

2021-2025
Year Two

École Good Shepherd School
FOUR-YEAR EDUCATION PLAN



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SCHOOL PRIORITIES

FAITH

École Good Shepherd School enters the third year of the Three-Year Faith Theme, *I AM the Way, the Truth, and the Life*, inspired by and taken from scripture in the Gospel of John. The three pillars from this verse will provide the direction to seek (Evangelize), to form (Catechesis), and transform (Service) all staff and students who enter our buildings. This framework will support the development and fostering of a holistic Catholic identity.

HEALTHY SCHOOLS

Healthy Schools is the touchstone in this plan. Healthy schools promote the spiritual, emotional, social, intellectual, and physical wellness of staff and students. Our *Healthy Schools* will focus on both recovery from the pandemic and a return to our normal levels of excellence in all areas.

ACADEMIC EXCELLENCE THROUGH COLLABORATIVE PRAXIS

Praxis is a cycle of collaborative learning with three iterative components: theory, practice, and reflection. During the theory phase, teams of teachers identify research-based goals or strategies. Then teams of teachers put the theory into action in their classrooms. Teachers are then given time to collaboratively reflect on the impact of their practice on student learning.



NEW CURRICULUM

Numerous École Good Shepherd teachers will focus on preparing to pilot the new math curriculum, beginning with the summer 2021 creation of curriculum support documents that will help teachers to better understand the curriculum, while also giving them the opportunity to suggest edits, provide enrichment, and align resources.



PROVINCIAL DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

OUTCOMES

Student performance in English Language Arts and Mathematics will be in the “very high” category as measured by aggregate acceptable and excellence rates on Provincial Achievement Tests.

Strategies Used to Improve Rates of PAT and Diploma, High School Completion, Active Citizenship, and Academic Engagement

<p>Divisional Teams École Good Shepherd Teachers will support divisional teams in targeted areas to improve student learning. Teams will focus on curriculum, instruction, and/or assessment to collaboratively improve student learning in Kindergarten, Grade 1, Grade 2, Grade 3, Elementary Music, and Phys Ed.</p>	<p><u>Academic Excellence Through Collaborative Praxis</u></p>	<p>% of satisfaction of divisional team participants</p>	<p>90%</p>
<p>Mathology Professional Development ÉGSS teachers will have access to multiple webinars focused on the purpose, application, and implementation of the Mathology resource in alignment with Alberta curriculum. Webinars will be targeted to teachers who were not part of the pilot in Grades K-3 and all teachers in Grades 4-6. Infused with the competencies, the Mathology resource provides a research-based developmental progression of concepts and processes designed to engage students in deep understanding and application of their learning.</p>	<p><u>New Curriculum</u></p>	<p>% of eligible teachers involved in Mathology professional development</p>	<p>100%</p>
		<p>% of teachers' satisfaction with professional development</p>	<p>95%</p>
		<p>% of Kindergarten to Grade 3 teachers implementing Mathology resources</p>	<p>100%</p>
<p>CLC Praxis Plans ÉGSS will designate at least 15 Friday Catholic Learning Community (CLC's) professional development sessions to facilitate the team work on the execution of praxis (theory, action, reflection) plans to improve student learning via high yield goals/strategies in the areas of curriculum, instruction, or assessment. Teachers will additionally focus praxis plans on continued Universal Mental Health strategies and build on supports already implemented in the areas of relationships, regulation and safety. Teachers will combine praxis with implementation of new curriculum in Math, English Language Arts and Literature or Phys Ed and Wellness.</p>	<p><u>Academic Excellence Through Collaborative Praxis</u></p>	<p>% of teachers satisfied with team praxis plans</p>	<p>90%</p>

