



EDUCATION PLAN

2023-2024



PRINCIPAL'S MESSAGE

MRS. MELISSA HIGHFIELD

I am humbled to have the opportunity to lead the staff and students of St. Anthony School. I arrived in Drayton Valley in 2019 to take on the role as vice principal. I immediately was able to see what made this school special. There is a feeling in the building of a loving community. The breadth and depth that the staff at St. Anthony School love the children that attend our school is lead by witnessing the love God has for his children. Staff and students alike are encouraged to love as Jesus loves, without judgement. It is through this that the school has built a strong sense of community where all are welcomed, staff, students, parents, parish and visitors. With this in our hearts and minds, I am pleased to present the 2023-2024 Education Plan for St. Anthony School.

Our goal here at St. Anthony School is to fulfill the words in our Mission Statement, *“With Christ as our foundation, St. Anthony is dedicated to sharing our faith through learning and service”*. Our mission statement is visible in our centre hallway, and is put into action in our hallways, classrooms, and offices. We have high expectations of the students entrusted to us, and believe that ALL students are capable of learning at high levels. It is our goal that all of our students achieve to the best of their individual abilities. We are extremely proud of the accomplishments of each one of our students.

Throughout the pages of this document, you will see how our school community strives for excellence in many different areas. It is through the dedication of exceptional staff and the relationships that we have with our students, parents and faith community that we come to experience this success. We look forward to continuing to serve ours students with love, compassion and dedication.

All Done In His Name,

Melissa Highfield
Principal

MEET YOUR LOCAL TRUSTEE



Michael Linner

Drayton Valley Trustee

Michael Linner has been a resident of Drayton Valley for almost twenty years. He is an active member of his local parish St. Anthony's Catholic Church. He served for two years as a missionary with NET Canada: one year in Swift Current, SK, and one year at Christ the Redeemer School Board in the Calgary area.

Michael also spent a few years discerning the Priesthood at St. Joseph's Seminary in Edmonton. During this time, he served as an assistant in St. Brendan's School, was active with the Society of Saint Vincent de Paul, and assisted the Chaplains in the Edmonton Remand Centre. Michael is passionate about serving those in his community and recognizes the importance of a strong Catholic Education.

SCHOOL PROFILE

Melissa Highfield
Principal

Janelle Molzan
Vice Principal

St. Anthony Catholic School

Phone: 780-542-4396

Student Population: 430

Fax: 780-542-4429

Number of Teachers: 22

Number of Support Staff: 15

Email: melissa.highfield@starcatholic.ab.ca
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Grades Served: PreK-Grade 8

Demographic:

St. Anthony School is located in the town of Drayton Valley. Our regular attendance area includes students from within the town as well as Lodgepole, Tomahawk, Moon Lake, Buck Creek and Lindale. St. Anthony School was established in 1964 as a grade one through twelve school, and through the years has transitioned to the unique preschool to grade eight school it is today. St. Anthony became a separate entity in 2009 with the formation of Holy Trinity Academy in Drayton Valley, where students transitioned to complete their grade 9-12 years.

Drayton Valley is a rural community rooted in the oil and gas industry, where many of our families are working in the trades or businesses connected to the petroleum industry. We are hopeful in seeing more people coming to the community that we in an upswing for the economy in our area. A previous significant downturn in the economic conditions in our community, combined with the global pandemic and our recent wildfire evacuation has resulted in a profound impact on the family unit and mental and emotional health of our students. St. Anthony School's student population includes both Catholic and non-Catholic students as well as people from diverse ethnic backgrounds.

St. Anthony School has experienced consistent increase in enrolment over the past couple of years. We currently offer preschool program for 3 and 4 year old children, as well as both part-time and full-time kindergarten programs. Core programs are offered for grades one to eight which align with the curricular expectations of Alberta Education. Our programs are enhanced by faith permeation in all subject areas. Throughout the school year junior high students are able to participate in elective courses, which allow them to explore a variety of topics. School life for our children is also enriched with swimming in their physical education programs, extra curricular sports activities and clubs, experiential field trips and retreats, as well as exposure to many high quality performances and experiences. Presentations to enhance personal character development and virtues, arts and culture, as well as science and nature are all part of the high quality learning experience at St. Anthony School.



DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

Board Priority/Local Goal: Staff are provided with faith formation opportunities.

Outcome: Staff are able to live, articulate and witness the faith and are able to permeate all school curriculum and activities with Gospel values and a love of Jesus Christ.

MEASURES

Surveys:

Students (Elementary & Secondary)

- The adults in my school treat me with respect.
- We pray as a class or as a school every day.

Staff (Teacher & Support Staff)

- Staff at the school uphold the dignity of every student as a child of God.
- I pray regularly with staff and/or students.
- I speak about and demonstrate my faith to my students.
- I have opportunities to strengthen my faith through professional development (e.g. Reflection Day, staff retreat, daily prayer, book studies, EXCEL, etc.)

Parents

- My child's school upholds the dignity of every student as a child of God.
- I am pleased with the opportunities my child has to pray and to grow in his or her faith.

Anecdotal list of PD offerings that are specific to faith



DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

Board Priority/Local Goal: Staff are provided with faith formation opportunities.

Outcome: Staff are able to live, articulate and witness the faith and are able to permeate all school curriculum and activities with Gospel values and a love of Jesus Christ.

STRATEGIES

Our faith strategies:

- All staff and students gather as a school community each morning for morning prayer in the gymnasium
 - Students lead/read prayer
 - Students share personal prayers
 - Students share class prayers
 - Older students breakdown and teach parts of common prayers
- Staff Morning Prayer in the school chapel
- Empowering staff through faith professional development sessions throughout the school year
- Staff faith retreat
- All students will participate in grade level faith retreats
 - Grade 5 and 8 will have an opportunity for an overnight retreat
- District Reflection Day
- District Administrator's Retreat
- Staff PD for the new religious education resource (Kindergarten)
- Staff Religious Education Committee (REC) representative
- Each class will take turns leading one liturgy in the school year
- School evangelization project to develop student faith leaders
 - Development of Youth Music Ministry
- REC to provide short (10-15 minute) learning sessions at staff meetings throughout the school year
- Recognize students living the virtues in monthly recognition awards.
- Collaborate with staff on ideas of how to incorporate more prayers throughout the school day (snack, lunch, end of day) within classrooms



DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

Board Priority/Local Goal: Students understand what it means to live in a relationship with Jesus Christ.

Outcome: Students will hear, learn, and model their lives guided by faith and the Church.

MEASURES

Survey Questions

Students (Elementary & Secondary)

- I learn about faith and God at school.
- Teachers and students speak about faith, and I learn how to live the way God wants me to.
- I have the opportunity to participate in religious celebrations and activities.

Staff (Teachers)

- Teachers help students understand how faith can guide the way they live their lives.
- The school provides students an opportunity to pray and grow in their faith.
- I have the opportunity to participate in religious celebrations, activities or functions at the school or parish.

Parents

- My child has the opportunity to participate in religious celebrations and activities.

STRATEGIES

- Share parish events for training youth in ministries (e.g. Alter Serving, Readers, etc.)
- Each class to attend regularly scheduled daily Masses (fall & spring) at St. Anthony Parish
- School-Wide monthly liturgies, either at school or parish
- All students participate in grade-level retreats
- Daily Morning Prayer (All students in the gymnasium)
- School Year theme focusing on faith
- Encourage student involvement in youth and family events with the parish (e.g. Youth Night, Family Games Night, etc.)
- Staff to share faith stories with students
- Opportunity to participate in reconciliation, led by Father Felix, twice in the school year.

DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

Board Priority/Local Goal: Staff and students witness the gospel.

Outcome: Staff and students understand Catholic social teaching and witness the Gospel through acts of Social Justice and Charity.

MEASURES

Survey Questions

Students (Elementary & Secondary)

- My school organizes activities to help people who are in need, such as, support a food bank or collect clothes.

Staff (Teachers & Support Staff)

- The school helps those less fortunate through charity, good works, and social justice.

Parents

- The school helps those less fortunate through charity, good works, and social justice.

