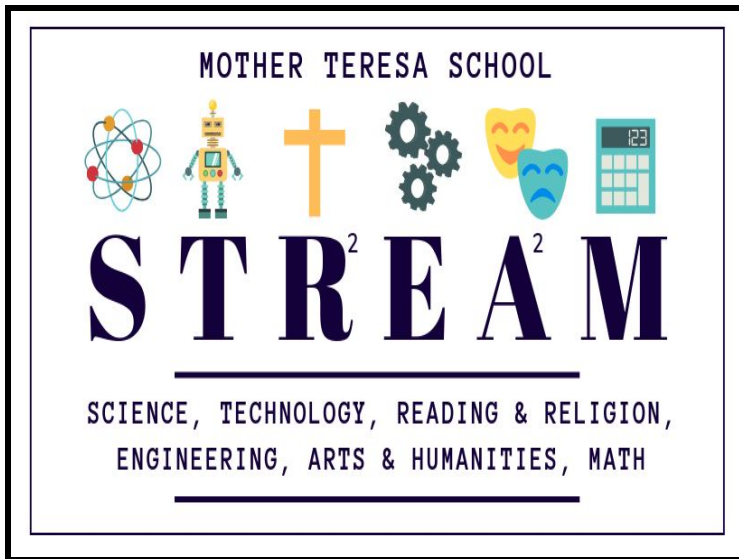


# Medicine Hat Catholic Board of Education



## MOTHER TERESA SCHOOL

School Educational Plan

2020-2021

# MEDICINE HAT CATHOLIC BOARD OF EDUCATION

## 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).



## Principal's Message:

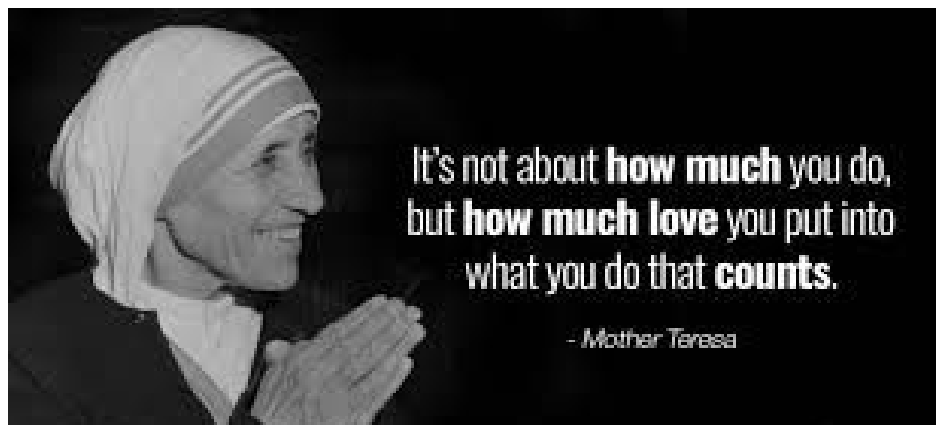
My name is Aura Street and I am the Principal of Mother Teresa School. We are very proud to be part of the Medicine Hat Catholic Board of Education (MHCBE) and look forward to showcasing all of the wonderful things our school has to offer throughout this document.

At Mother Teresa School, we believe that all children can be successful; it's just a matter of recognizing what that path to success looks like and adjusting our programming and teaching to align with those particular strengths and interests. We are a dedicated staff here at Mother Teresa School and we recognize the value and importance of each and every one of our students.

During the 2020-2021 school year, we will continue to implement the STREAM philosophy throughout our school. Due to current Covid-19 guidelines and restrictions, the approach has been altered in some ways, for the time being, to ensure that the health and safety of our students is being addressed first and foremost. That said, the philosophy is still very evident in our classrooms and throughout our teachings. STREAM is an educationally 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-ended 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.

Lastly, Mother Teresa School would not be what it is without the support of our parents and community members. We encourage all stakeholders to continue to communicate with us at the school (even though we cannot always see one another in person right now). Your opinions matter! Please also consider joining our School Council. It is a great way to stay involved in your child's learning journey.

God Bless,



## **School Profile:**

Mother Teresa School has a total student population of 245 children in K-6. We also offer morning and afternoon Early Learning Programs (ELP) for those children who are not school age yet or those who wish to attend both the Kindergarten and ELP programs (each for a ½ day).

