

St. Gregory Catholic School AERR 2019-2020 Plan

We are very pleased with our Annual Education Results Report and believe that the positive results reflect the caring attitudes that the students, staff and parents have towards St. Gregory Catholic School.

It is our philosophy that all school-based decisions must be guided by our belief that every child can learn and that our success is built, in part, by creating and sustaining a positive school culture and establishing a school environment that is responsive to, and inclusive of, our parents and community members from Hinton.

We look forward to continued successes and are confident that our students will experience many accomplishments while in attendance here at St. Gregory Catholic School.

Yours in Christ,

Mr. Tim Fafard - Principal

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2019
School: 1130 St. Gregory Catholic School



Measure Category	Measure	St. Gregory Catholic School			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	94.3	99.5	98.6	89.0	89.0	89.3	Very High	Declined	Good
Student Learning Opportunities	Program of Studies	80.3	94.6	92.6	82.2	81.8	81.9	High	Declined	Acceptable
	Education Quality	92.5	100.0	98.5	90.2	90.0	90.1	Very High	Declined	Good
	Drop Out Rate	n/a	n/a	n/a	2.6	2.3	2.9	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.1	78.0	77.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	n/a	n/a	73.8	73.6	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	20.6	19.9	19.6	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.3	55.7	55.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	64.8	63.4	62.2	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	59.0	58.7	58.7	n/a	n/a	n/a
	Work Preparation	88.9	100.0	93.3	83.0	82.4	82.6	Very High	Maintained	Excellent
	Citizenship	92.5	99.0	98.6	82.9	83.0	83.5	Very High	Declined	Good
Parental Involvement	Parental Involvement	89.1	97.1	96.4	81.3	81.2	81.1	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	91.8	97.4	98.5	81.0	80.3	81.0	Very High	Declined	Good

Outcome One: Alberta's students are successful

Comment on Results

We are very pleased with our results and will continue to implement strategies and programs that maintain this high level of satisfaction

Strategies

ECS/Junior Kindergarten Program Focus: **Happy Creek Learning Center.**

Key components:

- Primary philosophy is to use a play-based approach for student learning.
- Emilio Reggio philosophy
- Emergent curriculum process
- Adopted a Multi-Aged Group setting. We serve children between the ages of four to six years of age
- Utilizing a Team –Teaching approach
- Physical layout of our new learning center vs the traditional classroom arrangement has completely redefined how we now integrate our surroundings to improve student learning.

Continue to improve the Outdoor learning Space with the addition of a sound wall and increase gardening opportunities for our students.

Plans for Improvement in Writing

Implementation of **Writing Without Tears** program in ECs and Gr.1

Early detection of students who struggle with writing skills and offering pull out programming to address their needs (Early Literacy)

Weekly Journaling (school-wide)

Daily Five and Café Literacy Program (School directed project – Differentiated Instruction)

Plans for Improvement in Reading

Continued implementation of the Daily Five including direct instruction of reading strategies (Daily Five and Café menu)

Continue to expose students to a variety of literature in our classrooms and student book bins.

Early Literacy Program- Targeting priority grade one and two students who are identified to access daily-individualized support in a one-on-one or small group setting. Expanded this year to include student from gr. 3 and gr.4

Buddy Reading program – All grades have been buddied up for weekly reading sessions.

Jolly Phonics program – continue to utilize

Purchase of more leveled reading materials for each classroom

Reading A to Z program – individual paced reading program that is available to all students at school and at home.

Plans for Improvement in Math Skills:

Make available math activities and math tools for structured play (math games, partner work)

Use of manipulative resources is strongly recommended to enforce all math concepts (counting, skip counting, showing numbers pictorially using different tools (show same # with coins and base ten blocks)

Utilize proper use of correct mathematical terminology in all grade levels (standard form, base-ten names, sums, differences, etc.)

More emphasis on graphs, charts, line plots. (Especially multi-step problems involving retrieving information from chart and applying mathematical operations to get answers).

