



MEDICINE HAT CATHOLIC BOARD OF EDUCATION

St. Michael's School

School Educational Plan

2019-2020

St. Michael's School

MEDICINE HAT CATHOLIC BOARD OF EDUCATION



DISTRICT PHILOSOPHY

Our Mission

In partnership with family, Church and community, we provide Catholic Education of the highest quality to our students.

Our Vision

A Gospel-centered community committed to:

- Learning excellence
- Christian service
- Living Christ

Our Motto

Showing the Face of Christ to All.

Our Values

We believe that Catholic education is a ministry that is at the heart of the Church.

In our ministry, we value and celebrate:

Teaching and living our Catholic faith.

Our Catholic traditions.

Our ability to offer a full range of educational programs for all students.

The uniqueness of each child (that each child is special).

Principal's Message: Mrs. Shannon English:



St. Michael's School is the dedicated Fine Arts Focus Elementary school within the Medicine Hat Catholic Board of Education. This year we mark our 29th year as a fine arts focus school and our 54th year as part of Medicine Hat Catholic! Students at St. Michael's enjoy increased opportunities to learn through the fine arts in the areas of music, drama, visual arts and dramatic movement. We are extremely proud of this heritage and look forward to many more years in offering Catholic Education through the arts.

St. Michael's School offers an education based on the traditions of our Catholic faith that is both a preparation for life and a way of living out the Gospel message in all that we do. Catholic Education provides for the physical, intellectual, emotional and spiritual development of every child. Special emphasis on the fine arts and their integration throughout the curriculum develops creativity and personal initiative, growth in self-esteem and encourages a desire for life-long learning. Cooperation among families, school staff and our parishes within St. Michael's community is demonstrated by a commitment to the school mission

School Profile

St. Michael's opened its doors to students in 1965. In 1968 the addition of a gym and east wing was constructed. Further expansion included the completion of our drama facility and one classroom in September 2000. In 2010 two new modular classrooms were added to the east wing and another in 2012 to accommodate our increased enrollment. St. Michael's is the designated school for students from NW Crescent Heights, areas of NE Crescent Heights, Riverside and Redcliff. Currently our school has a population of 166 students from kindergarten to grade six with an additional students enrolled in our Early Learning Program. In addition to our instructional hours, St. Michael's offers an Out of School Care Program with before and after school hours which is housed in our school gymnasium and stage area.

St. Michael's School: Enrolment Trends

Grade	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11
K	25	31	23	23	26	34	34	22	38	35
1	26	19	24	21	32	27	25	39	26	38
2	15	25	20	30	30	25	29	26	34	27
3	24	28	31	25	24	30	20	31	31	33
4	25	28	24	25	28	22	28	35	30	31
5	23	27	23	29	25	32	32	30	34	33
6	28	20	31	24	30	33	24	32	28	33
Total	166	178	176	177	195	203	192	215	221	230

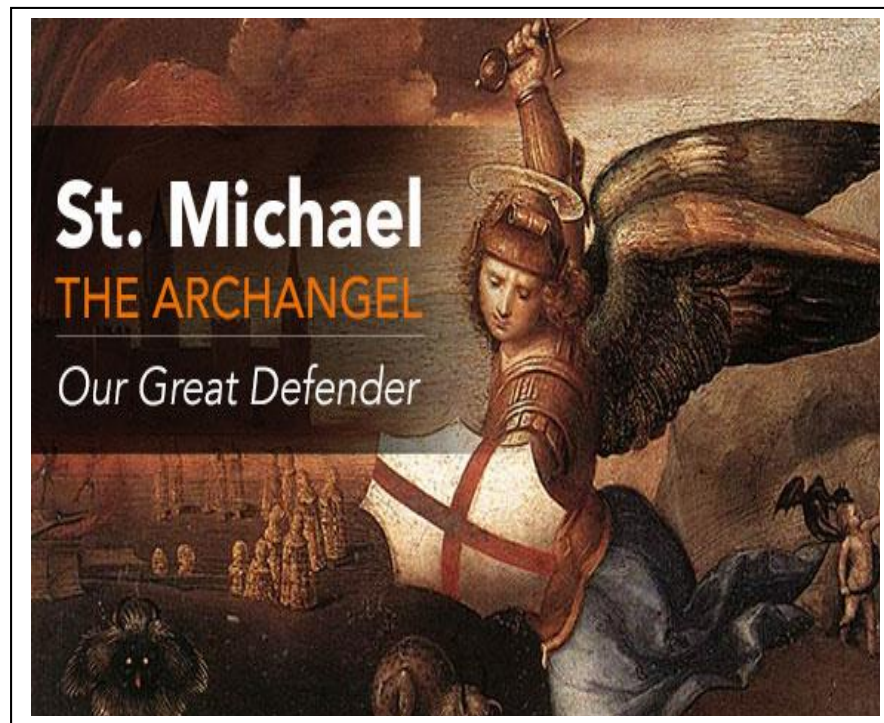
Why a School Education Plan?