Our school also offers a full range of academic subjects and programs. We offer Music at all levels, Choir, Daily Physical Activity, and an OSC program that can be accessed by our K-6 students for all of their before and after school care needs. We have an active Student Council to promote student leadership in and out of the school. We also have an AMA School Safety Patrol program which is led by our Grade 5 & 6 students. There are a variety of ways for students to become involved at the school and we encourage each of them to take an active role.

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 needs. Mother Teresa School staff work with students in a variety of ways. The school offers Response To Intervention (RTI) programming within each classroom - due to Covid-19 guidelines and restrictions, we are not mixing cohorts into levelled groups at this time - groups are levelled within each individual classroom for the time being. Mother Teresa School also offers additional programming in the Just Right Room and The Learning Center where students with regulation needs have access to work in a different space utilizing the tools available within these rooms. Once they are showing signs of “readiness”, students are then welcomed back into the regular classroom environment. At Mother Teresa School, and within our School Division as a whole, we also offer on-line “at-home” learning support for those families who need to utilize this form of programming delivery during these unprecedented times. We have staff available to assist these families so that the least disruption to the child’s educational journey occurs.

With the help of an Alberta Education Nutrition grant, Mother Teresa School offers each student a free nutritious breakfast each day. We promote and encourage our students to make healthy choices for breakfast following the Alberta Nutrition Guidelines for Children and Youth.

Mother Teresa School is also very fortunate to have access to a variety of outside service agencies who support our students in many ways. From Alberta Health Services (Speech, OT, PT) to Community Coming Together (CCT) programming, and beyond, we make continuous connections with these agencies to ensure our students’ needs are being met to the best of our capabilities.

## Mother Teresa School: Enrolment Trends

Grade	2020-21	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13	2011-12
<b>K</b>	<b>34</b>	<b>26</b>	<b>35</b>	<b>40</b>	<b>42</b>	<b>38</b>	<b>41</b>	<b>33</b>	<b>35</b>	<b>39</b>
<b>1</b>	<b>29</b>	<b>38</b>	<b>36</b>	<b>40</b>	<b>44</b>	<b>43</b>	<b>37</b>	<b>40</b>	<b>38</b>	<b>36</b>
<b>2</b>	<b>34</b>	<b>41</b>	<b>34</b>	<b>42</b>	<b>42</b>	<b>38</b>	<b>41</b>	<b>41</b>	<b>32</b>	<b>47</b>
<b>3</b>	<b>39</b>	<b>39</b>	<b>34</b>	<b>45</b>	<b>44</b>	<b>45</b>	<b>42</b>	<b>32</b>	<b>52</b>	<b>36</b>
<b>4</b>	<b>35</b>	<b>39</b>	<b>35</b>	<b>53</b>	<b>45</b>	<b>40</b>	<b>37</b>	<b>48</b>	<b>39</b>	<b>43</b>
<b>5</b>	<b>42</b>	<b>35</b>	<b>45</b>	<b>41</b>	<b>44</b>	<b>38</b>	<b>49</b>	<b>42</b>	<b>47</b>	<b>52</b>
<b>6</b>	<b>32</b>	<b>39</b>	<b>39</b>	<b>34</b>	<b>35</b>	<b>48</b>	<b>37</b>	<b>44</b>	<b>52</b>	<b>16</b>
<b>Total</b>	<b>245</b>	<b>257</b>	<b>258</b>	<b>295</b>	<b>296</b>	<b>290</b>	<b>284</b>	<b>280</b>	<b>295</b>	<b>269</b>

## 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 division and align with the Provincial Annual Education Results Report (AERR).

Medicine Hat Catholic Board of Education's 5 Strategic Priorities are the focus for the MHCBE 3 year plan (2020-2023) and for *School Based Annual Plans* for the 2020-2021 school year.

## Developing our Priorities for the School Education Plan

The division priorities for 2020-2021 focuses on **MARKS OF A CATHOLIC SCHOOL**, to celebrate our Catholic identity. Provide a **CONTINUUM OF SUPPORT** for the **MENTAL HEALTH** and well-being for students, parents & staff in a welcoming, caring, respectful and safe learning environment. Developing teachers with the necessary skills to teach **FUTURE READY LEARNERS**. Support student learning through the use of **TECHNOLOGY**. To foster **MEANINGFUL PARENT INVOLVEMENT** and **STAKEHOLDER ENGAGEMENT**.

Each priority includes strategies for implementation at the division 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 Division.

