



Sacred Heart School

EDUCATION PLAN

2023-2027



SCHOOL PROFILE

Sacred Heart Catholic School

Webpage: <https://sh.starcatholic.ab.ca/>

Principal: Tara McBride

Phone: 780-352-5533

Fax: 780-352-7042

Grades Served: ECS-9

Student Population: 562

Number of Teachers: 27

Number of Support Staff: 24



Principal:

Tara McBride

tara.mcbride@starcatholic.ab.ca

Vice Principal:

Melanie Toohey

melanie.toohey@starcatholic.ab.ca

Demographics:

Sacred Heart School's enrollment has remained stable in the last year. We have 2 full-day ECS classes, a Monday/Wednesday class, and a Tuesday/Thursday class, with alternating Fridays, that run from 8:45 am - 3:15 pm. The remainder of the school population is made up of 2 classes of each grade from 1-9, with 3 classes each of grade 3, 5, and 8. English as an Additional Language enrollment has remained at approximately 7% and our First Nation, Metis and Inuit enrollment has increased slightly to about 25% of our total enrollment.

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, i.e., in-house music lessons, lunch time dance, choir programs, and hockey program. This, in concert with a strong athletic program provided in core, elective and extra-curricular time, helps foster all students' talents beyond the basic academic. We are excited to offer these programs once again!

PRINCIPAL'S MESSAGE

MRS. TARA MCBRIDE

We are blessed at Sacred Heart School to provide a Christ-centered and high-quality education focused on the spiritual, academic, emotional, and physical well-being of our students from Wetaskiwin and surrounding areas. By providing diverse programming in academics, athletics, and the arts Sacred Heart staff make it their mission to ensure students with varied interests can achieve success on their journey of faith and learning.

Faith permeates every aspect of our day. We are all children of God, made in His likeness and it is our hope that our students explore their God-given potential within a safe and caring environment, and use their gifts and talents to glorify Him.

It is important that our families know that this is their school. We value our families and are committed to supporting them in raising their children in the Catholic faith. Thank you for entrusting us with your children. We are truly fortunate to work together to build a faith-filled community where students are encouraged to let their lights shine brightly for all to see.

*'In the same way, let your light shine before others,
so that they may see your good works and give glory to your Father in heaven.'*

