



MEDICINE HAT CATHOLIC BOARD OF EDUCATION

MOTHER TERESA SCHOOL

School Educational Plan

2019-2020

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. 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.

Starting in September 2019, staff and students at Mother Teresa Elementary School adopted *STREAM* – a unique approach to learning. It is an engaging, diverse, hands-on and inspirational learning for both our students and staff. Teachers have been trained to facilitate this new learning approach. STREAM is an educational embedded approach to learning that uses **Science, Technology, Reading & Religion, the Arts (Humanities, Performing & Visual Arts) and Mathematics** as access points for guiding student inquiry, dialogue, and critical thinking. Students use the engineering process to imagine, create, and plan open-ending problem solving which encourages students to **learn from failure**. Learning how to fail forward is a key component of this process. The end results are students who take thoughtful risks, engage in experiential learning, persist in problem-solving, embrace collaboration, and work through the creative process. It's used as a natural fit for the intent of the learning opportunity. STREAM is integrated into everything at the school. It's not a scripted curriculum as it's an approach. Our students are the innovators, educators, leaders and learners of the 21 Century!

At Mother Teresa School is all about the PROCESS not the PRODUCT!!!

School Profile

Mother Teresa School has a total student population of 274 children. There are 255 students in K-6 with an additional 24 children (not Kindergarten aged yet) enrolled in our morning and afternoon Early Learning Programs (ELP). The ELP services students in the 3-5 year old age group. We offer a Kindergarten program half days where students attend in the morning and have the opportunity to enroll in the Early Learning program the other half of the day.

Mother Teresa School students represent a wide range of learning styles from high independent learners, average learners, ELL 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 in a different space until student get in the “Just Right State” for learning and can return to their classroom.

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, Choir, and an OSC 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	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11
K	26	35	40	42	38	41	33	35	39	49
1	38	36	40	44	43	37	40	38	36	51
2	41	34	42	42	38	41	41	32	47	47
3	39	34	45	44	45	42	32	52	36	51
4	39	35	53	45	40	37	48	39	43	58
5	35	45	41	44	38	49	42	47	52	24
6	39	39	34	35	48	37	44	52	16	48
Total	257	258	295	296	290	284	280	295	269	328

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 (**2019-2022**) and for *School Based Annual Plans* for the **2019-2020** school year.



Developing our Priorities for the School Education Plan

The District priorities for 2019-2020 focuses on **MARKS OF A CATHOLIC SCHOOL**, to celebrate our Catholic identity. Provide a **CONTINUUM OF SUPPORT** for the **MENTAL HEALTH** and wellbeing for students, parents & staff in a welcoming, caring, respectful and safe learning environment. Developing teachers with the necessary skills to teach **21st CENTURY LEARNERS**. Support student learning through the use of **TECHNOLOGY**. To foster **MEANINGFUL PARENT INVOLVMENT** and **STAKEHOLDER ENGAGEMENT**.

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 2019-2020

Strategic Priorities

District & School

Strategic Priority #1

Celebrate our Catholic identity through the Marks of a Catholic School.

District Goal: Enhancement of Catholic Education.

Strategic Priority #2

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

*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.

Strategic Priority #3

Develop teachers with the necessary skills to teach 21st century learners.

*Outcome One: Alberta students are successful.

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

Strategic Priority #4

Effectively use technology to support learning.

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

Strategic Priority #5

Foster meaningful parental 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.

*Annual Education Results Report (AERR) Outcomes



Professor STREAM visits on our Genius Days!