<p>K-6 Curriculum Implementation Expert ÉGSS teachers will join other CTR teachers to develop curriculum support documents to support curriculum implementation in English Language Arts and Literature and Phys Ed and Wellness. Math curriculum support documents, developed previously, will be updated based on released curriculum. All Kindergarten to Grade 6 teachers will attend introduction Sessions in the Spring of 2022, implementation sessions in August and designated divisional collaboration CLCs throughout the year to collaborate with colleagues, share resources and refine curriculum understanding.</p>	<p><u>New Curriculum</u></p>	<p>% of elementary math teachers using the curriculum support documents and piloting the new math curriculum</p>	<p>40%</p>
<p>Readers' and Writers' Workshop The Readers' and Writers' Workshop philosophy is embedded in literacy instruction to foster fluency, engagement, increased stamina, and application of skills and strategies to improve students' reading and written language.</p>	<p><u>Academic Excellence Through Collaborative Praxis</u></p>	<p>% of classrooms implementing a Workshop classroom</p>	<p>80%</p>
<p>Coding Identified ÉGSS teachers will learn about and become leaders in the area of coding. Lead by CTR's divisional STEM Lead Teacher, this opportunity will allow student to engage with computational thinking through coding and robotics.</p>		<p># of teachers participating in the coding pilot.</p>	<p>2</p>

EXISTING STRATEGIES

All elementary homeroom English and French Language Arts' classrooms are equipped with [Classroom Libraries](#).

PROVINCIAL MEASURES	TARGET
<p>Provincial Achievement Test Acceptable Standard Overall percentage of students in Grade 6 who achieved the acceptable standard on the test.</p>	<p>100%</p>
<p>Provincial Achievement Test Excellence Standard Overall percentage of students in Grade 6 who achieved the standard of excellence on the test.</p>	<p>30%</p>
<p>Active Citizenship: Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship.</p>	<p>95%</p>
<p>Academic Engagement Percentage of teachers, parents, and students who agree that students are engaged in their learning at school.</p>	<p>95%</p>



PROVINCIAL DOMAIN: FIRST NATIONS, MÉTIS, AND INUIT STUDENT GROWTH AND ACHIEVEMENT

OUTCOMES

ÉGSS's First Nations, Metis, and Inuit students meet or exceed ÉGSS's overall assurance standards on all measures.

Programs, services, strategies, and local measures/data to demonstrate that First Nations, Métis, and Inuit students have access to a continuum of supports and services, including inclusive education.

NEW STRATEGIES	DIVISIONAL PRIORITY	LOCAL MEASURES	TARGET
<p>ÉGSS Teachers will join other division teachers to prepare K to 6 curriculum support documents, ensuring First Nations, Métis, and Inuit outcomes are clearly addressed.</p> <p>Prior to new curriculum implementation, CTR will engage teachers, including ÉGSS teachers, in summer professional development where they create curriculum support documents for each of the elementary curriculums. First Nations, Métis, and Inuit content and perspectives will be infused in each curriculum support document in collaboration with Elders, Knowledge Keepers and/or Indigenous Educators.</p>	<u>New Curriculum</u>	% of curriculum support documents that include First Nations, Métis, and Inuit content and resources	100%
<p>Purchase First Nations, Métis, and Inuit resources for all new curriculums.</p> <p>ÉGSS will continue to ensure that elementary classrooms have resources for all elementary curriculums that advance and support student knowledge of First Nations, Métis, and Inuit perspectives, culture, and history.</p>	<u>New Curriculum</u>	% of Kindergarten to Grade 6 curriculums provided with at least one First Nations, Métis, and Inuit resource	60%
<p>Many and One Committee</p> <p>The Many and One Committee consists of personnel from the Catholic Education Centre and the schools. ÉGSS Teachers will incorporate initiatives that combat racism and discrimination, while also fostering inclusion.</p>	<u>Healthy Schools</u>	% of Many and One initiatives that are executed at ÉGSS	70%
<p><u>Success for First Nations, Métis, and Inuit Administrative Procedure</u></p> <p>ÉGSS uses innovative approaches to support success and close the achievement gap between First Nations, Métis, and Inuit students and all Alberta students.</p>	<u>Academic Excellence Through Collaborative Praxis</u>	% of First Nations, Métis, and Inuit students being served as per <u>Administrative Procedure STU #23</u>	100%

EXISTING STRATEGIES

École Good Shepherd School is represented by two [First Nations, Métis, and Inuit Lead Teachers](#) responsible for sharing resources and professional development opportunities, in addition to leading the school in building awareness and action related to First Nations, Métis, and Inuit perspectives.

[**Foundational Knowledge Professional Development**](#) is available for all ÉGSS Teachers to access through webinars, First Nations, Metis, and Inuit Lead Teacher session, Alberta Regional PD Consortium sessions, cultural awareness events, and resources available through CTR's Intranet.

École Good Shepherd school has provided [**The Blanket Exercise**](#) experience for all staff members, focusing on the historical facts and impacts of colonization on the indigenous people from pre-contact to the present.

