



ÉCOLE NOTRE DAME SCHOOL

**Living | Loving | Learning
Vivre | Aimer | Apprendre**

EDUCATION PLAN

2023-2027



PRINCIPAL'S MESSAGE



Monique Tellier-Phillips

Bonjour ! Hello! It is with joy that I welcome all of our students, families and staff. We are a dual track, Catholic school offering English and French Immersion programming from Kindergarten to Grade 6 . Our dedicated and caring teachers and school staff are eager to know the students and journey with them throughout the educational year.

Academic growth looks differently to each individual. Meeting the particular needs of all of our students continues to be our focus to help students thrive in their learning. Social , spiritual, and emotional health are equally important. We know that children do well if they are supported. They will find success and self-confidence when their basic needs are met; food, adequate sleep, feeling safe, cared for and connected to trusting adults. As well, with our close connection to St. Michael Parish, we promote a strong link between the home, school and the parish. These three partners are connected through their love and support of the child.

Educating children involves strong collaboration between school and home. Together, in cooperation with parents and guardians, we are all helping to nurture respectful, resilient and happy children who will grow into responsible, successful , kind, and caring citizens in the future. We welcome and embrace positive partnerships with our parents community.

MEET YOUR LOCAL TRUSTEES



Jolyne De Marco

Leduc Trustee

Jolyne has lived in Leduc for over thirty years. Together with her husband, Paul, they enjoy raising their two children in Leduc and being actively involved in the community. Jolyne has volunteered within the schools, St. Michael's parish, and various community organizations throughout the years. She owned a business within Leduc for several years. When it closed due to the economy, Jolyne attended NAIT and achieved a Bachelor of Business Administration - Marketing degree in August 2020. She now works in the financial industry, helping others reach their financial goals. Jolyne loves reading and travelling. She is humbled and grateful to serve as a STAR Catholic trustee and looks forward to building a stronger faith community within our schools.



Dawn Miller

Dawn is honoured to be serving her first term as a Trustee with the STAR Catholic School Board. She has had the honour of representing parents in Leduc over the last 14 years through school councils as executive at École Notre Dame School, Father Leduc Catholic School, and Christ the King School. She is married and a mother of three: one child has graduated from Christ the King, and two are still attending STAR Catholic Schools. Through her work in education, both locally and provincially, she has gained extensive experience in Alberta's publicly funded system. Being a certified parliamentarian, Dawn has a passion for strong governance, values the importance of relationship building with the greater community, and has always endeavoured to ensure the stakeholder voice is valued at every level. Dawn has a family his-

SCHOOL PROFILE

Ecole Notre Dame School is a Pre-K to Grade 6 dual track English and French Immersion school (French Immersion up to Grade 4 so far) with alternating Friday option and a Tuesday, Thursday, alternating Friday option. In addition to Kindergarten, we offer a full-time option for Kindergarten.

We provide:

A safe and caring environment	French Immersion Program (K-4)	Preschool
Before and After School Care	Response to Intervention Program	Hot lunch program
Nutrition Program	Large, beautiful chapel	Cozy Learning Commons
Large gym with new flooring	Career and Technology Foundations	Sports teams
Large and engaging playground	Playground Pals Programming	Social Skills Programming
Parents At Notre Dame Association	Active School Council	KinderCare

Principal:	Monique Tellier- Phillips	Student Population:	423
Vice Principal:	Dustin Fountain	Number of Teachers:	23 (20.6 FTE)
Phone:	780.986.9300	Number of Support Staff:	22 (15.42 FTE)
Email:	Monique.phillips@starcatholic.ab.ca Dustin.fountain@starcatholic.ab.ca	Grades Served:	Preschool, K-6
Webpage:	http://nd.starcatholic.ab.ca		



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

Surveys:

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.)

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

STRATEGIES

- Staff pray with their students daily as part of classroom routines. Discuss with teachers to ensure prayer occurs at multiple times during the day.
- Religious Education Committee Lead provides everyone with regular updates and information to help strengthen faith at school and within the community. As well, our Faith Life and Religious Education Coordinator keeps all staff informed of changes that occur throughout the Liturgical Calendar with respect to traditions, liturgies, Masses, and prayer table set up.
- Continue with the seven sacred teachings but meld them with the Catholic Virtues we will be highlighting in 2023-2024 (**charity, joy, peace, patience, kindness, faithfulness, and self-control.**)
- Host Grade 3 retreat in our chapel with our Grade 3 students and those from Fr. Leduc and St. Benedict School.
- Grade 6's to attend retreat with Fr Leduc and St Benedict School.

