



**MEDICINE HAT CATHOLIC BOARD OF EDUCATION**

**St. Mary's School**

# **School Educational Plan**

**2019-2020**

**St. Mary's School**

**MEDICINE HAT CATHOLIC BOARD OF EDUCATION**



**DISTRICT PHILOSOPHY**

**Our Mission**

ƒb'dUfbYfg\]d'k ]h\ ZJa ]nż7\i fW\ 'UbX Vta a i b]mžk Y'dfcj ]XY'7Uh'c`]W9Xi W]h]cb'cZh'Y\][\Yghei U]mhc'ci f'gri XYbhg"

**Our Vision**

5; cgdY!WbhYfYX Vta a i b]miVta a ]hYX'hc.'

- @YUfb]b[ 'YI W`YbW'
- 7\ f]gh]Ub'gyfj ]W'
- @j ]b[ '7\ f]gh'

**Our Motto**

G\ck ]b[ 'hY: UW'cZ7\ f]ghic 5`"

## Our Values

K Y'VY'Yj Y'h Uh7Uhc`]WYXi W]h]cb`]g'U'a ]b]gfmh\Uh]g'Uh'h Y\YUfhcZ'h Y'7\i fW'"  
 =b'ci f'a ]b]gfnzk Yj U'i Y'UbX'W'YVfUHy.'

- HYUW]b[ 'UbX`j ]b[ 'ci f'7Uhc`]WZ]h'"
- Ci f'7Uhc`]WfUX]h]cbg"
- Ci f'UW`]mhc'cZYf'U'Z`'fUb[Y'cZYXi W]h]cbU'dfc[ fUa g'Zcf'U`'gri XYbhg"
- H\Y'i b]ei YbYgg'cZYUW'W]`X'fh UhYUW'W]`X]g'gdYWU'k"

## Principal's Message for St. Mary's School:



A mibUa Y]g'A ]\_Y'K Y]g[ YfVYfž'=Ua 'h Y'Df]bV]dU'cZGH'A Ufm]G]GWcc`'" K Y'UfY'  
 Yl fYa Ymidfci X'hc'W'cbY'cZ'h Y'b]bY'7Uhc`]WGWcc`g'k ]h]b'h Y'A YX]V]bY'< Uh'7Uhc`]W  
 6cUfX'cZ'9Xi W]h]cb'fA < 769k'" 5hGH'A Ufm]g'k Y\Uj Y'g]j YfU'dfc[ fUa gž]bW X]b[ 'U: ]bY'  
 5fhg'5WXYa nžU': fYbW'=a a Yfg]cb'dfc[ fUa žUb'5XUdhX'dfc[ fUa žU@Yufb]b[ '5gg]g]UbW'  
 Dfc[ fUa 'f@5Dk'UbX'U'F Y[i 'Uf'dfc[ fUa "' 5g'U'7Uhc`]WGWcc`ž'GH'A Ufm]G]GWcc`'  
 YbXYUj cfghc.'

- HYUW'UbX'fY]bZcfW'h Y'df]bV]d'Yg'cZci f'7Uhc`]WZ]h'"
- Dfcj ]XY'U'7Uhc`]W7\]f]gh]Ub'Uha cgd\YfY'hc'YbUV'Y'YUW'gri XYbhhc'[ U]b'Ub'i bXYfg]UbX]b[ 'cZ\]g#Yf'Z]h'"
- Dfcj ]XY'U'7Uhc`]W7\]f]gh]Ub'Uha cgd\YfY'hc'YbUV'Y'YUW'gri XYbhhc''Yufb'hc'Udd`m'7Uhc`]Wdf]bV]d'Yg'hc'Yj YfmxUm`]ZY'  
 g]h] Uh]cbg'
- 8Y'j] Yf'ei U]m]bg]fi W]cb]b'Vch\ : fYbW'UbX'9b[ ]g\''=b'cfXYf'hc'UW]Yj Y'ci f'cV'YW]j YgždUfYbhg'UFY'YbWzi fU[ YX'  
 hc'Wza a i b]W]h]ZfYei Ybhmk ]h' h'Y'gW'cc' UbX'dUfh]V]dUHy']b'gW'cc'!gdcbgcfYX'UW]j ]h]Yg'k \YbYj Yf'dcgg]V'Y'"

K Y'V'bh]bi Y'hc'k cf\_X] ] [Ybhmk ]h' U'`ghU\_Y\c`XYfg'hc'Ybgi fY'h Uhk Y'dfcj ]XY'U'gUZY'UbX'Wf]b[ 'gW'cc`Ybj ]fcb' Ybh'UbX' k Y'V'ca Y'U'bmgi [ [Ygh]cbg'cf'ZYYXVUW\_Z'fca 'dUfYb'hg'5g'h'Y'df]b]V'dU'cZGh'A Ufmg'GW'cc`ž=Ua 'Yi V'hYX'UbX'dfci X'hc'g'UFY' k ]h'nci 'h'Y'fYgi 'hg'V'bhU]bYX'k ]h' ]b'h' ]g'fYdcf'h'H\Ub\_'nci 'Zcf'nci f']bh'fYgh]b'h' ]g'XcW'a Ybh'

## Our Mission

7ca dUb]cbg'k ]h' 7\ f]gh'cb U'ci fbYm'ck UfX'Yi W`YbW''''Dfcj ]X]b[ 'U`YUfb]b[ 'Ybj ]fcb' Ybh' dYfa YU'hYX'Vm7Uh'c`]Wj U'i Yg''