Using different pictorial representations of the same number (base-ten blocks and coins)

Focus on conversion of measurements (minutes to seconds, centimeters to meters)

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	96.8	97.3	100.0	96.7	99.0		Very High	Maintained	Excellent			
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.	85.7	83.0	100.0	80.0	100.0		Very High	Improved	Excellent			

Comment on Results

We are very pleased with our results and will continue to implement strategies and programs that maintain this high level of satisfaction

Strategies

Mindful room. – Implement mindfulness classes for all homerooms– weekly lesson facilitated by in school counsellor.

Kagan cooperative structures to build self-esteem, confidence and empathy with students.

Professional Learning Communities and provision of collaboration time for teachers to share, reflect and implement new teaching strategies. – Focus on staff wellness; facilitated by Laurie-Ell Bashforth (Happiness School Booster program)

Instructional coach – serves and facilitates staff growth and teacher improvement with a focus this year on student- teacher relationships and word usage.

Provide opportunities for Educational Assistants to attend specialized conferences i.e.: Purposeful play; Staff wellness and autism.

Plan for Social and Emotional Learning School Focus:

- “Wellness dog” program to be implemented by May of 2019
- Professional Development Days facilitated by Laurie-Ell Bashforth that will focus on growth, self-awareness, personal accountability and positive communication.
- Kimochi program. Have Mrs. Niwa trained and be lead person with this new program.
- SIVA training for support staff

Outcome Two:

The achievement gap between First Nations, Métis, and Inuit students and all other students is eliminated

Comment on Results

We currently have identified 36 FNMI students
(15 % of our student population)

Strategies

- Continue to liaison with and promote native cultural awareness with the Native Friendship Center
- Classroom visitations towards exposing students to native culture with local FNMI personnel – targeting 10 full days of classroom instruction and learning
- School –wide native performances (if available)
- Work closely with the Head Start program to have early detection of FNMI students entering St. Gregory School so that we can implement and provide the necessary supports to ensure a successful transition into our ECS program.
- Designate Mrs. Niwa as a lead teacher for FNMI cultural awareness and as a resource person for school. Release time is designated at 0.1 FTE
- Utilize Etienna Moostoos to in-service staff members on native culture and how to tie curriculum to teaching practices.
- Staff members will participate in one full FNMI PD day on April 13th

Outcome Three: Alberta's education system respects diversity and promotes inclusion

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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.	96.9	97.9	99.7	96.7	99.5		Very High	Maintained	Excellent			

Comment on Results

We are very pleased with our results and will continue to implement strategies and programs that maintain this high level of satisfaction

Strategies

Continue to collaborate with our Parent Council Executive to focus on their priority of "Safe School";

- Dialogue and utilize community groups and professional organizations to share their expertise in informing and providing our students with the tools necessary to be safe at all times.
- All support staff will be trained in SIVA
- Plan a "digital safety" presentation for students in grade 4 and also a parent evening using the White Hatters organization

Continuation with the morning devotion time in the chapel each day. Each certificated staff member will be leading weekly devotions throughout the year.

Continuation of faith development at staff meetings, which will be facilitated by Ronnie Iwanciewski – Our Lady of the Foothills Catholic Church liaison person.

Mindfulness focus/lessons for all students – promote the "Catholicity" of the mindfulness exercises to our parent community.

Continue with use of Kagan cooperative structures to build self-esteem, confidence and empathy for students.