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 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.

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.

STRATEGIES

- Promote opportunities for students to train as altar servers; invite students to get involved as lectors at school Masses.
- Classes from Grades 2 -6 pray in the chapel on Monday mornings with the Catholic Women's League from St. Michael Parish.
- Grade levels to each meet with Fr Mathew in the chapel for sessions organized by the teachers once per year.
- Staff to train in Eucharistic Ministry at the beginning of the school year
- Continued partnership with the Knights of Columbus from St. Michael Parish. This year embers from the Knights of Columbus educate students about the need for wheelchairs around the world and why we participate in the pop can tab program. They donated a wheelchair to our school this year. They also cook pancakes for the entire school on Shrove Tuesday every year.
- Continue to have students representatives from Grades 3—6 pray the *Our Father*, and *Hail Mary* over the intercom, in both English and French, over the intercom on Tuesdays and Wednesdays each week.
- Faith sessions at the beginning of professional development days at least four times per school year.
- All staff attend Reflection Day and staff retreat
- Invite parents to celebrations and Masses

DOMAIN 2: 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

STRATEGIES

- Submission of the STAR Catholic Charity and Social Justice Project Planning Form so that we differentiate between charity and social justice, identify which Catholic Social Teaching (s) students will learn about, understand the “why” of the project, and if there is a Catholic social organization / partner for the project.
- Post photos on social media of the students’ involvement in the project
- Continue with whole-school projects that have been a school tradition, such as Terry Fox Campaign, Thanksgiving Food Bank Drive, Soup for the Soul, Movember, Candy Cane Christmas Messages, Salem Manor visits
- Continue to encourage social justice, charity, and good works submissions that are new and unique. For example, this year we had two separate projects from Div i: Water Warriors partnered with The Council of Canada which advocates for all Canadians to look to expand and improve public services and social programs for those in need; Lenten Social Justice Project in which toy donations were collected and given to The Society of St Vincent de Paul.
- Whenever possible, inform and include the entire school community projects to increase action and awareness through teacher communications, parent weekly communication via e-messenger, and social media

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.

Staff (Teachers & Support Staff)

- 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.
- Faith is incorporated into school communications.
- I am invited to school faith events.

STRATEGIES

- Grades 2 and 3 students are involved as lectors, and assisting in preparation of Advent celebrations
- Grades 4—6 students are involved as lectors, readers, and altar servers and help prepare for Masses
- Grade 4 students receive a Bible each year, given to them by the Knights of Columbus. They participate in Mass, early in the school year, for all of the Catholic Grade 4 students in Leduc.
- Parents are invited to Masses and Celebrations through teacher communication and through the weekly communication from Administration.
- Posts on social media indicate liturgical seasons we are entering and in the midst of, and include photos of what children participating in faith-based activities
- Sharing virtue of the month calendar activities with teachers so that they can have a bank of ideas to teach the virtues to the students.
- Admin to invite parish priest to events at the school, like Fun Day and the Living Rosary.
- Increase the number of Eucharistic Ministers at our school by providing training at the beginning of the year

DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

- **Strategy:** plan Masses and Celebrations with St Michael Parish priest in advance of the year.

List of School Masses/Celebrations and Connections to Outside Organizations

2023-2024

Theme	Date and Time
Leduc Schools Opening Mass	Friday, August 25th at 9:00 a.m. St Michael
Welcome Back Mass (Staff in charge)	Thursday, September 14th at 10:30 a.m.
Grade 4 Bible Commissioning Mass	Wednesday, September 20th - 10:00 a.m.
Thanksgiving Mass	Tuesday, October 13th at 12:30 p.m.
Remembrance Day Ceremony	Friday, November 10th at 10:30 p.m.
Advent Week One Liturgy of the Word	Tuesday, December 5th at 8:45 a.m.
Reconciliation (Penitential Rite)	Wednesday, December 13th at 10:30-11:30
Advent Mass (2nd Week of Advent)	Wednesday, December 13th at 12:30 p.m.
Advent Celebration (Third Week of Advent)	Monday, December 18th at 8:45 a.m.
Ash Wednesday Liturgy of the Word	Wednesday, February 14th at 9:00 a.m.
Reconciliation (Penitential Rite)	Friday, March 21th—9:30—1:30
Easter Mass at St. Michael Parish	Friday, April 12th at 9:30 a.m. @ St Michael
Year End Mass	Wednesday, May 29th at 10:30
Farewell Liturgy	June 7th at 1:00 led by Gr 5's

