitments.

Mission Statement, Vision, Values and Core Commitments



Faith in Our Students

Mission Statement

Greater St. Albert Catholic Schools is a welcoming learning community that awakens the hearts and minds of students while educating and nurturing each to learn, live fully and serve others.

Vision


Excellence in learning through faith, relationships and engagement.

Our Core Commitments

- Passion** We celebrate all students as gifts from God, so we further our dedication to their needs;
- Relationships** We seek to meaningfully see Christ in others through relationships with our students and other stakeholders;
- Commitment** Our pursuit of continuous life-long learning enables students to be their best in achieving their goals;
- Hope** We constantly communicate a belief of what is possible for the student;
- Innovation** We are committed to innovation, best practice and lifelong learning;
- Excellence** We establish standards for success for learning, devote our personal best to achieving them, and celebrate our results.

Our Strategic and Collaborative Focus

As the Catholic Church's Sacred Congregation on Catholic Education reminds us, our Catholic schools are "an irreplaceable source of service, not only to the pupils and its other members but also to society." Indeed, "society can take note from the Catholic school that it is possible to create true communities out of a common effort for the common good." In order to achieve this outcome, the Board maintains a strategic focus that stresses the interrelationship of four elements: faith, community, advocacy, and excellence in education. These strategic foci of the Board work together and contribute to the attainment of the vision for our Division - excellence in learning through faith, relationships, and engagement.

|  Greater St. Albert Catholic Schools 2020-2021 Board Strategic Plan | |
|--|---|
| FOCUS ON FAITH: ARISE! GET UP, GET GOING, GO WITH GOD! | FOCUS ON ADVOCACY: ENHANCE AND PROMOTE COMMUNITY AND GOVERNMENT RELATIONS |
| Priorities: <ul style="list-style-type: none"> ✓ Celebrate and animate the three-year faith theme: <i>Arise! Get up! Get going! Go with God!</i> During this first year of the three-year theme, we are called to arise and get up out of apathy and darkness. ✓ Develop further awareness of connections between our Catholic faith and the spiritual beliefs and practices of our First Nations Métis, and Inuit brothers and sisters. ✓ Strengthen our local and global community's understanding of what it means to be an excellent faith-based education system (i.e., seeking courageous renewal and embodying our identity as a fully permeated Catholic school system). | Priorities: <ul style="list-style-type: none"> ✓ Continue to advocate for publicly-funded Catholic education by working to enhance community awareness with regard to the essential difference it makes to public education in Alberta. ✓ Work to enhance the sustainability of our schools and health of the organization through strategic planning and work with our community partners. ✓ Advocate for a provincial funding model that takes into consideration the needs of diverse school communities. ✓ Engage in positive dialogue with local municipalities and our provincial government partners to achieve mutual benefit. |
| FOCUS ON COMMUNITY: ENGAGE WITH COMMUNITY MEMBERS AND AGENCIES TO FURTHER TRUST, RESPECT, AND RECONCILIATION | FOCUS ON EXCELLENCE IN EDUCATION: UNDERSTAND AND SUPPORT RESOURCING NEEDS OF SCHOOLS TO ENHANCE PROGRAMMING AND STUDENT WELL-BEING |
| Priorities: <ul style="list-style-type: none"> ✓ Work to ensure that our schools are positively reflected in the community. ✓ Help the community to understand the governance role of Catholic school trusteeship. ✓ Trustees are to engage often and authentically with our individual school communities in an effort to build relationships and coherence. ✓ Continue to build and grow relationships with parishes, community partners, groups, and organizations. ✓ Refine and grow established relationships with our First Nations, Métis, and Inuit partners and stakeholders. | Priorities: <ul style="list-style-type: none"> ✓ Engage in effective fiscal stewardship by prioritizing the resourcing needs of the Division. ✓ Providing students with opportunities to continuously grow as learners and believers and achieve all of which they are capable. ✓ Work to assure stakeholders that the Division is providing students with learning environments that are safe, caring, welcoming, and permeated with faith. <p>Source Documents: Board Policy 1 – Division Mission Statement, Values and Beliefs, Goals and Objectives, 2020-2021 Board Advocacy Plan, 2020-2023 Division Three-Year Education Assurance Framework, The Catholic School on the Threshold of the Third Millennium, The Governance Core.</p> |

Community Consultation

The intentional alignment of strategy with consultation and a purposeful approach to honouring the roles of governance and operations within the system leads to emerging strategies that are part of an interdependent relationship best outlined through the following graphic. The intentional alignment of strategy with consultation and a purposeful approach to honouring the roles of governance and operations within the system leads to emerging strategies that are part of an interdependent relationship best outlined through the following graphic.



In summary, the strategic plan of the Board is always dedicated to monitoring and moving the Division from mission to vision, results in a planning framework that bridges the local governance of the Division with the Ministry of Education and furthers transparency and clarity for everyone entrusted with furthering the success of our students.

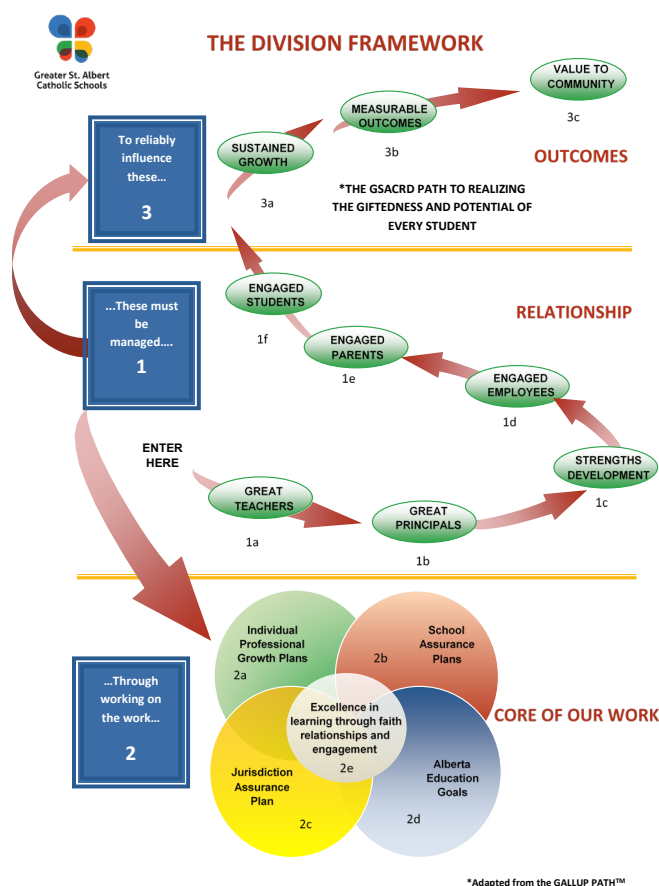
GSACRD Framework for Action

Our Division Framework indicates specifically how the operations of the Division leverage the talents and strengths of its staff through the complementarity of “relationship,” the “core of our work,” and “outcomes” for the Division.

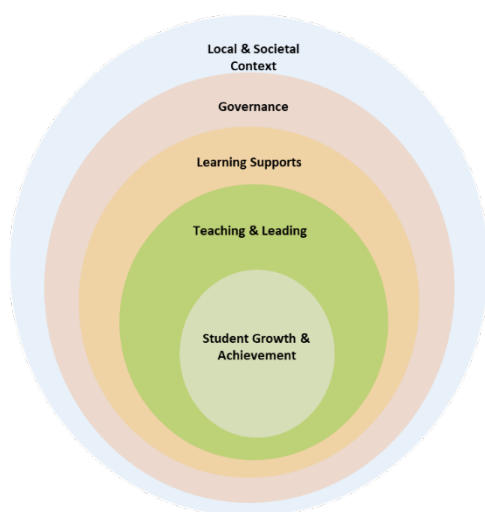
We aim to hire great teachers, principals, and division leaders and to enable them to use their strengths each day to perform well and be engaged in their work. We focus together on the core of the work to sustain growth and to measure what matters most to our community.

In the “Core of Our Work”, the centre circle within the overlay of responsibilities at the school, division, and provincial levels is our division vision statement.

Maintaining an awareness of the relationship between all stakeholders in our educational journey and the personalized, precise, and professional practices required of staff to enhance these, is at the heart of influencing success in learning within our school division.



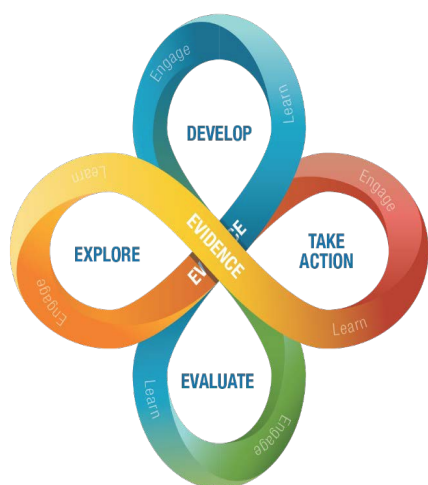
Community Assurance through a Cycle Continuous Improvement



While we have always reviewed results in our AERR report, this year, we are also looking forward with a robust focus on community assurance. Community assurance happens when community members, system stakeholders, and education partners engage in cycles of continuous improvement within and across **five domains**:

- Student Growth and Achievement
- Teaching and Leading
- Learning Supports
- Governance
- Local and Societal Context

As we introduced the new assurance domains and requirements for engaging together as diverse stakeholders, we shared that successful work within and across the domains occurs within a **continuous improvement cycle**:



Explore: Involves accessing, analyzing and interpreting accurate and relevant data and, identifying and understanding an issue, concern or problem. **Key question: What is going on here?**

Develop: Involves Identification of a problem or challenge that can be addressed; identification of potentially successful strategies to address learner-centered problems/challenges; and developing an action plan. **Key question: What needs to be improved? How?**

Take Action: Involves learning as you implement the plan and making adjustments through formative feedback. **Key question: How are we 'actioning' the plan?**

Evaluate: Involves evaluating the impact of the plan. **Key question: Did our planned strategies have the desired outcomes? What next?**

We involved our **community stakeholders** (school leaders, teacher leaders, division consultants and administrators, Board of Trustees, parish priests, bishops, RCMP, partner divisions, our Elder, the Assistant Director of Alexander First Nation Education (AFNE) Kipochtaw Education Centre, Curriculum and Resource Coordinator, Rupertsland Institute, and our Alberta Teachers' Association, UNIFOR, and CUPE representatives) in this cycle.

This continuous cycle of improvement began in February 2020 when we received the *Interim Funding Manual* and learned from surrounding pilot jurisdictions about their process and ways of reporting. We conducted a collaborative review of results (Exploring Phase), identified possible strategies to address key challenges (Developing Phase), assessed our strategies-in-action (Taking Action Phase), and asked diverse stakeholders whether and how our strategies were addressing our key challenges (Evaluating Phase). Given the iterative nature of these phases, we represent how we are both accountable to the ministry and assure the community of plans for system improvement based on our 2020-2023 Division Assurance Education Framework, with a particular focus on 2020-2021.

Development of Our 2020-2023 Division Assurance Education Framework

Exploring Phase (March-September 2020): We had over 50 Google Meets in which we met with our diverse stakeholders to review our 2018-2019 and 2019-2020 results and our 2019-2020 Division school improvement strategies. Through these conversations, we learned that the ministry outcomes were important to stakeholders, but they asked for simplified wording for “ease of recall”. Therefore, we recognized that this was an issue to rectify and we reframed the five “domains” as five “priorities” and named each domain based on the values that best defined them. In this way, we were parallel to the five domains while leveraging language that resonated within our community.

Our Five Priorities

| PRIORITY | FAITH ARISE: GET UP, GET GOING, AND GO WITH GOD! | EXCELLENCE STUDENT GROWTH AND ACHIEVEMENT | EQUITY LEARNING SUPPORTS | RELATIONSHIPS TEACHING AND LEADING | RESPONSIVENESS GOVERNANCE AND CONTEXT |
|----------|---|--|-----------------------------|---------------------------------------|--|
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Developing Phase (March-September 2020). We took steps to implement our reframing as we drafted our Division Three-Year Assurance Framework by considering which values best described the foundation for each domain. Our first priority, *Faith*, reflects our hope for all students to be faith-filled citizens who know, model, and witness Jesus Christ. Our second priority, *Excellence*, reflects our belief that we exist to ensure that each student reaches excellence by growing and achieving their potential. Our third priority, *Equity*, defines how we equalize opportunities for all students, especially our most vulnerable or systematically disadvantaged, by providing necessary and appropriate learning supports. Our fourth priority, *Relationships*, is central to our mission to onboard, coach, supervise, and succession plan to build capacities of individuals to be the best that they can be every day. Our fifth priority, *Responsiveness*, combines two domains, Governance and Context. We see these domains as knowing the community by engaging with them and assuring them that we allocate resources and demonstrate fiscal stewardship to meet public requirements for excellence in education within our school authority.

After naming our five priority domains, we articulated the outcome of success for each priority. We first reviewed the government’s outcome statement for each of the five domains and then revised it, collaboratively, to infuse our faith. This recommendation was especially important to our Board of Trustees and that recommendation was emphasized during its review of initial drafts of the framework.

The Outcomes

| OUTCOMES | Students, parents, and staff know, model, and witness Jesus Christ, through furthering a culture of evangelization, faith formation, and vocation within our schools. | Students develop as citizens who enact our Gospel values, as they engage intellectually and grow continuously as learners and believers. | From within a community of faith, students excel when resources are prudently managed and distributed equitably, so that diversity is embraced and a sense of belonging and safety are fostered. | Students experience excellence in Catholic teaching and learning when staff are models and witnesses of faith and demonstrate their respective professional practice standards (TQS, LQS, SLQS). | Students succeed when stewardship of system resources is based on a spirituality of communion and generative community engagement, transparency, and accountability that is responsive to local and societal contexts. |
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To achieve outcomes, we defined student and staff success holistically. We adapted Rath and Harter’s (2012) *Wellbeing: The Five Essential Elements* in 2018-2019 with a pilot group of staff volunteers who added mental and spiritual wellbeing to the original five elements (Career Wellbeing, Community Wellbeing, Financial Wellbeing, Physical Wellbeing, and Social Wellbeing). Our stakeholders then named particular wellbeing elements for each priority. Each of the five priorities has a Context Statement which names one or more wellbeing focus/foci and the budgetary principle (approved by the Board) to assure the public of its importance and feasibility as shown below.

The Context

| | |
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| FAITH | <p>Spiritual Wellness: Students are committed to spiritual wellbeing within a culture of faith.</p> <p>Budgetary Principles: Decisions should be based on:</p> <ul style="list-style-type: none"> providing robust religious education programming and opportunities for students to realize their spiritual and community wellbeing, bearing in mind the role of Catholic schools within the salvific mission of the Church. |
| EXCELLENCE | <p>Career, Academic, and Financial Wellness: Students discover their God-given gifts and strengths to learn to live fully and to fulfill their vocations.</p> <p>Budgetary Principles: Decisions should be based on:</p> <ul style="list-style-type: none"> being student-centric and evidence-supported; enabling each student in the Division, regardless of his or her learning location, to achieve the learning mandate of the Board of Trustees and the provincial ministry; and illuminating the true costs of servicing students and supporting the achievement of student outcomes. |
| EQUITY | <p>Academic, Mental, and Physical Wellness: Students access appropriate learning supports to thrive spiritually, mentally, physically, and academically.</p> <p>Budgetary Principles: Decisions should be based on:</p> <ul style="list-style-type: none"> seeing Christ in others, where first consideration is given to those students who require specialized programming in an inclusive environment to be successful in their learning. |
| RELATIONSHIPS | <p>Social Wellness: Students benefit from collaborative cultures and communities of faith that promote positive relationships and staff engagement.</p> <p>Budgetary Principles: Decisions should be based on:</p> <ul style="list-style-type: none"> ensuring optimal staff and student engagement; and evaluating students' needs and understanding the capacity of staff to deliver programs and offer specialized supports and to organize instruction accordingly, including flexibility around organizing for learning. |
| RESPONSIVENESS | <p>Community Wellness: Students benefit from stewardship of resources and responsiveness to community engagement and consultation.</p> <p>Budgetary Principles: Decisions should be based on:</p> <ul style="list-style-type: none"> managing with the principle of good stewardship at the forefront to focus on long-term growth and sustainability of our school communities; ensuring that we have a balanced budget to plan for the needs of our school communities – now and in the future; and distinguishing between programs that are mandated and those that are not and/or those that are not as cost-effective as alternatives. |

Taking Action Phase (May-September 2020): To begin to name strategies, division leaders met with individual school leaders to review provincial and local measures. We recognized that for our Faith Priority, we had Thoughtexchange survey results 2018-2020 that highlighted an ongoing challenge: *How can we engage students in religious education and faith formation activities that help them to articulate how they are growing in their own faith?* We framed strategies from students' points of view and considered how to place students in a more agentive role within each strategy. While this student-centred approach began with the Faith Priority, school leaders wished for the entire plan to be framed in this way and with this focus on fewer strategies that fit on one page. We share throughout this report how such strategies for each priority emerged based on identified challenges through community engagement in this process. While strategies emerged quite quickly for each priority, the progressive revision of them by reviewing results and considering next best steps happened one group of stakeholders at a time. We held over 50 Google Meets and by the time we had a new superintendent in July 2020, the Board reflected on and reviewed the draft plan again on August 31, 2020. Hence, a lot of formative feedback was necessary to ensure that we had parallel strategies (Figure A), priorities, results and proposed measures (Figure. B).

