



MEDICINE HAT CATHOLIC BOARD OF EDUCATION

Mother Teresa School

School Educational Plan

2018-2019

Mother Teresa School

MEDICINE HAT CATHOLIC BOARD OF EDUCATION



DISTRICT PHILOSOPHY

Our Mission

In partnership with family, Church and community, we provide Catholic Education of the highest quality to our students.

Our Vision

A Gospel-centered community committed to:

- Learning excellence
- Christian service
- Living Christ

Our Motto

Showing the Face of Christ to All.

Our Values

We believe that Catholic education is a ministry that is at the heart of the Church.

In our ministry, we value and celebrate:

Teaching and living our Catholic faith.

Our Catholic traditions.

Our ability to offer a full range of educational programs for all students.

The uniqueness of each child (that each child is special).



My name is Erika Bodnaruk, and I am the Principal of Mother Teresa School. I am joined by Aura Street as the Vice Principal to make up the Administration Team at Mother Teresa School. We are extremely proud to be one of the nine Catholic Schools within the Medicine Hat Catholic Board of Education (MHCBE).

At Mother Teresa School, the belief that all children can perform to their personal best whether it be through academics, physical health, social skill development, the Arts, spiritual growth, or regulated behavior is very evident. Mother Teresa School sets very high expectations of its students. The teachers and support staff here are very dedicated to make this school a safe, warm, and welcoming place. Children here are valued, supported, and encouraged.

We recognize that home, school, and the school community form an important team. We encourage the opportunity to work with each parent. Parents are always welcome to meet with staff to discuss student progress and are encouraged to communicate with the teachers and the school administration to address any challenges that may arise over the school year. We encourage parents to get involved with their child's education by joining our very active School Council or by simply volunteering in the school.

At Mother Teresa School, all students will learn the importance of many Catholic Virtues. Each month will showcase one of these virtues and be the underlying theme to work on. This year Mother Teresa's aim is to create a safe, kind, and more respectful school culture where children are ready to learn. We have adopted the bucket as our symbol based on Carol McCloud's book called **"Have You Filled a Bucket Today? (A Guide to Daily Happiness for Kids)"**. The premise of the book is the idea that we all carry an invisible bucket that contains our feelings. When our bucket is full, we feel great. When our bucket is empty, we feel sad. A Bucket Filler is someone who says or does nice things for other people. By doing this, they are filling other people's buckets and filling their own bucket at the same time. We are proud to be a caring Catholic community, challenging, and inspiring each other to reach our full potential.

All students at Mother Teresa School are continually asked "To Do Small Things with Great Love" as our patroness, Blessed Mother Teresa, taught us.

Welcome to Mother Teresa School!

School Profile

Mother Teresa School has a population of 258 students in grades K-6 with an additional amount enrolled in our morning Early Learning Program (ELP). The ELP services students in the 3-5 year old age group. We offer a Kindergarten program half days where students attend either the morning or afternoon.

Mother Teresa School students represent a wide range of learning styles from high independent learners, average learners, ESL students, as well as a great variety of students with academic and self-regulation learning needs. Mother Teresa School staff work with students in a variety of ways. The school offers a Response to Intervention Model based on literacy/leveled reading and numeracy skill building focusing on improving student math skill development. Mother Teresa School also offers additional programming in the Just Right room and Learning Center where students with regulation needs have access to work with the Behavioral Assistant. These rooms give all children an opportunity to get in a “just right” state for learning.

With the help of an Alberta Education Nutrition grant, our school offers each student a free nutritious breakfast each day. We promote and encourage our students to make healthy choices for breakfast following the food groups recommended as per the Alberta Nutrition Guidelines for Children and Youth.

The school is also fortunate enough to have various supports in place for those students who need to access members from the Alberta Health Services team, Physical and Occupational Therapy, Speech Services, Communities Coming Together (CCT), and the Medicine Hat City Police.

Mother Teresa School offers a full range of academic subjects and programs. We offer music at all levels, a noon intramural program for all grades (Nov- March), daily physical activity, social skill building that can be accessed by our Just Right room for all students, and a before and after school program that can be accessed by our Kindergarten to Grade Six students. We have an active Student Council to promote student leadership in and out of the school. We also provide a school patrol program led by our Grade 5 & 6 students before and after school to provide safe travels to our students who do not go on a bus.

