



**St. Teresa of Avila School**

**2020-2021**

**SCHOOL IMPROVEMENT PLAN**

## Principles of Practice

**We honour our children.**

**We provide a safe and secure environment.**

**We live and proudly proclaim our Catholic Christian faith.**

**We provide quality education in a Catholic environment.**

**We pray as an educational community.**

**We practice servant-leadership.**

**We focus on our mission through clarity of purpose.**

**We value our staff.**

## Vision:

With joyful hearts, we are guided by faith, nurtured by love, enriched by diversity and focused on academic excellence.

## Mission:

St. Teresa of Avila School offers a faith-filled learning environment while providing a quality education that challenges students to achieve to their fullest potential. A safe and caring atmosphere is ensured, allowing students to develop a sense of confidence and comfort.

## School Profile:

St. Teresa of Avila School is located in the Northwest part of Red Deer, in the Glendale neighbourhood. We pride ourselves with a diverse population of 350 students, 27 teachers, and 31 support staff. St. Teresa of Avila School provides Pre-Kindergarten programming, Kindergarten programming and Foundational Skills Programming for our most cognitively and medically fragile students from across the division. St. Teresa is host to the Red Deer Child Care Before and After School Program. St. Teresa School is affiliated with Sacred Heart Parish and works closely with the Parish Team. Our faith is an integral strand that permeates all aspects of our school life and daily prayer focuses our school community in carrying out the "Good News" Message. The school participates in four whole school masses a year, individual grade family masses and monthly liturgies held at the school. Children are offered 120 minutes of religious instruction each week and both students and staff live out the values taught within the gospel messages. All staff and students are engaged in social justice projects throughout the year to support local charities and the needs within our community. We intentionally align all of our actions and projects with our division faith theme "Trust in the Lord with all your heart". We are dedicated to creating a safe and caring school environment supporting the mental health needs of all our children. We have created sensory friendly classrooms where students have access to flexible seating and sensory tools. This year we are working collaboratively with the RCMP, the City of Red Deer Recreation Department, Alberta Mental Health, Red Deer College, and SPARC (Strengthening Positive Assets and Resiliency in Communities) to provide additional mental health support to students and their families

within our school community. We continue to build staff attributes, skills and competencies in meeting the needs of all students in an inclusive school environment. Professional Learning Communities at the school level have inspired our teachers to explore differentiated instruction and assessment practices within their classrooms to support our diverse learner needs. We have developed a strong co-teaching model in order for students to access supports within their classroom setting. In addition, we regularly access the Model of Student Supports (MS2) Division Inclusion Team to support teachers working with students at risk. Our faith focus for the 2020-2021 school year is to continue to support intentional permeation in all subject areas as we delve deeper into our work of intentional permeation in all classrooms using the Eight Characteristics of Catholic Identity. St. Teresa School is committed to teaching and implementing mindfulness practices each day. We consider our school a mindful school and are proud of this focus area. St. Teresa staff continue their learning in Trauma Informed Care and we are committed to supporting our school community and to promote psychological mental health and wellness. Due to the COVID 19 pandemic the school continues to work with the guidelines provided by the Province of Alberta and our School Division. Due to the fluidity of these guidelines, our plans and goals must also be responsive.

## Assurance Framework Report Card

Assurance Framework	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)	Achievement	Improvement	Overall
Program of Studies	88.66%	91.41%	89.83%	82.42%	82.19%	81.99%	Very High	Maintained	Excellent
Education Quality	97.52%	96.90%	96.98%	90.31%	90.20%	90.12%	Very High	Maintained	Excellent
Citizenship	96.01%	93.12%	91.90%	83.27%	82.85%	83.17%	Very High	Improved	Excellent
Life Long Learning	85.06%	74.73%	78.60%					Maintained	
Work Preparation	93.57%	83.50%	88.68%	84.10%	82.99%	82.72%	Very High	Maintained	Excellent
Satisfaction with Program Access	96.14%	83.23%	86.49%					Improved Significantly	
Program of Studies - At Risk Students	96.87%	90.01%	92.62%					Improved	
Safe and Caring	96.34%	92.11%	93.15%	89.40%	89.01%	89.17%	Very High	Improved	Excellent
Parental Involvement	89.30%	85.73%	90.03%	81.75%	81.31%	81.23%	Very High	Maintained	Excellent
In-service jurisdiction Needs	95.56%	93.59%	91.52%					Maintained	
School Improvement	94.88%	95.00%	92.24%	81.55%	81.04%	80.91%	Very High	Maintained	Excellent

**Faith Outcome FO.1: Nourished by grace and a personal relationship with Jesus Christ, we joyfully embrace, live, and teach the Gospel spirit.**