Priority 1 – WHAT THE DISTRICT WILL DO

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

District Goal – The Enhancement of Catholic Education

District Strategies	Indicators of Success
<p>1. Inspired by a Supernatural Vision</p> <ul style="list-style-type: none"> - Prayer is central to our day: all schools will be given resources to use throughout the year to add to their prayer libraries. - Our schools will each be consecrated to Mary again during the month of May. - Information about our Saints will be sent out to our teachers, students and parents on a regular basis so that we are able to see our relationship with these holy people. 	<ul style="list-style-type: none"> - Prayers will be said in each school at least three times throughout the day. - All schools will have had one of our priests or deacons in to their buildings to consecrate them to Mary before the end of May. - Increased awareness of our Saints and their support through prayer for us.
<p>2. Founded on a Christian Anthropology</p> <ul style="list-style-type: none"> -All Grade four students will receive a bible at our Bible Liturgy in the fall and then be taught Lectio Divina to open up the word of God. - Students in Grades 5 & 6 will attend retreats at their parishes to bridge our Faith Curriculum with our parishes. - The dignity of all students will be acknowledged through our inclusion of all students into our spiritual family. 	<ul style="list-style-type: none"> - All students receive a bible and the Religious Education Coordinator will go into each class for teachings. - All students in these grades will attend the retreats and when possible join the parishioners in the Eucharist at mass. Evaluation of the retreat will follow. - Students feeling a sense of belonging and family.
<p>3. Animated by Communion and Community</p> <ul style="list-style-type: none"> -Create a shared word document for schools to input their Charity and Social Action projects highlighting the Catholic Social Teaching Connection and opportunities to incorporate prayer. These will be shared with parishioners during Catholic Education Week. - Continue communication with our parishes by having an administrator sitting on each church’s Parish Pastoral Council. - Continuation of School Sponsored masses to share in community with our parish families. - Meeting with our priests and administrators once a year to plan masses, liturgies, retreats, school visits, etc. to build on our school/parish partnerships. - Help to support schools in finding and/or providing visible symbols of our faith. 	<ul style="list-style-type: none"> -Admin, teachers and students will be able to identify the intentional connection between actions and our faith. - Communication flowing freely between parish and schools. - Each school sponsors a mass and social gathering for parishioners in one of our churches. - Yearly planning meeting in June to set dates for the upcoming school year. - Each classroom has visible signs of our faith and entrances to our schools are clearly recognizable as Catholic.

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

District Goal – The Enhancement of Catholic Education

District Strategies	Indicators of Success
<p>4. Imbued with a Catholic Worldview throughout its Curriculum</p> <ul style="list-style-type: none">- Dedicated support for our new Religion program by offering in-service to grade 6 teachers.- Encouraging our new Chaplain to create sessions for junior and high school teachers on how to permeate faith into various core subjects.- Permeation ideas sent out regularly to teachers to add to their lesson plans/encouraging grade level groups to work on these during one of their PD sessions this year.	<ul style="list-style-type: none">- Teachers feeling confident in delivering the new program and creation of outcomes for reporting purposes.- Creation of brochure for teachers and summary of how many sessions were accessed.- Sharing of permeation ideas with other grade level teachers in various subjects.
<p>5. Sustained by Gospel Witness</p> <ul style="list-style-type: none">- Support for our newly hired teachers in providing Faith Formation sessions held four times throughout the year.- District Faith Day: all staff in the division will come together and deepen their faith through our keynote speaker centered on our theme – “Come near to God and he will come near to you.” James 4:8 as well as two division masses throughout the year.- Division Leadership team will participate in book study and reflection on <i>The Grateful Disciple</i> – by David Wells.- All teachers have access to Professional Development opportunities via links on our district website, RCIA classes, Pearson online sessions.- Celebrate nominees for Excellence in Catholic Teaching and provide financial support for attendees of SPICE or Blueprints.	<ul style="list-style-type: none">- New teachers feel confident in sharing their faith and curriculum with their students.- Staff feel renewed and empowered in their vocation as an employee of Medicine Hat Catholic. Feedback received through personal conversations and e-mails.- Obtain feedback from the team through a form of reflection or survey.- Number of staff that have accessed these resources.- One teacher or administrator will be selected as the successful recipient of Excellence in Catholic Teaching. Three teachers/administrators are provided financial assistance from the Education foundation (standing item).

Priority 1 – WHAT THE SCHOOL WILL DO

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

District Goal – The Enhancement of Catholic Education

District Strategies	Indicators of Success
<p>1. Inspired by a Supernatural Vision</p> <ul style="list-style-type: none"> • Prayer is central to our school day 	<ul style="list-style-type: none"> • Prayers will be said in each class at least three times throughout the day. • Students lead prayers in the morning over the intercom • A prayer is included in our morning announcement PowerPoint slides • Principal leads prayer at the end of the day before dismissal over the intercom • Children’s Daily Prayer book is used daily as our opening prayer resource.
<p>2. Founded on a Christian Anthropology</p> <ul style="list-style-type: none"> • All Grade four students will receive a bible at our Bible Liturgy in the fall and then be taught Lectio Divina to open up the word of God. • Students in Grades 5 & 6 will attend retreats at their parishes to bridge our Faith Curriculum with our parishes. • The dignity of all students will be acknowledged through our inclusion of all students into our spiritual family. 	<ul style="list-style-type: none"> • All students receive a bible and the Religious Education Coordinator will go into each class for teachings. • All students in these grades will attend the retreats and when possible join the parishioners in the Eucharist at mass. • Attending Mass 3-4 times/year as a whole school • Grade 1 Field Trip to Holy Family Church (Oct) • Priests invited to school functions, classrooms • Students feeling a sense of belonging and family.
<p>3. Animated by Communion and Community</p> <ul style="list-style-type: none"> • Continuation of School Sponsored masses to share in community with our parish families. • Continuation of School Community Service Projects/donations to Charity throughout the school year 	<ul style="list-style-type: none"> • Students and Staff will participate in our School Sponsored Mass in January at Holy Family Parish • Each classroom has visible signs of our faith and entrances to our schools are clearly recognizable as Catholic. • Sacrament prep info in newsletters and classroom discussions • Increased student awareness and participation of our “Call to serve” in our community with service projects and fundraising for charities.