Mother Teresa School Enrolment Trends

Grade	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10
K	35	40	42	38	41	33	35	39	49	46
1	36	40	44	43	37	40	38	36	51	50
2	34	42	42	38	41	41	32	47	47	51
3	34	45	44	45	42	32	52	36	51	53
4	35	53	45	40	37	48	39	43	58	25
5	45	41	44	38	49	42	47	52	24	50
6	39	34	35	48	37	44	52	16	48	X
Total	258	297	296	290	284	280	295	269	328	275

Why a School Education Plan?

Continuous improvement is an expectation within our schools. Planning and reporting processes at the school level are essential for focusing efforts to improve the quality of education provided to students. Each year schools complete an annual plan. School plans focus on the strategic priorities of the District and align with the Provincial Annual Education Results Report (AERR).

The Medicine Hat Catholic Board of Education held a Strategic Planning session. The Strategic Planning session provided an opportunity for stakeholders to review the vision, mission, values, and to articulate the strategic priorities for the district. Representatives from stakeholder groups included trustees, senior administration, central office staff, and school based administration.

Based on the responses, the stakeholder groups brainstormed possible themes. The information collected was used to develop *District Strategic Priorities*. The Strategic Priorities are the focus for the MHCBE 3 year plan (**2018-2021**) and for *School Based Annual Plans* for the **2018-2019** school year.



Developing our Priorities for the School Education Plan

The District priorities for 2018-2019 focuses on **OUR FAITH**, to enhance our Catholic identity. Ensure every student is successful through **LITERACY AND NUMERACY**. Support student learning through the use of **TECHNOLOGY**. Provide a **CONTINUUM OF SUPPORT** for the **MENTAL HEALTH** and wellbeing for students, parents & staff in a welcoming, caring, respectful and safe learning environment. To foster **MEANINGFUL PARENT INVOLVEMENT** and **STAKEHOLDER**

COMMUNICATION, effective and meaningful communication to all stakeholders and **PLANNING**, developing a long term facility plan on the effective use of schools.

Each priority includes strategies for implementation at the District and school level and provides outcomes for *what success looks like*. Working together, in partnership, the priorities will become achievable.

The Medicine Hat Board of Trustees is committed to strategic planning as a systematic process for developing a long term vision that engages stakeholders in meeting the needs of all students who attend the Medicine Hat Catholic School District.

Faith Technology
Literacy Numeracy
Mental Health Support
Parent Involvement

5 Strategic Priorities for 2018-2019

Strategic Priorities



District & School

Strategic Priority #1

To enhance our Catholic Identity.

District Goal: Enhancement of Catholic Education.

Strategic Priority #2

To foster meaningful parent involvement and stakeholder engagement.

- *Outcome One: Alberta Students are Successful.
- *Outcome Two: Alberta's education system supports First Nations, Métis and Inuit students' success.
- *Outcome Three: Alberta's education system respects diversity and promotes inclusion.
- *Outcome Five: Alberta's education system is well governed and managed.

Strategic Priority #3

To develop a Literacy and Numeracy Initiative to ensure every student is successful.

- *Outcome One: Alberta Students are Successful.
- *Outcome Two: Alberta's education system supports First Nations, Métis and Inuit students' success.

Strategic Priority #4

To develop a vision for the use of technology to support student learning.

- *Outcome Four: Alberta has excellent teachers, school leaders, and school authority leaders.

Strategic Priority #5

To provide a continuum of support for the mental health and well-being of parents, students, and staff in a welcoming, caring, respectful and safe learning environment.

- *Outcome One: Alberta Students are Successful.
- *Outcome Three: Alberta's education system respects diversity and promotes inclusion
- *Outcome Four: Alberta has excellent teachers, school leaders, and school authority leaders.

