

# Three-Year Education Plan

## 2009-2012



Greater St. Albert Catholic Schools  
6 St. Vital Ave  
St. Albert, AB  
T8N 1K2  
[www.gsacrd.ab.ca](http://www.gsacrd.ab.ca)





## TABLE OF CONTENTS

Accountability Statement .....	1
Division Foundation Statement .....	3
Accountability Pillar Overall Summary .....	4
Division Profile .....	5
Trends and Issues .....	5
Faith Dimension Goal .....	6
Alberta Education Goal 1 .....	7
Alberta Education Goal 2 .....	8
Alberta Education Goal 3 .....	10
Alberta Education Goal 4 .....	11
Budget Highlights .....	12
Highlights of Capital and Facilities Plan .....	14
Publication Statement .....	15



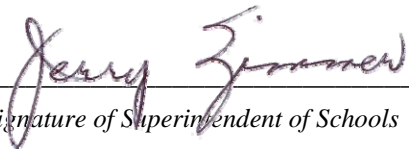
## ACCOUNTABILITY STATEMENT

The Greater St. Albert Catholic Regional Division No. 29 Education Plan for the three years commencing September 1, 2009 was prepared under the direction of the board in accordance with responsibilities under the *School Act* and the *Government Accountability Act*.

This education plan was developed in the context of the provincial government's business and fiscal plans. The board is committed to achieving the results laid out in this education plan.



Signature of Board Chair



Signature of Superintendent of Schools





## DIVISION FOUNDATION STATEMENT

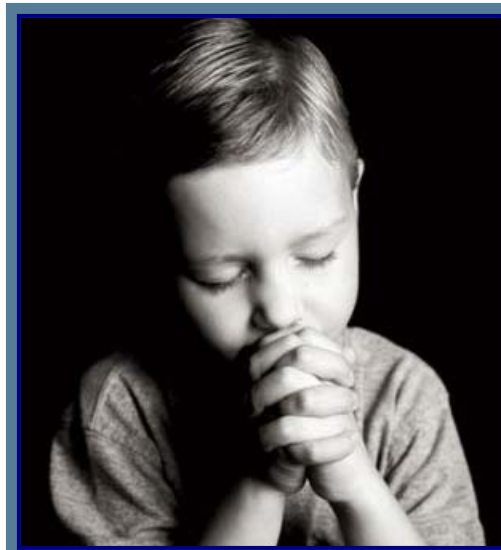
Greater St. Albert Catholic Schools is a welcoming, Christ-centered learning community that awakens the hearts and minds of students to God while educating and nurturing each to work, live fully, and serve others.

Hand in hand, we *Light the Way* by respecting each student as a gift from God. We model stewardship, continuous learning, collaboration, and servant leadership.

Hand in hand, we *Light the Way* for our students through the celebration of life.

We see God in each other as we:

- Celebrate life in a community where Gospel values are evident;
- Celebrate the opportunity to love and serve others;
- Celebrate commitment to success for every learner;
- Celebrate through prayer;
- Celebrate staff who are mentors of faith;
- Celebrate an active partnership among schools, homes, and parishes; and
- Celebrate, respect, and nurture Catholic traditions and teachings.





