

# 2017-2018 Annual Education Results Report

&

## 2018-2021 Three -Year Education

Greater St. Albert Catholic Schools

6 St. Vital Ave. St. Albert, AB T8N 1K2  
Phone: 780.459.7711 | Fax: 780.458.3213  
[gsacrd.ab.ca](http://gsacrd.ab.ca)



Greater St. Albert  
Catholic Schools

The combined Three-Year Education Plan and Annual Education Results Report can be accessed on the GSACRD website <https://www.gsacrd.ab.ca/administration/plans-and-reports>. Our Class Size Report can also be found on our website at <https://www.gsacrd.ab.ca/download/119033>.

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 district 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 13 of the School Councils Regulation (Alberta Regulation 113/2007).

## TABLE OF CONTENTS

### Accountability

Message from the Board Chair and Superintendent of Schools .....	1
Board of Trustees .....	2
Accountability Statement .....	2

### Identity and Focuses of Greater St. Albert Catholic Schools

District Profile.....	3
Our Schools .....	4
Our Relationship to Government Accountability .....	5
Mission Statement, Values and Core Commitments .....	5
Our Strategic and Collaborative Focus .....	6
Context for Continuous Improvement .....	12

### District Highlights

Accountability Pillar Overall & Accountability Pillar First Nations, Métis and Inuit Summaries .....	15
Processes that Build Strong Results.....	16

### Outcomes

Faith Outcome 2017-2018: Living Like Jesus – Servant, Steward, Shepherd.....	18
Faith Outcome 2018-2019: Living Like Jesus – Servant, Steward, Shepherd.....	22
Outcome One: Alberta's Students are Successful.....	23
Outcome Two: Alberta's Education System Supports First Nations, Métis and Inuit Students' Success .....	33
Outcome Three: Alberta's Education System Respects Diversity and Promotes Inclusion .....	37
Outcome Four: Alberta has Excellent Teachers, School Leaders and School Authority Leaders .....	45
Outcome Five: The Education System is Well Governed and Managed .....	48

### Financial Results and Budget Summary

Financial Results 2017-2018 .....	52
Audited Financial Statements .....	53
Budget Summary 2018-2019.....	53

### Capital and Facilities Projects and Planning

Capital and Facilities Projects.....	55
--------------------------------------	----

### Whistleblower Protection

Whistleblower Report.....	56
---------------------------	----

# ACCOUNTABILITY

## MESSAGE FROM THE BOARD CHAIR AND SUPERINTENDENT OF SCHOOLS

---

We appreciate the interest of our supporters, and the public at large in Greater St. Albert Catholic Schools' 2017 - 2018 Annual Education Results Report and its 2018 - 2021 Three-Year Education Plan. Catholic education values more than anything its contribution to the public good. Its impact on society is most significantly felt when students, regardless of their circumstance, are recognized as being equal in the image and likeness of God, and deemed to be capable of fully realizing their unique gifts. When nurtured through learning because of this belief, we expect our graduates to be outstanding contributors to society through relationships and career pursuits. Most importantly, we anticipate that through their formation, our students find fulfillment by being global citizens for others. These are outcomes that all communities embrace. We are to demonstrate through this report how we plan to enhance this vision and convey accountability for our efforts.

In terms of results, this report celebrates that:

- For 15 of 16 current year measures, we have exceeded provincial results.
- Greater St. Albert Catholic Schools exceeds the performance of the Province by an average of 5% on all measures.
- The District's percentage of students exceeding results in provincial achievement tests at the Acceptable Standard is 10% higher than all other students in the province.
- The District's drop-out rate is 44% lower than the rest of the province.
- The percentage of students completing high school within three years is 10% higher than the province.
- Our indigenous students' drop-out rate is 44% lower than that of all other students in the province, compared to being 27% lower in the previous year.
- Our indigenous students' high school completion and transition into post-secondary rates have significantly exceeded results for all students within the province by 9% and 5% respectively.
- Our internal assessment of success indicates that no outcome is in decline and is either demonstrating consistent progress or a high yield result.

Going forward, our opportunities for further growth falls within two measures: the Provincial Achievement Test Standard of Excellence, and the Diploma Exam Standard of Excellence where results are respectively the same or slightly below the provincial average.

We are excited that our examination of the leadership of Jesus as our model for daily living is now in year two of its three-year focus. Having studied what it is like to live like Jesus as servant, we are now understanding the Christian perspective on stewardship more deeply and look forward to learning about Jesus as shepherd in 2019 - 2020.

Our Three-Year Education plan continues to focus on five key outcomes of the Provincial Government, while expressing these outcomes in ways that amplify how we can realize the best in learning from our students. This explains our ongoing interest in establishing student wellness priorities and criteria for learning with students so that evidence of success is visible in all classrooms.

Sincere appreciation is to be extended to our dedicated staff who bring evidence of student 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 are destined to change the world because of the unique focus that is Catholic education. God bless.

## 2018-2019 BOARD OF TRUSTEES

---



Trustees: Joe Becigneul (Board Chair), Cathy Proulx, René Tremblay (Vice-Chair), Serena Shaw, Joan Crockett, Greg Schell, Noreen Radford

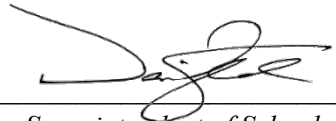
## ACCOUNTABILITY STATEMENT

---

The Annual Education Results Report for the 2017-2018 school year and the Three-Year Education Plan commencing September 1, 2018 for Greater St. Albert Roman Catholic Separate School District No. 734 were prepared under the direction of the Board in accordance with its responsibilities under the *School 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 Annual Education Results Report for the 2017-2018 school year and the Three-Year Education Plan for 2018-2021 on November 26, 2018.

  
Board Chair

  
Superintendent of Schools

# IDENTITY AND FOCUSES OF GREATER ST. ALBERT CATHOLIC SCHOOLS

## DISTRICT 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 districts (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. The Greater St. Albert Catholic Schools legal name was formally changed to Greater St. Albert Roman Catholic Separate School District No. 734. The District continues to operate under the Greater St. Albert Catholic Schools name comprised of 17 schools serving 6000 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 have entered the current 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 has enabled our school district through 154 years of service to now grow to 17 schools. We are blessed that these schools while serving diverse service areas, can all embrace our motto and mandate of Faith in Our Students.





## Our Schools

### St. Albert Schools

#### Albert Lacombe School

Grade K-6 English

#### Bertha Kennedy Catholic Community School

Grade K-6 English

#### École Father Jan

Grade K-6 French Immersion

#### École Marie Poburan

Grade K-6 French Immersion

#### École Secondaire Sainte Marguerite d'Youville

Grade 7-12 French Immersion

#### 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

#### Sister Alphonse Academy

Grade K-9

#### St. Albert Catholic High School

Grade 9-12 English/French

#### St. Gabriel High School

Grade 9-12 English

#### Vincent J. Maloney Catholic Jr. High School

Grade 7-9 English

#### Vital Grandin Catholic School

Grade K-6 English

### Morinville Schools

#### École Georges H. Primeau Middle School

Grade 5-8 English/French

#### Morinville Community High School

Grade 9-12 English/French

#### École Notre Dame Elementary School

Grades K-4 English/French

#### St. Kateri Tekakwitha Academy

Grade K-6 (Opening 2019)

### Legal Schools

#### Legal School

Grade K-9 English



## Our Relationship to Government Accountability

Our Catholic schools enable students to realize their God-given gifts. Furthermore, all educational experiences within our system nurtures 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 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.

## 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

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

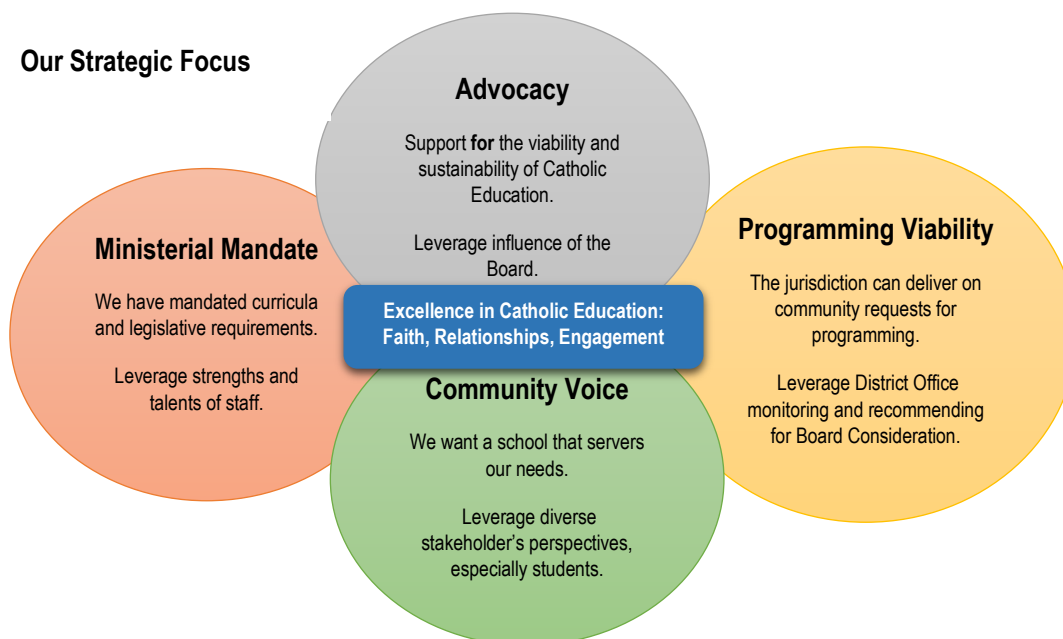


Values are the beliefs that reflect our mission and guide our actions to achieve our vision. Core commitments are expressed in terms of behaviours that reflect our values. Core commitments are not goals; they are the actions we are committed to performing in every aspect of our organizational life.

## 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, all that contribute to the attainment of the vision for our District: Excellence in learning through faith, relationships, and engagement.



In May of 2018, the Board examined the status of the District through the lens of these four elements in the following ways:

1. Ministerial Mandate:
  - What are new ministerial mandates and methodologies for influencing outcomes under the purview of the Ministry?
2. Advocacy:
  - What is the relevance of the current strategic plan in light of the current political landscape, outcomes of our faith based education, and interests of our communities?
  - What are the areas of generative interest to explore with community stakeholders for 2018 - 2019?
3. Community Voice:
  - What boundaries will be established for St. Kateri Tekakwitha Academy in Morinville?
  - What are the outcomes of the 2018 ThoughtExchange consultation?
4. Program Viability:
  - What should be the grade configuration of St. Kateri Tekakwitha Academy?
  - What is the status of programs with focused district supports (École Secondaire Ste. Marguerite d'Youville, Vital Grandin, Legal School)?

Examination of information related to these questions resulted in the Board approving the following strategic plan:

## 2018-2019 STRATEGIC PLAN

Source Document: Board Policy 1: District Mission Statement, Values and Beliefs,  
Goals and Objectives; Strategic Priority Report to the Board 2018-2019

### FOCUS ON FAITH

- Establish a three-year faith theme dedicated to *Living Like Christ*, that annually focuses on the three core aspects of Jesus' ministry: *Servant, Steward, Shepherd*.
- Develop further awareness of connections between our Catholic Faith and the spiritual beliefs / practices of our First Nations, Metis, 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. knowing and being who we are).

### FOCUS ON PROVINCIAL MANDATE FOR EDUCATION

- Further awareness and understanding of Truth and Reconciliation through expertise and collaboration provided by First Nations, Metis, and Inuit Advisory and Leadership Committees.
- Continue with strong community consultation and relationship building with the Ministry to achieve Board priorities.
- Prioritize concept-based pedagogies that ensure deep learning by integrating numeracy, literacy, and competencies from K – 12.

### FOCUS ON COMMUNITY INTEREST IN OUR SCHOOLS

Through responding to our community interests and, in particular, the voice of our students:

- Prioritize academic programming which is understood to be a robust core subject emphasis with supports and choice for options that parallel students' interests.
- Promote school option programming that not only meets students' interests but also their needs in pursuing post-secondary and career skills / goals.
- Focus on programming that matches the highest priorities of our communities: career and life skill development and financial literacy.
- Seek further feedback from our communities about the following ideas:
  - What does your school do to help students and parents know what learning success looks like and how to achieve it?
  - What does your school do to communicate students' ongoing learning and how to improve as learners?
  - What does your school do in order to help you to be a model and witness to Jesus Christ?

### FOCUS ON ADVOCACY

In furthering the advocacy role of the Board, priority will be placed upon:

- Promoting liaising with local municipalities and the provincial government regarding awareness of school capital projects and the availability of school sites within Area Structure Plans.
- Understanding and supporting resourcing needs of schools and implementing programming aimed at sustaining and improving enrollment.
- Sustaining student interest in our school system by being responsive to what the community most values in programming and student well-being.

### BOARD OF TRUSTEES

Joe Beigneul – Chair (St. Albert) | René Tremblay – Vice-Chair (Morinville)  
Joan Crockett – Trustee (St. Albert) | Serena Shaw – Trustee (St. Albert)  
Greg Schell – Trustee (St. Albert) | Noreen Radford – Trustee (Morinville)  
Cathy Proulx – Trustee (Legal)

### MISSION

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.

Greater St. Albert  
Catholic Schools



PASSION | RELATIONSHIP | COMMITMENT | HOPE | INNOVATION | EXCELLENCE

## *Community Consultation*

Community consultation continues to be an in-depth process that involves school and parish communities, and district-wide administration. Making decisions relevant to the Board's stakeholders and valuing expertise within the operation of the District are fundamental in achieving good decision making for students. Since 2011, seventeen public stakeholder focus groups have attracted the contributions of 13,850 community members.

Last year, the District's prioritized focus was a boundary review for the Town of Morinville. This work resulted in approved boundaries to address newly formed areas to the southeast of Morinville (Bon Accord) and an attendance area for St. Kateri Tekakwitha in Morinville.

A District-wide survey that attracted over 3,127 participants, 64% of which were students, set the stage for determining how we can strengthen our academic programs and provide options outside of core subjects that are valuable to students and parents. Analyzing a virtual idea exchange format designed by the company ThoughtExchange, 7,634 thoughts were generated by the participants, resulting in 108,328 ratings of ideas. These contributions were analyzed on a school by school basis and resulted in principals establishing through their education plans, programming that responds to how the following themes were emphasized on a school by school basis:

Strengthening our academic programs means ...

- enhancing formative or pre-summative assessment interventions for students so that they know their successes and challenges in learning prior to the final assessment being taken;
- providing hands-on learning such as science days, field trips, and interactive classrooms that give children the chance to experience what they are learning;
- ensuring that students of different abilities and interests receive programs suited to their abilities, aspirations, and evolving interests;
- enable staff to spend more one-to-one time in meeting student learning needs;
- stressing self-assessment literacy strategies for students.

Generating more valuable options means ...

- promoting fitness, athletic, music and fine arts opportunities;
- stressing life skills and financial management in existing programs;
- focusing on relevant technologies to enhance STEM (Science, Technology, Engineering, and Math) based education;
- provide nutrition programs that enable students to create and choose health food choices through food preparation opportunities.

Since historically, a significant amount of the strategic intent of our education plan has emerged from emic data (community voices and perspectives), in this report we have articulated district-specific strategies that reflect unique community priorities for each of our four high schools.

Thanks to a public engagement strategy that has enabled students to share perspectives on programming, our school administration and staff are committed to providing learning opportunities beyond core subject education that are relevant to student interests. Furthermore, our principals have strongly endorsed the work of our education and leadership committees dedicated to indigenous education that will assist our students in deepening their understanding of Truth and Reconciliation.

