



A C A D É M I E  
**SAINT-ANDRÉ**  
A C A D E M Y

# EDUCATION PLAN

2024-2027



# SCHOOL PROFILE

Académie Saint-André Academy offers a dual track, English - French Immersion program for students in kindergarten to grade four. There are two sections of both English and French Kindergarten – one section with students attending full-days on Mondays and Wednesdays with additional Fridays and the other sections with students attending full-days on Tuesdays and Thursdays with additional Fridays. We have two sections of each grade one through four in English. Two sections of grade 1 French and one class of each grade 2, 3 and 4 French.

We are blessed to have a full-time administrative assistant who lovingly specializes in tooth pulling, band-aid provisions, daily check ins and super-powers beyond belief. Additionally, we have a part-time Learning Commons specialist who assists both in and out of the library, ensuring our students develop a love of reading.

As Saint Thomas Aquinas' only P3 school, we work hard to maintain a solid working relationship with our direct neighbors to build a community of sharing and respect.

Académie Saint-André Academy is a family-centered school community built on a foundation of faith and love.

# ADMINISTRATIVE TEAM'S MESSAGE

## MR. CURT BARON & MS. MICHELLE SYMES



Welcome/Bienvenue to Académie Saint-André Academy.

The 2023-2024 school year has progressed to be one of continued learning and growth for all stakeholders of Académie Saint André Academy. As a school community, we strive to continually expand our potential so that we can help our students develop academically, socially and morally to become the outstanding individuals that God wants them to be.

Our ability to focus solely on the needs of primary and elementary students allowed for the implementation of academic and behavioural programming at a very concentrated level. This focus has created a solid school environment.

Our staff has worked diligently to create a strong faith-based culture. It has been, and will continue to be, a team effort as we strive to be an important part of the Beaumont community. As a school community, we have created a rich tradition with our students, staff, parents and parish. We pride ourselves on creating a school where students feel safe, respected and challenged to reach the potential that God has planned for them.

We are proud of the close relationship we have built with the Catholic community of St. Vital. On going thanks go out to this wonderful community for their continued prayers and for supporting Catholic education at Académie Saint-André Academy, as well as all of our other St. Thomas Aquinas Catholic Schools.

Michelle Symes and Curt Baron

# MEET YOUR LOCAL TRUSTEES



Liz Taylor-Sirois

## Beaumont Trustee

Liz Taylor-Sirois and her husband Denis have resided in Leduc County for 25 years. She is employed by Covenant Health in emergency admitting at the Grey Nuns Hospital. Liz has four daughters and 10 grandchildren, several attending Mother d'Youville and Académie Saint-André Academy. She enjoys gardening, walking, pontoon boating and hosting celebrations for family and friends. Liz attends St. Vital Parish, is a member of the Catholic Women's League, and also is the Parish Activities coordinator. Serving in her first term, Liz believes quality Catholic education is so very important and provides hope for our children. She believes that our Catholic schools are another avenue for promoting the Gospel of Jesus.

# DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

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

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

## MEASURES

### Survey Questions

#### Students (Elementary & Secondary)

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

#### Staff (Teacher & Support Staff)

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

#### Parents

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

**Anecdotal list of PD offerings that are specific to faith listed in the AERR.**

## STRATEGIES

- **Divisional Reflection Day** focused on the divisional theme for the year.
- **Opening mass** with our sister school.
- **Teaching mass** with Fr. Les.
- **Three unique PD sessions** offered to staff with a focus on school identified needs and based around the theme of the division.
- **September retreat** will be held led by our Faith Life and Religious Education Coordinator followed by staff fellowship and relationship building.
- **PLC collaboration** on grade level faith outcomes.
- **Face-to-Face Ministries** will hold a school-wide retreat geared with messaging at the appropriate age level.
- **Opportunities for faith development** are also made available through division based PD opportunities.
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# DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

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

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

## MEASURES

### Survey Questions

#### Students (Elementary & Secondary)

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

#### Staff (Teachers)

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

#### Parents

- My child has the opportunity to participate in religious celebrations and activities at the school or parish.