Continuous improvement is an expectation within our schools. Planning and reporting processes at the school level are essential for focusing efforts to improve the quality of education provided to students. Each year schools complete an annual plan. School plans focus on the strategic priorities of the District and align with the Provincial Annual Education Results Report (AERR).

The Medicine Hat Catholic Board of Education held a Strategic Planning session. The Strategic Planning session provided an opportunity for stakeholders to review the vision, mission, values, and to articulate the strategic priorities for the district.

Representatives from stakeholder groups included trustees, senior administration, central office staff, and school based administration.

Based on the responses, the stakeholder groups brainstormed possible themes. The information collected was used to develop *District Strategic Priorities*. The Strategic Priorities are the focus for the MHCBE 3 year plan (**2019-2022**) and for *School Based Annual Plans* for the **2019-2020** school year.



Developing our Priorities for the School Education Plan

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

Each priority includes strategies for implementation at the District and school level and provides outcomes for *what success looks like*. Working together, in partnership, the priorities will become achievable.

The Medicine Hat Board of Trustees is committed to strategic planning as a systematic process for developing a long term vision that engages stakeholders in meeting the needs of all students who attend the Medicine Hat Catholic School District.

Faith Technology
Literacy Numeracy
Mental Health Support
Parent Involvement

5 Strategic Priorities for 2019-2020

Strategic Priorities



District & School

Strategic Priority #1

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

District Goal: Enhancement of Catholic Education.

Strategic Priority #2

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

*Outcome One: Alberta students are successful.

*Outcome Three: Alberta's education system respects diversity and promotes inclusion.

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

Strategic Priority #3

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

*Outcome One: Alberta students are successful.

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

Strategic Priority #4

Effectively use technology to support learning.

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

Strategic Priority #5

Foster meaningful parental involvement and stakeholder engagement.

*Outcome One: Alberta students are successful.

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

*Outcome Three: Alberta's education system respects diversity and promotes inclusion.

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

**Annual Education Results Report (AERR) Outcomes*

Priority 1 – WHAT THE DISTRICT WILL DO

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

District Goal – The Enhancement of Catholic Education

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

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

District Goal – The Enhancement of Catholic Education

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

Priority 1 – WHAT THE SCHOOL WILL DO

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

District Goal – The Enhancement of Catholic Education

District Strategies	Indicators of Success
<p>1. Inspired by a Supernatural Vision. -Prayer as a foundation for the school and school day.</p> <p>- Student involvement with the Rosary in Rosary making club - Celebrating the Feast of St. Michael the Archangel and adoption of the prayer to Saint Michael.</p>	<p>-Students and Staff to engage in prayer 4 times daily, as well as staff attendance at Monday morning prayer group and staff adoption of an unborn baby and prayer for the child.</p> <p>- Number of students in the weekly creation sessions. - Student participation in the Feast of St. Michael Mass, as well as the school sponsored mass held on the feast day. Introduction of students to the saints and the lives they led... use of Holy Heroes website.</p>
<p>2. Founded on Christian Anthropology - Religious retreats planned by the division and the participation in these retreats -Monday morning assemblies include a Gospel/seasonal message of that is Faith based -integration of Bible passages, and Bible trivia to the assembly</p>	<p>-Grade 4 students attended the Bible liturgy held at Holy Family Parish, and have invited the Religious Education director in for “Lectio Devina” -discussions on assemblies with teachers and students.</p> <p>-participation of students in the Bible trivia</p>
<p>3. Animated by Communion and Community - Partnership with St. Louis and St. Francis and the community of St. Patrick’s parish to celebrate mass 3 times a year. -Adoption of visible seasonal symbols of our Faith -Stations of the Cross at St. Joseph’s home during Lent -Promotion to Equip in the school and at assemblies</p>	<p>- Student participation in the tri-school masses as well as the school sponsored mass at St. Patrick’s parish. - Bulletin boards and artwork displayed has a faith component to it. - Class participation in the Stations of the Cross -Inclusion of Youth co-ordinator as a standing assembly item, and the number of students at this level enrolling for Confirmation.</p>
<p>4. Imbued with a Catholic Worldview throughout its Curriculum. -Permeation of Faith through curriculum, and the introduction of an Intergenerational Choir</p>	<p>-Presentations by students for drama/music for example have a Faith based component- tableaus for the Stations of the cross, music for masses sung in music class. As well as visits to the Teoda and other homes for Seniors as an opportunity to praise together.</p>