Summary of Involvement Between Home, School, Parish, and Parish Priests

Strategies:

- Administration/teacher presence at Holy Communion and Confirmation Masses
- CWL to continue coming in on Monday mornings to say the Rosary with scheduled classes
- Continue to meet bi-weekly with parish priest and the Catholic schools in Leduc.
- Priest to come to grade level meetings in the chapel,

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

- Common RTI Block set aside for DIV 1 French and English classes to provide an opportunity to provide targeted literacy support to students (Block-3 English and Block-6 French).
- Data from Acadience continues to help staff determine targeted literacy interventions. Levelled Literacy Program was implemented in Grades 1-3 in the 2022-2023 school year. All division-1 staff have been trained in this area and will continue to use it as an intervention tool within their classrooms.
- With the implementation of Mathologie / Mathology and a district-wide numeracy screen that was used in 2022-2023, we will continue to gauge how each student is progressing in order to, in turn, provide targeted numeracy interventions.
- Our School Leadership Team will analyze school results to drive professional development and instructional practices.
- English Language Learner strategies that support utilizing test accommodations (ex. readers, scribes and technology).
- The School Leadership Teams and individual Professional Learning Community groups will set goals.
- Teachers will work with administration to access and analyze Provincial Achievement Tests results through the Government of Alberta
- Staff will access Division Professional Development offerings by the Central Office Learning Team as per PD Plan and as needed throughout the school year (i.e. new curriculum).
- School Intervention Teams (SIT) meet to discuss and wrap around at-risk students with supports.
- Teachers work together collaboratively throughout the year in PLC's to plan, work on common assessments, and prepare students for Provincial Achievement Tests.
- Scaffolding meetings early in the year. Scaffolding is a teaching technique that helps students acclimate to new learning.

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.

MEASURES

Summary of the school's literacy and numeracy results for students in grades one to three .

- A list of the Alberta Education approved screening assessments used at each grade level (Acadience—May 31st deadline; Alberta Ed Numeracy Screen to be released in June.)
- 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

DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

PROVINCIAL GOAL: EARLY YEARS LITERACY & NUMERACY ASSESSMENTS

Create a data driven culture that supports all students.

- 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.
- Utilize the Specialized Learning Support Team (i.e. Speech Language Pathologist, Occupational Therapist, Division Wellness Coordinator) to provide tiered supports.



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

We have several campaigns that take place throughout the year in which our students can make a positive contribution to society:

Orange Shirt Day, our two Food Bank Drives, toy collections in Advent & Lent, prayers for others (first responders; Lenten sticky-note prayers), Candy Canes attached with positive messages to others (spreading the good news), art work created on liquor bags to raise awareness of importance of not drinking and driving, Pink Shirt Day, prayers for firefighters, writing positive affirmations during mental health week to post throughout the school., pull tab program for wheelchairs (K of C), Grade 6's delivering hot lunch, Grade 5's delivering nutrition bins, Grades 4—6 assisting with Grades 1—3 intramurals. Grade 6's learn about government leadership with the local Mayor and a Councillor by participating in a mock council session at City Hall. They also learn about school boards through visits from a trustee.



DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

PROVINCIAL GOAL: STUDENT LEARNING ENGAGEMENT

The ministry develops and implements curriculum that enables all students to achieve provincial student learning outcomes and monitors student progress through administering provincial assessments.