## STRATEGIES

- Through permeation , teachers find opportunities to share their faith journey with students in all subject areas.
- Staff prayer daily as well as daily prayer during announcements brings focus to community faith needs. Teachers are class leaders for prayers and in-class faith celebrations.
- Opportunities for students to lead prayer during class following modelling demonstrated by teachers
- Monthly faith presentations allow teacher and students to share faith experiences.
- Weekly class newsletters allow teachers and students the opportunity to share with parents the faith experiences that occurred during the week.
- Social media posts tied to the 5 marks, highlighting how teachers lives are guided by faith.
- Saint of the Month
- Provide staff and students opportunities for learning about the Holy Mass at assembly (ie. Vestments, Vessels and Furnishings)

# DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

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

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

## MEASURES

### Survey Questions

#### Students (Elementary & Secondary)

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

#### Staff (Teachers & Support Staff)

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

#### Parents

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

### Anecdotal List of School Social Justice Projects [Populated in AERR]

## STRATEGIES

- Planning sub-committee for Social Justice or Charity project for each Catholic season.
- School-wide monthly social justice opportunities involving student and parent participation. These include food drives, Christmas hamper drive, and creating prayers for those in need.
- Involving parents and community members in school-wide Social Justice projects through letters and social media.
- Teachers create opportunities for students to see how their faith, put into action, can influence others. The year divided into 5 sections where each grade level leads the school in a two month long social justice projects. (ie. Daily through morning announcements or weekly at assemblies)
- Conscientious focus on the 5 Marks of An Excellent Catholic School with submissions to GRateful Advocates for Catholic Education (GRACE).
- Clothing donations from our Lost and Found

# DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

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

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

## MEASURES

### Survey Questions

Students (Elementary & Secondary)

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

Staff (Teachers & Support Staff)

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

Parents

- My child has the opportunity to participate in religious celebrations and activities at our school or parish.
- Faith is incorporated into school communications.
- I am invited to school faith events.

### List of School Masses/Celebrations and Connections to Outside Organizations

- 4 school masses (1 held at the Parish)
- CWL in to do Rosary and Stations of the Cross
- K of C – Basketball Free Throw
- CWL and K of C – Shrove Tuesday

### Summary of Involvement Between Home, School, Parish, and Parish Priests

- Grade 4 Bible Blessing and visit with Father
- CWL donation of Graphic Bibles
- Worked in conjunction with the parish to promote sacraments
- School registration ad run through the parish bulletin
- Teaching mass led by Fr. Les



# DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

## STRATEGIES

- The Giving Tree (Advent)—collecting gifts for families on need
- Grinch Project (Advent)—Grade ECS and Grade 1 students—How we help others
- Dress Lenten Person—Social justice project where students bring donations to get “clothes” for Lent person. All proceeds were donated to the Katherine Drexal home in Edmonton
- Spring Family Dance—Food Bank collection
- Catholic Women’s League attends school to do the rosary and stations of the cross
- Knights of Columbus attend Shrove Tuesday celebrations and run the basketball free throw.
- Classroom visits and blessings by the Parish Priest.
- Grade 4 bible blessing and class discussion led by Parish Priest.
- Masses in conjunction with the Parish both at St. Vital and ASAA.
- Worship team choir leads music ministry at the Parish
- Weekly Advent celebrations.
- Faith teaching at Weekly assemblies
- End of the year Food and Fellowship opportunity to gather the school community to further strengthen the school, home, parish bond.
- Each grade takes a 2 month period of time to focus their students on a particular school-wide faith project. (ie. Grade 2 is doing a kindness project where each time someone is being kind, they get a pom-pom to put into a basket that will be counted at the end of the project and then showered over Mr. Baron at assembly)
- Recognizing students who have received sacraments

# DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

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

**Outcome:** When we support student mental health, we support student success. Students in a state of emotional, behavioural, and social well-being, are able to learn, build resilience, and thrive.