	<p>I.e. Walk for Wishes, MH Food Bank Food Drive (Feb), Mission Mexico, Salvation Army Christmas Kettles</p> <ul style="list-style-type: none"> • Communication between parish and our school i.e. invitations into our classrooms and attendance of clergy at our celebration and school liturgies
<p>4. Imbued with a Catholic Worldview throughout its Curriculum</p> <ul style="list-style-type: none"> • STREAM programming – permeation of our faith in all subject disciplines 	<ul style="list-style-type: none"> • Direct Involvement of our MHCBE Religious Coordinator/STREAM Religious Specials at our Genius Days at the school to promote & plan with teachers to permeate religion in all subject disciplines.
<p>5. Sustained by Gospel Witness</p> <ul style="list-style-type: none"> • All teachers have access to Professional Development opportunities via links on our district website, RCIA classes, Pearson online sessions. • Shared Leadership among teachers to lead a religious celebration at the school 	<ul style="list-style-type: none"> • Sharing of these resources during PLC time at the school • Teachers take turns and Lead Religious assemblies and celebration with their students throughout the school year.

Priority 2 – WHAT THE DISTRICT WILL DO

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

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

Priority 2 - WHAT THE SCHOOL WILL DO

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

AERR *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.

School Strategies	Indicators of Success
1. Community STREAM specials on Genius Days at MTS	<ul style="list-style-type: none"> • Increase overall access for our students to our Communities Coming Together worker on these days and other STREAM Community Specials
2. Provide a continuum of support through school teams consisting of School Liaison Counsellors, Mental Health Workers, CCT Wellness Facilitators	<ul style="list-style-type: none"> • Increased in engagement in Collaborative meetings of stakeholders (CPC) • School teams meet at least once a month to plan programming on the needs of the students.
3. Development of School based Debrief Team for post traumatic events at the school	<ul style="list-style-type: none"> • Team meets after events to support both staff and students who may have been impacted. • Some Staff attend VTRA training
4. CCT involvement in classrooms on Mondays	<ul style="list-style-type: none"> • Universal presentations on a weekly basis • Student have an increased understanding of mental health wellness and other health issues (physical and social) that contribute to wellness.
5. Encourage all school staff to take SIVA training	<ul style="list-style-type: none"> • Increase in the amount of school staff taking and recertifying in this training.

Priority 3 – WHAT THE DISTRICT WILL DO

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

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
A District wide PD plan will be developed to allow teachers focused collaboration time, personal PD opportunities, and will allow the school to develop PD plans unique to the needs of each school.	<ul style="list-style-type: none"> - Number of opportunities school staff members are able to utilize for collaboration or personal PD. - Number of school based PD opportunities unique to schools.
Alberta Learning Teacher Quality Standards will be a focus for School PD.	<ul style="list-style-type: none"> - Number of focused PD opportunities allowing teachers to unpack the TQS. - Number of TQS Competencies unpacked by each school staff.
Formation of a District Leadership Enhancement Program.	<ul style="list-style-type: none"> - Number of teachers participating in the Leadership Enhancement Program.
Alberta Leadership Quality Standards will be a focus for District leaders.	<ul style="list-style-type: none"> - Number of focused PD opportunities allowing District leaders to unpack the LQS. - Number of LQS competencies unpacked by the DLT.
Engage schools in developing specific programming to assist students struggling with literacy/numeracy. (RTI, LLI, Leveled Grouping, Joyful Literacy etc.)	<ul style="list-style-type: none"> - 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.
District to host a FNMI Professional Development Day.	<ul style="list-style-type: none"> - District teachers participate in the District FNMI day November 8, 2019.