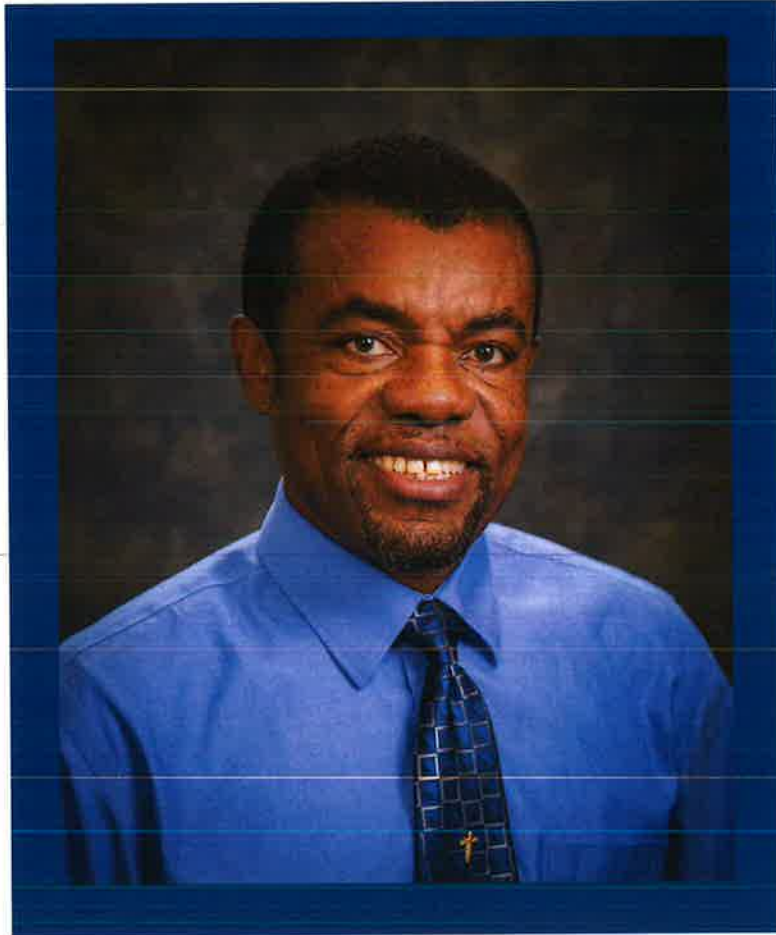
Matthew 5:16

Grace and Peace,

Tara McBride



MEET YOUR LOCAL TRUSTEE



Henry Effen

Board Chair and Wetaskiwin Trustee

Henry Effen is originally from Ghana, West Africa, and moved to Canada for new life opportunities. Henry is a social worker and is serving his third term as a trustee. He attended Catholic schools for most of his life prior to moving to Canada. Henry is particularly interested in pragmatic governance and practices that will preserve and support Catholic education for generations to come. One of his many priorities as a trustee is to advocate for children and families in educating the whole person under Canon Law. Henry is married and resides in Wetaskiwin with his family. His three children attended or still attend Sacred Heart School. Henry and his family are members of Sacred Heart Parish, and Henry volunteers in many church and community initiatives.

DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

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

Outcome: Staff are able to live, 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

Survey Questions

Students (Elementary & Secondary)

- The adults in my school treat me with respect.
- We pray as a class or as a school every day.

Staff (Teacher & Support Staff)

- Staff at the school uphold the dignity of every student as a child of God.
- I pray regularly with staff and/or students.
- I speak about and demonstrate my faith to my students.
- I have opportunities to strengthen my faith through professional development (e.g. Reflection Day, staff retreat, daily prayer, book studies, EXCEL, etc.)
- I am building capacity in my understanding of how to permeate faith into all school activities.

Parents

- My child's school upholds the dignity of every student as a child of God.
- I am pleased with the opportunities my child has to pray and to grow in his or her faith.

Anecdotal list of PD offerings that are specific to faith [Populated in AERR]

STRATEGIES

- Reflection Day
- School Based Staff Retreat (Faith & Fun)
- Faith leadership learning sessions at monthly staff meetings
- Support attendance at SPICE (Sharing Purpose in Catholic Education)
- Monthly after school faith sessions using *Formed*
- PLC collaboration on grade level faith outcomes

DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

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

Outcome: Students will hear, learn, and model their lives guided by faith and the Church.

MEASURES

Survey Questions

Students (Elementary & Secondary)

- I learn about faith and God at our school.
- Teachers and students speak about faith, and I learn how to live the way God wants me to.
- I have the opportunity to participate in religious celebrations and activities or functions at the school or parish.

Staff (Teachers)

- Teachers help students understand how faith can guide the way they live their lives.
- The school provides students an opportunity to pray and grow in their faith.
- I have the opportunity to participate in religious celebrations, activities or functions at the school or parish.

Parents

- My child has the opportunity to participate in religious celebrations and activities at the school or parish.

STRATEGIES

- Ensure students have access to effective and engaging Religious Education using the Growing in Faith, Growing in Christ resource
- Provide opportunities for students to be involved in the liturgical life of the school (e.g., altar servers, lectors, decoration committee, hosts for priest visits, music ministry etc.)
- Continue to develop student faith-leadership teams (i.e., youth ministry,
- Support grade-level student retreats
- Monthly celebrations and masses
- Rotating weekly classroom visits with Father Roger
- Reconciliation offered twice a year to all staff and students
- Youth Ministry team
- School-wide daily prayer and extension of prayer in classrooms

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 & Support Staff)

- The school helps those less fortunate through charity, good works, and social justice.

Parents

- The school helps those less fortunate through charity, good works, and social justice.

Anecdotal List of School Social Justice Projects [Populated in AERR]

STRATEGIES

- Opportunities for involvement in social justice and/or charity projects throughout the year as a classroom group, grade level, division level, and school
- Through the iMAD (I Make a Difference) elective, students have the opportunity to see how their faith can influence others as they explore ways to love and serve God: Pink Shirt Day, Pay it Forward, collaboration with NOW (Neighbours Outreach Wetaskiwin)
- Blessing Bags—items collected and distributed to teens in need in collaboration with a parish in Kamloops, BC while grade 9 students are on their annual trip to British Columbia

DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

Board Priority/Local Goal: Enhance home, school, and parish relationships.