## MEASURES

### Surveys:

#### Students

- (Elementary) At my school there is at least one adult who listens and cares about me
- (Secondary) I have a positive and healthy relationship with at least one adult in my school
- My school is a place where I feel I belong
- I know who to talk to to get help if I am struggling with my emotions or mental health
- I have a trusted adult in my school who I can ask for help
- I learn how to manage my emotions in stressful situations
- I have opportunities to be involved in and connected to my school (teams, clubs, volunteering, etc.)
- I feel safe at school
- I have a friend at school
- I am encouraged to do my best so I can reach my full potential

#### Staff (Teachers & Support Staff)

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

#### Parents

- I have the opportunity to participate in my child's school and/or education (parent teacher interviews, celebrations, extra curricular activities, field trips, school council, parent information night, etc.)
- I feel welcome when I contact or visit my child's school
- My child has a friend at school
- My child feels safe at school
- My child has one or more adult(s) that care about them at school
- My child feels a sense of belonging at school
- My child knows who to talk to if he/she needs help or is struggling with emotions or mental health
- My child has access to supports that enhance social-emotional learning (self-awareness, building positive relationships, responsible decision-making, etc.)
- My child has the opportunity to reach his or her full potential
- My child has one or more adult(s) that care about them at school

# DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

## STRATEGIES

- Family School Liaison Worker (FSLW) working with small groups , individual students and parent groups
- FSLW will do universal strategies with ALL classrooms (Mind up ~ a program to increase emotional awareness ~ in ECS, 1,2 and 3; Growth Mindset ~ a program designed to push students through challenges in Gr 4
- School wide student surveys to determine planning changes needed
- School Leadership Team focus on social emotional needs of the school
- Teachers and Educational Assistants (EAs) have a personal connection with the students in the school
- Model and practice the essential conditions of the Third Path ~ a program designed to build resilience in students
- Adult assistance for students who are in a state of stress and dysregulation where they are unable to control their emotions.
- Reading buddies program to foster cross-grade relationships.
- Student leadership team.
- Recognition of birthdays on announcements and at assemblies.
- Recognition of students who have lost teeth on a common bulletin board.
- Weekly student recognition at assemblies.

# DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

## PROVINCIAL ACHIEVEMENT TESTS

**Provincial Goal:** PAT Acceptable/Excellence

**Background:** The ministry develops and implements curriculum that enables all students to achieve provincial student learning outcomes and monitors student progress through administering provincial assessments. Student growth and achievement refers to many different aspects including educational programs, academic achievement, student well-being and citizenship to name a few.

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

## MEASURES

### Provincial Achievement Exams

- The percentage of students who achieved the Acceptable Standard and the percentage of students who achieved the Standard of Excellence on Provincial Achievement Tests (based on cohort):
  - Overall and specific course results for all students;
  - Overall and specific course results for self-identified First Nations, Métis and Inuit students; and
  - Overall and specific course results for students who require and receive English language supports (codes 301/303).

# DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

## STRATEGIES

- Due to the K-4 nature of our school, our students do not complete Provincial Achievement Exams, making this category not applicable.

# DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

## PROVINCIAL GOAL: EARLY YEARS LITERACY & NUMERACY ASSESSMENTS

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

**Outcome:** Students who use literacy and numeracy in all subjects develop breadth and depth in their literacy and numeracy skills and gain a deeper understanding of the subjects themselves. (AB Education, Literacy and Numeracy, FAQ).

## MEASURES

### Literacy and numeracy results for students in grades one to three that includes:

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

**[Populated in AERR]**

# DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

## STRATEGIES

- Literacy and numeracy screening for Gr 1-4 in October, March and May
- Kindergarten 'Early Years Evaluation' screening and Brigance screening September/October
- Levelled Literacy Intervention in English for 8 week intervals
- GB+ (Groupe Beauchemin) - A levelled literacy intervention resource in French
- Precision Reading intervention for 10 week intervals to increase reading fluency
- Guided reading groups
- Mathology intervention in class—for students to work on targeted areas of need.
- Precision math pull out for students to increase their math fact fluency
- Math centers to target deficiencies and enrichment.
- Vocabulary building with ELL students
- Use of iPads/Chromebooks to assist with targeted intervention
- Heggerty/UFLI phonemic awareness lessons
- Google translate
- Read & Write for Google

# DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

## PROVINCIAL GOAL: CITIZENSHIP

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

## MEASURES

- Teacher, parent and student agreement that students model the characteristics of active citizenship.
- Results and evaluations for the overall measure and each respondent group:
  - Teachers
  - Parents
  - Students

## STRATEGIES

- Collaboration between grades to build community. ie. reading buddies, special art projects
- School recycling program - learning to care for our environment
- Morning assemblies weekly in the gym with a focus on student recognition and citizenship
- Treaty 6 Land Acknowledgement in both French and English
- Development of a personalized Land Acknowledgement with input from students.
- Recognition of Black History Month, Orange and Pink Shirt Day, Remembrance Day (in collaboration with Ecolé Dansereau Meadows School), and Indigenous Day
- Explicit teaching of what active citizenship means and looks like.
- Social justice projects.
- School wide rules and expectations



# DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

## PROVINCIAL GOAL: STUDENT LEARNING ENGAGEMENT

This is a provincial measure of student engagement in their learning at school.

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

### MEASURES

- Teacher, parent and student agreement that students are engaged in their learning at school.
- Results and evaluations for the overall measure and each respondent group:
  - Teachers
  - Parents
  - Students
- Graph of Overall Authority Results

### STRATEGIES

- Teachers provide a variety of activities to engage students in their learning. This includes working with technology, using manipulatives, group work, etc. as well as allowing students to display their learning in multiple ways.
- Survey of a cross section of our senior student to discuss what specific strategies would work to help them become more engaged in their learning, especially in the areas of Math and Language. These strategies were shared with the teaching staff.
- Powerschool portal is available for parents to access information about their child's progress and learning.
- A weekly email from teachers to parents regarding what is coming up in the following week and sharing insights about the last week's learning is sent each Sunday.
- Social media posts showing different activities that students engage in with descriptions for parents that explain how the learning is translatable to real-life experience (ie. Students building ~ "Future architects at work")
- In School and out of school Field Trips

# DOMAIN 3: TEACHING & LEADING

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

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

Star Catholic School Division recognizes that excellence in education for students is largely determined by qualified and committed staff. You can find our Administrative Procedure on [Teacher Growth, Supervision and Evaluation \(AP 4.11\)](#) on our website: [www.starcatholic.ab.ca](http://www.starcatholic.ab.ca)

## MEASURES

### Surveys:

#### Staff (Teachers)

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

#### Staff (Support Staff)

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

### List of Professional Development Sessions During the School Year [Populated in AERR]

## STRATEGIES

- Regular Professional Development days that align with divisional priorities and goals
- Division Central Office Learning Team newsletter for division learning opportunities.
- Opportunities for regularly scheduled Professional Learning Communities both internally and across schools
- School Leadership Team, Professional Learning Communities, School Intervention Team, Learning Support Facilitator (French and English, Family School Liaison Worker)
- Student Learning Services team makes regular visits (Psychologist, Occupational Therapy, Physical Therapy, Speech)
- Educational Assistants Conference, additional EA PD opportunities
- EA opportunities to meet weekly
- Flexible choice in Professional Development. Balance between divisional, personal and admin directed (Learning Day, Alberta Teacher's Association Institute Day, Reflection Day, etc.)
- Implementation of regular Educational Assistant and Teacher collaboration time

# DOMAIN 3: TEACHING & LEADING

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

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

## MEASURES

### Surveys:

Staff (Teachers)

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

## STRATEGIES

- Opportunities to be involved with School Leadership Team, Professional Learning Communities, School Intervention Team, Religious Education Committee, First Nations Metis and Inuit staff lead.
- Designated Principal (when administration is away)
- Language AND Grade level Professional Learning Committees.
- Report Card committee member
- Levels of Achievement committee member
- Safety committee member
- PLC time is dedicated in school hours.
- Cross school collaboration for PLC
- Grade level PLC opportunities for new curriculum at Central Office