Faith Technology  
Literacy Numeracy  
Mental Health Support  
Parent Involvement

## **Five Strategic Priorities for 2020-2021**

### **Strategic Priority #1**

**Celebrate our Catholic identity through the [5 Marks of a Catholic School](#).**

Division 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.**

AERR Outcome 1: Alberta students are successful.

AERR Outcome 3: Alberta has excellent teachers, school leaders and school authority leaders.

AERR Outcome 4: Alberta's K-12 education system is well governed and managed.

### **Strategic Priority #3**

**Develop teachers with the necessary skills to teach future ready learners.**

AERR Outcome 1: Alberta students are successful.

AERR Outcome 2: First Nations, Métis, and Inuit students in Alberta are successful.

### **Strategic Priority #4**

**Effectively use technology to support learning.**

AERR Outcome 1: Alberta students are successful.

AERR Outcome 3: Alberta has excellent teachers, school leaders and school authority leaders.

AERR Outcome 4: Alberta's K-12 education system is well governed and managed.

### **Strategic Priority #5**

**Foster meaningful parental involvement and stakeholder engagement.**

AERR Outcome 1: Alberta students are successful.

AERR Outcome 2: First Nations, Métis, and Inuit students in Alberta are successful.

AERR Outcome 3: Alberta has excellent teachers, school leaders and school authority leaders.

AERR Outcome 4: Alberta's K-12 education system is well governed and managed.

## Strategic Priority #1 - WHAT THE DIVISION WILL DO

### Celebrate our Catholic identity through the [5 Marks of a Catholic School](#).

Division Goal: Enhancement of Catholic education.

Division Strategies	Indicators of Success
<p><i>Mark 1 - Created in the Image of God</i> Celebrate nominees for Excellence in Catholic Teaching. Provide materials to teachers and students on ways to enhance our spiritual well being.</p>	<p>One teacher will be selected as the successful recipient of Excellence in Catholic Teaching. Creation of a landing page for materials that students and/or teachers to access.</p>
<p><i>Mark 2 - Catholic Worldview</i> Coordinate livestream masses and liturgies with the schools as well as virtual church tours with our parish priests in order to continue to celebrate our faith in the times of a pandemic.</p>	<p>Attendance of livestream masses not only in the schools but with parents and other family members.</p>
<p><i>Mark 3 - Faith Permeation</i> Providing resources to teachers on how to imbed our faith into our curriculum through online programs and division created Google slides.</p>	<p>More staff enrolling in faith courses online. Completion of professional development programs of our new teacher in the Growing in Faith, Growing in Christ modules.</p>
<p><i>Mark 4 - Witness</i> Recognition of being a Gospel Witness thank you cards from the Superintendent to staff and students in the division nominated by others. Faith Formation for new teachers will be centred on the Five Marks of an Excellent Catholic Teacher.</p>	<p>A significant percentage of students and staff receive the cards throughout the school year. Teachers will be confident in the knowledge that they are creating sound teaching practices based upon the Marks.</p>
<p><i>Mark 5 - Community</i> Working closely with the parish priests and other faith partners to continue building our community even if we can't be together in person through new initiatives. Communication to our parents on how to access the Parent resource for the Growing in Faith, Growing in Christ program to enhance what is being taught in the school. Highlight each school's involvement in service projects and provide the parish community with opportunities to participate and connect with the schools.</p>	<p>Increased communication through alternative means to our parishes and faith partners. Survey of parents at the end of the year to gain feedback of use and value of the program as well as monitoring the analytics on rate of access throughout the year. Each month one school will be featured in the parish bulletins and announcements. Each parish priest shares a message in school newsletters about themselves and/or the parish community.</p>



## Strategic Priority #1 - WHAT THE SCHOOL WILL DO

### Celebrate our Catholic identity through the [5 Marks of a Catholic School](#).

Division Goal: Enhancement of Catholic education.