*Annual Education Results Report (AERR) Outcomes

Priority 1 – WHAT THE DISTRICT WILL DO

**Strategic Priority #1 To enhance our Catholic Identity
District Goal – The Enhancement of Catholic Education**

District Strategies	Indicators of Success
1. Continue to foster the Parish-School relations that were implemented in the previous year by having two administrators become/continue as a parish council member at each of the parishes.	Two administrators on each parish council communicating with all stakeholders.
2. Hire a chaplain for our High School and Junior Highs to foster a climate of living faith in our entire school communities.	Increased student engagement and participation of staff and students in liturgies, masses, service projects, etc. focusing on living our faith
3. Encourage staff in our division to access PD opportunities in regards to faith with our links to advanced education sites on our website and in our parish run RCIA programs	More staff enrolling in faith courses online
4. Celebrate the parish/school community's relationships	November 4 th – Catholic Education Sunday – share a video and a message from trustees at all masses. Give a division highlight sheet to parishes during World Catholic Education Week in May.
5. Religious Coordinator facilitates social justice projects for various grades.	Grade 1: Birthday Bags (Women's Shelter) Grade 2: Baby Bundle We Care Kits (Pregnancy and Support Centre) Grade 3: Care packages for the homeless Upper elementary/junior/high school- Feeding the less fortunate. Help support school initiated projects. Summary sheet of the social justice projects will be completed.
6. District Faith Day: <i>These things I have spoken to you, that my joy may be in you, and that your joy may be full</i> " (John15:11)	Staff feel renewed and empowered in their vocation as an employee in Medicine Hat Catholic that we can lead our young people and ourselves to experience the joy we encounter in Christ. Survey staff about the day.
7. Celebrate nominees for Excellence in Catholic Teaching and provide financial support for attendees of SPICE	One teacher will be selected as the successful recipient of Excellence in Catholic Teaching. Three teachers/administrators are provided financial assistance from the Education foundation (standing item)
8. Dedicated support for our new Religion programs	Grade level PLC meetings to support implementation of grade 5 curriculum. A full day workshop to be held in the spring for grade 6 teachers in anticipation of implementation of the new curriculum using print and digital resources.
9. Staff gather to celebrate a district-wide Mass twice a year.	A district wide Mass held on August 31 and March 29.
10. A web portal with resources to support faith in the home, school, and parish will be posted on school websites.	Grades 1-5 parents access a variety of resources that connect the home, school, and parish. District web page contains links to numerous Catholic resources to support and nurture the faith of staff.
11. Highlight each school's involvement in service projects and provide the parish community with opportunities to participate and connect with the schools.	Each month one school will be featured in the parish bulletins and announcements.
12. Bible Liturgy for all grade 4 students at Holy Family Parish on September 27 th . Schools are encouraged to invite parents to the Liturgy. Each grade 4 student receives a Bible blessed by the parish priests/deacons. Bibles are purchased with funds donated by the parish community on Catholic Education Sunday.	Each parish priest shares a message in school newsletters about themselves and/or the parish community. Students are more aware of the bible and the contents and how to use it in their daily life as the living word.
13. Focus on the concepts of building church and being witnesses to the church with students in our local parishes.	Grade 5 and 6 retreats that connect to the religious education curriculum will be held at Holy Family Parish and St. Patrick's Parish. Students will join the parish community in a Eucharistic celebration. Volunteers from the parish help with the retreat. The retreat will be followed by an evaluation to ensure that it is successful.
14. Full-day school retreats will provide students and staff with opportunities to connect with God through prayer, music, and games.	Retreats offered at every grade level through the year. Survey by staff and students at the end of the retreats.
15. Support for our newly hired teachers through Faith Formation sessions held four times throughout the year.	New teachers feel confident in sharing their faith and curriculum with their students
16. Work with schools to provide visible symbols of our faith to enhance our identity.	Clear visible representation of our faith in all schools.

Priority 1 – WHAT THE SCHOOL WILL DO

Strategic Priority #1 To enhance our Catholic Identity District Goal – The Enhancement of Catholic Education	
School Strategies	Indicators of Success
1. School Based Retreat for all Grades K-6	Face to Face Whole School Retreat K-6 (Jan 2019)
2. Daily Prayer throughout the day	Prayer 4 times a day – 3 times in the classroom Prayer over the intercom at the end of each school day.
3. Service Projects/Charity	Student participation in: <ul style="list-style-type: none"> • Walk for Wishes • Angel Tree • MH Food Bank Food Drive • Mission Mexico
4. School Religious Celebrations	Whole School Mass 4x a year at Holy Family Parish Students are actively involved in Celebrations, Mass, & Assemblies Increase Clergy presence at the school in classrooms, celebrations, etc.
5. Engagement with Catholic Community/School Parish	Increase visits from our Parish Youth Worker and her involvement at the school Promote Equip and activities at Holy Family Parish Invite Fr. Iqbal and Fr. VJ to the classrooms Grade 4 Bible Liturgy – student participation Grade 5 & 6 Religion Retreats at Holy Family Parish Student participation in K of C Free Throw Competition Student participation in K of C Vocations Poster Contest Grade 1 Field Trip to Holy Family Parish Grade 5 Bible Presentation from Gideon's

Priority 2 – WHAT THE DISTRICT WILL DO

Strategic Priority #2 To foster meaningful parent involvement and stakeholder engagement;

AERR *Outcome One: Alberta Students are Successful.