Priority 3 – WHAT THE SCHOOL WILL DO

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

AERR *Outcome One: Alberta students are successful.

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

School Strategies	Indicators of Success
1. STREAM programming Implementation	Increased students engagement in: <ul style="list-style-type: none"> - Mindfulness - Student leadership - Ownership of learning - Resources in our school community Increase in the amount of teachers who implement this unique learning in their classrooms
2. Genius Day Implementation	Increased student engagement in: <ul style="list-style-type: none"> - Natural Playscape Focus – service to the community - Mindfulness - Student leadership - Ownership of learning - Resources in our school community
3. Introduction of school based STREAM “Specials” – IT, Religion, Arts, Community	Increased invitation for the STREAM Specials into teacher classrooms so that team teaching for STREAM lessons are being implemented using the Specials subject area.
4. Soft Start Philosophy Introduction	Increased amount of classrooms who practice soft starts regularly at the school.
5. Levelled Learning – Response to Invention Model in Literacy and Numeracy	Continued Levelled Learning programming in RTI model using Fontas & Pinnell, RAZ kids, Math Prodigy, Reading A-Z resources. Data will be used to ensure student growth in both literacy and numeracy.

Priority 4 – WHAT THE DISTRICT WILL DO

Strategic Priority #4 Effectively use technology to support learning

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

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

Priority 4 – WHAT THE SCHOOL WILL DO

Strategic Priority #4: Effectively use technology to support learning

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

School Strategies	Indicators of Success
<p>1. Dedicated STREAM Facilitator Technology Specials on staff</p>	<ul style="list-style-type: none"> • Regular student use of the new Learning Commons, and Maker space Spaces at the school. • Increased student access and use of Chrome books • Increased student use of personal device days • New! Students use the 3-D printers • Increased student use of new software platforms i.e. Math Prodigy, Thinker cad, Incredibox. QR codes • Continued use of digital software programs such as RAZ kids, and LEARNING A-Z in Division 1 classrooms. •
<p>2. MTS's goal to move "paperless"</p> <ul style="list-style-type: none"> • moving to digital/electronic files • distribution of notices to parents will be electronic (less backpack paper distribution) • School CASH online promotion – for OSC program fees, milk fees, ELP program fees, Library Pizza Day fundraiser 	<ul style="list-style-type: none"> • Increased parent users of Cash Online Program • Decreased overall school paper load usage • Increased school website subscriptions for monthly newsletters • Increased "hits" on school website by parents and School Community • Increased user numbers of parents who sign up and use School Cash Online •
<p>3. Online PTI/Student Led Scheduler, Munchalunch Hot Lunch (School Council), online Christmas Concert tickets.</p>	<ul style="list-style-type: none"> • Increased number of parents who book meetings using this scheduler • More parent involvement and access to events
<p>4. Teacher collaboration on Google classroom, docs, slides, sharing, etc.</p>	<ul style="list-style-type: none"> • Increased student engagement and success using technology in all subject disciplines

Priority 5 – WHAT THE DISTRICT WILL DO

Strategic Priority #5: Foster meaningful parental 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 Three: Alberta’s education system respects diversity and promotes inclusion.

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

District Strategies	Indicators of Success
Meet with parents and stakeholders to provide information, engage in open conversation and receive feedback on strategies outlined within School Education Plans, Annual Education Results Report (AERR) and discuss other topics of interest to parents and stakeholders.	<ul style="list-style-type: none"> - Parents feel engaged in decisions that affect their children. - Improvement in Parental Involvement Accountability Pillar Results.
Ensure that the MHCBE and its schools are safe, caring and welcoming, viewing parents as partners by inviting parents and stakeholders to participate in key areas such as Liturgical celebrations, Strategic Planning, Division committees, (Mission review), and other decisions that affect their children.	<ul style="list-style-type: none"> - Parents are included in activities, committees and planning sessions held by the division. - 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>
Develop a communications work plan for the coming year. The plan will incorporate a monthly communication priorities within the division.	<ul style="list-style-type: none"> - A Communication Work Plan is completed that outlines the strategies and goals to be undertaken throughout the school year. - Communication goal aligns with the annual District Strategic Priorities. - The Communications Work Plan will serve as a monthly timeline to efficiently and effectively implement communication strategies.
Social media platforms are regularly used to communicate and engage stakeholders.	<ul style="list-style-type: none"> - Stakeholder’s engagement increases on all social media platforms. - Public bodies and stakeholders endorse MHCBE content through social media platforms by sharing, liking, and retweeting posts.
Effective ongoing communication with our parish communities, including regular updates in church bulletins and invitations to school and district functions. Members of the Parish community are invited to participate in division functions and committees.	<ul style="list-style-type: none"> - The two parishes and parishioners within Medicine Hat feel connected to the Medicine Hat Catholic School Division and knowledge about the school division increases. - School Parish Relations Committee meets with parish service groups to provide suggestions for nurturing the relationship between parish, home and school. - Two administrators become a parish council member at each of the parishes.