[**The Land Acknowledgement**](#) is announced daily at École Good Shepherd School, including at the start of assemblies, and Parent Council meetings.

PROVINCIAL MEASURES	TARGET
Provincial Achievement Test Acceptable Standard Overall percentage of First Nations, Métis, and Inuit students in Grades 6 who achieved the acceptable standard on the test.	100%
Provincial Achievement Test Excellence Standard Overall percentage of First Nations, Métis, and Inuit students in Grades 6 and 9 who achieved the standard of excellence on the test.	30%
Active Citizenship Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship.	95%
Academic Engagement Percentage of teachers, parents, and students who agree that students are engaged in their learning at school.	95%

PROVINCIAL DOMAIN: TEACHING AND LEADING

OUTCOMES

Long Term:	Education Quality surveys measuring satisfaction with the quality of teaching will indicate a stakeholder satisfaction rate of 95% or higher.
Medium Term:	100% of active School Council parents will understand ÉGSS's <i>Enhanced Supervision</i> process for teachers and administrators.
Short Term:	25% of ÉGSS teachers and administrators will be engaged in an <i>Enhanced Supervision</i> process each year.

Supervision and Evaluation (processes, strategies, and local measures/data) to demonstrate that the division supports teaching and leadership quality through professional learning, supervision, and evaluation processes.

NEW STRATEGIES	DIVISIONAL PRIORITY	LOCAL MEASURES	TARGET
<p>Share Teacher Supervision, Evaluation, and Growth (TSEG) Administrative Procedure with School Council CTR's Human Resource Department will prepare a PowerPoint presentation that ÉGSS Administration will use to explain CTR's TSEG process to School Council.</p>	<u>Academic Excellence Through Collaborative Praxis</u>	# of presentations to ÉGSS School Council on CTR's TSEG policy	1
<p>Staff Wellness Initiative CTR Human Resources Department will lead professional development sessions for Vice Principals on career long self-care, occupational health and well-being. Vice Principals will facilitate interactive sessions with their faculty and staff members.</p>	<u>Healthy Schools</u>	Total number of professional development sessions	5

EXISTING STRATEGIES

The Teacher and Leadership Quality Standards are incorporated into and aligned with the supervision, growth, and evaluation documents ÉGSS uses in both the [Teacher Supervision, Growth and Evaluation](#) as well as the [Principal Supervision, Growth and Evaluation](#).

On a four-year cycle, each [teacher](#) and [administrator](#) with a continuous contract participates in *Enhanced Supervision* with their principal or superintendent.

PROVINCIAL MEASURE	TARGET
Education Quality: Percentage of teachers, parents, and students satisfied with the overall quality of basic education.	95%



PROVINCIAL DOMAIN: LEARNING SUPPORTS

OUTCOMES

Stakeholder satisfaction with access to a continuum of supports and services will be 90% or higher.

- Programs, services, strategies, and local measures/data used to demonstrate that the school is improving First Nations, Metis, and Inuit student success and ensuring all students, teachers, and school leaders learn about First Nations, Metis, and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools.
- Programs, services, strategies, and local measures/data used to demonstrate that all students have access to a continuum of supports and services, including specialized supports and services, consistent with the principles of inclusive education.

NEW STRATEGIES	DIVISIONAL PRIORITY	LOCAL MEASURES	TARGET
<p><u>Universal Mental Health Supports</u></p> <p>Universal mental health continues to be a focus for ÉGSS and teachers will continue to build upon the mental health strategies they have already implemented. As part of their praxis planning, teachers will specifically identify a strategy in each of the three areas – relationships, regulation and safety – that they will focus on for the school year, along with the specific area of mental wellness that is being targeted. For example, a teacher may focus on test-taking strategies to reduce anxiety for students.</p>	<p><u>Healthy Schools</u></p>	<p>Teachers will identify and implement at least one strategy in each of the three areas – relationship, regulation, and safety, clearly linking each strategy to a specific area of mental health.</p>	+5%
<p><u>#Relationships in a Digital Age</u></p> <p>Through the #Relationships in a Digital Age initiative, teachers will deliver lessons to students focusing on the foundational priorities of building positive relationships, developing a capacity for sustained attention, being conscious of the impacts of screens on mental health, and responsible decision making around screen time. Topics include navigating social media, engaging in face-to-face conversations, dealing with conflict, building healthy relationships, replacement activities, etc. In addition, school staff is modeling responsible use of screens while being intentional about creating opportunities for students to use critical thinking when engaging with technology. Lessons will be updated and finalized to reflect current trends and issues that are relevant to student responsible use of screens.</p>	<p><u>Healthy Schools</u></p>	<p>There will be an overall improvement of 5% between pre-test and post-test student surveys measuring the impact of the #Relationships in a Digital Age lesson sets.</p>	+5%
<p><u>Movement and Regulation Circuits</u></p> <p>These circuits, designed by CTR's occupational therapists, provide students of ÉGSS with a consistent, reliable, positive adult relationship on a</p>	<p><u>Healthy Schools</u></p>	<p># of students using these circuits with support of the ARC EA</p>	5