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

MEASURES

- The percentage of teachers, parents and students who agree that students are engaged in their learning at school.
- Graph of Overall Authority Results

Required Alberta Education Assurance Measures - Overall Summary

Spring 2022

School: 3270 École Notre Dame School



Assurance Domain	Measure	École Notre Dame 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
Student Growth and Achievement	Student Learning Engagement	91.1	86.1	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	89.9	81.7	84.3	81.4	83.2	83.1	Very High	Improved	Excellent
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	74.5	n/a	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	11.3	n/a	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	83.6	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	24.0	n/a	n/a	n/a
	Education Quality	97.1	87.8	96.7	89.0	89.6	90.3	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	92.7	86.5	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	92.0	81.4	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	96.0	88.8	90.2	78.8	79.5	81.5	Very High	Maintained	Excellent

STRATEGIES

- We shared the results of the student survey with the teaching staff.
- Teachers to consult in PLC's so that there aren't major projects and tests happening on the same day.
- Staff to use more brain /movement breaks
- More Educational Assistants in combined or larger classes
- More flexibility so that students have enough time to complete work (as they all learn at varied paces).
- Reduce class sizes. For example, we would have had classes of 34 students next school year (4 of them) . We combined some classes to alleviate this and shared the rationale with parents in our May school council meeting.

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

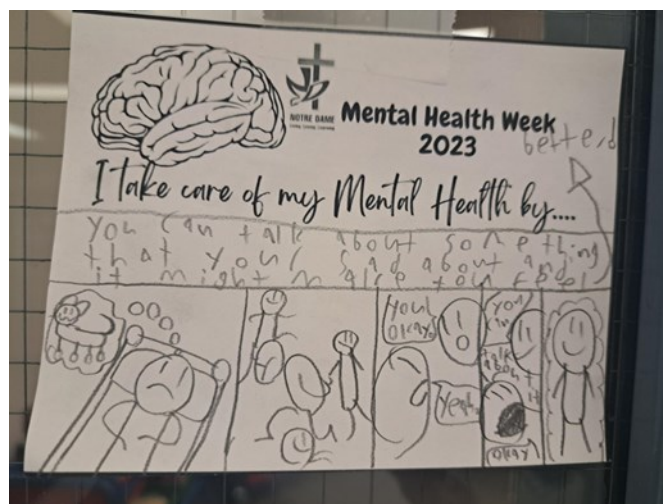
Surveys:

Students (Elementary)

- At my school there is at least one adult who listens and cares about me
- My school is a place where I feel I belong
- I know how to get help if I am struggling with my 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
- I feel safe at school
- I have a friend at school

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
- 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



DOMAIN 3: STUDENT GROWTH & ACHIEVEMENT

STRATEGIES

Introduce Worry Woos to Div ii students (FSLW)

Remind teachers to teach test writing strategies (home room teacher) at every grade level so as to reduce anxiety when writing tests

Third Path framework– refresher PD on the 8 conditions of the third path, with particular emphasis on the foundational 4 conditions: safety, regulation, belonging and positivity.

Student Needs Assessment survey at beginning of the year, to drive programming

Mental Health Week presentations, first week of May

FSLW will continue with referrals to parents to outside agencies like private counseling if we see something or parents call with concerns about their child), Children’s Mental Health, FCSS, FSCD, Kids Help Phone, crisis supports and others.

Continue School Wide initiative: “I Take Care of My Mental Health by...”

Kindergarten classes will continue to be taught the MindUp curriculum throughout the school year by FSLW with glitter bottle project at the end. (regulation tool). Also, FSLW to run small groups for div i.

FSLW to continue 1 on 1 sessions with Tier 3 students for emotional regulation and support: MindUp curriculum, Zones of Regulation, Dr. Dan Siegel’s hand model of the brain, positive psychology, brain breaks, grief/loss, stress management, emotional literacy. ,

FSLW to continue with classroom presentations throughout the year by FSLW as invited by classroom teachers. Topics range from: MindUp, Growth Mindset, Playground etiquette, friendship skills emotional literacy, Mental Health Literacy (guided by Mental Health Literacy 101)-mental distress/mental disorders, stress management, naming emotions, Exam Stress , Preparing for Junior High (Gr 6),

Continue small Group Sessions for students nominated by classroom teachers to participate in FSLW small groups using the Zones of Regulation and MindUP curriculums.

Students involved in WISE plan planning

Roots of Empathy program in Grade 6- FSLW is a trained instructor for the Roots of Empathy program. It is a social/emotional curriculum that reduces aggression, increases sharing, caring, and inclusion, and promotes resilience, well-being, and positive mental health.

FSLW to provide friendship small groups for boys and girls. Students are taught social skills (self love and self esteem, conflict resolution and friendship skills.