Outcome: Continue to build relationships and opportunities to collaborate between the parish, school, and home, which strengthens the faith community and the life of the Division.

MEASURES

Survey Questions

Students (Elementary & Secondary)

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

Staff (Teachers & Support Staff)

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

Parents

- My child has the opportunity to participate in religious celebrations and activities at our school or parish.
- Faith is incorporated into school communications.
- I am invited to school faith events.

List of School Masses/Celebrations and Connections to Outside Organizations [Populated in AERR]

Summary of Involvement Between Home, School, Parish, and Parish Priests [Populated in AERR]



DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

STRATEGIES

School Masses/Celebrations

- Opening school mass at the church, Thanksgiving mass, Remembrance Day service, Catholic Education Sunday mass at the church, Advent Wreath Blessing mass, Ash Wednesday mass, Lenten mass, Stations of the Cross, Friendship Celebration, Easter mass, Living Rosary, Farewell mass at the church, Sacred Heart Feast Day mass at the church, Year End mass at the church

Connections to Outside Organizations

- Catholic Social Services: yearly collection of toques, mittens, socks, toiletries, and school supplies for St. Zita Ministry
- Development and Peace: annual Share Lent project
- Collection for local food bank before Thanksgiving, Christmas, and Easter

Involvement Between Home, School, Parish, and Parish Priests

- Regular meetings with Father Roger to plan and review masses
- Regular invitations to Father Roger to join in various school activities (sports games, Christmas concert, pep rallies, open house, staff meals, Catholic Education Week, Faith Fair, etc.).
- Rotating weekly classroom visits with Father Roger
- Intentionally share faith events through social media platforms.
- Share parish information and events with families through the weekly newsletter
- Provide a space for Father Roger to write a message to our families in our weekly newsletter
- Encourage staff and family participation in sacramental preparation and other youth activities in the local parish.
- Create a staff choir to participate in music ministry at the church
- Invite parishioners to share areas of expertise and faith witness with students and/or staff

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. Students in a state of emotional, behavioural, and social well-being, are able to learn, build resilience, and thrive.

MEASURES

Surveys:

Students

- (Elementary) At my school there is at least one adult who listens and cares about me
- (Secondary) I have a positive and healthy relationship with at least one adult in my school
- My school is a place where I feel I belong
- I know who to talk too to get help if I am struggling with my emotions or mental health
- I have a trusted adult in my school who I can ask for help
- I learn how to manage my emotions in stressful situations
- I have opportunities to be involved in and connected to my school (teams, clubs, volunteering, etc.)
- I feel safe at school
- I have a friend at school
- I am encouraged to do my best so I can reach my full potential

Staff (Teachers & Support Staff)

- I am able to develop trusting relationships with the students in my care
- I am able to support the social and emotional well-being of the student(s) I work with (self-awareness, building positive relationships, responsible decision-making, etc.)
- I am able to effectively support student regulation
- Our school has internal supports and structures to assist students with their social and emotional well-being
- The Third Path provides a framework that assists me in supporting students

Parents

- I have the opportunity to participate in my child's school and/or education (parent teacher interviews, celebrations, extra curricular activities, field trips, school council, parent information night, etc.)
- I feel welcome when I contact or visit my child's school
- My child has a friend at school
- My child feels safe at school
- My child has one or more adult(s) that care about them at school
- My child feels a sense of belonging at school
- My child knows who to talk to if he/she needs help or is struggling with emotions or mental health
- My child has access to supports that enhance social-emotional learning (self-awareness, building positive relationships, responsible decision-making, etc.)
- My child has the opportunity to reach his or her full potential
- My child has one or more adult(s) that care about them at school

DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

STRATEGIES

- Continued focus on The Third Path framework, modeling and practicing the essential conditions
- Active Living during elementary intervention period and lunchtime recess for elementary students
- Youth Ministry activities during lunchtime recess for junior high students
- PWB (Personal Well Being) class for junior high students
- Support groups for elementary students provided by Family School Liaison Worker
- Tier 1 elementary programming provided by Family School Liaison Worker, i.e., Worry Woos, Mind Up, Zones of Regulation; Kimochis (Social Emotional Learning tool kit)
- Music in the hallways in the mornings before announcements
- Healthy Minds elective offered to junior high students by Family School Liaison Worker to allow for regulation
- Collaborate with the Division Wellness Coordinator on a consultative basis to support students



DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

PROVINCIAL ACHIEVEMENT TESTS

Provincial Goal: PAT Acceptable/Excellence

Background: 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.