<b>Nourished by grace and a personal relationship with Jesus Christ, we joyfully embrace, live, and teach the Gospel spirit.</b>	<b>2019/20</b>	<b>2018/19</b>	<b>2017/18</b>	<b>3 Year Average</b>
I learn about the Catholic Faith at my school.	99.31%	99.46%	100.00%	99.59%
Prayer helps me feel closer to God.	97.70%	98.91%	94.27%	96.96%
I believe that God created me.	95.23%	98.91%	97.49%	97.21%
I believe that the Catholic Faith teaches me a good way to live.	98.05%	95.03%	98.02%	97.03%
I learn about God in all my classes.	95.06%	93.44%	90.95%	93.15%
(Grade 4) My teachers show me what it is like to be friends with Jesus.	98.23%	98.89%	96.77%	97.96%
We pray regularly at my school.	98.76%			98.76%
I learn about the 3 persons of God - God the Father, God the Son and God the Holy Spirit.	98.58%			98.58%
At my school, staff and students talk about God.	97.70%			97.70%
I believe that I should use my knowledge (what I learn) to serve others and help those in need.	99.29%			99.29%
My teacher explains how our faith connects with the topics I am learning in my classes.	96.65%			96.65%
I believe that God created the world and He wants us to explore His creation.	93.65%			93.65%

The final 6 survey questions are not longitudinal, these are revised each year to measure current themes and as a result there is no previous years' data.

<b>AERR Comments</b>
<p>We achieved our goal of developing an awareness of Spirituality and Rationality within our school community during the 2019-2020 school year. 100% of our teachers agreed or strongly agreed that following our professional development sessions they developed a deeper understanding of both Spirituality and Rationality. With the development and implementation of our Light the Path student nomination and positive phone call home referral form, 85 families were called to celebrate how their child is a living example of being a light to others through Spirituality. Our Grade 4 student Schollie Survey results indicate improvements in the areas of students agreeing that they learn about Catholic faith in their school as well as students believing that the Catholic Faith teaches them a good way to live. 98% of the parents who completed the Schollie Survey indicated that they believe that the school is helping their child to develop a deeper relationship with God through prayer and that</p>

they believe that the school is helping their child learn about the world and God's hand in it.

#### **Comment on School Goals**

Hospitality and Justice are two of the Eight Characteristics of Catholic Identity that our school division and school will focus on during this school year. Our goal is to develop a deeper understanding and awareness of Hospitality and Justice amongst our staff, students and parent community. Our "Trust in the Lord with all Your Heart" positive phone call home student referral form will provide us with a tool to draw attention to how our students are modeling these characteristics within our school community. Our school social justice plan will also demonstrate the work our staff and students are doing in the area of justice as they continue to develop their understanding of this characteristic. Intentional permeation was one of our school goals last year and as we developed awareness and completed initial training last year, we will continue to build on this learning throughout the current school year. 96% of stakeholders believe the Catholic faith provides a framework for life and learning. In addition, 98% of stakeholders believe the Catholic Faith is permeated into our curriculum enabling our students to develop a deeper relationship with God.

#### **Division Goals**

Enrich our division Catholicity by focusing on the two chosen characteristics of Catholic identity. (2020-2021 - Hospitality and Justice)

Lessons are permeated in process or content to teach students how to develop their worldview by mastering provincial outcomes in a Catholic context.

#### **School Goals**

Develop a deeper understanding of Hospitality and Justice within our school community.

Build confidence and understanding for all teachers in order for them to create and implement intentional permeation in their lessons using the characteristics Hospitality and Justice.

**Outcome 1: Alberta's students are successful.**

Alberta's students are successful.	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)	Achievement	Improvement	Overall
Assurance Framework									
Citizenship	96.01%	93.12%	91.90%	83.27%	82.85%	83.17%	Very High	Improved	Excellent

AERR Comments
<p>Grades 1 - 5 teachers completed Learning Maps through the LIFT 3.0 professional development model. Teachers worked in team to use their class profile data to place students in the correct learning progression and to plan for student needs. The essential learning outcomes as well as success criteria and assessments were created and implemented. During weekly Professional Learning Community Meetings (PLC) teachers shared progress in regards to student achievement in each learning progression. They examined the data and moved students in and out of certain progressions as required. 100% of the teachers who completed Learning Maps agreed that the creation and implementation of these learning progressions assisted them with planning and assessing all learners in their classrooms. Through the co-planning of these Learning Maps we have strengthened our Learning Community Model at our school. As students in grade-levels are placed in Responsive Tiered Instructional (RTI) groups for literacy instruction, classroom teachers were key in the co-planning of all lessons in each learning progression. Due to the Covid-19 pandemic and the emergency response teaching model, teachers were unable to continue the Learning Map process, however in grade-level Professional Learning Communities they indicated that they would like to continue and go deeper into this model of planning for all learners next year.</p>

