



# Sacred Heart School

## EDUCATION PLAN

2021-2022



# PRINCIPAL'S MESSAGE

## MRS. VERNA SAND

Sacred Heart School is blessed to provide a Christ-centered, well-rounded, high quality educational alternative for the community of Wetaskiwin and surrounding area. We are very fortunate to be able to work hand in hand with our local parish and families as we know that together we make the difference in the lives of our students. This has been our tradition here for over 100 years!

We strive to provide an enriched, well-rounded educational program in Academics, Arts and Athletics in which all students may explore their God-given potential within a safe and caring environment. It is our hope that our students utilize these talents for the greater good and give praise and thanks for their gifts with humble hearts.

We follow the Mission and Vision of all our STAR Catholic communities:

### **Mission**

Rejoicing in the way of Christ, we nurture a love of learning in faith filled Catholic Schools!

### **Vision**

Souls seeking Christ on a journey of faith, learning and love.

As staff of STAR Catholic, we have begun a new 3 year faith journey, "Disciples of the Word". In this theme we are reminded that the life of a Christian is the life of one who follows Christ. A disciple is a dedicated follower and "The Word" refers both to the person of Christ and to the Word of God. This year we are focusing on being, "Disciples Through Worship". In this year we will focus on learning about the Mass and other forms of praise. We will also look at how we are called to put Christ at the center of our lives through liturgy and prayer.

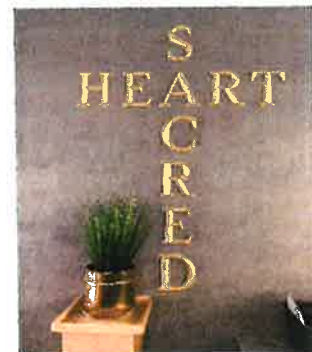
*"Jesus said to him, "I am the way and the truth, and the life;  
no one comes to the father, but by me."*

*John 14: 6*

It is important our families know this is their school. Our first concern is our families. We are here to support them in the raising of their children in a faith filled environment. We say thank you for entrusting us with your most precious gifts – your children. We will endeavor to help you find and foster their personal gifts and talents and let their lights shine for all to see! We will do our best to help your children follow the teachings of Jesus.

*You are the light of the world. A city set on a mountain cannot be hidden.  
And they do not light a lamp and put it under a basket, but on a lampstand,  
so that it may shine to all who are in the house. So then, let your light shine  
in the sight of men, so that they may see your good works, and may glorify  
your Father, who is in heaven.'*

*Matthew 5:14-16*



Sincerely,

Verna Sand, Principal

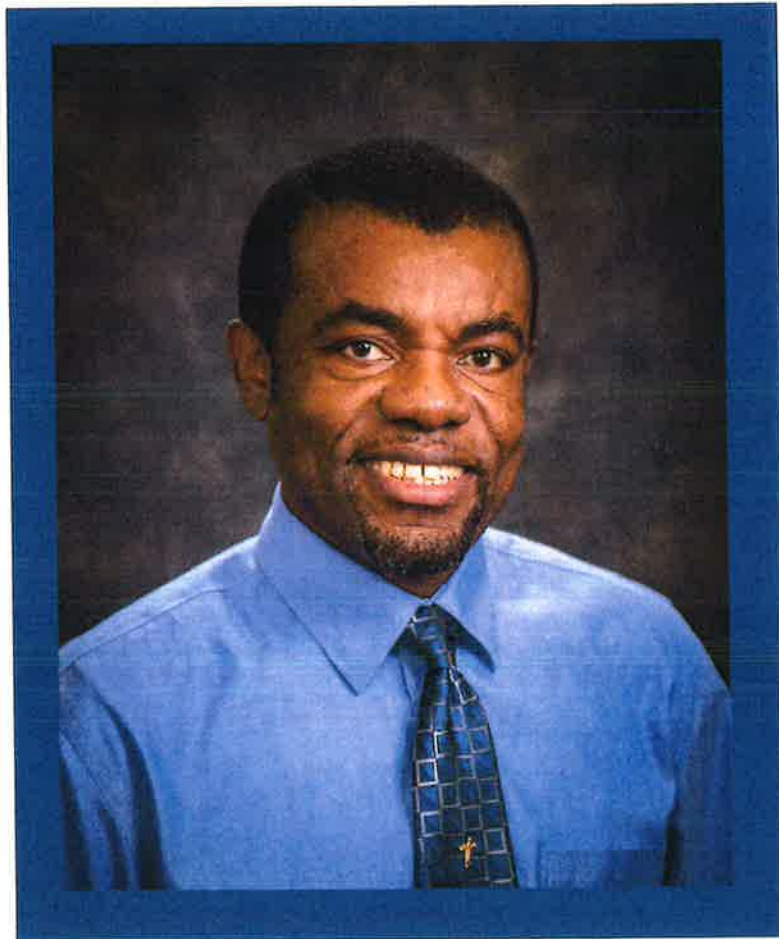
Sacred Heart School

# *Sacred Heart School Prayer*

*Loving Jesus,  
By the Grace of Your Sacred Heart,  
Help us to know You, to love You and to  
serve You in this life,  
So we may live with You in the next.  
Amen*



