



ÉCOLE NOTRE DAME SCHOOL

Living | Loving | Learning
Vivre | Aimer | Apprendre

EDUCATION PLAN

2023-2027



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 a wide variety of programs available. We offer full day Kindergarten with a Monday, Wednesday, alternating Friday option and a Tuesday, Thursday, alternating Friday option. In addition to Kindergarten, we offer a full-time option for Kindergarten students to attend our KinderCare program on their non-classroom days.

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:	416
Vice Principal:	Dustin Fountain	Number of Teachers:	23 (19.86 FTE)
Phone:	780.986.9300	Number of Support Staff:	15 (8.55 FTE)
Email:	Monique.phillips@starcatholic.ab.ca Colette.chamulka@starcatholic.ab.ca	Grades Served:	Preschool, K-6
Webpage:	http://nd.starcatholic.ab.ca		

PRINCIPAL'S MESSAGE

MRS. MONIQUE TELLIER-PHILLIPS



Bienvenue / Welcome to École Notre Dame School!

It is both an honor and a privilege to serve as Principal of École Notre Dame School. I look forward to the 2024-2025 school year with joyful anticipation because of the amazing staff that serves a wonderful school community: parents, parish, and school working together to provide a quality educational experience for our students. At École Notre Dame School we cherish the opportunity to educate the children entrusted to us. We are deeply committed to creating and maintaining a nurturing, faith-filled environment in which every student is supported.

École Notre Dame School is dedicated to academic excellence and the formation and nurturing of Christian beliefs and values. We recognize the unique talents of each of our students and staff. We celebrate our community of learners where each person's individuality is recognized and the joy of learning is enhanced. We work together with our parents, staff, district and parish to continue the proud tradition of excellence, making our school a place where each child can continue to grow spiritually, morally, intellectually, and socially. We believe that all children can achieve at high levels as we live, love and learn with Christ as the center of all things we do.

We are happy to welcome and serve a substantial number of students who are from non-Catholic backgrounds as we focus on faith, with learning, in all that we do. We continue to focus on the Response to Intervention (RTI) systematic approach which allows us to meet each child's needs. We also offer Career and Technology Foundations (CTF) and Athletic Excellence Programming which provide a variety of learning experiences for the students.

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

Leduc Trustee

Dawn is honored to be serving her first term as a Trustee with the STAR Catholic School Board. She has had the honor 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 endeavored to ensure the stakeholder voice is valued at every level. Dawn has a family history of preserving and promoting Catholic education in Alberta as her great grandfather sat as a Catholic trustee. Through this, she has been and will continue to be committed to a strong, publicly funded, Catholic school system in Alberta.

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

- Staff will pray with their students daily as part of classroom routines
- Religious Education Committee Lead provides everyone with regular updates and information to help strengthen faith at school and within the community. Also, 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 2024-2025 (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.
- Grade 2,3,4, and 5 will attend a retreat at our 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 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

- Promote opportunities for students to train as altar servers; invite students to get involved as lectors at school Masses.
- Classes from Grades 1-6 pray the Rosary 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 members from the Knights of Columbus will educate students about the need for wheelchairs around the world and why we participate in the pop can tab pro-gram. 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 student representatives from Grades 3—6 pray the Our Father, and Hail Mary over the intercom, in both English and French, over each day.
- Faith sessions at the beginning of professional development days at least three times per school year.

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

- 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 social justice & charity projects.
- 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, Wreath of Warmth Winter Clothing Drive, Cards and Messages sent to seniors and community members.
- Continue to encourage social justice, charity, and good works submissions that are new and unique. For example, a number of classes working together to support our local homeless shelter the Leduc Hub. Students worked together to get donations; linen and towel drive for St. Vincent de Paul society; fundraising for building of Marian Grotto at St Michael Parish.
- 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 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

- Grades 2 and 3 students involved as lectors, and assisting in preparation of Advent celebrations
- Grades 4—6 students 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 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 in and include photos of 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
- [Invite the K of C and CWL into our school to build connections with these organizations that model their faith and charity for our students.](#)
- [Work closely with the parish office and distribute important communications to families i.e. Youth Group, Sacramental Prep, and other fellowship opportunities at the parish.](#)

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

- Introduce Worry Woos to Div ii students (FSLW)
- Remind teachers to teach test writing strategies (home room teacher) at every grade level 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 support and others.
- Continue School Wide initiative: “I Take Care of My Mental Health by...”
- Kindergarten classes will continue to be taught the Mind Up 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: Mind Up 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: Mind Up, 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 Mind Up 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 Re-cess).
- Engage students in internet safety i.e inviting agencies such as SAFRON to come in and talk to students about digital citizenship and safe internet usage.
- Schedule staff wellness sessions throughout the school year to promote wellbeing

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

- 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. Leveled 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 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 PLCs 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.
- [Re-assess and evaluate assessment practices as a staff to align with our division's updated Assessment Administrative Procedure.](#)
- [FSLW providing strategies to ease test anxiety throughout the year](#)