regular basis, create knowledge and understanding about their inner state of being, provide sensory opportunities to calm the nervous system, and support a targeted and intentional cool down period to prepare their minds and bodies to learn.		# of students using these circuits with support of trained EAs	15
Many and One Committee The Many and One Committee works to promote inclusion and combat racism, discrimination, and other forms of marginalization. The committee is charged with coming up with a minimum of 10 different initiatives the school can choose to employ based on classroom contexts.	<u>Healthy Schools</u>	% of classrooms implementing 3 of the strategies designed by the Many and One Committee	100%
Intervention Programs <u>Early Reading Intervention</u> (ERI), <u>Enhanced Reading</u> (ER), <u>Precision Reading</u> (PR) Interventions in early numeracy skills support grade 1 to 3 students in the acquisition of strong number sense through additional targeted instruction ERI and ER interventions enhance excellent classroom instruction and provide additional and targeted reading instruction for students that are not reading at grade level.	<u>Academic Excellence Through Collaborative Praxis</u>	% of applicable students involved in ERI, ER, and PR	80%
<u>Attachment, Regulation, and Competency (ARC) Educational Assistant's</u> ÉGSS continues to focus on developing the ARC model in the school through professional learning opportunities for both new and experienced ARC Educational Assistants (EAs). This innovative approach addresses issues of attachment, regulation, and competency to ensure success for all students.	<u>Healthy Schools</u>	Average effect size of $d = .50$ or higher, derived from comparison of pre-test and post-test results	$d = .50$

EXISTING STRATEGIES

ÉGSS continues to have access to services provided by [Family School Liaison Workers \(FSLWs\) and Connections Workers](#).

Elementary school personnel have received training in the underlying principles and functional implementation of [Zones of Regulation](#).

School staff have engaged in training to understand [ACES](#) and the impact childhood trauma has on learning and the brain.

Multiple school staff members have been trained in the implementation of [The MANDT System](#).

School staff have received training in the [Crisis Cycle](#) and how to de-escalate students in crisis.

Students throughout the school continue to access [Sensory Rooms](#) on both a scheduled and as-needed basis.

School staff continue to engage in professional learning around [Trauma Informed Practices](#) and the impact of implementation on students and learning.

All Kindergarten students are invited to participate in [Screening and Early Intervention](#), if identified during the screening process.

ÉGSS has access to CTR's divisional Psychologist through the Request for Support process for [Psychological Assessments](#) for students.

ÉGSS continues to have access to specialized support services including [Speech Language Pathology, Occupational Therapy, Physical Therapy, Low Incidence and Behavior Supports](#).

All ÉGSS students who have received an Alberta Education Special Education Code have an [Individualized Program Plan](#) on Template A, B or C, as determined by student need.

The Student Services team meets with the ÉGSS Learning Support team minimally three times per year for [Case Conferences and Success in Schools for Youth In Care](#).

ÉGSS continues to support student wellbeing through a [Nutrition Program](#). This program helps to support the school's overall Healthy Schools initiative.

*See [First Nations, Metis, and Inuit Student Growth and Achievement Domain](#) for more strategies.

PROVINCIAL MEASURES	TARGET
Safe and Caring: Percentage of teachers, parents, and students who agree that their learning environments are welcoming, caring, respectful, and safe.	100%
Student Inclusion: Percentage of teachers, parents, and students who agree students are supported and are successful in their learning.	100%
Access to Supports and Services: Percentage of teachers, parents, and students who agree that students have access to the appropriate supports and services at schools, including inclusive education.	100%

PROVINCIAL DOMAIN: GOVERNANCE

OUTCOMES

Stakeholders view École Good Shepherd School as strong in the areas of faith, learning, creating safe and caring schools, and stewardship.