School Strategies	Indicators of Success
<p><i>Mark 1 - Created in the Image of God</i></p> <ul style="list-style-type: none"> <li>● Inclusion of all students into our spiritual activities and spiritual family</li>   <li>● Celebrations of student successes</li>   <li>● Promotion of access to resources for supporting overall well-being of staff and students</li> </ul>	<ul style="list-style-type: none"> <li>● Students feel a sense of belonging</li> <li>● Participation in Monthly Catholic Virtue Presentation (theme-based) Poster Challenges</li>   <li>● Submission of GEM Awards and Daily Announcement Recognition</li> <li>● Social Media Posts (highlighting student activities and achievements)</li> <li>● Virtual Talent Show</li>   <li>● Number of staff and students accessing available resources (ie: Mental Health supports, Religious celebrations, Webinars, Team Building Activities)</li> </ul>
<p><i>Mark 2 - Catholic Worldview</i></p> <ul style="list-style-type: none"> <li>● Continue to update the shared Google Document where schools to input their Charity and Service Projects</li>   <li>● School is a good visual representation of Catholicity</li>   <li>● Prayer is central to our school day</li> </ul>	<ul style="list-style-type: none"> <li>● All school staff will be able to identify the connections between our actions and faith and students will have an increased awareness through participation in our “call to serve”</li> <li>● Tallies of donations for different charities (ie: Food Bank Drive, Mission Mexico, Mental Health, Special Olympics)</li>   <li>● Each classroom has visible signs of our faith, all areas where learning occurs have a prayer center, entrances to our school are clearly recognizable as Catholic, and visual symbols of our faith are spread within the school building</li>   <li>● Prayer is said at minimum three times throughout the day (Principal over intercom in the morning, teachers within their classrooms at lunch, student leadership over intercom at the end of the day)</li> <li>● Staff Prayer Group (weekly)</li> </ul>

<p><i>Mark 3 - Faith Permeation</i></p> <ul style="list-style-type: none"> <li>● STREAM Programming - permeation of our faith through all subject disciplines</li> <li>● Catholic Virtue Presentations</li> <li>● Explore and share opportunities for Faith Development</li> </ul>	<ul style="list-style-type: none"> <li>● Direct involvement of our MHCBE Religious Coordinator in brainstorming and planning with teachers to permeate religion in all subject areas</li> <li>● Teachers review Catholic Virtue Presentation (monthly) with their class and students participate in poster challenge</li> <li>● Teacher accessing of resources, attendance at PD, and sharing of knowledge with others</li> </ul>
<p><i>Mark 4 - Witness</i></p> <ul style="list-style-type: none"> <li>● Faith Formation Sessions for New Teachers</li> <li>● Faith Formation for Staff</li> <li>● Access to Faith-based resources (ie: Pearson, Formed.org) and Professional Development Opportunities (ie: Spice/Blueprints)</li> <li>● Involve Priests in School and Individual Classrooms</li> <li>● Shared Leadership among teachers (ie: Religious Celebrations)</li> <li>● Prayer is central to our school day</li> </ul>	<ul style="list-style-type: none"> <li>● New teachers will have a greater understanding of our faith and how to permeate the Catholic faith through all subject areas</li> <li>● Staff will utilize the knowledge gained from Faith Formation days to enhance their practice</li> <li>● Number of staff accessing resources and attending PD opportunities</li> <li>● Number of Priest visits and number of staff accessing this resource</li> <li>● Teachers sign up to provide virtual assemblies/presentations regarding various religious celebrations</li> <li>● Prayer is said at minimum three times throughout the day (Principal over intercom in the morning, teachers within their classrooms at lunch, student leadership over intercom at the end of the day)</li> <li>● Staff Prayer Group (weekly)</li> </ul>
<p><i>Mark 5 - Community</i></p> <ul style="list-style-type: none"> <li>● Continuation of Mass Celebrations and School Sponsored Mass (virtually with some student participants attending in person)</li> <li>● Sustain Community Connections to address the needs of our students</li> </ul>	<ul style="list-style-type: none"> <li>● Staff, Student, and Parent participation in the masses</li> <li>● Number of students accessing Food Bank, Therapies, and other Community Services</li> </ul>

## Strategic Priority #2 - WHAT THE DIVISION WILL DO

**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 1: Alberta students are successful.

AERR Outcome 3: Alberta has excellent teachers, school leaders and school authority leaders.

AERR Outcome 4: Alberta’s K-12 education system is well governed and managed.

Division Strategies	Indicators of Success
Continue to 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: <ol style="list-style-type: none"> <li>1. Proactive and/or Regulatory Strategies</li> <li>2. De-escalation Strategies</li> <li>3. Follow-up/Restorative/Debriefing Strategies</li> </ol>
Continue to train staff in creating and maintaining holistic safety through SIVA, self-regulation training and a focus on trauma-informed practices.	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.
Implement a post-intervention process for school staff and students to reflect and restore safety after a traumatic event.	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 person 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, CCT Wellness Facilitators, teachers trained in mental health literacy, Learning Services Facilitators, Behaviour Associates and Administrators.	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.
Ensure Administration and staff are trained in the Community Violence-Risk Threat Assessment (VTRA) protocol.	School teams are aware of the protocols and procedures around VTRA. VTRA school teams are established and documentation (planning) is shared amongst team members.
Teachers and administrators will participate in a series of two division organized PD events based on student mental health/suicide prevention presented by the Canadian Mental Health Association. Teachers and administrators will participate in a division organized PD event on a trauma informed school/classroom. Teachers and administrators will participate in a division organized PD event on teacher wellness.	Division PD: November 9, 2020