As a result of our school communities prioritizing learning that enhances “world of work” applications, the Board of Trustees continue to support a faith goal which will enable students to more fully appreciate the three leadership attributes of Jesus: servant, steward, shepherd. The Board continues to confirm that the focus on strength-based assessments of students will lead to enriching learning engagement within the classroom and furthering hope in students to complete high school, undertaking post-secondary education, and pursuing a meaningful career.

It should be noted that 2017 - 2018 was a time for the District to review its visual identify and brand statements. A robust consultation process that bridged an employee focus group with perspectives generated by community members throughout our service areas resulted in the logo that adorns the cover of this publication. This logo is unique in that it encapsulates multiple sets of imagery that are intended to accentuate and consolidate aspects of our identity associated with our mission and what the public values most about our school district. A breakdown of the meaning of the various aspects of our identity incorporated within our logo is provided below.

Faith

Transformation

Love

Celebration

Community

Location

**Faith**  
 Positioned at the centre of the icon, the cross speaks to God being at the centre of everything. All the colours point to and also emerge from the cross.

**Transformation**  
 Suggestive of a butterfly in flight, the icon alludes to growth, change, and students emerging from the school division better than when they entered.

**Love**  
 The subtle heart shape found in the icon invokes feelings of caring and compassion.

**Celebration**  
 Reminiscent of a beautiful stained glass window, this vibrant icon is a beacon to the world and a cause for celebration and excitement.

**Community**  
 The overlapping and multifaceted colours exemplify the diversity and vastness of the school division. It also highlights a sentiment of collaboration and coming together.

**Location**  
 Each "wing" shares a likeness to a location marker on a map, both pointing back to the cross and centring the eye on a singular, trusted location.

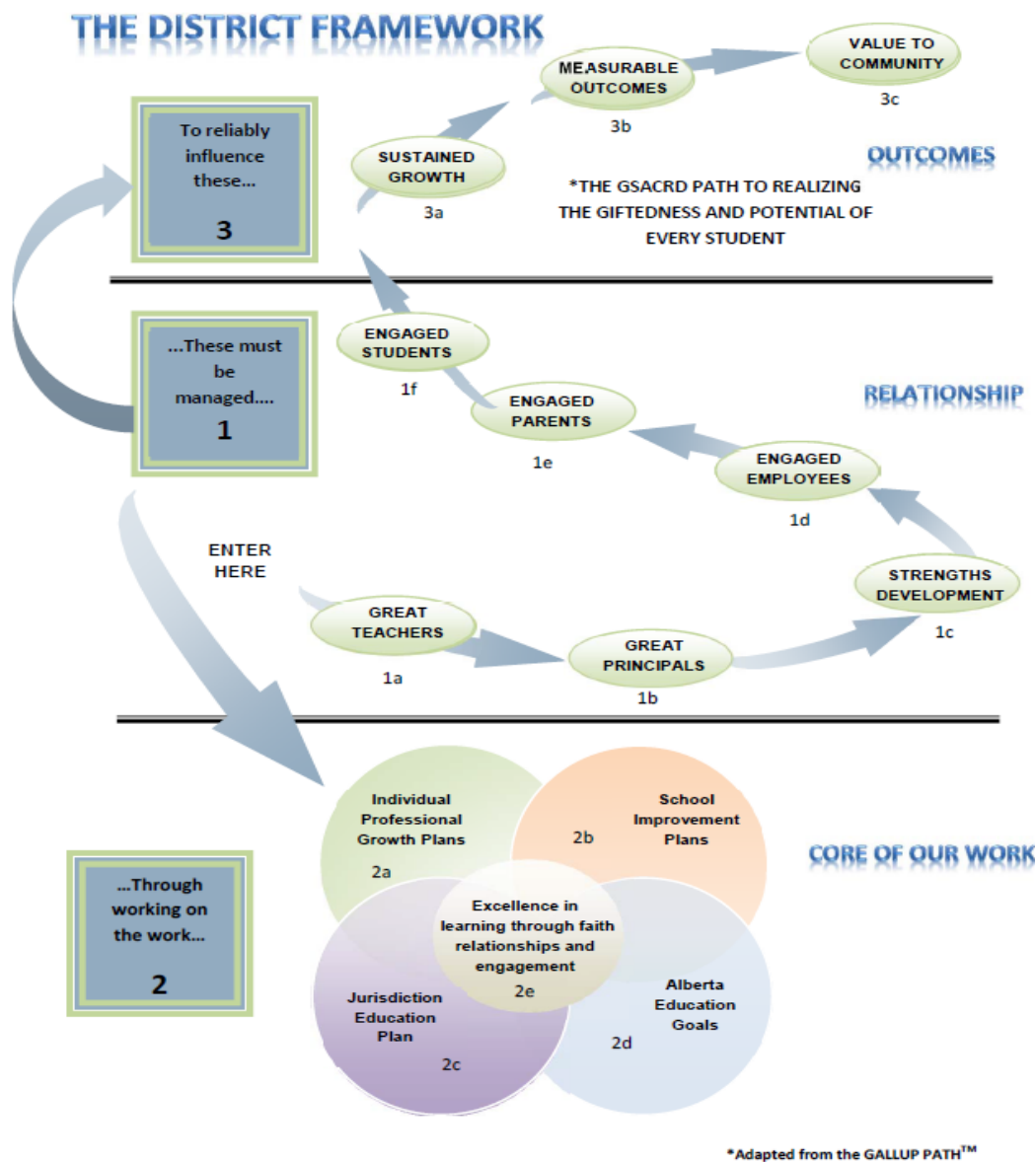
The intentional alignment of strategy with consultation and a purposeful approach to honouring the roles of governance and operations within the system leads to emerging strategies that are part of an interdependent relationship best outlined through the following graphic.



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

### GSACRD Framework for Action

The diagram below indicates specifically how the operations of the District leverage the talents and strengths of its staff through another interrelationship that defines “relationship,” the “core of our work,” and “outcomes” for the District. The centre circle within the overlay of responsibilities at the school, district, and provincial levels is our district 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 district.





## *Summary of Success and Priorities for Growth*

Last year, the District reported through an evidence-based assessment that the most important improvement priority for our school district rested in the area of Achievement Tests at the Standard of Excellence and Diploma Examinations at the Acceptable Standard.

For 2017 - 2018, our grade 6 students performed, on average, (+2.1%) higher than the Province at the Standard of Excellence for all core subjects. Our grade 9 students' results contributed to a five year average that exceeds the Province by 1%.

The District was able to experience notable improvements over its previous three-year average and the province in the following subjects at the Acceptable Standard: Physics 30 (+4.7%) and English 30-2 (+0.4%). These gains enabled the District to improve its overall rating on the Accountability Pillar from "issue" to "acceptable."

The District was extremely close to receiving an entire slate of "Good" or "Excellent" overall assessments on the provincial Accountability Pillar, a phenomenon that has happened on four occasions for the District since this provincial assessment model's inception in 2006. An analysis of all jurisdiction results for 2017 - 2018 indicates that the frequency of an "Overall" designation of "Issue" or "Concern" occurring on at least one occasion for any reporting authority is 75%. All jurisdictions that receive one or more designations of "Issue" or "Concern" are required to address this outcome as part of their school and jurisdiction improvement planning and reporting processes to the government. We are pleased to indicate that because of the District's excellent Accountability Pillar Report, that our jurisdiction will not be reporting improvement priorities of this kind in this report.

We are proud to communicate that our 2017 - 2018 Accountability Pillar Report demonstrates the following enviable results that convey the extent to which the District outperformed other students in the province:

- Diploma Exam Participation (+12%)
- Rutherford Scholarship Eligibility (+12%)
- PAT Acceptable (+10%)
- High School Completion Rate (3 yr) (+10%)
- Transition Rate to Post Secondary (6yr) (+6%)
- School Improvement (+5%)
- Parental Involvement (+5%)

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

### Grade 9:

- focus on improving at the Standard of Excellence in: English Language Arts 9, English Language Arts K & E 9, French Language Arts 9, Math 9, Math K & E 9, Science K & E 9, Social Studies K & E 9
- focus on ensuring that students who are taking K & E programs of study require them and are not requiring differentiation in regular grade 9 programming

### High School:

- focus on improving English 30-1 (Acceptable Standard)
- focus on improving French 30-1 (Acceptable Standard and Standard of Excellence)

- focus on improving Biology 30, Chemistry 30, Science 30 at the Acceptable Standard
- focus on improving English students at the Acceptable Standard
- focus on improving iLearn and French students at the Standard of Excellence
- focus on sustaining improvement Biology 30, Chemistry 30 (Standard of Excellence)
- focus on sustaining improvement Physics 30 (Acceptable Standard)

More specifics regarding student learning achievements and improvement priorities will be reviewed within the assessment of Provincial Outcomes One - Five within this report.

### ***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, district 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 district is being effectively met. This report addresses an evaluation of district results according to the three components of the School District's mission statement. Outcomes being assessed are those that were outlined within the Board's 2017 – 2020 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 of our school district. Known in a collective sense as engagement, it has been the conviction of our school district that when staff members are highly engaged, this will further strong levels of student engagement in their learning. Our school district 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 predicts 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 district 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:



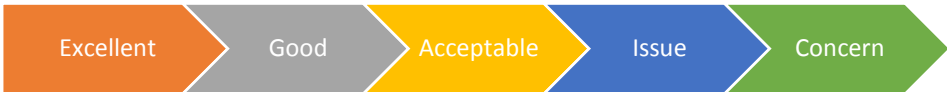
Selecting the 5<sup>th</sup>, 25<sup>th</sup>, 75<sup>th</sup>, and 95<sup>th</sup> percentiles on the distribution of all jurisdictions, baseline three-year average results sets the standards for each measure. It is expected that the standard for each measure is fixed and held constant for seven to 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 table on the following page.

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 2018-2021 Three-Year Education Plan Framework: Desired Faith Outcome: Living Like Jesus: We are Stewards. 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 district. 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 2017 - 2018, school communities focused on the theme: “Living Like Jesus: We are Servants,” which was designed to explore how Jesus influenced the world with servanthood, a theme that continues to be pervasive in secular leadership theory today. Therefore, our review of this goal is based upon the extent to which our school communities 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 district 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 following four classifications:

High Yield Result	• 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 district level.
Consistent Result	• Results that reflect small variances, usually 0 – 2% over a three or five-year trend.
Declining Result	• Result demonstrates a 3% or more decline in performance throughout a three or five-year term.
**Suppressed Data	• Number of respondents is less than 6, data values have been suppressed. Suppression is marked with an asterisk (*)

## DISTRICT HIGHLIGHTS

### Combined 2018 Accountability Pillar Overall Summary

Measure Category	Measure	Greater St. Albert CSSD No.734			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	91.3	93.1	92.3	89.0	89.5	89.4	Very High	Declined	Good
Student Learning Opportunities	Program of Studies	85.1	87.4	87.1	81.8	81.9	81.7	Very High	Declined	Good
	Education Quality	92.8	92.7	92.4	90.0	90.1	89.9	Very High	Maintained	Excellent
	Drop Out Rate	0.8	1.7	1.4	2.3	3.0	3.3	Very High	Improved	Excellent
	High School Completion Rate (3 yr)	87.8	85.4	85.5	78.0	78.0	77.0	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	83.6	83.4	84.1	73.6	73.4	73.3	High	Maintained	Good
	PAT: Excellence	20.0	20.2	20.6	19.9	19.5	19.2	High	Maintained	Good
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	84.4	83.5	86.2	83.7	83.0	83.0	Intermediate	Maintained	Acceptable
	Diploma: Excellence	21.7	20.8	21.2	24.2	22.2	21.7	High	Maintained	Good
	Diploma Exam Participation Rate (4+ Exams)	67.9	63.7	61.9	55.7	54.9	54.7	Very High	Improved	Excellent
	Rutherford Scholarship Eligibility Rate	74.9	73.8	73.4	63.4	62.3	61.5	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	64.9	73.8	68.0	58.7	57.9	59.0	High	Maintained	Good
	Work Preparation	84.7	86.9	85.1	82.4	82.7	82.4	High	Maintained	Good
	Citizenship	87.0	89.4	88.9	83.0	83.7	83.7	Very High	Declined	Good
Parental Involvement	Parental Involvement	86.0	85.2	84.9	81.2	81.2	81.0	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	85.2	85.8	85.9	80.3	81.4	80.7	Very High	Maintained	Excellent

### Combined 2018 Accountability Pillar First Nations, Métis and Inuit Summary

Measure Category	Measure	Greater St. Albert CSSD No.734 (FNMI)			Alberta (FNMI)			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	1.3	2.2	2.7	4.8	5.8	6.3	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	87.0	88.9	83.6	53.3	53.7	50.5	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	81.4	74.5	77.3	51.7	51.7	52.0	High	Maintained	Good
	PAT: Excellence	17.7	9.2	11.6	6.6	6.7	6.5	Intermediate	Improved	Good
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	77.2	83.9	83.2	77.1	77.1	76.6	Low	Maintained	Issue
	Diploma: Excellence	12.6	18.3	17.9	11.0	10.7	10.3	Intermediate	Maintained	Acceptable
	Diploma Exam Participation Rate (4+ Exams)	47.8	59.3	50.5	24.4	21.8	21.2	Intermediate	Maintained	Acceptable
	Rutherford Scholarship Eligibility Rate	54.5	78.8	73.4	35.9	34.2	33.0	n/a	Declined	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	63.9	64.7	46.3	33.0	31.8	32.8	High	Improved	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	n/a	n/a	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 districts 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 district 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 district leadership team has developed a "District 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 district 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 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 District 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 District continues to promote the following rationale for furthering the spirit of collaboration within our schools:

- Supporting teachers in implementing co-constructed success based 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 district.

Our senior leadership team works with our principals in reviewing their 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 staffs regarding the 12 indicators of employee engagement in the workplace. Results from the Gallup Q<sup>12</sup> survey are analyzed with the goal of staff determining how to optimize the indicators of employee engagement.

For 2017 - 2018, the District experienced “world class” engagement of its employees for the second year in a row since initiating the measurement of engagement nine years ago. The District achieved an engagement relationship of two-thirds of employees engaged to one-third disengaged. The Gallup Organization has confirmed that “on average” in the global workplace, one-third of employees are engaged compared to two-thirds disengaged. GSACRD has essentially inverted the global standard for engagement and as a result the District has been recognized as being in a “best practice” category, resulting in the District receiving Gallup’s Great Workplace Award for a second consecutive year.

In the last five 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.

## OUTCOMES

### FAITH OUTCOME 2017-2018: 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)					Target	Evaluation		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	91.6	92.9	91.8	92.7	92.8	93.2	Very High	Maintained	Excellent

Performance Measure	Results (in percentages)					Target	Evaluation		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	91.7	93.0	90.8	93.1	91.3	92.0	Very High	Declined	Good

Performance Measure	Results (in percentages)					Target	Evaluation		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	88.3	89.5	87.7	89.4	87.0	88.0	Very High	Declined	Good
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.	81.8	85.5	83.0	86.9	84.7	85.3	High	Maintained	Good

#### Strategy:

- ✓ (2017-2020) Schools demonstrate a preferential option for the poor and needy through social justice/community service activities that support Catholic Social Services and Development and Peace.

