



ÉCOLE MOTHER TERESA SCHOOL

2019 - 2020

SCHOOL IMPROVEMENT PLAN

Principles of Practice

- We honour our children.**
- We provide a safe and secure environment.**
- We live and proudly proclaim our Catholic Christian faith.**
- We provide quality education in a Catholic environment.**
- We pray as an educational community.**
- We practice servant-leadership.**
- We focus on our mission through clarity of purpose.**
- We value our staff.**

Vision:

"Nurturing The Spirit, While Feeding the Mind - Nourissant l'esprit, en dirigeant l'intellecte"

Mission:

École Mother Teresa Catholic School philosophy is based on the teachings of our namesake and hero, Saint Teresa of Calcutta. The spiritual, academic, and emotional needs of every child are at the forefront of all that we do. The school community welcomes the input from our parents and recognizes them as their children's primary advocate and educator. The school and families work in union for the ultimate success of all children. With the contribution and support of Our Lady of the Assumption Parish, we strive to provide the highest quality Catholic education to every child in our school.

As a Catholic school, we endeavor to foster within each child the Christian values of the Catholic Church and to encourage the application of these values in the child's daily interactions with others.

Through permeating Christ's teachings in our curriculum, applying the Eight Characteristics of Catholic Identity, and infusing the Christian values in our words and actions with parents and children, we see every member of the community as a valued and precious child of God.

It's our mission to provide the highest quality Catholic education to every child we serve in a safe and caring environment. With the cooperation of our families and our parish, we take great pride to set an example of excellence and unlimited potential for all.

School Profile

École Mother Teresa School is a unique school in Red Deer Catholic Regional School. Located in Sylvan Lake, it is part of a multi-campus facility with École Fox Run School of the Chinook's Edge School Division. Our schools run independently of each other, but we do share common spaces - these include 3 full-size gymnasiums, a fine arts center, a foods and fashions lab, and a building and construction lab. We also work in team during all safety procedures to ensure we are keeping the entire building secure.

For the 2019-2020 school year, École Mother Teresa School has 526 students from grades 4 to 9. We have 174 elementary students, 352 middle school students, with 144 of those students enrolled in French Immersion.

We offer a full range of academic and exploratory courses including health, band, foods, musical theater, outdoor education, recreational education, and construction. Students can explore technology in our visual arts and project based learning classes, and explore their artistic side through our art, photography, and videography courses.

In response to our division focus on LIFT, our timetable has been designed to provide as much support as possible for our inclusion/literacy/numeracy focus, providing co-teaching environments and modifying our collaboration time. As a dual language school, we ensure that our French Immersion students and English students are receiving support through LIFT programming.

The staff of École Mother Teresa School are enthusiastic and committed to providing the greatest support for all students to ensure continued success. Our primary mission is to always spread the Good News and make Christ known to every student.

Accountability Report Card

Measure Category	Measure	Mother Teresa			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	91.3%	92.6%	94.1%	89%	89%	89.3%	Very High	Declined	Good
Student Learning Opportunities	Program of Studies	93.2%	89.3%	92.6%	82.2%	81.8%	81.9%	Very High	Maintained	Excellent
	Education Quality	94.8%	92.8%	95%	90.2%	90%	90.1%	Very High	Maintained	Excellent
	Drop Out Rate	0%	0%	0.4%	2.6%	2.3%	2.9%	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.1%	78%	77.5%	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	80.8%	82.8%	84.6%	73.8%	73.6%	73.6%	High	Maintained	Good
	PAT: Excellence	14.3%	13.3%	16.4%	20.6%	19.9%	19.6%	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.6%	83.7%	83.1%	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24%	24.2%	22.5%	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.3%	55.7%	55.1%	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	64.8%	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	59%	58.7%	58.7%	n/a	n/a	n/a
	Work Preparation	90.9%	85.3%	91.6%	83%	82.4%	82.6%	Very High	Maintained	Excellent
	Citizenship	85.9%	89.3%	92%	82.9%	83%	83.5%	Very High	Declined Significantly	Acceptable
Parental Involvement	Parental Involvement	88.1%	78.2%	85.2%	81.3%	81.2%	81.1%	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	92.5%	89.4%	93.2%	81%	80.3%	81%	Very High	Maintained	Excellent

Faith Outcome FO.1: Nourished by grace and a personal relationship with Jesus Christ, we joyfully embrace, live, and teach the Gospel spirit.