Anecdotal List of School Social Justice Projects

STRATEGIES

- Each grade chooses a charity to support or act of social justice to help others and explore “the why” behind that choice.
- Utilize STAR Catholic Guide for Planning Charity and Social Justice Projects provided by the division
- Inviting Father to come in to Bless any items/money collected before sending off the donations
- Sharing of our acts of charity and social justice on social media
- Support various local charities (local food bank, Santa’s Anonymous, Pantry Cupboard, Warming Hearts, Cause for Critters, etc.)
- Support national organizations that focus on good works (e.g. Terry Fox Foundation)
- Continue to support tuition for two students to attend the AWASO Canadian Academy in Ghana.

DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

Board Priority/Local Goal: Enhance home, school, and parish relationships.

Outcome: Continue to build relationships and opportunities to collaborate between the parish, school, and home, which strengthens the faith community and the life of the Division.

MEASURES

Survey Questions

Students

- I have the opportunity to participate in religious celebrations and activities.

Staff (Teachers & Support Staff)

- I have the opportunity to participate in religious celebrations, activities or functions at the school or parish.

Parents

- My child has the opportunity to participate in religious celebrations and activities.
- Faith is incorporated into school communications.

STRATEGIES

- Whole school Mass at St. Anthony Parish
- Monthly liturgies with Father Felix as the presider
- Invitation to parishioners to school liturgies
- Reconciliation at School led by Father Felix, joined by visiting priests
- Shrove Tuesday with the Catholic Women's League and Knights of Columbus members cooking for students
- Principal attends parish council meetings
- Grade 4 Bible celebration
- Various grade level retreats using the parish
- St. Anthony Feast Day celebration
- Recognize students who receive sacraments with a card and cross
- Invite Father Felix to school events
- Share parish events with school families
- Invite Father Felix to contribute to Peek at the Week
- Encourage communication between staff and parish
- Opening Mass
- Staff participation in Catholic Education Sunday
- Encourage Mass attendance through staff socials

DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

The ministry develops and implements curriculum that enables all students to achieve provincial student learning outcomes and monitors student progress through administering provincial assessments. Student growth and achievement refers to many different aspects including educational programs, academic achievement, student well-being and citizenship to name a few. To help ensure the success of all students, student growth and achievement are measured in the following areas:

PROVINCIAL ACHIEVEMENT TESTS

Provincial Achievement Tests (PATs) allow students, parents, and teachers to clearly identify areas of strength and areas in need of additional support. PAT exams are measured by the students who achieved the acceptable standard and the percentage of students who achieved the standard of excellence on the exams.

STRATEGIES

- Track student progress from data to identify areas of strength and areas of growth. Develop interventions to address these areas
- School Intervention Team - providing additional, individualized and small group support for students in need
- Attendance Monitoring - supporting families to ensure students are maximizing learning opportunities
- ELL Strategies
- School Leadership Team/Professional Learning Communities - analyzing previous data to find strengths and areas of growth
- Targeted intervention (common literacy block for grades 1-4)
- Common Math Vocabulary Bank
- Continue to utilize curricular and instructional resources to support differentiation, learning, and engagement (e.g. Mathology, Empowering Writers, Leveled Literacy Intervention, Fountas and Pinnell, Reading A to Z, Guided Reading)
- Collect data on student growth using assessment tools (e.g. Acadience, Alberta Ed Numeracy Screen, Fountas and Pinnell)
- Explicitly teach test taking strategies
- School Intervention Team (SIT) to explore additional supports for students in need.
- Learning Support Facilitator to support teachers in providing strategies which support students with learning.



DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

PROVINCIAL GOAL: EARLY YEARS LITERACY & NUMERACY ASSESSMENTS

Literacy and numeracy play a vital role in living, learning and working in today's society. Alberta students need strong literacy and numeracy skills to navigate and make meaning in an increasingly complex and technology-driven world.

Outcome: Students who use literacy and numeracy in all subjects develop breadth and depth in their literacy and numeracy skills and gain a deeper understanding of the subjects themselves.