#### Analysis:

Schools engaged in acts of social justice and service projects that addressed issues locally and globally, especially through our work with the Canadian Organization for Development and Peace (D&P) and Catholic Social Services (CSS). Among many local charitable and service agencies that our schools supported, Catholic Social Services provided schools with the compelling opportunity to “adopt-a-ministry.” Schools have adopted many CSS ministries (i.e., counselling, domestic abuse shelters, immigration and refugee support, pregnancy counselling/support, care for the homeless and dying, and care for people recovering from addiction) and supported such ministries through prayers, fundraising, and service. To exemplify our commitment to CSS, some schools took part in the “Uplift Day of Mercy” by collecting and donating items and providing volunteers to support this day which is designed to meet the needs of Edmonton’s inner city community. In addition to working with D & P and CSS to engage students in social justice, many schools continue to offer support for such ministries internationally through WE DAY-inspired projects. For example, two schools participated in “We Rise Above” in which students promoted positive online behavior and raised awareness of our local communities about the power and impact of online communication. Four schools participated in “We Take Charge” and “We Scare Hunger” in which students committed to a sustainability pledge in their school and supported local food bank services. Four schools participated in “WE Stand Together” in which students helped to strengthen ties amongst Canadians by facilitating learning and dialogue on the relationship between Indigenous and non-Indigenous peoples. While WE Day inspires many school groups to enact change, this event also serves to remind students and staff about the far-reaching impact of Development and Peace resources and project ideas which are based on the see-discern-act model of learning that places the student at the center of identifying injustices and

inequities in our world (i.e., climate change, waste and pollution, responsible water use and the role of women) and taking action to alleviate hardships for others now and in the future.

Such a vibrant relationship with Catholic Social Services, Development and Peace, and our local communities' agencies and partners has contributed significantly to teachers', parents', and students' satisfaction ("Good") with opportunities to engage in active citizenship locally and globally, and with feeling involved in decisions about students' education.

**Strategy:**

- ✓ **(2017-2020)** Students exercise their own ethical and entrepreneurial response to social justice through a teachable discernment process.

**Analysis:**

Our schools have continued to advance their understanding and application of culturally responsive teaching approaches that are based on supporting students to See-Judge-Act on issues, injustices, and inequalities locally and globally. Students sought to be aware of the world around them by learning about local and global issues of importance and responding to them from a faith-based perspective. Through service-learning opportunities, students practiced the see-judge-act methodology by addressing injustices (poverty, discrimination, waste in the world) based on gospel values and church teachings. Many schools had a "WE Day" group of student leaders who participated in a WE Day event in Calgary and committed to leading their schools in social justice programs/projects throughout the year. One of our secondary schools, École Georges H. Primeau Middle School had a WE Day team of student leaders who addressed local issues including bullying, distracted driving, hunger, and poverty. The same team also addressed global issues including children's and women's rights as two examples. One of our elementary schools, Neil M Ross, engaged its student leadership team to raise \$4000 to support "Clean Water in Kenya" at the annual "Break-A Rule" Day. The same group also led a heartfelt, local project designed to support their school custodian, a new immigrant to Canada from the Philippines, who suffered a debilitating stroke last year. This student leadership team helped to spearhead fundraising for gift cards and meals and worked with a group of students to create a beautiful blanket for him. Such projects underscore the importance of students identifying (seeing needs in their local and global communities), discerning together how best to address such needs and then promoting group action to improve circumstances for others.

The overall impact of such curricular and extra-curricular projects is that we have enacted Alberta Education's Ministerial Order on Student Learning (#033/2013), which redefined "basic" education as assuring the public that all students are developing contemporary work world competencies that enable them to thrive as ethical citizens in school and in life. We are proud that our students, parents, and staff rated students' overall experience of basic education as "Excellent" and students' development of attitudes of care, respect, and fairness as "Good." In part, we attribute these results to engaging in such service learning and sharing it in "Good News" at Board Meetings, in school communications, and parish bulletins.

**Strategy:**

- ✓ **(2017-2020)** Student retreats led by CrissCross Ministry Team are available for all students to nurture a prayerful, peer-to-peer encounter with Jesus Christ.

**Analysis:**

Retreats are opportunities to grow in faith through deepening of our relationship with God and with each other. Most of our schools welcomed the “CrissCross” Youth Ministry team to lead their retreats which involved prayer, reflection, and community/team building exercises. In addition to such locally organized retreats, in February 2018, approximately 200 grade 8 students from three of our schools were given the opportunity to attend a Faith Development Day offered by Edmonton Catholic Schools. They were inspired by world-class speakers and participated in a Mass. Retreats provided students with opportunities for personal encounters with faith and experiences which drew from and enlivened the knowledge and skills learned in their religious education programs. Students’, staff members’, and parents’ positive assessments of students’ opportunities to learn the importance of caring for and respecting others is a strong indicator of students’ readiness for animating their faith at school and beyond.

**Strategy:**

- ✓ (2017-2020) Religious education and faith permeation is relevant and promotes hope and engagement in students.

**Analysis:**

Our religious education programs and the permeation of faith in all aspects of school life allowed students to grow spiritually and experience the joy of our faith. A strong sense of service and charity was the focus of our district faith theme which animated an important aspect of our faith that calls us to love one another by serving one another. Service learning orients students to consider the needs of others and to look to the future and ask how they might make a positive difference in the world.

Gallup Student Poll measures “hope,” which is the capacity to imagine a better future and to set and meet goals to ensure such improvement. Compared to Gallup Student Poll results last year, which were based on 909,617 students in grades five through 12, representing about 3,000 schools from 540 school districts, our district exceeded the international average of “hope” by approximately 10%. Our students outperformed others on items that assessed their belief that they will have a great future, graduate, and problem-solve. Kutcher (2016, 2017) defined students’ abilities to be “other-oriented” and to work through (rather than avoid) life problems depended upon students engaging in service learning. Because we continue to emphasize approaches to teaching and learning that encourage students to consider how to live like Jesus and to be service-centred, we attribute our continuously high results on items that assess student safety, care, respect, fairness, and citizenship as connected directly to our persistent focus on service-centred cultures in schools and across our district.

**Strategies:**

- ✓ (2017-2020) Pursue an animated and actionable representation of the district theme that leads to visual impact at the school and district level;
- ✓ (2017-2020) Focus on faith theme: Living like Jesus – servant, steward, and shepherd.

**Analysis**

In 2017-2018, our faith theme was “Living Like Jesus: We are Servants”. This theme was animated in schools through intentional association of service projects/charitable actions with teachings of our faith. Administrators participated in monthly professional development that focused on “servant leadership.” Each school was invited to share digital photos and stories of how students served one another, their communities, and the world through service, education, and prayer. In our parishes, such stories were profiled in “Telling Our Story” and during “Teacher-of-the Month” Rotary Club presentations. At the school level, fundraising projects and service activities enabled students to grow spiritually



as they generously shared their talents and treasures while learning about social issues affecting our local and global communities.

**Strategy:**

- ✓ **(2017-2020)** Teach students different forms of prayer, including spontaneous prayer, to foster a personal prayer life.

**Analysis:**

Throughout the year, students and staff were invited to engage in many different forms of prayer to enhance their faith life. Professional development sessions for school administrators and teacher leaders provided resources and ideas to encourage novel ways of praying that included meditative prayer practices (Taize prayer, the Rosary), contemplative prayer addressing scripture (Lectio Divina, Visio Divina), and prayers that reflected Indigenous culture and spirituality (four directions prayer, stations of the cross). Students were given opportunities to understand that prayer can be both communal and personal and can be as diverse as the people involved, which reflected individual strengths and multi-modes of learning.

**Strategy:**

- ✓ **(2017-2020)** Develop further awareness of connections between our Catholic Faith and the spiritual beliefs/practices of our First Nations, Métis, and Inuit brothers and sisters.

**Analysis:**

During monthly professional development sessions that focused on addressing Truth and Reconciliation Commission Calls to Action, school leaders participated in activities that supported them to connect our Catholic faith traditions with the spiritual and cultural practices of our Indigenous brothers and sisters. These activities illuminated how important connections were made through prayer and symbols such as the Medicine Wheel. Teacher leaders from each school took part in sessions that illuminated the value of the aforementioned lessons and they shared such learning with their school communities during monthly staff meetings. Our leadership committee, comprised of governors from Alexander First Nation, the City of St. Albert, and our Board of trustees, took part in some of the learning shared with the Advisory Committee, and they then shared such learning with parents in School Council meetings in every school within our district.

**Overall Assessment of the Faith Outcome:**

All provincial performance measures in this section of our Accountability Pillar (Quality of Basic Education, Safe and Caring, Work Preparation, Citizenship) increased or stayed within, on average, 2% over the last year. Therefore, we assess our performance as “Consistent Results” based on the following indicators:

We continually improved over five years, achieving “Excellent” last year, in Overall Quality of Basic Education.

The Safe and Caring survey questions that are most closely associated with our Faith Outcome (i.e., students treating each other well and teachers caring about students) were consistently above provincial results.

Our parental involvement history showed that we experienced the greatest increase (+4.6%) in this measure in 2018 over the last four years, and such improvement is attributed to our intentional sharing with parents through School Council meetings, Board meetings, and in our parish bulletins the Good News about of faith-based education inside and outside of the classroom.

Even though results declined in Safe and Caring items, the items that are most closely associated with our Faith Outcome (i.e., students treating each other well and teachers caring about students) were consistently high.

Our area for future growth is supporting our parents to identify how our schools' efforts to prepare their children for the world of work and lifelong learning happens through curricular and extra-curricular service learning as outlined in this section. Our strategy is to articulate more clearly in school and district communications how our service and faith projects enable students to develop competencies that will serve them well in life and the world of work as active, ethical citizens who give back to their local and global communities.

### **Assessment: Consistent Results**

#### **FAITH OUTCOME 2018-2019: 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.*

##### **Strategies:**

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



## OUTCOME ONE: ALBERTA'S STUDENTS ARE SUCCESSFUL

Performance Measure	Results (in percentages)					Target 2018	Evaluation		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	83.5	84.0	84.9	83.4	83.6	85.0	High	Maintained	Good
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	19.9	19.8	21.9	20.2	20.0	21.0	High	Maintained	Good

Performance Measure	Results (in percentages)					Target 2018	Evaluation		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	89.0	87.8	87.5	83.5	84.4	85.4	Intermediate	Maintained	Acceptable
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	23.4	19.8	23.1	20.8	21.7	24.2	High	Maintained	Good

Performance Measure	Results (in percentages)					Target 2018	Evaluation		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	87.3	84.6	86.4	85.4	87.8	88.0	Very High	Maintained	Excellent
Drop Out Rate - annual dropout rate of students aged 14 to 18	1.6	1.3	1.2	1.7	0.8	0.7	Very High	Improved	Excellent
High school to post-secondary transition rate of students within six years of entering Grade 10.	69.7	65.3	65.0	73.8	64.9	65.1	High	Maintained	Good
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	73.1	73.8	74.9	74.9	n/a	Maintained	n/a
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	66.1	61.5	60.5	63.7	67.9	68.0	Very High	Improved	Excellent

Performance Measure	Results (in percentages)					Target 2018	Evaluation		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	88.3	89.5	87.7	89.4	87.0	88.0	Very High	Declined	Good
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.	81.8	85.5	83.0	86.9	84.7	86.7	High	Maintained	Good

### 2017-2020 Strategies:

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

- ✓ (2017 – 2020) 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;
- ✓ (2017 – 2020) Staff build a deeper, shared understanding of what literacy and numeracy is and what it looks like to create literacy- and numeracy-rich learning environments in schools;
- ✓ (2017 – 2020) A continued focus on core instruction at the universal level to ensure good pedagogy and success for all learners emphasizes the implementation of:
  - a variety of differentiation and formative assessment strategies that improve student learning;

- diagnostic assessment and intervention plans to ensure student success in meeting literacy and numeracy standards;
- ESL benchmarks, including reading assessments, to differentiate tasks and assessments for English Language Learners (ELL);
- flexible pathways for learning that address the formative needs of students;
- positive behavioural and academic supports that enable all students to achieve;
- assistive technologies to empower all learners.
- ✓ **(2017-2020)** Staff attend to students' interests through programming (i.e., options, extracurricular, field trips);
- ✓ **(2017-2020)** Staff focus on wellness education, especially physical health (recreation, nutrition) and it's connection to being well socially, emotionally, spiritually, and academically;
- ✓ **(2017-2020)** Staff consider what should and should not go home for homework; communicate the purpose and provide parents with guidance on how to help their children;
- ✓ **(2017-2020)** Staff continue to provide access to diverse technologies and focus on digital literacy and citizenship.

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

- ✓ **(2017-2020)** 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;
- ✓ **(2017-2020)** Staff build a deeper, shared understanding of what literacy and numeracy is and what it looks like to create literacy- and numeracy-rich learning environments in schools;
- ✓ **(2017-2020)** A continued focus on core instruction at the universal level to ensure good pedagogy and success for all learners emphasizes the implementation of:
  - a variety of differentiation and formative assessment strategies that improve student learning;
  - diagnostic assessment and intervention plans to ensure student success in meeting literacy and numeracy standards;
  - flexible pathways for learning that address the formative needs of students;
  - positive behavioural and academic supports that enable all students to achieve;
  - ESL benchmarks, including reading assessments, to differentiate tasks and assessments for English Language Learners (ELL);
  - Assistive technologies to empower all learners.
- ✓ **(2017-2020)** Staff explore flex/option time to offer series of sessions that capitalize on students' interests (gymnastics, yoga, music, art, drama, going on a field trip, bringing in a community expert, learning coding to do a small project);
- ✓ **(2017-2020)** Administration schedule options to match students' interests;
- ✓ **(2017-2020)** Staff integrate technologies into learning and for increasing home-school communication;
- ✓ **(2017-2020)** Staff provide students with relevant learning opportunities;
- ✓ **(2017-2020)** Staff consider what should and should not go home for homework; communicate the purpose and provide parents with guidance on how to help their children;
- ✓ **(2017-2020)** Staff continue to provide access to diverse technologies and focus on digital literacy and citizenship.

**Morinville Community High School demonstrates this outcome so that:**

- ✓ **(2017-2020)** Students will access varied programming (dual credit, iLearn, Advanced Placement, CTS Business) that enliven students' real world opportunities;
- ✓ **(2017-2020)** Students will access a variety of differentiation and formative assessment strategies to improve their learning, especially the learning of FNMI students through targeted strategies;

- ✓ (2017–2020) Students will benefit from positive behavioural and academic supports which enable students to achieve well;
- ✓ (2017–2020) Students will experience rigorous and relevant curriculum and improved strategies to meet their learning needs.

**St. Gabriel High School demonstrates this outcome so that:**

- ✓ (2017–2020) Students are provided with increased choices, opportunities, and flexibility occurs for students through the inter-relationships of SACHS, ESSMY, MCHS and SGHS; and such students' choices are promoted and supported;
- ✓ (2017–2020) Grade 9-12 students will be made aware of the program opportunities provide by SGHS;
- ✓ (2017–2020) Students access blended learning opportunities (online, face-to-face) to increase student engagement in learning and to be accountable for achieving their outcomes;
- ✓ (2017–2020) Students increase their engagement in the learning process through more collaborative, interactive, and formative assessment teaching strategies;
- ✓ (2017–2020) Students improve their mental health and wellness through a variety of strategies including flexible learning environments.

**DISTRICT 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.**

**2017-2020 Strategies:**

**St. Albert Catholic High School demonstrates this outcome so that:**

**(Student-centred, personalized learning strategies):**

- ✓ (2017–2020) SACHS students experience more choices (i.e., expanding number of courses) in dual-track French-Immersion programming;
- ✓ (2017–2020) SACHS students access varied programming to meet their individual learning needs (dual credit, iLearn, IB).

**(Shared Campus Strategies):**

- ✓ (2017–2020) SACHS students experience enhanced accessibility wellness programming;
- ✓ (2017–2020) Through Metro-Edmonton, SACHS and ESSMY students are provided more athletic opportunities (varied sports teams);
- ✓ (2017–2020) ESSMY and SACHS students access shared courses (e.g., Business 201), and staffing to meet students' programming needs.