Staff to continue to use WISE plans for students, accommodations and IPPs, and emotional regulation strategies for students.

Beginning of the year fresher for all staff on SIVA, Third Path, regulation and appropriate child development. Frequent use of regulation strategies.

Unstructured environment behaviour strategies presented early in the year by FSLW (at assembly Bus and Recess).

DOMAIN 3: TEACHING & LEADING

PROVINCIAL GOAL: EDUCATION QUALITY

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

- Provide a variety of opportunities to create well rounded students at our school i.e. Athletic Excellence, CTF, Intramurals, Clubs, Concerts, faith formation and Leadership Opportunities.)
- Continue with programming which allows for students to work with other students at different grade levels (CTF, AE, Learning Buddies Program).
- Recognize students at our monthly assemblies for their successes related to the Virtue of the Month, which includes the following: love, empathy, peace, self-control, respect, kindness, acceptance, and fairness.
- Family School Liaison Worker (FSLW) shares and helps with implementation of best practices for communicating with parents and other supports.
- Work together with School Council and PANDA to continue to provide opportunities to enrich student learning and community (i.e. Math Night in 2022-23; Literacy Night in 2023-24)
- STEM PD for new Science curriculum
- Teacher collaboration with focus on common formative and summative assessments
- Ensure specific space for our tier iii students

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.

Star Catholic School Division recognizes that excellence in education for students 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

STRATEGIES

- Teachers will continue to work within their PLC's to collaborate at their grade level to build on assessment, curricular, and intervention practices and to access professional development especially related to their PGP
- Teachers and administration will work together with the division directors to help provide and enrich professional development opportunities throughout the year
- Reflection Day, Staff Prayer, and Faith PD will provide opportunities for staff to grow, reflect and share in their personal faith journey
- Provide opportunities for staff to engage and reflect on their own personal well being throughout the school year through two dedicated professional development wellness afternoons and through FSLW communications
- Continue to provide support staff with divisional and individual professional development opportunities to help build capacity to support students

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

- Opportunity for staff to take lead roles in Religious Education Committee (REC) and Indigenous Lead,.
- Family School Liaison Worker will continue to attend central office meetings and share information learned with stakeholders.
- Embedded PLC's for all teachers will continue . Grades 4—6 through CTF. Grades 1—3 through Learning Commons.
- At the beginning of the school year, admin extends an invitation for staff members to be a part of the School Leadership Team . All are welcome.
- Invitation extended to teachers to be part of the Designate Principal pool for days when both administrators are away.
- REC and Indigenous Leads present occasionally on PD Days
- Extracurricular opportunities are abundant. Some allow for volunteering to take place during the school day; others require outside of school commitments

DOMAIN 3: TEACHING & LEADING

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

Outcome: When staff experience positive social, emotional, and physical wellbeing, 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

- Have some sort of fun activity /ice breaker on PD Days, whether it is at the beginning, or for a movement break
- Two PD afternoons with wellness focus on social, physical and emotional well-being.
- Continue to utilize our Family School Liaison Worker as a resource for our teachers. She is currently available to them when they may be having a difficult time with something in their personal or professional life, and also provides resources to them on caring for their own mental health.
- Administrators to do regular check-ins with staff to see how they are doing and help provide support as needed



DOMAIN 4: LEARNING SUPPORTS

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

Welcoming, Caring, Respectful and Safe Learning Environment: This is measured provincially by the percentage of teachers, parents, and students agreement that learning environments are welcoming, caring, respectful and safe.

STRATEGIES

- Set high expectations of staff and students that are clear, consistent, and regularly communicated
- Principal to share one foundational four strategy (Safety, Regulation, Belonging, Positivity) each week in the staff Week at a Glance send out at the beginning of each week
- Ongoing development of staff understanding and utilization of division initiatives that support both student and staff wellness (i.e. Mental Health Literacy, Third Path Framework, Supporting Individuals Through Valued Attachment, Traumatic Events Systems).
- Acknowledge students who demonstrate kindness, respect and thoughtfulness (regularly, and through our Virtue of the Month and Bucket Fillers programs).
- Monthly spirit assemblies continue to focus on student's virtues and successes
- Continue to share, through social media channels, the way that safe and caring environments are cultivated within the school community (i.e. Pink Shirt Day, friendship clubs/groups, Roots of Empathy, school assemblies, Masses and celebrations, etc.)
- Continue to provide opportunities for belonging outside of instructional time: Clubs offered at recess times (Pokemon, Lego, French, Book, Games, etc.); extracurricular athletics; div I intramurals
- Keep staff up to date in VTRA, ASIST and First Aid training



DOMAIN 4: LEARNING SUPPORTS

PROVINCIAL GOAL: ACCESS TO SUPPORT & SERVICES

Access to Supports & Services: This is measured provincially by the percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

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.