Plan for Social and Emotional Learning School Focus:

- PLC focus that will continue to focus on Positive communication using a book study "Power of our Words."
- Focus on having a deeper understanding of Social and emotional learning and its impact on student growth.
Implement our "Wellness Dog" program in cooperation with the Dreamcatcher Kennel personnel by May of 2019

Outcome Four: Alberta has excellent teachers, and school and school authority leaders

Performance Measure	Results (in percentages)						Target	Evaluation	Targets			
Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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.	90.5	87.8	93.5	89.7	94.6		Very High	Maintained	Excellent			

Comment on Results

We are very pleased with our results and will continue to implement strategies and programs that maintain this high level of satisfaction

Strategies

Continue to focus on the creation of an **Outdoor Learning Space**

- Promote physical activity- balance, core strength
- Promote Nature Play
- Promote on-site gardening
- Promote authentic learning experiences related to natural sciences.
- Bring in community members to share knowledge and skills regarding local natural resources e.g.: Oil and Gas representatives, Forestry management personnel, Conservation officers, Fur Trappers Association and Park Interpreters.
- Provide release time for Mrs. Stonehouse to be a lead teacher to model Natural Sciences and Outdoor education experiences for all grade levels -0.1 FTE

Purchase a class set of Denji drums for music class. Implement a drumming program for all grades as a supplement to our existing music program.

Include time for grade level collaboration on a bi-monthly basis.

Continue to promote an active lifestyle by participating in a cross-country ski and snowshoe program.

Continue to establish and expand an outdoor Ed. program for 4 students that focuses on wilderness survival skills. To be in partnership with community volunteers from the Hinton Search & Rescue program and Junior Forest Wardens.

Partnership with Jasper Palisade's to encourage outdoor learning and activities with all grades – 2 visits per grade level.

Continue with:

- After school sports program in conjunction with Gerard Redmond senior high students: volleyball, basketball and badminton.
- Buddy system at recess for students requiring additional supports, both physically and emotionally.
- Healthy Heroes program – Breakfast program fully implemented by end of October
- Student –Anti Bullying program at each grade level

- Faith retreats
- Literacy week : Invitational Reading Day, Family Literacy Day, Gr. 4 book reports
- Peace Patroller program

Outcome Five: Alberta's education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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.	89.8	100.0	100.0	97.9	97.4		Very High	Maintained	Excellent			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	89.7	91.5	100.0	92.0	97.1		Very High	Maintained	Excellent			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	97.8	98.3	99.3	96.2	100.0		Very High	Improved	Excellent			

Comment on Results

We are very pleased with our results and will continue to implement strategies and programs that maintain this high level of satisfaction

Strategies

Continue to keep open lines of communication with parents via newsletters, e-mails, positive phone calls and personal conversations.

Continue to harmonize staff professional growth plans; i.e. teachers have collectively created divisional PGP's that reflect our school goals and direction yet maintain personal varying strategies for success. This allows for a support system and a means to hold each other accountable.

Include all support staff in our staff meetings and professional development days.

Have monthly support staff meetings or on a as needed basis

Continue with a principal Twitter account

Parents of St. Gregory Facebook account

Parent Council survey to all parents

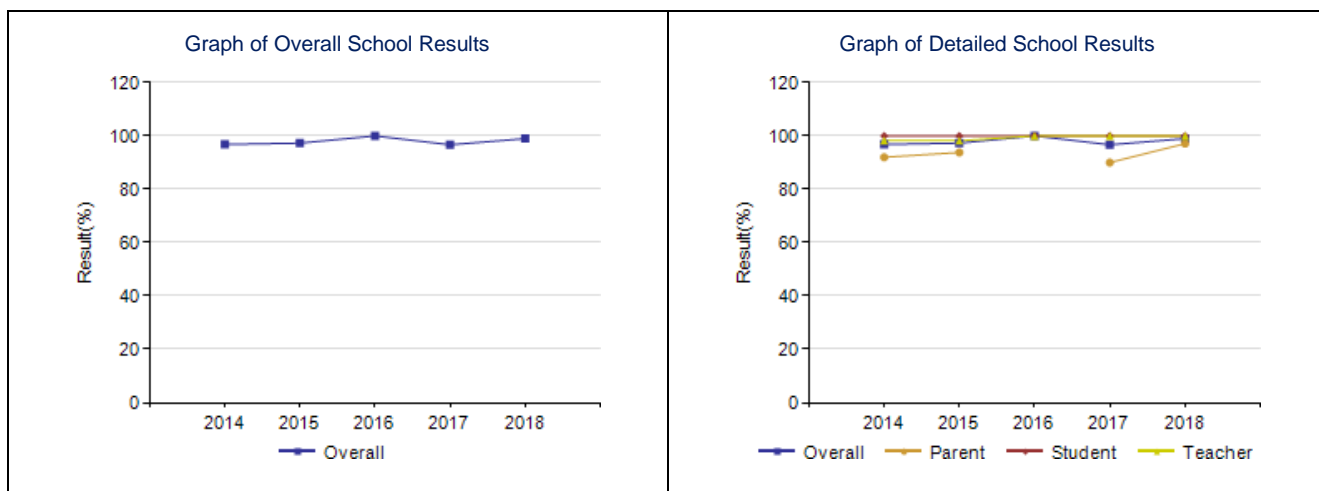
Pilot 4 grades using Classroom Facebook pages (instead of teacher web pages) Happy Creek/Gr.4F and Gr.3G – monitor for traffic levels by parents and ask for parental feedback.