Provincial Achievement Tests (PATs) : PAT exams 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.

MEASURES

Provincial Achievement Exams

- The percentage of students who achieved the Acceptable Standard and the percentage of students who achieved the Standard of Excellence on Provincial Achievement Tests (based on cohort):
 - Overall and specific course results for all students;
 - Overall and specific course results for self-identified First Nations, Métis and Inuit students; and
 - Overall and specific course results for students who require and receive English language supports (codes 301/303).



DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

STRATEGIES

- Explicit teaching of test taking strategies and self-regulation.
- School Leadership Team uses data from the provincial assessments to drive instructional practices.
- Identify required accommodations for students needing extra support such as English as an Additional Language Learners.
- Learning Support Facilitator assists teachers in identifying students who need intervention, including enrichment
- Dedicated collaboration time with grade partners, subject area partners, and division partners to support diagnostic assessments, programming, and interventions, as well as create formative and summative assessments which utilize higher level thinking skills.
- School wide focus on literacy and numeracy using Acadience, Levelled Literacy Intervention, and Mathology; renewed emphasis in elementary grades on Daily 5, Empowering Writers, Fountas & Pinnell (Benchmark Assessment System), Heggerty, RRST (Reading Readiness Screening Tool), and DRT (Diagnostic Reading Tool) to inform targeted literacy skills groupings
- Reading Recovery and Precision Reading programs to boost student success
- Junior high teachers continue to focus on collaborative analysis of test questions to allow for peer teaching of test taking and test reading skills
- Dedicated Homework Room with teacher support during junior high electives time to assist students who are struggling in core curriculum
- Consistent school wide intervention periods (Div 1, 2, & 3) to support collaborative, flexible, and multi-level groupings

DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

PROVINCIAL GOAL: EARLY YEARS LITERACY & NUMERACY ASSESSMENTS

Literacy and numeracy play a vital role in living, learning and working in today's society. Alberta students need strong literacy and numeracy skills to navigate and make meaning in an increasingly complex and technology-driven world.

Outcome: Students who use literacy and numeracy in all subjects develop breadth and depth in their literacy and numeracy skills and gain a deeper understanding of the subjects themselves. (AB Education, Literacy and Numeracy, FAQ).

MEASURES

Literacy and numeracy results for students in grades one to three that includes:

- A list of the Alberta Education approved screening assessments used at each grade level
- The total number of students assessed at the beginning of the school year at each grade level
- The total number of students identified as being at risk at the beginning of the school year at each grade level
- The total number of students identified as being at risk at the end of the school year at each grade level
- The average number of months behind grade level after the administration of the initial assessments for at risk students
- The average number of months gained at grade level after the administration of the final assessments for at risk students
- A summary of support strategies used for students identified as being at risk at each grade level

[Populated in AERR]



DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

STRATEGIES

- Analyze diagnostic assessment data to identify and address trends at the school and division levels
- Assessment data will identify students in need of targeted and intensive supports, including gifted students
- Increase proficiency and understanding of intervention tools (Levelled Literacy Intervention, Mathology, Quizziz, Mathletics, Heggerty)
- Utilize the Specialized Learning Support Team (i.e. Speech Language Pathologist, Occupational Therapist) to provide tiered supports.
- Levelled Literacy intervention for sprint intervals
- Precision Reading and Reading Recovery intervention to increase reading fluency and comprehension
- Guided Reading & Math groups following Daily 5 or Daily 3 framework
- Mathology intervention in class
- Math centers to target deficiencies and enrichment



DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

PROVINCIAL GOAL: CITIZENSHIP

Background: 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.