Priority 5– WHAT THE SCHOOL WILL DO

Strategic Priority #5: Foster meaningful parental 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 Three: Alberta’s education system respects diversity and promotes inclusion.

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

School Strategies	Indicators of Success
1. Social media platforms are regularly used to communicate and engage stakeholders.	<p>Stakeholder’s engagement increases on all school social media platforms.</p> <ul style="list-style-type: none"> • Public bodies and stakeholders endorse MHCBE content through social media platforms by sharing, liking, and retweeting posts.
2. Updated school website and monthly newsletter	<ul style="list-style-type: none"> • Increase in subscription of school newsletter online
3. Three specified events each year for targeted parent/teacher interaction centering on student success. – Meet the Teacher Night (Sept.) Parent/Teacher Interviews (Nov.) Student Led Conferences (March)	<ul style="list-style-type: none"> • Increase in parent and student attendance at these functions • Increased communication with parents
4. Stakeholder feedback of the School Education Plan with School Council	<ul style="list-style-type: none"> • Increase in attendance numbers at monthly School Council meetings and overall understanding about the on goings of the school and its goals for their child’s education.
5. Welcome and encourage parent volunteers at the school especially in the ELP and Kindergarten programs.	<ul style="list-style-type: none"> • Parental Feedback • increase in participation in all school events from our ELP and Kindergarten parents
6. Collect some form of data whether it is through a survey, questionnaire, etc. to determine how parents feel they can play a larger role in our school and its activities.	<ul style="list-style-type: none"> • Increased parent involvement • Higher rating on AERR in the Parent Involvement area

MOTHER TERESA: 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	89.2	82.0	87.8	89.0	89.0	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	84.6	77.1	79.0	82.2	81.8	81.9	Very High	Maintained	Excellent
	Education Quality	95.2	88.9	92.7	90.2	90.0	90.1	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.6	2.3	2.9	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.1	78.0	77.5	n/a	n/a	n/a
	PAT: Acceptable	81.1	85.3	80.7	73.8	73.6	73.6	High	Maintained	Good
Student Learning Achievement (Grades K-9)	PAT: Excellence	12.2	18.4	14.2	20.6	19.9	19.6	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.3	55.7	55.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	64.8	63.4	62.2	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	59.0	58.7	58.7	n/a	n/a	n/a
	Work Preparation	77.8	74.6	80.6	83.0	82.4	82.6	High	Maintained	Good
	Citizenship	83.6	77.0	85.1	82.9	83.0	83.5	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	86.0	76.3	81.0	81.3	81.2	81.1	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	87.7	67.9	79.2	81.0	80.3	81.0	Very High	Improved	Excellent

RESPONDING TO ACCOUNTABILITY PILLAR RESULTS

School Strategies by Measure	Indicators of Success
Safe & Caring Schools	89.2 %. We have maintained a very high achievement overall. Students treat each other well at the school Students feel supported by any adult in the building Students feel safe to and from the school Students feel safe on the bus
Student Learning Opportunities	84.6%. We have maintained a very high achievement overall in this area. 95.2% success rate for Education Quality. We have maintained a very high achievement overall.
Student Learning Achievement	PAT acceptable rate is 81.1% AB average is 73.8 which results in a High Achievement overall. PAT excellence rate is 12.2 AB average is 20.6 - This is a low result and a level of concern for our school. We are addressing this issue by closely examining the PAT results and testing and sharing in school PLC time.
Preparation for Lifelong Learning, Citizenship, World of Work	77.9 success rate for Work Preparation. This category has improved from last year with a High achievement mark overall. Maintained a very high result in citizenship of 88.6%, excellent overall. AB average = 82.9%
Parental Involvement	Parental Involvement increased significantly at an 86.0% success rate at our school from 76.3% from the previous year. This is a great improvement!
Continuous Improvement	87.7% success rate in overall school improvement which is up significantly from the previous year's 67.9% Staff are encouraged and given opportunities to attend Professional Development.

MOTHER TERESA SCHOOL - Educational Plan

2019-2020

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.