Encourage homeroom teachers to utilize either a teacher Facebook account or “Seesaw” as a means of daily communication with parents.

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

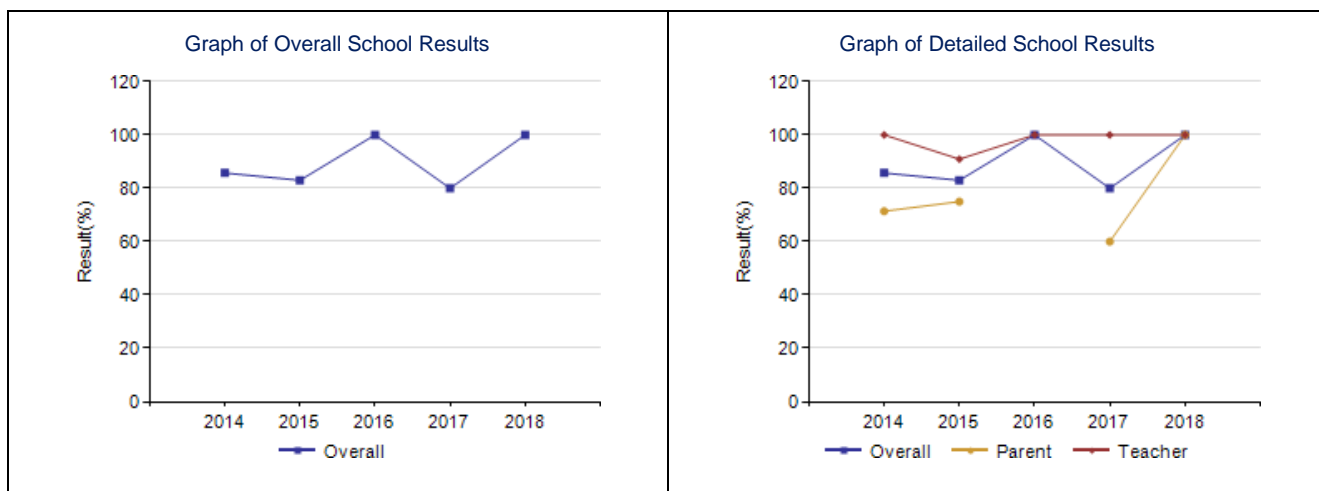
	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	96.8	97.3	100.0	96.7	99.0	83.7	84.2	81.6	84.2	85.2	83.4	83.5	83.9	83.7	83.0
Teacher	98.3	98.2	100.0	100.0	100.0	97.5	97.7	98.4	98.0	98.1	93.8	94.2	94.5	94.0	93.4
Parent	92.0	93.8	*	90.0	97.1	83.3	83.6	77.6	84.0	83.6	81.9	82.1	82.9	82.7	81.7
Student	100.0	100.0	100.0	100.0	100.0	70.4	71.5	68.8	70.6	73.8	74.5	74.2	74.5	74.4	73.9



Work Preparation – Measure Details

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.