# MEET YOUR LOCAL TRUSTEE



**Henry Effon**

## **Board Vice Chair and Wetaskiwin Trustee**

Henry Effon is originally from Ghana in West Africa. Henry attended Catholic primary and secondary schools in Accra prior to moving to Canada. Henry and his young family reside in Wetaskiwin and are members of Sacred Heart Parish. Henry volunteers in many church and community programs and serves in executive roles. Henry's children all attend Sacred Heart School. Henry represents the city of Wetaskiwin, including formed areas in Pigeon Lake and Ma-Me-O Beach.

When Henry is not governing as a school trustee, he is at his regular job as a registered social worker in child protection or spending time with his family and friends. One of Henry's many priorities as a trustee is advocating for children and families, respecting that parents are the primary educators, and supporting Catholic Education in formation of the whole person — in body, mind, and spirit.



# SCHOOL PROFILE



## Sacred Heart Catholic School

Webpage: <http://sh.star catholic.ab.ca/>

Principal: Verna Sand

Phone: 780-352-5533

Fax: 780-352-7042

Grades Served: ECS—9

Student Population: 436 in school, 85 online

Number of Teachers: 27 (3 teaching online)

Number of Support Staff: 24



**Principal:** Verna Sand  
**Vice Principals:** Karen Ballhorn  
Tara McBride  
**Email:** [verna.sand@starcatholic.ab.ca](mailto:verna.sand@starcatholic.ab.ca)  
[karen.ballhorn@starcatholic.ab.ca](mailto:karen.ballhorn@starcatholic.ab.ca)  
[tara.mcbride@starcatholic.ab.ca](mailto:tara.mcbride@starcatholic.ab.ca)

**Demographics:** Sacred Heart School's enrollment has remained similar the past few years. It has ranged from 560—566. This year however there have been some significant changes. We currently have 436 students learning in school, and 85 students learning online. We have had approximately 40 student switch to home schooling due to the COVID-19 Pandemic. We do anticipate these families returning when the pandemic has ended. We have 2 ECS classes this year, both programs are full day programs at run from 8:45 am—3:13 pm. Slightly different this year our ECS classes are Mon/Tues and Thurs/Friday. These classes also attend alternately on Wednesdays. This change was made due to COVID-19 and sanitization process between cohort classes. The remainder of the school population is made up of 2 classes of each grade from 1-9. English as a Second Language enrollment has remained at approximately 7% and our First Nation, Metis and Inuit enrollment has remained at about 22% of our total enrollment. Of the 22% of our First Nation, Metis and Inuit enrollment, 16 % of these students live in Wetaskiwin while 6% come to Sacred Heart from Maskwacis.

**Sacred Heart: A Catholic School of the Arts:** Sacred Heart School is known for its focus on well-rounded programming immersed in our Catholic identity. In keeping with our mission to allow students to explore their God given gifts, elective and extracurricular programming at Sacred Heart provides a wide array of visual, performing and practical arts opportunities for all students. This in concert with a strong athletic program provided in core, elective and extracurricular time help foster all students' talents beyond the basic academic (i.e. in-house music lessons, lunch time dance, choir programs, hockey academy and art lessons). Due to COVID-19 safety protocols that have been put in place this year, many of our programs have been put on hold to ensure that we do not mix student cohorts. We look forward to being able to reinstate these programs as soon as possible.



# DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

**Board Priority/Local Goal:** Staff are provided with faith formation opportunities.

**Outcome:** Staff are able to articulate and witness the faith and are able to permeate all school curriculum and activities with Gospel values and a love of Jesus Christ.

## MEASURES

### Surveys:

#### Students (Elementary)

- We pray as a class or a school every day.
- Teachers help me understand how faith can guide the way I live my life.

#### Students (Secondary)

- We pray as a class or as a school every day
- Teachers help me understand how faith can guide the way I live my life

#### Staff (Teachers)

- Teachers help students understand how faith can guide the way they live their lives.
- I strengthen my faith through professional development (e.g. Reflection Day, staff retreat, daily prayer book studies, EXCEL, etc.)
- I witness the faith and permeate curriculum and activities with gospel values.