AERR *Outcome Two: Alberta's education system supports First Nations, Métis and Inuit students' success.

AERR *Outcome Four: Alberta has excellent teachers, school leaders, and school authority leaders.

AERR *Outcome Five: Alberta's education system is well governed and managed.

District Strategies		Indicators of Success
1. Meet with parents and stakeholders quarterly to provide information, engage in open conversation and receive feedback on strategies outlined within School Education Plans, Annual Education Results Report (AERR) and discuss other topics of interest to parents and stakeholders.		Parents feel engaged in decisions that affect their children. Improvement in PARENTAL INVOLVEMENT Accountability Pillar Results.
2. Ensure that the MHCBE and its schools are safe, caring and welcoming, viewing parents as partners by inviting parents and stakeholders to participate in key areas such as Liturgical celebrations, Strategic Planning, District committees, (Mission review), and other decisions that affect their children.		Parents are included in activities, committees and planning sessions held by the District. Improvement in Safe and Caring Schools Accountability Pillar Results. <i>Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.</i>
3. Develop a communication plan that outlines strategies for the coming year. The plan will incorporate a monthly communications work plan. The Board will annually approve the communication strategy.		A Communication Work Plan is completed that outlines the strategies and goals to be undertaken throughout the school year. The plan will include how to track implementation of strategies. Communication goal aligns with the annual District Strategic Priorities. The Communications Work Plan will serve as a monthly timeline to efficiently and effectively implement communication strategies.
4. Social media platforms are regularly used to communicate.		Stakeholder's engagement increases on all social media platforms. - Public bodies and stakeholders endorse MHCBE content through social media platforms by Sharing, Liking, and Retweeting posts
5. Social media platforms will increase at the High School and Middle Schools.		The High School and Middle Schools has an Instagram presence. Improvement in the PARENT INVOLVEMENT and CONTINUOUS IMPROVEMENT Accountability Pillar Results.
6. Effective ongoing communication with our parish communities, including regular updates in church bulletins and invitations to school and district functions. Members of the Parish community are invited to participate in District functions and committees.		The two parishes and parishioners within Medicine Hat feel connected to the Medicine Hat Catholic School District and knowledge about the school district increases. Parish-School standing committee meets with parish service groups to provide suggestions for nurturing the relationship between parish, home and school. Two administrators become a parish council member at each of the parishes. Improvement in the District Outcome 1: The Enhancement of Catholic Education. Our

Priority 2 - WHAT THE SCHOOL WILL DO

ts believe that Catholic Education offers a unique and valuable

ORIENTATION TO EDUCATION

Strategic Priority #2 To foster meaningful parent involvement and stakeholder engagement;

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School Strategies

1. Involve stakeholders in the development of the 2018-19 School Education Plan

Indicators of Success

Improved communication with parents engaging them with decisions that affect their children.

Improvement in the area of Parental Involvement in the School Accountability Results.

2. Open and ongoing communication with the parents about school safety, school philosophy (Inclusion) and being a part of the school learning team.

- Promote "invites" to join us on Social Media platforms such as our MTS Instagram, Twitter, Facebook and Newsletter Subscription.
- Promote school Website visits
- Promote classroom communication – REMIND app, email, phones calls home, classroom newsletters
- Promote outside Community agency support to those struggling families

- Increased attendance at Meet the Teacher Night (September)
- Increased attendance at Student Led Conferences (March)
- Increased attendance at Parent Teacher Interviews (November)
- Increased meeting attendance of School Council Meetings
- Increased parental attendance at Monday Assemblies, Liturgical celebrations, Volunteering in the school & field trips
- Increase volunteer parental involvement at the school
- Increased activity visits on all School social media platforms
- Increased on line newsletter subscriptions
- Increased Community agency involvement in the school
- Explore opening up an afternoon Early Learning Program for students' ages 3-5 years.

3. Engage with our Catholic and greater Community

- Open Invitation for Parishioners to come volunteer at the school
- Increased presence of Clergy in the classrooms and Celebrations
- Monthly Submission to the MH News "Chalk Board"
- Develop a relationship with MH College for MH College Rattler visits
- Joint partnership with MMHS with our Breakfast School Nutrition Program i.e. students teaching students about healthy food choices

Priority 3 – WHAT THE DISTRICT WILL DO

Strategic Priority #3 To develop a Literacy and Numeracy Initiative to ensure every student is successful.

AERR *Outcome One: Alberta Students are Successful.

AERR *Outcome Two: Alberta's education system supports First Nations, Métis and Inuit students' success.