- Processes, strategies, and local measures/data to demonstrate that the school has effectively managed its resources.

NEW STRATEGIES	DIVISIONAL PRIORITY	LOCAL MEASURES	TARGET
Principals Community Influencers Engagement ÉGSS Administration will identify community influencers to join the School Council members and participate in three World Cafés to engage about topics of importance such as teacher supervision and evaluation, student learning, and other school priorities.	Stakeholder Engagement	Total number of participants attending the World Cafés	10

EXISTING STRATEGIES

The Four-Year Education Plan is presented annually to both School Council and Ward Committees.

All teachers are consulted about Four-Year Education Plan strategies and priorities via the Superchat process.

CTR has joint use agreements with each community.

ÉGSS School Council Chair is invited two to three times per year to attend a *Council of School Councils* Meeting

PROVINCIAL MEASURE	TARGET
Parental Involvement: Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	90%



LOCAL DOMAIN: FAITH COMMUNITY

OUTCOMES

Aggregate satisfaction rates on faith surveys are 95% or higher.

NEW STRATEGIES	DIVISIONAL PRIORITY	LOCAL MEASURES	TARGET
Implementation of New <i>Fully Alive</i> Resource <i>Fully Alive</i> is a resource used to support the teaching of human sexuality through a Catholic worldview. <i>Fully Alive</i> beautifully expresses the wonder of our creation as human beings and what it means to be a child of God. Students explore the beautiful stories about God's purposeful intention in creating human beings in His image and likeness.	Faith	% of applicable teachers using the resource	100%
Celebration of School Patronage The Director of Catholic Education will support École Good Shepherd School to enhance the school's attention and focus on the member of the Godhead after which it was named.	Faith	# of Initiatives derived from this support	2

EXISTING STRATEGIES

École Good Shepherd will devote approximately 25% of the weekly Friday Catholic Learning Communities to Faith for staff.

École Good Shepherd will participate in two days of Eucharistic Adoration, coinciding with Catholic Education Sunday (November) and Catholic Education Week (May).

École Good Shepherd School will host liturgies and Masses held at the start of the year, throughout liturgical season, and at the end of the school year. Providing opportunities for prayer and church sacraments is vital for the spiritual formation of staff and students.

[Catholic Education Sunday \(November\)](#) and [Catholic Education Week \(May\)](#) are celebrated by our local Catholic parish, ÉGSS, and families to recognize the good work of Catholic education in the Church's salvific mission.

École Good Shepherd School supports the local GrACE CTR group. [GrACE](#) is a provincial movement whose mission is to inspire, invigorate, and embolden the spirit of Catholic education in order to unite, engage, educate, and communicate with one voice.

École Good Shepherd School participates in the CTR hosted Faith Days, a two-day event to offer faith formation for all teachers and administrators.

École Good Shepherd School has 2 designated [Faith Leader\(s\)](#) who, under the supervision of the Director of Catholic Education, plan and set direction for faith events and initiatives across the division and in their school.

SCHOOL MEASURES	TARGET
% of students, parents, and teachers who indicate that the students are developing a meaningful prayer life.	90%
% of students who pray by means of morning or evening prayer, prayers of thanks to God, prayers asking for God's assistance, reading the Bible or select scriptures from the Bible and reflecting on the meaning, Rosary, or formal prayers such as the Lord's Prayer, personal prayer, and contemplation of God's will.	100%
% of students, parents, and teachers who are satisfied with how they have grown as a Christian because of their involvement in Catholic education.	90%
% of students who attend Catholic mass or, if not Catholic, services at their church.	30%
% of students Grades 4 achieving an Acceptable Standard on assessment.	98%
% of students Grades 4 achieving an Excellence Standard on assessment.	98%
% of staff who have participated in one or more faith growth experiences.	100%

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% of parents, students, and teachers who indicate they are satisfied with the religious celebrations that are held at the school.	97%
% of parents, students, and teachers who indicate that the school is doing all things like Jesus would want them done.	96%
% of parents, students, and teachers who indicate they are satisfied with what is learned in religious studies classes.	96%