## Our Motto

: ]XYg'Yh] Yf]H'Ug': U]h' UbX'Hfi h'



## School Profile

Gh'A Ufmg' ]g'cbY'cZ'k'c'A ]XX'Y'GW'cc'g'k ]h' ]b'A YX]V'Y'< Uh'7Uh'c`]W' K Y'cZyf': fYbW' =a a Yfg]cb'Dfc[ fUa ]b[ 'UbX'UFY' U'gc'\ca Y'hc'h'Y'A ]XX'Y'GW'cc`': ]bY'5fhg'5WXYa mUg'k Y`Ug'5XUdhYX'UbX'FY[i 'Uf'dfc[fUa g'' K Y'\Uj'Y'U'gh'XYbh' dcdi 'Uh]cb'cZ', \$'gh'XYbhg]b'; fUXY'+hc'-'' H\]g]bW'XYg'&+: fYbW' =a a Yfg]cbž - &: ]bY'5fhg'5WXYa mUbX'U' V'ca V]bYX' & \* % fY[i 'Uf' UbX' UXUdhYX' dfc[ fUa 'gh'XYbhg'' Gh'A Ufmg' cZyf'g' U' ž`' fUb[ Y'cZ'UWXYa ]WUbX'Yi hfUW'ff]W'Uf' dfc[ fUa g'' K Y'cZyf' ei U]mi: fYbW' UbX' 9b[ `]g\` @Ub[i U[Y'5fhg' dfc[ fUa a ]b[ `Z'ca` [ fUXYg' +! - ž' Yi h'Ybg]j Y' Z]bY' Ufhg' dfc[ fUa a ]b[ 'Ug'k Y`Ug'Yi Ya d'Ufm]bg'fi W]cb]b'U`ch\Yf'W'ff]W'i a 'UFYUg''

## St. Mary's School: Enrolment Trends

( xWZ	YUa1' YU	YUa1' Ua	YUa1' Ua	YUa1' Ua	YUa1' Ua	YUUB' Ua	YUUB' UB	YUUY' UB	YUOU' UY	YUOU' UU	YUa1' UU
' xZI Va *k k Zxyml âpâpâ	27	25	31	32	33	26	30	19	31		
â	122	112	99	105	103	112	130	78	134	122	128
ã	130	107	110	95	105	148	86	143	116	113	126
ä	128	113	105	114	124	86	130	114	102	122	128
An{Nj	380	357	345	346	365	372	376	354	383	357	382

## Why a School Education Plan?

7cbh]bi ci g]a dfcj Ya Ybh]g'Ub'Yl dYWU]cb'k ]h ]b'ci f'gW'cc'g'' D'Ubb]b[ 'UbX'fYdcfh]b[ 'dfcW'ggYg'Uh'h'Y'gW'cc''Yj'Y'UFY' YggYbh]U' Zcf'ZcW]gb[ 'YZZcfhg'hc' ]a dfcj Y'h'Y'ei U']mcZ'YXi W]h]cb'dfcj ]XYX'hc'gh'XYbhg''9UW' mYUf'gW'cc'g'V'a d'Yh'Ub' Ubbi U' d'Ub''GW'cc''d'Ubg'ZcW]g'cb'h'Y'grfU]h[ ]Wdf]cf]h]Yg'cZ'h'Y'8]grf]W'UbX'U'] [b'k ]h'h'Y'Dfcj ]bW]U'5bbi U'9Xi W]h]cb' F Ygi 'hg'F Ydcfhf'59F F L''

H\Y'A YX]V]bY' < Uh7Uh\c`]W6cUfX'cZ9Xi W]h]cb`Y'X'U'GhfUHY[ ]WD`Ubb]b[ 'gYgg]cb""H\Y'GhfUHY[ ]WD`Ubb]b[ 'gYgg]cb'dfcj ]XYX' Ub'cddcfh b]hmiZcf'ghU\_Y\c`XYfg'hc'fYj ]Yk' h\Y'j ]g]cbž'a ]gg]cbž'j U'i Ygž'UbX'hc'Ufh]W`UHY' h\Y'ghfUHY[ ]Wdf]cf]h]Yg'Zcf'h\Y' X]ghf]V]F'YdfYgYb]U]h]j Yg'Zfca' ghU\_Y\c`XYf'[ fci dg]b]W] XYX'hfi ghYgž'gYb]cf'UXa ]b]ghfU]h]cbž'WbhfU'cZZ]W'ghUZZ'UbX'g]W'cc` VUgYX'UXa ]b]ghfU]h]cb""

6UgYX'cb'h\Y'fYgdcbgYgž'h\Y'ghU\_Y\c`XYf'[ fci dg]VfU]b]ghcfa YX'dcgg]V`Y'h\Ya Yg" H\Y' ]bZcfa U]h]cb'Wc`Y]W]X'k Ug'i gYX'hc' XYj Y'cd' **8]ghf]V]GhfUHY[ ]Wdf]cf]h]Yg'** H\Y'GhfUHY[ ]Wdf]cf]h]Yg'UfY'h\Y'ZcW'g'Zcf'h\Y'A < 769" 'mYUf'd`Ub'f**2019-2022**U'UbX' Zcf' **GWcc`6UgYX'5bbi U'D`UbgZcf'h\Y'2019-2020**g]W'cc`mYUf""