#### Parents

- Teachers help students understand how faith can guide the way they live their lives.

#### Other

- Anecdotal list of PD offerings that are specific to faith

## STRATEGIES

- Monthly celebrations and masses.
- Consistent faith curriculum across grade levels and permeation in all subject areas.
- Weekly visits with Father Roger.
- Monthly visits with Deacon Leo for Jr. High, gr. 3 and gr. 4 students.
- Opportunities for Adoration in our Chapel.
- Penitential service and reconciliation twice a year offered to all.
- Faith PD opportunity for staff learning about the Bible Timeline.
- Staff Faith retreat with Clare Ganton.
- Faith Leadership learning sessions at staff meetings.
- One PD day each year dedicated to Faith PD.
- Annual Faith Fair as Sacred Heart's Evangelization Project.
- Faith Retreats for students each year.
- Praise and Worship team.
- Youth Ministry program and REC FTE allotment.



# DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

**Board Priority/Local Goal:** Students learn what it means to live in a relationship with Jesus Christ.

**Outcome:** Students will hear and learn about how adults live their lives guided by faith and the Church.

## MEASURES

### Survey Questions

#### Students (Elementary)

- Teachers help me understand how faith can guide the way I live my life.
- Teachers speak to me about their own faith and the role of God in their life.

#### Students (Secondary)

- Teachers speak to me about their own faith and the role of God in their life.

#### Staff (Teachers)

- Teachers help students understand how faith can guide the way they live their lives.
- Teachers share their own faith experience with their students and the role of God in the teacher's life.

#### Parents

- Teachers help students understand how faith can guide the way they live their lives.
- Teachers share their own faith experience with their students and the role of God in the teacher's life.

## STRATEGIES

- Monthly celebrations and masses.
- Consistent faith curriculum across grade levels and permeation in all subject areas.
- Weekly visits with Father Roger.
- Monthly visits with Deacon Leo for Jr. High, gr. 3 and gr. 4 students.
- Opportunities for Adoration in our Chapel.
- Penitential service and reconciliation twice a year offered to all staff and students.
- Annual Faith Fair as Sacred Heart's Evangelization Project.
- Faith Retreats for students each year.
- Praise and Worship team and Youth Ministry program.
- Staff sharing their personal faith and role of God in their life.
- Staff Faith PD focus on sharing personal faith journeys.





# DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

**Board Priority/Local Goal:** Staff and students witness the gospel.

**Outcome:** Staff and students understand Catholic social teaching and witness the Gospel through acts of Social Justice and Charity.

## MEASURES

### Survey Questions

#### Students (Elementary & Secondary)

- My school organizes activities to help people who are in need, such as, support a food bank or collect clothes.

#### Staff (Teachers)

- Teachers help students understand how faith can guide the way they live their lives.
- The school helps those less fortunate. Examples: Charity, Good Works and Social Justice.

#### Parents

- The school helps those less fortunate. Examples: Charity, Good Works and Social Justice.

#### Anecdotal List of School Social Justice Projects

## STRATEGIES

### List your strategies here

- Sacred Heart Angel Elves Project (SHAE)
- Support Senior Care Facilities: bird feeders, bookmarks, cards, poems, decorations and visits
- Food donations to NOW and the local food bank
- iMAD Elective (I make a difference): projects within our community
- Terry Fox bracelets of hope
- WDACS Pumpkin ball
- Pair Pen Pals: Jr. High students built a pen-pal relationship with long-term care residents
- Christ the King: students created cards and prayers for the staff
- MMIW (Missing and Murdered Indigenous Women) project
- O:RRB Project: create positive recess play to promote the pursuit of justice and peace
- St. Zita Projects: collections of sock, toiletries, school supplies, toques & mitts, charity lunch donations, kindness projects and loonies for lids.
- GOSH: Grandparents of Sacred Heart





# DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

**Board Priority/Local Goal:** Strong home, school, and parish partnerships.

**Outcome:** Relationships and opportunities to collaborate between parish, school, and home exist and strengthen the faith community and the life of the Division.

## MEASURES

### Survey Questions

#### Students (Elementary & Secondary)

- My school has the opportunity to participate in religious celebrations, activities or functions at the school or church.

#### Staff (Teachers)

- I have the opportunity to participate in religious celebrations, activities or functions at the school or parish.

#### Staff (Support Staff)

- I have the opportunity to participate in religious celebrations, activities or functions at the school or parish.

#### Parents

- My child participates in religious celebrations at the school or church.