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

**(Student-centred, personalized learning strategies):**

- ✓ (2017–2020) ESSMY students access varied programming opportunities to meet their individual learning needs (dual credit, iLearn, AP);
- ✓ (2017–2020) Continue to offer French Immersion programming with a focus on serving global communities.

**(Shared Campus Strategies):**

- ✓ (2017–2020) SACHS students experience enhanced accessibility to wellness programming;
- ✓ (2017–2020) Through Metro-Edmonton, SACHS and ESSMY students are provided more athletic opportunities (varied sports teams);



- ✓ **(2017–2020)** ESSMY and SACHS students access shared courses (e.g., Business 201) and staffing to meet students' programming needs.

### Analysis:

Greater St. Albert Catholic Schools is a provincial leader for all measures that predict students' success in school and life. Our district exceeded the province on overall ratings for 15 out of 16 measures, a phenomenon that positions us in the top 5% of the province. In 2017-2018, while 23 jurisdictions experienced a decline in Grades 6, 9, and 12 standardized exam results, our students maintained strong student achievement within and across grades and subjects in elementary, junior, and senior high school. Below, we identify what specifically has contributed to continuous improvement in 2017-2018 and areas for future growth in 2018-2019.

### Elementary Analysis and Strategies:

Our Grade 6 students achieved “Excellent” or “Good” on seven out of 10 standards with their greatest gains in **English Language Arts 6** (+11.4% above the province; +2.2% above our three-year average), and in **Social Studies 6** (+5.6% above the province; +5.9% above our three-year average) at the Acceptable Standard; and in **Science 6** (+6.8% above the province; +3.6% above our three-year average) at the Standard of Excellence. We attribute our continuous improvement to our multi-layered professional learning approach. We ensured that every school identified staff members who were “leads” who attended ongoing, monthly professional learning in indigenous education, literacy and numeracy, English as a second language, technology integration, inclusive education, and early learning education. To ensure that teacher leaders and school administrators were functioning “on the same page” pedagogically and in planning effective school-wide sharing of what was learned, monthly principal-vice principal meetings set aside time for teacher leaders to get together with their administrative teams to share how best to move such learning forward in schools. A key component of this collaborative work was that all leaders (district and school) engaged in a book study of Fullan and Quinn’s (2016) “Coherence,” which assisted everyone in developing a frame for talking about “change” strategies.

The first component of “Coherence” is to focus on a few, impactful priorities. This “focusing of direction” happened by having everyone co-develop and commit to six research-based “principles of practice” that were known (William, 2017, 2016) to make the greatest impact on learning and achievement for all students (See Figure 1.0).

Figure 1.0 Principles of Practice

Six Principles of Practice	Description
Learning Intentions	Students will articulate what they are learning and why.
Learning Success	Students will share evidence of learning and criteria to achieve success.
Feedback	Students will use criteria to give and receive feedback that supports them to improve.
Collaboration	Students will leverage others face-to-face and/or digitally to succeed in learning.
Technology	Students will leverage technologies (hardwares and softwares) to excel in learning.
Care/Own	Students will openly share their learning with others (parents, other students).

Such principles of practice were identified and then “stretched” into “practice progressions” according to what observers of students’ learning would see as students and teachers gained collective proficiency at enacting them in phases of “initiating”, “developing”, and “mastering” them.

The power of focusing on these six practice progressions is that regardless of professional learning contexts or topics, teachers and administrators discussed whether and how strategies shared in PD enabled learners to enact the six practices identified (Figure 1.0). For example, in Math, for Part A, it was clear that in taking away calculators to engage in various operations was problematic for our grade 6 students the previous year, so the Math/Numeracy Consultant worked with all elementary teachers to consider how to infuse performance-based tasks, projects, and formative assessment strategies to ensure that students had plenty of low-risk practice in real world contexts to apply these skills. The focus of such professional learning was on whether and how elementary students identified the operations needed (learning intentions), the order in which to do them (learning success), and that they drew upon each other (collaboration), peer and teacher feedback (Feedback), and sharing about what worked with each other and their parents (Care/Own) to continuously improve their automaticity in such operations. Given such a clear, intentional student-centred strategy, we attribute our notable increase in the Grade 6 PAT, Math Part A to such professional learning centred on practice progressions.

While we are proud of our overall success in elementary learning and results, we are dedicated to continuous improvement. Our areas for future growth are in French programming in Social Studies 6, French Language Arts 6, and Math 6. We also see that our professional learning approaches for English programming has resulted in continuous improvement so we aim to ensure that French teachers attend the same PD in addition to French Immersion professional learning opportunities.

In review of the “decline” for “Lifelong Learning, World of Work, and Citizenship,” Grades 4-6 parents contributed a moderate degree to the decline in this category based on the percentage of who selected “don’t know.” To address this deficiency, elementary administrators who had low numbers of parents taking the survey have elected to run a “parent engagement” event to increase participation. All elementary principals found that the language used in this part of the survey (i.e., “attitudes and behaviors to be successful at work”) was likely unfamiliar to their parents, so they intend to use such language in their school communications and to make clear connections to how they are developing citizenship and lifelong learning attitudes and skills in students through service learning, teamwork, field trips, and alternative program learning (i.e., sports academy, recreation academy, dynamic options).

### **Junior High Analysis and Strategies:**

Our Grade 9 students achieved “Excellent” or “Good” on nine out of 18 Standards. Our greatest gains were in **Science 9** (+11.3% above the province; +2.6% above our three-year average) and **English Language Arts 9** (+11.3% above the province and approximately the same compared to our three-year average) at the Acceptable Standard. We also noted gains in **Social Studies 9** (+2.0 % above the province; +2.9% above our three-year average) at the Standard of Excellence. While we are proud of our sustained increases in Knowledge and Employability (K & E) programming, we recognize that because such students, on average, exceeded the provincial average by about 28% with a simultaneous decline in such K & E subjects at the Standard of Excellence, we will attend to which students are registered in K & E programming for this year and whether or not they require differentiation in regular programs of study.

Our areas for future growth are to sustain improvement at the Standard of Excellence in especially English Language Arts 9, French Language Arts 9, and Math 9 (Part A). We are also aware that students who engaged in French programming require greater differentiation to enable them to achieve at the same level as students who are taking

their programming in English. As described above, our professional learning focus is to have leads learn about strategies that enable learners to enact the six practice progressions. Additionally, we realize that we require greater emphasis on differentiation for those students who are underperforming at the Standard of Excellence in Mathematics and Language Arts for both English and French teachers. We are also working with the University of Alberta to consider ways to leverage the provincial Math bursary and to have interested teachers take a post-secondary Math course designed to address both the disciplinary language and symbols, and proven approaches to teaching students such literacies.

Last year, we held sessions in Math and Numeracy that addressed the following topics - Guided Math, Fluency with Basic Facts and Building Number Sense. We impacted approximately 50 teachers. The key result was that most students outperformed the province on high-level questions as well as operations which were done with automaticity and without calculators on the Grade 6 PAT exams. Of notable impact on both elementary and secondary teachers was the assistance with diagnostics and assessments in Math. In addition to district sessions, the Math and Numeracy Consultant directly supported teachers in schools with diagnostics using First Steps in Math, Early Years interviews and Math Intervention Programming Instrument (MIPI). The benefit was that teachers learned what their students knew and could do and their weaknesses in Number Sense and Operations and Measurement and Geometry. During school collaboration times our Numeracy and Math Consultant provided at-the-elbow support to teachers with the best use of available resources, Successmaker, building spatial reasoning, defining numeracy and building understanding of numeracy progressions, uncovering PAT and MIPI results and strategies for building mathematical mindsets in children. For grade three teachers, the Math and Numeracy, and Literacy Consultant held sessions regarding the Grade 3 Student Learning Assessments (SLA) for 13 teachers from six schools who administered the SLA. The key result was that teachers saw the value of written and digital assessments that were based on the previous year's outcomes in both math and numeracy. Teachers were also introduced to integrating numeracy and literacy progressions across all subjects which will be required when the K-3 Curriculum is mandated. This had a positive impact on our teachers as they are now moving toward increased readiness with the upcoming new curriculum.

Based on our success with such professional learning support in Math and Numeracy in Elementary, the same professional learning program has been put forward for Junior High teachers. To that end, our Math/Numeracy Consultant has planned a session to review Part A (automaticity and order of operations) with Grade 9 Math teachers.

In review of the “decline” for “Lifelong Learning, World of Work, and Citizenship”, Grades 7-9 parents contributed a moderate degree to the decline in this category based on the percentage of such parents who selected “dissatisfied” and “don’t know.” To address these deficiencies, junior high administrators will include the language of this item in their school communications and make explicit connections to the ways in which they develop such attitudes and skills to thrive in the workplace now and in the future for our students.

### **High School Analysis and Strategies:**

High school students who wrote diploma examinations excelled in Chemistry and Biology, with an “Excellent” standing overall in Physics 30. We improved notably in our two areas of growth from the year prior (2016-2017), Social 30-1 and 30-2. Parallel to students’ academic success, our district continues to outperform the province on measures of Diploma Participation Rate (+12%), High School Completion (+10%), Rutherford Scholarship Eligibility (+12%), and Transition to Post-secondary (+6%). Additionally, we continue to improve and have increased our standing from “Good” to “Excellent” in ‘High School to Post-secondary Transitions’ and ‘Attitudes and Behaviours for Success at Work.’ Greater St. Albert Catholic Schools is a provincial leader for all measures that predict students’ success in life.

Our results are consistently high except for our Overall Evaluation of “Issue” at the Acceptable Standard for Diploma Examinations in French Language Arts 30-1 at the Acceptable Standard and Standard of Excellence, and Science 30 at the Acceptable Standard. An in-depth review of the correlates for the decline in French results revealed that students struggled to write critical essays (thesis, thematic analysis, form and structure). In Science 30, such a review showed that students underperformed in the Circulatory and Immune Systems section of the examination.

Our experience in improving Social Studies students’ results over the last two years is the need to invest in collaborative professional learning within and across schools to share expertise within rather than only attending outside professional learning which often impacts teaching more generally. Fullan and Quinn (2016) advocate for such precision when investigating how to support students in specific subjects; they noted that learning beside teachers who have been successful within our schools would most likely create conditions for broaching difficult conversations about subtle barriers to student success. To capitalize on a collaborative PD approach, Science 30 teachers have committed to working together on district-wide PD days (November 9 and April 26), and they are engaged in collaborative assignment creation and marking to share strategies that are working across topics, with a focus on Circulatory Systems and Immune Systems. English 30-1 and French 30-1 teachers are also getting together during district-wide PD and in between on staff meeting days to share examples of how they teach and assess critical essay writing. Two teachers who have had a lot of experience and success in teaching critical essay writing are working with our District Language Arts and Literacy Consultant to lead these groups.

Finally, in review of the “decline” for “Lifelong Learning, World of Work, and Citizenship”, Grades 10-12 parents contributed the most to this decline based on the percentage of such parents who selected “dissatisfied” and “don’t know.” Such a decline has been happening steadily and slowly over the last five years. We recognized this last year and surveyed all high school students about specific programs to put in place based on a dual credit course selection and dual credit pathways program to address gaps in programming. To respond to results, our district applied for and was successful in securing a dual credit grant to put in place seven courses that have been taken up by students this year because those courses responded to students’ passions, including Accounting and Computer Programming. In addition, we redesigned an entire classroom in one high school and created a “workplace environment” as designed by students and staff, and we have started our Dual Credit Pathway (Administrative Professional Program) in response to survey results. Presently, 18 students returned after grade 12 to take this program. Another high school surveyed students who wanted Advanced Placement courses and only offered courses based on student interest. In that school, we retained double the grade 10 class compared to the year prior. The success of local surveys has been a cornerstone in responding to student needs. Presently, at the upcoming post-secondary evening, the high school principals will continue to share that programming to address the workplace of the future and students’ interests to develop skills and attitudes needed to thrive in the future will be emphasized. We are also conducting another survey about students interest additional program possibilities (i.e., aviation taught outside of the district) and a broad expanse to work experience.

#### **Final Assessment of Outcome One:**

When considering our 2018 diploma results compared to our district three-year averages in all subjects at the Acceptable Standard, we have set a target of 85.4% , which is +1.0% above our 2017 district three-year average and 1.7% above the province. Such a target would lead to “Improved” and “Good” or possibly “Excellent” at the Acceptable Standard. We have set a 23.2%, which is in keeping with the province and lead to “Improved Significantly” to reach the Standard of Excellence. We aim to improve to 88.0% in Lifelong Learning, World of Work, and Citizenship to achieve “Improved” and reach “Good” and possibly “Excellent.” Such a focus on improvement will ensure student success in high school and in post-secondary and/or the work world.

## Assessment: Consistent Result

### Strategies Going Forward (2018-2021):

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

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

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

- ✓ (2018–2021) As outlined in the Ministerial Order (#001/2013), educators apply competency-focused approaches to learning within specific subject/discipline areas and create opportunities for interdisciplinary or cross-curricular learning;
- ✓ (2018–2021) Staff build a deeper, shared understanding of what literacy and numeracy is and employ the literacy and numeracy progressions;
- ✓ (2018–2021) A continued focus on core instruction at the universal level to ensure good pedagogy and success for all learners by emphasizing the implementation of:
  - differentiation and formative assessment strategies that improve student learning;
  - diagnostic assessment and intervention plans to ensure student success in meeting language arts and mathematics standards;
  - positive behavioural and academic supports, including flexible pathways for learning, that enable all students to achieve;
  - ESL benchmarks, including reading assessments, to differentiate tasks and assessments using instructional strategies and resources consistent with the Sheltered Instruction Observation Protocol (SIOP);
  - learning technologies, including assistive technologies, to empower all learners.

- ✓ (2018–2021) Staff explore flex/option time to offer series of sessions that capitalize on students' interests (i.e., sports and recreation academies, IB, AP, FI);
- ✓ (2018–2021) Administration schedules options to match students' interests;
- ✓ (2018–2021) Staff increase home-school communication for all students using consistent methods that parents and students easily access and understand;
- ✓ (2018–2021) Staff celebrate and share success and areas of growth for all students through parent evenings, events, school interviews and demonstrations of learning;
- ✓ (2018–2021) Staff communicate with each other to support students to manage their workloads;
- ✓ (2018–2021) Staff strategically embed the use of technologies into teaching and learning activities while focusing on digital literacy and citizenship.

**Morinville Community High School demonstrates this outcome so that:**

- ✓ (2018–2021) Students will access varied programming (dual credit such as Introduction to Financial Accounting, Distance Learning Centre, Advanced Placement, Administrative Professional Program) that enliven students' real world opportunities;
- ✓ (2018–2021) Students will access CTS programming through school community partnerships;
- ✓ (2018–2021) Students will access hands-on, differentiated instruction with a focus on visible learning practice progressions to improve their learning, especially the learning of First Nations, Métis, and Inuit students through targeted strategies
- ✓ (2018–2021) Students will benefit from positive behavioural and academic supports which enable students to achieve well.

**St. Gabriel High School demonstrates this outcome so that:**

- ✓ (2018–2021) Students are provided with increased choices, opportunities, and flexibility occurs for students through the inter-relationships of SACHS, ESSMY, MCHS and SGHS; and such students' choices are promoted and supported;
- ✓ (2018–2021) Grade 9-12 students will be made aware of the program opportunities provided by SGHS and in partnership with ADLC;
- ✓ (2018–2021) 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;
- ✓ (2018–2021) Students increase their engagement in the learning process through more collaborative, interactive, and formative assessment teaching strategies;
- ✓ (2018–2021) Students increase their engagement in the learning process through the introduction of interactive learning labs as afforded by the CIF grant;
- ✓ (2018–2021) 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.