Comment on School Goals
<p>In order to ensure that we have an in depth understanding of our students in regards to their individual learning progressions within their language arts and numeracy learning outcomes, the development and use of Learning Maps will provide teachers with the opportunity to examine the essential learning outcome, success criteria, activities and assessments for each progression of their grade-level learning outcome. Due to the Covid-19 pandemic and the emergency response teaching that took place from March to June 2020, which has caused some disruptions in student learning, teachers need to ensure that they know where each learner is in their grade-level learning progression. Teachers also need to ensure that a plan of action to meet the individual needs of all students is in place. We have seen an increase in our Schollie Survey data in regards to the number of teachers who feel that the school professional development sessions are assisting them in improving their instructional practices. This percentage went from 60% to 86% last year. 72% of teachers indicated on our school survey that they believe that the use of Learning Maps is an effective way to enhance student learning. Teachers see value in the professional development they are receiving in terms of meeting the needs of their diverse learners.</p>

Division Goals
Create and maintain optimal student learning experiences

Utilize timely, targeted, and flexible formative and summative assessment to enhance student learning

**School Goals**

Create differentiated learning opportunities that align with learning outcomes to meet individual student needs.

Utilize timely, targeted, and flexible formative and summative assessment to enhance student learning



**Outcome 2: First Nations, Métis, and Inuit students in Alberta are successful.**

First Nations, Métis, and Inuit students in Alberta are successful.	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)	Achievement	Improvement	Overall
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AERR Comments
<p>Our school community continues to develop an appreciation for First Nations, Métis and Inuit culture. Staff had the opportunity to participate in at least one talking circle as well as professional development on the medicine wheel teachings, smudging and appropriate First Nations, Métis and Inuit resources for the classroom. Having our Division First Nations, Métis and Inuit Support Team in our school frequently has been important and valuable for both staff and students. 20 students have participated in our monthly cultural lunches which are facilitated by this team. These students have developed a rapport with members of the Support Team and these opportunities have allowed these students to grow in their personal learning about cultural experiences. Teachers have indicated that ongoing professional development and access to a support team who have in-depth knowledge in the area of First Nations culture has assisted them to grow in this area and to increase their knowledge in order to be able to teach their students. While we were unable to visit the Sacred Heart Church of the First Peoples in Edmonton this school year due to COVID-19, we will plan to offer this opportunity to our students in the future.</p>

Comment on School Goals
<p>St. Teresa of Avila school will continue to ensure that teachers are ready to meet the First Nations, Métis, and Inuit competency as stated in the new Teaching Quality Standard Document. Working in team with our Division First Nations, Métis, and Inuit Support Team, we will continue to develop our teacher's understanding and appreciation of Indigenous cultural perspectives. We plan on using the Support Team to assist us with implementing and utilizing restorative practices as we go deeper into our reconciliation journey. By building teacher capacity in this area, we believe that our teachers will further understand their responsibility to permeate Indigenous culture into their teaching practices. Incorporating the restorative justice model within our school community is an important next step for our school community as it aligns with our school goals of mindfulness and trauma informed practices. 64% of our teachers have indicated that they are at a level 3 out of 5 in regards to their competency level with their foundational knowledge about First Nations, Métis and Inuit cultures. This indicates a need for continued learning and support with this competency.</p>

Division Goals
<p>Develop and provide authentic, professional learning opportunities connected to local Indigenous stakeholders to build foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.</p>
<p>Initiate programs designed to support Indigenous ways of knowing that include cultural perspectives, student connection, Indigenous community connection and building capacity in schools.</p>

School Goals
<p>Understand Indigenous ways of knowing that include cultural perspectives, student connection and building capacity within St. Teresa of Avila School.</p>



**Outcome 3: Alberta has excellent teachers, school leaders, and school authority leaders.**

Alberta has excellent teachers, school leaders, and school authority leaders.	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)	Achievement	Improvement	Overall
<b>Assurance Framework</b>									
Program of Studies	88.66%	91.41%	89.83%	82.42%	82.19%	81.99%	Very High	Maintained	Excellent

<b>AERR Comments</b>
<p>Walkthroughs were completed in every classroom and were followed by a face to face debrief or an email following the classroom visit. Our administration team started the year with unannounced walkthroughs and as the year progressed, they shared with teachers the specific areas they were looking for during their daily walkthroughs. For example, following our faith permeation professional development sessions, administrators visited every classroom to observe evidence of faith permeation in a variety of lessons. During the months of February and March administrators and teachers worked collaboratively to identify an action area and walkthroughs focused on these areas. While completing the staff survey 100% of teachers indicated that they found both the walkthrough and debriefing process valuable and they indicated specific examples of the impact these discussions had on their teaching. During our emergency response teaching, walkthroughs continued in teachers online google classrooms.</p>

