

2021-2025

Year Three

École Good Shepherd School FOUR-YEAR EDUCATION PLAN



TABLE OF CONTENTS

SCHOOL PRIORITIES.....	3
FAITH.....	3
HEALTHY SCHOOLS.....	3
ACADEMIC EXCELLENCE THROUGH COLLABORATIVE PRAXIS.....	3
NEW CURRICULUM.....	3
PROVINCIAL DOMAIN: STUDENT GROWTH AND ACHIEVEMENT	4
PROVINCIAL DOMAIN: FIRST NATIONS, MÉTIS, AND INUIT STUDENT GROWTH AND ACHIEVEMENT	7
PROVINCIAL DOMAIN: TEACHING AND LEADING	9
PROVINCIAL DOMAIN: LEARNING SUPPORTS.....	11
PROVINCIAL DOMAIN: GOVERNANCE.....	14
LOCAL DOMAIN: FAITH COMMUNITY	15

SCHOOL PRIORITIES

FAITH

École Good Shepherd School enters into Year I of our new Three-year Faith Theme, Faith Seeking Understanding, inspired by and taken from St. Anselm of Canterbury's Proslogion. This theme seeks to meet the needs expressed in the Diocesan Synthesis of the 2021-2023 Synod on Synodality: the need for Encounter and Formation, service to the Family, and authentic Witness. Encountering the Catholic faith in science, reason, and society will help form staff to witness to the Catholic faith in the subject areas they teach.

HEALTHY SCHOOLS

Healthy Schools is CTR's touchstone in this plan. Healthy schools promote the spiritual, emotional, social, intellectual, and physical wellness of staff and students. Our Healthy Schools will continue to be an ongoing focus as we support students in becoming strong and resilient.

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 implement the Science and French Language Arts and Literature curricula (Kindergarten – Grade 6) and continue implementing the English Language Arts and Literature curriculum (Grade 4-6) using the curriculum support documents (CSD) developed by CTR's teachers to help teachers better understand the curriculum. The process used to create Math, English Language Arts and Literature, and Physical Education and Wellness CSDs will be replicated in the summer of 2023 whereby volunteer teachers will create CSDs for Science and French immersion Language and Literature.



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

K-6 Curriculum Implementation Expert ÉGSS teachers will join other CTR teachers to develop curriculum support documents to support curriculum implementation in Science and French Immersion Language Arts and Literature. English Language Arts and Literature and Phys Ed and Wellness, and 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 2023, implementation sessions in August and designated divisional collaboration CLCs throughout the year to collaborate with colleagues, share resources and refine curriculum understanding.	New Curriculum	% of elementary math teachers using the curriculum support documents and piloting the new math curriculum	40%
Catholic Learning Communities Every Friday, time is set aside for Catholic Learning Communities where teachers collaborate vertically to improve student learning, build resources for the new curriculum, and address gaps through 6 teaching actions. CLCs answer the following questions: 1) What do we want our students to learn? 2) How do we ensure they learn it? 3) How do we assess if they’ve learned it? There is a focus on research-proven pedagogy to attain these goals.	Academic Excellence Through Collaborative Praxis	% of teachers that believe their school CLCs are leading to improved student learning.	90%
Coding Identified ÉGSS teachers will learn about and become leaders in the area of coding from the division in grades 4-6. Lead by CTR’s divisional STEM Lead Teacher, this opportunity will allow students to engage with computational thinking through coding and robotics.	New Curriculum	# of teachers participating in the coding pilot.	2

EXISTING STRATEGIES

Divisional Teams

École Good Shepherd Teachers will support divisional teams in targeted areas to improve student learning and engagement. Teams will focus on curriculum, instruction, and/or assessment to collaboratively improve student learning in Kindergarten through to Grade 6, Elementary Music, and Phys Ed through 6 specific teaching actions.

[Academic Excellence Through Collaborative Praxis](#)

% of satisfaction of divisional team participants

90%

Mathology and Number Sense Professional Development

ÉGSS teachers will have access to multiple webinars and pd days focused on the purpose, application, and implementation of the Mathology resource in alignment with Alberta curriculum and exploring effective number sense routines. Infused with the competencies, the Mathology resource and developed number sense routines provides a research-based developmental progression of concepts and processes designed to engage students in deep understanding and application of their learning.

[New Curriculum](#)

% of eligible teachers involved in Mathology professional development

100%

% of teachers' satisfaction with professional development

95%

% of Kindergarten to Grade 3 teachers implementing Mathology resources

100%

CLC Praxis Plans

ÉGSS will designate at least 15 Friday Catholic Learning Community (CLCs) professional development sessions to facilitate the vertical 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 Science, Math, English Language Arts French Immersion Language Arts, and Literature or Phys Ed and Wellness.

[Academic Excellence Through Collaborative Praxis](#)

% of teachers satisfied with team praxis plans

90%

[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.

[Academic Excellence Through Collaborative Praxis](#)

% of classrooms implementing a Workshop classroom

80%

ALL ELEMENTARY HOMEROOMS ARE EQUIPPED WITH CLASSROOM LIBRARIES.