### List of School Masses/Celebrations and Connections to Outside Organizations (i.e. CSS)

#### A summary of Involvement Between Home, School, Parish, and Parish Priests

## STRATEGIES

### List your strategies

- Monthly masses and celebrations at school as well as school visits to the Parish.
- Father Roger blesses the school to begin the school year & visits classes on a regular basis.
- Regular collaboration with the school and parish team.
- Deacon Leo's classroom and chapel visits with the classes.
- Collaboration between school and parish for Sacred Heart Feast Day & Catholic Ed Sunday.
- CWL and K of C support for the purchase of gr. 4 Bibles.
- CWL and K of C support for Faith Fair and Shrove Tuesday
- Regular communication to our school families about happenings at the Parish.



# DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

The ministry develops and implements curriculum that enables all students to achieve provincial student learning outcomes and monitors student progress through administering provincial assessments. Student growth and achievement refers to many different aspects including educational programs, academic achievement, student well-being and citizenship to name a few. To help ensure the success of all students, student growth and achievement are measured in the following areas:

## PROVINCIAL ACHIEVEMENT TESTS

Provincial Achievement Tests (PATs) allow students, parents, and teachers to clearly identify areas of strength and areas in need of additional support. PAT exams are measured by the students who achieved the acceptable standard and the percentage of students who achieved the standard of excellence on the exams.

## STRATEGIES

- Staff PLC with grade and division partners to support diagnostic assessments, programming and interventions.
- SALT period to support research based interventions and progress monitoring for all students.
- Common formative and summative assessments.
- Consistent focus school wide on reading comprehension and writing.
- Reading recovery and precision reading programs to boost student success.
- Consistent programming school wide with Daily5, Empowering Writers and Balanced Literacy resources.
- Gr. 9 Social teacher using vocab quizlets to increase vocabulary knowledge and also uses a collaborative analysis of test questions to allow for peer teaching of test taking and test reading skills.
- In math, an increased focus on improving automaticity with basic skills.
- Teachers are using dedicated PLC time to create assignments and assessments which utilize higher level thinking skills.
- Teachers continue to create lessons focused on reteaching concepts as well as lessons to extend and enhance learning.
- In Div. I and II, teachers use Acadience Reading, Fountas & Pinnell and RRST (Reading Readiness Screening Tool) or DRT (Diagnostic Reading Tool) to inform targeted literacy skills groupings.
- In Div. III, SALT is focused on "Directed Learning" to target specific student needs to improve PAT results.
- Accessibility to Learning Commons
- Increased focus on project based learning.
- Peer tutoring
- Grade level cohorts continued in Jr. High allows for flexibility in time when completing projects. Also creates greater ability for relationship building between staff and students.



# DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

## PROVINCIAL GOAL: CITIZENSHIP

Active citizenship produces motivated and responsible learners and enables students to make a positive contribution to society. This is measured by the percentage of teachers, parents, and students who are satisfied that students model the characteristics of active citizenship.

## STRATEGIES

School citizenship strategies:

- Safe and Caring assemblies for K-6/Jr. High monthly “Be Kind” assemblies, awarding students Titan awards for citizenship
- iLead & iMAD electives in Jr. High promote citizenship and service throughout the school and into the community.
- Students assisting with the Sacred Heart Angel Elves project buy purchasing gifts.
- Students donating time, treasures and talents through social justice projects.
- Classroom partnerships: older classes partner up with the younger classes to read together, help walk to the parish, learn computer skills and complete more complex projects.
- We Scare Hunger: Jr. High partner with Denham Ford to collect food for the local food bank.





# DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

## PROVINCIAL GOAL: ACADEMIC ENGAGEMENT

This is a provincial measure of student engagement in their learning at school.

*The Division is currently awaiting the provincial development of this goal.*





# DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

**Board Priority/Local Goal:** A focus on mental health and well-being.

**Outcome:** When we support student mental health, we support student success. When students are in a state of emotional, behavioural, and social well-being, they are able to enjoy life and deal with its challenges.

## MEASURES

### Surveys:

#### Students (Elementary)

- I have no worries about going to school
- I can solve problems at school (i.e. with friends, school work, etc.)
- I know how to lower my stress when doing school work (i.e. assignments or tests)
- I am free of headaches or stomach aches
- I am able to fall asleep at night and stay asleep

#### Students (Secondary)

- I have no worries about going to school
- I feel confident in my ability to solve issues at school
- I have strategies to lower my stress before writing an exam or a big assignment
- I am free of headaches or stomach aches
- I am able to fall asleep at night and stay asleep



# DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

**Board Priority/Local Goal:** A focus on mental health and well-being.

**Outcome:** When we support student mental health, we support student success. When students are in a state of emotional, behavioural, and social well-being, they are able to enjoy life and deal with its challenges.