MEASURES

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

- A list of the Alberta Education approved screening assessments used at each grade level
- The total number of students assessed at the beginning of the school year at each grade level
- The total number of students identified as being at risk at the beginning of the school year at each grade level
- The total number of students identified as being at risk at the end of the school year at each grade level
- The average number of months behind grade level after the administration of the initial assessments for at risk students
- The average number of months gained at grade level after the administration of the final assessments for at risk students
- A summary of support strategies used for students identified as being at risk at each grade level



DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

PROVINCIAL GOAL: EARLY YEARS LITERACY & NUMERACY ASSESSMENTS

STRATEGIES

- Analyze data from universal literacy and numeracy assessments (Alberta Education Numeracy Screen, Acadience)
- Collaborate with staff on how to build interventions for early learners identified as needing tier 2 and tier 3 supports
- Collaborate with the Specialized Learning Support Team to build programming for early learners
- Access Provincial Unit Funding (PUF) for 3 and 4 year olds in Preschool to support early learning and growth.
- EYE Assessment in Kindergarten
- Continue to provide support for English Language Learners
- School Intervention Team (SIT) meet regularly to discuss and choose specific supports for students in need. SIT will also hold a monthly meeting after school to incorporate teaching staff.
- Incorporating guided reading and small groups to create a targeted approach to instruction and learning.
- Encourage the use of guided math to support student learning through differentiation and using Mathology



DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

PROVINCIAL GOAL: CITIZENSHIP

Active citizenship produces motivated and responsible learners and enables students to make a positive contribution to society. This is measured by the percentage of teachers, parents, and students who are satisfied that students model the characteristics of active citizenship.

STRATEGIES

- Donating to organizations and charities (Food Bank, Mitten Tree, Warming Hearts Cupboard, AWASO)
- Focus on virtue of the month & recognizing those who display that virtue
- Grade 5 & 6 Lunch Helpers in younger classrooms
- Book Buddies - Older students reading with younger students
- Technology Buddies - Older students helping younger students while using Chromebooks
- Student Leadership Elective
- Participate in Student Vote
- Collaborate with staff on incorporating the foundational conditions of The Third Path (safety, belonging, regulation, and positivity)
- Monthly recognition awards
- Opportunities for students to be leaders in active citizenship



DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

PROVINCIAL GOAL: STUDENT LEARNING ENGAGEMENT

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

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

Measures

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

STRATEGIES

- Create a house-system to support student to student and staff to student connections.
- Increased access to technology
- Focus on strong pedagogical practices for staff that engage students by sharing best practices.
- Support new curriculum implementation sessions
- Encourage and hold the expectation for students to reach high levels of learning (RTI philosophy).
- Ensure instruction and assessment are aligned.
- Opportunity for junior high students choice in CTF courses
- Experiential learning on field trips
- Invite Guest Speakers to present on various topics throughout the school year
- Differentiate learning to support a variety of students
- Utilize professional learning communities to plan for student engagement.

DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

Board Priority/Local Goal: A focus on mental health and well-being.

Outcome: When we support student mental health, we support student success. When students are in a state of emotional, behavioural, and social well-being, they are able to enjoy life and deal with its challenges.

MEASURES

Surveys:

Students (Elementary)

- At my school there is at least one adult who listens and cares about me
- My school is a place where I feel I belong
- I know how to get help if I am struggling with my mental health
- I have a trusted adult in my school who I can ask for help
- I learn how to manage my emotions in stressful situations
- I have opportunities to be involved in and connected to my school
- I feel safe at school
- I have a friend at school

Students (Secondary)

- I have a positive and healthy relationship with at least one adult in my school
- My school is a place where I feel I belong
- I know how to get help if I am struggling with my mental health
- I have a trusted adult in my school who I can ask for help
- I learn how to manage my emotions in stressful situations
- I have opportunities to be involved in and connected to my school
- I feel safe at school
- I have a friend at school

Staff (Teachers & Support Staff)

- I am able to develop trusting relationships with the students in my care
- I am able to support the social and emotional well-being of the student(s) I work with
- I am able to effectively support student regulation
- Our school has internal supports and structures to assist students with their social and emotional well-being
- The Third Path provides a framework that assists me in supporting students

DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

STRATEGIES

- Collaborate with staff to create an implementation plan using The Third Path to support student safety, regulation, connections, engagement, and sense of self.
- Continue providing opportunities for staff to take part in mental health training
- Collaborate with School Council to host speakers focused on supporting parents
- Continued communication with parents
- Referrals to School Intervention Team
- Referrals to Family School Liaison Worker by staff, students or parents
- Whole staff Supporting Individuals through Valued Attachments training
- Continue to train Violent Threat Risk Assessment Team for Level 1 and 2
- Traumatic Events System training for admin
- Provide students with specific accommodations to provide a sense of inclusion and belonging.
- Determine which students are not connecting with positive adults in their lives, then work on connections.
- Support parents through learning opportunities about student mental health
- Family and School Liaison Worker (FSLW) deliver programs which encourage positive mental health to classes, small groups and individual students (Mind Up, Zones of Regulation, Worry Woos, Boys Group, Friendship Groups)
- Staff intentionally meet and greet students in the morning.
- Joining as a community in the morning
- Students attend faith retreats



DOMAIN 3: TEACHING & LEADING

PROVINCIAL GOAL: EDUCATION QUALITY

Provincial Plan/Education Quality is a provincial measure under Teaching and Leading. It is measured by the percentage of teachers, parents, and students who are satisfied with the overall quality of basic education.

MEASURES

Graph of Overall School Results

A visual demonstration of the overall satisfaction of the school community with quality of education.

Graph of Detailed School Results

A visual demonstration of the detailed satisfaction of teachers, parents, and students with quality of education.

STRATEGIES

- Monthly School Leadership Team and Staff Meetings
- Bi-weekly School Intervention Team Meetings
- School Council advise school administration on strategies for school improvement
- Use of universal assessment tools (Acadience, Alberta Education Numeracy Screen, Fountas & Pinnell)
- Increased access to technology
- Focus on strong pedagogical practices for staff that engage students by sharing best practices.
- Support new curriculum implementation sessions
- Encourage and hold the expectation for students to reach high levels of learning (RTI philosophy).
- Ensure instruction and assessment are aligned.
- Opportunity for junior high students choice in CTF courses
- Experiential learning on field trips
- Invite Guest Speakers to present on various topics throughout the school year
- Differentiate learning to support a variety of students
- Collaborate with staff to determine more best practices to student engagement
- Utilize professional learning communities each week to plan for student engagement.
- Supporting Individuals through Valued Attachments Training and Third Path Training for staff

DOMAIN 3: TEACHING & LEADING

Board Priority/Local Goal: Continue to build and develop staff capacity.

Outcome: Staff enhances their expertise through opportunities to build their capacity, at all stages in their career, through mentorship and meaningful professional development opportunities.

Star Catholic School Division recognizes that excellence in education for students largely determined by qualified and committed staff. You can find our Administrative Procedure on [Teacher Growth, Supervision and Evaluation \(AP 411\)](#) on our website: www.starcatholic.ab.ca

MEASURES

Surveys:

Staff (Teachers)

- I have opportunities for meaningful Professional Development.
- I have opportunities to access division and school supports (i.e. Coaches, Directors, Mentors, Family School Liaison Worker, and Learning Support Facilitators for Professional Development).

Staff (Support Staff)

- I have opportunities for meaningful Professional Development related to my role.
- I have opportunities to access division and school supports (i.e. Coaches, Directors, Mentors, Family School Liaison Worker, and Learning Support Facilitators for Professional Development).

List of Professional Development Sessions During the School Year

DOMAIN 3: TEACHING & LEADING

Board Priority/Local Goal: Continue to build and develop staff capacity.

Outcome: Staff enhances their expertise through opportunities to build their capacity, at all stages in their career, through mentorship and meaningful professional development opportunities.

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STRATEGIES

- Establish a school professional development plan for required PD
- Support mentorship sessions for new teachers and those that are new to the district & the profession
- Access professional development for educational assistants to build their capacity
- Bring in external professionals to deliver their expertise in professional development opportunities
- Provide opportunities for teacher collaboration, both with grade partners and within divisions
- Encourage staff to access the Staff Development Fund
- Support staff in accessing the Central Office Learning Team. First, by sharing with staff what the role of each person on the team is and how they can support them.
- Support of New Curriculum Sessions
- Utilize staff meeting time to have school leaders present relevant information in an engaging way.
- Staff will attend Reflection Day, Learning Day, ATA Institute, EA Conference, Administrative Assistants Day, and Teachers' Convention



DOMAIN 3: TEACHING & LEADING

Board Priority/Local Goal: Foster a culture of collaboration and leadership development.