# DOMAIN 3: TEACHING & LEADING

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

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

## MEASURES

### Surveys

#### Staff (Teachers & Support Staff)

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

## STRATEGIES

- Homewood Health number is posted
- Employee and Family Assistance Program information is provided to staff
- Staff Retreat to support mental health
- 3 half day Professional Development sessions with a focus on social, emotional and physical wellness
- Soup for the Soul—an opportunity to share a meal as a staff
- Sunshine Fund—a staff recognition program if staff have a death, birth, marriage, etc. in their family
- Open door policy—an opportunity for staff to come and share their needs with administration and our Family School Liaison Worker
- Opportunities for staff to use the facilities (gym, etc.)
- Daily Prayer
- Group staff Halloween costume
- Incorporate areas of the Third Path into not only student but staff life
- Central Office Learning Team “Wellness Wisdom”
- Monthly staff wellness opportunities (ie. popcorn bar)
- Friday Team Talk Time—an opportunity for all support staff to come together for wellness sessions facilitated by our FLSW
- Social committee provides opportunities for staff to gather outside of school hours
- Staffroom/bathroom ‘make over’ to create a positive, calm space.

# DOMAIN 3: TEACHING & LEADING

## PROVINCIAL GOAL: EDUCATION QUALITY

**Outcome:** Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students.

## MEASURES

- Teacher, parent and student satisfaction with the overall quality of basic education
- Results and evaluations for each respondent group:
  - Teachers
  - Parents
  - Students

## STRATEGIES

- Response To Intervention process involved a daily literacy intervention block that is geared specifically to the needs of each student. Through a cycle of daily Guided Reading with small groups of students, teachers and educational assistants help students progress through ever increasing levels of reading skills. Students are grouped with students of similar abilities and challenges so that staff can be strategic in their instruction.
- Further targeted support was provided for tier two and three students in areas of reading, writing and math through Learning Support Facilitators and Educational Assistants working with individuals or small groups of students on a pull-out basis.
- Comprehensive process for the development of Learning Support Plans and Individual Program Plans. These plans involve input from staff and parents and students when appropriate. They lay the groundwork for serving student's needs in a comprehensive and consistent manner.
- Yearly survey to parents regarding their satisfaction of the quality of basic of education with a focus on areas of growth and success.
- Ongoing consultation with staff regarding the educational success of our students.
- Teacher collaboration to ensure consistency across grades and languages
- In-depth staff discussion of the Annual Education Results Report (AERR) and additional supports required.

# DOMAIN 4: LEARNING SUPPORTS

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

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

## MEASURES

### Surveys

#### Students (self-identified Indigenous only):

- My school is a place where I feel I belong
- I feel safe at school
- I have a friend at school
- (Elementary) At my school there is at least one adult who listens and cares about me
- (Secondary) I have a positive and healthy relationship with at least one adult in my school

#### Students (Elementary)

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

#### Students (Secondary)

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

#### Staff (Teachers)

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

#### Staff (Support Staff)

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

**Accountability Pillar & PAT/DIP results specific to First Nations, Metis and Inuit students  
[Populated in AERR]**

# DOMAIN 4: LEARNING SUPPORTS

## STRATEGIES

- First Nations, Metis and Inuit Professional Development available for all teachers through central office to enhance teacher knowledge and understanding.
- Professional Learning Communities focused on FNMI outcomes from the curriculum and how they could best teach these to the students. Lessons were developed and shared among teachers.
- Expert presenters brought in (Elders, dancers, drummers, story teller)
- Treaty Land Acknowledgement is done in both French and English at student assemblies and staff meetings
- Grade Level Indigenous Day including Indigenous foods
- School—wide Indigenous events to build awareness for both staff and students.
- Tipi set up and available for use by classes to create a visible space for staff and students to utilize.
- Indigenous Saint of the Month
- Indigenous Education lead shares learning from their Indigenous lead PD sessions at staff meeting
- Selection of Indigenous books/stories in our school library
- Under One Sun resources utilized for K-4.
- Explicit teaching about FNMI terminology, knowledge, culture and traditions
- Permeation of FNMI learning throughout all subject areas

# DOMAIN 4: LEARNING SUPPORTS

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

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

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

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

## MEASURES

### Surveys:

#### Students (Elementary)

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

#### Students (Secondary)

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

#### Staff (Teachers)

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

#### Parents

- Information about my child's learning is shared with me in a timely manner (PowerSchool, Google Classroom, email, etc.)
- My child knows what is expected of him/her on assignments or exams (rubrics, outlines, etc.)