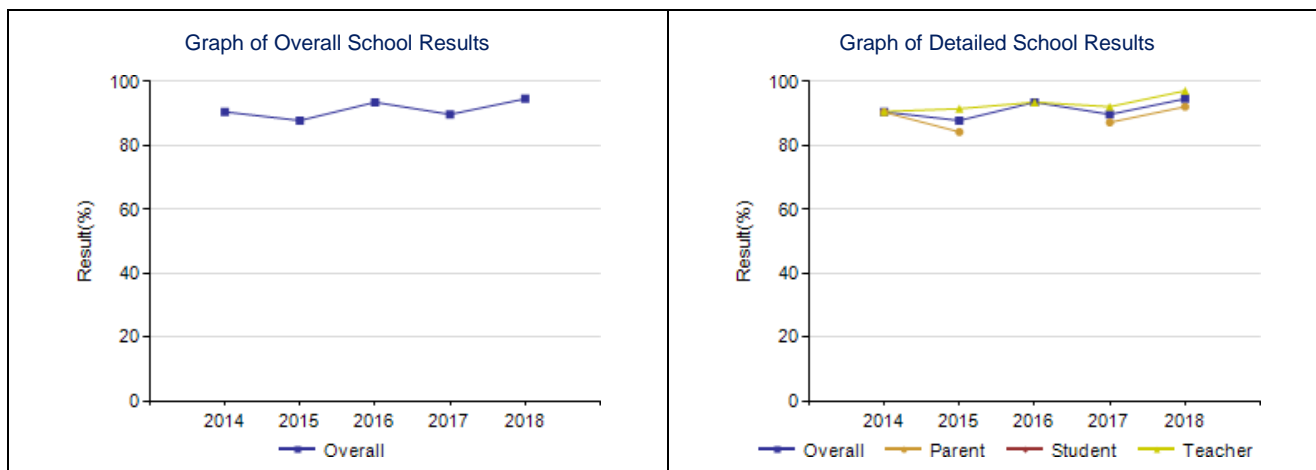
	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	85.7	83.0	100.0	80.0	100.0	85.7	83.0	81.0	86.0	84.7	81.2	82.0	82.6	82.7	82.4
Teacher	100.0	90.9	100.0	100.0	100.0	93.3	91.0	96.1	94.7	94.3	89.3	89.7	90.5	90.4	90.3
Parent	71.4	75.0	*	60.0	100.0	78.1	75.0	66.0	77.3	75.0	73.1	74.2	74.8	75.1	74.6



Program of Studies – Measure Details

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.