## Strategic Priority #2 - WHAT THE SCHOOL WILL DO

**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 1: Alberta students are successful.

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School Strategies	Indicators of Success
<ul style="list-style-type: none"> <li>Provide a continuum of support through school teams consisting of School Liaison Counsellors, Wellness Facilitators, and other outside service agencies (Psychologists, Saamis Immigration, CFS)</li> </ul>	<ul style="list-style-type: none"> <li>Increased engagement in CPC meetings</li> <li>Increased access to, and communication with, service agencies</li> </ul>
<ul style="list-style-type: none"> <li>Community Coming Together (CCT) involvement within the school on a weekly basis</li> </ul>	<ul style="list-style-type: none"> <li>Consistency of weekly universal presentations</li> <li>Engagement from teachers providing topics to CCT leader regarding areas of need</li> <li>Increase in student understandings around Mental Health/Wellness and the available coping tools/strategies</li> </ul>
<ul style="list-style-type: none"> <li>Communication with parents surrounding student needs and areas of concern</li> </ul>	<ul style="list-style-type: none"> <li>Increase in innovative ways to communicate with parents when “in-person” is not the best option</li> <li>Teachers making a conscious effort to check-in with parents and access supports when needed</li> </ul>
<ul style="list-style-type: none"> <li>Staff Training</li> </ul>	<ul style="list-style-type: none"> <li>Increase in SIVA trained staff</li> <li>Increase in VTRA trained staff</li> <li>Increase in First Aid trained staff</li> <li>Full completion of Hour Zero training courses</li> <li>Staff involvement in on-line presentations around mental health from the community</li> </ul>
<ul style="list-style-type: none"> <li>Student Recognition</li> </ul>	<ul style="list-style-type: none"> <li>Increase in Going the Extra Mile (GEM) awards (daily)</li> <li>Increase in Social Media posts about student successes/activities</li> <li>Continued monthly newsletter write-ups showcasing a new grade/class each month</li> </ul>
<ul style="list-style-type: none"> <li>Team Building Activities</li> </ul>	<ul style="list-style-type: none"> <li>Involvement/Buy-in to Team Building activities on PD Days (part of staff meeting agenda)</li> <li>Increased involvement in spirit days from staff</li> </ul>
<ul style="list-style-type: none"> <li>Student Council Activities and Student Leadership Teams</li> </ul>	<ul style="list-style-type: none"> <li>Increase in, and promotion of, Spirit Days</li> <li>Increased involvement from students in School Leadership Activities</li> </ul>

<ul style="list-style-type: none"> <li>• Introduction of Afternoon Recess</li> </ul>	<ul style="list-style-type: none"> <li>• Decrease in discipline issues</li> <li>• Decrease in incidents of dysregulation</li> </ul>
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### Strategic Priority #3 - WHAT THE DIVISION WILL DO

#### Develop teachers with the necessary skills to teach future ready learners.

AERR Outcome 1: Alberta students are successful.

AERR Outcome 2: First Nations, Métis, and Inuit students in Alberta are successful.

Division Strategies	Indicators of Success
Engage stakeholders in ensuring the PD plan provides time for division, school and personal PD.	Number of PD opportunities provided for teachers and schools.
Provide division, school and personal PD opportunities to teachers to enhance their ability to provide an online presence for students.	Number of teachers who have created and maintain an online presence to assist students in learning. Number of teachers accessing PD opportunities.
Introduce and review Hapara and the Edmonton Public School Division's fully integrated online teaching platforms. These platforms align with the Alberta Program of studies to provide teachers with a pedagogically sound tool to plan, deliver and assess engaging lessons for students both in person and online.	Number of teachers/students accessing Hapara/Edmonton Public School Division resources.
All new teachers are assigned mentor teachers. All new teachers are assigned a learning coach through SAPDC.	Number of new teachers with mentors. Number of collaboration days between SAPDC professionals and new teachers.
Engage schools in developing specific programming to assist students struggling with literacy/numeracy (RTI, LLI, MIPI, Leveled Grouping, Joyful Literacy, etc.)	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.
Restart teacher leadership program.	Number of teachers accessing the teacher leadership program.