# DOMAIN 4: LEARNING SUPPORTS

## STRATEGIES

- Our Response To Intervention process involves literacy intervention time that is geared specifically to the needs of each student both with remediation and enrichment. Through a cycle of daily Guided Reading with small groups of students, teachers and educational assistants help students progress through ever increasing levels of reading skills. Students are grouped with students of similar abilities and challenges so that staff can be strategic in their instruction.
- Targeted support provided for tier two and three students in areas of reading, writing and math through Learning Support Facilitators and Educational Assistants working with individuals or small groups of students on a pull-out or push-in basis
- Use of assistive technology for targeted students ( Read and Write Google)
- Student Learning Support team from our Central Office, working with teacher and Learning Support Facilitators to design and implement Individual Support Plans for designated students
- Specific equipment provided to meet individual student needs (ie. Change table, commode, lift, etc.)
- Assessment for Learning and backwards design is utilized by all teachers to ensure that outcomes are taught with the end goal in mind.
- Educational Assistant supports in classrooms
- Live reporting in Powerschool

# DOMAIN 4: LEARNING SUPPORTS

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

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

## MEASURES

- Teacher, parent, and student agree that learning environments are welcoming, caring, respectful, and safe.
- Results and evaluations for the overall measure and each respondent group:
  - Teachers
  - Parents
  - Students

## STRATEGIES

- Protocols in place and followed by staff and students to ensure the school is clean. ie, remove wet or muddy boots at the door, separating garbage and recycling.
- Students maintain and clean desk and locker area
- Staff and students are respectful of the supplies and equipment used in the school
- Nutrition Grant to ensure that need for food is met
- Restorative justice for discipline
- Positive phone calls, notes and emails home
- Front foyer bulletin board is decorated to display liturgical seasons and changes (ie. Advent, Lent)
- Administration greets students every morning and end of the day at both the bus and front door.
- In--person assemblies
- Weekly student recognition done during assemblies and monthly lunch reward for select student.
- Public recognition of weekly students on social media
- St. Andre shirts for all new students
- Ornaments on the Christmas tree for all staff and students
- Recognition on announcements of all staff and student birthdays

# DOMAIN 4: LEARNING SUPPORTS

## PROVINCIAL GOAL: ACCESS TO SUPPORT & SERVICES

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

## MEASURES

- Teacher, parent, and student agreement that students have access to the appropriate supports and services at school.
- Results and evaluations for the overall measure and each respondent group:
  - Teachers
  - Parents
  - Students

## STRATEGIES

- Division Student Learning Support Team—Speech Language Pathologist, Occupational Therapist, Wellness Coordinator
- School Based Learning Support Facilitator to assist with Inclusive Education Programming
- Family School Liaison Worker—to assist students with their social emotional needs
- Indigenous Education Lead teacher
- Division Crisis Response Team
- External Consultants (Psychology, PT, etc.)
- School wide interventions including Leveled Literacy Intervention and Guided Reading
- Wrap around services for students with exceptional needs (ie. Glenrose iPAS, FSCD, etc.)
- FSLW send out a monthly newsletter of the support available alongside the universal programs she is implementing.
- Highlight the good work happening in the school in terms of reading and writing., through the weekly email home to parents by teachers.
- Learning Commons technician helps to direct students to books that would be appropriate to their age and reading level.