District Strategies

Indicators of Success

<p>1. Established District Literacy Committee will continue. The Committee will have representation from each school, a school based Administrator, a Kindergarten Teacher, and a representative from Senior Administration. The group will review school based literacy plans to meet goals established by committee.</p>	<p>District Literacy Committee meets four times annually. Committee reviews each school literacy plan and recommend adjustments based on researched best practice. School plans and recommended adjustments are reviewed by each school staff. If necessary, school literacy plans are updated. Increased level of achievement on DIP's PAT's in Language Arts and Social.</p>
<p>2. District provides teachers time to collaborate on recommendations made by District Literacy Committee.</p>	<p>District Literacy Committee members coordinate collaboration days for literacy in each school.</p>
<p>3. Inform School Administration and Staff of PD opportunities on student assessment and benchmarking through SAPDC using the Fountas and Pinnell or another benchmarking system to ensure that each elementary school has a minimum of one staff member trained in a benchmarking system.</p>	<p>Each school will have a staff member trained in administering the Fountas and Pinnell or another Benchmark Assessment System. Schools will assess students in grades 1-6 to benchmark levels in literacy a minimum of twice per year to measure growth. Results to be shared with stakeholders.</p>
<p>4. Engage schools in developing specific programming to assist students struggling with literacy/numeracy. (RTI, LLI, Leveled grouping, Joyful Literacy etc.)</p>	<p>Programs will be implemented at each school for students to provide support ensuring success in literacy and numeracy. Schools will use the data in program planning and implementation. The committee meets four times annually.</p>
<p>5. A District Numeracy Committee will be established consisting of one representative from each school, a school-based Administrator, a Kindergarten Teacher, and a representative from senior administration.</p>	<p>A District Numeracy Plan will be developed. Committee members will research best practice in teaching/student learning in numeracy. Research finding will be shared with all teachers. Increased level of achievement on DIP's, PAT's in Math & Science.</p>

Priority 3 – WHAT THE SCHOOL WILL DO

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School Strategies		Indicators of Success
1. Response to Intervention in Literacy and Numeracy Program Grades 1-6.		Dedicated 30 minutes/day for each program. Success will be measured by the movement of students from small intervention groups to large groups at age appropriate level (Literacy) and through pre/post assessment comparison (Literacy/Numeracy)
2. School Literacy Rep for District Literacy Committee & District Numeracy Committee		Increased communication with staff from these Reps Increased PD attendance on Literacy and Numeracy skill building i.e. SAPDC, conferences, etc.) School Based PLC collaboration which could focus on Literacy and Numeracy Skill Building Learn at Lunch sessions – Outside Community & Staff led models
3. New Mathology Program – Grade 1 – 2 nd year of pilot		Further exploration of expanding this program and resources in Grade 1
4. Continue to offer School Activities that promote Literacy/Numeracy skill building - Grade 2 Boat Show, Grade 3 Pumpkin Carving, Grade 4-6 Science Fair, Reading Buddies, classroom field trips, author visits. Scholastic Book Fair		Increased student engagement and academic improvement in Increase in skill building in Literacy and Numeracy

Priority 4 – WHAT THE DISTRICT WILL DO

Strategic Priority #4 To develop a vision for the use of technology to support student learning. AERR * Outcome Four: Alberta has excellent teachers, school leaders, and school authority leaders.	
District Strategies	Indicators of Success
<p>1. The Learning and Technology Policy Framework is used as a guide for the development and implementation of the vision.</p> <ul style="list-style-type: none"> - Policy Direction 1 : Student-Centered Learning - Policy Direction 2 : Research and Innovation - Policy Direction 3: Professional Learning - Policy Direction 4: Leadership - Policy Direction 5: Access, Infrastructure and Digital Learning Environments 	<p>A vision for technology in Medicine Hat Catholic Schools is developed which drives the development of a technology plan.</p>
<p>2. District planning committee reviews the Ministry of Education District Technology Report, District Technology survey results, best practices from other Districts and begins development of a defined five-year plan for technology in the district.</p>	<p>Technology Committee is established and meets regularly (6) meetings annually. A five year plan is developed and implemented for the District.</p>
<p>3. Research on the most promising ways of using technology to improve student learning.</p>	<p>Research is completed and presented to the committee on the use of technology to enhance learning and this data helps direct decision making of the 5-year plan.</p>
<p>4. Participation continues in the ATLE – Alberta Technology Leadership in Education conference.</p>	<p>District Technology staff are involved with ATLE events and the opportunity to network, discuss and learn about trends in the field along with emerging technologies and Alberta Education initiatives. Certificated staff member attend the annual conference. Conference attendees report and share knowledge with the Committee.</p>

Priority 4 – WHAT THE SCHOOL WILL DO

Strategic Priority #4 To develop a vision for the use of technology to support student learning.