## MEASURES *continued*

### Surveys:

#### Staff (Teachers)

- I am aware of the social and emotional well-being of my students.
- I am able to support the social and emotional well-being of my students.
- I am aware of the behaviour supports my students require.
- I utilize strategies to support student behaviour.

#### Staff (Support Staff)

- I am aware of the social and emotional well-being of my students.
- I am able to support the social and emotional well-being of the student(s) I work with.
- I am aware of the behavior supports the student(s) I work with require.
- I utilize strategies to support the behaviour, with the student(s) I work with.

#### Parents

- Our school has access to the resources necessary to support students and their family's, social and emotional well-being.
- My child has a friend at school
- I am satisfied with the access to social/emotional supports at school
- My child has one or more adult(s) that care about them at school





# DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

**Board Priority/Local Goal:** A focus on mental health and well-being.

**Outcome:** When we support student mental health, we support student success. When students are in a state of emotional, behavioural, and social well-being, they are able to enjoy life and deal with its challenges.

## STRATEGIES

- Peer mediation
- Chess club, buddy-up, Lego club, Tech group, Active Living Kids meeting at lunchtime.
- Life Framework club
- Youth Ministry lunchtime program
- Mental Health Literacy PD for staff
- 3rd Path PD for trainers to train the rest of staff
- Personal Wellbeing class introduced for Jr. High
- Kids in transition support group
- Girls Empowered elective for Jr. High girls.
- Beaded Journey group for our Indigenous students
- Mind Up program and stress lessons for Div. II
- Worry Woos for Div. I
- FSLW meeting with groups and individuals
- FSLW connecting with our families
- FSLW connecting with our community agencies
- Mental Health Literacy for gr. 6-9
- RAK: Random Acts of Kindness
- Build Emotional Literacy in gr. 1-3



# DOMAIN 3: TEACHING & LEADING

STAR Catholic School Division recognizes that excellence in education for students is largely determined by qualified and committed staff. Our [Administrative Procedure on Teacher Growth, Supervision and Evaluation \(AP 411\)](#) is available for download on our website.

**Education Quality** is a provincial measure under Teaching and Leading. It is measured by the percentage of teachers, parents, and students who are satisfied with the overall quality of basic education.

## MEASURES

### Graph of Overall School Results

A visual demonstration of the overall satisfaction of the school community with quality of education.

### Graph of Detailed School Results

A visual demonstration of the detailed satisfaction of teachers, parents, and students with quality of education.

## STRATEGIES

- Well rounded Catholic education focused on academic, athletic and performing arts programming celebrating the dignity of all students.
- Wide assortment of elective courses such as band class, dramatic arts, culinary arts, French language, woodshop, beading, variety of art classes, media, STEM classes, tourism, film studies and outdoor education to support diversity in learners.
- Diverse athletic opportunities for Div. II and Div. III students in the areas of running club, volleyball, basketball, track and field and badminton.
- Consistent programming across Div. I, Div. II and Div. III in literacy and numeracy.
- Response to Intervention opportunities for students in all grade levels during SALT.
- Differentiation opportunities for students in all subject areas.
- Learning commons opportunities for Div. II and Div. III students at lunch and in P6 to access interventions and extra time to complete assignments.
- Provisions for ongoing teacher development to support student needs.
- Safe spaces for teaching and learning to occur.
- Learning support services to facilitate relationships between students and school community.





# DOMAIN 3: TEACHING & LEADING

**Board Priority/Local Goal:** Continue to build and develop staff capacity.

**Outcome:** Staff enhances their expertise through opportunities to build their capacity, at all stages in their career, through mentorship and meaningful professional development opportunities.

## MEASURES

### Surveys:

#### Staff (Teachers)

- I have opportunities for meaningful Professional Development.
- I have opportunities to access division and school supports (i.e. Coaches, Directors, Mentors, Family School Liaison Worker, and Learning Support Facilitators for Professional Development).

#### Staff (Support Staff)

- I have opportunities for meaningful Professional Development related to my role.
- I have opportunities to access division and school supports (i.e. Coaches, Directors, Mentors, Family School Liaison Worker, and Learning Support Facilitators for Professional Development).

### List of Professional Development Sessions During the School Year

## STRATEGIES

- Response to Intervention PD: review RTI Tier I best practices to support student success.
- Literacy, Numeracy, Speech & OT PD to support Teachers and Educational Assistants
- Reflection Day, Faith PD & Staff Retreat: to promote and support staff personal faith journey as well as support faith permeation in all subject areas and school events.
- Differentiation PD: to support the success of all students.
- Mental Health PD: Third Path conditions 3 to 6 to support the social and emotional wellness for all staff and students.
- Student Motivation & Engagement PD: to support students success.
- First Nation, Inuit and Metis PD: to support our Indigenous students as well as support teachers and the TQS.
- Trauma/SEL PD: to support the SEL of all students and staff.