Figure A: Strategies

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| FAITH | <p>Students will:</p> <ul style="list-style-type: none"> • animate faith service and charity based on Catholic social teachings, especially with Catholic Social Services, and Chalice; • engage in community projects that explicitly name how they encourage students to be Christ for others; • engage in a faith-infused curriculum, including religious education, to develop and promote faith, hope, and engagement; • participate in an animated and actionable representation of the Division's faith theme; • experience a spirituality of communion through relationships and faith opportunities that connect home, school, and parish; • develop a common understanding of connections between our Catholic faith and the spiritual beliefs/practices of our Indigenous brothers and sisters; and • develop an acknowledgement of Indigenous spirituality as a unique gift to the Church and that Indigenous voices will be involved as much as possible in sharing that gift. |
| EXCELLENCE | <p>Students will:</p> <ul style="list-style-type: none"> • benefit from research-based classroom practices that are focused on: <ul style="list-style-type: none"> ○ hands-on, differentiated instruction, including universal, targeted, and individual supports; ○ integrating literacy and numeracy strategies; ○ teaching for conceptual understanding; ○ visible learning (Practice Progressions), with emphasis on feedback and communication; ○ students' God-given gifts and strengths to foster hope and wellbeing; ○ diagnostic assessments and interventions in math/numeracy and language arts/literacy, to make informed decisions that connect assessment to instruction; ○ improving student achievement, based on ongoing data analysis; ○ programming choices (academy achievement, dual credit, English/French); ○ interventions to increase faith, hope, engagement, entrepreneurial aspirations, and career and financial literacy; and ○ learning that furthers Truth and Reconciliation Calls to Action within a faith-based context and understanding of foundational concepts in emerging curriculum. |
| EQUITY | <p>Students will:</p> <ul style="list-style-type: none"> • experience unconditional respect that recognizes the dignity of each person as a child of God, which is at the forefront of all work; • excel to their potential and experience a sense of belonging when their needs are met through universal, targeted, and individual supports; • be respected as education partners, along with their families, in problem-solving to meet their needs; • benefit from learning within a faith community and participating in partnerships (eg., Mental Health Capacity Building Initiative) and opportunities that support families and staff to meet students' needs; • benefit from appropriate ongoing supports and services (assistive technology, assessments, therapeutic intervention) through stakeholders' (students, parents, schools, parishes, and community entities) collaboration; • access counsellors who implement a trauma-informed approach; and • access additional specialized supports and services, when needed, with a preferential option to bridge systemic gaps, especially for our Indigenous students, English Language Learners, and children who are Program Unit-funded. |
| RELATIONSHIPS | <p>Students will:</p> <ul style="list-style-type: none"> • excel when faith-based school and division improvement planning enhances collaborative capacity-building, leadership, engagement, and achievement; • have continued success as teachers and leaders, and respond with skill and competence to the unique educational and spiritual needs of students; • experience exceptional learning opportunities when teachers and leaders improve their professional practice of faith formation, and participation in Truth and Reconciliation Calls to Action through collaborative engagement in processes of growth, supervision, and evaluation; • exhibit high levels of engagement in learning, as the collaborative culture of the Division and faith formation of staff continues to grow; • be assured that teachers and leaders are accountable to professional standards within our Catholic school division; and • benefit from teachers and leaders continuing to use a range of data to inform cycles of evidence-based continuous learning. |
| RESPONSIVENESS | <p>Students will:</p> <ul style="list-style-type: none"> • benefit when families, staff, parishes, and community members participate in the creation and ongoing implementation of a shared vision for student success; • have an emotional attachment to their school and faith community, through community engagement and consultation; • continuously improve when system excellence happens in a cycle of evidence-based continuous improvement that informs ongoing faith-based planning and priority-setting; • share positive word-of-mouth stories about our schools, as they transition between them, when schools: <ul style="list-style-type: none"> ○ collaborate to promote continuity of programming (K-12); and ○ make early and timely notifications of programming opportunities for students; • succeed when all partners are clear about their roles and responsibilities in legislation, policies, and procedures; • access sustained programming when fiscal resources are allocated to their interest; and • access infrastructure (e.g.: technology and transportation services) that meets their needs. |

Figure B: The Measures

| | |
|-----------------------|---|
| FAITH | <p>GOVERNMENT MEASURES: Safe and Caring, Citizenship, Academic Engagement</p> <p>LOCAL MEASURES: Division Satisfaction Survey (1,2,3,4,5), Thoughtexchange Survey</p> |
| EXCELLENCE | <p>GOVERNMENT MEASURES: Academic Engagement, Citizenship, High School Completion, Provincial Achievement Tests, Diploma Examinations</p> <p>LOCAL MEASURES: Enrollment, Gallup Student Poll Results, Thoughtexchange Survey, Division Satisfaction Survey, Truth and Reconciliation Course Implementation</p> |
| EQUITY | <p>GOVERNMENT MEASURES: Student Inclusion, Access to Supports & Services, Safe and Caring</p> <p>LOCAL MEASURES: MHCBS Surveys, Nutrition Grant Survey, Wellbeing Surveys, Building Community of Hope Research Results, Gallup Student Poll Results</p> |
| RELATIONSHIPS | <p>GOVERNMENT MEASURES: Quality of Educational Opportunities, Safe and Caring</p> <p>LOCAL MEASURES: Gallup Student Poll Results, Supervision and Evaluation: Successful internal supervision and evaluation processes which ensure competence of all teachers and leaders, Q12 Employee Engagement Results</p> |
| RESPONSIVENESS | <p>GOVERNMENT MEASURES: Parental Involvement, Budget</p> <p>LOCAL MEASURES: Division Satisfaction Survey (5, 6, 7, 8, 9), Thoughtexchange Survey, Community Consultations</p> |

Evaluating Phase: is what we are in now while composing this report for November 30, 2020. As we review the results from 2019-2020 to consider what went well and what remains to be areas of further growth, we are also reviewing our newly developed Division 2020-2023 Assurance Education Plan to see how we are collectively taking action and which measures we hope to use both formatively and summatively to determine throughout this year whether our proposed strategies are making a positive difference or whether adjustments need to be made in resource allocations, strategy work, measures or some combination thereof.

Summary of Success and Priorities for Growth

The Division achieved an entire slate of “Good” or “Excellent” overall assessments on the provincial Accountability Pillar, a phenomenon that has happened on five occasions for the Division since this provincial assessment model's inception in 2006. We are proud to communicate that our 2019-2020 Accountability Pillar Report demonstrates the following enviable results that convey the extent to which the Division outperformed other students in the province:

- Safe and Caring (+4%)
- Program of Studies (+4%)
- Education Quality (+3%)
- High School Completion Rate (3 yr) (+8%)
- Rutherford Scholarship (+11%)
- Drop-out Rate (60% lower than the province)
- Transition Rate to Post Secondary (6yr) (+9%)
- School Improvement (+3%)
- Work Preparation (+4%)
- Citizenship (+5%)
- Parental Involvement (+3%)

We are always interested in optimizing the potential of our students as success stories within our schools by establishing plans to improve in specific areas. To this end, our growth opportunities are evident in the following areas:

Grade 6:

- focus on improving at the Acceptable Standard in: French Language Arts 6
- focus on improving at the Standard of Excellence in Math 6 (French), Social Studies 6 (English and French)
- focus on sustaining improvement in Math 6 (English)

Grade 9:

- focus on improving at the Acceptable Standard in: English Language Arts 9, French Language Arts 9, Math 9 (English and French)
- focus on improving Standard of Excellence in: French Language Arts 9, Science 9, Science 9 K & E, Social Studies 9 K & E

High School:

- focus on improving English 30-1, English 30-2, and Social 30-1 (slight declines) at the Acceptable Standard
- focus on improving Math 30-1 and 30-2 (French and English), Social 30-1 (French and English), Biology 30, Chemistry 30 (Standard of Excellence)
- focus on improving French 30-1 (Acceptable Standard and Standard of Excellence)

Faith as Passion

We believe that it is our moral imperative to see the face of Christ in every child. This belief not only drives the faith dimension of our work, but it is also at the heart of our passion and motivation to apply current research based professional practice to all endeavors. This includes the approaches to teaching and learning that achieve the outcomes and measurements for learning that the government sets, and the processes applied to furthering effective community engagement. All of these efforts are at the heart of enabling the giftedness and potential of each child to be realized through the dedicated vocation of our employees and the additional support of our home, division leadership, and parish communities.

Context for Continuous Improvement

As a voice of public interest in our schools, the Board of Trustees exercises its oversight role in ensuring that the mission for our school division is being effectively met. This report addresses an evaluation of division results according to the three components of the School Division's mission statement. Outcomes being assessed are those that were outlined within the Board's 2019-2022 Three-Year Education Plan. In order for us to assess our progress so that we can validate our success or pursue growth opportunities, measurement tools are aligned with the three basic components of our mission.

Component 1: "Awaken Hearts and Minds"

Consciously enhancing the passion, purpose, conviction, and joy of staff through their engagement in serving student learning continues to be a special focal point for our school division. Known in a collective sense as engagement, it has been the conviction of our school division that when staff members are highly engaged, this will further strong levels of student engagement in their learning. Our school division continues its support of student engagement by participating within the Gallup Student Poll, a research-based survey that verifies the level of student engagement within our schools.

Measurement: Measurement of staff engagement continues to include the 12 variables that the Gallup Organization has determined to be working conditions that consistently predict strong levels of engagement, or the psychological and emotional attachment of employees. Staff communities at the school level receive this information to validate or reinforce leadership practices that can be exercised to enhance engagement levels. These results help to explain the strong academic results that are listed within our analysis of Outcome One: Alberta’s Students are Successful.

Component 2: “Educate and Nurture”

The purpose of funding from Alberta Education is to achieve success in student learning. The ministry’s demonstration of growth is dependent upon the success of school jurisdictions and their schools in meeting the educational needs of students. Our school division associates its success in educating and nurturing students by being respondent to the outcomes and measures that comprise the province’s “Accountability Pillar.”

Measurement: Results linked to measures within this accountability framework are evaluated on *achievement* and *improvement*, and then given an *overall* evaluation that combines both. The achievement evaluation is based upon comparing the current jurisdiction result against fixed standards for each measure, which falls within one of the following achievement levels:



Selecting the 5th, 25th, 75th, and 95th percentiles on the distribution of all jurisdictions, baseline three-year average results sets the standards for each measure. It is expected that the standard for each measure is fixed and held constant for seven to ten years. Greater St. Albert Catholic Schools’ results on each measure are compared against these fixed standards each year. The improvement evaluation is based on comparing the current jurisdiction results with the prior three-year average jurisdiction results for each measure. This results in one of the following improvement levels:



The evaluations of improvement and achievement are combined for the overall evaluation for the measure, as depicted in the following table.

| Achievement | | | | | |
|------------------------|------------|------------|--------------|------------|------------|
| Improvement | Very High | High | Intermediate | Low | Very Low |
| Improved Significantly | Excellent | Good | Good | Good | Acceptable |
| Improved | Excellent | Good | Good | Acceptable | Issue |
| Maintained | Excellent | Good | Acceptable | Issue | Concern |
| Declined | Good | Acceptable | Issue | Issue | Concern |
| Declined Significantly | Acceptable | Issue | Issue | Concern | Concern |

Similarly, each of the seven categories of measures is given an evaluation that is based on an average of the overall evaluation for each measure within the category. This results in one of the following evaluations:



The Accountability Pillar results are linked to eight specific outcomes and associated measures that are referenced within our 2019-2022 Three-Year Education Plan Framework: Desired Faith Outcome: Living Like Jesus: We are Shepherds. Desired Outcome One: Every Student is Successful; Desired Outcome Two: Alberta has Quality Teaching and School Leadership; Desired Outcome Three: Alberta's Education System is Governed Effectively; and Desired Outcome Four: First Nations, Métis and Inuit Students are Successful.

Component 3: "Live Fully and Serve Others"

The assessment of all performance previously outlined in this report rests within this aspect of the mission of our school division. Our Catholic schools bring secular visions of "student achievement," "safe and caring schools," and "citizenship" to a far greater sense of significance. Through the influence of gospel values, and church teaching, our classrooms permeate instruction with the moral purpose of caring deeply for the development of "self," and "others," for the "good of creation". To this end, our mandate promotes the abundant discovery of God-given talents within our students so that they may bring benefit to the Kingdom of God through their social and vocational endeavors.

Measurement: Results in this report are a reflection of our efforts to further a Catholic ethos within our schools. During 2019 - 2020, school communities focused on the theme: "Living Like Jesus: We are Shepherds," which was designed to explore how Jesus influenced the world with stewardship, a theme that resonates with care for self, others, and all of creation. Therefore, our review of this goal is based upon the extent to which our school communities had demonstrated actions that resulted in the preferential option for the poor and needy, promoted students exercising their own ethical and entrepreneurial response to social justice through a teachable discernment process, provided faith-based retreat experiences for students, promoted increased hope and engagement in students, nurtured peer to peer encounters with Jesus Christ, and developed further awareness of connections between the Catholic Faith and the spiritual beliefs of our First Nations, Métis, and Inuit Brothers and Sisters. By assessing such work, we verify our success in meeting provincial measures of education relative to the overall quality of education in schools and their safe and caring nature. We also demonstrate that such efforts further active citizenship and preparation for the career paths of our students.

Result Assessment Methodology:

In order to make this report one that is a complete summation of division progress, the document affirms success, but also informs growth opportunities. Therefore, a process for interpreting last year's results is in order. For this reason, to complement the Accountability Pillar, an overall assessment is provided for each "desired outcome" that is based upon one of the four classifications:

| | |
|-------------------|--|
| High Yield Result | <ul style="list-style-type: none"> Result falls into the 90% or better range, reflects 3% growth through a three or five-year trend, is supported by an accountability pillar evaluation of "excellent," or represents growth that can be directly associated with a purposeful initiative occurring at the division level. |
| Consistent Result | <ul style="list-style-type: none"> Results that reflect small variances, usually 0 – 2% over a three or five-year trend. |
| Declining Result | <ul style="list-style-type: none"> Result demonstrates a 3% or more decline in performance throughout a three or five-year term. |
| **Suppressed Data | <ul style="list-style-type: none"> Number of respondents is less than 6, data values have been suppressed. Suppression is marked with an asterisk (*) |

DIVISION HIGHLIGHTS

May 2020 Accountability Pillar Overall Summary

| Measure Category | Measure | Greater St. Albert 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 | 92.6 | 92.2 | 92.2 | 89.4 | 89.0 | 89.2 | Very High | Maintained | Excellent |
| Student Learning Opportunities | Program of Studies | 86.0 | 87.4 | 86.6 | 82.4 | 82.2 | 82.0 | Very High | Maintained | Excellent |
| | Education Quality | 92.5 | 92.8 | 92.7 | 90.3 | 90.2 | 90.1 | Very High | Maintained | Excellent |
| | Drop Out Rate | 1.6 | 1.0 | 1.2 | 2.7 | 2.6 | 2.7 | Very High | n/a | n/a |
| | High School Completion Rate (3 yr) | 88.2 | 87.3 | 86.8 | 79.7 | 79.1 | 78.4 | Very High | Maintained | Excellent |
| Student Learning Achievement (Grades K-9) | PAT: Acceptable | n/a | 83.2 | 83.4 | n/a | 73.8 | 73.6 | n/a | n/a | n/a |
| | PAT: Excellence | n/a | 20.2 | 20.1 | n/a | 20.6 | 20.0 | n/a | n/a | n/a |
| Student Learning Achievement (Grades 10-12) | Diploma: Acceptable | n/a | 85.9 | 84.6 | n/a | 83.6 | 83.4 | n/a | n/a | n/a |
| | Diploma: Excellence | n/a | 24.0 | 22.2 | n/a | 24.0 | 23.5 | n/a | n/a | n/a |
| | Diploma Exam Participation Rate (4+ Exams) | 68.6 | 66.2 | 65.9 | 56.4 | 56.3 | 55.6 | Very High | Maintained | Excellent |
| | Rutherford Scholarship Eligibility Rate | 78.0 | 74.7 | 74.5 | 66.6 | 64.8 | 63.5 | Very High | n/a | n/a |
| Preparation for Lifelong Learning, World of Work, Citizenship | Transition Rate (6 yr) | 69.0 | 70.7 | 69.8 | 60.1 | 59.0 | 58.5 | Very High | Maintained | Excellent |
| | Work Preparation | 87.5 | 87.0 | 86.2 | 84.1 | 83.0 | 82.7 | Very High | Maintained | Excellent |
| | Citizenship | 88.3 | 88.3 | 88.2 | 83.3 | 82.9 | 83.2 | Very High | Maintained | Excellent |
| Parental Involvement | Parental Involvement | 84.6 | 86.2 | 85.8 | 81.8 | 81.3 | 81.2 | Very High | Maintained | Excellent |
| Continuous Improvement | School Improvement | 85.3 | 86.8 | 85.9 | 81.5 | 81.0 | 80.9 | Very High | Maintained | Excellent |

May 2020 Accountability Pillar First Nations, Métis and Inuit Summary

| Measure Category | Measure | Greater St. Albert 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 | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Student Learning Opportunities | Program of Studies | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| | Education Quality | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| | Drop Out Rate | 2.2 | 0.6 | 1.4 | 5.5 | 5.4 | 5.3 | Very High | n/a | n/a |
| | High School Completion Rate (3 yr) | 79.2 | 84.4 | 86.7 | 55.8 | 56.6 | 54.5 | High | Maintained | Good |
| Student Learning Achievement (Grades K-9) | PAT: Acceptable | 77.2 | 81.4 | 79.7 | 54.0 | 51.7 | 51.9 | Intermediate | Maintained | Acceptable |
| | PAT: Excellence | 15.6 | 17.7 | 14.1 | 7.4 | 6.6 | 6.5 | Intermediate | Maintained | Acceptable |
| Student Learning Achievement (Grades 10-12) | Diploma: Acceptable | 87.2 | 77.2 | 80.6 | 77.2 | 77.1 | 76.7 | High | Maintained | Good |
| | Diploma: Excellence | 19.1 | 12.6 | 16.7 | 11.4 | 11.0 | 10.6 | Intermediate | Maintained | Acceptable |
| | Diploma Exam Participation Rate (4+ Exams) | 33.3 | 55.4 | 54.2 | 24.4 | 24.6 | 23.6 | Low | Declined | Issue |
| | Rutherford Scholarship Eligibility Rate | 64.1 | 68.2 | 67.2 | 39.1 | 37.1 | 35.7 | Intermediate | n/a | n/a |
| Preparation for Lifelong Learning, World of Work, Citizenship | Transition Rate (6 yr) | 67.1 | 57.4 | 62.0 | 35.0 | 34.2 | 33.0 | High | Maintained | Good |
| | Work Preparation | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| | Citizenship | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Parental Involvement | Parental Involvement | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Continuous Improvement | School Improvement | n/a | n/a | n/a | 81.5 | 81.0 | n/a | n/a | n/a | n/a |

Processes That Build Strong Results

In 2014, Greater St. Albert Catholic Schools was honoured to be selected to present to the National Public Education Support Fund (NPESF), a United States based think tank that promotes the advancement of education for students in America. The NPESF toured Alberta to visit and hear from school divisions within our province that use effective system-based processes to further the improvement of student learning. When GSACRD presented, four processes, known as the 4-Cs, were shared as a basis through which our division has organized itself to achieve the results and plans that are highlighted in this report. Alberta's education system is internationally known as being a "world class" learning system in meeting student learning needs and preparing students for the future. GSACRD is proud to report its jurisdictional approach in contributing to this result.