### Strategic Priority #3 - WHAT THE SCHOOL WILL DO

#### Develop teachers with the necessary skills to teach future ready learners.

AERR Outcome 1: Alberta students are successful.

AERR Outcome 2: First Nations, Métis, and Inuit students in Alberta are successful.

School Strategies	Indicators of Success
<ul style="list-style-type: none"> <li>Mentorship program, Faith Formation program, and Evaluation Process for ALL new teachers</li> </ul>	<ul style="list-style-type: none"> <li>Regular meetings between new teacher and assigned mentor teacher</li> <li>Implementation of tools, strategies, and resources provided to new teachers from Religious Education Coordinator</li> <li>Positive evaluation comments and response to feedback</li> </ul>
<ul style="list-style-type: none"> <li>Develop/Maintain Online Presence</li> </ul>	<ul style="list-style-type: none"> <li>All teachers will have a Google Classroom that is maintained/updated</li> <li>Students will be taught how to use Google Classroom whether enrolled in in-class instruction or through on-line programming</li> </ul>
<ul style="list-style-type: none"> <li>STREAM Philosophy Continued</li> </ul>	<ul style="list-style-type: none"> <li>Increase in staff using Soft Starts</li> <li>Time allocated for sharing of STREAM resources/lessons (participation in sharing)</li> <li>Increase in amount of resources</li> </ul>
<ul style="list-style-type: none"> <li>Benchmark Assessment Practices</li> </ul>	<ul style="list-style-type: none"> <li>Gates MacGinitie (Language Arts - Vocabulary/Comprehension) Assessments given in September and June to track student growth</li> <li>MIPI (Mathematics) Assessments given in September and June to track student growth</li> </ul>
<ul style="list-style-type: none"> <li>Learn At Lunch Presentations</li> </ul>	<ul style="list-style-type: none"> <li>Increase in number of teachers willing to present in an area of expertise               <ul style="list-style-type: none"> <li>Technology (Google)</li> <li>FNMI</li> <li>Literacy</li> <li>Numeracy</li> <li>Regulation</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>FNMI Focus</li> </ul>	<ul style="list-style-type: none"> <li>FNMI Coordinator will gather resources for teachers (books, art project ideas, PE games, websites)</li> <li>Time allocated on PD Day to share resources/ideas</li> </ul>

## Strategic Priority #4 - WHAT THE DIVISION WILL DO

### Effectively use technology to support learning.

AERR Outcome 1: Alberta students are successful.

AERR Outcome 3: Alberta has excellent teachers, school leaders and school authority leaders.

AERR Outcome 4: Alberta's K-12 education system is well governed and managed.

Division Strategies	Indicators of Success
Review the K-6 Scope and Sequence document for technology goals.	The Technology Committee reviews Scope and Sequence documents and updates as necessary.
Review Hapara online platform. Provide PD when necessary.	Number of teachers who are using Hapara as an integrated online/face to face platform for teaching students.
Provide division, school and personal PD opportunities to teachers to enhance their ability to provide presence for students (Google meets, Google hangouts, Google classroom, etc.)	Number of teachers who have created and maintain an online presence to assist students in learning. Number of teachers accessing PD opportunities.
Division will purchase 90 new chromebooks giving the schools the ability to loan older chromebooks to students in need due to online learning.	Number of chromebooks loaned to students.



## Strategic Priority #4 - WHAT THE SCHOOL WILL DO

### Effectively use technology to support learning.

AERR Outcome 1: Alberta students are successful.

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AERR Outcome 4: Alberta's K-12 education system is well governed and managed.