# DOMAIN 3: TEACHING & LEADING

**Board Priority/Local Goal:** Foster a culture of collaboration and leadership development.

**Outcome:** Staff are provided with structured opportunities to collaborate and be involved in leadership.

## MEASURES

Surveys:

Staff (Teachers)

- I have the opportunity to participate in school leadership at my school. (e.g. School Leadership Team, Acting Admin, School Intervention Team, Extra-curricular, facilitating PD, etc.)
- I have the opportunity to collaborate in a professional learning community (PLC).
- Teachers in our school value professional learning communities (PLC).

Other:

- List of Professional Development sessions related to leadership development that occurred in the 2019/2020 school year.
- Administrator satisfaction with leadership professional development.
- List of collaborative structures

## STRATEGIES

- Teachers will have common assessments and objectives for the curriculum they are teaching.
- Divisional consistency for procedures and strategies to support student success and behaviour.
- Regular review of RTI strategies used by staff to better support student needs: academically, socially, emotionally and spiritually.
- Div. II Group Problem Solving Process used to support one another.
- Staff will set SMART goals for their PLC. These will be reviewed in fall by the SLT.
- Consistent programming among subject areas. Opportunities will be provided for subject area specialists to pair and share best practices and curricular strategies especially in literacy and numeracy throughout the year.
- Restructuring of Jr. High classes to promote increased ability to build relationships with students.
- SLT opportunity offered to all staff.
- Monthly staff and Div. meetings.
- Outcome tracking curricular spreadsheet to support student transition meetings.



# DOMAIN 3: TEACHING & LEADING

**Board Priority/Local Goal:** Safe, welcoming, and optimal learning environments for staff and students.

**Outcome:** Staff and students work and learn in safe and optimal environments when capital planning and investment in infrastructure and facilities is appropriate.

## MEASURES

### Surveys

#### Student (Elementary & Secondary)

- I am proud of my school and the way it looks

#### Staff (Teachers)

- Our school is clean and well maintained.
- Our school has the physical facilities to meet the programming needs of students.
- Our school has the physical facilities to meet the occupational health and safety (OH&S) needs of staff and students.

#### Staff (Support Staff)

- Our school is clean and well maintained.
- Our school has the physical facilities to meet the programming needs of students.

## STRATEGIES

- Staff fill out the OH&S classroom checklist each year.
- Staff collaborate with Admin to create the IMR list each year.
- Staff and students create beautiful and inspirational bulletin boards.
- Welcoming signs throughout the school. School prayer in front office.
- Inspirational messages throughout the school.
- Stained glass cross & faith based names of areas of the school. (Faith Permeation)
- Staff greet and sanitize all who enter the school every morning.
- Indigenous entryway, clubhouse, Treaty 6 flag, Project of the Heart and government apology.
- Faith message on sign outside of school.
- Students volunteer at breaktimes to clean the playground.
- Students help to recycle paper, bottles and cardboard.
- Alternate seating arrangements throughout the school to promote and encourage gatherings, relationships and conversations.
- Golden Garbage award for clean and cared for classrooms
- Plants, greenery, positive messages and faith displays throughout the school to share its beauty.