**St. Albert Catholic High School demonstrates this outcome so that:**

**(Student-centred, Personalized Learning Strategies):**

- ✓ (2018–2021) 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);
- ✓ (2018–2021) SACHS students access varied programming to meet their individual learning needs to prepare them for post-secondary programs and careers (dual credit such as Intro. To Financial Accounting, iLearn, IB, and Hawk Block);



- ✓ **(2018–2021)** Students will access hands-on, differentiated instruction with a focus on visible learning (practice progressions) to improve learning and achievement of all students through targeted strategies.

**(Shared Campus Strategies):**

- ✓ **(2018–2021)** 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;
- ✓ **(2018–2021)** Through Metro-Edmonton, SACHS and ESSMY students are provided more athletic opportunities (varied sports teams);
- ✓ **(2018–2021)** ESSMY and SACHS students access shared courses (Athabasca Online courses) and staffing to meet students' programming needs.

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

- ✓ **(2018–2021)** ESSMY students access varied programming opportunities to meet their individual learning needs (dual credit, iLearn, AP);
- ✓ **(2018–2021)** ESSMY students access individual assistance through one-to-one teacher support as well as differentiated instructional strategies;
- ✓ **(2018 - 2021)** ESSMY students access learning strategy seminars focused on core support opportunities to assist students with their learning needs during well planned flex time;
- ✓ **(2018–2021)** Continue to offer French Immersion programming with a focus on serving global communities.

**(Shared Campus Strategies):**

- ✓ **(2018–2021)** 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;
- ✓ **(2018–2021)** Through Metro-Edmonton, SACHS and ESSMY students are provided more athletic opportunities (varied sports teams);
- ✓ **(2018–2021)** ESSMY and SACHS students access shared courses (e.g., HTMP, Athabasca Online courses) and study cohort and learning opportunities through staff collaboration and staffing to meet students' programming needs.



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

Performance Measure	Results (in percentages)						Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018		Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	71.4	74.4	83.0	74.5	81.4	82.0		High	Maintained	Good			
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).	10.9	10.2	15.5	9.2	17.7	18.2		Intermediate	Improved	Good			
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	95.2	84.9	80.9	83.9	77.2	78.2		Low	Maintained	Issue	80.0	81.0	82.0
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	29.0	16.3	19.1	18.3	12.6	13.1		Intermediate	Maintained	Acceptable			

Performance Measure	Results (in percentages)						Target	Evaluation		
	2013	2014	2015	2016	2017	2018		Achievement	Improvement	Overall
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	74.8	71.2	90.8	88.9	87.0	87.2		Very High	Maintained	Excellent
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	2.4	2.8	3.1	2.2	1.3	1.4		Very High	Maintained	Excellent
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	59.6	48.1	26.2	64.7	63.9	64.5		High	Improved	Good
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	68.0	78.8	54.5	60.0		n/a	Declined	n/a
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	33.7	49.3	43.0	59.3	47.8	50.2		Intermediate	Maintained	Acceptable

### 2017-2020 Strategies:

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

- ✓ (2017-2020) An assessment of First Nations, Métis, and Inuit Students engagement in schools through assistance of the Gallup Student Poll Survey instrument, activates program interventions to increase hope, engagement, entrepreneurial aspirations, and career and financial literacy for all students;
- ✓ (2017-2020) Innovative partnerships between home and school occurs to build student engagement;
- ✓ (2017-2020) 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;
- ✓ (2017-2020) A district-wide First Nations, Métis, and Inuit Advisory Committee will recommend school-based processes to maximize student engagement in learning. A district-wide First Nations, Métis, and Inuit Leadership Committee will provide guidance on whether and how to adjust our strategies throughout the year;
- ✓ (2017-2020) Every year, we will celebrate National Aboriginal Day by hosting a district event that involves our partners, our elders, and our community members;
- ✓ (2017-2020) Career counselling and post-secondary enrollment coaching is provided for First Nations, Métis, and Inuit students;
- ✓ (2017-2020) Our First Nations, Métis, and Inuit Literature Grant Committee provides K-12 teachers with materials to explore foundational concepts of emerging curriculum in Indigenous Education;
- ✓ (2017-2020) 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.

## Analysis:

Our First Nations, Métis, and Inuit students completed high school (87.0%/87.8%) and transitioned to post-secondary (63.9%/64.9%) at a parallel rate to all students in our jurisdiction. Additionally, our indigenous students outperformed indigenous students provincially on every measure: +30.3% PAT Acceptable; +11.1% PAT Excellence; +0.1% DIP Acceptable; +1.6% DIP Excellence; -3.5% (fewer) Drop-out; +18.6% Rutherford Scholarships; + 23.4% Complete 4+ Diploma Exams; +30.9% Transition to post-secondary.

In addition to provincial measures, we assess how our First Nations, Métis, and Inuit students perform on measures of Engagement, Entrepreneurial Aspiration, Career/Financial Literacy, and Hope on the Gallup Student Poll Survey. In 2016, our indigenous students (n=152) outperformed (2.70 Grand Mean) our district overall (2.67) for **Entrepreneurial Aspiration** (belief that they will invent something, start a business, learn how to run a business, have a business). In 2017, our indigenous students (n=133) performed as well (2.52) as students in the district (2.60) on Entrepreneurial Aspiration. However, such students varied (0.32-0.36) below the Grand Mean for all students in their **Engagement** (that they will do their best, that school work is important, they feel safe, that they have fun, that they have a best friend at school, that they find something interesting at school, that they have adults who care at school, that they are excited about their future), and **Hope** (belief that they will graduate, have a great future, get good grades, solve problems, mentor others, find a good job). To begin to uncover why our indigenous students experienced declines in engagement and hope when compared to all other students, every administrator assessed each of their indigenous student's "push" (away from academic tasks at school) and "pull" (away from academic tasks at home) factors and the largest concerns were absenteeism and social-emotional dysregulation and mental health needs related to dysfunction in the home. This assessment was done one-on-one through conversations with the students and involved a team approach including counsellors, grade coordinators, and administrators.

Students who were interviewed explained that their home life dysfunction was related to identified issues with family members' addictions, anger management struggles, and marital breakdown/turmoil. Such factors contributed to their absenteeism and subsequent gaps in learning. Given that we needed to consider how best to facilitate bridging between home and school to create meaningful intervention plans for such students, we worked with our Regional Collaborative Service Delivery (RCSD) partners to hire an Addictions Counsellor and Mental Health Therapist. We required this individual to navigate the mental health system with families, and this navigation role was not typical in any district our size. Because, at the same time that we raised our concerns with RCSD, our Board was advocating for ministries (Education and Alberta Health) to consider signing memorandums of agreement to enable such a navigation role (that required information sharing between these ministries), RCSD was receptive to our proposal last Spring. Since that time, we have benefited from this role. For example, our mental health therapist participated in a meeting at one of our high schools with a parent and student who struggled with emotional outbursts and resulting problems (i.e., shutting down of school-home solutions, poor attendance, social tension). The therapist enabled both the mother and daughter, in this case, to be "fast-tracked" into a clinic for family and individual counselling. She also facilitated additional self-regulation training for the mother who then could "talk the same talk" as the counsellor, teacher, and administrators at her daughter's school. This example illuminates what we have experienced this fall in the short time that we have had this new position.

In addition to creating a new position within our district through RCSD, we have also adjusted our allocation model within the district to contemplate other roles not previously existent to best serve the needs of all families, especially our indigenous students. For example, we provided additional 0.4FTE of social worker time to one school that had a high percentage of indigenous students who required intensive supports for social, emotional-mental, and behavioral issues. Not only have we modified allocations to be responsive to needs of this school, now, all school administrative teams meet with the Associate Superintendent of Student Services to consider staffing needed to best serve students

at their schools. To that end, Youth Success Coaches, School Counsellors and Learning Support Facilitators and school- and district-based administrators continue to work together to support all students (with a particular focus on indigenous students) along a continuum of supports throughout their educational journey. At risk students are identified and supported with the “right supports at the right time” so that lagging skills are taught as the need arises.

We continue to enact a professional learning model to build teams of leaders within schools who understand Truth and Reconciliation and foundational knowledge required by the Teacher Quality Standard (in effect September 1, 2019). We pursue such learning through two committees: our First Nations, Métis and Inuit Advisory Committee and a First Nations, Métis, and Inuit Leadership Committees. The Advisory Committee has remained focused on a) sharing and recommending strategies for how to reduce the gap in achievement between our indigenous students and all other students, b) understanding, sharing, and recommending strategies to enact “Education for Reconciliation,” which is part of the Truth and Reconciliation Commission of Canada: Calls to Action (2015) within our school communities, and c) building capacity of all staff to participate in achieving the above mentioned goals. Every school has at least two leads who get together every six-seven weeks to engage in learning about emerging indigenous curriculum, and our focus last year was Residential Schooling (histories, perspectives) and literature by indigenous authors that addressed this concept. We provided every school with access to a Residential Schooling module offered through our Walking Together Consultant, and the leads who attended this session were provided time to create their own sessions to be shared at their schools in the October, 2018 during staff PD time. The feedback from this session was that 100% of staff who took part rated their experience as “valuable” or “valuable” to move such learning forward in their classrooms. This session was completed at each of our sixteen schools and it was the highest rated by staff for effectiveness of sharing such learning. We continued to provide schools with indigenous literature kits (i.e., every school received a kit worth \$500.00 and it was put together by teachers and our elders working together to identify excellent titles from K-12). In every Advisory and Leadership Committee session, our District Literacy Consultant shared literacy strategies that ensured that all grade levels were given tools to move the literacy progressions forward with all staff using the literature kits created for every school.

Our second committee is the First Nations, Métis, and Inuit Leadership Committee, which is comprised of both school superintendents from the Alexander First Nation and from our district, district educational staff and community health providers, trustees, and our two elders. This committee meets to determine best ways to involve parents in learning about the emerging indigenous curriculum in schools and to consider home-school strategies and resources to support such learning. As well, this committee seeks to build relationships with our indigenous community by participating in significant indigenous community events and by working on such events at the district level (e.g., a ceremony of Seven Grandfathers as Teachings were shared at a Board meeting and then provided to all schools to work through as a [presentation and activity](#) on National Indigenous Peoples Day).

Although our students and staff are working well to address indigenous students’ needs, we recognize that we have an “issue” to address for Diploma Acceptable Standard results. In disaggregating the data, we will attend to students’ declines in online iLearn (core courses) and regular face-to-face programming for courses involving critical essay writing (Social Studies 30-1, 30-2) and Science courses, namely Biology 30 and Physics 30. The biggest concern was in Social Studies 30-1 in which students struggled with interpreting sources and providing written argumentation to defend a position. We also recognize that our indigenous students underperformed on Math 6 and 9 provincial achievement tests compared to indigenous students in Alberta. Specifically, our students struggled with automaticity required in Part A of both exams. Math 6 and 9 teachers have opted into various professional learning opportunities (advisory committee, literacy and numeracy sessions, District-wide PD, a session designed specifically for them to review the requirements of the provincial achievement tests). To support the impact of such professional learning, the superintendent, senior team, and district consultants meet with every school to review their plans for improvement,

including what they require for staff professional learning based on their contexts and our district staff are supporting school improvement plans.

### **Final Assessment of Outcome Two:**

Our “High Yield Result” is earned because our indigenous students outperformed all students in our province as well as indigenous students in our province for three measures: drop-out rate, provincial achievement test performance at the Acceptable Standard, and post-secondary transitioning. The Drop-out Rate is 43% lower than that of all other students in the province, compared to being 27% lower in the previous year. Our indigenous students significantly outperformed (+ 7%) the results of all students within the province at the Provincial Achievement Test Acceptable Standard. Our indigenous students’ high school completion and transition into post-secondary rates significantly exceeded results for all students within the province by 9% and 5% respectively.

Our “Consistent Result” assessment is earned because our indigenous students’ Diploma examination results, which declined compared to our Three-year Average for Diploma Examinations. Although our First Nations, Métis, and Inuit students performed well at the Acceptable Standard for Diploma Examinations (DIP) (+0.1 %) compared to the province, they declined (-6.0%) when compared to our Three-Year Average. Similarly, our First Nations, Métis, and Inuit students achieved well at the Standard of Excellence for Diploma Examinations (DIP) (+1.6 %) compared to the province, but they declined (-5.3%) compared to our Three-Year Average. Therefore, we will address the “issue” arising from our results at the Acceptable Standard for Diploma Exams as outlined above.

### **Assessment: High Yield and Consistent Result**

#### **Strategies Moving Forward (2018-2021)**

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

#### **Strategy/Strategies:**

- ✓ **(2018-2021)** An assessment of First Nations, Métis, and Inuit Students engagement in schools through assistance of the Gallup Student Poll Survey instrument, activates program interventions to increase hope, engagement, entrepreneurial aspirations, and career and financial literacy for all students;
- ✓ **(2018-2021)** Innovative partnerships between home, school, and the community build student engagement;
- ✓ **(2018-2021)** Our focus on Truth and Reconciliation furthers staff awareness of trust, respect, and understanding of First Nation, Métis, and Inuit efforts to honour cultural strengths;
- ✓ **(2018-2021)** A district-wide First Nation, Métis, and Inuit Advisory Committee will recommend school-based processes to maximize student engagement in learning.
- ✓ **(2018-2021)** A district-wide First Nations, Métis, and Inuit Leadership Committee will provide guidance on how to engage our parents in Truth and Reconciliation using school-based resources and strategies, including elder-recommended and/or community partner opportunities;
- ✓ **(2018-2021)** Every year, we will celebrate National Aboriginal Day by organizing a district event or activity that involves our partners, our elders, and our community members;
- ✓ **(2018-2021)** Career counselling and post-secondary enrollment coaching is provided for First Nations, Métis, and Inuit students;
- ✓ **(2018-2021)** Our First Nations, Métis, and Inuit Literature Grant Committee provides K-12 teachers with materials and strategies to explore foundational concepts of emerging curriculum in Indigenous Education;
- ✓ **(2018-2021)** Our First Nations, Métis, and Inuit students, who are not achieving at an Acceptable Standard on the provincial achievement tests or Diploma exams, receive appropriate interventions.



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

Performance Measure	Results (in percentages)					Target	Evaluation		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	91.7	93.0	90.8	93.1	91.3	92.0	Very High	Declined	Good

### Strategies 2017-2020:

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

- ✓ (2017–2020) The School District's Safe and Caring Schools procedure is implemented and applicable District Administrative procedures are aligned with current and future legislation;
- ✓ (2017–2020) 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;
- ✓ (2017–2020) Inclusive practices (i.e., Universal Design, using assistive technologies, differentiation) are effectively implemented at every school.

### Analysis:

Greater St. Albert Catholic Schools' Safe and Caring result (91.3%) surpassed the Safe and Caring provincial result (89.0%). Even though we contend that our schools are "safe and caring," we experienced a "decline" in the Improvement Category. To better understand the decline, we engaged in an in-depth analysis of our jurisdiction's Accountability Pillar results (overall and inclusive reports). Such results indicated that parents and teachers were satisfied that "teachers care about students and treat students fairly" and "students treat each other with respect and care about each other." However, Grades 4-6, 7-9, and 10-12 students' levels of satisfaction had declined for the item, "Students treat each other well in my school." We utilized local measures (ThoughtExchange, District Satisfaction Survey) to uncover more information about students' concerns with treatment, and we found that students, especially in junior and senior high schools, expressed diverse or vague understandings of what was expected of them at school. To clarify expectations for student conduct for students, parents, and staff at all levels, the superintendent worked with senior administration, principals, vice principals, and the Communications Manager to co-create the following:

- Safe and Caring webpage: Created a Safe and Caring Schools policies and administrative procedures web location that lists all administrative procedures and board policies that define what it means to work in safe, caring, welcoming, respectful, equitable, and fair environments;
- Administrative Procedure Review: Revised administrative procedures and created three new APs--Student Discipline Framework AP 350, Harassment (District Students) AP 358, and Harassment (District Employees) AP 460;
- School's Codes of Conduct: Created a common location on every school's website to locate the Student Code of Conduct and a poster was placed in the entrance of every school that had a QR code on it to link all who walked into the school to this common location on the associated school's website;
- Digital Reporting Tool: Launched a [See it! Report it!](#) anonymous reporting tool for community members, including students, who see a threat to safety in our school communities and choose to report it.
- Legislative Changes: Revised Student Codes of Conduct with school administrators to ensure that they upheld all aspects of changes made to legislation at that time (Bill 24, Bill 28, Bill 30), which contemplated changes to the definitions of "harm" to extend to psychological harm as one key aspect;
- Ministry Advice: Sought a close working relationship with Field Services representatives to have them review and provide suggested revisions to our APs.