### Meet the Staff 2019



## Developing our Priorities for the School Education Plan

H\Y' 8]grf]Vh df]cf]h]Yg' Zcf' &\$%!&\$&\$' ZcW'gYg' cb' **MARKS OF A CATHOLIC SCHOOL,** 'hc' W'YVfUH' ci f' 7Uhc']W ]XYbh]hm' Dfcj ]XY'U' **CONTINUUM OF SUPPORT** Zcf' h\Y **MENTAL HEALTH** 'UbX' k Y' VY]b[ 'Zcf' ghi XYbhg' dUfYbhg/ ' ghUZZ ]b' U' k Y' Vta ]b[ ž VUf]b[ ž fYgdYVW' ' UbX' gUZY' YUfb]b[ ' Ybj ]fcba Ybh' 8Yj Y'cd]b[ ' hYUW'Yfg' k ]h' h\Y' bYWWggUfmg\_]`g'hc' hYUW' **21<sup>st</sup> CENTURY LEARNERS.** Gi ddcfh' ghi XYbh' YUfb]b[ ' h\fc' i [ \ ' h\Y' i gY' cZ **TECHNOLOGY**" Hc' ZcghYf' **MEANINGFUL PARENT INVOLVEMENT** 'UbX' **STAKEHOLDER ENGAGEMENT.**

9UW' df]cf]hm]bW' XYg' gfUH' [ ]Yg' Zcf' ]a d'Ya YbhU]cb' Uh' h\Y' 8]grf]Vh' UbX' gW'cc' 'Yj Y' UbX' dfcj ]XYg' ci h'Vta Yg' Zcf' **k \Uh' gj Wgg'cc\_g' L Y**"K cf\_]b[ 'hc' [Yh'Yfž]b' dUfYbhYfg' ]džh\Y' df]cf]h]Yg' k ]` VYVta Y'UW' ]Yj UV'Y"

H\Y' A YX]VbY' < Uh' 6cUfX' cZ Hfi ghYg' ]g' Vta a ]hYX' hc' gfUH' [ ]Wd' Ubb]b[ ' Ug' U' g' gh' Ya Uh' WdfcWgg' Zcf' XYj Y'cd]b[ ' U' cb[ ' hYfa' j ]g]cb' h\Uh' Yb[ U[ Yg' gh' U' Y' c' XYfg' ]b' a Yfh]b[ ' h\Y' bYXg' cZ U' ' ghi XYbhg' k \c' U' hYbX' h\Y' A YX]VbY' < Uh' 7Uhc']WGW'cc' 8]grf]Vh' "

Faith Technology  
Literacy Numeracy  
Mental Health Support  
Parent Involvement

## 5 Strategic Priorities for 2019-2020

### District & St. Mary's School

**Strategic Priority #1 - Celebrate our Catholic identity through the Marks of a Catholic School.**

8]grf]Vti; cU. '9b\UbWa YbhcZ7Uh\c`]W9Xi Wh]cb''

**Strategic Priority #2 - Provide a continuum of support for the mental health and well-being of parents, students, and staff in a welcoming, caring, respectful and safe learning environment.**

† Ci hVta Y'CbY. '5`VYfH'g'hi XYbhg'UfY'gi WWggZ`''

† Ci hVta Y'H\FY. '5`VYfH'g'YXi Wh]cb'gng'Ya 'fYgdVW'g'X]j Yfg]ImiUbX'dfca chYg]bW' g]cb''

† Ci hVta Y: ci f. '5`VYfH'g'Ug'YI W`YbhH'UW'Yfg'z'g'W'cc`''YUXYfg'UbX'g'W'cc`'Ui h\cf]Imi`YUXYfg''

**Strategic Priority #3 - Develop teachers with the necessary skills to teach 21<sup>st</sup> century learners.**

† Ci hVta Y'CbY. '5`VYfH'g'hi XYbhg'UfY'gi WWggZ`''

† Ci hVta Y'Hk c. '5`VYfH'g'YXi Wh]cb'gng'Ya 'gi ddcfhg: ]fghB Uh]cbg'z'A fh]g'UbX'=-bi ]h'Ghi XYbhg'g'gi WWgg''

**Strategic Priority #4 - Effectively use technology to support learning.**

† Ci hVta Y: ci f. '5`VYfH'g'Ug'YI W`YbhH'UW'Yfg'z'g'W'cc`''YUXYfg'UbX'g'W'cc`'Ui h\cf]Imi`YUXYfg''

**Strategic Priority #5 - Foster meaningful parental involvement and stakeholder engagement.**

† Ci hVta Y'CbY. '5`VYfH'g'hi XYbhg'UfY'gi WWggZ`''

† Ci hVta Y'Hk c. '5`VYfH'g'YXi Wh]cb'gng'Ya 'gi ddcfhg: ]fghB Uh]cbg'z'A fh]g'UbX'=-bi ]h'Ghi XYbhg'g'gi WWgg''

† Ci hVta Y'H\FY. '5`VYfH'g'YXi Wh]cb'gng'Ya 'fYgdVW'g'X]j Yfg]ImiUbX'dfca chYg]bW' g]cb''

† Ci hVta Y: ]j Y. '5`VYfH'g'YXi Wh]cb'gng'Ya ']g'k Y`'[c] YfbYX'UbX'a UbU[YX''

† 5bbi U`9Xi Wh]cb F Yg 'hgF Ydcfhf59FF † Ci hVta Yg''



Cow Eye Dissection



## Strategic Priority #1: Celebrate our Catholic identity through the Marks of a Catholic School

District Goal: Celebrate our Catholic identity through the Marks of a Catholic School