AERR * Outcome Four: Alberta has excellent teachers, school leaders, and school authority leaders.

School Strategies	Indicators of Success
1. Google Classroom apps, Math Prodigy, Bring Your Own Device Days	Increased student engagement in the use of technology in the school.
2. Promote environmental impacts of going "paperless"	Newsletter subscriptions increase Munch A Lunch Hot lunch program Increased use of parent using MHCBE "Cash Online"
3. District Technology Representative	Increased PD for staff on ways to increase technology in classroom to enhance student learning. i.e. "Plickers" Staff becomes familiar with Digitized platforms with documents in ISP, Dossier and Safety and Regulation Plans
4. Continued use of Chrome books at the school by students	Increased Student familiarization and opportunity working with this technology. Increase classroom usage of this resource.

Priority 5 – WHAT THE DISTRICT WILL DO

Strategic Priority #5 To provide a continuum of support for the mental health and well-being for parents, students and staff.

AERR *Outcome One: Alberta Students are Successful.

AERR *Outcome Three: Alberta’s education system respects diversity and promotes inclusion.

AERR * Outcome Four: Alberta has excellent teachers, school leaders, and school authority leaders.

District Strategies	Indicators of Success
<p>1. Develop a “Safe Interventions with Students” Administrative Procedure and Support Space Guidelines, to ensure safe interactions between students and staff.</p>	<p>Administrative Procedure is developed and shared with stakeholders to increase awareness and support for implementation of strategies at each of these levels:</p> <ul style="list-style-type: none"> - Proactive and/or Regulatory Strategies - De-escalation strategies - Follow-up/Restorative/De-briefing strategies
<p>2. Train staff in creating and maintaining holistic safety through SIVA, Self-regulation training and a focus on Trauma-informed practices.</p>	<ul style="list-style-type: none"> - Shift from Behaviour Support Plans that put the emphasis primarily on the reaction cycle to Safety and Regulation Support Plans and/or WISE Plans that place the emphasis on ongoing safety and regulation. - Emphasis on student involvement (and eventual leadership) in these plans.
<p>3. Provide a continuum of support through school teams consisting of School Liaison Counsellors, Mental Health Workers, CCT wellness facilitators, teachers trained in mental health literacy, Learning Services facilitators, Behaviour associates and administrators.</p>	<ul style="list-style-type: none"> - Increase in community engagement in collaborative meetings. - Increased family/community supports and family-school connections. - School teams meet regularly to plan programming.
<p>4. Mental Health Committee will meet to review our reporting procedures and supports available to those experiencing and witnessing acts of aggression or violence.</p>	<ul style="list-style-type: none"> - Processes are identified and shared with stakeholders. - Utilization of support services within the schools and outside agencies are providing support for students and staff.
<p>5. Participation of staff in Mental Health Wellness PD – “Mental Health First Aid”, “Not Myself Today” “Mental Health Literacy”. Etc.</p>	<ul style="list-style-type: none"> - Staff feel supported and knowledge of Mental Health awareness is increased.
<p>6. Members of the school team will deliver Social Emotional Learning strategies and curriculum to assist students in gaining knowledge, attitudes and skills to manage emotions, build healthy relationships, set goals and make decisions.</p>	<ul style="list-style-type: none"> - Utilize support spaces and staff to support social emotional learning for all students.

Priority 5– WHAT THE SCHOOL WILL DO

Strategic Priority #5 To provide a continuum of support for the mental health and well-being for parents, students and staff.