<b>Comment on School Goals</b>
<p>Enhancing instructional leadership practices through daily instructional walkthroughs will be an area of focus for our administration team. We will complete 3 walkthroughs per day and following the walkthrough the teacher and administrator dialogue will focus on an area of focus or action. Our administration team is also focussing on the Instructional Leadership Pillar Leading Learning. We are actively involved in our weekly Professional Learning Communities and are assisting teachers in the Learning Map sprint process as well as leading our Trauma Informed Care professional learning sessions. Feedback on our staff survey indicated that administrative walkthroughs and professional dialogue have been helpful to their professional growth.</p>

<b>Division Goals</b>
<p>Enhance instructional leadership practices through the implementation of the Four Pillars of Instructional Leadership</p>

<b>School Goals</b>
<p>Enhance instructional leadership practices through the implementation of the Four Pillars of Instructional Leadership</p>

**Outcome 4: Alberta's education system is well governed and managed.**

Alberta's education system is well governed and managed.	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)	Achievement	Improvement	Overall
<b>Assurance Framework</b>									
Education Quality	97.52%	96.90%	96.98%	90.31%	90.20%	90.12%	Very High	Maintained	Excellent
Life Long Learning	85.06%	74.73%	78.60%					Maintained	
Work Preparation	93.57%	83.50%	88.68%	84.10%	82.99%	82.72%	Very High	Maintained	Excellent
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Parental Involvement	89.30%	85.73%	90.03%	81.75%	81.31%	81.23%	Very High	Maintained	Excellent
School Improvement	94.88%	95.00%	92.24%	81.55%	81.04%	80.91%	Very High	Maintained	Excellent

<b>AERR Comments</b>
<p>Creating a safe, caring and positive culture is important to St. Teresa of Avila staff. The use of daily soft starts, a daily hot breakfast program as well as a focus on building positive relationships with our students will allow us the opportunity to assist our students with self-regulation, co-regulation and to support the mental wellness of our students. The implementation of our Mindfulness Matters afternoons increased student and teacher engagement in our universal counselling and wellness activities. These universal mindful lessons assisted with decreasing stress and anxiety in our students while improving their attention and emotional regulation. Building teacher capacity in their personal practice of mindfulness has allowed them to begin incorporating these practices into their daily classroom routines. The creation of a mindful classroom teaching space provides us with a room in our school where teachers could bring their class to practice mindfulness techniques, a break out space where smaller groups who require support may gather as well as a refuge for students in distress.</p> <p>St. Teresa of Avila School has worked diligently to increase the level of meaningful involvement of parents and students. This year we wanted to create a student focus group to begin gathering data and evidence of student voice. The St. Teresa Cares Student Focus Group had students from Grades 4 and 5. All data collected was shared with our staff and together examined the data and implement/address areas of concern or growth. We also introduced a parent survey to gather feedback from our parent body. While we had great participation in our monthly school council meetings, we wanted the opportunity to hear from a larger and more diverse group of parents. It was our belief that by offering parents the opportunity to have their voices heard through a survey they will feel that they are involved in the decision making around their child's education. Our current results indicate 54% of our parents currently feel that they have this level of involvement.</p>

**Comment on School Goals**

Mindfulness continues to be an area of focus at St. Teresa. This year every teacher has implemented a mandatory daily 10 minute mindful practice into their day. Research shows that this daily 10 minute practice can have a significant impact on brain development of young children. Due to Covid restrictions, we have had to modify our Mindfulness Teacher Leadership Team as well as our Mindful Kids Club Student Leadership Team. Rather than going into the classrooms our Mindful Teacher Leaders are delivering professional development sessions each month and are sharing a bank of mindful lessons and ideas for all teachers. Our Mindful Student Leaders are sharing a weekly mindful focus on our weekly news. Our staff have indicated on our school survey that the mindfulness focus continues to make a difference in the regulation of their students. This year our school was given the opportunity to be a pilot school with the City of Red Deer's Better Together Trauma Informed Care project. Our staff have completed level one training and our staff survey results indicate that staff find this training valuable and they see how it will make a difference for the students at St. Teresa.

**Division Goals**

Know, understand and respond to students' individual learning, through authentic, developmentally appropriate programming.

Create opportunities for relevant stakeholders to provide input and collaborate into how well the school and/or school division is governed and managed.

Develop an understanding of mental wellness and create the capacity to respond to identified needs.

**School Goals**

Meet the complex social, emotional and academic needs of our students through the use of mindfulness, mental health and wellness practices.

Develop trauma-awareness for staff as they learn about different sources of trauma, different outward expressions of trauma, responding well to those expressions, and about taking good care of themselves to minimize their own experiences of trauma.