Coherence Making:

Successful organizations are defined by a high quality of performance and strong employee engagement, but they are never immune to competing interests within the workplace. For this reason, these organizations are highly intentional and repetitive in their communication about what is worth doing, how to prioritize responsibility for it, and see it to completion. Borrowing from the advice of two world leaders in workplace management and organizational effectiveness (Peter Drucker and Patrick Lencione), our division leadership team has developed a "Division Playbook" which is dedicated to responding to six critical questions that an organization should be responsive to in order to enhance service to its public. School and division leadership teams make use of this resource to further a shared understanding of how to respond to daily challenges and maximize service to students.

Capacity Building:

Our schools need to be aware of a common set of strategies that demonstrate how behavioural and academic success can be realized for students. For the past four years, all of our schools have contributed to refining a list of these indicators that form the basis for strategies used within the classroom, and inform decisions for professional growth for our teachers. In order to enhance the effectiveness of a learning team that supports the success of all students, these strategies have been placed on a large placemat that aligns the local and provincial outcomes of our education plan with student-focused descriptors of actions that would constitute success in meeting these outcomes.

Collaboration to Improve Student Learning:

Our schools have eight professional learning days within their annual calendars and we determine our focus on learning during these days to be a key component in achieving our many successes that are outlined within this report. When we involve school leadership teams in annually evaluating success in meeting jurisdictional goals, and setting a few but meaningful learning targets, time becomes a valued asset in completing such work. The Division encourages collaboration within and between school leadership teams, but also engages within this process with schools and jurisdictions throughout the province. Schools periodically review their growth-related processes by establishing daily, weekly, and monthly check-points for evaluating progress.

The Division continues to promote the following rationale for furthering the spirit of collaboration within our schools:

- Supporting teachers in implementing co-constructed success criteria for the classroom;
- Instructional decisions being driven by visible evidence of student success in learning;
- Creatively ensuring quality instructional time.

Curiosity – Fueled from Initiation to Evidence:

Confidence and motivation becomes enhanced when we promote strategic and healthy leadership dynamics within our division.

Our senior leadership team works with our principals in reviewing their school results and improvement plans annually, affirming results, and providing advice on growth related priorities. Senior administration also reports to our principals promising practices learned from school visits with the goal of promoting requests for instructional leadership sessions between school principals. Finally, our senior leaders conduct learning walks throughout the school year to provide advice and feedback to principals with how their classroom visitations can bring meaningful feedback about instructional practices that will optimally impact student learning.

GSACRD continues to survey staff regarding the 12 indicators of employee engagement in the workplace. Results from the Gallup Q¹² survey are analyzed with the goal of staff determining how to optimize the indicators of employee engagement.

For 2019-2020, the Division was awarded the prestigious Gallup Great Workplace Award for a fourth time in a row. We are the only K-12 organization to reach this “world class” employee engagement standard out of 900 organizations assessed. Over the past nine years of learning about and improving workplace conditions for optimal engagement, Gallup reported that we were the fastest improving work force in employee engagement within Gallup’s global inventory of educational institutions and received the Gallup Great Workplace Award.

In the last six years, our interest in healthy workplace dynamics for our employees has extended to our interest in the quality of learning environments for students. The Gallup Student Poll is used to determine the extent to which students are engaged, hopeful, and experiencing well-being within their schools. As Gallup’s research verifies, students who are “thriving” within these three dimensions improve their learning in school and increase the likelihood that they will be successful in post-secondary endeavors.

Our curiosity with the health of our work and learning environments, and our capacity to respond to the evidence that we receive has a strong correlation to the excellent results that are communicated within this report.

As the Division evolves in simplifying its intent to engage in meaningful work on behalf of our students, we are communicating all that we want to achieve for our students within two broader themes: Visible Learning, and Responsive Schools. “Visible Learning” represents the common pedagogical approaches that we use for students, and ways in which we share with colleagues and our students how we are making these approaches evident within the classroom. “Responsive Schools” speaks to how we are responding to the social predictors of student and staff success within our schools as determined by Gallup research and creating improvement plans to meaningfully address these areas.

OUTCOMES & PRIORITIES

FAITH OUTCOME 2019-2020: LIVING LIKE JESUS – SERVANT, STEWARD, SHEPHERD

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

| Performance Measure (Results in percentages) | | | | | |
|--|------|------|------|------|------|
| | 2016 | 2017 | 2018 | 2019 | 2020 |
| 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. | 90.8 | 93.1 | 91.3 | 92.2 | 92.6 |
| Percentage of teachers, parents and students satisfied with the overall quality of basic education. | 91.8 | 92.7 | 92.8 | 92.8 | 92.5 |
| 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. | 83.0 | 86.9 | 84.7 | 87.0 | 87.5 |
| Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. | 87.7 | 89.4 | 87.0 | 88.3 | 88.3 |

Context: In review of our trended analysis of Safe and Caring Schools (+4%), Quality of Education (+2%), Work Preparation (+4%), and Citizenship (+5%) results, we attribute our sustained positive results exceeding the province as directly related to our Faith outcome and strategies. In this section, we review our 2019-2020 measures and results, key strategies for improvement, and evidence from which we shaped our Faith Priority for our Division's Education Assurance Plan 2020-2023.

Measures and Results 2019-2020

In the last two years, we have celebrated our outstanding results, while also seeking to continually improve. The Safe and Caring survey item: *Do other students treat me well* has declined 3%-7% for grades 4-9 students, while it has stabilized as an item of "watch" for grades 10-12. For Citizenship, the items, *At school, students follow the rules* and *At school, students respect each other* had lower results (-3%-14%) for grades 4-9 students, so we recognized the need to focus on how students treat each other in school. Additionally, grades 10-12 students reported uncertainty about the item, *My teacher cares about me*, so strategies in place last year were designed to connect assemblies, liturgies, and other faith-based activities to helping students to see their community including all staff as caring for each other.

Our theory for improvement is that when we are "models and witnesses of Jesus Christ" as students, staff, and parents, our students will easily identify how they were cared for and treated well. In our Division Satisfaction Survey committee, we had added this item, *Teachers explain and model how to live like Jesus in school*. Confirming our theory, this item had the lowest results on our local survey in 2018 by: (-15%) for parents, (-17%) for grades 7-12 students, and (-1%) for grades 4-6 students and staff. Last year, we leveraged such results to take an explicit focus on ensuring that students, staff, and parents had opportunities to be models and witnesses through service, social justice projects, retreats, assemblies, and classroom- and school-based faith activities. Through our Thoughtexchange survey, we framed one question for mid-year community response: *What does our school do best when helping students to know and live like Jesus Christ, and what could our school do differently?* We found that students took part in many leadership activities and faith formation opportunities, but they did not always know how those engagements helped to live like Christ. Hence, our goal is to be more intentional about making these connections explicit.

For Education Quality, our grades 4-9 students scored on average 3-5% lower for the item, *Do you find your school work interesting?* and when compared to our Division Satisfaction Survey item, *My religion classes help me to know and live like Jesus Christ*, was reported as the lowest of all items for all members of our community by (-9%) for grades 4-6 students, (-22%) for grades 7-12 students, (-22%) for parents, and (-4%) for staff. Our focus was therefore on how to make all classes more engaging and interesting, and to help students know and live like Jesus Christ, especially through Religious Education.

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) Students 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 Division Faith theme - Living like Jesus - servant, steward, and shepherd that leads to visual impact at the school and division level;
- (2019-2022) Develop a common understanding as a division, 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.

Evidence 2019-2020

Faith Formation and Faith Theme: Service, Social Justice, Retreats, and Faith Activities: Our students and staff focused on developing who students are and how they grow as individuals to serve, care for, and inspire others to emulate Jesus Christ. We have found that an intentional focus on engaging students in discerning issues of importance, dedicating their time, talents, and treasures to social justice projects and service activities, and reflecting on their growth through faith formation is foundational to how we consistently surpassed the province in students feeling safe, cared for, respected, and treated fairly.

We have focused on helping students to connect intentionally their choice of service projects to the practice of their faith. To exemplify the power of students making this connection, one notable example was Sister Alphonse Academy. Students participated in, "Give from the Heart", a project designed to provide hope to new Canadian families through a gesture of love and support. Every student was asked to consider what warmed their heart at Christmas, and to donate a "gift from the heart" to add to a gift "crate" in their class. These crates were gifted to new immigrant families at the "First Christmas in Canada" event, in which invited guests enjoyed ornament making, caroling and a festive meal. This project aimed to address the Catholic understanding of solidarity; that we are all part of one human family, and must take care of each other. It was a wonderful opportunity to learn that helping others involves much more than donating items or money, but establishing relationships. Students at École Georges H. Primeau and Morinville Community High School visited the Aspen House Care Residence to set up and decorate Christmas trees for senior residents. Elementary students from Vital Grandin, Bertha Kennedy, École Notre Dame, École Father Jan, and Legal School were among the many schools who either visited elderly care centres/residences, or hosted senior citizens as "reading buddies" within the schools. These are further examples of students living their faith through acts of service.

Our Religious Education Consultant encourages reflection on the “why” behind these service opportunities by publishing “Telling Our Stories” (parish-school newsletter), social media posts, and by contributing pictures and explanations connecting student service projects with the Gospels and Catholic Social Teachings in multimodal (print/visual/digital) prayers prepared for public board meetings. These forms of ongoing documentation encourage showing our faith story-in-action and how faith is animated within and beyond the schools, which remains a priority for 2020-2021. Our Division Thoughtexchange Survey 2020 results reflected that students struggled to articulate the “why” behind not only service projects but also daily opportunities for faith formation and student leadership in prayer, liturgies, and assemblies. We look forward to continuing to assure our community that faith formation through service, and faith activities (prayers, liturgies, retreats) enable our students, parents, and staff to be articulate about what it means to learn in an authentically Catholic school.

Staff Capacity: Chaplains, Religious Education, Student Engagement: Students develop through staff living and modelling their faith as witnesses of Jesus Christ. Our staff grow through an equally steadfast focus on their own faith formation and capacity-building as lifelong learners in Catholic education through post-secondary coursework, and formal and informal staff development. The Religious Education Consultant created structures (monthly faith formation with school and division leaders, monthly faith lead professional learning, and curriculum support for our *Growing In Faith, Growing in Christ* program for teaching Gr. 1-7 Religious Education) that ensured that every staff member had opportunities to learn about research-based practices to engage students in Religious Education, to learn about how to use newly published resources, and to take time to reflect on their own theological and personal development as faith leaders through faith formation on a regular basis. These opportunities are important to establish a common language and knowledge base from which to explore engaging strategies to enlivening classroom instruction.

Catholic Faith and Spiritual Beliefs/Practices of First Nations, Métis, and Inuit Peoples: For the last four years, the Division Religious Education Consultant has helped to further the understanding, awareness and appreciation of Indigenous culture and spirituality through professional learning opportunities that connected Indigenous culture and understandings with our faith. Through monthly meetings, designated leaders (faith leads, administrators, First Nations Métis Advisory leads) from each of our schools engaged in authentic learning experiences that developed their foundational knowledge about First Nations, Métis, and Inuit, and built capacity for them to share their experiences at the school level. In 2018-2019, school leaders received a set of icons/symbols of Indigenous culture and spirituality along with a series of lessons and resources to engage students in learning. The artifacts became an important part of school displays and classroom prayer tables, highlighting the priority within our Catholic communities to connect with our Indigenous brothers and sisters in a journey of reconciliation. This initiative continued through 2019-2020 as each school received a “kit” containing more icons/symbols connecting faith and Indigenous culture/spirituality, along with more resources and lessons which were incorporated into school-wide and classroom based learning experiences. Throughout the school year, school leaders were invited to share how these resources and experiences were being incorporated into their schools. Medicine Wheel teachings were incorporated into the faith retreats of many elementary schools. They were also integral to the development and use of the Peace Garden Outdoor Classroom at Bertha Kennedy Elementary. Talking sticks were created and used as a tool to guide group discussions at Neil M. Ross, École Father Jan, Morinville Community High School among many others. At École Marie Poburan Elementary, students explored Indigenous culture by creating their own artifacts including dream catchers, stained glass, tipi crafts, and talking sticks.

A number of schools incorporated Indigenous teachings into their student and staff faith retreats. In February 2019, R.S. Fowler Junior High School held a staff faith retreat focused on furthering Indigenous understanding and awareness. The retreat included the celebration of an Inculturated Mass at Sacred Heart Parish of the First Peoples in Edmonton, Alberta, and a professional development session exploring connections between our Catholic faith and Indigenous culture and spirituality.

All of our schools used prayer to present Indigenous teachings and understandings at different times throughout the year, but especially with Orange Shirt Day in September, and National Indigenous Peoples' Day in June. To celebrate National Indigenous Peoples' Day June 2018 the division hosted an Inculturated Mass, inviting students from all schools to attend. The success of the Mass, a faith gathering which celebrated Indigenous Culture by incorporating drumming, singing and Cree language, led to plans of making it an annual event for the division, however due to Covid-19, we were unable to host the Inculturated Mass that had been planned for May 2020.

Our division continues to incorporate elements of Indigenous culture and spirituality into our practice and permeation of faith, and to build staff capacity so that Indigenous Education and faith are incorporated into all aspects of school activity, culture and curriculum. For 2020-2021, our division created two locally developed courses (grades 4-6 and 7-9) based on emerging curriculum architecture, designed for students to develop a deeper understanding of the histories, cultures, languages, contributions, perspectives, and experiences of Indigenous Peoples. The Division Religious Education Consultant is presenting lessons and resources for this course during monthly meetings of school curriculum leaders, and monthly meetings of school administrators in order to build capacity for school leaders to share the course with all teachers at monthly staff meetings. School leaders will also be guided through a study of a book titled, "Indigenous Spirituality and Catholicism; Fostering Healing and Reconciliation" (Novalis Publishing Inc.) which presents teachings on Indigenous culture and connects them with Catholicism.

Final Assessment: High Yield Result

In review of our Safe and Caring results, overall, parents and teachers have been satisfied 90%+ for the last three years with the way that students are treated, how safe they are at school and on their way to school, and that they care for each other. There are also trends in areas for improvement over the last three years. Elementary students reported that they feel safe to and from school, and cared for by adults. An area for further improvement is how students treat each other, how they learn in Religious Education, and how they connect their faith in all activities such as service projects, liturgies, retreats, and assemblies to their own faith formation as members of our Catholic community. We continue to see staff faith formation as a support for staff to model and explain how to live and learn like Jesus Christ as central to our area for further growth in 2020-2021. Moving forward, we recognize that we need to expand the number of leaders in every school to further the strategies shared last year. To that end, Curriculum Meetings now integrate faith, Indigenous spirituality, and Locally Developed Course mentor lessons to illuminate the outcomes of the soon-to-be-released K-6 draft curriculum.

Community Input for Taking Action: During Data Day on October 16, 2020, elementary administrators shared their views about how best to address their collective query based on the results in the Division Satisfaction Survey results: *How do we support students to know, model, and witness Jesus Christ in how they treat each other?* Three themes emerged: 1) Explore ways to engage in positive behavior strategies when disciplining students and making an explicit connection to our faith and what Jesus would do. Identify times of conflict as opportunities for dialogue and reflection on Catholic Social Teachings, 2) Younger and older students work as "buddies" through times of tension to practice being role models of how Jesus would talk and act in response to difficult situations, and 3) Continue to explore ways to "catch students" being models and witnesses of Jesus by how they treat each other in school and outside of school.

Junior high administrators shared their views about *How do we support students to know, model, and witness Jesus Christ in how they treat each other?* Their suggestions for improvement were: (1) Begin with morning prayer that speaks to a theme of the week that connects how we treat each other to our faith, (2) Make clear connections to how we support each other in schools, in our families, and in the parish. We are working as a larger faith community to care for, listen to, and be kind and empathetic towards those in need, (3) All staff take on leadership roles to explain and share how Jesus would expect us to treat each other in times of difficulty and need, and (4) Adapt school-home communication to make this treatment and our faith explicit, to share strategies, and to celebrate successes, and (5)

Use our Faith Theme: ARISE: Get Up! as a pivot for all of the strategies because this is a theme about rising out of darkness, seeing need, doing something for those in need, and having compassion for others.

High school administrators also worked together to identify ways to help students to see that teachers care. They acknowledged that because we are in a pandemic and working within compressed quarterly schedules, it is imperative to take the time to listen to students and to witness Christ in any way that we can because it is central to who we are. Because high school students take up causes such as “Black Lives Matter”, we can seize these as opportunities to show how they and teachers care for each other in the larger community as well as in our own community. Intentionality is everything. We need to name what we are doing as we do it. We need to give them “behind the scenes” information and we may not do that enough. We need to take time to say, “Have you prayed about that? Would you like to pray together?” and even, “I will pray for you.”