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Indicators of Success	
<p>1. Ensure staff is given opportunity to be trained in holistic safety through PD such as SIVA, VTRA and Trauma Informed Practice</p>	<p>Staff is aware and use de-escalation strategies at the school Staff is aware and practice Proactive strategies/Regulatory Increased student visits to the Just Right Room (Division II) Staff feels supported given the knowledge they need in their classrooms.</p>
<p>2. School Community Partnerships</p>	<p>Increased involvement with outside agencies (AHS, CFS, FSCD, CCT, Safety City, and Community Classrooms) coming into the school to work as a part of a whole learning team. Parish Classroom Visits Students participate/engagement in scheduled classes with CCT programming at the school Student Council work and participate in “Health Care Fair” – involve CCT in this activity</p>
<p>3. School Nutrition Breakfast Program</p>	<p>Continued high participation of all students (Early Learning – Grade 6) in the program at the school. Students eating more healthy and trying new foods</p>
<p>4. Strong Staff Communication</p>	<p>Open School concept – Open door policy Staff Team building PLC’s 30 minutes a week for staff to collaborate Learn at Lunch staff collaboration meetings</p>

5. Mindfulness Pilot project– Readiness for Learning

Soft Starts are offered in the classroom for 30 minutes each morning and student readiness to learn is improved
Students stress is decreased in day to day school activities
Students recognize their own mindfulness and what helps them focus
Students are taught STREAM philosophy & activities/resources during the morning Soft Start to help them with classroom learning readiness. (5 Classrooms are involved at the school with this new pilot project)

Accountability Pillar

Measure Category	Measure	Mother Teresa School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	82.0	90.5	91.3	89.0	89.5	89.4	Intermediate	Declined	Issue
		77.1	81.1	82.5	81.8	81.9	81.7	Intermediate	Maintained	Acceptable
Student Learning Opportunities	Program of Studies	88.9	97.8	95.6	90.0	90.1	89.9	High	Declined	Acceptable
		85.3	75.0	81.8	73.6	73.4	73.3	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	18.4	8.8	12.4	19.9	19.5	19.2	Intermediate	Maintained	Acceptable
		74.6	92.9	85.7	82.4	82.7	82.4	Intermediate	Maintained	Acceptable
Parental Involvement	Citizenship	77.0	85.8	89.0	83.0	83.7	83.7	Intermediate	Declined Significantly	Issue
		76.3	80.8	88.2	81.2	81.2	81.0	Intermediate	Maintained	Acceptable
Continuous Improvement	School Improvement	67.9	83.7	86.8	80.3	81.4	80.7	Low	Declined Significantly	Concern

RESPONDING TO ACCOUNTABILITY PILLAR RESULTS

School Strategies by Measure	Indicators of Success
<p>Safe & Caring Schools Decline in this area: 90.5% to 82% (Issue)</p> <ul style="list-style-type: none"> • Improve ability to monitor students/parents in our building • Offer behavior-based training programs to staff • Invite MHPS to school functions and/or Provide MHPS with school calendar of functions • Improved Brave Bystander Program (re-vamp) • Better promotion of Safety Patroller Program through AMA • Develop alternate methods “as a team” to help those students with self-regulation challenges within the school and give opportunity to recognize small successes. • Continued promotion of eating healthy through programs such as our free Breakfast Nutrition program • Increased awareness of school programs/activities that are centered around creating a safe and caring school environment • Continued partnership with the City of Medicine Hat to highlight the visibility of our School’s Crosswalk. i.e. repainting the crosswalk lines and possible improvement to crosswalk signage 	<ul style="list-style-type: none"> • Installation of interior hallway security camera by gym • Increase to Staff recertification or training in SIVA & VTRA • Increased presence of MHPS at school functions, lock down drills and Grade 4 & 6 EPIC program • Brave Bystander student award increase • Increased Participation in Safety Patrols (Grade 5/6) • Less self-regulation issues/challenges, more awareness from staff • Overall healthier students, better overall attendance, increased student participation in Breakfast program • Students and Parents feel that the school is a safe and caring place to be • Increased stop times by drivers, fewer “close calls”, less traffic infraction reports from students

Student Learning Opportunities

Decline in these areas:

Program of Studies - 81.1% to 77.1% (Acceptable)

Education Quality - 97.8% to 88.9% (Acceptable)

- Continued RTI (Response to Intervention) programming in both literacy and numeracy
- Continue teaching Humanities (Grade 1-6) combining Social Studies & Language Arts to help to teach overall Literacy skill building
- Increase teacher availability (assignable minutes added to start and end of day)
- Continued promotion of usage of Chrome books (ie: Google Docs) and Bring Your Own Device days
- Increased Cross-Curricular activities

- Increased student achievement, more fluidity within small intervention groups
- Improvement in Literacy scores
- Extra help is being offered to students before school, during lunch and after school on a regular basis (increased student achievement, decrease in homework)
- Increase in Chrome book use, increased student involvement in BYOD (tracked by teachers)
- Increased attendance in Community Classroom experiences i.e. Esplanade, Medalta

Student Learning Achievement

Improvement in these areas:

PAT: Acceptable from 75.0% to 85.3% (Excellent)

PAT: Excellence from 8.8% to 18.4% (Acceptable)

- Common Assessments
- Assessment of Grade 6 PAT results/PAT Analysis
- RTI programming – Literacy and Numeracy
- Increase teacher awareness through school site based PLC's about new K-4 Curriculum roll out by Alberta Education.
- PLC time built into the school schedule giving teachers time to meet together to discuss student programming, challenges, AB new curriculum.