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

- School wide Response to Intervention will assist students that have specific areas of need in numeracy and literacy. The teachers in both Grades 5 and 6 will use Newsela, an Instructional Content Platform for reading engagement, to increase exposure to informational and article texts. They will also be adding multiple choice questions to all tests throughout the year.
- Levelled literacy program through Fountas and Pinnell was implemented in Grades 1 to 2 in 2021-22 and will expand to Grades 3 and 4 in 2022-23, with Block 3 set for French Immersion literacy groups and Block 4 set for English. This type of “all hands-on deck” programming with a whole school approach will be necessary planning for 2021-22. This will mean that we have completely shifted to a whole-school RTI approach to learning. DIBELS data continues to help staff determine targeted interventions in Mathematics and Language Arts.
- With the implementation of Mathologie / Mathology and a district-wide numeracy screen that was used in 2021-22, we will continue to gauge how each student is progressing to, in turn, provide targeted numeracy interventions.
- Our School Leadership Team will analyze results to drive professional development and instructional practices
- English Language Learner strategies that support utilizing test accommodations (ex. readers, scribes and technology).
- [Re-assess and evaluate assessment practices as a staff to align with our division’s updated Assessment Administrative Procedure.](#)

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

- Playground Pals program to continue so that Division ii students can get involved with assisting younger students with equipment organization.
- CTF Physical Education classes will create indoor activities to lead with students when we have indoor days due to cold weather.
- Continue with Bucket Fillers program which recognizes students for acts of kindness.
- Active community involvement in providing for needs and/or charitable donations as follows: Terry Fox Run, Drive Away Hunger, Donations to Poppy fund during Remembrance Day, Toonies for Movember, Wreath of Warmth, Soup for the Soul (Leduc Food Bank donation), Lenten Project with Leduc HUB, Holy Childhood Association Day, Christmas cards made by students for St. Vincent de Paul Society, cards / kind messages made by students for the residents of Salem Manor, etc. The teachers organizing these initiatives get their students directly involved in promotion and service work related to the project(s).
- Older students partnering up with younger students as learning buddies and other activities to promote leadership and active citizenship within the school.

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

- 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
- Permeating technology into our classes with the use of Microbits, Bee Bots, and Coding
- DIV-2 students will be using agendas next year to increase school and home communication to further engage parents in student learning.

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

- Our PD plan addresses district initiatives specific to mental health, faith, and learning. Other areas that had been identified as important by our staff are part of the PD Plan for 2024-2025.
- The plan is quite varied and is based on district goals as well as school goals. Our Admin Assistants will receive PD through a monthly, one-hour long meeting. Our other support staff will have the opportunity to have input into their PD during a session offered early in the 2023-2024 year at which they will plan for a PD Day in the spring geared to their wants and needs. The staff indicated their preferences through a document which asked them to share their PD interests.
- Faith is also infused throughout the year, within most of our PD Days. As Catholic educators, we need to take great care and loving attention to our faith development. The challenge confronting the Catholic education community is the need for all of us to own our distinctive vocation in the Church. To aid in this ownership process, continuing faith formation is imperative. We must know and prac-

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

- Teachers will continue to work within their PLCs 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 wellbeing 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
- Teachers continue to build leadership capacity through taking lead roles in REC, FNMI, and Curriculum leads in our school. Leadership in teams, clubs and school activities also will continue to help build leadership capacity.

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

- Have some sort of fun activity /ice breaker on PD Days, whether it is at the beginning, or for a movement break
- Three 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 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
- Utilize our Wellness director to help administration support staff wellness through PD and schoolwide strategies.

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

- 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 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

- Application to Jordan's Principle for at-risk Indigenous students
- Indigenous lead to assist teachers in bringing awareness to Day of Truth and Reconciliation
- 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).
- Metis dancer/drummer/speaker on Aboriginal Day
- [Utilize our tipi to provide a space for storytelling and FNMI activities.](#)

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

- 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 need support
- Work with stakeholders related to the Success in Schools Program for children and youth in provincial government care.
- [Re-assess and evaluate assessment practices as a staff to align with our division's updated Assessment Administrative Procedure.](#)

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

- Set high expectations of staff and students that are clear, consistent, and regularly communicated
- 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 (Pokémon, Lego, French, Book, Games, etc.); extracurricular athletics; div I intramurals
- Keep staff up to date in VTRA, ASIST, SIVA and First Aid training

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

- 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 support
- Work with stakeholders 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 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

- 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 are 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 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) 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 are 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 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

PROVINCIAL GOAL: STAKEHOLDER ENGAGEMENT

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

Your School Education Plan must clearly indicate:

- **What stakeholders were consulted**
 - **How they were engaged**
 - **How their input informed school strategies**
 - **How school council was involved/consulted**
-
- Multiple Grade 4-6 CTF classes were surveyed. Survey questions were created in response to areas of decline or concern in our Alberta Education Assurance Survey. Student feedback was assessed to target these areas within the Education Plan.
 - Our Alberta Education Assurance Survey results were assessed by teachers during our January 31st professional development day. Teachers were put into groups and provided the opportunity for discussion and engagement on our survey results. Teachers feedback was collected and strategies were implemented within the education plan
 - Our Alberta Education Assurance Survey Results were shared with our school council members during a regular meeting. Parents were informed of the results and provided with the opportunity in feedback and engagement. Parents were also presented with the upcoming budget and were allowed the opportunity for questions and feedback regarding the upcoming school years budget. Parent feedback was taken and strategies were created to support parent feedback.

DOMAIN 5: GOVERNANCE

SUPPLEMENTAL DOCUMENTS

- School Budget 2024-2025