Our Religious Education Consultant also collaborated with Father Ignacy Warias, OMI of St. Albert Parish to review our 2019-2020 results. Father Ignacy suggested that we might address *My religion classes help me to know and live like Jesus Christ (Gr. 4-12; staff)* and *My child learns about faith at school (parents)* by supporting staff to ensure that faith is presented in a context broader than a religious education lesson or prayer gathering. He suggested that we continue to work with school leaders and classroom teachers, but also with the families at home to seek practical ways of incorporating faith into all aspects of life; at home, in the community, at school, and at recess, as examples.

As someone who works in many contexts, with all schools and grade levels, our Division Chaplain, Doug Kramer, provided valuable feedback for addressing the areas of growth. He pointed out the vital importance of engaging students at the level of their hearts is through personal encounters. He suggested the need for staff to intentionally work at building and maintaining personal relationships with students, and sharing their own experiences of faith (witnessing). During the current experience of the COVID-19 pandemic, this has become very challenging. Mr. Kramer emphasized the importance of offering ample opportunities for students to animate faith through service activities and retreat experiences that have the potential of being transformational for young people, especially in the junior and senior years.

FAITH PRIORITY 2020-2021: ARISE: GET UP!

Our Faith priority emerged from this cycle of continuous improvement of reviewing results, co-developing strategies, measuring their impact (pre-mid-post), and then co-developing ways to take further action based on the evidence. For this reason, our Faith Priority is centred on the word “Faith”- *to emphasize that our aim is to enable students to be faith-filled citizens who know and are models and witnesses of Jesus Christ*. Because our 2019-2020 results highlighted the need for elementary and junior high students to treat each other better and for high school students to see teachers as caring for them, we drew from Pope Francis’ invitation to youth to risk and to change the world:



The hope is in Jesus who stands before you as once he stood before the dead son of the widow, and with all the power of His resurrection He urges you: ‘Young man, I say to you, arise.

Pope Francis, International Youth Day 2020

Faith Theme: ARISE: Get Up! is also timely in the pandemic in which all of us need to wake from our slumber during this unprecedented time of darkness and vulnerability. As we engaged with our priests, elders, chaplains, students, principals, vice principals, parents, and division administrators, we sought a faith theme that would pull us together “to get up” out of this emergency, to emerge through prayer, faith formation, religious education, and lifelong learning in spiritual communion. Through our strategies, we are centred on our youth becoming ever more engaged citizens who, through their faith, show their care and compassion for each other and for those in need.

Faith Outcome: *Students, parents, and staff know, model, and witness Jesus Christ, through furthering a culture of evangelization, faith formation, and vocation within our schools.* We revised our faith outcome from 2019-2020 to name who we are as a faith community (students, parents, staff) and what it meant to ARISE-- to know, model, and be witnesses of Jesus Christ. We do this to position students as agents of change through their faith.

Context: We articulated this faith outcome as naming who and what would be happening this year to create a focus on developing our individual and collective **spiritual wellness** amidst this time of challenge. We also considered a **budget priority** to continue to pay for all schools to implement our new Religious Education program (*Growing In Faith, Growing in Christ*), to join all Catholic superintendents and boards in supporting of a new 0.5 FTE Curriculum Resource Coordinator position to continue co-developing a specific faith-infused wellness curriculum at a time with a planned new provincial curriculum K-6 to be released in 2020-2021; to continue to provide Faith Leads with substitute release time, to supplement individuals who complete post-secondary education, to sustain two division positions (Consultant, Division Chaplain) as part of our budget priorities at a time of notable reductions in other areas.

Faith Measures: We will assess whether and how students come to know, model, and be witnesses of Jesus Christ in our Division Satisfaction Survey (Items 1, 2, 3, 4, 5) as well as qualitative measures (Telling Our Story, blogs, social media posts, informal and formal sharing at monthly admin, meetings). We are not proceeding with the Thoughtexchange and Gallup Student Poll measures. Instead, we will rely on our Division Satisfaction Survey results and the new provincial measure of Academic Engagement, and in Safe and Caring Schools and Citizenship.

Key Strategies for 2020-2023: Based on extensive community input, our strategies for improving our Faith Outcome for 2020-2021 are that students will:

- animate faith service and charity based on Catholic social teachings, especially with development and peace, Catholic Social Services, and Chalice;
- engage in community projects that explicitly name how they encourage students to be Christ for others;
- engage in a faith-infused curriculum, including religious education, to develop and promote faith, hope, and engagement;
- participate in an animated and actionable representation of the Division’s faith theme;
- experience a spirituality of communion through relationships and faith opportunities that connect home, school, and parish; and
- develop a common understanding of connections between our Catholic faith and the spiritual beliefs/practices of our Indigenous brothers and sisters.
- develop an acknowledgement of Indigenous spirituality as a unique gift to the Church and that Indigenous voices will be involved as much as possible in sharing that gift.

OUTCOME ONE: ALBERTA'S STUDENTS ARE SUCCESSFUL

| Performance Measure (Results in percentages) | | | | | | |
|--|------|------|------|------|------|------|
| | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
| Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results). | 84.0 | 84.9 | 83.4 | 83.6 | 83.2 | n/a |
| Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results). | 19.8 | 21.9 | 20.2 | 20.0 | 20.2 | n/a |
| Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results). | 87.8 | 87.5 | 83.5 | 84.4 | 85.9 | n/a |
| Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results). | 19.8 | 23.1 | 20.8 | 21.7 | 24.0 | n/a |

| Performance Measure (Results in percentages) | | | | | | |
|---|------|------|------|------|------|------|
| | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
| High School Completion Rate - percentages of students who completed high school within three years of entering Grade 10. | 86.4 | 85.4 | 87.8 | 87.3 | 88.2 | n/a |
| Diploma examination participation rate: Percentage of students writing four or more Diploma Examinations within three years of entering Grade 10. | 60.5 | 63.7 | 67.9 | 66.2 | 68.6 | n/a |
| Drop Out Rate - annual dropout rate of students aged 14 to 18. | 1.2 | 1.7 | 0.8 | 1.0 | 1.6 | n/a |
| High school to post-secondary transition rate of students within six years of entering Grade 10. | 65.0 | 73.8 | 64.9 | 70.7 | 69.0 | n/a |
| Percentage of Grade 12 students eligible for a Rutherford Scholarship. | 73.1 | 73.8 | 74.9 | 74.7 | 78.0 | n/a |

| Performance Measure (Results in percentages) | | | | | | |
|---|------|------|------|------|------|------|
| | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
| Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. | 89.5 | 87.7 | 89.4 | 87.0 | 88.3 | 88.3 |

Context: Our division is committed to students' comprehensive health and wellness which is foundational to student success. We achieve this by focusing on preventative, restorative, and intervention practices to ensure that students thrive spiritually, socially, emotionally, academically, and physically within a safe and caring context characterized by a culture that celebrates diversity and inclusivity. In this section, we report on 2019-2020 safety processes and structures; specialized supports and services, and academic measures, results and strategies.

Safety Measures and Results 2019-2020

From 2015-2020, our parents were most satisfied with students “feeling safe to and from school” in our Safe and Caring category of our Accountability Pillar. From 2017-present, we have continually updated our Safe and Caring Board Policies and administrative procedures focused on student and staff safety. We maintain them in an accessible public digital location (<https://www.gsacrd.ab.ca/about-us/welcoming-safe-caring>), which has been a highly accessed section of our dashboard. Also located in this part of our division website as well as on posters with a QR code that linked to this part of our website in every school, was [PSSST- See it! Report It!](#) This is an anonymous reporting system for students to share their concerns about any action that threatened their safety (physical, social, mental, emotional) outside of school hours. Since 2017, students have been introduced to how to report using this link, and we have witnessed an increase in reporting by 30% from 2018-2019 to 2019-2020, and from 20% to 98% of complainants identifying who they are when they report issues. This willingness to self-identify is significant because it has enabled us to reach out to complainants to collaboratively resolve concerns that ranged from troubles on a bus to after school online harassment. Hence, enabling students to report concerns at any time illuminates for parents and students that safety is paramount before, during, and after school. In particular, we felt that it gave students an important way to report during the pandemic in which they did not see teachers face-to-face.

In 2019-2020, our suspension rates declined by half, and there was a comparable decline in incidents that were deemed medium-high risk based on our Violent Threat and Risk Assessments done in every school. These decreases reflect improvements in students knowing and following expectations of their student codes of conduct, and it also likely reflects less social interaction because of online versus face-to-face education due to the pandemic.

In 2019-2020, every school community accessed our Division Family Support Worker to facilitate court hearings, applications for rental subsidies, and to provide assistance in navigating clinical setting intake processes. Additionally, the Deputy Superintendent coordinated our Nutrition Grant that initially served 9 schools and 67 families from September-December 2019 and then expanded to include 18 schools and 192 families. This expansion was the result of a survey done with principals who indicated that there was expanding need during the pandemic and that we needed to adjust the parameters to include all schools. 100% of school administration supported this expansion of supports for all families. Every school had a Learning Support Facilitator to assist with coordination and communication of such supports and services to streamline access to those students and families who needed them.

Such local measures and results combined with our “Excellent” Safe and Caring School Accountability Pillar results confirms that students felt safe to and from school, and outside of school hours in 2019-2020. We are proud of this result, which could have been threatened during the pandemic had we not had safety structures and processes in place for students to access at any time from any location.

Safety Strategies 2019-2022

- (2019-2022) The School Division’s Safe and Caring Schools procedure is implemented and applicable Division 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 division-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, division 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.

Specialized Supports and Services: Measures and Results 2019-2022

We are committed to an inclusive philosophy, and we enact such a philosophy by allocating specialized supports and services in the areas of mental health, social, behavioral, physical, and academic (including English Language Learners' needs) based on student profiles in our Pre-K -12 classrooms. Every school has developed student profiles using a pyramid of intervention (universal, targeted, intensive) that show percentages of students' needs in academic, social/emotional, behavioral categories, and supports and services to equalize opportunities for them.

For the last five years, our Board of Trustees has allocated funds to ensure that an inclusive philosophy was financially supported. Our jurisdiction spent approximately \$7M for Grade 1 -12 staffing supports in 2019-2020, which was approximately double what was allocated provincially (\$3,080,000). Administrators identified their required staffing supports, which included educational assistants, therapists, counsellors, and specialized teachers, and they requested a continuation of division staffing of a Family Support Worker (FSW) and Division Psychologist. Over the last three years, we have had a 0.8-1.0 FTE Family Support Worker and a 1.0 FTE Division Psychologist who also acted in the capacity of an Inclusive Education Consultant. Additionally, schools that had a high percentage of students who had intensive and targeted needs received the majority of the funds for staffing compared to schools that few students with such needs. For example, one school that has received approximately \$700,000/year for the last three years, and this school, on average, has had a higher percentage (14%) of all intensive and targeted student profiles in the division. A school that has had less than 1% with such student needs received less than 1% of the Specialized Supports and Services allocations. This result reflected an equitable approach to allocating funds for specialized services and supports in schools.

Mental health has been a longstanding priority of our division based on individual student profiles and staff feedback. For that reason, we successfully applied for and secured the Alberta Health Services Mental Health Capacity-Building Grant, for 2018-2021. This grant enabled us to add a Mental Health Manager and three wellness coaches to implement a proactive approach of providing students with mental health education and strategies for each of our rural schools (five) in our division. Additionally, our administrators prioritized counsellors and our FSW as primary supports in their schools. In 2019-2020, every school had a counsellor and Learning Support Facilitator (LSF-specialized teachers in school who support IPP development and implementation as well as coordination of specialized supports and services), and had access to a 1.0 FTE Family Support Worker (FSW). The FSW served our students and families who required targeted and intensive mental health supports.

Students, parents, and staff have identified “access to mental health resources” as something to celebrate. For the past three years, in our annual Thoughtexchange survey, 3000+ families have indicated that they see our schools as “offering timely access to mental health supports”. In that same timeframe, families have identified “access to in

classroom supports” as an area of “strength” in our elementary schools. There is less commentary by families in junior and senior high, so this would be an area for further investigation as we move into 2020-2023.

In the Inclusive Education Accountability Pillar, intended for internal use, we found parallel results: The item, “Families are encouraged and supported in helping their children to be successful in their learning” has exceeded the province for the last three years. That indicates that our specialized supports and services in the areas of communicating and coordinating access to supports through roles such as the FSW, Division Psychologist, LSFs, and division and school leaders has been successful.

Another systemic approach to supporting students with mental health education are junior and senior high school mental health symposia which have been happening for the last three years. While the majority of their attendees rated this “worthwhile”, attendance had declined last year (less than 50% attended in some schools). This is an area for future review as to whether a symposium is the best way to contribute to meeting students’ mental health and wellness education needs.

Since 2016, all staff have received Go-To Educator training to develop a common language about how best to assist students who experience mental health duress and how to be proactive about recognizing when a student requires mental health supports. Staff have shared through feedback that they rated these professional learning sessions as “meeting” or “exceeding” their professional learning needs. In 2018-2020, we have held Parenting Strengths and Wellbeing evening sessions. Last year, 235 parents registered, which was a 67% increase from 2018-2019, and while only 47 attended, 98% indicated that it was “very worthwhile” and asked for continued access to such sessions.

Each Pre-Kindergarten classroom was well served with an Early Learning Team: certified teacher, and access to speech and language therapists, occupational therapists, and physiotherapists, and educational assistants. For the last five years, we have sustained or exceeded Pre-Kindergarten enrollment projections. Families reported that they were well supported through family-oriented sessions facilitated by these classroom support teams and up to one-half were willing to pay for classroom programming that was not otherwise funded provincially. Kindergarten classrooms are equally successful by implementing this classroom team support approach, and a professional learning schedule change in 2018 facilitated professional collaboration between Pre-Kindergarten and Kindergarten teams, which has assisted parents to transition seamlessly within our Early Learning programs.

Surveys on division-wide PD days indicated that most staff (85%) took part in these opportunities and 92% of participants rated their experiences “worthwhile” and “important” to impacting their practices in three main areas: new curriculum and teaching for conceptual understanding, supporting students with second language learning needs, supporting students with mental health supports, and working with formative assessment practices called “practice progressions” in our division. Such professional learning opportunities have been made possible by continuing to support a Literacy Consultant, Educational Technologies Supervisor, Religious Education Consultant, and Inclusive and Early Learning division staff.

The Accountability Pillar for English as a Second Language Students 2020 (Figure 1.1) reflected that while our 280 ESL students have typically outperformed (+ 11%) ESL students in the province at the Acceptable Standard, the same students have underperformed (- 9.0%) students in the province at the Standard of Excellence. We examined the results which were reflected as “Issues/Concerns” in English Language Arts 9, Social Studies 9, Math 9, and we learned that “missing school” more so during the pandemic and “struggling with discipline-specific vocabulary” were primary issues based on feedback at administrators’ and School Results Review meetings.

Figure 1.1: Accountability Pillar Results for English as a Second Language May 2020

| Measure Category | Measure | Greater St. Albert Catholic (ESL) | | | Alberta (ESL) | | | 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 | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Student Learning Opportunities | Program of Studies | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| | Education Quality | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| | Drop Out Rate | 0.0 | 0.0 | 2.7 | 2.2 | 2.3 | 2.3 | Very High | n/a | n/a |
| | High School Completion Rate (3 yr) | n/a | * | 57.1 | 73.3 | 74.4 | 74.3 | n/a | n/a | n/a |
| Student Learning Achievement (Grades K-9) | PAT: Acceptable | 81.1 | 65.2 | 66.2 | 70.2 | 69.4 | 69.1 | High | Improved | Good |
| | PAT: Excellence | 7.1 | 7.6 | 10.3 | 16.4 | 15.5 | 15.2 | Very Low | Maintained | Concern |
| Student Learning Achievement (Grades 10-12) | Diploma: Acceptable | * | * | 92.0 | 72.5 | 73.8 | 73.2 | * | * | * |
| | Diploma: Excellence | * | * | 28.0 | 15.3 | 16.6 | 16.5 | * | * | * |
| | Diploma Exam Participation Rate (4+ Exams) | n/a | * | 42.9 | 51.0 | 54.3 | 54.3 | n/a | n/a | n/a |
| | Rutherford Scholarship Eligibility Rate | * | 66.7 | 56.1 | 55.6 | 55.5 | 55.3 | * | * | * |
| Preparation for Lifelong Learning, World of Work, Citizenship | Transition Rate (6 yr) | * | 72.3 | 72.3 | 65.7 | 64.6 | 64.0 | * | * | * |
| | Work Preparation | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| | Citizenship | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Parental Involvement | Parental Involvement | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Continuous Improvement | School Improvement | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |

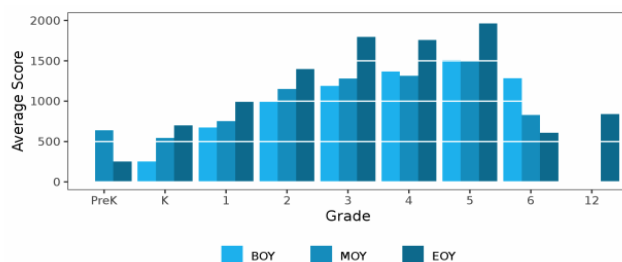
We attribute our “Improved” in Grade 6 English Language Arts as a direct result of the majority of our 280 ESL students accessing and using *Imagine Learning*. Staff participated in ongoing professional learning about how best to teach and assess ESL learners, which included how to use *Imagine Learning*. Participants noted that such an intervention strategy contributed to the “Improved” in Grade 6 English Language Arts, which was “Excellent” at the Acceptable Standard and “Acceptable” at the Standard of Excellence. Our local measures of literacy, which includes comprehension, has also shown improvements over time. The following sections of the *Imagine Learning* results (Figure 3.0-5.0) are shared for participating grade levels from September 2019 to May 2020. It is important to note that as of April 2020, we had a greater number of students accessing *Imagine Learning* that were non-ELL.

The literacy benchmark (Figure 1.2) measures students' mastery of letters, phonics, word recognition, spelling, and reading comprehension skills. Growth is measured as the change in the literacy assessment score between two *Imagine Learning* Language and Literacy Benchmark tests. The following graph shows the average assessment score by grade level in our division indicating that all students improved their literacy skills.