# ACCOUNTABILITY PILLAR OVERALL SUMMARY

Goal	Measure Category	Measure Category Evaluation	Measure	Greater St. Albert CRD No. 29			Alberta			Measure Evaluation		
				Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Goal 1: High Quality Learning Opportunities for All	Safe and Caring Schools	Excellent	Safe and Caring	89.1	89.3	87.6	86.9	85.1	84.6	Very High	Improved	Excellent
	Student Learning Opportunities	Good	Program of Studies	83.9	82.9	81.9	80.3	79.4	78.7	Very High	Improved	Excellent
			Education Quality	89.7	90.1	89.2	89.3	88.2	87.8	Very High	Maintained	Excellent
			Drop Out Rate	3.3	2.7	2.4	4.8	5.0	4.9	High	Declined	Acceptable
			High School Completion Rate (3 yr)	76.1	74.6	77.8	70.7	71.0	70.6	High	Maintained	Good
Goal 2: Excellence in Learner Outcomes	Student Learning Achievement (Grades K-9)	Good	PAT: Acceptable	87.0	87.4	87.7	75.8	75.9	76.7	High	Maintained	Good
			PAT: Excellence	22.9	22.7	22.4	19.6	19.4	19.3	High	Maintained	Good
	Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	86.0	84.1	85.9	85.0	85.4	85.2	Intermediate	Maintained	Acceptable
			Diploma: Excellence	20.8	18.5	21.3	22.3	23.3	23.1	Intermediate	Maintained	Acceptable
			Diploma Exam Participation Rate (4+ Exams)	55.0	56.6	59.1	53.0	53.6	53.6	Intermediate	Declined	Issue
			Rutherford Scholarship Eligibility Rate (Revised)	61.6	59.4	59.4	57.3	56.8	55.8	High	n/a	n/a
	Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	72.3	65.2	65.7	60.7	60.3	59.1	Very High	Improved Significantly	Excellent
			Work Preparation	76.8	81.2	78.1	79.6	80.1	78.1	Intermediate	Maintained	Acceptable
			Citizenship	83.3	83.4	81.7	80.3	77.9	77.1	Very High	Improved	Excellent
Goal 4: Highly Responsive and Responsible Jurisdiction (Ministry)	Parental Involvement	Good	Parental Involvement	82.2	82.5	80.9	80.1	78.2	77.9	High	Maintained	Good
	Continuous Improvement	Excellent	School Improvement	82.5	80.0	78.4	79.4	77.0	76.7	Very High	Improved Significantly	Excellent

Notes:

- 1) Student Learning Achievement: PAT Values reported are weighted averages of PAT Acceptable and PAT Excellence results. Courses included: ELA (Grades 3, 6, 9), Math (Grades 3, 6, 9), Social Studies (Grades 6, 9), Science (Grades 6 only), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
- 2) Student Learning Achievement: Diploma Exam Values reported are averages of Diploma Acceptable and Diploma Excellence results, weighted by the number of students enrolled in each course.
- 3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 4) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).





## DIVISION PROFILE

Serving the children, youth, and families residing in and around the communities of Legal, Morinville (including Cardiff RCSSD No. 684), and St. Albert, Greater St. Albert Catholic Regional Division No. 29 (GSACRD) is the only Catholic public school jurisdiction in Canada. GSACRD schools are Catholic Christian schools that welcome and serve all students who wish to experience its unique educational enterprise.

The mission of a Catholic Christian school consists of two (2) primary outcomes. First, Catholic schools are about Holy Wisdom or, in other words, about the formation of good people for the world. Secondly, Catholic education is about the search for truth or, more commonly termed, academic excellence.

GSACRD is a high performing school division. The division thanks its students, parents/guardians, staff, administration, Board of Trustees, Catholic parishes and other worshipping communities, and the extended community for their faithful commitment and support.

## TRENDS AND ISSUES

“The child is the starting point, the center, and the end. His (and her) development, his (and her) growth, is the ideal. It alone furnishes the standard.” (Dewey, John. *The Child and the Curriculum*)

Consistent with Dewey’s beliefs, the focus of the 2009-2012 Three-Year Education Plan is to ensure that the main thing is the main thing, that is, student formation, learning and achievement.

The research on *moving and improving* is very clear that organizations that try to do too much will end up doing nothing of significance. Leaders have to be able to hold a school division’s strategic priorities in one hand. Guided by the main thing of GSACRD schools, the critical task is to discern the division’s greatest need(s) going forward for the next three years.

To begin with, the Board of Trustees and its staff are unanimous that the greatest need is that all students should achieve to the fullest extent of their God-given potential. Other needs that follow the first are:

- To re-found GSACRDs mission, vision and values;
- To communicate in a language that resonates with the culture of today;
- To engage the 21<sup>st</sup> Century learner;
- To retain GSACRD resident students in a Kindergarten to Grade 12 Catholic Christian education;
- To welcome students of all faiths and world traditions to come and see;
- To innovate through technology;



- To assign leaders to their strengths;
- To support staff with job-embedded, at-the-elbow professional development; and
- To right size the utilization of GSACRD schools with the student enrolment of the communities they serve.