Strategic Priority #1: Celebrate our Catholic identity through the Marks of a Catholic School	District Goal: Celebrate our Catholic identity through the Marks of a Catholic School
<p>Prayer is central to our day: all schools will be given resources to use throughout the year to add to their prayer libraries.</p> <p>Our schools will each be consecrated to Mary again during the month of May.</p> <p>Information about our Saints will be sent out to our teachers, students and parents on a regular basis so that we are able to see our relationship with these holy people.</p>	<p>Prayers will be said in each school at least three times throughout the day.</p> <p>All schools will have had one of our priests or deacons in to their buildings to consecrate them to Mary before the end of May.</p> <p>Increased awareness of our Saints and their support through prayer for us.</p>
<p>All Grade four students will receive a bible at our Bible Liturgy in the fall and then be taught Lectio Divina to open up the word of God.</p> <p>Students in Grades 5 &amp; 6 will attend retreats at their parishes to bridge our Faith Curriculum with our parishes.</p> <p>The dignity of all students will be acknowledged through our inclusion of all students into our spiritual family.</p>	<p>All students receive a bible and the Religious Education Coordinator will go into each class for teachings.</p> <p>All students in these grades will attend the retreats and when possible join the parishioners in the Eucharist at mass. Evaluation of the retreat will follow.</p> <p>Students feeling a sense of belonging and family.</p>
<p>Create a shared word document for schools to input their Charity and Social Action projects highlighting the Catholic Social Teaching Connection and opportunities to incorporate prayer. These will be shared with parishioners during Catholic Education Week.</p> <p>Continue communication with our parishes by having an administrator sitting on each church's Parish Pastoral Council.</p> <p>Continuation of School Sponsored masses to share in community with our parish families.</p> <p>Meeting with our priests and administrators once a year to plan masses, liturgies, retreats, school visits, etc. to build on our school/parish partnerships.</p> <p>Help to support schools in finding and/or providing visible symbols of our faith.</p>	<p>Admin, teachers and students will be able to identify the intentional connection between actions and our faith.</p> <p>Communication flowing freely between parish and schools.</p> <p>Each school sponsors a mass and social gathering for parishioners in one of our churches.</p> <p>Yearly planning meeting in June to set dates for the upcoming school year.</p> <p>Each classroom has visible signs of our faith and entrances to our schools are clearly recognizable as Catholic.</p>

<p>ž by(xb) @xMZ bZy</p> <p>β<sup>a</sup>*k U  ZX, ħa M Manjġ/H nġXfġ, {axn ` an  {ġy†   xġ j  k</p> <ul style="list-style-type: none"> <li>- Dedicated support for our new Religion program by offering in-service to grade 6 teachers.</li> <li>- Encouraging our new Chaplain to create sessions for junior and high school teachers on how to permeate faith into various core subjects.</li> <li>- Permeation ideas sent out regularly to teachers to add to their lesson plans/encouraging grade level groups to work on these during one of their PD sessions this year.</li> </ul>	<p>† XBMinxy'n_@ WZyy</p> <ul style="list-style-type: none"> <li>- Teachers feeling confident in delivering the new program and creation of outcomes for reporting purposes.</li> <li>- Creation of brochure for teachers and summary of how many sessions were accessed.</li> <li>- Sharing of permeation ideas with other grade level teachers in various subjects.</li> </ul>
<p>à<sup>a</sup>@ y(N ZX Ut` ( nyuZj`H ħ  Zyy</p> <ul style="list-style-type: none"> <li>- Support for our newly hired teachers in providing Faith Formation sessions held four times throughout the year.</li> <li>- District Faith Day: all staff in the division will come together and deepen their faith through our keynote speaker centered on our theme – “Come near to God and he will come near to you.” James 4:8 as well as two division masses throughout the year.</li> <li>- Division Leadership team will participate in book study and reflection on <i>AaZ` (xMZ_jj ž byMajZ</i> – by David Wells.</li> <li>- All teachers have access to Professional Development opportunities via links on our district website, RCIA classes, Pearson online sessions.</li> <li>- Celebrate nominees for Excellence in Catholic Teaching and provide financial support for attendees of SPICE or Blueprints.</li> </ul>	<ul style="list-style-type: none"> <li>- New teachers feel confident in sharing their faith and curriculum with their students.</li> <li>- Staff feel renewed and empowered in their vocation as an employee of Medicine Hat Catholic. Feedback received through personal conversations and e-mails.</li> <li>- Obtain feedback from the team through a form of reflection or survey.</li> <li>- Number of staff that have accessed these resources.</li> <li>- One teacher or administrator will be selected as the successful recipient of Excellence in Catholic Teaching. Three teachers/administrators are provided financial assistance from the Education foundation (standing item).</li> </ul>

## Strategic Priority #1: Celebrate our Catholic identity through the Marks of a Catholic School

District Goal 1: Celebrate our Catholic identity through the Marks of a Catholic School