Figure 1.2: Literacy Benchmark Results 2019

Assessment Results by Grade Level

This section shows the average assessment scores for each grade level in your district.



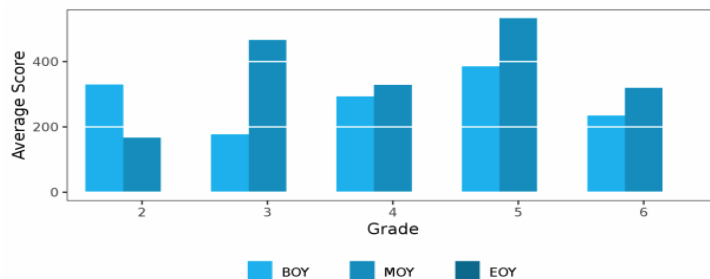
BOY= Beginning of the Year Benchmark, MOY= Middle of the Year Benchmark, EOY= End of the Year Benchmark

In Figure 1.3, oral vocabulary measures students' basic (tier 1) to academic (tier 2) vocabulary through the school year. The following graph illustrates the relationship between student growth and lesson process and an improvement across all grade levels.

Figure 1.3: Oral Vocabulary Results 2019-2020

Assessment Results by Grade Level

This section shows the average assessment scores for each grade level in your district.

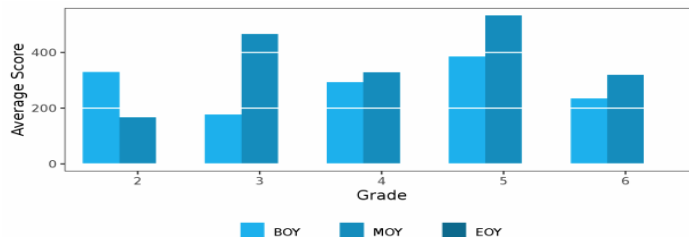


In Figure 1.4, reading level assessment shows growth is measured as the change in the Lexile score between two *Imagine Learning Language* and Literacy Reading Level Assessments. We see an improvement in students' overall reading ability in elementary grades with exception to grade 2. A year-end assessment is not reflected in the following graph; however, we would have expected to have seen a consistent trend of improvement.

Figure 1.4: Reading Results 2019-2020

Assessment Results by Grade Level

This section shows the average assessment scores for each grade level in your district.



To conclude, second language learners and others who accessed *Imagine Learning* from March-June 2020 have improved their literacy, reading, and oral language (including vocabulary) development in 2019-2020. We anticipate such gains to impact positively standardized measures of their performance at both the Acceptable Standard and Standard of Excellence in all core subjects when such results are implemented following the pandemic.

Focus on Mental Health and Early Identification Strategies 2019-2020

School-based Strategies

- (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 Strategies

- (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 division 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 Strategies

- (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.

Academic: Measures and Results 2019-2020

In our 2018-2019 grade 6 PAT results, we celebrate that our students performed at “Good” or “Excellent” for four out of five standards for all core subjects and outperformed (+6.6%) the province at the Acceptable Standard and (+1.3%) at the Standard of Excellence in all core subjects. Even though we are proud of these results, we compared our progress against our own three-year average and acknowledged the need to continue to improve at the:

- Acceptable Standard: French Language Arts 6
- Standard of Excellence: Math 6 (French) and Social Studies (English and French)
- Acceptable Standard and Standard of Excellence sustain improvements in Math (English)

In 2018-2019, grade 9 students performed at “Excellent” or “Good” for five out of ten standards at the Acceptable Standard for all core subjects. They outperformed (+14.5%) the province at the Acceptable Standard for all core subjects and performed at “Excellent” or “Good” for two out of ten standards at the Standard of Excellence for all core subjects. Grade 9 students performed just below the province (-1.9%) at the Standard of Excellence for all core

subjects, and Grade 9 French students have underperformed in French Language Arts 9, Math 9, and Science 9, so these were the areas of focus in 2018-2019, and they continued to be our focus in 2019-2020:

- Acceptable Standard: English Language Arts 9, French Language Arts 9, Math 9 (English and French)
- Standard of Excellence: French Language Arts 9, Science 9, Science 9 K & E, Social Studies 9 K & E

In 2018-2019, grade 12 students performed at “Excellent” or “Good” for six out of nine standards at the Acceptable Standard, and “Excellent” or “Good” for five out of nine standards at the Standard of Excellence for all core subjects. Last year, we uncovered a trend that the students who took diploma courses in summer school were underperforming in English 30-1 (-6.8%) and Social 30-1 (-14%) compared to the province at the Acceptable Standard. Adjustments were made to separate subjects that summer school teachers taught and to refrain from offering core courses when enrollment was insufficient to provide students with more direct instruction in that subject. Due to the pandemic, high school students did not write diploma exams last June. Based on January 2020 diploma results, we celebrated improvements in English 30-1, English 30-2, Chemistry 30, and Physics 30 (Acceptable Standard) and overall excellent achievement in the sciences (Science 30, Biology 30, Chemistry 30, Physics 30) at the Acceptable Standard, and Science 30 and Physics 30 at the Standard of Excellence. We also saw noteworthy improvement in Math 30-1 at the Acceptable Standard and Standard of Excellence. We will focus on improving at:

- Acceptable Standard: English 30-1 and Social 30-1 (slight declines)
- Standard of Excellence: Math 30-1 and 30-2 (French and English), Social 30-1 (French and English), Biology 30, Chemistry 30

Other factors that determined academic success in the K-12 journey were: High School Completion Rate (3 yr) (+8%); Rutherford Scholarship (+11%); Drop-out Rate (60% lower than the province); Transition Rate to Post Secondary (6yr) (+9%); School Improvement (+3%); Work Preparation (+4%); and Citizenship (+5%). We attributed these strong results, in part, to our focus on school improvement (+5%) over the last five years as assessed in the provincial accountability pillar. When we combine our Accountability Pillar and Division Satisfaction Survey Results (Figure 1.5), we have additional areas to celebrate and to continue to improve.

These additional areas were determined by items on our local measure (Division Satisfaction Survey 2019-2020). Grades 4-6 students reported “that teachers help them to learn in different ways” (94.9%); “they are taught how to use social media safely” (96%); and “to access information digitally” (95%). These consistently high ratings illuminated that even during the pandemic in which many schools had administered the local measures, students and teachers had adjusted well and enabled students to continue to receive differentiated instruction with access to necessary digital resources to continue to succeed in core subjects. Similarly, grades 4-12 students reported that they had learned about how to use social media safely and so did grades 4-6 students who rated it as one of the highest rated items (96%). During the pandemic, this item had improved (+5.9%) for grades 7-12 students overall. Additionally, grades 7-12 students reported learning about health and wellness (+7.5%) more often than in 2018-2019, and it was (+4.3%) higher than their overall satisfaction score. Grades 4-6 students reported that learning about health and wellness was a success (+1.7%) above their overall satisfaction score. Hence, students in elementary, junior, and senior high school were experiencing differentiated instruction, digital literacy curriculum, and health and wellness opportunities as central to their well-rounded, faith-based education.

Areas of focus for continual improvement include supporting grades 4-12 students to “say good things about their schools.” It is (-26%) lower for grades 4-6 students than their overall satisfaction score, and their rating had declined by (-2.3%) since 2018-2019. For grades 7-12 students, their rating had improved since elementary, but it is (-3.1%) below their overall satisfaction score. Hence, we need to continue to understand what helps students to say good things about their schools and what gets in the way.

Figure 1.5: Accountability Pillar and Division Satisfaction Survey Results 2019-2020

| Accountability Pillar & Division Satisfaction Survey Categories | Constructs for Improvement |
|---|--|
| Education Quality Positive Reputation (6) Differentiation (7, 8) Access Information (12) | Students find their school work interesting and challenging (Gr. 4 -12) People in the community say good things about my school (Gr. 4-12) I know how to find information about my learning (Gr. 4-6) |
| Citizenship Expectations (9) Healthy Living (10) Social Media Safety (11) | Students show each other respect (Gr. 4-9) Students follow the rules (Gr. 4-12) I know what is expected of me at school (Gr. 4-9) Students at my school learn about wellness and healthy living (Gr. 4-6) I know how to find information about my learning (Gr. 4-6) |

In addition to provincial results, we administered a community-wide Thoughtexchange survey about the question: Q1: *How does your school provide feedback on student learning between report cards and tests, and what could your school do differently?* 1860 participants expressed 3582 thoughts with 56,999 ratings and two themes represented the responses. The first theme was “increased teacher feedback” and the second theme was “increased parent-teacher communication”. In both cases, students, parents, and staff confirmed that they had learned more often through multiple sources (Google Classroom, emails, phone calls, meetings) about what students did well and what they needed to improve. These results verified that our strategies for increased feedback were effective. That said, we need to continue to focus on the practice progressions (our division strategy pedagogical vision for continuous improvement based on formative assessment research) and on making learning success visible in schools with a particular emphasis on developing a division-wide standard of what counts as quality feedback.

In 2019-2020, we had separated our strategies for grades 1-6, 7-9, and by school for each of our high schools.

2019-2020 Strategies: K – 6 educational programs demonstrate 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 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 use of:
 - multiple sources of diagnostic assessments and intervention plans 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 behavioral 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).

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 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 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 behavioral 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, FI);
- (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 can 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.

Grades 10-12

Morinville Community High School demonstrates this outcome so that:

- (2019–2022) Students will access varied programming (dual credit such as Introduction to Financial Accounting, Distance Learning Centre, Advanced Placement Computer Course, Administrative Professional Program) that enliven students' real world opportunities;
- (2019–2022) Students will access CTS programming through school community partnerships;
- (2019–2022) Students will access hands-on, differentiated instruction with a focus on visible learning practice progressions (Feedback and Learning Intentions) to improve their learning, especially the learning of First Nations, Métis, and Inuit students through targeted strategies;
- (2019–2022) Students will benefit from positive behavioral and academic supports which enable students to achieve well;
- (2019–2022) MCHS will continue to improve communication strategies with parents by working with School Council and the school staff to determine which communication mediums work well for our parents. (Thoughtexchange Feedback);
- (2019–2022) MCHS will hold two Rutherford Breakfasts (1 per semester) to honour those students who meet Rutherford criteria at that point in the year;
- (2019–2022) MCHS will continue its strong community relationships by setting up work placements in the community for students. MCHS will continue to focus on Work Experience and RAP placements for students.

St. Gabriel High School and iLearn High School demonstrates this outcome so that:

- (2019–2022) Students are provided with increased choices, opportunities, and flexibility through the inter-relationships of SACHS, ESSMY, MCHS and SGHS; and such students' choices are promoted and supported;
- (2019–2022) Grade 9-12 students will be made aware of the program opportunities provided by SGHS and iLearn;
- (2019–2022) Students access shared courses (Athabasca Online courses) and staffing to meet students' programming needs;
- (2019–2022) Students access blended learning opportunities (online, one-on-one, weekly seminars) to increase student engagement in learning and to be accountable for achieving their outcomes;
- (2019–2022) Students increase their engagement in the learning process through more collaborative, interactive, and formative assessment teaching strategies with a focus on specific, descriptive, and timely feedback;
- (2019–2022) Students increase their engagement in the learning process through the introduction of interactive learning labs;
- (2019–2022) Students improve their mental health and wellness through a variety of strategies such as flexible learning environments, mental health awareness initiatives, and a strong connection to our greater school community.

Division Specific Outcome: Validate components of a student-centred and personalized learning focus at both SACHS and ESSMY. Focus on a shared campus approach at SACHS and ESSMY.

Strategies (student-centred, personalized learning strategies): St. Albert Catholic High School demonstrates this outcome so that:

- (2019-2022) SACHS students experience more choices by expanding number of courses in dual-track French-Immersion programming (Chemistry in 2018-2019 and Biology in 2019-2020);
- (2019-2022) SACHS students access varied programming to meet their individual learning needs to prepare them for post-secondary programs and careers (dual credit, iLearn, IB, and Hawk Block);
- (2019-2022) Students will access hands-on, differentiated instruction with a focus on visible learning (practice progressions) with specific focus on feedback and a continued and consistent use of technology to communicate student learning and achievement to students and parents.

Strategies (shared campus strategies):

- (2019-2022) SACHS and ESSMY students will work as a team to experience enhanced accessibility to wellness programming and to continue to make the wellness conference an inviting, inclusive event;
- (2019-2022) Through Metro-Edmonton, SACHS and ESSMY students are provided more athletic opportunities (varied sports teams).

École Secondaire Sainte Marguerite d'Youville demonstrates this outcome so that:

- (2019–2022) ESSMY students access varied programming opportunities to meet their individual learning needs (dual credit, iLearn, AP);
- (2019-2022) ESSMY students access individual assistance through one-to-one teacher support as well as differentiated instructional strategies;
- (2019 - 2022) ESSMY students access learning strategy seminars focused on core support opportunities to assist students with their learning needs during well planned flex time;
- (2019–2022) Continue to offer French Immersion programming with a focus on serving global communities.

Strategies (shared campus strategies):

- (2019–2022) ESSMY and SACHS students will work as a team to experience enhanced accessibility to wellness programming and to continue to make the wellness conference an inviting, inclusive event;
- (2019–2022) Through Metro-Edmonton, ESSMY and SACHS students are provided more athletic opportunities (varied sports teams);
- (2019–2022) ESSMY and SACHS students access shared courses (e.g., HTMP, Athabasca courses) and study cohort and learning opportunities through staff collaboration and staffing to meet students' programming needs.

Evidence: Diverse Learning 2019-2020

In 2019-2020, our division had dedicated Learning Support Facilitators (LSFs) in each of our schools who advanced inclusive pedagogies and practices. Students and teachers were supported by LSFs to differentiate tasks, assignments, and assessments so that all students could access learning at the most appropriate level. LSFs were part of School Student Learning Teams and they assisted families to navigate the services available for children and youth, including connecting with our Division Family Support Worker who provided linkages to clinical, legal, and community resources.

During the 2019 -2020 school year, the practice of having a “school allocation list” that determined specialized supports and services funding to schools shifted to having and discussing a “school profile”. This shift was linguistic and conceptual. It was intended to refocus School Learning Team conversations on students’ needs based on student profiles as a starting point for discussion rather than school funds available to allocate supports and services. The intention was to shift the mindset to be about students’ needs driving allocations rather than available funds driving distribution of specialized supports and services.

Given the mid-year provincial budget announcement, the LSF role was eliminated for all schools for the 2020-2021 school year, with the exception of our division’s two high schools. During 2019 - 2020, School Learning Teams were evolving and taking on the support of communication and coordination of specialized supports and services. Now, each school has established a School Learning Teams (SLT), consisting of the school administration, school counsellor, and some include a diverse learning teacher. The SLTs are receiving divisional support through a series of Inclusive Education collaborative sessions.

Our Mental Health Capacity Building (MHCB) Team focused on preventative wellness supports (wellness coaches in our rural schools) within our jurisdiction. Wellness coaches supported students and staff to learn about and implement strategies to build positive healthy relationships, to promote healthy eating, active learning and increased physical activity, and to increase awareness around social emotional well-being and mental health. The MHCB Team worked to promote positive mental health in children, youth, and families and they also supported the individuals who interacted with children and youth, such as teachers, educational assistants, and parents. The MHCB initiative is based on research and best practice literature that demonstrates that mental and emotional wellbeing can be developed, nurtured and supported through promotion and prevention efforts.

Our exploration of “communication for all” supported all students who benefitted from assistive technologies to amplify their abilities to engage in receptive language learning (listening, reading, viewing), and expressive language learning (writing, talking, and dramatizing). Some of the tools most used and leveraged were Read & Write for Google, (which provides options for text to speech, word prediction, speech to text and vocabulary support to students) and *Imagine Learning* (digital language and literacy program that supports diverse learners in developing literacy skills in oral language, phonemic awareness, phonics, vocabulary, fluency and reading comprehension). Our division’s Assistive Technology Specialist customized Pragmatic Organization Dynamic Display (PODD Booklets) for children and students with complex communication needs. PODD is an effective augmentative and alternative communication (AAC) tool that uses picture symbols alongside verbal language for a range of communication functions. This enabled some of our most vulnerable children and students to access communication.

Evidence: Early Learning 2019-2020

The Early Learning Consultant applied new curriculum design to introduce and apply teaching for conceptual understanding through play and inquiry for early learning staff. They had opportunities to meet and share their explorations and to document them alongside other teachers in their schools in videos about changing practices that most impacted student learning. Ongoing Early Learning Administrators’ Collaboration was a key component of our program’s success. Engaging in collaborative learning and being informed about researched-based practices in Early

Learning, administrators supported the Early Learning Teams to understand the needs of Pre-Kindergarten and Kindergarten students.

Family Oriented Sessions (FOS) were offered to support education, social emotional, fine and gross motor goals. Families learned practical strategies that were applied at home. Our Early Learning Teams embraced the challenges of online programming in March due to COVID and provided families with specific and targeted strategies that were embedded into the child's routines at home. Furthermore, Division Speech Language and Occupational Therapists produced short videos for parents and guardians. As was done in 2018-2019, early learning teachers shared Fridays as team planning time with certified and non-certified staff. While this enabled teachers and therapists to co-plan, co-assess, and communicate with families, it continued in 2019-2020.

Evidence: English Language Learners 2019-2020

Since all ELL designates were also Learning Support Facilitators, in response to budget restraints, we integrated professional learning into scheduled LSF meetings. Professional learning between September-March focused on culturally responsive teaching, language acquisition, vocabulary development and assessment practices. Additionally, the ESL consultant provided targeted PD for school with higher percentages of English language learners. For example, teachers from St. Albert Catholic High School explored strategies to build academic vocabulary and make content comprehensible by implementing content and language objectives in their daily practice. In doing so, students were taught aspects of language in meaningful contexts. Vital Grandin elementary school also invited the ESL consultant to help identify priorities for addressing areas of growth and was scheduled during monthly collaborative meetings to model strategies that support language learners develop language and literacy skills. In the transition to remote learning in March, the ESL consultant led division-wide PD on strategies and tools for supporting language learners online. This included tutorials on computer-based literacy programs such as *Imagine Learning* as well as focused sessions on foundational literacy principles with mentor lessons, tools and online resources and assessment. Hence, professional learning for school-based leaders and specialized teachers has supported the positive results with our ELL students through research-informed practices in classrooms.