School Strategies	Indicators of Success
<ul style="list-style-type: none"> <li>● Move towards being a “paperless” school               <ul style="list-style-type: none"> <li>○ digital/electronic files</li> <li>○ Scanned resources</li> <li>○ Electronic communications</li> <li>○ School Cash Online - all fees (OSC, ELP, Milk, Hot Lunch)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Decrease in overall paper use within the school</li> <li>● Increase in teachers using scanned resources</li> <li>● Increase in student Chromebook use</li> <li>● Increase in Social Media “hits”</li> <li>● Increase in School Newsletter subscriptions</li> <li>● Increase in School Cash Online users</li> <li>● Increase in parents signed up for Parent Portal (PowerSchool)</li> </ul>
<ul style="list-style-type: none"> <li>● Move to using Google Drive more consistently</li> </ul>	<ul style="list-style-type: none"> <li>● Increase in transfer of old files to Google Drive and increase in new files being started in Google Drive</li> <li>● Increased use of Google Classroom (teachers, students and parents)</li> </ul>
<ul style="list-style-type: none"> <li>● Use virtual options when available and/or necessary</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers accessing “virtual field trips”</li> <li>● Creation and Sharing of “How-To” videos for students (accessing Google Classroom, YouTube tutorials)</li> </ul>
<ul style="list-style-type: none"> <li>● Pilot Classroom TV (SmartBoard replacement)</li> </ul>	<ul style="list-style-type: none"> <li>● Continued excitement about new opportunity</li> <li>● Sharing of ideas for using new technology</li> </ul>
<ul style="list-style-type: none"> <li>● Social Media Presence</li> </ul>	<ul style="list-style-type: none"> <li>● Increase in posts about school activities</li> <li>● Increase in posts about upcoming events</li> <li>● Increase in posts communicating important information</li> </ul>
<ul style="list-style-type: none"> <li>● Frequent/Consistent Parent Communication</li> </ul>	<ul style="list-style-type: none"> <li>● Feedback from School Re-Entry Plan (original document and updated information)</li> <li>● All teachers accessing Google Classroom and/or Class Dojo to communication information and assignments</li> <li>● Increased subscriptions to school newsletter</li> <li>● Increased users on school Social Media sites</li> <li>● Participation in Meet the Teacher Night and Parent/Teacher Interviews (Google Meet and/or Telephone)</li> <li>● Survey results (parent feedback on different topics)</li> </ul>

## Strategic Priority #5 - WHAT THE DIVISION WILL DO

### Foster meaningful parental involvement and stakeholder engagement.

AERR Outcome 1: Alberta students are successful.

AERR Outcome 2: First Nations, Métis, and Inuit students in Alberta are successful.

AERR Outcome 3: Alberta has excellent teachers, school leaders and school authority leaders.

AERR Outcome 4: Alberta’s K-12 education system is well governed and managed.

Division 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.	Parents feel engaged in decisions that affect their children.
Continue to view parents as partners by inviting them to participate in key areas such as Liturgical celebrations, strategic planning, division committees and other decisions that affect their children.	Parents are included in activities, committees and planning sessions held by the division/schools.
Develop a communication plan that outlines strategies for the coming year.	A communications work plan is created based on division strategic priorities and special events celebrated/acknowledged annually. This plan serves as a guide to efficiently and effectively communicate with stakeholders.
Enhancing electronic communication and digital presence (websites/school newsletters/Board Bulletins).	Regular electronic communications sent directly to families with valuable content. Division and school websites kept up to date with up to date information for current and prospective families.
Using social media to engage and connect with stakeholders on a regular basis (parents/parishioners/ community members).	Stakeholder engagement increases on all social media platforms. Public bodies and stakeholders endorse MHCBE content through social media platforms by sharing and liking posts.

## Strategic Priority #5 - WHAT THE SCHOOL WILL DO

### Foster meaningful parental involvement and stakeholder engagement.

AERR Outcome 1: Alberta students are successful.

AERR Outcome 2: First Nations, Métis, and Inuit students in Alberta are successful.

AERR Outcome 3: Alberta has excellent teachers, school leaders and school authority leaders.

AERR Outcome 4: Alberta’s K-12 education system is well governed and managed.

School Strategies	Indicators of Success
<ul style="list-style-type: none"> <li>● Frequent/Consistent Parent Communication</li> </ul>	<ul style="list-style-type: none"> <li>● Feedback from School Re-Entry Plan (original document and updated information)</li> <li>● All teachers accessing Google Classroom and/or Class Dojo to communication information and assignments</li> <li>● Increased subscriptions to school newsletter</li> <li>● Increased users on school Social Media sites</li> <li>● Participation in Meet the Teacher Night and Parent/Teacher Interviews (Google Meet and/or Telephone)</li> <li>● Survey results (parent feedback on different topics)</li> </ul>
<ul style="list-style-type: none"> <li>● School Council Meetings               <ul style="list-style-type: none"> <li>○ Motivate and support the School Council to come up with new ideas</li> <li>○ Share school plans (Re-Entry Plan, Education Plan, Budget Plan)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Increased involvement/attendance</li> <li>● Parents feel included in school-based activities and decisions</li> <li>● Increase in School Council organized events</li> </ul>
<ul style="list-style-type: none"> <li>● CPC Meetings and other Learner Support Meetings</li> </ul>	<ul style="list-style-type: none"> <li>● Increased parental involvement</li> <li>● Increased attendance by all stakeholders</li> </ul>