Strategic Priority #1: Celebrate our Catholic identity through the Marks of a Catholic School	District Goal 1: Celebrate our Catholic identity through the Marks of a Catholic School
Prayer is central to our day	<ul style="list-style-type: none"> <li>- Prayers will be said at least three times throughout the day.</li> <li>- Have one of our priests or deacons in to our school to consecrate it to Mary - before the end of May.</li> <li>- Sacred space in the Library/Learning Commons area is maintained and utilized for reflection and prayer.</li> <li>- Weekly Eucharistic Adoration in cooperation with Parish and School Chaplain</li> </ul>
Charity and Social Action projects animated by Communion and Community	<ul style="list-style-type: none"> <li>- Food Bank Campaigns- eg. Advent hampers, collection for Mission Mexico. Support Brown Bag lunch program with service project.</li> <li>- Continue to promote neighbourhood help projects shoveling snow, caroling, notes of encouragement</li> <li>- Donations collected for Saamis Immigration, and school food drives.</li> <li>- Invite students to participate in a noon hour group that does service work, Brown Bag program, neighbourhood shoveling, Prairie Gleaners, etc.</li> <li>- Each class being involved in a Service project.</li> </ul>
The dignity of all students will be acknowledged through our inclusion of all students into our spiritual family.	<ul style="list-style-type: none"> <li>-Retreats will be planned with each grade</li> <li>- Increased involvement of Fine Arts at School Faith-Based Assemblies - Monthly Choral and Band contributions</li> <li>- Students feeling a sense of contribution, belonging, and family.</li> </ul>
Sustained by Gospel Witness - School Masses - New Teacher Faith Formation	<ul style="list-style-type: none"> <li>- St. Mary's School will sponsor a Mass on Sunday, November 3 at St. Patrick's Parish.</li> <li>- St. Mary's School will attend School Masses three times per year: October 9, December 12, and June 11 at both Medicine Hat Parishes</li> <li>- Bimonthly Assemblies will include Gospel reading and reflection.</li> <li>- New teachers attend Faith Formation meetings x4</li> </ul>
School Chaplain	<ul style="list-style-type: none"> <li>- Admin will work with School Chaplain to enhance student assemblies</li> <li>- School Chaplain will work with admin to bring parish and staff together for breakfast</li> </ul>

**Strategic Priority #2: Provide a continuum of support for the mental health and well-being of parents, students, and staff in a welcoming, caring, respectful and safe learning environment**

**AERR** f Ci hWta YCbY. 5`VYfhU`gh XYbhgUfY`gi Wwggz` ``

**AERR** f Ci hWta YH\FYY. 5`VYfhU`gYXi WUjcb`gnghYa`fYgdYWtg`X]j Yfg]miUbX`dfca chYg]bWm`g]cb``

**AERR** f Ci hWta Y: ci f. 5`VYfhU`UgYI W`YbhHYUWYfgz`gWcc``YUXYfg`UbX`gWcc`Ui`h`cf]mi`YUXYfg``

District Strategies	Indicators of Success
Implement “Safe Interventions with Students” Administrative Procedure and Support Space Guidelines, to ensure safe interactions between students and staff.	Administrative Procedure is shared with stakeholders to increase awareness and support for implementation of strategies at each of these levels: <ul style="list-style-type: none"> <li>- Proactive and/or Regulatory Strategies</li> <li>- De-escalation strategies</li> <li>- Follow-up/Restorative/Debriefing strategies</li> </ul>
Continue to train staff in creating and maintaining holistic safety through SIVA, Self-regulation training and a focus on Trauma-informed practices.	<ul style="list-style-type: none"> <li>- Shift from Behaviour Support Plans that put the emphasis primarily on the reaction cycle to Safety and Regulation Support Plans and/or WISE Plans that place the emphasis on ongoing safety and regulation.</li> <li>- Plans are completed by teachers in the ISP Dossier system.</li> <li>- Emphasis on student involvement (and eventual leadership) in these plans.</li> </ul>
Develop a post-intervention process for school staff and students to reflect and restore safety after a traumatic event.	<ul style="list-style-type: none"> <li>- Following an incident, environment safety and impact on others is assessed in order to restore safety.</li> <li>- Accurate and comprehensive documentation of an incident is recorded to create safety for both the support persona and the person being supported. Accurate documentation reflects changes in behavior, the type of care and support the individual is receiving, and protects the support person.</li> </ul>
Provide a continuum of support through school teams consisting of School Liaison Counsellors, Mental Health Workers, CCT Wellness Facilitators, teachers trained in mental health literacy, Learning Services Facilitators, Behaviour Associates and Administrators.	<ul style="list-style-type: none"> <li>- Increase in community engagement in collaborative meetings.</li> <li>- Increased family/community supports and family-school connections.</li> <li>- School teams meet regularly to plan programming based on the needs of the students.</li> </ul>

**Strategic Priority #2: Provide a continuum of support for the mental health and well-being of parents, students, and staff in a welcoming, caring, respectful and safe learning environment**

AERR | Ci hVta YCbY. '5`VYfHJ`gh XYbhg`UfY`gj WWggZ`''

AERR | Ci hVta YH\ fYY. '5`VYfHJ`gYXi W[h]cb`gng`hYa` fYgdYWtg`X]j Yfg]m`UbX`dfca chYg`]bWV`g]cb''

AERR | Ci hVta Y: ci f. '5`VYfHJ`Ug`YI W`Ybh`hYUW`Yfgz`gW`cc`''YUXYfg`UbX`gW`cc``Ui`h`cf`]m`YUXYfg''