Performance Measures:	Current Results	Average
I learn about the Catholic Faith at my school.	98.3%	98.8% (3 Yr)
Prayer helps me feel closer to God.	93%	94.8% (3 Yr)
I believe that God created me.	91.7%	94.9% (3 Yr)
I believe that the Catholic Faith teaches me a good way to live.	95%	96.9% (3 Yr)
I learn about God in all my classes.	84.7%	88.8% (3 Yr)
(Grade 4) My teachers show me what it is like to be friends with Jesus. (Grade 7 & 10) My teachers show me what it is like to develop a relationship with Jesus.	93.5%	94.4% (3 Yr)
I learn about the Sacraments at my school.	92%	94.7% (3 Yr)
I let others see God in me.	92.7%	92.7% (1 Yr)
My school helps me to see God in all things.	93.7%	93.7% (1 Yr)
Every person in our school is a child of God and made in His image.	91%	91% (1 Yr)
I respect others even if they are different than me.	97.3%	97.3% (1 Yr)
We celebrate student successes at our school.	95%	95% (1 Yr)

AERR Comments (November)
<p>With the support of our faith coaches, we created a social justice plan to guide our charitable works and social justice initiatives. Our aim was to ensure our students and community were engaged in an authentic way in supporting the marginalized. Our Hands of Mother Teresa Social Justice Team lead us through the Step Up to the Plate Campaign during the Lenten season and we have sponsored two international students from Guatemala through Chalice. We continued to celebrate the everyday displays of Sacramentality and Humanness within our building through our monthly Crusader awards, daily announcements, and sharing our God moments both in classrooms and staff meetings. We had strong support from parents/families across all categories. We recognized there is a need to target Middle School in particular, to support Middle School staff in the sharing of their Faith with our middle school students, to ensure continued support are provided to ensure consistency of permeation across all subjects. In reviewing our Schollie survey, students in Grade 7 scored a 39% when asked if 'they learn about God in all their classes. This same group of students also scored a 69% on 'Every person in our school is a child of God and made in His image.' We are seeing a disconnect with our Middle School students, their ability to articulate their faith journey and how they are a child of God. With this years faith characteristics on Spirituality and Rationality, we are looking to support our teachers to provide a 'rational framework based on faith' for our students to understand and discuss.</p>

Comment on School Goals (November)	Comment on Results (May)
<p>We started off the year with a school based faith retreat in Sylvan Lake. We gathered teacher input through a dotmocracy to guide our Education Plan this year. Teachers felt that everyone was on a different faith journey and that we all had to learn more about our faith so that we could handle some of the tough pluralistic issues that are brought forward by students. Having teachers understand the Catechism of the Catholic Church came to the forefront. Teachers have decided to create a Prayer Cafe where they can explore their faith together and bring forth these tough</p>	

<p>discussions, with the guidance of our Faith coaches, so that they are better informed. It is our staff's goal to be able to share our own personal faith journeys with less apprehension than what we had in the past. By doing this, we hope that students see that a faith journey is real and that everyone journeys through ups and downs. We also want to make faith come to life for students by having our students participate in faith music concerts in the school, the Red Deer Youth Conference in May, and by listening to guest speakers who share their faith.</p>	
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<p>Division Goals</p>

<p>FO.1.1 Enrich our division Catholicity by focusing on the two chosen characteristics of Catholic identity. (2019-2020 - Spirituality and Rationality)</p>
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<p>FO.1.2 Lessons are permeated in process or content to teach students how to evaluate their worldview by mastering provincial outcomes in a Catholic context.</p>

<p>School Goals</p>

<ul style="list-style-type: none"> • Enrich our school communities Catholicity by focussing in on the characteristics of spirituality and rationality.

<ul style="list-style-type: none"> • Lessons are permeated in process or content to teach students how to evaluate their worldview in a Catholic context.
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Outcome 1: Alberta's students are successful

Performance Measure	Results (in percentages)					Evaluation		
	2015	2016	2017	2018	2019	Achievement	Improvement	Overall
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	90.7%	87.2%	83.9%	82.8%	80.8%	High	Maintained	Good
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	22.2%	17%	19%	13.3%	14.3%	Intermediate	Maintained	Acceptable

Performance Measure	Results (in percentages)					Evaluation		
	2014	2015	2016	2017	2018	Achievement	Improvement	Overall
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Drop Out Rate - annual dropout rate of students aged 14 to 18	0%	1.2%	0%	0%	0%	Very High	Maintained	Excellent
High school to post-secondary transition rate of students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Performance Measure	Results (in percentages)					Evaluation		
	2015	2016	2017	2018	2019	Achievement	Improvement	Overall
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	87.1%	95.3%	91.3%	89.3%	85.9%	Very High	Declined Significantly	Acceptable