Evidence: Academics, K-12 2019-2020

Through a series of professional learning opportunities, grade 6 and 9 teachers explored literacy practices that helped students achieve success in reading and to improve their overall performance on the Grades 6 and 9 Provincial Achievement Tests (PATs). In efforts to identify the specific areas of focus for professional development, the Literacy Consultant led teachers through an individual question analysis of the English Language Arts and French Language Arts PAT, which revealed associating meaning as an area of growth. To address this area of focus, teachers examined the criteria for creating inferential type questions on examinations and experienced a variety of strategies to support students' development of inferencing skills. A similar process was conducted with high school English and French Language Arts teachers; however, the data analysis focused our attention on writing, particularly the Critical Analytical Response to Text portion of the 30-1 diploma exam. In response, professional learning emphasized the importance of teaching critical literacy skills, specifically through the use of critical lenses as an annotation tool to analyze and interpret text and improve students' depth of writing.

In addition to division-wide PD, targeted sessions were provided to address learning goals at individual schools. For example, École Father Jan focused on vocabulary development strategies in French Immersion in grades K-6, Vital Grandin and St. Albert Catholic High School explored differentiated instruction to make content accessible to English learners, and École Secondaire Sainte Marguerite d'Youville developed a school-wide literacy plan focused on developing reading competencies across content areas.

Our division continues to utilize a variety of assessment practices to guide instruction. Our information system, Dossier, provides teachers and division leaders with a lens through which to view current and trending performance of individual

students and groups with key indicators brought together from multiple sources (e.g., ESL benchmarks, Fountas and Pinnell reading assessments, PAT, etc.). This data is ongoing and continuously informs programming decisions for students who struggle and for those who require challenge.

Access to PAT/DIP analyses in Dossier enabled teachers to focus on the conversations for improvement rather than in the “number crunching” required to see on a question-by-question basis what students struggled to know and do. Hence, professional learning was a location for collaborative strategizing that was highly particularized and resulted in teachers implementing promising practices and bringing formative evidence to reflect on the differences that they were seeing (or not seeing). Such focused professional learning made a positive difference as measured by Division-wide reading results. We will continue this targeted support for both teachers and students to continue to make improvements for students who struggle and those who require a challenge in:

- ELA/FLA grades 6 and 9 focused on reading (associating meaning)
- ELA 30-1 DIP focused on using critical lenses to access deeper levels of comprehension and insightful writing on the CART (Critical Analytical Response to Text)
- Vocabulary development strategies (focus on French Immersion)

In our individual schools, system leaders met with administrative teams by dividing the schools so that these ongoing conversations met their school-based needs for enabling staff to explore and assess such strategy implementation learned in division PD sessions. We also found that a focus on learning walks to meet with senior administrators and administrators from surrounding schools helped to see what was working and what may not be as evident and what to do through inter-school and Division-wide PD. Teachers were encouraged and supported to lead these targeted sessions and to work collaboratively with cross-school grade and subject leads to refine strategy implementation.

At the same time as we engaged in targeted professional learning as described, teachers volunteered from each school to take part in a school-based “curriculum team”. This team of early learning, elementary, junior and senior high teachers met to review the structure of the new curriculum and how to begin teaching using this structure of essential understandings, concepts, and procedural and conceptual knowledge. A video was created (which has been done for the last three years), and we had volunteers who worked on local presentations for all superintendents (2019 CASS Fall/2020 Spring Conferences) and an international ULead presentation (May, 2020) that did not happen due to the pandemic. This video and presentation were evidence that curriculum design pilots were already happening and that teachers from K-12 were ready for and looking forward to the release of what was hoped to be the DRAFT K-4 curriculum. In addition to the professional development described above, our Learning Services Team also supported schools in the following ways:

- French Immersion teachers looked forward to seeing improvements in functional writing in both English and French. They were disappointed that students did not write the PAT last year due to the pandemic;
- Assessment practices that inform and guide instruction (e.g., Dossier, QPAS, ESL benchmarks, SLA collaborative marking, MIPI, etc.);
- Increased focus and professional learning on digital technology during transition to remote learning;
- Assessment pilot with a school using ongoing outcomes-based reporting in PowerTeacher Pro. Parents appreciated the timely and ongoing feedback provided on the parent portal regarding their child’s learning
- Earlier parent-teacher conferences;
- Cross curricular planning in Legal; humanities approach in VJM;
- Consultation and expanded recreational academies;
- Synchronous and asynchronous learning, feedback and differentiated instruction techniques during remote learning.

In high school, we had engaged in community consultation to consolidate from two French Immersion grades 10-12 programs in two different schools into one school. This took effect by board motion on February 10, 2020, and we worked on transitioning such programming with parent, student, and staff input throughout January-present 2020. We have retained more grade 9 students than we have in the past five years. Additionally, we continued to apply for dual credit opportunities to meet students' passions and needs. In St. Albert Catholic High School, we are in our second year of offering Healthcare and Career Pathways, which provides students with credit in high school and anatomy at a post-secondary level. Prior to the pandemic, it also involved them in visiting healthcare professionals in Sturgeon Hospital and at Norquest College. In Morinville Community High School, grade 12 students return to continue taking their Administrative Professional Program which prepares students to become executive assistants in varied fields (medicine, dentistry, business, real estate). Alternative programs such as dual credit support students to learn about the real world of work by engaging in case studies of professionals who are doing the jobs that they are considering while also studying to prepare themselves for the world of work.

Final Assessment: High Yield and Consistent Result

Over five years, increases of +5% Safe and Caring Schools, +5% Citizenship, +3% Quality Education, and +3% Work Preparation reflects high public confidence in our schools to prepare our students to grow and succeed spiritually, socially, emotionally, physically, academically for today and tomorrow.

Over three years, we have achieved "Excellent" in grade 6 for the Acceptable Standard and Standard of Excellence, which is a "High Yield Result". We moved from "Good" to "Excellent" in Part A, Math 6 and, overall, in English Language Arts 6. In Grade 9, provincial achievement test results reflect a +3% growth over three years with all core subjects as "Good" or "Excellent". While this is a "High Yield Result", we also declined in French students' reading in English Language Arts and in Math (Parts A and B). Over the last three years, we have performed slightly below (-1.9%) the province at the Standard of Excellence in all core subjects, which equates to a "Consistent Result". In grade 12, high school diploma results have seen continuous improvement (+2.5%) over five years at the Acceptable Standard with a slight decline (-0.9%) in the Standard of Excellence for FLA-30, Math 30-1, and Physics 30. These slight fluctuations means that we are a "Consistent Result". We earned a "High Yield Result" for sustained high performance in Sciences: "Excellent" for Biology 30 at the Acceptable Standard and Standard of Excellence, Chemistry 30 at the Acceptable Standard, and in Science 30 at the Standard of Excellence.

Community Input for Taking Action: In review of what was impactful for students' learning with school administrators and division consultants, we found that we had too many strategies in 2019-2020. Therefore, for 2020-2021, we worked together to reduce and refine them. In this time of a pandemic with students and staff working within and between face-to-face and virtual contexts, we streamlined professional learning to parallel fewer strategies with more targeted professional learning goals.

School administrators and lead teachers had stated that targeted and focused professional learning aimed at a few strategies was most helpful. They also identified that when several "leads" attended PD for multiple initiatives that their school PD agendas became overly crowded. We have responded in 2020-2021 by designating school curriculum "teams" comprised of school principals, vice principals, curriculum leads, and faith leads in each site. They now attend the same PD or PD with a lot of intentional "overlap" to reduce incoherence and to enable focused division and school PD. While there is still division-specific PD offered, it is done so for shorter time periods to address clear areas of needed improvement in PATs and DIPs. While we are just now implementing this new approach, our team approach has enabled us to work from mentor lessons using locally developed courses co-created and approved by our Board about Truth and Reconciliation in Catholic Communities. These sessions continue to emphasize the design of the new curriculum for continuity while also addressing assessment concerns arising in the virtual environment.

Professional learning in literacy will continue to focus on the priority areas identified in the 2018-2019 Accountability Pillar (e.g., associating meaning); however, they will be explored within a broader context in order to emphasize essential daily practices that create engaged readers and writers in ELA and FLA. As well, due to the positive feedback from parents and teachers, the assessment pilot on ongoing reporting at the elementary level has been extended to four schools in 2020-21 and then will be extended to all elementary schools in 2021-2022.

The pandemic had also caused some immediate learning during the Spring that had impacted our professional learning in the summer. One such learning was the need to be able to choose to have students learn online from designated teachers. We created the GSACRD Online Learning Pathway K-9 English and French and parents and children have a couple of opportunities to go back to face-to-face or virtual learning depending on their level of comfort and success. We have also hired a French Immersion Division Lead Teacher leveraging OLEP funds, and she is working directly with teachers to collaborate within and between our French Immersion schools based on requests by our administrators, success in the past, and through advocacy by our Board of Trustees.

EXCELLENCE PRIORITY 2020-2023: STUDENT GROWTH AND ACHIEVEMENT

We shaped our “Excellence” priority around the holistic notion that we support students “to thrive” and not just “survive” school. Ultimately, excellence means that students are reaching their potential, leveraging their God-given talents, and growing talents into strengths based on their passions and career aspirations.

Outcome: While our focus in student growth is academic excellence, we also aim “to awaken hearts and minds” and to assure parents that their children will “learn, live fully and serve others.” This broader mission is reflected in our outcome statement: *Students develop as citizens who enact our Gospel values, as they engage intellectually and grow continuously as learners and believers.*

Measures: We will assess our progress using provincial measures: Academic Engagement, Citizenship, High School Completion, and provincial exams (PAT, DIP), when available. We will also continue to rely on our local measures of enrollment, Gallup Student Poll Results, Thoughtexchange Survey, Division Satisfaction Survey, TRC Course Implementation feedback.

Context: As was explained earlier, we seek to integrate health and wellbeing into every priority and outcome. It is our context for learning. This outcome is especially focused on developing students’ Career, Academic, and Financial Wellness: *Students discover their God-given gifts and strengths to learn to live fully and to fulfill their vocations.*

Budgetary Principles: Decisions should be based on:

- being student-centric and evidence-supported;
- enabling each student in the division, regardless of his or her learning location, to achieve the learning mandate of the Board of Trustees and the provincial ministry; and
- illuminating the true costs of servicing students and supporting the achievement of student outcomes.

Key Strategies for 2020-2023: Students will:

- benefit from research-based classroom practices that are focused on:
- hands-on, differentiated instructions, including universal, targeted, and individual supports;
- integrating literacy and numeracy strategies;
- teaching for conceptual understanding;
- visible learning (practice progressions), with emphasis on feedback and communication;
- students’ God-given gifts and strengths to foster hope and wellbeing;

- diagnostic assessments and interventions in math/numeracy and language arts/literacy, to make informed decisions that connect assessment to instruction;
- improving student achievement based on ongoing data analysis;
- programming choices (academy achievement, dual credit, English/French);
- interventions to increase faith, hope, engagement, entrepreneurial aspirations, and career and financial literacy; and
- learning that furthers Truth and Reconciliation Calls to Action within a faith-based context and understanding of foundational concepts in emerging curriculum.

OUTCOME TWO: FIRST NATIONS, MÉTIS AND INUIT STUDENTS IN ALBERTA ARE SUCCESSFUL

| Performance Measure (Results in percentages) | | | | | |
|---|-------------|-------------|-------------|-------------|-------------|
| | 2015 | 2016 | 2017 | 2018 | 2019 |
| Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results). | 74.4 | 83.0 | 74.5 | 81.4 | 77.2 |
| 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). | 10.2 | 15.5 | 9.2 | 17.7 | 15.6 |
| Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results). | 84.5 | 80.9 | 83.9 | 77.2 | 87.2 |
| Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results). | 16.3 | 19.1 | 18.3 | 12.6 | 19.1 |
| High School Completion Rate – Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10. | 90.8 | 88.9 | 87.0 | 84.4 | 79.2 |
| Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10. | 43.0 | 59.3 | 47.8 | 55.4 | 33.3 |
| Drop Out Rate: annual drop-out rate of self-identified FNMI students aged 14-18. | 3.1 | 2.2 | 1.3 | 0.6 | 2.2 |
| High school to post-secondary transition rate of self-identified FNMI students within 6 years of entering Grade 10. | 26.2 | 64.7 | 63.9 | 57.4 | 67.1 |
| Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship. | 68.0 | 78.8 | 54.5 | 68.2 | 64.1 |

Context: Since 2016, we have dedicated our focus to furthering Truth and Reconciliation in our division and developing staff knowledge in Applying Foundational Knowledge about First Nation, Métis, and Inuit peoples, perspectives, and histories (*Teaching Quality Standard*, 2019) within our Division Education Plan. We have worked with two committees, First Nations, Métis, and Inuit Advisory Committee and First Nations, Métis, and Inuit Leadership Committee. Our First Nation, Métis, and Inuit Advisory Committee is comprised of our elders, Edna and Ella Arcand, Archbishop Emeritus Sylvain, partners such as Centre for Global Education, Edmonton Regional Learning Consortium, and teaching staff within the jurisdiction. Together, we work with our elders and consultants to co-develop resources for classroom teaching. Our First Nation, Métis, and Inuit Leadership Committee is comprised of our elders, leaders from local Alexander First Nation school authority, and associations representing Indigenous communities' interests (Alberta Teachers' Association, Rupertsland Institute, Métis Nation of Alberta).

Measures and Results 2019-2020

Over four years, we have improved from having less than one-third to having two-thirds of our First Nations, Métis, and Inuit students transition to post-secondary and having less than 50% of our students dropout of high school compared to their provincial cohorts. In 2019, our Indigenous students performed at “Good” or “Acceptable” for six out of seven standards on the Provincial Accountability Pillar. +27.4% of our Indigenous students completed high school, +23% outperformed students provincially at the Acceptable Standard and +8.2% at the Standard of Excellence for grades 6 and 9 provincial achievement tests. In high school, our Indigenous students outperformed Indigenous students at the Acceptable Standard (+10%) and at the Standard of Excellence (+7.7%) on diploma exams. While our Indigenous students have demonstrated excellence academically over time, we acknowledge that over the last four years, the percentage of our First Nations, Métis, and Inuit students who have participated in writing four or more diploma exams in three years has decreased (-10%). While we aim to ensure that our Indigenous students have every opportunity to succeed in life, we see writing multiple diploma exams as only one indicator of success. The +15% increase in the numbers of First Nations, Métis, and Inuit students who take part in work experience, dual credit programming, and the Registered Apprenticeship Program in their fourth year or “gap” year after grade 12 as an important result that indicates that we are meeting students’ needs to transition from school to work through these “gap” year pathways. In addition, we had four successful Jordan’s Principle applications to further advocate for and work with our partner agencies (FSCD, AHS) and Alexander First Nation Education Centre to articulate how best to equalize opportunities for individuals who struggled with intensive self-regulation struggles, delayed cognitive development, mental health disorders, and language delays.

Our First Nations and Métis students improved the most on the following items over the last three years of the Gallup Student Poll Survey:

- Engagement: “Adults at my school care about me” (+0.13)
- Hope: “Mentor who encourages my development” (+0.19)
- Entrepreneurial Aspiration: “Plan to start my own business” (+.22)
- Career and Financial Literacy: “I am involved in at least one activity such as a club, music, sports, or volunteering” (+.22)

We have also witnessed an increase in students who voluntarily self-identified as First Nations, Métis, and Inuit as part of participation in sharing stories of hope through a research project, which began in 2018-2019.

First Nations, Métis, and Inuit Strategies 2019-2020

- (2019-2022) An assessment of First Nations, Métis, and Inuit Students engagement in schools through the 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 Nations, Métis, and Inuit efforts to honour cultural strengths;
- (2019-2022) A division-wide First Nations, 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 division-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 division 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.

Evidence 2019-2020

Such high results on multiple measures over the last three years is attributed to our intentional implementation of a pyramid of intervention approach to address First Nations, Métis, and Inuit students' targeted and intensive needs in our division. These strategies (providing students with one-on-one and small group targeted assistance) are shared by administrators at School Results' Reviews (SRRs). Our collective leadership focus on sustaining an inclusive approach to student learning has been integral to persisting with universal, targeted, and intensive strategies for differentiated support for all students, including our First Nations, Métis, and Inuit students.

We also attribute such increases to our Building Communities of Hope research project, now in its second year of provincial research grant funding. Our senior high participants (25) identified mentoring others as a key strategy to improve their overall wellbeing scores over the last five months. They claimed that their work in mentoring junior high students in "Sidekicks" and "Building Communities of Hope Leadership Course" by "helping others in their communities" are giving them "more energy" and "helping them to feel energized" about their day-to-day workload in high school. The statistically high gains in mentorship in Hope over the last three years, and, especially, this past year indicate that the interventions named by these students are contributing to the increase in our Division results. Those who were mentored by high school students (70) named their "developing relationships with high school students" as the basis of increased "trust" and a "feeling of comfort and belonging" in school.

Final Assessment: High Yield and Consistent Result

Over four years, our Indigenous students have outperformed the provincial cohort of First Nations, Métis, and Inuit students by +3% or more in both provincial achievement tests and diploma exams. While Indigenous students underperformed by approximately (-5%) our GSACRD students on both PATs and DIPs in 2018-2019, in 2017-2018, the same cohorts were at parity and in some subjects, our First Nations, Métis and Inuit students exceeded diploma results of our general population.