Outcome: Staff are provided with structured opportunities to collaborate and be involved in leadership.

MEASURES

Surveys:

Staff (Teachers)

- I have the opportunity to participate in school leadership at my school. (e.g. School Leadership Team, Acting Admin, School Intervention Team, Extra-curricular, facilitating PD, etc.)
- I have the opportunity to collaborate in a professional learning community (PLC).
- Teachers in our school value professional learning communities (PLC).

STRATEGIES

- Communicate how each of the roles support teachers, support staff and students:
 - School Leadership Teams (SLT)
 - Student Intervention Teams (SIT)
 - Professional Learning Communities (PLCs)
 - Religious Education Committee (School Lead) (REC)
 - Indigenous Education Lead
 - Learning Support Facilitator (LSF)
 - PowerSchool Lead
 - Family School Liaison Worker
- Utilize committees to provide additional, short-term, opportunities for leadership and involvement
- Provide REC School Lead and Indigenous Education Lead with 0.1FTE each for this role
- Learning sessions at Staff Meetings led by lead teachers/staff (REC, Indigenous Education, LSF, PowerSchool, FSLW)
- Encourage teachers to try taking the role of relief administrator when the principal and vice principal are away.

DOMAIN 3: TEACHING & LEADING

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

Outcome: When staff experience positive social, emotional, and physical wellbeing, they are better able to fulfill their role in supporting students.

MEASURES

Surveys

Staff (Teachers & Support Staff)

- I am aware of available resources to support my wellness.
- I utilize the resources and information that are provided to support my wellness
- I understand the different dimensions of wellness into my own life (ie. Physical, social, and emotional)
- We learn about and incorporate wellness in my workplace

STRATEGIES

- Form a committee on staff wellness to support planning staff wellness events
- Provide learning opportunities for staff wellness within staff meetings and professional development days focusing on the dimensions of wellness
- Provide staff with SIVA training
- Promote wellness opportunities through benefits (ASEBP)
- Encourage sharing of personal best practices for wellness



DOMAIN 4: LEARNING SUPPORTS

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

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

Outcome: Using resources to create optimal learning environment where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.

STRATEGIES

- Staff take part in district safety training modules to promote physical safety
- Advocate for school facility improvement initiatives with the district through IMR reporting
- Communicate with maintenance and district facilities director throughout the school year regarding upgrades to our facility, both maintenance and capital projects
- Work with the district facilities director and lead custodian to understand and develop procedures for standard cleaning protocols for the school
- Incorporate student work in decorative displays within the school
- Promote St. Anthony School identity, visually, within the school and through social media
- Develop house team model (mixed grades in one house team) for students to promote belonging and connection
- Share through social media ways our school promotes a positive, inclusive environment (orange shirt day, pink shirt day, staff vs students challenges, junior high dances, grade 8 wake-a-thon, BBQs, parent events, liturgies, field trips, retreats, etc.)
- Provide staff with Supporting Individuals through Valued Attachments (SIVA) training then use this model school-wide
- Collaborate with other schools on best practices for continued growth for The Third Path
- Connect with the Division Wellness Coordinator to explore ideas on supporting students, as needed.
- Continue to review standards and train (as needed) team members for Violent Threat Risk Assessment (VTRA), Applied Suicide Intervention Skills Training (ASIST), and Mental Health Literacy

DOMAIN 4: LEARNING SUPPORTS

PROVINCIAL GOAL: ACCESS TO SUPPORT & SERVICES

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

Outcome: Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.

STRATEGIES

- Collaboration with external service providers (Drayton Valley Youth Hub, Alberta Health Services, Family Resource Network, Drayton Valley Library, Brightwood Ranch, RCMP, etc.)
- Provide staff with Supporting Individuals through Valued Attachments (SIVA) training then use this model school-wide
- Collaborate with other schools on best practices for continued growth for The Third Path
- Connect with the Division Wellness Coordinator to explore ideas on supporting students, as needed.
- Connect with Director of Student Services, as needed, to better understand resources and the needs of our students
- Continue to review standards and train (as needed) team members for VTRA, ASIST, and Mental Health Literacy
- Access Jordan's Principle Grant Funding, where available



DOMAIN 4: LEARNING SUPPORTS

Board Priority/Local Goal: First Nation, Métis and Inuit students are successful.