# DOMAIN 5: GOVERNANCE

## PROVINCIAL GOAL: PARENTAL INVOLVEMENT

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

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

## MEASURES

- Teacher and parent satisfaction with parental involvement in decisions about their child's education
- Results and evaluations for the overall measure and each respondent group:
  - Teachers
  - Parents

## STRATEGIES

- An active school council group that is involved in consultation process with administration to advise on school direction.
- Parent involvement in various school events. ie. movie night, dances, hot lunch, year end food and fellowship BBQ, etc.
- Govt. survey of parents in grade 4.(Accountability Pillar Survey)
- Phone conversations, emails, and meetings with parents to guide student progress.
- Parent Engagement Grant money used for activities to engage families
- In-house parent survey to consolidate understanding of Accountability Pillar results
- Open door policy of administration to parents
- Encouraging staff to engage in informal conversations with parents to build relationships
- Family School Liaison Worker actively creating connections with parents
- Student led conferences (Display of Learning) for parents to see what their child knows)
- Invitation to school assemblies and masses
- Field trip volunteers
- Read –in week

# DOMAIN 5: GOVERNANCE

## PROVINCIAL GOAL: STAKEHOLDER ENGAGEMENT

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

The creation of our School Education Plan included input from many stakeholders including staff, students, and parents. As an administration team, we completed an inhouse survey of all students and parents. The results of these surveys we analyzed and strategies were developed to correlate with these responses. A cross section of grade 3 and 4 students were interviewed by administration regarding questions that garnered less positive results on the AERR and informed teachers of these answers as well as created strategies to correspond in the education plan. Our School Leadership Team (SLT) met to review strategies and brainstorm new and additional actions that would be beneficial to our students. School council was also consulted during our April meeting and their feedback and suggestions were incorporated into the school strategies.

# DOMAIN 5: GOVERNANCE

## SUPPLEMENTAL DOCUMENTS

- School Budget 2024-2025

### Budget Summary

St. Thomas Aquinas Roman Catholic Schools  
2024 - 2025 BUDGET SPRING LIVE

#### Saint-Andre

##### Revenue and Allocations to Budget Center

	2024 - 2025 BUDGET SPRING LIVE			
Reserves - Operating & Capital	\$137,072	5.1%	\$0	0.0%
School Fees - Regular Instruction	\$19,970	0.7%	\$0	0.0%
Base Allocations	\$1,785,995	66.9%	\$0	0.0%
Specialized Learning Support (SLS) Allocations	\$249,112	9.3%	\$0	0.0%
Pre-K PUF	\$0	0.0%	\$0	0.0%
Faith Development Allocations	\$19,895	0.7%	\$0	0.0%
French Language/Immersion Allocatons	\$118,254	4.4%	\$0	0.0%
English as Additional Language (EAL) Allocations	\$30,697	1.2%	\$0	0.0%
First Nations, Metis & Inuit (FNMI) Allocations	\$40,640	1.5%	\$0	0.0%
Other Program Allocations	\$16,968	0.6%	\$0	0.0%
One-Time Allocations	\$72,000	2.7%	\$0	0.0%
Facility Services Allocations	\$177,068	6.6%	\$0	0.0%
<b>Total Revenue and Allocations to Budget Center:</b>	<b>\$2,667,671</b>	<b>100%</b>	<b>\$0</b>	<b>100%</b>

##### Expenditures

	2024 - 2025 BUDGET SPRING LIVE			
Ungrouped Object Codes	\$61,151	2.3%	\$0	0.0%
Certificated Staff	\$1,905,452	71.4%	\$0	0.0%
Uncertificated Staff	\$579,542	21.7%	\$0	0.0%
Services Contracts and Supplies	\$116,590	4.4%	\$0	0.0%
Amortization (Depreciation)	\$4,936	0.2%	\$0	0.0%
Held in Reserve	\$0	0.0%	\$0	0.0%
<b>Total Expenditures:</b>	<b>\$2,667,671</b>	<b>100%</b>	<b>\$0</b>	<b>100%</b>

##### Summary

	2024 - 2025 BUDGET SPRING LIVE			
Total Revenue and Allocations to Budget	\$2,667,671		\$0	
Total Expenditures	\$2,667,671		\$0	
<b>Variance</b>			<b>\$0</b>	<b>\$0</b>