<p>@^2 Mty@vannj`@xMZ`bZy`</p>	<p>† XBmInxyn_@ WZyy`</p>
<p>Provide a continuum of support through school teams consisting of School Liaison Counsellors, Mental Health Workers, CCT Wellness Facilitators, teachers trained in mental health literacy, Learning Services Facilitators, Behaviour Associates and Administrators.</p>	<ul style="list-style-type: none"> <li>- Behaviour Associates and CCT Wellness Facilitator implement Headstrong</li> <li>- All staff who mental health become knowledgeable about outside services for parents and families</li> <li>- Behaviour Associate representative attend Palliser Adolescent Services (PAS) Learning Day on November 26</li> <li>- Community Coming Together After School Group - new initiative for universal mental health support on Thursdays after school</li> <li>- Big Brothers/Big Sisters work with elementary school students</li> </ul>
<p>Continue to train staff in creating and maintaining holistic safety through SIVA, Self-regulation training and a focus on Trauma-informed practices.</p>	<ul style="list-style-type: none"> <li>- Admin and support staff Supporting Individuals through Valued Attachments (SIVA) training September 19-20 (Admin, HUB staff and Learning Assistants to be certified)</li> <li>- Violence Threat Risk Assessment (VTRA) training - January 13-14 (Admin and HUB staff)</li> </ul>
<p>Implement “Safe Interventions with Students” Administrative Procedure and Support Space Guidelines, to ensure safe interactions between students and staff.</p>	<ul style="list-style-type: none"> <li>- Administrators meet with St. Mary’s Learning Services team and District Inclusion Facilitator to develop policy</li> <li>- Educational Assistant Professional Development Day - October 11 - design Educational Assistant sub plans and discuss best practice and policy</li> </ul>
<p>Guest speakers that presentations on healthy choices</p>	<ul style="list-style-type: none"> <li>- PARTY Program</li> <li>- Chris Koch (disability or opportunity?)</li> <li>- Bullying Ends Here</li> <li>-Headstong - students present at Assemblies</li> </ul>

### Strategic Priority #3: Develop teachers with the necessary skills to teach 21<sup>st</sup> century learners

**AERR** † Ci hWta YCbY. 5`VYfHU'gh XYbHg'UFY'gi WYggZ `""  
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A District wide PD plan will be developed to allow teachers focused collaboration time, personal PD opportunities, and will allow the school to develop PD plans unique to the needs of each school.	<ul style="list-style-type: none"> <li>- Number of opportunities school staff members are able to utilize for collaboration or personal PD.</li> <li>- Number of school based PD opportunities unique to schools.</li> </ul>
Alberta Learning Teacher Quality Standards will be a focus for School PD.	<ul style="list-style-type: none"> <li>- Number of focused PD opportunities allowing teachers to unpack the TQS.</li> <li>- Number of TQS Competencies unpacked by each school staff.</li> </ul>
Formation of a District Leadership Enhancement Program.	<ul style="list-style-type: none"> <li>- Number of teachers participating in the Leadership Enhancement Program.</li> </ul>
Alberta Leadership Quality Standards will be a focus for District leaders.	<ul style="list-style-type: none"> <li>- Number of focused PD opportunities allowing District leaders to unpack the LQS.</li> <li>- Number of LQS competencies unpacked by the DLT.</li> </ul>
Engage schools in developing specific programming to assist students struggling with literacy/numeracy. (RTI, LLI, Leveled Grouping, Joyful Literacy etc.)	<ul style="list-style-type: none"> <li>- Programs will be implemented at each school for students to provide support ensuring success in literacy and numeracy.</li> <li>- Schools will use the data in program planning and implementation.</li> <li>- Adapted classes maintained for Math and LA in grade 9</li> <li>- After school homework club 2x/week</li> <li>- Academic support classes for struggling learners</li> <li>- Staff explore strategies for adapting curriculum in the regular</li> </ul>
District to host a FNMI Professional Development Day.	<ul style="list-style-type: none"> <li>- District teachers participate in the District FNMI day November 8, 2019.</li> </ul>

### Strategic Priority #3: Develop teachers with the necessary skills to teach 21<sup>st</sup> century learners

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Supporting the application of foundational knowledge about First Nations, Métis, and Inuit.

- Students begin to display situational awareness of Canada in terms of our geographical, historical, and social contexts.
- Land acknowledgements being read at assemblies and special events.
- Explanation of land acknowledgements at assemblies and special events.
- teachers participate in the District FNMI day November 8, 2019.
- Devotion of January 24 PD day for staff to thoughtfully plan events for National Indigenous Peoples Day on June 21

Support English Language Learners

- Devotion of May 15 PD day for staff to revisit and consider strategies for success for English Language Learners

Ensure all students are successful: Collaborative Response for universal, differentiated, and targeted learning success

- Provide time for teachers to participate in Grade-level meetings during assembly time
- Grade 7 Grade level meeting Monday mornings
- Clear and effective communication of targeted student assessments and interventions between stakeholders
- Biweekly SCRUM - communication meetings with AHS supports

## Strategic Priority #4 Effectively use technology to support learning

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District technology planning committee will review the Learning and Technology Policy Framework, District Technology survey results, District Technology Vision and Mission statement, best practices from other Districts and begin development of a defined three-year plan for technology in the district.	<ul style="list-style-type: none"> <li>- Technology committee meets quarterly.</li> <li>- Technology committee prepares a draft 3 year plan for technology for the district.</li> </ul>
District teachers will implement a K-6 technology scope and sequence. (Draft document presented to Board and DLT for feedback).	<ul style="list-style-type: none"> <li>- Number of teachers (K-6) successfully implementing the Technology Scope and Sequence.</li> </ul>
The District Technology Committee outlines a staff PD plan utilizing “lead teachers” in each school as trainers.	<ul style="list-style-type: none"> <li>- Each school identifies at least one lead teacher.</li> <li>- Each school spends a minimum of one PD day on teaching and learning using technology with the lead teacher as main presenter.</li> </ul>
Lead teachers will access a variety of hardware and software on a trial basis to determine best fit for teaching and learning.	<ul style="list-style-type: none"> <li>- Number of lead teachers accessing and learning new technology for teaching and learning.</li> </ul>
District technology lead teachers improve technology skills for teaching and learning.	<ul style="list-style-type: none"> <li>- A PD day is scheduled for all technology lead teachers (August 2020).</li> </ul>
Participation continues in the ATLE – Alberta Technology Leadership in Education Conference.	<ul style="list-style-type: none"> <li>- District Technology staff are involved with ATLE events and the opportunity to network, discuss and learn about trends in the field along with emerging technologies and Alberta Education initiatives.</li> <li>- Certificated staff members attend the annual conference.</li> <li>- Conference attendees report and share knowledge with the Committee.</li> </ul>