<p>5. Sustained by Gospel Witness. -Inclusion of social justice projects adopted at the school.</p>	<ul style="list-style-type: none">- Participation in the Thanksgiving drive for the food bank, parent council "Coin Carnival" where proceeds go to the St. Vincent de Paul society, Mary's meals.
---	---

Priority 2 – WHAT THE DISTRICT WILL DO

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

AERR *Outcome One: Alberta students are successful.

AERR *Outcome Three: Alberta’s education system respects diversity and promotes inclusion.

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

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

Priority 2 - WHAT THE SCHOOL WILL DO

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

AERR *Outcome One: Alberta students are successful.

AERR *Outcome Three: Alberta’s education system respects diversity and promotes inclusion.

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

School Strategies	Indicators of Success
1. Staff participate in mental health in-services- SIVA, VTRA, ASSIST	Administrator(s), teachers and learning assistants participating in professional development session either for first time certification or recertification.
2. CCT Involvement in classrooms on Thursdays	Involve CCT in delivering Health and Religion lessons
3. CCT led groups. i.e. Lego Group, Girl’s group, Grade 1	Attendance of students at groups and reduction of social incidences at the school
4. Continuation of support by the School Liaison Counsellor-Mr. Neil Bainbridge. Connecting with students and parents as well as providing connections to community resources and services.	Number of families connected with outside groups FSCD, Bridges, McMan, as well as those seeking other professional interventions.
5. Collaboration with out of school providers to assist students with more prevalent mental health needs. (Psychiatrists, physiologists, counsellors and pediatricians)	Attendance of partners/providers at CPC meetings and plans provided to assist students in dealing with MH needs.
6. Staff Wellness Evenings (paint nights, pool night, exercise classes, escape room activities. Staff appreciation days and small recognition each month.	Building staff collegiality and reduces stress and anxiety, producing more productivity.

Priority 3 – WHAT THE DISTRICT WILL DO

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

AERR *Outcome One: Alberta students are successful.

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

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

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

AERR *Outcome One: Alberta students are successful.

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

School Strategies	Indicators of Success
1. Reading buddies throughout the school	-Variety of activities besides simply partner reading such as collaboration on writing projects, video projects, and public speaking.
2. St. Michael's Library and programming as well as the Book Fair to promote continued literacy in students	Student use of the library , records of books signed out and read, participation in contests and Book Fair.
3. School society commitment to donate funds to every grade to increase classroom library content as well as enhance learning through Field Trips and activities.	- Classroom libraries and learning experiences are enriched leading to student engagement and increased success.
4. Online literacy and numeracy programs available through the school budget –(Reading A-Z, Raz Kids, Starfall, Mathletics, etc)	- Student engagement leads to continued literacy and success.
5. Physical Literacy hallway installed	- Use of physical literacy as a mind break, increases student success and achievement.
6. Participation in the district sponsored FNMI PD Day, as well as FNMI lead teacher present in the school allows for learning opportunities including Orange Shirt day, Drumming circles etc.	-Student and staff participation in these school and district sponsored events.

Priority 3 – WHAT THE SCHOOL WILL DO

Priority 4 – WHAT THE DISTRICT WILL DO

Strategic Priority #4 Effectively use technology to support learning

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

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

Priority 4 – WHAT THE SCHOOL WILL DO

Strategic Priority #4: Effectively use technology to support learning

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

School Strategies	Indicators of Success
1. Continued use of educational sites (Learning A-Z, Raz kids, etc. to enhance engagement.	-increased reading levels assisted by the use of digital sites. Reading to be measured by the Gates-McGinitie reading assessment.
2. Adoption of Google as a form of staff communication, specifically through the use of Google sheets to record anecdotes for student tracking and records	Number of incidences recorded, and open communication between staff involved.
3. Continued use of Mathletics and prodigy to promote math enhancement and engagement.	-incremental improvements in math.
4. Using technology to keep parents involved in the classroom activities through programs such as Remind, or Blooms, Instagram, Facebook and twitter.	-Parent feedback on pictures, videos and reactions to activities in the classroom and the school.