Particular attention was paid to the LIFE Framework as part of our *Safe and Caring Learning Environments AP 359*, and to *Accommodating and Respecting Gender Identity and Expression AP 361*. School principals, vice principals, and counsellors revisited parameters for responding to students who expressed an interest in starting a group to support students who wanted to learn more about diverse aspects of their identities including gender identity, gender expression, and/or sexual orientation. Discussions centred upon the purpose of such groups as primary and that there could be an interest in general support, peer-peer support, and/or advocacy. To understand and explore the difference between support and counselling of members within such groups, counsellors attended two professional development sessions about the LIFE Framework and how that framework supports peer and one-on-one counselling sessions with students who are questioning their gender identity, gender expression, and/or sexual orientation. Counsellors then shared with their School Learning Teams what they had learned so that there was a core group in every school that had a consistent way of working with individuals around these topics. We ensured that legislative requirements were clear and at the forefront of all discussions when revisions were made to the above-named administrative procedures.

To ensure that our schools are pedagogically grounded in an inclusive philosophy that embraces students who have diverse learning needs, we continue to rely on a Universal Learning Design Approach (a response to intervention using a pyramid of strategies and supports to meet intensive, moderate, and mild student learning and emotional behavioral needs). School Learning Teams (principal, vice principal, learning support facilitator, counsellor, teacher leaders including home room or pedagogy leads, addictions counsellor through RCSD) are available in every school as a structure to facilitate identification, implementation, and monitoring of interventions and supports. Additionally, students with high levels of risk or concern are raised to the district level through Inclusive Education Consultants for further review and support to ensure all students' needs are identified and addressed within and/or through outside community agencies.

To ensure that our schools and district are grounded in practices to be responsive in situations of harm or threat, all school administrators practice and use Emergency Functional Protocols (EFP) including "On Alert", "Lock Down", "Hold and Secure", "Evacuation", "Shelter In Place", "Drop-Cover-Hold", and "All Clear" to ensure that all staff and students know how to respond to diverse emergencies (e.g., threat outside; threat inside; natural disaster; inclement weather). Such protocols have five administrative procedures that are publicly accessible online which provide our community with the knowledge and confidence to respond proactively and strategically to emergencies.

Each school has established School Emergency Response Teams (SERT), with a designated Incident Commander who directs the emergency response activities at the schools, based on the Incident Command System, a recognized standardized national and international organizational emergency structure. Health and Safety Committees (school and district level) work together to identify and solve health and safety concerns and to promote awareness of and interest in health and safety. In addition, all staff complete bi-annual safety checks and engage in professional learning that keep them abreast of emerging health and safety practices to reduce potential risks. For example, first aid training is offered annually and risk assessments are common practice. In keeping with the Occupational Health and Safety Act (June 1, 2018 [originally Bill 30]), our district revised the Occupational Health and Safety Administrative Procedure (AP 412). To enact key requirements of that legislation, last Spring, we started a district level committee in addition to the ongoing school and district committee work as described.

Greater St. Albert Catholic Schools' core teams are trained annually in Non-Violent Crisis Intervention (NVCI). Staff members promote cultures of empathy, compassion, and respect using NVCI skills to de-escalate potential threatening situations. This proactive approach provides staff members with skills to recognize behaviour "as a form of communication", to navigate difficult situations with "increased ease", and to prevent "student behaviours from spinning

out of control” (Crisis Prevention Institute website <https://www.crisisprevention.com/en-CA/About-Us>). School and district office administrators received Level 1 and Level 2 Violence/Threat Risk Assessment (VTRA) training. The local steering committee worked on the VTRA protocol document which will be used as a reference to support imminent danger incidents. VTRA provides a framework to collaboratively (Mental Health, Child Protection, Probation, and other related partners) assess the “person of interest” and respond with the necessary supports to ensure the safety of self and others. To house this practical information used in all forms of training (EFP, SERT, NVCI), staff refer to the Emergency Response & Risk Threat [website](#), which was launched as a repository of information and documentation in 2017-2018.

### **Focus on Bullying**

- ✓ **(2017-2020)** A district-wide common language and varied approaches to addressing bullying are promoted and implemented through counsellors and school learning teams;
- ✓ **(2017-2020)** Right relationships, and conflict resolution as components of the Comprehensive School Health Initiative in all schools are further explored;
- ✓ **(2017-2020)** There is an increased use of “restorative” practices in all schools;
- ✓ **(2017-2020)** Students and families are supported in finding ways to solve problems and resolve conflicts with district and school resources.

### **Analysis**

Through our work on developing and revising administrative procedures to address more thoroughly student, staff, and community safety, we began to investigate how to create a mechanism for anyone, but especially for, students to report safety concerns. This mechanism emerged as a digital reporting tool, “See it! Report it!”, which is an online link that anyone may use to share concerns about one or more individuals who invoke harm; it is an anonymous reporting tool. Based on the revisions to the students codes of conduct and safety website, we are now sharing with students a common language using the student codes of conduct and the APs listed on the Safe and Caring website to understand and talk about “harm” as a physical, social, or psychological in nature and multimodal in form (face-to-face, digital, art work, gestures).

The focus on developing this common language to discuss harm is part of a larger, continued focus on a continuum of being well (mental health and wellness) and being unwell (mental health issues). Capacity-building in mental health and wellness through Go-To Educator training has assisted all staff (beyond Student Learning Teams in schools) to educate students, parents, and staff about such a continuum and to develop a language and repertoire of strategies to self-regulate and recognize signs of safety related to mental health concerns in themselves and others. Hence, we have enacted a proactive and responsive approach to addressing “bullying” because bullying is typically an indicator of related mental health, social-emotional, behavioral issues.

Comprehensive Health and Wellness in schools was two-pronged in 2017-2018. It involved the Healthy School Champions” and “School Nutrition Pilot” initiatives. Healthy School Champions are staff who support the school in messaging about wellness beyond mental health as mental is related to physical health and wellness. Last year, every school was funded by the Wellness Fund through Alberta Education to have a Healthy School Champion (0.1 FTE). These individuals supported schools 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. In elementary schools, they would often create healthy champion teams (e.g., Health Ninjas) who planned healthy snacks, physical activities for indoor recess, and designed messaging to teach others about “healthy schools, healthy learners.” The teams were typically cross-graded which ensured multi-age participation in such education. In secondary schools, Healthy School Leads planned twice weekly breakfasts for

students who were in need of nourishment and for active living, they opened up the stationary bikes during flex block to promote active living. These are examples of how schools benefited from this initiative, which was suddenly and completely cut in March 2018, a great loss to all school jurisdictions.

Simultaneous to the Healthy Champions initiative, Alberta Education implemented the “School Nutrition Pilot Program,” which supported three schools in our school authority. These three schools were identified based on criteria for requiring food for students who did not have enough support for meeting their basic needs (i.e., they often had students who had not had breakfast or who were missing lunches). In these identified pilot schools, students had access to daily food from four food groups and education about healthy eating. Feedback about the success of this initiative was both positive (i.e., it benefitted many students who required support), and it was also negative (i.e., it required a lot of administrative time at district and school levels to coordinate and maintain it).

While the Education Ministry had focused on a two-pronged approach to ensuring that students were fed and learned about being physically well, there was also a need to focus on learning about and applying strategies to address mental health issues in schools. In our district, restorative practices professional learning evolved last year to include professional development about trauma-informed practices (i.e., a research-based pedagogical lens through which to understand the effects of trauma on learners and when and how to engage in restorative practices that consider the neurobiology of stress). In the Spring, a small team comprised of district and school staff attended this intensive training led by a world-renowned expert, Dr. Bruce Perry and the Child Trauma Academy on brain development and trauma responsive practices (the Neurosequential Model for Education). Based on such training, the team then developed a professional development plan to share with all staff, including Counsellors, Learning Support Facilitators, and administrators in 2018-2019. Our district’s trauma-responsive professional learning for the district is now called S.O.U.L. (Safe, Optimal and Universal Learning Environments) in 2018-2019, and the team has just begun this program in the Fall 2018. The trauma responsive model is a paradigm shift for teachers who now ask “What happened to this child or why is this behavior happening now?” instead of “How can I impose my will to have him comply?” See Dr. Stuart Ablon - Rethinking Challenging Behavior ([video](#)).

In addition to supporting students within school, trauma-responsive practices are intended to support families to continue such strategies in their homes. To assist with the sustaining such strategies between home-and-school, last year, the staff member with addictions and mental health therapy qualifications was hired to begin this kind of holistic, family support with restorative, trauma-responsive practices.

#### **Community Links**

- ✓ **(2017-2020)** Collaboration with community agencies to effectively meet at-risk students’ needs is prioritized and monitored for responsiveness to schools’ needs;
- ✓ **(2017-2020)** Staff are trained to understand indicators of mental health issues for students;
- ✓ **(2017-2020)** A student conference on mental health is organized at one or more district sites with the goal of reducing stigmas and having students involved in the facilitation and speaker selection process;
- ✓ **(2017-2020)** Parents are educated about mental health and wellness programs provided at the school level;
- ✓ **(2017-2020)** Processes are in place to identify, support, and direct children and families within early childhood programs to appropriate services.

#### **Analysis:**

Community partners and agencies are a crucial component to ensuring that our school communities and families thrive in all aspects of wellness (physical, social, mental-emotional, spiritual). To support families and schools in making connections to the “right services at the right time,” our district has two Family Liaison Support Workers (1.5 FTE) who serve our rural-urban families with accessing and navigating the interwoven nature of multi-ministries (Alberta Health

Services, Children's Services, Disability Services) and legal systems (local, provincial, federal). Our Family Support Workers (registered social workers) collaborate with a cohort of community partners (St. Albert Safe Society, RCMP, Primary Care Network, Disability Services, St. Albert Public Schools, Sturgeon Schools) and provincial ministries. This coordination of services benefits students and families that qualify for intensive, "beyond-the-school" supports to ensure that they work through what would otherwise be difficult, even insurmountable barriers for referral to access necessary services.

Regional Collaborative Service Delivery is a multi-ministry table of partners who meet to leverage resources to benefit three school authorities (Sturgeon, St. Albert Public Schools, Greater St. Albert Catholic Schools) and Alberta Health Services. Last year, RCSD funded and organized Violent Threat and Risk Assessment (VTRA) training and Mental Health Literacy awareness Go-to-Educator training for all staff. Andrew Baxter, local speaker for Go-To Educator Training, continued mental health and wellness training that had begun the year prior with Dr. Stan Kutcher. Staff from every school were trained through this professional learning model to know how to recognize and respond to intensive, high, medium, and low risk situations and to educate students and families to be proactive in recognizing mental health issues before they become acute.

Beyond staff training, schools worked together to hold mental health and wellness conferences and to raise money for mental health agencies. St. Albert Catholic High School organized a mental health and wellness conference that served grades 10-12 within and across the district (all students and parents were invited). Both Morinville Catholic High School and St. Albert Catholic High School along with our partner, Morinville Family and Children Social Services, hired Kevin Breel, a well known mental health expert on youth resiliency, to offer a district-wide presentation to all high school students. In addition to this conference, Richard S. Fowler Catholic Junior High School had a bike-a-thon fundraiser to support mental health (i.e., they raised \$40,000.00).

Following such intensive school-based efforts to inform students about staying healthy, there were speaking events for parents, to keep them informed about mental health and wellness. Andrew Baxter offered a mental health and wellness session for all parents (approximately 300 registered) in January 2018. He focused on developing a vocabulary to talk about a continuum of mental health to mental illness, and he spoke about "Teening Your Parents," a curriculum for teens to share strategies to work through life struggles with parents and teens. Sam Jingfors from Safe and Caring Schools offered a parent session and over 300 registered for this session as well, which was held in April 2018. The focus of Sam Jingfors' session was on how to set limits on "screen time" and how to set parent-child agreements about what such time is used for and what tools and sites are accessed for what purposes. In both speakers' presentations, there was a focus on sharing common language already developed within the jurisdiction and strategies to promote strong home-school linkages using this language between parents and students.

Community linkages are not only critical while families are with us, but they matter even more to invite families into our district. Early Learning Expos are open houses for parents to learn about and engage in sessions about Early Learning programming in our jurisdiction. During these open houses, parents of Pre-K children register for screening appointments conducted by therapists to determine best programming choices for children. More in-depth assessments are offered following these appointments, and our Family Support Workers follow up with these families to connect to necessary services to ensure that these families have smooth entries into schools. We have found that the demand for such follow up has exceeded our capacity to effectively provide services for these families, and we look forward to expanding such services as a next set to improving our community linkages at an early stage of the schooling process.

## **Focus on Mental Health**

### **School Based**

- ✓ **(2017-2020)** Counsellors are provided to schools to support the social-emotional needs of at-risk students;
- ✓ **(2017-2020)** Human and program resources to meet school based needs are prioritized;
- ✓ **(2017-2020)** Staff and students are trained to understand indicators of mental health issues in themselves and others.

### **Analysis:**

Counsellors continue to support the social-emotional needs of all students; those at risk for acute mental health problems or illnesses are prioritized and referred for further and/or more intensive supports and services. At the elementary levels, there is a focus on proactive education of staff, parents, and students in mental health awareness and self regulation strategies. Groups happen at this level such as focus groups to address a loss, friendship issues, and other age-related concerns. At the secondary levels, counsellors tend to address intensive counselling needs and provide some proactive strategies as part of their roles. Addictions Counsellor time was provided once a week to each high school and they facilitated substance abuse support. Even though our addictions counsellors served many students, this does not adequately capture the needs that truly existed as those students who were presenting as “intensive” or in duress, would have possibly continued untreated substance abuse. At the junior high and high school levels, counsellors implemented the Mental Health Curriculum from [www.TeenMentalHealth.org](http://www.TeenMentalHealth.org) across grade levels. Many students indicated that they found the information helpful in that it created an awareness of what mental illness was and that they needed help if they had signs of mental illness (i.e., high school counsellors reported that their intake increased by about 20% because of such training).

School Learning Teams collaborated with district office consultants and the Associate Superintendent twice annually to discuss and prioritize the most appropriate supports and services based on the school profile (i.e., numbers of students at each level of support [universal, targeted, intensive support]). Speech and Language Pathologists, Speech and Language Pathologist Assistants, Occupational Therapists and Physiotherapists provide specialized supports and services to early learning and school-aged students who were identified as requiring additional support in these areas. This is a change from the past in terms of how services were allocated. In the past, schools were allotted a certain number of Educational Assistants based on a formula rather than on an examination of a school profile of learning needs (i.e., different types and levels of expertise are needed to serve students’ needs in addition to educational assistants).

In 2017-2018, a small group of staff in each school were trained by Andrew Baxter as “core trainers” to understand the indicators of mental health issues for students and adults. To ensure capacity is built with all new hires, core trainers trained all new staff to understand the indicators of mental health. This approach to professional learning has created in-house capacity for identification of students who require intervention, including referral to outside services. To support this core trainer group, all staff in the district accessed general information sessions about core training on November, 10 2017, a district-wide professional learning session (½ day) for all staff (secondary am; elementary pm).

