



Education Plan - St. Thomas Aquinas Catholic Schools 2024/2025

Academie St. Andre Academy

STAR CATHOLIC Division Assurance Plan 2023-2027 - OVERVIEW
(INCLUDES BOTH THE ED PLAN & AERR)

School Assurance Plan DIVISION OVERVIEW					
Domains	Domain 1: Grow & Affirm Catholic Identity	Domain 2: Student Growth & Achievement	Domain 3: Teaching & Leading	Domain 4: Learning Supports	Domain 5: Governance
Board Priority/ Local Goal	<p>1. Staff are provided with faith formation opportunities.</p> <p>2. Staff and students witness the Gospel and Catholic Social Teachings through acts of social justice & charity.</p>	<p>1. A focus on student mental health and well-being</p> <p>Provincial Goal: PAT Acceptable/Excellence & Diploma Exam Acceptable/ Excellence</p> <p>2. Early Years Literacy & Numeracy Assessments</p> <p>High School Completion*</p> <p>Citizenship*</p> <p>3. Student learning engagement.</p>	<p>1. Continue to build and develop staff capacity.</p> <p>2. Foster a culture of collaboration and leadership development.</p> <p>3. Staff are supported in their wellness.</p> <p>Education Quality *</p>	<p>1. First Nation, Métis, and Inuit students are successful.</p> <p>2. Recognize and Support the Diverse Learning Needs of ALL students through the Response to Intervention Model.</p> <p>Welcoming, Caring, Respectful, and Safe Learning Environment*</p> <p>Access to supports and services*</p>	<p>Research shows that parents who understand the school's philosophy, know the staff, and participate in activities are more likely to be satisfied with their child's education.</p> <p>Meaningful opportunities for involvement and access to information are crucial, as parents often wish to be part of the decision-making process.</p>
Outcomes:	<p>1. 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.</p> <p>2. Students will hear, learn, and model their lives guided by faith and the Church.</p> <p>3. Staff and students understand Catholic social teaching and witness the Gospel through acts of Social Justice and Charity.</p> <p>4. 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.</p>	<p>1. 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.</p> <p>2. 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).</p> <p>3. Learning improves when students find course content interesting and useful in their everyday lives.</p>	<p>1. Staff enhance their expertise through opportunities to build their capacity, at all stages in their career, through mentorship and meaningful professional development opportunities.</p> <p>2. Staff are provided with structured opportunities to collaborate and to be involved in leadership.</p> <p>3. When staff experience positive social, emotional, physical and spiritual well-being, they are better able to fulfill their role in supporting students.</p> <p>4. 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.</p>	<p>1. More First Nation, Métis, and Inuit students meet or exceed identified measures.</p> <p>2. 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.</p> <p>3. 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.</p> <p>4. 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.</p>	<p>Parent 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 children'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)</p>

Academie Saint Andre Academy
School Assurance Plan (Ed Plan & AERR) School Year: 2024-2025

Domain 1:	Grow & Affirm Catholic Identity	
Board Priority	Staff are provided with faith formation opportunities.	Students understand what it means to live in relationship with Jesus Christ. Staff and students witness the gospel Staff and students understand Catholic social teaching and witness the Gospel through acts of social justice and charity. STAFF & STUDENTS WITNESS THE GOSPEL AND CATHOLIC SOCIAL TEACHINGS THROUGH ACTS OF SOCIAL JUSTICE & CHARITY.
Outcomes:	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.	Students will hear, learn, and model their lives guided by faith and the Church
Measures:	Survey Questions (link)	Survey Graphs (link)
Results Report Components		
Data & Insights		
Insights, Implications and Conclusions	The data suggests that staff feel they have adequate and relevant faith PD opportunities. The results indicate that staff are using these opportunities to help them to further their journey of faith. We will continue to ensure that all staff understand they have access to and are welcome to attend.	Staff results indicate that as a school, we do an adequate amount of social justice and charity projects. They feel these are effective in helping the students understand their role in establishing God's kingdom on earth. 85% of parents agree or strongly agree that the school helps their child develop a sense of responsibility to help those less fortunate through works of social justice and charity. Moving forward, we will ensure that we are showcasing these opportunities to parents through our media outlets and weekly newsletters.

<p>Responding to the Data:</p> <p>Implementation Plan & Strategies:</p>	<ul style="list-style-type: none"> • 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 were also made available through division based PD opportunities. • Daily school-wide morning prayer. • Weekly prayer at assemblies. • Teachers create opportunities for students to see how their faith, put into action, can influence others. The year is divided into 5 sections where each grade level leads the school in a two month long social justice project. (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). 	<ul style="list-style-type: none"> • 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. • Clothing donations from our Lost and Found • 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
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Domain 2: Student Growth and Achievement		Student Growth and Achievement
Board Priority	A focus on mental health and well-being	PROVINCIAL PRIORITY Provincial Achievement Tests
Outcomes:	When we support 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.	PAT Acceptable/Excellence
Measures:	Survey Graphs (link)	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.
Results Report Components		Results Report Components
Data & Insights	Survey Graphs (link)	AB ED DATA (N/A)
Insights, Implications and Conclusions	<ul style="list-style-type: none"> Our results in this area see excellent scores, with a significant improvement in the area of program access. In the past year, our Family School Liaison Worker began to send monthly newsletters that teachers linked into their Week at a Glance emails home to parents. The addition of the monthly newsletter as well as an increase in communication from our FSLW to home can be directly linked to the improvement in this area. We will continue to employ these strategies moving forward. After completing Third Path training with our staff, they feel better equipped to support student resilience. Third Path continues to be used and teachers will continue to be given access to additional strategies to maintain these results. 	<ul style="list-style-type: none"> Due to the Kindergarten to Grade 4 nature of our school, we do not participate in Provincial Achievement Tests so this provincial priority can not be commented on.
Responding to the Data: Implementation Plan & Strategies:	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Due to the Kindergarten to Grade 4 nature of our school, we do not participate in Provincial Achievement Tests so this provincial priority is not applicable.