Community Input for Taking Action: In review of our approach to achieving our Truth and Reconciliation outcomes, we gathered feedback from our elder, Edna Arcand, who stated that she wished for us to continue to involve more teachers in the work of our First Nations, Métis, and Inuit Advisory Committee in which teachers are introduced to Indigenous literature, stories, and teachings that apply to all subjects and grades. She also asked that we seek ways to expand or build capacity beyond the most passionate to least confident staff to carry forward such strategies. Similarly, Archbishop Emeritus Sylvain Lavoie emphasized the importance of having staff interact with and get to know our elders and First Nations, Métis, and Inuit partners. When we met with our school administrators, they, too, emphasized the need for interweaving initiatives and not treating this outcome as separate from all other outcomes in our division education plan. Therefore, a key change from this year compared to last year is our integrative approach to Truth and Reconciliation.

We have combined our First Nations, Métis, and Inuit Advisory Committee into our Curriculum Committee to form one larger group of leads who then go back to their schools to champion these strategies. Our elder, Edna Arcand, and sometimes her husband (another elder) join all of these monthly meetings. Based on the release of provincial professional competencies (mandated as of September 1, 2019), teachers (Teaching Quality Standard), leaders (Leadership Quality Standard), and superintendents (Superintendent Leadership Quality Standard) are expected to integrate competencies to know and apply understandings of Truth and Reconciliation in their everyday work. Additionally, in the province's soon-to-be released Draft K-6 Program of Studies, First Nations, Métis, and Inuit

perspectives, histories, and stories are integrated within outcomes for all grades and subjects. Hence, an integrated approach to teaching and learning, and to professional learning is necessary and timely in our division.

We continue with our First Nations, Métis, and Inuit Leadership Committee, which has partners (Alberta Teachers' Association, Alexander First Nation Kipohtakaw, Rupertsland Institute, Star of the North) and our division staff and trustees working together to achieve the following goals: (i) To develop collective understanding of Truth and Reconciliation from First Nations, Métis, and Inuit perspectives, (ii) To share how we further Truth and Reconciliation from First Nations, Métis, and Inuit perspectives, and (iii) To work together with our First Nations, Métis, and Inuit communities as partners to further Truth and Reconciliation.

TRUTH AND RECONCILIATION Key Strategies for 2020-2023 Interwoven in all Priorities

TRUTH AND RECONCILIATION IN OUR FAITH PRIORITY: Students will:

- develop a common understanding of connections between our Catholic faith and the spiritual beliefs/practices of our Indigenous brothers and sisters;
- develop an acknowledgement of Indigenous spirituality as a unique gift to the Church and that Indigenous voices will be involved as much as possible in sharing that gift.

TRUTH AND RECONCILIATION IN OUR EXCELLENCE (STUDENT GROWTH AND ACHIEVEMENT) AND EQUITY (LEARNING SUPPORTS) PRIORITIES: Students will:

- interventions to increase faith, hope, engagement, entrepreneurial aspirations, and career and financial literacy.;
- learning that furthers Truth and Reconciliation Calls to Action within a faith-based context and understanding of foundational concepts in emerging curriculum;
- access additional specialized supports and services, when needed, with a preferential option to bridge systemic gaps, especially for our Indigenous, English Language Learners, and children who are Program Unit Funded.

TRUTH AND RECONCILIATION IN OUR RELATIONSHIP (TEACHING AND LEADING) PRIORITIES: Students will:

- experience exceptional learning opportunities when teachers and leaders improve their professional practice of faith formation, and participation in Truth and Reconciliation Calls to Action through collaborative engagement in processes of growth, supervision, and evaluation.

TRUTH AND RECONCILIATION IN OUR RESPONSIVENESS (GOVERNANCE AND CONTEXT) PRIORITIES:

Students will:

- benefit when families, staff, parishes, and community members participate in the creation and ongoing implementation of a shared vision for student success.

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

| Performance Measure (Results in percentages) | | | | | |
|--|------|------|------|------|------|
| | 2016 | 2017 | 2018 | 2019 | 2020 |
| 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. | 87.0 | 87.4 | 85.1 | 87.4 | 86.0 |

Context: We are committed to collaborative leadership in onboarding, coaching, supervising, and evaluating staff in our division. Such a focus on collaboration is evident throughout our jurisdiction in every department and within and across our school leadership teams. We contend that this intentionality to work together, to co-problem solve, and to synthesize plans for improvement is the reason why we continue to attract, retain, and grow high performing leaders in classrooms, schools, and in division departments. It is also why we are responsive to students' and parents' needs with respect to programming, accessing specialized supports and services, and engaging in professional learning for enhancing digital literacy of staff as the basis of ensuring that students continue to grow as good digital citizens.

Measures and Results 2019-2020

We focus on inviting new employees into our organization to have a fulsome experience of entering, developing, and thriving in our organization. A testament to that focus is our overall retention of staff. Over 5 years, we have attracted and retained 90%+ of certified and non-certified staff in our division. In 2019-2020, we experienced a mid-year budget reduction, and even with having to reduce staff, we retained 91.7% of our certified staff.

Part of the experience of being an employee in GSACRD is to start with a vibrant onboarding approach. Each new staff member is inducted into our division by taking part in a Division-wide onboarding session that is designed to make it easy to reach out to people and to access much needed resources when beginning their careers. Teachers then engage in mentorship, supported by the Alberta Teachers' Association Local 23 and division, and each new teacher is paired with a more experienced colleague and collaboration opportunities are structured to support ongoing dialogue to work through common questions. In addition, principals and vice principals took part in a Teacher Growth, Supervision, and Evaluation session, and they visited each other to share in their supervision and evaluation approaches throughout the year. A group of approximately 25% of school administrators also took part in an inter-division learning walk opportunity to share resources and strategies.

While collaboration networks are well established amongst new and experienced staff, school-based leaders also work with a division leader throughout the year to engage in conversations about school improvement that starts in the fall with "School Results Review" meetings. At these meetings, administrators share their school improvement plans, and they share questions and ideas for supporting staff professional growth. Throughout the year, the school leaders who work with the assigned division leader (liaison structure) also meet as a team on "Learning Walks" to review how school improvement strategies are effective (or not), and the group works together to problem solve how best to continue to improve.

The data that informs shared sessions about school improvement includes employee engagement results (Q12) from which staff discuss results to plan on what can be done collectively to improve results. For example, at the division level, principals identified "My opinion counts" as an area of improvement, and they brainstormed and then prioritized key strategies including: sharing questions before CCLC to identify topics of importance in school leadership to be addressed at monthly Christ-centred Leadership Community (CCLC) meetings. Administrators also worked together at these meetings to contemplate strengths of their administration and staff teams and to consider how best to leverage what each staff member was naturally good at to distribute responsibilities. New staff and students (Grades, 4-12) continued to take the StrengthsExplorer and StrengthsFinder and their five top themes were added to their PowerSchool profiles. Working from areas of strength and collective need are hallmarks of a Growth Mindset (Dweck, 2014) culture.

In September 2019, the province mandated new professional standards for teachers (Teacher Quality Standard), principals (Leadership Quality Standard), and superintendents (Superintendent Leadership Quality Standard). In addition to integrating such standards into staff evaluation and professional growth plan structures, the Council of Catholic School Superintendents of Alberta (CCSSA) also developed indicators that were permeated with expectations

of Excellent Teachers and Leaders in Catholic Schools. These Catholic versions of the TQS and LQS were explored as part of teacher and leadership growth, supervision, and evaluation strategies at CCLC.

Such collaborative leadership and mentorship is the basis for ensuring staff excellence in pedagogy and leadership. We attribute our focus on continual improvement as foundational to improving students' experiences and satisfaction with broad programming. In 2019-2020, students retained their high rating of their programming experiences. Grades 4-6 reported the same or increased satisfaction with all offerings including art, music, dance, drama. Grades 7-9 students increased their assessment of all subjects except for drama (-4%). High school students were satisfied with their access to broad programming: music, language, drama, and health, but they sought more opportunities in art (-5%). Students and teachers have taken part in annual digital literacy and citizenship learning. Staff continue to rate their experiences as "very worthwhile" and over 3000+ families noted that they have ample "access to students' performance through digital means" and that "they learn through ongoing feedback about students' growth academically including as digital citizens".

We contend that this particular outcome reflected the best of Greater St. Albert Catholic Schools and is a large part of the reason that our Overall Accountability Pillar results are exemplary with no "issues" or "concerns", and only "Good" or "Excellent" overall ratings.

Strategies for Developing Excellent Teachers and School Authority Leaders 2019-2020

- (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) Division 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 Division leaders to 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.

Evidence 2019-2020

We have revised our onboarding processes over time to meet participants' needs. In 2018-2019, we realized that having a digital booklet as opposed to paper one was well received by new staff. For that reason, in 2019-2020, we digitized all resources and changed our website structure to continue to add to staff resources and we expanded those resources to address topics of interest in their feedback: how to use email and Google tools, and what to do when needing to book a sub, as examples. We gathered feedback from new staff on mentorship and professional learning

throughout the year and confirmed that the majority of staff appreciated the collaborative sub time to meet with not only their mentors but also teachers within their own schools. Responding to ongoing feedback from new staff has resulted in evidence of high staff satisfaction.

Professional learning was largely opened up through lead teacher, division-wide PD, and consultant follow up on any topic of importance in our three-year division and school improvement plans. Because one focus was ensuring that teachers used Google Classroom as a primary way to grow resources and to communicate with parents, teachers incorporated a variety of multi-modal technologies to support both synchronous and asynchronous learning when we transitioned to online learning during the pandemic (March-present). This was further revised as we lived the pandemic and teachers had to access and hone their skills within Google tools. Digital citizenship education was already well established in face-to-face classrooms and was further emphasized in online learning.

Technology-based formative assessments were regularly used in face-to-face classrooms to guide instruction and inform students about their progress. This practice was seamlessly transitioned to online learning in the spring of 2020. Additionally, student voice and choice were evident as we transitioned to emergency remote learning where teachers found that some traditional instruction and assessment methods required adjustment in online contexts.

Final Assessment: High Yield Result

We continue to achieve “Excellent” and above the province (+4%), and such results have been sustained for four years. We contend that our structures for collaborative leadership and staff onboarding, growth, and retention are the ways in which we continue to improve in responding to programming needs within our community.

Community Input for Taking Action: While we recognized that our division has done well to engage in collaborative professional learning at all levels, we aimed to strengthen the use of Catholic versions of our Teacher Quality Standards and Leadership Quality Standards. Through discussion with the senior leadership team, we considered the importance of having an outcome within our Division Education Assurance Plan that stated this explicitly. When we met with school administrators who shared what was working and missing in school and system improvement planning, all of them noted that we need to continue to value a key aspect of our vision, which is relationship building while teaching and leading in a Catholic education system. In addition, our Board of Trustees emphasized the importance of continuing to attract and grow teachers and leaders of faith.

While we discussed what future leaders need, we articulated that faith formation is critical within a face-to-face and digital context. While living the pandemic, we valued meeting more often by Google Meet around topics that were narrow and enabled discussion to collaboratively problem solve by leveraging tools such as breakout rooms, polls, and repositories for sharing digital resources. To that end, we also saw the need to further develop and establish protocols for blended and online learning with provisions for both synchronous and asynchronous learning for everyone.

RELATIONSHIPS PRIORITY: TEACHING AND LEADING 2020-2023

We shaped our “Relationships” priority to be about teaching and leading exclusively. Previously, we found that this priority existed within different outcomes in our division and school education plan documents, but it tended to get “lost” without having it as a clearly stated priority and outcome.

Outcome: Students experience excellence in Catholic teaching and learning when staff are models and witnesses of faith and demonstrate their respective professional practice standards (TQS, LQS, SLQS). As stated earlier, our community had just started with exploring indicators that had been permeated in our Catholic faith by CCSSA. It was

timely to commit to revising our tools for staff onboarding, growth, supervision, and evaluation to parallel these newly revised resources to be used within Catholic school authorities.

Context: Our context of comprehensive health and wellness is to ensure that we continue to maintain and sustain a focus on collaborative leadership and culture within a faith-based context that is clearly articulated and referenced. For this reason, we have framed this priority around:

Social Wellness: Students benefit from collaborative cultures and communities of faith that promote positive relationships and staff engagement.

Budgetary Principles: Decisions should be based on:

- ensuring optimal staff and student engagement; and
- evaluating students' needs and understanding the capacity of staff to deliver programs and offer specialized supports and to organize instruction accordingly, including flexibility around organizing for learning.

Measures: Our government measures will be Quality of Educational Opportunities, and Safe and Caring Schools. Our local measures are: Gallup Student Poll Results, Supervision and Evaluation: Successful internal supervision and evaluation processes, Q12 Employee Engagement Results.

Key Strategies for 2020-2023: Students will:

- excel when faith-based school- and division-improvement planning enhances collaborative capacity-building, leadership, engagement, and achievement;
- have continued success as teachers, and leaders respond with skill and competence to the unique educational and spiritual needs of students;
- experience exceptional learning opportunities when teachers and leaders improve their professional practice of faith formation, and participation in Truth and Reconciliation Calls to Action through collaborative engagement in processes of growth, supervision, and evaluation;
- exhibit high levels of engagement in learning, as the collaborative culture of the Division and faith formation of leaders continues to grow;
- be assured that teachers and leaders are accountable to professional standards within our Catholic school division; and
- benefit from teachers and leaders continuing to use a range of data to inform cycles of evidence-based continuous learning.



OUTCOME FOUR: ALBERTA'S K-12 EDUCATION SYSTEM IS WELL GOVERNED AND MANAGED

| Performance Measure (Results in percentages) | | | | | |
|--|------|------|------|------|------|
| | 2016 | 2017 | 2018 | 2019 | 2020 |
| 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. | 90.8 | 93.1 | 91.3 | 92.2 | 92.6 |
| Percentage of teachers, parents and students satisfied with the overall quality of basic education. | 91.8 | 92.7 | 92.8 | 92.8 | 92.5 |
| 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. | 83.0 | 86.9 | 84.7 | 87.0 | 87.5 |
| Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. | 83.6 | 85.2 | 86.0 | 86.2 | 84.6 |
| 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. | 85.1 | 85.8 | 85.2 | 86.8 | 85.3 |

Context: Greater St. Albert Catholic Schools is committed to optimal student, parent, and staff engagement. Such a focus on engagement is why our satisfaction with education quality, parental involvement, and continuous improvement has exceeded the province by, on average, 4-5% over the last five years. It is also why we have sustained higher than industry standard (10%) of community involvement in local surveys (Division Satisfaction Survey, Thoughtexchange Survey).

Measures and Results 2019-2020

Throughout 2019-2020, we engaged in community consultation about a vision for change (Faith In Our Future) that had presented a series of potential revisions to programming and locations in which such programming would continue in the future. There was community support for moving high school French Immersion programming into one location as of 2020. Such a consolidation of programming resulted in the highest retention from grade 9 to 10 for French Immersion students over the last five years in the division. In addition, the community supported moving outreach programming into a division office building. That, too, was a successful change. What was once only outreach and distance education grew to include GSACRD K-9 Online Learning Pathway, Outreach, and Distance Education as of September 2020. The Board renamed St. Gabriel High School, "St. Gabriel Education Centre" to reflect this change in identity to include an online school programming pathway. Although the online programming had not been contemplated originally, the pandemic survey sent to our school community prior to the start of the 2020-2021 school year revealed that approximately 30% of our families were expecting an online education pathway so that their children would not return to school face-to-face during a global pandemic.

We administered our annual Thoughtexchange survey from February - March 2020 and sent the invitation by email to all parents and staff and administered it to students in 17 schools. 10% is a typical participation rate (Creswell, 2016), so we had a strong participation rate of 34% (1860 out of approximately 5400 families). Most participants were students (62%), which is desirable for determining how best to meet students' needs. Participants were committed to the survey based on the substantial number of thoughts (3593) and ratings of those thoughts (56,999). The Board of Trustees reviewed the results of Thoughtexchange 2019 and determined that the following two questions served community needs: Q1: How does your school provide feedback on student learning between report cards and tests, and what could your school do differently? and Q2: How does your school support students to develop as leaders inside and outside of the school to know and be like Jesus Christ? For Q1, teacher feedback was celebrated by respondents from

K-12, and an area for further improvement was consistency in what, how, and when feedback would be given to parents and students, and how it would be communicated. For Q2, most respondents, regardless of demographic (urban/rural), celebrated our Catholic schools for teaching students about Jesus and how to live like Jesus Christ. The direct teaching linked the “why” of the activity to a Catholic Social Teaching or to how to become more like Jesus (traits, virtues). The next step is for students to be more articulate about explaining the “why” to others.

Our Division Satisfaction Survey has traditionally had an excellent response rate of approximately 50% of our parents, 40% of our students (Grades 4-12), and 100% of staff. In 2019, we saw a 32% decline in both grades 4-6 and 7-12 student response rates (-23% of staff; -22% of parents). These lower response rates corresponded to schools that had not yet administered the survey when school closures happened in March 2019 due to the pandemic. While staff and student engagement was highly focused on being online, the energy for following up on surveys was limited. That said, response rates were higher than survey averages (10%).

Hence, parent, student, and staff participation in our local surveys confirms that we have higher than usual engagement in sharing feedback with us to continually improve our schools.

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

- (2019-2022) Emotional attachment (relationship and engagement) to school and division occurs for all stakeholders through division 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 division.
- (2019-2022) Student strengths, identified through the StrengthExplorer (Grade 5-8) or StrengthFinder (Grade 9-12) are used to leverage learning, promote equity, increase engagement, and assist students to explore potential careers.

Evidence 2019-2020

In Spring 2020, we reassessed how best to continue to engage our stakeholders online. Schools that had not yet administered the division satisfaction survey had less participation, and our intensive consultation earlier in the year seemed to “drain” the community of the energy for surveys. For that reason, it gave everyone a chance to rethink what engagement meant in digital contexts. We entered 2020 with an open mind as to how best to continue to learn with our community through surveys.

We continued to search for ways to improve programming in mainly online settings in 2019, especially at the start of the global pandemic. Weekly meetings involving all administrators’ feedback on questions about how best to support teachers with implementing digital citizenship and literacy curricula, and how to support staff who were struggling to leverage digital tools improved teacher confidence with online learning. We created weekly videos to share positive stories of change, and we celebrated a burst in social media that showcased teacher creativity in creating classrooms in their homes, in documenting service learning done by individual families, and ways of praying to nurture the already strong positive culture of being models and witnesses of Jesus Christ as a faith community. During this same time, we realized that our focus on making learning success visible was also helping us to stay connected with families through our videos of varied programming in K-12.