## STRATEGIES FOR 2009-2012

1. To review GSACRDs foundation statements: mission, vision, and values
2. To plan staff retreats around Scriptural theme, to prepare monthly prayers that teach Scripture, to feature Scripture in The Sower, and to read, reflect and pray Holy Scripture
3. To permeate the 2009 administrators retreat with Doers of the Word
4. To create entry points for young people to move into the inner circle of Restorative Cultural Discipleship under the vision and leadership of the Oblate Youth Ministries team
5. To facilitate professional learning communities of best practice
6. To build capacity and understanding about instructional strategies and assessment theories and their practical application in the classroom
7. To build a common understanding of student engagement
8. To continue the journey along the Gallup Path to manage great teachers, great administrators, strengths development, engaged employees, and engaged students to reliably influence sustained growth, measurable outcomes, and value to community
9. To adopt action plans based on the Q12 Survey that nurture school/site climate and culture
10. To partner with the communities of St. Albert, Morinville, and Legal in support of the 40 Developmental Assets for youth
11. To design programming based on a pyramid of levels of intervention and support for students with diverse needs
12. To adopt a distributed learning plan (teaching and learning any time, any place, and any way) that integrates iLearn Centers, one-to-one laptop infusion, Broadcast Alive, assistive technology, SMARTboard technology, etc.
13. To increase access to counselling services
14. To compile and analyze data pertaining to First Nations, Métis, and Inuit students (FNMI)
15. To implement Health Career Pathways
16. To expand the partnership with the Northern Alberta Institute of Technology (NAIT), MacEwan College, and NorQuest College to allow high school students to achieve advanced post-secondary placement and dual credits
17. To partner with the Greater North Central Francophone Education Region No. 2 to offer French Immersion courses at St. Albert Catholic High School
18. To right size the utilization of GSARD schools





19. To collaborate with Alberta Education to advance the GSACRD three-year capital plan priorities
20. To grow GSACRDs unrestricted net assets to the standard 2.5% of annual revenues

## FAITH DIMENSION GOAL

### A Shared Understanding of Our Sacred Story Within a Prayer-filled Christ-centered Learning Community

#### GSACRD Outcome: Staff, students, and parents/guardians become doers of the Word

*But be doers of the word, and not merely hearers who deceive themselves. For if any are hearers of the word and not doers, they are like those who look at themselves in a mirror; for they look at themselves and, on going away, immediately forget what they were like. But those who look into the perfect law, the law of liberty, and persevere, being not hearers who forget but doers who act – they will be blessed in their doing. (James 1: 22-25)*

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation		
			Achievement	Improvement	Overall
➤ Overall, teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school.	89.1	87.6	Very High	Improved	Excellent
Performance Measure	Current Result	Previous 3-yr Avg.	Achievement	Improvement	Overall
➤ Overall teacher, parent and student satisfaction with the overall quality of basic education.	89.7	89.2	Very High	Maintained	Excellent
Performance Measure	Current Result	Previous 3-yr Avg.	Achievement	Improvement	Overall
➤ Overall teacher, parent and student agreement that students model the characteristics of active citizenship.	83.3	81.7	Very High	Improved	Excellent
Performance Measure	Current Result	Previous 3-yr Avg.	Achievement	Improvement	Overall
➤ Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years.	82.5	78.4	Very High	Improved Significantly	Excellent

**GSACRD Strategies: 1, 2, 3, 4, 9, 10, and 13**



# ALBERTA EDUCATION GOAL ONE

## High Quality Learning Opportunities for All

**Provincial Outcome: Schools provide a safe and caring environment.**

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation		
			Achievement	Improvement	Overall
➤ Overall, teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school.	89.1	87.6	Very High	Improved	Excellent

**GSACRD Strategies: 1, 4, 9, 10, 13, 18, and 19**

**Provincial Outcome: The education system meets the needs of all K-12 students, society and the economy.**

Performance Measures	Current Result	Previous 3-yr Avg.	May 2009 Evaluation		
			Achievement	Improvement	Overall
➤ Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.	83.9	81.9	Very High	Improved	Excellent
➤ Overall teacher, parent and student satisfaction with the overall quality of basic education.	89.7	89.2	Very High	Maintained	Excellent