# Mother Teresa School : Accountability Pillar

Accountability Pillar Overall Summary  
 3-Year Plan - May 2020  
 School: 6877 Mother Teresa School



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	<a href="#">Safe and Caring</a>	87.3	89.2	87.2	89.4	89.0	89.2	High	Maintained	Good
Student Learning Opportunities	<a href="#">Program of Studies</a>	85.2	84.6	80.9	82.4	82.2	82.0	Very High	Maintained	Excellent
	<a href="#">Education Quality</a>	91.0	95.2	94.0	90.3	90.2	90.1	Very High	Maintained	Excellent
	<a href="#">Drop Out Rate</a>	n/a	n/a	n/a	2.7	2.6	2.7	n/a	n/a	n/a
	<a href="#">High School Completion Rate (3 yr)</a>	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	<a href="#">PAT: Acceptable</a>	81.1	85.3	80.7	73.8	73.6	73.6	High	Maintained	Good
	<a href="#">PAT: Excellence</a>	12.2	18.4	14.2	20.6	19.9	19.6	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	<a href="#">Rutherford Scholarship Eligibility Rate</a>	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	<a href="#">Transition Rate (6 yr)</a>	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
	<a href="#">Work Preparation</a>	93.8	77.8	81.8	84.1	83.0	82.7	Very High	Improved	Excellent
	<a href="#">Citizenship</a>	82.6	83.6	82.1	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	<a href="#">Parental Involvement</a>	87.3	86.0	81.0	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	<a href="#">School Improvement</a>	83.6	87.7	79.8	81.5	81.0	80.9	Very High	Maintained	Excellent

## Responding to Accountability Pillar Results

### School Strategies by Measure

### Indicators of Success

<p><b>Safe and Caring Schools</b></p>	<p><b>Maintained High achievement</b></p> <ul style="list-style-type: none"> <li>● Minimal behavior-related incidents during unstructured times</li> <li>● Students treat each other well at school</li> <li>● Students feel supported by adults at the school (and feel comfortable going to an adult)</li> <li>● Students feel safe coming to school and going home after school</li> <li>● Students feel safe on the bus</li> <li>● Students are aware of resources/supports available to them at the school and those resources/supports are utilized</li> </ul>
<p><b>Student Learning Opportunities</b></p>	<p><b>Maintained Very High achievement (Education Quality)</b></p> <ul style="list-style-type: none"> <li>● Pre &amp; Post assessments (Gates/MIPI) used to inform teaching practice</li> <li>● Student engagement in lessons</li> <li>● Report Card success</li> </ul>
<p><b>Student Learning Achievement</b></p> <p><b>PAT's ARE CANCELLED for the 2020-2021 SCHOOL YEAR</b></p>	<p><b>PAT acceptable rate has maintained High achievement</b></p> <ul style="list-style-type: none"> <li>● Continue to use results to inform teaching</li> </ul> <p><b>PAT excellence rate has maintained Low achievement</b></p> <ul style="list-style-type: none"> <li>● Revisit results and shape teaching accordingly so as to see improvement in this area</li> </ul>
<p><b>Preparation for Lifelong Learning, Citizenship, World of Work</b></p>	<p><b>Maintained/Improved Very High achievement</b></p> <ul style="list-style-type: none"> <li>● Continued attention to Program of Studies for each subject area to remain on track</li> <li>● Continued implementation of STREAM philosophy</li> <li>● Continued promotion of Student Leadership opportunities and involvement</li> <li>● Continued focus on permeation of faith</li> </ul>
<p><b>Parental Involvement</b></p>	<p><b>Maintained Very High achievement</b></p> <ul style="list-style-type: none"> <li>● Frequent communication with parents (using a variety of methods)</li> <li>● Continued promotion of School Council participation</li> </ul>
<p><b>Continuous Improvement</b></p>	<p><b>Maintained Very High achievement</b></p> <ul style="list-style-type: none"> <li>● Increase in staff professional development participation</li> <li>● Continued high expectations for students</li> </ul>

# **MOTHER TERESA SCHOOL - Educational Plan 2020-2021**

All 9 Medicine Hat Catholic Schools annual Education Plans will be posted on the school 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 administrator.