Outcome: More First Nation, Métis and Inuit students meet or exceed identified measures.

MEASURES

Surveys

Students (self-identified only):

- Building trust with the Indigenous community: students, caregivers, staff
 - ◇ My school is a place where I feel I belong
 - ◇ I feel safe at school
 - ◇ I have a friend at school
 - ◇ (Elementary) At my school there is at least one adult who listens and cares about me
 - ◇ (Secondary) I have a positive and healthy relationship with at least one adult in my school

Students (Elementary)

- I learn about First Nations, Métis, and Inuit history, culture, and traditions

Students (Secondary)

- Our school provides opportunities to learn more about First Nations, Métis, and Inuit history, culture, and traditions

Staff (Teachers)

- First Nations, Métis, and Inuit Elders/knowledge keepers, cultural advisors or community members are invited into our school.
- Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values.
- I support the learning experiences of my students by using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis, and Inuit.
- I am building capacity in my understanding of First Nations, Métis, and Inuit Culture.

Staff (Support Staff)

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

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

DOMAIN 4: LEARNING SUPPORTS

STRATEGIES

- Professional Development focusing on Foundational Knowledge to support Admin/Teacher knowledge
- Use the resource boxes developed by the Central Office for First Peoples' teachings
- Utilize the Under One Sun Resource
- Recognizing/Participating in special recognition days/events such as National Indigenous Peoples Day, Orange Shirt Day, Moose Hide Campaign, and Red Dress Day (MMIW Awareness Day)
- Utilizing Learning with our Tipi
- Allow opportunities for students and staff to participate in smudging throughout the school year
- O Canada presented in Cree in rotation with English and French
- Share daily land acknowledgement at morning assembly
- Create visual displays of First Nations, Metis and Inuit cultural representation within the school
- Indigenous Lead to provide support and learning opportunities to staff
- Connect with local Elders and Knowledge Keepers to build relationships and create learning opportunities for both staff and students.
- Connect with self-identified students and families to seek feedback and to build relationships.



DOMAIN 4: LEARNING SUPPORTS

Board Priority/Local Goal: Recognize and support the diverse learning needs of ALL students through the Response to Intervention Model.

Outcome 1: Quality core instruction is foundational to success for all and is grounded in solid assessment practice.

Outcome 2: Quality assessment practice will assist in the provision of targeted support for both academically gifted and struggling students.

Outcome 3: Quality assessment practice will assist in the provision of intensive support for both academically gifted and struggling students.

MEASURES

Surveys:

Students (Elementary)

- In my classroom, I am encouraged to learn in different ways (e.g. technology, group work, on my own).
- At school, adults help me when I ask
- I get feedback from my teacher on assignments
- I know what is expected on assignments (outlines, rubrics)
- I have opportunities to practice and improve my learning before a test

Students (Secondary)

- I understand how I learn best and am able to communicate this with my teacher
- Adults help me when I ask.
- I get feedback from my teacher on assignments
- I know what is expected on assignments (i.e. outlines, criteria, rubrics)
- Teachers provide exam outlines, so I know what to study
- I have opportunities to practice and develop my understanding before a test

Staff (Teachers)

- Please rate your understanding of the Alberta Assessment Consortium visual, "Assessing Student Learning in the Classroom".
- I use data to establish intervention targets for students who have not mastered core concepts
- I use data to establish intervention targets for students who have mastered core concepts and would benefit from enrichment
- I am comfortable with utilizing available intervention strategies, tools and supports
- I provide criteria for assignments to students (i.e. outlines, rubrics)