# DOMAIN 4: LEARNING SUPPORTS

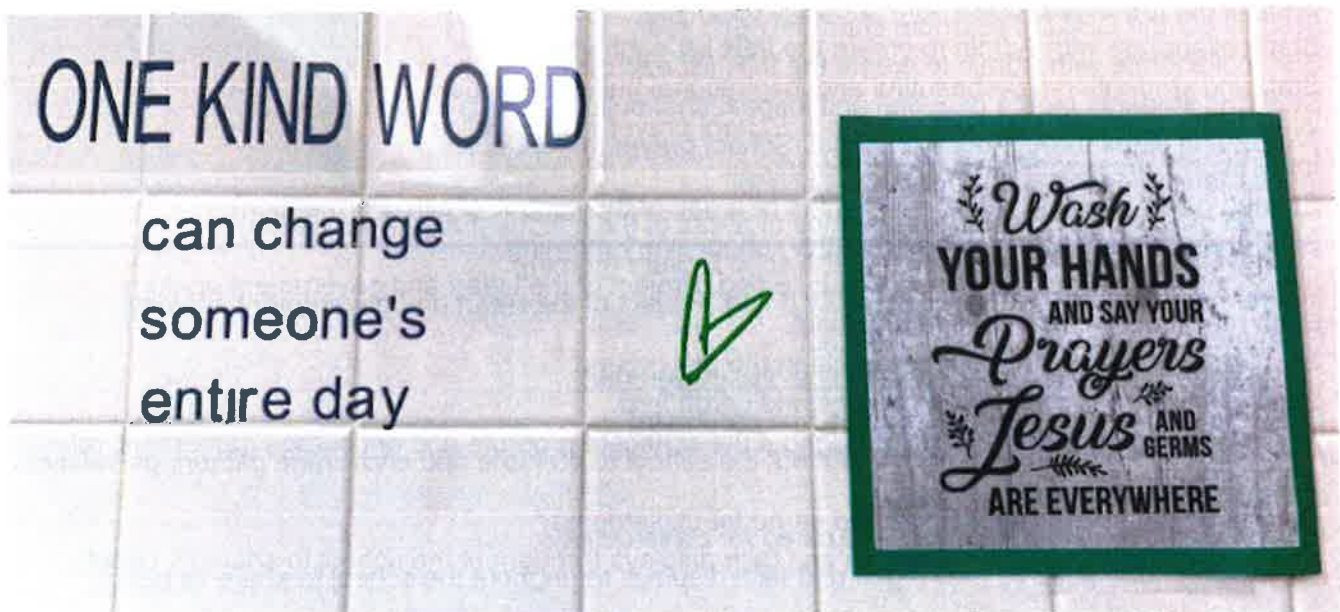
## PROVINCIAL GOAL: SAFE & CARING

**Safe & Caring:** This is measured provincially by the percentage of teachers, parents, and students 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.

STAR Catholic School Division continually provides welcoming, caring, respectful and safe learning environments that respect diversity and fosters a sense of belonging.

## STRATEGIES

- Safe and Caring assemblies for elementary students.
- Jr. High "Be Kind" assemblies.
- Social/Emotional programming in the classrooms.
- Student mentorship programming.
- Lunch programs; Chess Club, Buddy Up, Awesome Blossoms, Beaded Journeys groups.
- Inclusive classrooms.
- Service Projects.
- Mental Health/Trauma PD for staff and students.
- Assistance from outside agencies for students and families when necessary.
- Response to Intervention programming.
- School Intervention team
- Peer mediation and safety patrol
- Faith permeation throughout subjects and school activities.
- Gr. 7 Kindness Challenges
- Youth Ministry: Fostering a sense of belonging for our students.





# DOMAIN 4: LEARNING SUPPORTS

## PROVINCIAL GOAL: STUDENT INCLUSION

**Student Inclusion:** A provincial measure assessing that students feel like they belong and are supported to be successful in their learning.

*The Division is currently awaiting the provincial development of this goal.*

## PROVINCIAL GOAL: ACCESS TO SUPPORT & SERVICES

**Access to Supports & Services:** A provincial measure assessing that appropriate supports and services for students are available and can be accessed in a timely manner.

*The Division is currently awaiting the provincial development of this goal.*



# DOMAIN 4: LEARNING SUPPORTS

**Board Priority/Local Goal:** First Nation, Métis and Inuit students are successful.

**Outcome:** More First Nation, Métis and Inuit students meet or exceed performance measures.

## MEASURES

**Surveys \*Filtered by FNMI students**

### Students (Elementary)

- I learn about First Nations, Métis, and Inuit history, culture, and traditions

### Students (Secondary)

- Our school provides opportunities to learn more about First Nations, Métis, and Inuit history, culture, and traditions

### Staff (Teachers)

- First Nations, Métis, and Inuit Elders/knowledge keepers, cultural advisors or community members are invited into our school.
- Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values.
- I support the learning experiences of my students by using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis, and Inuit.
- I am building capacity in my understanding of First Nations, Métis, and Inuit Culture.

### Staff (Support Staff)

- Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values.