STRATEGIES

- Our Family School Liaison Worker will continue including information in our weekly communications so that parents are aware of the supports she provides, and of the individual and family supports available in the community.
- Access Division Student Learning Support Team (SLT / OT / Wellness Coordinator) as needed
- Utilize expertise of school's LSF, FSLW and use to connect with external consultants and community supports
- Access Division Crisis Response Teams when necessary
- Ensure early intervention programs such as Levelled Literacy and Guided Reading are being implemented by timetabling so that these supports are in place daily
- Access Jordan's Principle grant for Indigenous students that are in need of supports
- Work with stakeholders as related to the Success in Schools Program for children and youth in provincial government care.
- Utilize Settlement Worker in Schools (SWIS) program as needed
- Continue using programs such as Mind Up for students
- Weekly School Intervention Team Meetings with referral process in place



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 only):

- Building trust with the Indigenous community: students, caregivers, staff
 - ◇ 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

Students (Elementary)

- I learn 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.

Strategies:

- Staff retreat to Metis Crossing Cultural Heritage Gathering Center—An overview of traditional seasonal practices . They prayed to the Bon Dieu (Good God)/Kitchi-Manitou and to their patron saint, St. Joseph.
- Application to Jordan's Principle for at-risk Indigenous students
- Teach parallels between Catholic Virtues and the 7 Sacred Teachings (Indigenous Lead)
- Indigenous Lead to continue preparing slides with information for all students (teachers to present)

DOMAIN 5: LEARNING SUPPORTS

Accountability Pillar & PAT/DIP results specific to First Nations, Metis and Inuit students

Our Indigenous stakeholders will be engaged on what is valued as success within their community for additional measures.

Students (self-identified only):

Building trust with the Indigenous community: students, caregivers, staff

- My school is a place where I feel I belong; I feel safe at school; I have a friend at school
- (Elem)At my school there is at least one adult who listens and cares about me.

Provincial Measures

Graduation Rates; Transition to Post-Secondary; Provincial Achievement Exam results; Diploma results

Staff (Support Staff)

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

Staff (Teachers)

- First Nations, Metis, and Inuit Elders/knowledge keepers, cultural advisors or community members are Students

All Elementary)

- I learn about First Nations, Metis, and Inuit history, culture, and traditions
- Invited into our school.
- Our school enhances understanding of First Nations, Metis, 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, Metis, and Inuit.
- I am building capacity in my understanding of First Nations, Metis, and Inuit culture.

STRATEGIES

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

- Professional Development provided by our Indigenous Lead
- Enhance understanding of how to be culturally aware and sensitive
- Consult with our district's Indigenous Education Lead to find out contacts of Elder(s) and Knowledge Keepers that could visit our 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 is 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 my classroom, I am encouraged to learn in different ways (e.g. technology, group work, on my own).
- At school, adults help me when I ask.
- I get feedback from my teacher on assignments
- I know what is expected on assignments (outlines, rubrics)
- I have opportunities to practice and improve my learning before a test

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)

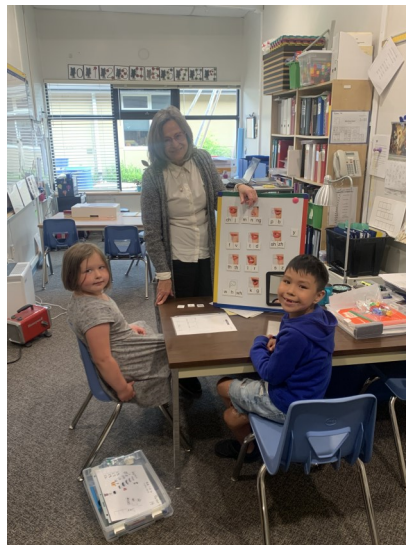
Parents

- My child receives the support he/she needs to be successful in school.