AERR Comments (November)

We recognize that our Provincial Achievement Test results in particular at the excellence level has seen a significant decline as well as a decline in our acceptable levels. We do have pockets of successes in particular our Science and Math in Grade 9, and we maintained levels of excellence in Grade 9 Math. As well, in our Social Studies Grade 6, we saw an upward trend in Acceptable and in Social Studies Grade 9 we saw an upward trend in both acceptable and excellence levels. There are issues in Grade 6 Math, Grade 6 Science, Grade 9 French Language Arts and Language Arts Grade 9 where our results indicate a 'concern'. We had a significant decline in Grade 9 Language Arts. Our French Immersion program has had an overall global downward trend in Provincial Achievement results with an evident decline in FI Social Studies Grade 6. Through LIFT 3.0 collaboration in French Immersion, and specified LIFT focus with reciprocal teaching we are looking to embed supports to teach to the edges in our French Immersion classrooms. We will continue to utilize division resources to provide professional development to our staff scheduled throughout the year targeting reciprocal teaching, assessment practices, feedback and numeracy. We will continue to review our Provincial Achievement Test (PAT) results to develop a plan to increase student academic language and test taking skills through a more robust (PAT) review based on professional

development 'Sprints' throughout the school year. Our Leveled Language Intervention (LLI) program goal was a successful support to 45 students last school year; 35 students went through the (4-6 week) program with an average increase of 3.25 levels in student literacy. This program has been continued through LIFT supports for the 2019/2020 school year with identified LLI supports targeted towards Grades 4, 6, 7 and 8 based on school literacy data. From overall feedback from our students and parents. Citizenship has dropped 'significantly' in our school from the previous school year. We are looking to continue our strong programs in the school and we look to enhance our Middle School students active Citizenship by developing a 'Student Council' by the end of 2019/2020 school year.

Comment on School Goals (November)	Comment on Results (May)
<p>Our school is implementing a new professional development framework called Sprints. Sprints focuses in on groups of like minded teachers targeting specific growth goals, working together to plan, implement and review each goal on a weekly basis. Research shows that the effectiveness of working in small four week increments over time creates sustainable long term academic gains over time. Sprints also lets teachers work with their own deficits while still being accountable to the larger peer group. By the end of November it is our hope to have 10 teachers trained as Learning Sprints coaches. Continued team work with central office will help to provide our teachers with the knowledge that they need to teach to the edges and improve learning.</p>	

Division Goals
O.1.1 Create and maintain optimal student learning experiences
O.1.2 Focus on foundational expectations for student literacy and numeracy to promote lifelong learning
O.1.3 Utilize timely, targeted, and flexible formative and summative assessment to enhance student learning
O.1.4 Establish the pursuit of excellence in all domains of learning
O.1.5 An emphasis placed on test-taking strategies and preparing students to write exams.

<ul style="list-style-type: none"> • Teachers will target learning outcomes and teach to the edges to pursue excellence and improvement in all domains of learning.
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Outcome 2: First Nations, Métis, and Inuit students in Alberta are successful

Performance Measure	Results (in percentages)					Evaluation		
	2015	2016	2017	2018	2019	Achievement	Improvement	Overall
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	78.9%	80%	78%	68.5%	77.3%	Intermediate	Maintained	Acceptable
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	2.6%	12.5%	12%	2.7%	11.4%	Low	Maintained	Issue
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Performance Measure	Results (in percentages)					Evaluation		
	2014	2015	2016	2017	2018	Achievement	Improvement	Overall
High School Completion Rate – Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	*	*	*	*	*	*	*	*
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

AERR Comments (November)

In order to deepen staff's understanding of the new Teacher Quality Standard, professional development was provided by our division First Nations, Metis, Inuit team and the Alberta Teachers' Association. After our First Nations, Metis, and Inuit division team provided professional development to staff on talking circles, they then co-taught and modelled a talking circle lesson with several Ecole Mother Teresa School (EMTS) teachers in multiple classes across different grade levels. Training for talking circles has been put in place for all staff so that restorative justice can be embedded into the classroom. By doing so, they are supporting the learning experiences of all students by using resources that accurately reflect and demonstrate the strength of First Nations, Metis, Inuit practices. Through our Success in Schools meetings, we look to engage and learn more about our First Nations, Metis and Inuit students' style of learning. Based on these meetings and ingraining cultural practices in our school and classrooms we look to support and improve First Nations, Metis, and Inuit students academic achievement. With our transient town population we have seen through Dossier a slight decrease in student population for those students that have self-identified from 66 students to 57 students.