Priority 5 – WHAT THE DISTRICT WILL DO

Strategic Priority #5: Foster meaningful parental involvement and stakeholder engagement

AERR *Outcome One: Alberta students are successful.

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

AERR *Outcome Three: Alberta’s education system respects diversity and promotes inclusion.

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

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

Priority 5– WHAT THE SCHOOL WILL DO

Strategic Priority #5: Foster meaningful parental involvement and stakeholder engagement

AERR *Outcome One: Alberta students are successful.

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

AERR *Outcome Three: Alberta’s education system respects diversity and promotes inclusion.

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

School Strategies	Indicators of Success
1. Integrate the use of Social media platforms to communicate and engage stakeholders	-The number of responses to Instagram, Facebook and Twitter account postings.
2. Implement the use of Blooms, P, communication book, email, Parent Teacher Interviews and Meet the Teacher Night to develop/maintain effective communication with parents.	-Parents are aware of the many ways they can access their child’s progress, as well as the number connected through the various methods
3. Implementation of a MMM for parents to communicate the weekly events, as well as the newsletter	-number of parents subscribing to the newsletter and the weekly event update.

SCHOOL NAME: Accountability Pillar

Accountability Pillar Overall Summary
 Annual Education Results Reports - Oct 2019
 School: 6874 St. Michael's School



Measure Category	Measure	St. Michael's School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	89.0	94.0	92.3	89.0	89.0	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	88.0	88.9	87.3	82.2	81.8	81.9	Very High	Maintained	Excellent
	Education Quality	84.9	97.9	95.6	80.2	90.0	90.1	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.8	2.3	2.9	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.1	78.0	77.5	n/a	n/a	n/a
	PAT: Acceptable	78.8	90.3	84.8	73.8	73.6	73.6	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	PAT: Excellence	18.7	20.2	13.3	20.8	19.9	19.6	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	89.8	83.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	68.3	55.7	55.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	84.8	63.4	62.2	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	69.0	58.7	58.7	n/a	n/a	n/a
	Work Preparation	84.4	100.0	91.9	89.0	82.4	82.6	Very High	Maintained	Excellent
	Citizenship	89.8	89.2	88.4	82.9	83.0	83.5	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	100.0	92.9	83.8	81.3	81.2	81.1	Very High	Improved	Excellent
Continuous Improvement	School Improvement	84.4	98.6	93.6	81.0	80.3	81.0	Very High	Maintained	Excellent

RESPONDING TO ACCOUNTABILITY PILLAR RESULTS

School Strategies by Measure	Indicators of Success
Safe & Caring Schools	Majority of staff is trained in First Aid, SIVA. Review/Update student handbook yearly to include new legislations and Aps Presentations at assemblies. CCT presentations School Liaison counsellor working with students.
Student Learning Opportunities	Increase use of technology, RAZ kids, Mathletics, Prodigy Timetabling for PLC between teachers. Fine Arts block timetable for PLC and for student engagement in the Arts. Increased use of Google as a classroom tool and for activities
Student Learning Achievement	Statistical assessment of PAT results. Continued teacher tutorial opportunities for students outside the classroom. Use of learning assistants in the classroom.
Preparation for Lifelong Learning, Citizenship, World of Work	Service projects, leadership, all clubs offered at the school level i.e. lego club, girls club Religion class and implementation of service projects RAK day , Seniors home visits, intergenerational choir opportunities.
Parental Involvement	Parent Council, email, newsletters, Blooms, online calendar and website. Parent emails, phone calls, parent teacher interviews Meetthe Staff nights, Coin Carnival, family dances, Popsicles with the Principal Administration and teacher presence at parent council meetings and parent activities.
Continuous Improvement	PD days including staff collaboration time. Teacher's Convention Collaborative time timetabled during the week for teachers, staff meetings, and assembly. PLC groups. Fine Arts block allows for collaboration

--	--

St. Michael's - Educational Plan

2019-2020

All 9 Medicine Hat Catholic Schools will post our annual Education Plans on our websites

School Education Plans are developed in partnership with our school staff and parent community.

The Medicine Hat Catholic Board of Education is committed to providing quality education to the students entrusted in our care.

We thank you for your interest in this document. For more information please contact your School Principal.