DOMAIN 4: LEARNING SUPPORTS

STRATEGIES

- Continue using programs such as Mind Up for students, Mental Health Literacy for staff and students, and infusing The Third Path Framework into our school life.
- Our Family School Liaison Worker will continue including information in our weekly communications so that parents are aware of the supports she provides, and of the individual and family supports availability in the community.
- Access Division Student Learning Support Team (Speech Language Therapy / Occupational Therapy / Wellness Coordinator) as needed
- Utilize expertise of school's Learning Support Facilitator; Family School Liaison Worker to connect with external consultants and community supports
- Access Division Crisis Response Teams when necessary
- Ensure early intervention programs such as Levelled Literacy and Guided Reading are being implemented
- Access Jordan's Principle grant for Indigenous students that are in need of supports
- Work with stakeholders as related to the Success in Schools Program for children and youth in provincial government care.



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)

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

STRATEGIES

- * Continue to invite parents to our regular monthly meetings (first Monday of each month) and to ask parents personally to attend
- Hold engagement evenings so that more parents are become involved (Pumpkin Carving Night, Math Night, Wax Museum, Demonstration of Learning, Parent-Teacher Interview Evenings, Spring Dance)
- Check by making phone calls to ensure parents are completing surveys; more respondents is better data.
- Admin to continue doing crosswalk supervision before and after school to be visible to parents and more available for conversations
- Parent appreciation to be voiced personally by staff and also done in recognition to those parents who serve the school regularly throughout the year. We will continue to purchase tables for parent seating at the City of Leduc Annual Appreciation banquet and invite as many parents as possible to attend.
- Invitation for parent/grandparent volunteers within classrooms , for events (Shrove Tuesday, Spring Dance) and for monthly/weekly/daily programs (Hot Lunch; Snack; Popcorn Days)



DOMAIN 5: GOVERNANCE

SUPPLEMENTAL DOCUMENTS

Budget Summary

St. Thomas Aquinas Roman Catholic Schools
 2023-2024 Play Budget (May)

Ecole Notre Dame

Revenue and Allocations to Budget Center

	2023-2024 Play Budget (May)		2022-2023 Spring Budget	
Base Allocations	\$2,275,494	70.1%	\$2,124,251	82.4%
Specialized Learning Support (SLS) Allocations	\$336,922	10.4%	\$115,879	4.5%
Pre-K PUF	\$0	0.0%	\$0	0.0%
Faith Development Allocations	\$25,331	0.8%	\$21,810	0.8%
French Language/Immersion Allocatons	\$121,452	3.7%	\$115,082	4.5%
ELL Allocations	\$26,400	0.8%	\$25,200	1.0%
FNMI Allocations	\$46,516	1.4%	\$26,400	1.0%
Federal Government	\$31,723	1.0%	\$0	0.0%
Other Program Allocations	\$20,920	0.6%	\$18,630	0.7%
One-Time Allocations	\$0	0.0%	\$28,320	1.1%
Facility Services Allocations	\$152,484	4.7%	\$0	0.0%
Local Revenues & Fees	\$111,017	3.4%	\$141,392	5.5%
Transfers between Schools, Departments & SGF	\$80,694	2.5%	\$0	0.0%
Previous Year Unspent and Surplus Allocations	\$16,991	0.5%	(\$38,224)	-1.5%

Expenditures

	2023-2024 Play Budget (May)		2022-2023 Spring Budget	
Ungrouped Object Codes	\$0	0.0%	\$0	0.0%
Certificated Staff	\$2,399,785	73.9%	\$2,025,719	78.6%
Uncertificated Staff	\$648,264	20.0%	\$371,943	14.4%
Services Contracts and Supplies	\$195,441	6.0%	\$178,624	6.9%
Amortization (Depreciation)	\$2,454	0.1%	\$2,454	0.1%
Held in Reserve	\$0	0.0%	\$0	0.0%
Total Expenditures:	\$3,245,944	100%	\$2,578,740	100%

Summary

	2023-2024 Play Budget (May)		2022-2023 Spring Budget	
Total Revenue and Allocations to Budget		\$3,245,944		\$2,578,740
Total Expenditures		\$3,245,944		\$2,578,740
Variance		\$0		(\$1)

Spring 2023 Required Alberta Education Assurance Measures—Overall Summary