MEASURES

- Teacher, parent and student agreement that students model the characteristics of active citizenship.
- Results and evaluations for the overall measure and each respondent group:
 - Teachers
 - Parents
 - Students

STRATEGIES

- Grade 4 students continue to be our school's leaders in bottle/can recycling
- iLead and iMAD (I Make a Difference) electives in junior high to promote citizenship and service throughout the school and into the community
- Mentorship component in the iLead elective in junior high to promote cross-grade buddies for literacy and numeracy support
- Monthly elementary and junior high assemblies with a focus on traits of a good citizen
- Focus on the foundational conditions of The Third Path, which include Safety and Belonging
- Positive communication and connections are created and maintained between the school staff, the student, and their family
- Focus on building strong and meaningful connections between students and at least one adult in their school
- Ensure student access to mentorship programs and family-school liaison workers in order for students to find the support they need to succeed.
- Monitor attendance
- English as an Additional Language Learner strategies are utilized to focus on developing Cultural Awareness

DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

PROVINCIAL GOAL: STUDENT LEARNING ENGAGEMENT

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

Outcome: Learning improves when students find course content interesting and useful in their everyday lives.

MEASURES

- Teacher, parent and student agreement that students are engaged in their learning at school.
- Results and evaluations for the overall measure and each respondent group:
 - Teachers
 - Parents
 - Students
- Graph of Overall Authority Results

STRATEGIES

- Implement friendly competitions (i.e. debates, poster contests, tabletop activities)
- Increased use of hands-on activities within the classroom, as well as collaborative learning tasks and conversations
- Continue to use formative assessment strategies including peer and self-assessment
- Differentiation—teachers will strive to provide opportunities for student “voice & choice” in their learning when planning units
- Flexible and diverse programming to allow students to experience maximum success
- Teachers incorporate regular movement breaks within their lessons, i.e. Go Noodle
- Stand-up desks and flexible seating options available for students as needed
- Scaffolding of larger tasks to ensure students are well-supported and have a good understanding of what needs to be done next
- Teachers are encouraged to connect learning to the real world, i.e. use anecdotes, case studies, and real-life examples from outside the classroom to root teaching in “the real world”
- Teachers are encouraged to engage with their students’ interests and build it into the learning process
- Provide opportunities for cross-grade pairings for leadership, mentoring, connection, role-modeling
- Provide opportunities for monthly school-wide community building activities (i.e. faith based project/inquiry based activities)

DOMAIN 3: TEACHING & LEADING

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

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

Star Catholic School Division recognizes that excellence in education for students is largely determined by qualified and committed staff. You can find our Administrative Procedure on [Teacher Growth, Supervision and Evaluation \(AP 4.11\)](#) on our website: www.starcatholic.ab.ca

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 [Populated in AERR]

STRATEGIES

- Provide teacher choice in professional development (i.e. Choose Your Own Adventure)
- Align professional development days with divisional priorities and goals
- Encourage and support peer observation
- Increase staff awareness of research-based practices that enhance the quality of supports, teaching, learning and leading
- Support implementation of new curriculum; support collaboration time to create unit plans.
- Mentorship for new teachers
- Include Educational Assistants in school-based professional development opportunities
- Support attendance of Administrative Assistants at virtual meetings focused on job-contextual needs

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 to 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).

STRATEGIES

Collaborative Structures:

- Embedded collaborative time for elementary teachers: once every 6-day cycle
- Scheduled collaborative time for junior high teachers on a rotational basis during FLEX period
- Support Educational Assistant participation in collaborative time
- Scheduled School Leadership Team (SLT) meetings monthly with representation from each division
- Scheduled School Intervention Team (SIT) meetings every two weeks
- Speech Pathologist, Occupational Therapist, and Learning Support Facilitator collaborative meetings

Leadership Development:

- Opportunity for all teachers to be part of the School Leadership Team
- Support for teachers to be Mentor teachers for student teachers
- Opportunities for teachers to be Designate Principal when administration is away from the school
- Literacy Lead and Numeracy Lead teachers within the school
- Experienced teachers are paired with new or new to the school teachers for mentorship

DOMAIN 3: TEACHING & LEADING

Board Priority/Local Goal: Staff are supported in their wellness

Outcome: When staff experience positive social, emotional, and physical well-being, they are better able to fulfill their role in supporting students.

MEASURES

Surveys

Staff (Teachers & Support Staff)

- I am aware of available resources to support my wellness.
- I utilize the resources and information that are provided to support my wellness
- I understand the different dimensions of wellness into my own life (ie. physical, social, and emotional)
- We learn about and incorporate wellness in my workplace

STRATEGIES

Build an awareness amongst staff of the Dimensions of Wellness, specifically focusing on:

Social: Develop a sense of connection, belonging, and a well developed support system.