**GSACRD Strategies: 1, 4, 5, 6, 7, 8, 10, 11, 12, 13, 14, 15, 16, 17, and 19**

**Provincial Outcome: Children and youth at risk have their needs addressed through effective programs and supports.**

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation		
			Achievement	Improvement	Overall
➤ Annual dropout rate of students aged 14 to 18.	3.3	2.4	High	Declined	Acceptable

**GSACRD Strategies: 4, 5, 6, 7, 8, 10, 11, 12, 13, 14, and 16**



**Provincial Outcome: Students complete programs.**

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation		
			Achievement	Improvement	Overall
✦ High school completion rate of students within three years of entering Grade 10.	76.1	77.8	High	Maintained	Good

**GSACRD Strategies: 5, 6, 7, 8, 10, 11, 12, 14, 16, and 17**

## ALBERTA EDUCATION GOAL TWO

### Excellence in Student Learning Outcomes

**Provincial Outcome: Students demonstrate high standards in learner outcomes.**

Performance Measures	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
✦ Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.*	87.0	87.7	High	Maintained	Good			
✦ Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	22.9	22.4	High	Maintained	Good			
✦ Overall percentage of students who achieved the acceptable standard on diploma examinations.*	86.0	85.9	Intermediate	Maintained	Acceptable			
✦ Overall percentage of students who achieved the standard of excellence on diploma examinations.	20.8	21.3	Intermediate	Maintained	Acceptable			
✦ Percentage of students writing four or more diploma exams within three years of entering Grade 10.	55.0	59.1	Intermediate	Declined	Issue	57%	58%	59%
✦ Percentage of Grade 12 students eligible for a Rutherford Scholarship.	61.6	59.4	High	n/a	n/a			



### Specific Strategies to Increase Percentage of Students Writing Four or More Diploma Exams within Three Years of Entering Grade 10:

- To facilitate professional learning communities of best practice;
- To build capacity and understanding about instructional strategies and assessment theories and their practical application in the classroom;
- To build a common understanding of student engagement;
- To continue the journey along the Gallup Path to manage great teachers, great principals, strengths development, engaged employees, and engaged students to reliably influence sustained growth, measurable outcomes, and value to community;
- To adopt a distributive learning plan;
- To compile and analyze data pertaining to First Nations, Métis, and Inuit students (FNMI);

To expand the partnership with the Northern Alberta Institute of Technology (NAIT), MacEwan College, and NorQuest College to allow high school students to achieve advanced post-secondary placement and dual credits.

### Provincial Outcome: Students are well prepared for lifelong learning.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation		
			Achievement	Improvement	Overall
➤ High school to post-secondary transition rate of students within six years of entering Grade 10.	72.3	65.7	Very High	Improved Significantly	Excellent

GSACRD Strategies: 4, 5, 6, 7, 8, 12, 14, and 16

### Provincial Outcome: Students are well prepared for employment.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation		
			Achievement	Improvement	Overall
➤ Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.	76.8	78.1	Intermediate	Maintained	Acceptable

GSACRD Strategies: 5, 6, 7, 8, 11, 12, 14, 15, and 16



**Provincial Outcome: Students model the characteristics of active citizenship.**

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation		
			Achievement	Improvement	Overall
✦ Overall teacher, parent and student agreement that students model the characteristics of active citizenship.	83.3	81.7	Very High	Improved	Excellent

**GSACRD Strategies: 1, 4, 8, 10, 12, and 13**

## ALBERTA EDUCATION GOAL THREE

### Success for First Nation, Métis and Inuit (FNMI) Students

**Provincial Outcome: FNMI Students are well prepared for citizenship, the workplace and post-secondary education and training.**

Performance Measures
✦ High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.

**GSACRD Strategies: 1, 4, 5, 6, 7, 8, 10, 11, 12, 13, 14, 15, and 16**

**Provincial Outcome: Key outcomes for FNMI students improve.**

Performance Measures
✦ Overall percentage of self-identified FNMI students who achieved the acceptable standard and overall percentage who achieved the standard of excellence on provincial achievement tests.
✦ Overall percentage of self-identified FNMI students who achieved the acceptable standard and overall percentage who achieve the standard of excellence on diploma examinations.
✦ Annual dropout rate of self-identified FNMI students aged 14-18.
✦ High school completion rate of self-identified FNMI students (three-year rate).
✦ Percentages of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.
✦ Percentages of self-identified Grade 12 FNMI students eligible for a Rutherford Scholarship.