## **Focus on Inclusion**

- ✓ **(2017-2020)** All children in Early Learning programs (Pre-Kindergarten and Kindergarten) learn through inquiry and play;
- ✓ **(2017-2020)** Learning Support Facilitators will further the implementation of inclusive practices within schools;
- ✓ **(2017-2020)** Family support personnel will provide direct service and community agency connections for students or families at risk.

In 2017-2018 Pre-Kindergarten and Kindergarten School Teams participated in professional learning focused on learning through play and inquiry. Early in the year, the Early Learning District Team co-constructed criteria regarding what was important to our district as early educators when children are learning through play and inquiry. Practicing co-construction of criteria (district-wide strategy to support practice progression two-learning success) assisted school and district staff in developing a common understanding of what counts as success for their professional learning (i.e., meaningful relationships, active participation, fluid time, interesting materials, and a responsive learning environment). As an Early Learning School Team (teachers, therapists, educational assistants), they also explored the concept and practice of pedagogical documentation as a valuable method for observing, recording, and interpreting the learning that occurs through play. This method was also understood as a tool for “making learning success visible,” a key pedagogical focus for the district. To ensure that Early Learning administrators were aware of such professional learning and how to support it, they collaborated throughout 2017-2018 in meetings facilitated by Early Learning Consultants to build a shared understanding of Early Education pedagogy. Such sessions evolved into an inter-district visitation opportunity in which elementary principals were invited to work with a consultant from Edmonton Public Schools to further our conversations around pathways to play and early learning environments from an administrative perspective.

Inclusive learning begins in Early Learning and continues throughout Grades 1-12 and into Outreach through a role, the Learning Support Facilitator, funded by the district (0.2-0.8 FTE) in every school. Last year, Learning Support Facilitators provided guidance and mentorship to all teachers and educational assistants by co-creating criteria for success and co-teaching to build staff capacity and comfort with programming for a diverse population of learners. Teachers have been supported by LSFs to differentiate tasks, assignments, and assessments so that all students can access learning at the most appropriate level. Learning Support Facilitators are part of the School Student Learning Team that assists families to navigate the services available for children and youth. They are also encouraged to connect with the District Family Social Workers who can provide linkages to clinical, legal, and community resources. Navigating supports is critical and essential to ensure wellness of students and their families. Our Family Social Workers often identify for families where to go for support and help them to articulate their needs (e.g., one family had to attend Family Court Services to access maintenance funds required to pay for housing and food and the District Family Liaison Worker went to court with them.).

### **Final Assessment of Outcome Three:**

Our district typically exceeds provincial results in Safe and Caring Schools. Given our usually excellent results, we are attentive to a small decline with respect to our Improvement category. While we will continue to focus on developing community language, understandings, practices, and resources to address stakeholder queries into safety and diversity within schools and home-school contexts, we have intentionally worked at making such information very visible to our community—from the doorways of our schools with Safe and Caring Posters, to the Safe and Caring Administrative Procedures and policies, and Emergency Response websites, to the [See it! Report it!](#) anonymous reporting tool. Our focus is ensuring that our schools are safe and caring schools within our faith-based environment. To ensure that our moral purpose and faith mandate is enacted, we have developed the aforementioned tools to be safe, caring, welcoming, respectful, equitable, and fair within and across our school communities. Nonetheless, our district continues to achieve beyond the 90% level of community satisfaction and for this reason, the following assessment is warranted.

**Assessment: High Yield Result**



### **Strategies Going Forward (2018-2019):**

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

- ✓ **(2018-2021)** The School District's Safe and Caring Schools procedure is implemented and applicable District Administrative procedures are aligned with current and future legislation;
- ✓ **(2018-2021)** Student diversity and the Church's unconditional respect for the dignity of the human person is respected and celebrated through school-based counselling, advocacy, and peer – group support initiatives.

#### **Focus on Bullying**

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

#### **Community Links**

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

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

- ✓ **(2018-2021)** Student diversity and the Church's unconditional respect for the dignity of the human person is respected and celebrated through school-based counselling, advocacy, and peer – group support initiatives.

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

##### **School Based**

- **(2018-2021)** Counsellors are provided to schools to support the social-emotional needs of at-risk students;
- **(2018-2021)** Human and programming resources to meet school-based needs are prioritized;
- **(2018-2021)** Staff and students continue to be trained to understand indicators of mental health issues in themselves and others ('Go-To-Educator' training);
- **(2018-2021)** School administrators, LSFs, and counsellors will be trained to understand and support children and students with trauma-responsive practices.

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

- ✓ **(2018-2021)** Inclusive practices (i.e., First point of access to learning are the Programs of Study, Universal Design, using assistive technologies, differentiation and learning alongside same age peers in flexible groupings) are effectively implemented at every school.

**Focus on Inclusion**

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

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

Performance Measure	Results (in percentages)					Target	Evaluation		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	87.1	87.1	87.0	87.4	85.1	86.0	Very High	Declined	Good

**2017-2020 Strategies:****K – 12 educational programs demonstrate this outcome so that:**

- ✓ **(2017–2020)** Professional learning is dedicated to the pyramid of supports (indicators of success) and these supports are effectively implemented through a school based plan;
- ✓ **(2017–2020)** District and school based data informs and enhances collaborative leadership, employee and student engagement, and effective teaching and learning;
- ✓ **(2017-2020)** Collaboration is increased between pre-Kindergarten and Kindergarten staff to develop a play-centred, inquiry-based Early Learning;
- ✓ **(2017-2020)** The GSACRD Digital Literacy & Citizenship Scope and Sequence Continuum is implemented K-12;
- ✓ **(2017-2020)** Standards for teacher competencies are regularly updated and implemented;
- ✓ **(2017-2020)** Student choice and voice as a strategy for improving learning is encouraged;
- ✓ **(2017-2020)** Online etiquette matches social skills taught.

**Analysis:**

Even though our jurisdiction (85.1%) has reached satisfaction levels that exceed the province (81.8%) in Program of Studies, we have noted a decline in the Improvement category. This decline is rooted in students' dissatisfaction and selection of "don't know" or "lack of awareness" about how to access programming including drama, health, and music (Grades 4-6); computers, drama, health, and music (Grades 7-9); and another language, computers, drama, health, and music (Grades 10-12). In our analysis of this decline, we reviewed our work to address our key strategies and conclude with our assessment of next steps for improvement.

Greater St. Albert Catholic Schools has been committed to our Universal Learning Design (ULD) philosophy, and our focus this past year has been on students making learning success visible. To make learning success visible, students engaged in the six deep learning practices: 1) capably communicating their learning intentions and purpose for learning; 2) articulating what success looks like/sounds like (evidence) and what it takes to achieve success (criteria); 3) providing feedback based on criteria; 4) leveraging each other to work towards improvement (collaboration); 5) using technologies to accelerate learning (technology integration); and 6) owning and caring about one's learning (sharing learning with others). In order to be deep learners (Fullan, Quinn, & McEachen, 2017), we contend that students require varied supports (universal, targeted, intensive) to fully engage in the six practices just described. Learning Support Facilitators and Counsellors engaged in professional learning that supported them to collaborate with school staff to differentiate instruction using the Levels of Support as developed within our jurisdiction. During 2017-2018, LSFs and Counsellors worked with Student Services to revise the Levels of Support document to encourage consistency within the district in terms of what each level of support means and how the document is enacted and communicated with students, parents, and staff.

To further support such a differentiated approach to teaching and learning, every school has a district-supported 0.2 FTE position, "Pedagogical Lead" (Ped Lead). A Ped Lead is a "lead teacher" on staff who offers "at-the-elbow" support to teachers outside (planning, assessing student work) and inside classrooms (teaching and co-teaching) as embedded professional learning. Last year, our Ped Leads met monthly and researched, refined, and amplified formative assessment strategies that assisted teachers to provide students with tools to be deep learners. They focused on "learning intentions" and "learning success-evidence and criteria" by integrating techniques such as "co-constructing criteria" and engaging in ways to assess student work without grades. Pedagogy Leads shared such strategies with staff on PD days and by working in classrooms with willing staff. As a result, a core group of teachers in every school were exploring the strategy of co-constructing criteria in a varied grade levels and contexts.

Our district educational technology supervisor, who organizes ped lead professional learning, involved ped leads in sharing their learning with staff by having principals observe and record on "flipgrid" evidence of what they noted happening in classrooms using formative assessment strategies. The ped leads then came to a school administrators' meeting to share such evidence on flip grid and to co-develop a plan of action to invite more staff to explore formative assessment strategies. Fullan and Quinn (2016) noted that the principal can no longer be the sole instructional leader on staff; instead, she/he needs to work with others who "lead from the middle." Such cross-pollination of strategies at all levels (district-classroom-school administrators' meetings) enacted distributed leadership, ensuring coherence through focusing direction on making learning success visible through collaborative capacity-building.

Professional learning opportunities for ped leads took place in multimodal formats: face-to-face sessions, in-class demonstration lessons, online synchronous workshop, and on-demand learning resources. They took part in such multimodal PD as a way to develop comfort and competency with multimodal learning. In addition to exploring such literacies professionally, ped leads also explored ways to use technology as a universal support to enhance staff and student learning. For example, they attended the Educational Technology Innovation Summit and implemented several multimodal supports and strategies for students such as using screencasts for both instructional supports and to provide student feedback on digital artefacts. Given that professional learning and student learning span a wide range of digital interfaces, it became important to consider parameters for such usage in the form of digital citizenship with adults. Such conversations resulted in a revision of the Social Media AP 149 to reflect guidelines for both staff and students. In this way, the study of digital citizenship became even more "real world" to both staff and students.

Staff refer to our GSACRD digital literacies continuum as a guiding framework to develop digital literacies and digital citizenship at each grade level from Kindergarten to Grade 12. For example, staff use Google Classroom as a hub for

differentiated resources, multimedia supports, and ways for students to demonstrate their learning in a variety of ways. Google Classroom also provided students with opportunities to practice and develop online communication skills in a moderated setting. Beyond interactions with students and teachers, students continued to learn about digital citizenship outside of school-based digital contexts (e.g.: Instagram). In addition to staff and students working together on digital citizenship curriculum and administrative procedures, many students and staff also attended Sam Jingfors' session in April 2018 about how to set an agreement with their parents about "screen time" and social media use. After this session, ped leads reviewed and reflected on our digital citizenship curriculum and suggested enhancements and additional resources that were co-created and then shared with all staff in September 2018. In particular, additional lesson resources focused on the responsible use of Social Media and prevention of cyberbullying.

Just as ped leads work within a highly collaborative model of professional learning to enact their role in leading the integration of technologies into K-12 curriculum and classroom practice, Early Learning programming and professional learning has also been revised significantly in 2017-2018. PreK and Kindergarten programs are inclusive classrooms in that all children are welcome. Because of the diverse needs of students within these classrooms, the educational team (teachers, educational assistants, therapists) are in need of support to differentiate student learning. To provide Early Learning staff with support to differentiate instruction, the district restructured what Early Learning programming delivery looked like by taking on an initiative called "Reimagining Early Learning." This included realigning the pre-K and Kindergarten calendars to enable common professional learning and meeting time in which these staff focused on reimagining and redesigning learning environments and spaces to accommodate all students' learning needs.

#### **Assessment of Outcome Four:**

We have had small variances of about 2-3 % over five years in our Program of Studies standard and, therefore, assess our performance as "Consistent Result." In review of the data and strategies aimed to address them, we conclude that we have an excellent structure to continue to promote strong teacher leadership and coherence amongst all leaders. Although the ped lead professional learning has been focused on all aspects of technology integration from using multimodal PD formats to teaching digital citizenship, we have acknowledged that integrating other multi-modes (drama, art, music) beyond digital and naming such multimodal choices (to express and receive information) would likely assist students to recognize that they have access to such programming. For example, schools have implemented "dynamic options" that run parallel to alternative programs such Recreation and Sports Academies. In dynamic options, students can take cooking, painting, dance, drama, and musical theatre as a few examples. However, we may not be drawing students' attention to their increased access to such options which provides them with access to fine arts and CTS/CTF programming, so we will be more intentional about making such connections with students, parents, and staff in the future.

#### **Assessment: Consistent Result**

#### **Strategies Going Forward (2018-2021):**

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

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

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

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

Performance Measure	Results (in percentages)					Target	Evaluation		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall
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.	84.6	86.7	85.1	85.8	85.2	85.7	Very High	Maintained	Excellent
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	83.2	85.8	83.6	85.2	86.0	86.5	Very High	Maintained	Excellent
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	91.6	92.9	91.8	92.7	92.8	92.9	Very High	Maintained	Excellent

### 2017-2020 Strategies:

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

- ✓ **(2017–2020)** Emotional attachment (relationship and engagement) to school and district occurs for all stakeholders through district community conversations and online-collaboration with parents at the school level;
- ✓ **(2017–2020)** 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.
- ✓ **(2017–2020)** Community feedback in promoting effective digital literacy programs in K – 12 occurs through:
  - the integration of digital citizenship being as a core component of how citizenship is taught within schools;
  - developing a common ethical and moral framework promoting “self-regulation” through which digital citizenship will be taught;
  - maintaining equity of access to technology for all students within the district.
- ✓ **(2017–2020)** Students in grades 5 and 9 (as well as any students in grades 6 - 8 and 10 - 12 who have not completed) will undertake a strength-based assessment to be used for enriching learning engagement within the classroom.

### Analysis:

Greater St. Albert Catholic Schools is committed to optimal student, parent, and staff engagement to enliven our District Mission: *That all stakeholders are part of a welcoming learning community that awakens the hearts and minds of students while educating and nurturing each to learn, live fully and serve others.* Because engagement is the emotional attachment that stakeholders have to our mission, we contend that 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.



Last year, 3127 participants (52%): 65% students, 25% parents, 8% staff, and 2% community members completed the online ThoughtExchange Survey that asked the following questions:

- ✓ What are some key areas for us to focus on in strengthening our academic programs (or academic success rate)?
- ✓ What are some important options (outside of core subjects) that would be valuable to you?
- ✓ What are some important skills or subjects that will help prepare students for the world of work?

On average, survey participants wrote multiple sentences to describe their wishes, which afforded us the opportunity to thematically analyze over 165,000 constructs to uncover which programs would best meet the needs of our students. Such a high response rate with equally high descriptive indicators enabled us to advocate for alternative programs in schools over the past two years that have since rejuvenated school enrolment in locations in which enrolments were declining. For example, we worked from ThoughtExchange results in 2016-2017 to open a Recreation Academy at an elementary school that was struggling to retain students. This year, that school had the greatest increase in enrolment overall in our district. Similarly, we have co-



constructed with our community the programming for new schools based on open houses (face-to-face documentation of stakeholder wishes) and online surveys that resulted in similarly high participation rates and descriptive commentary about desirable programming choices. Our Board is proud of our work in securing such robust community involvement in informing our decisions to meet students needs, and the Board has created a [video](#) to share at the start of the ThoughtExchange surveys to provide participants with an understanding as to the importance of their input and how it would be used in decision making. Since 2016, schools have reported back to their communities the results of their ThoughtExchange surveys, which has been packaged as “one page” by Learning Services. Such a simple, one-page format has made sharing very easy because results are distilled into plain language themes that are accessible and have been made available to School Councils, the Council of School Councils, and to the community on our district and school websites, school newsletters, school improvement plans (posted for community review), District Annual Results Review (posted and published for public access), and at public board meetings. It is therefore not surprising that over the last two years, parents choose “satisfied” or “very satisfied” 8% more often more often than they did prior to the implementation of ThoughtExchange in this more streamlined format that lends itself to easy explanation and multimodal sharing.