- Create structures that facilitate open and respectful communication, i.e. Week at a Glance
- Communication following School Leadership Team and School Intervention Team meetings to ensure continuity between staff and administration
- Ongoing development of staff understanding and utilization of division initiatives that support both student and staff well-ness (i.e. Mental Health Literacy, Third Path Framework, Supporting Individuals Through Valued Attachment, Traumatic Events Systems)

Emotional: Coping effectively with life and creating satisfying relationships.

- Facilitate connection opportunities to build relationships: model and provide opportunities for wellness activities with staff, i.e. Wellness Wednesdays
- Make staff aware of confidential supports through the Alberta School Employee Benefit Plan (Ink Blot etc.) by resharing information from bulletins
- Broadcast music in the hallways every morning before announcements

Physical: Recognizing the need for physical activity, diet, sleep and nutrition.

- Sharing best practices in Week at a Glance emails and staff meetings.
- Provide opportunities for wellness activities with staff, i.e. Activate evenings

DOMAIN 3: TEACHING & LEADING

PROVINCIAL GOAL: EDUCATION QUALITY

Outcome: Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students.

MEASURES

- Teacher, parent and student satisfaction with the overall quality of basic education
- Results and evaluations for each respondent group:
 - Teachers
 - Parents
 - Students

STRATEGIES

- Use interactive and hands-on lessons to engage students in their learning
- Ensure student understanding of concepts with more practice time and preparation for tests
- Increased use of formative assessment strategies including peer and self-assessment to increase engagement
- Continued use of screeners and interventions in elementary grades, to target specific areas of growth
- Differentiation—as curriculum is implemented, teachers will strive to include voice and choice when planning units
- Wide assortment of electives offered to junior high students to support diversity in learners
- Consistent literacy and numeracy programming across the divisions; structured intervention periods in each division to facilitate collaboration and multi grade intervention
- Encourage the use of Daily 5 and/or Daily 3 framework in elementary for literacy and numeracy instruction

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 identified measures.

MEASURES

Surveys

Students (self-identified Indigenous only):

- My school is a place where I feel I belong
- I feel safe at school
- I have a friend at school
- (Elementary) At my school there is at least one adult who listens and cares about me
- (Secondary) I have a positive and healthy relationship with at least one adult in my school

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 worldviews, 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, 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 worldviews, cultural beliefs, and values.

Staff (Support Staff)

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

**Accountability Pillar & PAT/DIP results specific to First Nations, Metis and Inuit students
[Populated in AERR]**

DOMAIN 4: LEARNING SUPPORTS

STRATEGIES

Consulting First Nations, Metis and Inuit stakeholders to create a strong foundation and relationships to build the school's future planning.

- nehiyawatsiwin Cree Language & Culture elective offered to junior high students; Pow Wow dancing/ Cultural Movement during FLEX period; Rainbow Skirt/Shirt sewing classes during FLEX period
- Support Professional Development for Indigenous Education Lead who will share their learning with staff at staff meetings and Professional Development Days throughout the year
- Create and/or support opportunities for First Nation, Metis, and Inuit focused professional development
- Enhance understanding of how to be culturally aware and sensitive
- Access the contact list of Elder(s) and Knowledge Keepers for our community
- Collaboration with stakeholders, elders, caregivers, students and families to build trust
- Continue to facilitate, design and create Indigenous spaces and prominent visuals within the school (i.e. Oskayak room, Indigenous Artist in Residence painted murals)
- Continue to access Jordan's Principal funding to support our First Nation, Metis, and Inuit students (i.e. Educational Assistants, Indigenous Support Worker)
- Infusion of First Nations, Metis, and Inuit cultural knowledge and understanding in all curricular areas.
- Indigenous Student Leadership Team to support cultural activities within the school



DOMAIN 4: LEARNING SUPPORTS

Board Priority/Local Goal: Recognize and support the diverse learning needs of ALL students through the Response to Intervention Model.

Outcome 1: Quality core instruction foundational to success for all and is grounded in solid assessment practice.

Outcome 2: Quality assessment practice will assist in the provision of targeted support for both academically gifted and struggling students.

Outcome 3: Quality assessment practice will assist in the provision of intensive support for both academically gifted and struggling students.