**GSACRD Strategies: 5, 6, 7, 8, 10, 11, 12, and 14**



## ALBERTA EDUCATION GOAL FOUR

### Highly Responsive and Responsible Jurisdiction

**Provincial Outcome: The education system at all levels demonstrates effective working relationships.**

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation		
			Achievement	Improvement	Overall
➤ Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.	82.2	80.9	High	Maintained	Good

**GSACRD Strategies: 1, 2, 3, 4, 8, 9, 10, 13, 15, 16, and 17**

**Provincial Outcome: The education system at all levels demonstrates leadership and continuous improvement.**

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation		
			Achievement	Improvement	Overall
➤ Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years.	82.5	78.4	Very High	Improved Significantly	Excellent

**GSACRD Strategies: 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 18, 19, and 20**







## BUDGET HIGHLIGHTS

### Principles for the Basis of Allocations

The Principles for the Basis of Allocations flow from the foundational statements of the Division and are grounded in the Catholic Christian understanding of the common good. The two essential components of the common good are subsidiarity and solidarity. By subsidiarity, it is understood that decisions are best made by those persons closest to the source where such decisions will be applied. However, while the Principles acknowledge the benefit of site-based management, they also honor the need for solidarity among our schools. Consequently, from time-to-time, adjustments to the site-based and the Division's budgets may be required to facilitate prudent fiscal stewardship of the Division.

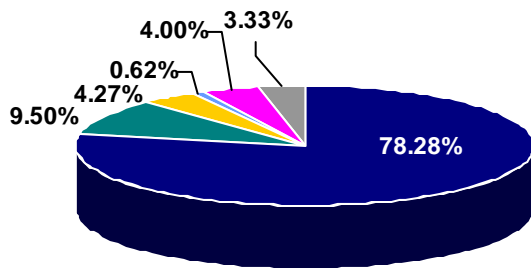
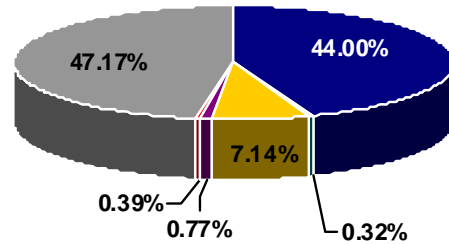
The complete document for the Principles for the Basis of Allocations Report can be found at [www.gsacrd.ab.ca](http://www.gsacrd.ab.ca)





## Budgeted Revenue

AB Education	\$59,416,536
Transport Fees	\$494,000
TBR/Gen Fees	\$900,000
AB Fin/Capital	\$2,138,999
SGF/Other Rev	\$965,000
External Services	\$400,000
<b>Total Revenues</b>	<b>\$64,294,535</b>



## Budgeted Expenditures

Instruction	\$50,332,205
PO&M	\$6,108,258
Transportation	\$2,743,292
External Ser	\$400,000
Govern/Admin	\$2,571,781
Capital	\$2,138,999
<b>Total Expenditures</b>	<b>\$64,294,535</b>

Our Budget Report Form can be found at  
<http://www.gsacrd.ab.ca/administration/documents/plans/index.html>



## HIGHLIGHTS OF FACILITY AND CAPITAL PLANS

As of April 20, 2009, the Board of Trustees approved Beyond 2008: Long Term Facility Development Plan. This document is available for public review on the GSACRD Website [www.gsacrd.ab.ca](http://www.gsacrd.ab.ca).

Looking forward, the Board has subsequently submitted to Alberta Education a revised 2010-2013 Three-Year Capital Plan which contains three (3) priorities.

### **Modernization of St. Albert Catholic High School (SACHS)**

---

According to the Facility Condition Report, January 2006, SACHS received an overall rating of marginal. Both Alberta Education and Infrastructure ministries encouraged GSACRD to commission a concept plan to complete the modernization of the school. The concept plan was approved by the Board and presented to Alberta Education in June 2007. This report is also available for public review on the GSACRD Website [www.gsacrd.ab.ca](http://www.gsacrd.ab.ca).