Domain 2: Student Growth and Achievement	
Provincial Goal	PROVINCIAL PRIORITY Citizenship
Background	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..
Results Report Components	
Data & Insights	AB EDUCATION DATA (link)
Insights, Implications and Conclusions	<ul style="list-style-type: none"> Our data in this domain shows a slight decrease, 0.6%, in our results while overall, our ranking is excellent. However, due to the decrease, we realize that we must be more explicit in our teaching of what citizenship is and means. We also recognize that although we do many things to encourage and promote citizenship, we must begin to name those to allow parents and students to understand what that is.
Responding to the Data: Implementation Plan & Strategies:	<ul style="list-style-type: none"> 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
Provincial Goal	PROVINCIAL PRIORITY Student Learning Engagement
Background	Background: learning improves when students find course content interesting and useful in their everyday lives.
Results Report Components	
Data & Insights	Survey Graphs (link)
Insights, Implications and Conclusions	<ul style="list-style-type: none"> Our results in this area have been maintained, and continue to be above the provincial average. Due to this information, we feel confident that by continuing to provide engaging, hands-on lessons, our percentages will continue to grow.
Responding to the Data: Implementation Plan & Strategies:	<ul style="list-style-type: none"> 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 students 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 and Leading	
Results Report Components - PROVINCIAL PRIORITY		
Data & Insights	Survey Graphs (link)	Survey Graphs (link)
Insights, Implications and Conclusions	<p>The data indicates that PD opportunities provided to Educational Assistants are not relevant to their role with their specific students. More meaningful, student centered professional development opportunities must be provided at both the school and division level. Alternatively, teachers felt they were provided with opportunities and as such, we will continue to do what we are doing.</p> <p><i>List of Professional Development Sessions During the School Year (Populated in AERR)</i></p>	<p>Our results indicate that teachers feel very supported in their opportunities to participate in school level leadership as well as peer to peer collaboration. This suggests that we should continue to encourage teachers to participate in whatever capacity they feel called to.</p>
Responding to the Data: Implementation Plan & Strategies:	<ul style="list-style-type: none"> • 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 Teachers Association Institute Day, Reflection Day, etc.) • Implementation of regular Educational Assistant and Teacher collaboration time • Learning sessions at Staff Meetings 	<p>Foster Positive Organizational Culture:</p> <ul style="list-style-type: none"> • 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 during school hours. • Cross school collaboration for PLC • Grade level PLC opportunities for new curriculum at Central Office

Domain 3:	Teaching and Leading
Provincial Goal	Education Quality - PROVINCIAL PRIORITY
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:	Survey Graphs (links)
Results Report Components	
Data & Insights	Survey Graphs (link)
Insights, Implications and Conclusions	Our results in this domain are excellent and have been maintained from previous years. Due to these data results, we will continue to employ the strategies that we have currently established..
Responding to the Data: Implementation Plan & Strategies:	<ul style="list-style-type: none"> • Response To Intervention process involving 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 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.

Académie St. André Academy Education Plan		
Domain 4:	Learning Supports	
Board Priority	First Nation, Metis, and Inuit students are successful. - DIVISION GOAL	Recognize and support the diverse learning needs of ALL students through the Response to Intervention model. DIVISION GOAL
Outcome:	More First Nation, Metis and Inuit students meet or exceed identified measures.	<ol style="list-style-type: none"> 1) Quality core instruction foundational to success for all and is grounded in solid assessment practice. 2) Quality assessment practice will assist in the provision of targeted support for both academically gifted and struggling students 3) Quality assessment practice will assist in the provision of intensive support for both academically gifted and struggling students.
Measures:	Survey Graphs (link)	Survey Graphs (link)
Results Report Components		
Data & Insights	Survey Graphs (link)	Survey Graphs (link)
Insights, Implications and Conclusions	Data indicates that our school is achieving excellence in providing genuine opportunities for students to be exposed to First Nation, Metis and Inuit teachings, elders and activities. This implies that we are doing well and should continue to maintain our current practice.	Our results in this domain are excellent and have been maintained from previous years. Due to these data results, we will continue to employ the strategies that we have currently established..
Responding to the Data: Implementation Plan & Strategies:	<ul style="list-style-type: none"> • 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 is 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 	<ul style="list-style-type: none"> • 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 - PROVINCIAL PRIORITY
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:	Survey Graphs (links)
Results Report Components	
Data & Insights	Survey Graphs (link)
Insights, Implications and Conclusions	While the data indicates that we are maintaining our results in this outcome, student survey results are lower than what we would like. Further investigation with students is required, looking into what new strategies should be implemented to increase their overall satisfaction in this domain.
Responding to the Data: Implementation Plan & Strategies:	<ul style="list-style-type: none"> • 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 5:	Governance
Provincial Goal	Parental Involvement - PROVINCIAL PRIORITY
Outcome:	Parent 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 children'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:	Survey Graphs (links)
Results Report Components	
Data & Insights	Survey Graphs (link)
Insights, Implications and Conclusions	Our overall results in this domain have improved to the excellence level. The data would indicate that our work in this domain is effective. We will continue to invite parents to be involved in all facets of their children's education.
Responding to the Data: Implementation Plan & Strategies:	<ul style="list-style-type: none"> • An active school council group that is involved in the 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 - PROVINCIAL PRIORITY
Outcome:	School authorities are expected to actively engage stakeholders to inform the development of local priorities and plans
Measures:	Survey Graphs (links)
Summary of Engagement	
Insights, Implications and Conclusions	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.