## Strategic Priority #4: Effectively use technology to support learning

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Strategic Priority #4: Effectively use technology to support learning	Strategic Priority #4: Effectively use technology to support learning
1. Adoption of Google - sharable and collaborative assemblies, staff meeting agendas, Google classroom	<ul style="list-style-type: none"> <li>- staff meetings available to staff through google docs</li> <li>- Assemblies developed through Google Slides</li> <li>- Google surveys for formative and summative assessment.</li> <li>- utilizing Google classroom for communication with parents and students</li> </ul>
2. Online Registration	<ul style="list-style-type: none"> <li>- pursue and pilot (in applicable) online registration in January 2020</li> </ul>
3. Lead teachers will access a variety of hardware and software on a trial basis to determine best fit for teaching and learning.	<ul style="list-style-type: none"> <li>- Certified Staff will be introduced to "Log Entries" in PowerSchool and use Log entries to track parent contact.</li> </ul>
4. Cell-phone use and policy review	<ul style="list-style-type: none"> <li>- Vice Principal will review research to be considered with Cell Phone policy review and consider the findings in refining current policy.</li> </ul>
5. Social Media contributors - increase from one to three	<ul style="list-style-type: none"> <li>- Increased number of shares on social media.</li> </ul>
6. Review and refine efficient use of Chromebooks	<ul style="list-style-type: none"> <li>- How do we balance the encouraged use of Google Classroom in an environment where 30 Chromebooks on 4 carts serves 16 classrooms of often 32-37 students?</li> </ul>

## Strategic Priority #5: Foster meaningful parental involvement and stakeholder engagement

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AERR† Ci hVta YHk c. 5 VYfHJgYXi WHjcb'gnghYa`gi ddcfng: JfghB UhjcbgZ'A fhjg'UbX`-bi JhGh XYbhgDgi WWgg"

AERR† Ci hVta YH\ fYY. 5 VYfHJgYXi WHjcb'gnghYa`fYgdYVhgXj YfgJhmUbX'dfca chYg]bWl gjcb"

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Meet with parents and stakeholders to provide information, engage in open conversation and receive feedback on strategies outlined within School Education Plans, Annual Education Results Report (AERR) and discuss other topics of interest to parents and stakeholders.

- Parents feel engaged in decisions that affect their children.
- Improvement in Parental Involvement Accountability Pillar Results.

Ensure that the MHCBE and its schools are safe, caring and welcoming, viewing parents as partners by inviting parents and stakeholders to participate in key areas such as Liturgical celebrations, Strategic Planning, Division committees, (Mission review), and other decisions that affect their children.

- Parents are included in activities, committees and planning sessions held by the division.
- Improvement in Safe and Caring Schools Accountability Pillar Results. <ZAVI {MVZ n\_` {ZNVaZySuMVZ {MIX'yl| XZI {MxZZk ZI {{aM@y| XZI {yMVZ yMVZ MjyVannjSMZ jZNVl b` {aZ` tk unX{MVZ n\_`VAb` \_nxn{aZxySMZ jZNVl b` xZyuZV` \_nxn{aZxyMIXMVZ {xZMVZ` NVj† b` yVannj<sup>a</sup>

Develop a communications work plan for the coming year. The plan will incorporate a monthly communication priorities within the division.

- A Communication Work Plan is completed that outlines the strategies and goals to be undertaken throughout the school year.
- Communication goal aligns with the annual District Strategic Priorities.
- The Communications Work Plan will serve as a monthly timeline to efficiently and effectively implement communication strategies.

Social media platforms are regularly used to communicate and engage stakeholders.

- Stakeholder's engagement increases on all social media platforms.
- Public bodies and stakeholders endorse MHCBE content through social media platforms by sharing, liking, and retweeting posts.

Effective ongoing communication with our parish communities, including regular updates in church bulletins and invitations to school and district functions. Members of the Parish community are invited to participate in division functions and committees.

- The two parishes and parishioners within Medicine Hat feel connected to the Medicine Hat Catholic School Division and knowledge about the school division increases.
- School Parish Relations Committee meets with parish service groups to provide suggestions for nurturing the relationship between parish, home and school.
- Two administrators become a parish council member at each of the parishes.