PROVINCIAL MEASURES	TARGET
Provincial Achievement Test Acceptable Standard Overall percentage of students in Grade 6 who achieved the acceptable standard on the test.	100%
Provincial Achievement Test Excellence Standard Overall percentage of students in Grade 6 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: FIRST NATIONS, MÉTIS, AND INUIT STUDENT GROWTH AND ACHIEVEMENT

OUTCOMES

ÉGSS's First Nations, Métis, 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>	New Curriculum	% of curriculum support documents that include First Nations, Métis, and Inuit content and resources	100%
<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. ÉGSS will have a guest workshop with McMan that will teach students about anti-bullying through multiple lessons throughout the year.</p>	Healthy Schools	% of Many and One initiatives that are executed at ÉGSS	70%
<p>Success for First Nations, Métis, and Inuit Administrative Procedure</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. We will continue to invite our Elder Saa'Kokoto in to enrich and teach our students about Indigenous Ways of Knowing and the land.</p>	Academic Excellence Through Collaborative Praxis	% of First Nations, Métis, and Inuit students being served as per Administrative Procedure STU #23	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, Métis, and Inuit Lead Teacher sessions, 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, meetings, 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
Share Teacher Supervision, Evaluation, and Growth (TSEG) Administrative Procedure with School Council ÉGSS will share CTR's Human Resource Department PowerPoint presentation to explain CTR's TSEG process to School Council.	Academic Excellence Through Collaborative Praxis	# of presentations to ÉGSS School Council on CTR's TSEG policy	1
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.	Healthy Schools	Total number of professional development sessions	5
Enhanced Supervision Following the guidance of CTR's Human Resource Department ÉGSS administrators will facilitate the support of Teacher Supervision Growth and Evaluations in schools by the involvement of all teaching directors and coordinators into the Enhanced supervision of teachers in schools. ÉGSS admin will also set aside one week per teacher on the evaluation cycle to team teach one hour per day with, to enrich pedagogy and improve student learning as well as build relationships and visibility.	Academic Excellence Through Collaborative Praxis	% of teachers and parents who are satisfied with CTR's and ÉGSS Teacher Supervision, Growth and Evaluation Process	90%

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.

ÉGSS admin who lead professional development or meetings will continue to make specific reference to the TQS as an indicator to set expectations and encourage contribution to professional learning.

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, Métis, and Inuit student success and ensuring all students, teachers, and school leaders learn about First Nations, Métis, 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 previously 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>	<u>Healthy Schools</u>	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.	+5%
<p><u>#Relationships in a Digital Age</u></p> <p>Through the <i>#Relationships in a Digital Age</i> 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>	<u>Healthy Schools</u>	% of teachers who believe that teachers and administration at the school assist students in developing healthy habits with cell phones/computers.	80%
<p>Many and One Committee</p> <p>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.</p>	<u>Healthy Schools</u>	% of classrooms implementing 3 of the strategies designed by the Many and One Committee	100%

<p>Intervention Programs</p> <p>Early Reading Intervention (ERI), Enhanced Reading (ER), will continue to be accessible for identified students in grades 1-6.</p> <p>Interventions in early numeracy skills support grades 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.</p>	<p>Academic Excellence Through Collaborative Praxis</p>	<p>% of applicable students involved in ERI, ER, and PR</p> <p>Average effect size of $d = .50$ or higher, derived from comparison of pre-test and post-test results</p>	<p>80%</p> <p>$d = .50$</p>
<p>Cohorted Class of 10 Students in Grade 2 to Address High Academic Needs</p> <p>ÉGSS has committed one admin to teach .5 and a complex ed funding teacher to teach the other .5 to a targeted grade 2 group that was identified with high needs from the literacy and numeracy testing and classroom teachers. This group will receive targeted intervention for the entire day for one school year to address learning loss in reading, writing, and math.</p>	<p>Academic Excellence Through Collaborative Praxis</p>	<p>The 10 students will improve reading levels and numeracy understanding by 5%</p>	<p>+5%</p>
<p>Attachment, Regulation, and Competency (ARC) Educational Assistants</p> <p>ÉGSS continues to focus on developing the ARC model in the school through professional learning opportunities for school staff. This innovative approach addresses issues of attachment, regulation, and competency to ensure success for all students.</p>	<p>Healthy Schools</p>	<p>% of EA's at ÉGSS receiving focused training with ARC</p>	<p>100%</p>

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.

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' parents will be asked to identify whether or not they think their child should be a candidate for some early intervention programming.

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.

[Movement and Regulation Circuits](#)

These circuits, designed by CTR's occupational therapists, provide students of ÉGSS with a consistent, reliable, positive adult relationship on a 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.

*See First Nations, Métis, 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 a World Café to engage about topics of importance.	Stakeholder Engagement	% of parents who are satisfied that administration and teachers seek parental input about issues and decisions. <i>Question on Measure: How satisfied are you that administration and teachers seek parental input about issues and decisions.</i>	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 Fully Alive 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
Implementation of new Kindergarten Growing in Faith, Growing in Christ Growing in Faith, Growing in Christ is the new elementary religious education program approved by the Canadian Council of Catholic Bishops and the Alberta Bishops. CTR is rolling out one grade a year and providing in service annually.	Faith	This will be tied to the question regarding how satisfied respondents are with what is being taught in RE classes.	95%

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 Leaders](#) 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.	90%
% of staff who have participated in one or more faith growth experiences.	100%
% 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.	95%
% of parents, students, and teachers who indicate they are satisfied with what is learned in religious studies classes.	96%