Comment on School Goals (November)	Comment on Results (May)
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<p>This year we have spent time reviewing the new Teacher Quality Standards document and have found that teachers are wanting to embrace the opportunity to learn more about the First Nations, Metis and Inuit culture. We have set up many professional development sessions this year to reinforce some of the learning from last year and to develop special events for our Aboriginal Day in both elementary and middle school. This year we will be conducting a face to face needs assessment with the students to find out how we can better promote success for them in a Catholic School setting.</p>	
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<p>Division Goals</p>

<p>O.2.1 Increase academic success and cultural knowledge through building capacity in schools to support First Nations, Métis and Inuit students.</p>
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<p>O.2.2 Provide and promote cultural diversity and cultural pride through enhanced student learning experiences and professional learning opportunities.</p>

<p>O.2.3 Develop and apply foundational knowledge and indigenous perspective necessary for us to walk together on a path of reconciliation.</p>

<p>O.2.4 Share experiential Indigenous cultural teachings in a faith permeated environment and enrich our view of the world.</p>
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<p>School Goals</p>

<ul style="list-style-type: none"> • Connect and use the knowledge of our divisions and schools First Nations, Metis and Inuit support team to create an understanding of and appreciation for Aboriginal culture through enhanced student and teacher learning experiences and professional development.
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Outcome 3: Alberta has excellent teachers, school leaders, and school authority leaders

Performance Measure	Results (in percentages)					Evaluation		
	2015	2016	2017	2018	2019	Achievement	Improvement	Overall
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	83.9%	94.1%	94.3%	89.3%	93.2%	Very High	Maintained	Excellent

AERR Comments (November)

Our exploratory courses are firmly based on student engagement and critical inquiry. Student engagement and feedback drove our CTF programming based on surveys of our Middle School students. With students assisting in setting this direction our teachers, through a very positive growth mindset, embraced student feedback and have created new course offerings that students and staff are enjoying. The 15 newly created exploratory courses are in high demand by our Middle School students and sparking interest in our Elementary students and teachers to discuss ideas on how to provide CTF programming to elementary students. We have seen an increase in our ACOL data as a result of our strong programming, we increased from 89.3% in 2018 to 93.2% in 2019. To continue the focus on strong student engagement and inquiry and teacher instruction, the decision was to move in direction to enhance instructional leadership practices using the instructional walkthrough practice developed by Justin Baeder through the cue card system and his '10 questions for Better Feedback on Teaching'.

Comment on School Goals (November)

A very clear direction using the ADDIE model (Analyze, Design, Develop, Implement and Evaluate) has been used along with the SPRINTS model to analyse results so that teachers can have a clear focus on changes that need to be made for this school year. With the direction provided from Central office, admin has been able to improve their leadership using the Four Pillars of Leadership. The increased discussions both at central office and in our school building has promoted an increase in professional dialogue and practice.

Comment on Results (May)

Division Goals

- O.3.1 Enhance instructional leadership practices through the implementation of the Four Pillars of Instructional Leadership
- O.3.2 Demonstrate a professional body of knowledge including mastery of grade level and/or subject area curriculum
- O.3.3 Engage in career-long learning through faith formation, mentorship, collaboration, and professional development
- O.3.4 Foster effective relationships with students, parent/guardians, peers and others in the school and local community to support student learning
- O.3.5 Identify, develop and implement programs that engage the diverse needs and interests of the student body

School Goals

- Enhance instructional leadership practices through the implementation of the Four Pillars of Instructional Leadership: Setting the Direction, Leading Learning, Instructional Walkthroughs, and Collective Leadership.

Outcome 4: Alberta's education system is well governed and managed

Performance Measure	Results (in percentages)					Evaluation		
	2015	2016	2017	2018	2019	Achievement	Improvement	Overall
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.	91.3%	96.5%	93.2%	92.6%	91.3%	Very High	Declined	Good
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	89.1%	96.9%	95.3%	92.8%	94.8%	Very High	Maintained	Excellent
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	76.7%	95.3%	94.3%	85.3%	90.9%	Very High	Maintained	Excellent
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.(This measure is required for charter and private school authorities that do not have grades 10-12.)	65.4%	84.8%	89.2%	71.4%	80.1%	n/a	n/a	n/a
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	75.5%	89.2%	88.4%	78.2%	88.1%	Very High	Maintained	Excellent
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	90.3%	95.8%	94.6%	89.4%	92.5%	Very High	Maintained	Excellent

AERR Comments (November)