In an international press release published in April, 2017 Gallup recognized Greater St. Albert Catholic Schools as a recipient of the Global Great Workplace Award for 2017. Our jurisdiction joined 32 other private and non-profit corporations for demonstrating exceptional employee engagement results within the workplace. Of the 900 organizations that monitor employee engagement on a set of twelve indicators known as the Q<sup>12</sup>, GSACRD was the only K - 12 school jurisdiction that won this award. Our District was the only educational authority among 132 international school jurisdictions working within Gallup’s client base to be recognized as a great workplace. In 2018,



we have also been nominated for a third Gallup Great Workplace Award based on our overall employee engagement of 66% engaged: 34% disengaged, a 16.5:1 ratio of engaged to disengaged employees. Such a result placed our jurisdiction in the 99th%ile of the organizations who have sustained such high engagement over three years.

Our dedication to ensuring optimal employee engagement is ultimately based on our goal to ensure that our students are engaged in school. According to the most recent Gallup Student Poll, approximately six in 10 grades 5-10 students in the district are engaged in school, which outpaced the Gallup Student Poll average. The 2017 Gallup Poll measured Hope, Engagement, Entrepreneurial Aspiration and Career/Financial Literacy and our jurisdiction completed 1716 surveys and overall, in 2017, we noted a continual increase in Engagement and Hope Indexes. Hope is known to be a better predictor of student success than any other factor, including academic achievement (Lopez, 2014). Further, a school or school district is considered very hopeful if they are over 50%, and for the 7th year in a row, we are over 50%. The two items that enabled us to sustain such a high result are: 92% know they will graduate from high school; and 88% know they will find a good job in the future and believe they have a great future ahead of them. An area of growth for us is to ensure that (70%) every student has a mentor who encourages their development. We are focused on this goal through a “Building Communities of Hope” project in which students are leading students to define hope and sources of hope in their schools and in their lives. As part of this student leadership work, these students are in high school and are now involving junior high and elementary students.

Just as our community informs us about programming, they have also reported back about the effectiveness of our digital citizenship parent evenings. Out of 250 attendees on the night that Sam Jingfors presented about social media and how to limit screen time, 89% of parents indicated that the event was “valuable” or “very valuable” to improve learning in their households about social media use and how to make mutual agreements between parents and children about appropriate social media and general internet use. In addition to parent feedback about these events, students from K-12 have taken part in a localized digital citizenship curriculum focused on “respect, protect and responsible use”, which is embedded into our Health curriculum. Last year, our Educational Technology Supervisor and the Pedagogy Leads reflected on successes and areas of future growth, and they identified areas to develop in digital citizenship education. This review process highlighted the importance that digital citizenship education is *everyone’s* responsibility. Along with updating digital citizenship resources, Pedagogy Leads co-constructed a list of action points for all staff members. This list was derived from advice in Kristen Mattson’s (2017) book *Digital Citizenship in Action*. The digital citizenship action points for staff included infusing digital citizenship into courses through the use of digital communities and online platforms, co-creating norms for digital communities, participating in and modeling respectful discourse in online communities, using copyright free images and resources and modeling how to find them, acknowledging and listening to the digital experiences students have, and helping students reflect on their lives as digital citizens. Such action points are embedded in revisions of our District’s Use of Technology Administrative Procedure 140 and Social Media Administrative Procedure 149. Specifically, such APs infuse digital citizenship, responsible social media use and protocols to follow when anyone experiences cyberbullying within our jurisdiction.

Students in our school district are provided with multiple opportunities to use technology to support and enrich their learning. Students in Kindergarten to grade three use a range of school-owned technology including iPads, Chromebooks, and laptops. These tools are used to access information and to demonstrate their learning in new and creative ways. While students in grades four to twelve are encouraged to bring their own devices to school to provide ongoing access to technology and digital resources, our schools continue to maintain equity of access to technology by providing Chromebooks, laptops, and mobile and stationary computer labs for student use.

### Overall Assessment of Outcome Five:

As this data suggests, our district continues to be “Excellent” in its capacity to meaningfully involve community stakeholders, provide a basic education that serves students well, and seek continuous improvement.

### Assessment: High Yield Result

#### Strategies Going Forward (2018-2019):

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

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

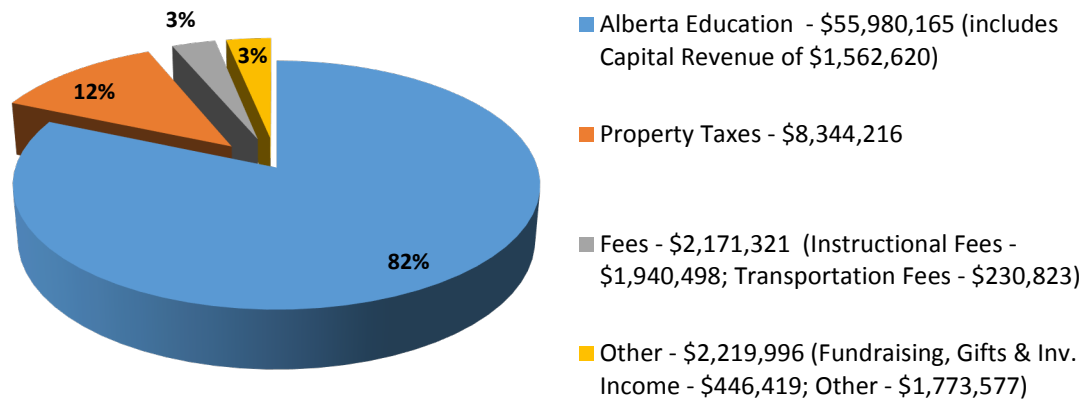


## FINANCIAL RESULTS AND BUDGET SUMMARY

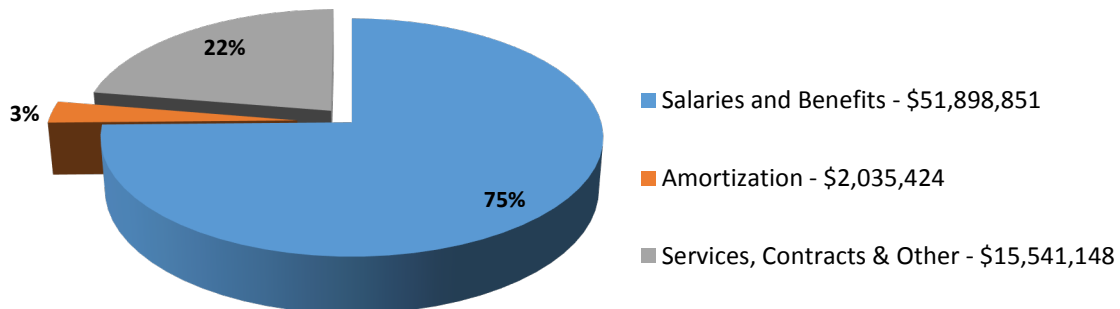
### SUMMARY OF FINANCIAL RESULTS 2017-2018

---

#### Total Revenues - \$68,715,698



#### Total Expenditures - \$69,475,423



## AUDITED FINANCIAL STATEMENTS 2017-2018

	2018	2017
Total Revenues	\$68,715,698	\$70,370,284
Surplus (Deficit) of Revenues over Expenditures	\$759,725	(\$105,510)
Cash and Temporary Investments	\$4,243,055	\$4,220,407
Total Assets	\$69,204,612	\$53,719,486
Unrestricted Net Assets	\$1,036,925	\$1,265,266
Restricted Net Assets	\$854,008	\$953,174
Investment in Tangible Capital Assets	\$3,408,094	\$3,840,312
<b>School Generated Funds (SGF)</b>	<b>2018</b>	<b>2017</b>
Total SGF Revenue	\$1,601,718	\$2,343,234
Total SGF Expenditure	\$1,507,049	\$2,329,754
Total Net SGF	\$94,669	\$13,480
Total instructional spending per student per school year: \$9,953		
Total operational spending per student per school year: \$12,228		
The Audited Financial Statements can be found at <a href="http://www.gsacrd.ab.ca">http://www.gsacrd.ab.ca</a> 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 <a href="https://education.alberta.ca/financial-statements/combined-statements/">https://education.alberta.ca/financial-statements/combined-statements/</a> .		

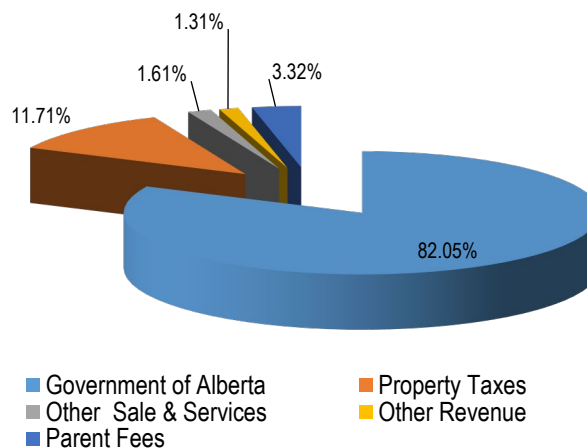
## BUDGET SUMMARY 2018-2019

**The Principles for the Basis of Allocations** flow from the foundational statements of the District and are grounded in the Catholic understanding of the common good. The three essential components of the common good are subsidiarity, solidarity, and socialization. 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, assuming that all areas of financial allocation in the District have a shared role in serving the needs of students. Finally, socialization is deemed to be the value that bridges the two previous components together. It assumes that all who work on behalf of students must be active in demonstrating behaviors that support each other with respect for the interdependent nature of everyone working on behalf of all students. Consequently, from time-to-time, adjustments to the student-based and the District's budgets may be required to facilitate prudent fiscal stewardship of the District.

The complete annual document of the Principles for the Basis of Allocations can be found at [www.gsacrd.ab.ca](http://www.gsacrd.ab.ca) by May 31st of each year, unless the deadline has been extended by the Minister.

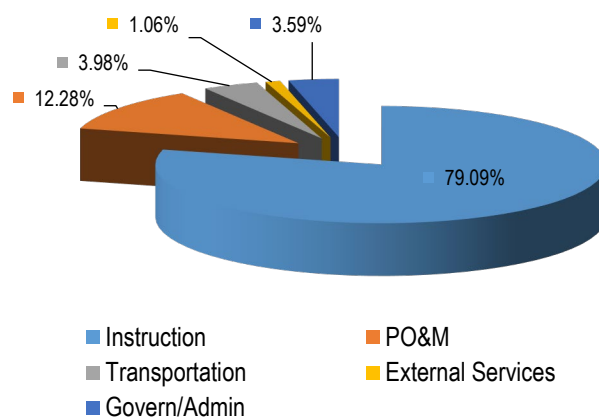
### Fall Update to 2018-2019 Budgeted Revenues

Government of Alberta	\$58,456,320
Property Taxes	\$ 8,340,000
Parent Fees	\$ 2,365,245
Other Sale & Services	\$ 1,148,450
Other Revenue	\$ 935,998
<b>Total Revenues</b>	<b>\$71,246,013</b>



### Fall Update to 2018-2019 Budgeted Expenditures

Instruction	\$56,850,413
PO&M	\$ 8,824,432
Transportation	\$ 2,862,948
Govern/Admin	\$ 2,582,247
External Services	\$ 762,072
<b>Total Expenditures</b>	<b>\$71,882,112</b>



Projected Deficit Budget – (\$636,099)

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

## CAPITAL AND FACILITIES PROJECTS AND PLANNING

### Capital and Facilities Projects

The Board of Trustees continues to support the enhancement and sustainability of facilities that enable our communities to pursue Catholic education in safe and attractive buildings that are conducive to optimizing student learning. Given the District's tremendous success in receiving funding for all of its 2014 – 2015 capital project submissions, we are proud that have opened our newest K-9 school in St. Albert, Sister Alphonse Academy, in September 2018, and will be well positioned to further completion of remaining projects in the 2018 - 2019 school year. The District is looking forward to starting construction for St. Kateri Tekakwitha Academy, the new K-6 school in Morinville, during the 2018-2019 school year.

### Capital Planning Considerations

Capital planning considerations are developed to enhance facility and programming quality so that students will look forward to maintaining their K-12 journeys within our system. The St. Albert Catholic High School Modernization Project and the Vincent J Maloney Catholic Junior High School Modernization project, both managed by Alberta Infrastructure, are substantially complete and should be entirely finished by Christmas 2018. The Vincent J Maloney Catholic Junior High School Modernization project will include solar technology that will be managed under a separate contract distinct from the modernization. The District web-site continues to provide specific status updates on all projects as they progress to completion.

Construction of St. Kateri Tekakwitha Academy, in the Morinville Westwinds Development, has been awarded to Jen-Col Construction Ltd. and the project will begin to mobilize in early December 2018. The District web-site continues to provide specific status updates on this project as it progresses to completion.

In March 2016, March 2017, and again in March 2018, the Board approved the submission of a new Capital Plan, focusing on two modernization projects as follows:

- an estimated \$1.85 Million renovation of the career and technology studies facilities for Morinville Community High School that will address an upgrade to the current food studies, cosmetology, fashion studies, and flexible student gathering spaces;
- an estimated \$1.4 Million heating and ventilation upgrade for Bertha Kennedy Elementary School.

A copy of the District's current 2019 – 2022 Capital Plan may be obtained at the following link:

<https://www.gsacrd.ab.ca/download/139032>.

### Operations and Maintenance

The Board's Operations and Maintenance annual operating budget is primarily determined by student enrolment. This budget manages all general repairs, snow removal, lawn maintenance, and contracted custodial services for the district 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 2017 - 2018, our staff demonstrated a 99.8% completion of requested work orders. The district continued its trend of experiencing a decrease of work orders being submitted (84 fewer work orders were generated in 2017 compared to 2016). This outcome was due to a continuation of the excellent preventative maintenance strategy utilized by Operations staff. This year Operations introduced a new web-based work order system, Asset Planner, which was installed in May 2017, which has been going very well and has assisted



the Operations staff with the strategy, moving from 1,122 Preventive Work Orders in 2016 to 1,699 in 2017. Our staff are to be commended for achieving these excellent results, accessing requests on iPhones, iPads, as well as on desktops, and are operating virtually paper free. Asset Planner's increased ease of access and direct communication with school administrators has been invaluable. This technology allows staff time to be proactive, while completing a variety of other specialized projects dedicated to supporting the learning environments for students.

### **Infrastructure Maintenance Renewal (IMR)**

This funding envelope, which addresses the modernization or replacement of existing facility components, is based upon the priorities of health and safety and programming needs of the district as managed by the Operations and Maintenance Department. The 2017 – 2018 IMR plan was developed with input from school-based administration and in-house facility expertise. Of the \$1,957,082 in 2017 – 2018 IMR funding received and the \$215,372 carried forward from 2016 – 2017, a total of \$2,172,454 was approved to be spent on 117 different projects throughout the District at all 16 schools. Examples of projects included, but were not limited to: washroom renovations, including barrier free improvements, instructional space improvements, gym floor refurbishing, parking lot refurbishment, various alarm and motor replacements, roof replacement and maintenance, as well as upgrades to heating controls. A carry-over of funds, \$453,915, will be used in 2018 - 2019 to complete the outstanding projects at year-end.

### **A View Forward**

In addition to advocating for District facility needs to the province, proactive considerations to maximize overall Capital and Facilities strategy away from a paper-based methodology for completing work orders to the utilization of a digital submission process, Operations continues to explore cost saving opportunities such as:

- transitioning to LED lighting in all schools, that once installed, will create a 15-year maintenance free status for future replacements;
- engaging in energy audits to explore cost savings; and
- continuing washroom renovations which include water saving toilets, auto shut off taps, new counters, sinks, partitions, and flooring, to further reduce utility costs.

## **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 2017-2018, there were no disclosures made during this time period.