- Consistency for students no matter who teaches them
- Better understanding of challenging curricular areas and improvement in these areas moving forward
- Continued student growth (data collection) and fluidity in small intervention groups
- Teacher PLC reporting forms outline successes/discoveries
- Teacher PLC reporting forms indicate areas of need and ways to achieve success

Preparation for Lifelong Learning, Citizenship, World of Work

Decline in these areas:

Work Prep - 92.9% to 74.6% (Acceptable)

Citizenship -- 85.8% to 77.0% (Issue)

- Continued promotion of servant leadership projects providing all students an opportunity to “give back” to the community
- Continue student leadership opportunities
- Reinforce morals and values from the Catholic perspective
- Increased Student Accountability
- Literacy and Numeracy focus through RTI programming
- Build on Partnerships to increase healthy living among students

- Walk For Wishes, RAK Day, Safety Patrollers
- Increased involvement in Student Council, Safety Patrollers, Milk Helpers, Breakfast/Lunch Helpers, Lunch Monitors
- Promotion of Bucket-Filler Themes, Daily Prayer, Bible Stories at Assemblies etc..
- Students are taught to take ownership of their learning and are responsible for their actions (clear and consistent discipline policy)
- Continue to teach Literacy and Numeracy skill building encompassing “real world” application and track growth data
- Work being done on the “New” partnership with MMHS mentor our students through the School Nutrition Program to teach and eating choices. Continued involvement with Physical Literacy/Health Champion teams.

Parental Involvement

Decline in this area: 80.8% to 76.3% (Acceptable)

- Promotion of School Cash Online program
- Increase teacher communication with parents
- Increase participation, feedback, and input from parents with regards to their child's academic, behavioral, social/emotional, and overall school needs
- Promote parental involvement in and out of the school (work with current School Council to do so)

- Increase School Cash online utilization
- Increase in staff using communication methods such as newsletters, weekly e-mails, class dojo, REMIND app, MTS Social Media Platforms (Instagram, Twitter & Facebook) to build connections between home and school
- Increase in parent attendance at Meet the Teacher night, Parent-Teacher Interviews, Student-Led Conferences, ISP meetings, Safety & Regulation Plan meetings, CPC meetings
- Increased attendance at MTS School Council meetings and increased number of parent volunteers in the school

Continuous Improvement

Decline in this area: **83.7% to 67.9% (Concern)**

- Increase parent and student access to Community Support Services (AHS, CFS, FASD, FSCD, MHPS, BBBS)
- Continue to work closely with MHCBE Learning Services team to support students who experience challenges
- Continue to increase the use of technology by all community stakeholders
- Increase Professional Development attendance among staff (ie: SIVA, VTRA, SAPDC, New AB Curriculum Development)
- Increase committee involvement among staff
- Promotion of ELP programming
- Continued partnership with the City of Medicine Hat to highlight the visibility of our School's Crosswalk. i.e. repainting the crosswalk lines and possible improvement to crosswalk signage

- Increased referrals for these agencies. Increased communication with these agencies – frequent and consistent updates.
- Development of programming to suit the needs of the individual child
- Increased visits to our School Website, increased subscriptions to our school's monthly online Newsletter, increased views/likes/visits to our MTS Social Media sites, increased usage of School Cash Online, parents accessing our new online Munch A Lunch hot lunch program, parents ordering our online UR Store School merchandise.
- Increased TAPI usage, increase in staff certifications (ie: SIVA, VTRA etc.)
- Increased teacher Involvement in both the Literacy and Numeracy Division committees as well as school-based committees.
- Exploration of opening up an afternoon Early Learning Program for children ages 3-5.
- Increased stop times by drivers, fewer "close calls", less traffic infraction reports from students

Mother Teresa School - Educational Plan 2018-2019

All 9 Medicine Hat Catholic Schools will post our annual Education Plans on our websites
School Education Plans are developed in partnership with our school staff and parent community.
The Medicine Hat Catholic Board of Education is committed to providing quality education to the
students entrusted in our care.

We thank you for your interest in this document. For more information please contact your School Principal.