Final Assessment: High Yield Result

Our school jurisdiction has consistently performed at a rate of +3.0 (continuous improvement, parental involvement) - +4.0% (work preparation, safe and caring schools, program of studies) on constructs assessed on our local surveys. As stated earlier, our response rates exceed research-based expectations (10%), so we have benefitted from consistently high student, staff, and parental engagement as shown by provincial results.

Community Input for Taking Action: We had taken a collective focus on considering ways to remain focused on budgetary principles that would best focus us on what community consultation directed us to do in terms of core, extracurricular, alternative, and language programming. In the Fall 2019, reduced staff due to an in-year budget restructuring provincially, again, in Spring 2020 with new budget structure proposed by the Education Ministry. On March 30, 2020, our Board contributed to [principles of budgeting](#) that had been drafted by a committee of principals, vice principals, and senior administration. The result was that such principles grounded our decision to structure an Allocations Committee for supporting budgetary decisions in the Spring. This group focused on how to keep these budgetary principles at the forefront of every budgetary question associated with each priority of our Division Education Assurance Plan. We could match the budgetary principles to each priority. This is why “budgetary principles” are embedded into the Context Statement for each priority. Instead of coming from a scarcity mindset of “cutting” resources, we asked how we could re-distribute and restructure what we have to meet students’ needs.

One such example of an outcome from this process was the decision to establish an online learning pathway. This decision began by considering the survey result in which more than 50% of our parents responded to the questions about school re-entry. 30% wanted an online, at-home programming choice. We began planning by re-distributing unexpended funds from “COVID savings” (less PD, decreased utilities), to paying for teachers to get together for three days in the summer to co-create online resources in anticipation of preparing for an online learning pathway. In this way, consultation with our community shaped our decision to spend money to best meet students’ anticipated needs by meeting teachers’ needs for resources. In addition, we knew that parents were happy with feedback from teachers, but we also needed to prepare to continue our professional learning centred on our Division practice progressions (learning intentions, criteria, evidence, collaboration, technology, and ownership). We also knew that we had to make learning success visible in schools with a particular emphasis on developing a division-wide standard of what counts as quality feedback.

RESPONSIVENESS PRIORITY 2020-2023: GOVERNANCE AND CONTEXT

As we met with community stakeholders, we were encouraged to continue to focus on combining the provincial assurance framework domains of context and governance based on our success in making community needs the purpose behind how we were allocating resources. Therefore, in this priority, we aimed to interconnect stewardship and distribution of resources by the Board to community engagement and responsiveness to community needs as identified by system leaders.

Outcome: Students succeed when stewardship of system resources is based on a spirituality of communion and generative community engagement, transparency, and accountability that is responsive to local and societal contexts.

Contexts: Community Wellness: Students benefit from stewardship of resources and responsiveness to community engagement and consultation.

Budgetary Principles: Decisions should be based on:

- managing with the principle of good stewardship at the forefront to focus on long-term growth and sustainability of our school communities;

- ensuring that we have a balanced budget to plan for the needs of our school communities – now and in the future; and
- distinguishing between programs that are mandated and those that are not and/or those that are not as cost-effective as alternative

Measures: We will continue to assess progress provincially through the Accountability Pillar results of Parental Involvement, and a Balanced Budget. Our local measures are: Division Satisfaction Survey (5, 6, 7, 8, 9), Thoughtexchange Results, Community Consultations.

Key Strategies for 2020-2023: Students will:

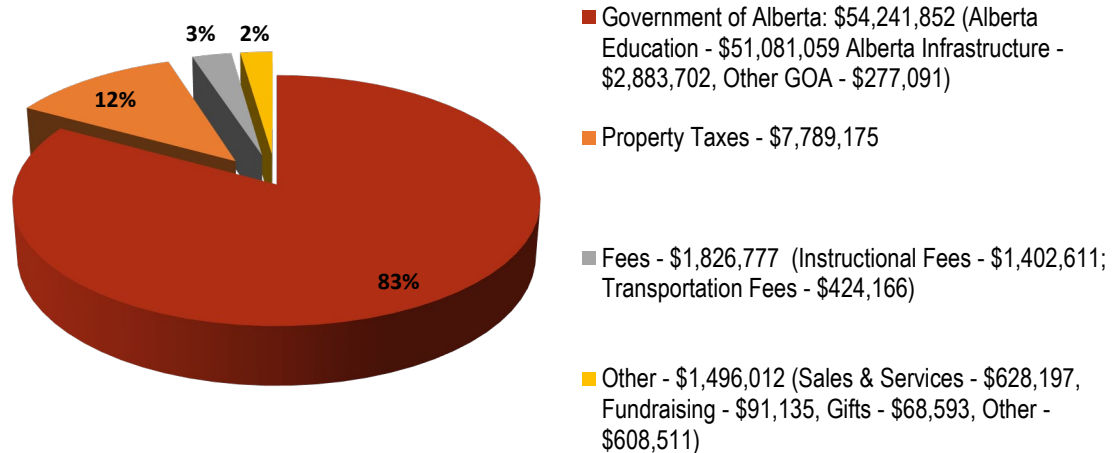
- benefit when families, staff, parishes, and community members participate in the creation and ongoing implementation of a shared vision for student success;
- have an emotional attachment to their school and faith community, through community engagement and consultation;
- continuously improve when system excellence happens in a cycle of evidence-based continuous improvement that informs ongoing faith-based planning and priority-setting;
- share positive word-of-mouth stories about our schools, as they transition between them, when schools:
 - collaborate to promote continuity of programming (K-12); and
 - make early and timely notifications of programming opportunities for students;
- succeed when all partners are clear about their roles and responsibilities in legislation, policies, and procedures;
- access sustained programming when fiscal resources are allocated to their interest; and
- access infrastructure (e.g.: technology and transportation services) that meets their needs.



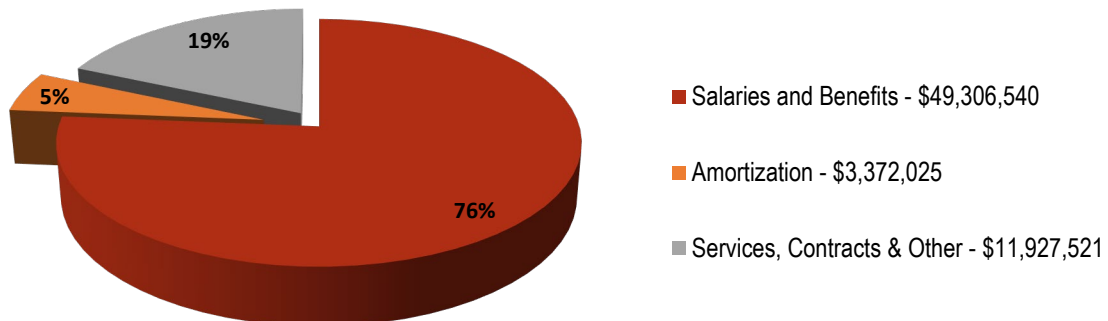
FINANCIAL RESULTS AND BUDGET SUMMARY

SUMMARY OF FINANCIAL RESULTS 2019-2020

Total Revenues - \$65,353,816



Total Expenditures - \$64,606,086



AUDITED FINANCIAL STATEMENTS 2019-2020

| | 2020 | 2019 |
|---|--------------|--------------|
| Total Revenues | \$65,353,816 | \$70,404,867 |
| Surplus (Deficit) of Revenues over Expenditures | \$747,730 | (\$543,163) |
| Cash and Temporary Investments | \$6,495,773 | \$4,621,230 |
| Total Assets | \$81,741,420 | \$73,754,435 |
| Unrestricted Net Assets | \$1,062,803 | \$689,527 |
| Restricted Net Assets | \$1,346,322 | \$864,929 |
| Investment in Tangible Capital Assets | \$3,094,469 | \$3,201,408 |
| School Generated Funds (SGF) | 2020 | 2019 |
| Total SGF Revenue | \$1,476,149 | \$1,510,672 |
| Total SGF Expenditure | \$1,290,684 | \$1,539,316 |
| Total Net SGF (Deficit) Surplus | \$185,465 | (\$28,644) |

Total instructional spending per student FTE per school year: \$9,484 (2019 -\$10,342)

Total operational spending per student per school year: \$11,921 (2019 -\$12,867)

The Audited Financial Statements can be found at <http://www.qsacrd.ab.ca> under Financial Documents or contact the Finance Department at (780) 459-7711. For further details on School Generated Funds, please refer to Note 14 in the Annual Financial Statements.

To view the provincial roll up of financial statement information (AFS), please visit <https://www.alberta.ca/k-12-education-financial-statements.aspx>.



BUDGET SUMMARY 2020-2021

The 2020-2021 Budget was approved by the Board of Trustees on May 29, 2020. The 2020-2021 budget reflects the new assurance and funding model. This model focuses on reduced number of instructional grants, weighted moving average for students and significant changes in high school, specialized learning supports and pre K funding.

The overall revenues of \$68.4 million are based on the estimated count of 5,249 student FTE. In anticipation of COVID 19, the Division budgeted for lower fees, rental income, fundraising and other sales and services.

The 2020-2021 Budget had some uncertainties around COVID 19 and its potential impact on the logistics of school re-entry in September 2020 and its associated unknown costs for instruction, transportation and O&M. The Budget anticipated schools being open for face to face learning.

The following is a summary of revenues and expenditures for 2020-21:

| Revenues | 2020-2021 | |
|--------------------------|----------------------|-------------|
| Government of Alberta | \$ 55,250,263 | 81% |
| Federal Government | \$ 286,757 | 0.4% |
| Property Taxes | \$ 8,487,922 | 12% |
| Parent Fees | \$ 2,963,164 | 4% |
| Other Sales and Services | \$ 861,929 | 1% |
| Other Revenue | \$ 565,278 | 1% |
| Total Revenues | \$ 68,415,313 | 100% |

| Expenses by Program | 2020-2021 | |
|---------------------------------|----------------------|-------------|
| Instruction | \$ 51,651,698 | 76% |
| O&M | \$ 10,565,066 | 15% |
| Transportation | \$ 2,912,998 | 4% |
| Board and System Administration | \$ 2,526,463 | 3.7% |
| External Services | \$ 599,094 | 1% |
| Total Expenses | \$ 68,255,318 | 100% |

| | |
|------------------------------------|-------------------|
| Operating Surplus (Deficit) | \$ 159,995 |
|------------------------------------|-------------------|

| Expenses by Object | 2020-2021 | |
|-------------------------------------|----------------------|-------------|
| Certificated Salaries and Wages | \$ 31,212,034 | 46% |
| Certificated Benefits | \$ 6,720,696 | 10% |
| Non-certificated Salaries and Wages | \$ 8,076,405 | 12% |
| Non-certificated Benefits | \$ 2,006,629 | 3% |
| Services, contracts and supplies | \$ 16,585,136 | 24% |
| Amortization Expense | \$ 3,654,418 | 5% |
| Total Expenses | \$ 68,255,318 | 100% |

The Budget Report, can be found at <https://www.gsacrd.ab.ca/administration/financial-documents> or contact the Finance Department at (780) 459-7711.

FALL UPDATE TO THE 2020-2021 BUDGET

- The Alberta government announced on July 22, 2020 that **in-school classes** would resume, with near-normal operations and health measures in place, at the beginning of the next school year.
- On August 26, 2020, the federal government announced that it would provide funding to the provinces for COVID-related school re-entry measures. Alberta's total share was approximately \$262 million, to be made in two equal instalments.
- The federal funding allows school authorities to address staffing, adapting learning spaces and personal protective equipment, cleaning and safety considerations for schools and buses, supports for special needs students, and online learning and teacher training.
- The Division received its first instalment in September for \$990,150. The second instalment of \$990,150 is due in January of 2021.
- 80% of the federal funding has been committed towards on line learning (staffing and substitute costs). The remainder of the grant has been allocated towards enhanced cleaning, PPE and professional development and technology equipment. There are approximately 480 students who have chosen to learn on line in the Division Online Learning Pathway program.
- The Division's student body count as of September 30, 2020 was 5,426 resulting in a 4% decrease from last year actuals and the 2020-2021 Alberta Education funding profile. As a result of this student decline, the determined loss of funding will be deferred into 2021-2022 and 2022-2023 school years to comply with the revenue recognition rules. The final enrolment adjustment to the weighted moving average will be determined by Alberta Education in the early spring of 2021.
- The Division anticipates to finalize its internal fall budget update 2020-2021 in early December. The Board of Trustees will receive it as information at their regular board meeting in December of 2020.



CAPITAL AND FACILITIES PROJECTS AND PLANNING

The Board of Trustees continues to support the enhancement and sustainability of facilities that enable our communities to pursue Catholic education in safe and maintained buildings that are conducive to optimizing student learning. The Division has been successful in receiving funding for multiple capital projects in recent years. We are proud that the Division opened our newest K-5 school in Morinville, St. Kateri Tekakwitha Academy, in September 2020. The school opened with playground, additional sidewalks and landscaping.

In the 2019 provincial budget announcement, the Division was awarded a CTS Modernization for Morinville Community High School. The Division will be managing this modernization project. The design and planning stages should be underway by February 2021 and construction starting in June 2021.

The Vincent J. Maloney Catholic Junior High School Modernization project concluded last year, and the solar technology is on schedule for completion in November 2020.

Through the Modular Classroom Program submission, in November of 2019, the Division requested to evergreen six portables at Richard S. Fowler Jr. High and demolish one portable and corridor at Neil M. Ross Elementary. The Division was approved for the demolition of one portable and corridor at Neil M. Ross Elementary School. This project was completed in the summer of 2020.

The 2021-2024 Capital Plan approved by the Board of Trustees included the following capital priorities:

1. Replacement of École Father Jan School
2. Modernization of Bertha Kennedy Catholic Elementary School (K-6)
3. Replacement of Legal School (K-9)

A copy of the Division's current [2021-2024 Capital Plan](https://www.gsacrd.ab.ca) may be found at www.gsacrd.ab.ca under Education Plans and Reports.

Operations and Maintenance

For 2019-2020, the Board's Operations and Maintenance annual operating budget was primarily determined by student enrolment. This budget manages all general repairs, snow removal, lawn maintenance, and contracted custodial services for the division in addition to many unique jobs requested by schools. All Operations staff have been diligent in their work in maintaining high standards for the operations of all facilities. For 2019 - 2020, the operations and maintenance staff demonstrated a 100% completion of submitted service requests. This result stems from an excellent preventative maintenance strategy utilized by Operations staff. In applying our resources to better maintain our facilities and equipment, we see a downward trend of demand (service) requests and longer performance lifetimes for schools and equipment. Continued use of the web based work order system, Asset Planner, has assisted the Operations staff to operate virtually paper free.

Infrastructure Maintenance Renewal (IMR)

This funding envelope, which addresses the upgrades or replacement of existing facility components, is based upon the priorities of health and safety and programming needs of the division as managed by the Operations and Maintenance Department. The 2019 – 2020 IMR plan was developed with input from school-based administration and in-house facility expertise. In 2019 – 2020, the Division had available \$1,848,306 of IMR funding received in 2019-2020 and a carryover of \$309,409 from 2018 – 2019 for a total of \$2,157,715. In 2019-2020, the IMR projects included site development work, LED lighting, roofing repairs, classroom millwork, flooring replacement and heating upgrades.

A one-time use of \$700,000 of IMR dollars was redirected towards the classroom supports throughout the Division as a result of significant budget cuts announced in October of 2019. This transfer was supported and approved by the Minister of Education.

In addition to annual IMR dollars, the province announced a Capital Stimulus Funding (CMR) to kick start the economy and improve job market during the global pandemic. The Division was approved to receive a \$2.5 million dollars for 10 capital maintenance priorities. These projects included security camera and door access controls at all Division sites, parking lot replacements at J.J Nearing and Vital Grandin, parking lot repairs at Legal School, Morinville Community High School and ESSMY. Bleachers were replaced at Neil M. Ross, Bertha Kennedy, Richard S. Fowler and Vital Grandin. LED lighting upgrades were done at Richard S. Fowler and Neil M. Ross. Several washrooms, at various schools, were renovated and energy efficient fixtures were installed.

A View Forward

In addition to advocating for Division facility needs to the province, Operations continues to explore cost saving opportunities such as:

- transition to LED lighting in all schools. Once this initiative is completed, it will results in a 15-year maintenance free status for future replacements;
- installation of solar panels;
- energy audits to explore further cost savings; and
- washroom renovations which include water saving toilets, auto shut off taps, and high efficiency hand dryers to further reduce utility costs and waste.

STAKEHOLDER ENGAGEMENT

Letters are sent to community stakeholders informing them of the website address and copies are distributed to school principals who will communicate the plan to their school councils.

GSACRD promotes the involvement of school councils by:

- engaging school councils and the Council of Councils in understanding emerging division priorities;
- sharing information and planning at school council meetings and our Council of Councils meetings;
- collaborating on matters such as the school year calendar, administrative procedures, and reporting student achievement;
- having trustee liaison opportunities occur at school council meetings;
- establishing as a communications link for our School Council Chairs access to our online communications network; and
- furthering ongoing communication between senior administration and the Council of Councils' chairperson.

GSACRD school principals invite input from their respective school councils into the annual improvement plans. School improvement plans are aligned with the Alberta Education Business Plan, the GSACRD Three-Year Education Plan, and the priorities of the local school community. Such work is aligned with Section 12 of the School Councils Regulation (Alberta Regulation 94/2019).

WHISTLE BLOWER

Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosures in their combined Three-Year Education Plan/Annual Education Results Report. The Policy and Requirements for School Board Planning and Results Reporting, April 2015 made this reporting mandatory for the submission of this and future reports. For 2019-2020 there were no disclosures made during this time period.