Parents

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

DOMAIN 4: LEARNING SUPPORTS

STRATEGIES

- Develop a strategic Response to Intervention plan to further support our school's goals
- Teachers will access resources, school supports and division supports to meet student needs
- Continue to develop RTI training with staff to help them to understand how to implement in all areas
- Use universal data (Acadience, F & P, Alberta Ed Numeracy Screen, PATs) to target and identify students needing intervention
- Staff will implement RTI Tier 1, Tier 2 and Tier 3 strategies for student support
- Utilize Specialize Learning Supports Team (SLP and OT) to support students with needs.
- Teachers will provide outlines, criteria, rubrics, etc. to set expectations for assignments
- Staff will support the use of agendas to assist students in organizational skills
- Teachers will provide timely feedback to students on learning tasks.
- Teachers will provide formative assessments to guide instruction
- Provide support to teachers, parents, and students on using PowerSchool to optimize feedback on learning
- Teachers will differentiate within the classroom to meet the needs of all learners
- Teachers will provide a variety of learning opportunities for students to determine how they learn best.



DOMAIN 5: GOVERNANCE

PROVINCIAL GOAL: PARENTAL INVOLVEMENT

Parental involvement and engagement leads to student success, and are high priorities for STAR Catholic.

Research clearly demonstrates that parents who understand the school philosophy, know the school staff and participate in school activities are more likely to be satisfied with the education that their children are receiving. Parents need meaningful opportunities to participate in all facets of their child's schooling. They often want to be part of the decision-making process, and have access to information and ideas on a continuous, as-needed basis. (Building the Learning Team, AB Education, 2006)

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

STRATEGIES

- School Council
- Volunteer opportunities inside and outside of the classroom
- Conferences regarding student learning with teachers
- Student-led conferences
- Open invitation to morning prayer
- Invitation to school masses, liturgies, and recognition awards
- School Social Media, specifically to share with parents what students are showcase student learning
- Hot lunch program
- School family events (barbeques, donuts for dads, etc)
- Meet the Staff night
- Surveys
- STAR Catholic Parent Information Sessions
- Parents coaching sports teams

DOMAIN 5: GOVERNANCE

SUPPLEMENTAL DOCUMENTS

School Budget 2023-2024

Budget Summary

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

St. Anthony

Revenue and Allocations to Budget Center

	2023-2024 Play Budget (May)		2022-2023 Spring Budget	
Base Allocations	\$2,348,611	74.8%	\$2,155,100	74.7%
Specialized Learning Support (SLS) Allocations	\$330,216	10.5%	\$328,037	11.4%
Pre-K PUF	\$15,000	0.5%	\$15,000	0.5%
Faith Development Allocations	\$22,906	0.7%	\$21,960	0.8%
ELL Allocations	\$14,520	0.5%	\$16,800	0.6%
FNMI Allocations	\$59,716	1.9%	\$39,600	1.4%
Federal Government	\$0	0.0%	\$0	0.0%
Other Program Allocations	\$21,583	0.7%	\$18,871	0.7%
One-Time Allocations	\$0	0.0%	\$138,053	4.8%
Facility Services Allocations	\$184,586	5.9%	\$0	0.0%
Local Revenues & Fees	\$70,050	2.2%	\$151,212	5.2%
Transfers between Schools, Departments & SGF	(\$5,840)	-0.2%	\$0	0.0%
Previous Year Unspent and Surplus Allocations	\$80,000	2.5%	\$0	0.0%
Total Revenue and Allocations to Budget Center:	\$3,141,348	100%	\$2,884,633	100%

Expenditures

	2023-2024 Play Budget (May)		2022-2023 Spring Budget	
Ungrouped Object Codes	\$0	0.0%	\$0	0.0%
Certificated Staff	\$2,351,668	74.9%	\$2,234,599	77.5%
Uncertificated Staff	\$628,663	20.0%	\$472,902	16.4%
Services Contracts and Supplies	\$161,018	5.1%	\$157,132	5.4%
Amortization (Depreciation)	\$0	0.0%	\$0	0.0%
Held in Reserve	\$0	0.0%	\$20,000	0.7%
Total Expenditures:	\$3,141,349	100%	\$2,884,633	100%

Summary

	2023-2024 Play Budget (May)	2022-2023 Spring Budget
Total Revenue and Allocations to Budget	\$3,141,348	\$2,884,633
Total Expenditures	\$3,141,349	\$2,884,633
Variance	(\$1)	(\$1)