## Strategic Priority #5: Foster meaningful parental involvement and stakeholder engagement

AERR: Ci Hwa YCbY. '5`VYfHJ'gi XYbhg'UFY'gi W'VggZ` "'

AERR: Ci Hwa Y'HK c. '5`VYfHJ'YXi W'h]cb'gng'Ya 'gi ddcfng: ]fghB'Uh]cbgZ'A fh]g'UbX' =bi ]h'Gh XYbhg'Gj W'Vgg"

AERR: Ci Hwa Y'H\fYY. '5`VYfHJ'YXi W'h]cb'gng'Ya 'fYgd'V'Vg'X]j Yfg]m'UbX'dfca ch'Yg]b'W' g]cb"

AERR: Ci Hwa Y: ]j Y. '5`VYfHJ'YXi W'h]cb'gng'Ya ' ]g'k Y` [cj Yfb'YX'UbX'a UbU[ YX"

@^2 Mt-y'@annj'@xMZ' bZy'	*1 XB'MInxy'n_@ WZyy'
Social media platforms are regularly used to communicate and engage stakeholders.	<ul style="list-style-type: none"> <li>- Social Media contributors increase from one to three (Admin, clerical, teacher)</li> <li>- Social media presence is evident beyond sports - fine arts, catholicity</li> </ul>
Meet with parents and stakeholders to provide information, engage in open conversation and receive feedback on strategies outlined within School Education Plans, Annual Education Results Report (AERR) and discuss other topics of interest to parents and stakeholders.	- Parent council will provide feedback and suggested changes/revisions/additions will be considered for current and future AEPs
Increase number of certified staff utilizing Google tools regularly in their classrooms	- Number of certified staff utilizing Google tools - formative and summative assessment, communication with students and parents
Effective ongoing communication with our parish communities. Members of the Parish community are invited to participate in division functions and committees.	<ul style="list-style-type: none"> <li>- Biannual meeting with priest</li> <li>- Engage with both parishes - priest visits, student Masses</li> </ul>

# St. Mary's School: Accountability Pillar

Accountability Pillar Overall Summary  
Annual Education Results Reports - Oct 2019  
School: 6873 St. Mary's School



Measure Category	Measure	St. Mary's School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	<a href="#">Safe and Caring</a>	85.0	90.3	88.4	89.0	89.0	89.3	High	Declined	Acceptable
Student Learning Opportunities	<a href="#">Program of Studies</a>	84.6	90.0	84.8	82.2	81.8	81.9	Very High	Maintained	Excellent
	<a href="#">Education Quality</a>	88.8	93.6	91.7	90.2	90.0	90.1	High	Declined	Acceptable
	<a href="#">Drop Out Rate</a>	0.7	0.6	1.7	2.6	2.3	2.9	Very High	Maintained	Excellent
	<a href="#">High School Completion Rate (3 yr)</a>	n/a	n/a	n/a	79.1	78.0	77.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	<a href="#">PAT: Acceptable</a>	74.7	79.4	80.4	73.8	73.6	73.6	Intermediate	Declined	Issue
	<a href="#">PAT: Excellence</a>	11.6	15.2	15.7	20.6	19.9	19.6	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	n/a	n/a	n/a	56.3	55.7	55.1	n/a	n/a	n/a
	<a href="#">Rutherford Scholarship Eligibility Rate</a>	n/a	n/a	n/a	64.8	63.4	62.2	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	<a href="#">Transition Rate (6 yr)</a>	n/a	n/a	n/a	59.0	58.7	58.7	n/a	n/a	n/a
	<a href="#">Work Preparation</a>	73.2	88.9	83.7	83.0	82.4	82.6	Intermediate	Declined	Issue
	<a href="#">Citizenship</a>	78.0	86.6	82.2	82.9	83.0	83.5	High	Declined	Acceptable
Parental Involvement	<a href="#">Parental Involvement</a>	75.2	79.2	83.8	81.3	81.2	81.1	Intermediate	Maintained	Acceptable
Continuous Improvement	<a href="#">School Improvement</a>	77.9	91.7	86.6	81.0	80.3	81.0	High	Declined Significantly	Issue

## RESPONDING TO ACCOUNTABILITY PILLAR RESULTS

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Safe & Caring Schools	<p>SRO presentations at assemblies, counsellors - building capacity, extracurricular clubs and sports teams, HUB, CCT, Spirit Days.</p> <p>Recertify staff is trained in First Aid; ASSIST, SIVA&lt; VTRA as necessary</p> <p>Review/Update student handbook to include new legislations &amp; APs</p>
Student Learning Opportunities	<p>Provide opportunity for certified staff to collaborate on PAT results.</p> <p>Encourage teachers to observe/team teach in each others classrooms</p> <p>Homework club</p> <p>Timetabling for movement between regular, adapted and LAP programming.</p> <p>Access ADLC as a teacher and student resource</p> <p>Increase use of technology through Google classroom and activities</p>
Student Learning Achievement	<p>PAT working groups to share teaching strategies, identify shortcomings and successes. Experienced teachers working with less experienced teachers to develop pedagogical skill base.</p> <p>Continued focus on Non-calculator portion of Math curriculum, Honor Roll, Awards night, rewrites/second chance policy, Teacher tutorial time outside of regular class time, common assessments.</p>
Preparation for Lifelong Learning, Citizenship, World of Work	<p>Emphasis on service projects (every home room) as well as including service projects in Activity Day opportunities.</p> <p>Continue charity works including Terry Fox Walk, Walk for Wishes, Mission Mexico, Advent Food Drive hamper project.</p> <p>Leadership Club, Leadership Conference, Headstrong initiative, Senior Home and Daycare visits, Implementation of Service Club</p>
Parental Involvement	<p>Parent council, email newsletters, remind, MMM and online calendar, Google classroom, parent emails and phone call, interview nights, Meet the Staff night, orientation and Morning meetings</p> <p>Administration and teacher present at FAPAC and PAC meetings</p>

<p>Continuous Improvement</p>	<p>PD days including staff collaboration time  Teachers Convention  Collaborative time during staff meetings and assembly time, grade level meetings, subject specific meetings during assembly  PAT marking in Edmonton  PLC groups, collaborative marking  Student Teacher mentoring</p>
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