In addition to the urgent need to update washroom facilities, HVAC systems, and the administrative suite, instructional spaces for science, Career and Technology Studies, learning technology, programming for students with diverse needs, and physical education require extensive modernization.

### **Modernization of Vincent J. Maloney (VJM) Junior High School**

---

The need to modernize instructional spaces to house programming for students with diverse needs and library services, and to upgrade the Career and Technology Studies suites is outlined in the Facility Evaluation Report.

The modernization project is relatively small in scope and complements the new construction that was completed at VJM in the spring of 2009.

### **New Kindergarten to Grade 9 School - Erin Ridge North - St. Albert**

---

Currently the Division has 96 portable classrooms, many of which need to be decommissioned. Some of the inventory presents serious health and safety concerns for students and staff. The ongoing maintenance and energy consumption of the aging portables require an inordinate expenditure from the Plant Operations and Maintenance (P.O.&M.) budget of GSACRD.

Specifically, Neil M. Ross Elementary School has 12 portable classrooms. The core of the school cannot support this number of portables. Even though the Board closed the attendance boundaries in 2003, Neil M. Ross Elementary School has rebounded to a utilization rate of 85%, projected to grow to 99% by the 2013-2014 school year.

A new school in Erin Ridge North will allow the Board to right size the number of portable classrooms at Neil M. Ross Elementary School, to replace some of the portables that are a health



and safety risk to students and staff, to educate its resident students residing in the northeast portion of St. Albert, and to increase its capacity to meet the provincial class size guidelines.

The new school, proposed to house 400 students, will have 16 permanent classrooms and a specialized Career and Technology Studies suite.

### **New School Study – Morinville**

The population of the Town of Morinville has increased 6.7% since the 2006 Canada Census, which is approximately double the growth rate of the years 2001-2006. The utilization rates of Georges P. Vanier and Notre Dame Schools are projected to increase accordingly. Therefore, further to the three priorities of the 2010-2013 Three-Year Capital Plan, the Board will conduct a study of the organization of Kindergarten to Grade 12 in Morinville and of the school facilities required in the future to house the student growth in that community.

**A more detailed report can be found at <http://www.gsacrd.ab.ca/administration/documents/plans/index.html>**

## **PUBLICATION STATEMENT**

The 2009-2012 Three-Year Education Plan can be accessed on the GSACRD Website [www.gsacrd.ab.ca](http://www.gsacrd.ab.ca) under Plans and Reports

Letters have been sent to stakeholders informing them of the Website address and link.

Copies of the 2009-2012 Three-Year Education plan will be distributed to schools and principals will communicate the plan to their school councils.

Highlights of the 2009-2012 Three-Year Education Plan will be distributed to staff and parents and will be available at the Catholic parishes.

GSACRD promotes the involvement of school councils by:

- Hosting stakeholder forums to address emerging issues and trends;
- Sharing information and planning at school council meetings;
- Sharing information and planning at Council of Council meetings;
- Collaborating on matters such as AISI, Cycle 4, school year calendar, administrative procedures, and reporting student achievement;
- Trustees liaison at school council meetings;
- The School Council Chairs folder in First Class; and
- Ongoing communication between senior administration and the Council of Council 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.

*(Section 13 of the School Councils Regulation (Alberta Regulation 113/2007))*

surface get barely around  
deeper onto daily  
board relating purposefully choice  
evolve understand rubric  
**curriculum**  
end connections questions digging  
April given techniques practices eyes  
continue opened **time** built  
mean journey things  
opinions representation/presentation  
AISI planning objectives **seeing** school  
AFL **outcomes** getting  
aware makes continued success best  
dig bring **work** determine tests  
centered questioning engaged learners  
love continuing **coming** successful worth  
editing deepening **classroom** excited need  
benefit targeting peer  
carried impacted **learning** changing indicators  
hearing showing **now** decide  
backing positively experienced C4  
**students**  
levels  
**assessment** confident everyone able  
teacher exemplars focus common understanding scratched  
balances **reasoning**  
Oct instruction **better** good  
involved **teachers**  
final growth TEAM self-assessing grade BIG  
essential productive collaboration strategies culture  
know closer comparing  
kids make **language** just marks/grades struggling helping