We have been working closely with a network of supports to address the mental health needs of our students and the needs of our at-risk students. At the school level, teachers have reinvigorated our Healthy Active School Symposium team; they have guided a group of Middle School students through many school-wide initiatives aimed at promoting student wellness and kindness. As well, we have continued to offer support for at-risk students with a teacher-directed small group "check-in" system to address anxiety, executive functioning, and regulation needs in the middle school. Our on-site counsellors and our Family School Enhancement Counselor are an integral part of all that we do at Ecole Mother Teresa School (EMTS) to support growing and evolving mental health needs. Our school based team has expanded their small group counselling sessions, broadened the use of high yield counselling tools, and brought in targeted presenters as needs emerged. In addition to this, they have built the capacity of our students through the kindness ambassadors group for students (40 students) to raise awareness and to support their peers. We have also accessed and worked closely with our community supports, such as the Churches of Sylvan Lake Refugee Committee, division support teams, the administration of Ecole Fox Run School, and outside agencies to address emergent issues affecting our greater community of Sylvan Lake. We were fortunate to receive financial support to provide additional mental health resources and supports for our families through a Town of Sylvan Lake grant through Family Community Support Services (FCSS). This ongoing collaboration within our community is integral in maintaining strong wrap around services.

To further engage our students' voice, our Middle School students have been surveyed for their thoughts on the quality and accessibility of programming in our exploratory courses. Our partnership as a Campus community has been collaborative, supportive and collegial with the goal of supporting students and providing a safe and caring environment. We met every 6 weeks with Ecole Fox Run and the Town of Sylvan Lake to discuss matters relevant to the Joint Campus. We have an extremely engaged and vibrant presence on our social media accounts due to our social media representative's willingness to pioneer new on-line tools as they emerge including Facebook Live and Instagram Take-Over. As a result, our school

community has live, timely, and varied information on all aspects of our school's operations including: Project-Based Learning, student blogs, Faith events, athletics, exploratory courses, emergency procedures, Indigenous initiatives, Career supports, field trips, community events, and guest speakers.

Comment on School Goals (November)	Comment on Results (May)
<p>We embrace the philosophy of educating the whole child - spirit, body and mind. We have continued to observe an increase in the mental health needs of our students. They often do not have the strategies to negotiate their challenges which is impeding their focus and, ultimately, their academic success. We recognize the need to continue to promote and instill positive mental health strategies to build resiliency and to increase students' ability to regulate their emotions. We recognize that our students have access to numerous mental health supports in school as well with our outside professional agencies (Children's Mental Health, Child and Family Services Authority, RCMP). We have increased our partnership and collaboration with our professional agencies in Sylvan Lake. Furthermore, our collaboration with Ecole Fox Run School continues to promote the safety of our campus, staff, and students.</p> <p>As a member of a joint campus facility we have successfully completed our Hour Zero training with Fox Run School. We have collaboratively worked with the Town of Sylvan Lake and Fox run to discuss joint concerns and issues. We have successfully moved our parent community to an online parent teacher interview sign up platform with over 304 parents registered and over 577 bookings. These numbers indicated a huge growth from past years and shows parent engagement in the school. We have also been very consciousness of sharing out our social media posts and informing parents through SWIFT K-12 alerts. Recently we have implemented a new low grades alert weekly to parents so that they know if their child is falling below fifty percent. We feel that this year, parents are better connected and more knowledgeable about the school.</p>	

Division Goals
O.4.1 Create opportunities for relevant stakeholders to provide input and collaborate into how well the school and/or school division is governed and managed
O.4.2 Respond to relevant stakeholder data to ensure appropriate educational strategies are in place
O.4.3 Ensure that the school division is fiscally responsible with all resources: staff, financial, and physical
O.4.4 Ensure that staff and students have access to safe and healthy learning environments
O.4.5 Know, understand and respond to students' individual learning, through authentic, developmentally appropriate programming
O.4.6 Facilitate effective transitions to understand student needs and provide support through each stage of development

O.4.7 Implement a self-regulation process that focuses on developing relationships and supporting growth within a school framework
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O.4.8 Develop an understanding of mental health issues and build the ability to respond to identified needs

School Goals

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| <ul style="list-style-type: none"> • Provide a comprehensive support network for those students and families at-risk at EMTS by developing an understanding of mental health issues and building the ability to respond to identified needs. |
| <ul style="list-style-type: none"> • Continue to engage all learning partners and provide opportunities for them to have a voice in decisions that impact our school community. |
| <ul style="list-style-type: none"> • Ensure that staff and students have access to safe and healthy learning environments |