MEASURES

Surveys:

Students (Elementary)

- In our classroom, I am encouraged to learn in different ways (e.g. technology, group work, on my own).
- At our school, adults help me when I ask
- I get feedback from my teacher on practice work or assignments
- I know what is expected on assignments (outlines, rubrics)
- I have opportunities to practice and improve my learning before an exam or assessment

Students (Secondary)

- I understand how I learn best and am able to communicate this with my teacher
- Adults in our school help me when I ask
- I get feedback from my teacher on practice work or assignments
- I know what is expected on assignments (i.e. outlines, criteria, rubrics)
- Teachers provide exam outlines, so I know what to study
- I have opportunities to practice and develop my understanding before an exam or assessment

Staff (Teachers)

- Please rate your understanding of the Alberta Assessment Consortium visual, "Assessing Student Learning in the Classroom".
- I use data to establish intervention targets for students who have not mastered core concepts
- I use data to establish intervention targets for students who have mastered core concepts and would benefit from enrichment
- I am comfortable with utilizing available intervention strategies, tools and supports
- I provide criteria for assignments to students (i.e. outlines, rubrics, etc.)
- I give students opportunities to practice and develop their understanding before a test or assessment

Parents

- Information about my child's learning is shared with me in a timely manner (PowerSchool, Google Classroom, email, etc.)
- My child knows what is expected of him/her on assignments or exams (rubrics, outlines, etc.)

DOMAIN 4: LEARNING SUPPORTS

STRATEGIES

- Analyze and utilize assessment data to identify student needs and guide instruction
- Use interactive lessons with hands on activities to engage students
- Provide study guides for students, more practice time, and additional prep time for tests
- Provide access to alternate learning spaces
- Continue to increase teacher proficiency and understanding of Levelled Literacy Intervention and Mathology
- Access the Specialized Learning Support Team (i.e. Speech Language Pathologist, Occupational Therapist) to assist with tiered supports
- Differentiated instruction and assisted technology to support students
- Learning Commons access for junior high students at lunch
- Consistent FLEX (intervention) time embedded into timetable to support interventions and enrichment
- Additional literacy and numeracy support programs (Levelled Literacy Intervention, Mathology, Reading Recovery, Precision Reading)
- Homework Room during period 6 electives to support students who are struggling and/or need to catch-up on classwork



DOMAIN 4: LEARNING SUPPORTS

PROVINCIAL GOAL: WELCOMING, CARING, RESPECTFUL, AND SAFE LEARNING ENVIRONMENT

Outcome: Using resources to create optimal learning environment where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.

MEASURES

- Teacher, parent, and student agree that learning environments are welcoming, caring, respectful, and safe.
- Results and evaluations for the overall measure and each respondent group:
 - Teachers
 - Parents
 - Students

STRATEGIES

- Collaborate with Social Studies teachers to provide age appropriate anti-racism lessons for students
- Continue to use Restorative Practices with students and staff
- Continue to use The Third Path as a resource to facilitate safety, relationships, and belonging in the classrooms
- Acknowledge and praise students for good work and living the Gospel values
- Display student work throughout the hallways
- Be proactive in teaching expectations for kindness, safety, and belonging; deal with inappropriate student behaviour in a timely manner with consequences and restorative practices
- Communicate openly, concisely, clearly, and in a timely manner
- Collaborate with the Family School Liaison Worker to increase access to safe and caring programming within classrooms

DOMAIN 4: LEARNING SUPPORTS

PROVINCIAL GOAL: ACCESS TO SUPPORT & SERVICES

Outcome: Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.

MEASURES

- Teacher, parent, and student agreement that students have access to the appropriate supports and services at school.
- Results and evaluations for the overall measure and each respondent group:
 - Teachers
 - Parents
 - Students

STRATEGIES

- Collaborate with Social Studies teachers to provide age appropriate anti-racism lessons for students
- Collaborate with the Family School Liaison Worker to increase access to safe and caring programming within classrooms
- Use a multidisciplinary approach to develop and implement alternative or specialized programs for students who are in need; in addition to support services provided directly by our Learning Support Team, we have also established connection with external service providers



DOMAIN 5: GOVERNANCE

PROVINCIAL GOAL: PARENTAL INVOLVEMENT

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

Research clearly demonstrates that parents who understand the school philosophy, know the school staff and participate in school activities are more likely to be satisfied with the education that their children are receiving. Parents need meaningful opportunities to participate in all facets of their child's schooling. They often want to be part of the decision-making process, and have access to information and ideas on a continuous, as-needed basis. (Building the Learning Team, AB Education, 2006)