### Other:

- Accountability Pillar & PAT/DIP results specific to First Nations, Metis and Inuit students
- Monthly First Nations, Metis and Inuit student attendance data





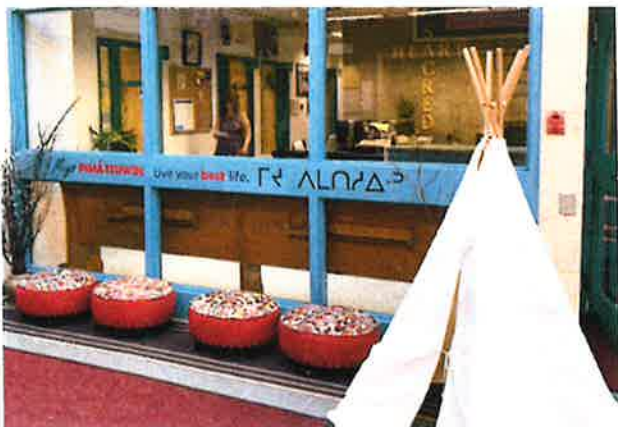
# DOMAIN 4: LEARNING SUPPORTS

**Board Priority/Local Goal:** First Nation, Métis and Inuit students are successful.

**Outcome:** More First Nation, Métis and Inuit students meet or exceed performance measures.

## STRATEGIES

- Jordan's Principle application for additional staff to support academic success.
- Allocated teacher FTE to work on building relationships with community as well as supporting our students with relationship and interventions.
- Indigenous clubhouse created as a safe and welcoming space.
- Infusion of First Nation, Metis and Inuit cultural knowledge and understandings in all curricular areas.
- Indigenous Leadership group (Ribbon skirts, blanket exercises, drumming, beading, cree language and tipi teachings)
- Cree club for Div. I and Div. II students.
- Beaded Journeys group.
- First Nation parent engagement evenings.
- Students attend the Resiliency Summit in Calgary.
- Partner with MESC and Maskwacis Cultural College for supports and resources.
- Orange Shirt Day: September 29th; Red Shirt Day (MMIW): May 5th
- Dedicated professional development for staff focused on First Nation, Metis and Inuit awareness.



# DOMAIN 4: LEARNING SUPPORTS

**Board Priority/Local Goal:** A focus on students with learning challenges.

**Outcome:** A high functioning Response to Intervention model will help identify and support all students.

## MEASURES

### Surveys:

#### Students (Elementary)

- In my classroom, I am allowed to learn in different ways (e.g. technology, group work, on my own)
- At school, adults help me when I ask.

#### Students (Secondary)

- I understand how I learn best and am able to communicate this with my teacher
- Adults help me when I ask.

#### Staff (Teachers)

- I use a variety of Tier 1 strategies in my classroom.
- I use a variety of Tier 2, targeted strategies.
- I have the opportunity to collaborate in a professional learning community (PLC).
- Teachers in our school value professional learning communities (PLC).
- Our school has access to the resources necessary to support students and their family's, social and emotional well-being.
- I am aware of the behaviour supports my students require.
- I utilize strategies to support student behaviour.

#### Parents

- My child has the opportunity to reach his or her academic potential
- My child receives the support he/she needs to be successful in school

#### Other:

- Accountability pillar
- Staff survey questions





# DOMAIN 4: LEARNING SUPPORTS

**Board Priority/Local Goal:** A focus on students with learning challenges.

**Outcome:** A high functioning Response to Intervention model will help identify and support all students.

## STRATEGIES

- Response to Intervention, tier I, II and III best practices.
- Inclusive classrooms
- Differentiation of curriculum
- Learning Support Facilitator (LSF), Family School Liaison Worker (FSLW), and the Sacred Heart Intervention Team (SIT)
- Learning Commons for Jr. High students
- Breakout rooms for students who require them. (Seuss room, Indigenous clubhouse, sensory room, regulation room)
- Sacred Heart Academic Learning Time (SALT) in P.3
- Additional literacy support programs: Reading Recovery, Precision Reading, Eagle Eyes, etc.
- PLC time for staff to collaborate about interventions, progress monitoring and assessment.
- Learning support google classroom with PD and resources for staff to access.
- Access to support staff assistance.



# DOMAIN 5:

## GOVERNANCE

### PROVINCIAL GOAL: PARENTAL INVOLVEMENT

Parental involvement and engagement leads to student success, and are high priorities for STAR Catholic.

Feedback from parents, as well as administrators, staff, students, and clergy, is gathered through means such as surveys, consultation events and face-to-face meetings.

Provincially, this is measured by teacher and parent satisfaction with parental involvement in decisions about their child's education.

### STRATEGIES

- Weekly communication on the school website and sent out every Monday.
- Teachers calling home with good news as well as calling to discuss concerns.
- Parent Teacher Interview evenings.
- Parent Engagement evenings.
- School Council Meetings once a month.
- Standing invitation for parents and community to join our masses and celebrations.
- Agenda used in elementary to communicate with families.
- Remind, phone calls and emails used to communicate with Jr. High families.
- Night of the Titans Awards evening.
- Christmas Concert, Art Auction, Music Festival and Spring Concert evening events.
- Parent volunteer opportunities with numerous activities throughout the school.
- School choir performances as well as assemblies for the parents and community to attend.