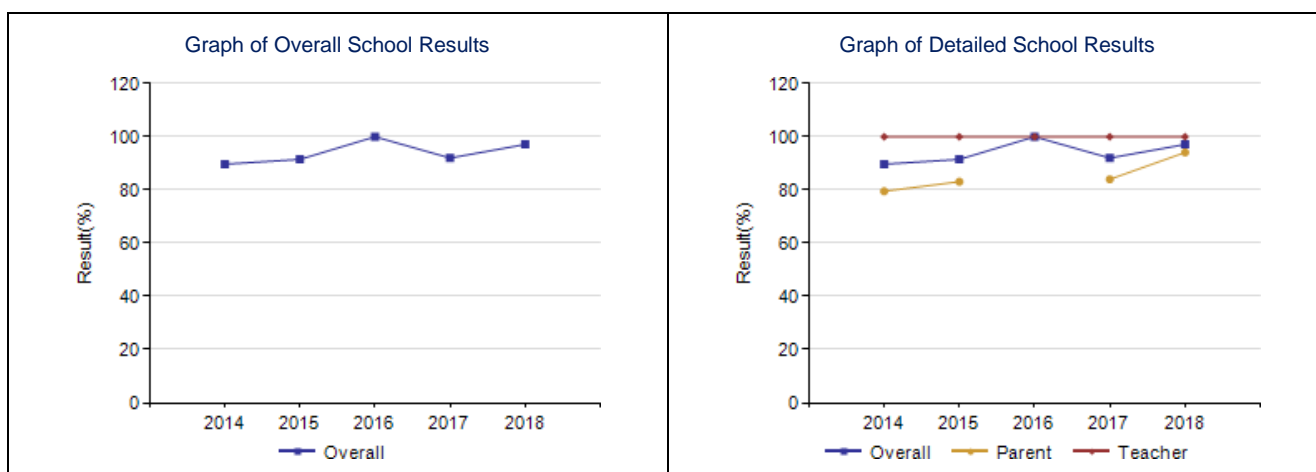
	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	90.5	87.8	93.5	89.7	94.6	84.8	84.8	84.8	83.6	85.7	81.3	81.3	81.9	81.9	81.8
Teacher	90.6	91.5	93.5	92.1	97.1	91.5	94.0	94.1	92.6	91.9	87.5	87.2	88.1	88.0	88.4
Parent	90.4	84.2	*	87.2	92.1	83.0	79.9	80.3	81.8	82.6	79.9	79.9	80.1	80.1	79.9
Student	n/a	n/a	n/a	n/a	n/a	79.9	80.6	80.0	76.3	82.5	76.6	76.9	77.5	77.7	77.2



Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

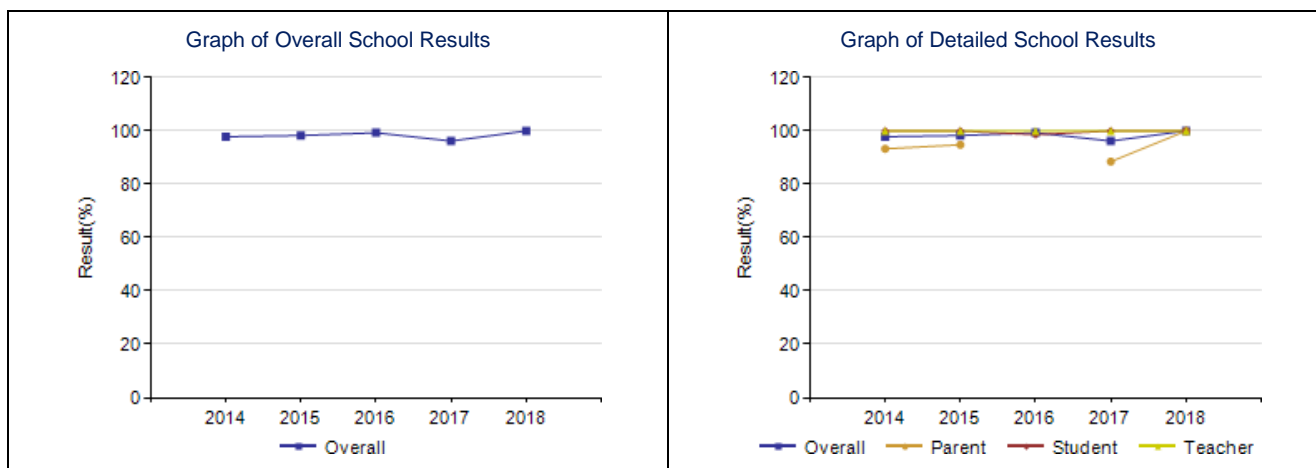
	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	89.7	91.5	100.0	92.0	97.1	82.6	83.0	75.4	82.5	82.0	80.6	80.7	80.9	81.2	81.2
Teacher	100.0	100.0	100.0	100.0	100.0	93.2	93.4	89.4	91.4	89.7	88.0	88.1	88.4	88.5	88.9
Parent	79.5	83.1	*	84.0	94.1	71.9	72.7	61.5	73.6	74.3	73.1	73.4	73.5	73.9	73.4



Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

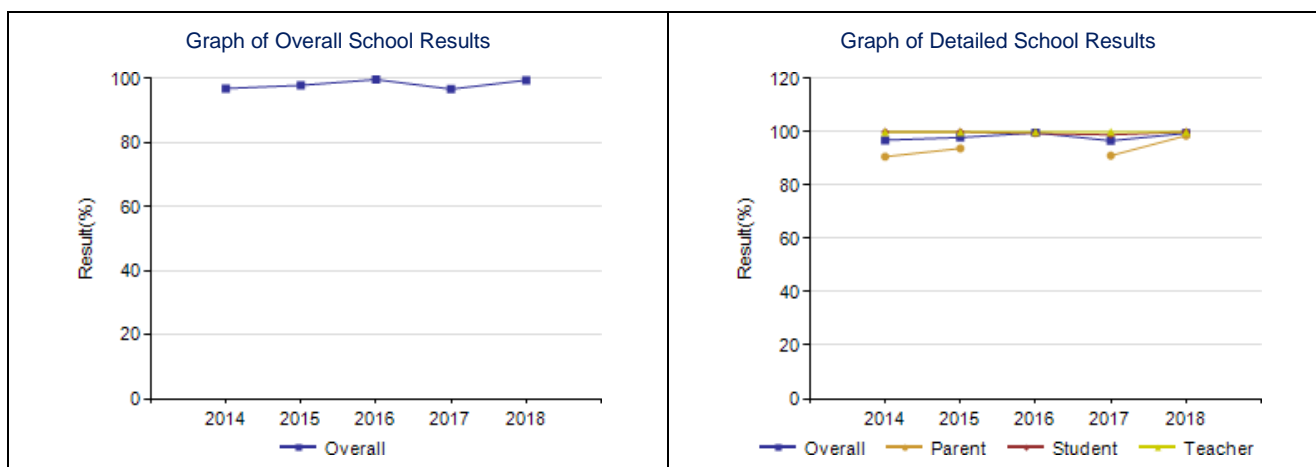
	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	97.8	98.3	99.3	96.2	100.0	90.2	91.3	88.7	91.3	91.8	89.2	89.5	90.1	90.1	90.0
Teacher	100.0	100.0	100.0	100.0	100.0	96.8	97.9	97.7	97.8	98.2	95.5	95.9	96.0	95.9	95.8
Parent	93.3	94.8	*	88.5	100.0	87.6	88.8	83.5	89.4	88.7	84.7	85.4	86.1	86.4	86.0
Student	100.0	100.0	98.6	100.0	100.0	86.1	87.1	85.0	86.7	88.6	87.3	87.4	88.0	88.1	88.2



Safe and Caring – Measure Details

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.

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	96.9	97.9	99.7	96.7	99.5	89.1	89.7	88.2	89.4	90.6	89.1	89.2	89.5	89.5	89.0
Teacher	100.0	100.0	100.0	100.0	100.0	97.2	96.1	97.6	96.9	97.9	95.3	95.4	95.4	95.3	95.0
Parent	90.7	93.8	*	91.1	98.6	88.1	90.1	86.9	90.6	90.4	88.9	89.3	89.8	89.9	89.4
Student	100.0	100.0	99.4	98.9	100.0	82.0	82.8	80.1	80.7	83.4	83.1	83.0	83.4	83.3	82.5



School Improvement – Measure Details

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.

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	89.8	100.0	100.0	97.9	97.4	82.8	83.8	81.4	81.9	85.0	79.8	79.6	81.2	81.4	80.3
Teacher	90.9	100.0	100.0	100.0	100.0	87.6	88.4	91.2	82.8	87.3	81.3	79.8	82.3	82.2	81.5
Parent	78.6	100.0	*	93.8	92.3	81.5	80.1	73.6	81.1	83.4	77.0	78.5	79.7	80.8	79.3
Student	100.0	100.0	100.0	100.0	100.0	79.2	82.9	79.4	81.7	84.4	81.2	80.7	81.5	81.1	80.2