MEASURES

- Teacher and parent satisfaction with parental involvement in decisions about their child's education
- Results and evaluations for the overall measure and each respondent group:
 - Teachers
 - Parents

STRATEGIES

- Weekly newsletter with important dates and information for parents; "blog" entries on school website as well as an updated calendar with events of note
- Parent/Teacher Interview evenings in the fall and spring
- Live reporting on PowerSchool
- Monthly school council meetings
- Use of agendas in ECS—grade 4
- Open invitations for parents to join masses, celebrations, and other school events
- Night of the Titans Awards Night in the fall
- Use of social media to advertise and promote school events and happenings
- Open house Meet the Teacher & BBQ in August
- PowerSchool and SchoolCash parent tutorials offered in August, and at each interview evening

DOMAIN 5: GOVERNANCE

PROVINCIAL GOAL: STAKEHOLDER ENGAGEMENT

School authorities are expected to actively engage stakeholders to inform the development of local priorities and plans.

Stakeholder Consultation & Engagement

Students:

- classroom teachers in grades 4-9 were given questions to pose to their students designed to elicit feedback regarding targeted areas for improvement
- Mode of delivery was decided upon by teachers, i.e. rotate through tabletop chart paper in groups, facilitation of whole class discussion, Google Form, small group discussions.

Staff:

- teachers and support staff were invited to complete a Google Form survey with questions targeted to areas needing improvement

Parents:

- targeted questions were given to classroom teachers in grades 4-9 who were asked to select a minimum of 5 parents from their homeroom class to respond to the questions via a Google Form survey

How Stakeholder Input Informed Our School Strategies

- Our School Leadership Team (SLT) received the feedback from each of the stakeholders and compiled the suggestions and ideas
- In small groups, the SLT created strategies to target areas for improvement

School Council Involvement

- the prepared questions for each of the stakeholder groups were presented to School Council for thoughts and feedback
- School Council was encouraged to complete the survey from their child's teacher

DOMAIN 5: GOVERNANCE

SUPPLEMENTAL DOCUMENTS

Budget Summary

St. Thomas Aquinas Roman Catholic Schools
2024 - 2025 BUDGET SPRING LIVE

Sacred Heart

Revenue and Allocations to Budget Center

	2024 - 2025 BUDGET SPRING LIVE			
Reserves - Operating & Capital	\$214,289	4.8%	\$0	0.0%
Federal Government	\$205,305	4.6%	\$0	0.0%
School Fees - Regular Instruction	\$62,856	1.4%	\$0	0.0%
Base Allocations	\$2,996,322	67.7%	\$0	0.0%
Specialized Learning Support (SLS) Allocations	\$432,305	9.8%	\$0	0.0%
Pre-K PUF	\$0	0.0%	\$0	0.0%
Faith Development Allocations	\$26,840	0.6%	\$0	0.0%
English as Additional Language (EAL) Allocations	\$26,778	0.6%	\$0	0.0%
First Nations, Metis & Inuit (FNMI) Allocations	\$158,120	3.6%	\$0	0.0%
Other Program Allocations	\$30,212	0.7%	\$0	0.0%
One-Time Allocations	\$41,000	0.9%	\$0	0.0%
Facility Services Allocations	\$234,040	5.3%	\$0	0.0%
Total Revenue and Allocations to Budget Center:	\$4,428,067	100%	\$0	100%

Expenditures

	2024 - 2025 BUDGET SPRING LIVE			
Ungrouped Object Codes	\$82,000	1.9%	\$0	0.0%
Certificated Staff	\$2,998,393	67.7%	\$0	0.0%
Uncertificated Staff	\$1,050,426	23.7%	\$0	0.0%
Services Contracts and Supplies	\$297,248	6.7%	\$0	0.0%
Held in Reserve	\$0	0.0%	\$0	0.0%
Total Expenditures:	\$4,428,067	100%	\$0	100%

Summary

	2024 - 2025 BUDGET SPRING LIVE			
Total Revenue and Allocations to Budget		\$4,428,067		\$0
Total Expenditures		\$4,428,067		\$0
Variance		\$0		\$0