



**École Mother Teresa Catholic School**

**2021-2022**

**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, foods and fashions lab, and a construction lab. We also collaborate during all safety procedures to ensure we are keeping the entire school campus safe and secure.

For the 2021-2022 school year, École Mother Teresa School has 391 students from grades 5 to 9. We have 86 elementary students, 20 of which are enrolled in French Immersion. There are 305 middle school students, with 82 of those students enrolled in French Immersion. We currently have 9 students in Grades 5-9 attending At Home Learning within our school division.

We offer a full range of academic and exploratory courses including health, music, sewing, fitness classes, coding, 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 and our Student Support and Response Model, 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 and our Student Support and Response Model.

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

## Assurance Framework Report Card

Alberta Ed Measures	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)
Student Learning Engagement	79.7	n/a	n/a	85.6	n/a	n/a
Citizenship	77.6	86.2	87.1	83.2	83.3	83
3-year High School Completion	n/a	n/a	n/a	83.4	80.3	79.6
5-year High School Completion	n/a	n/a	n/a	86.2	85.3	84.8
PAT: Acceptable	n/a	n/a	81.8	n/a	n/a	73.7
PAT: Excellence	n/a	n/a	13.8	n/a	n/a	20.3
Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	83.6
Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	24.1
Education Quality	83.5	95	94.2	89.6	90.3	90.2
Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.5	n/a	n/a	87.8	n/a	n/a
Access to Supports and Services	78.8	n/a	n/a	82.6	n/a	n/a

**Nourished by grace and a personal relationship with Jesus Christ, we joyfully embrace, live, and teach the Gospel spirit.**

Nourished by grace and a personal relationship with Jesus Christ, we joyfully embrace, live, and teach the Gospel spirit.	2020/21	2019/20	2018/19	3 Year Average
I learn about the Catholic Faith at my school.	100.00%	96.89%	98.26%	98.38%
Prayer helps me feel closer to God.	93.33%	95.54%	92.95%	93.94%
I believe that God created me.	95.40%	94.75%	91.81%	93.99%
I believe that the Catholic Faith teaches me a good way to live.	92.06%	94.73%	94.96%	93.92%
I learn about God in all my classes.	84.75%	85.96%	84.59%	85.10%
(Grade 4) My teachers show me what it is like to be friends with Jesus.	100.00%	95.50%	95.85%	97.12%
(Grade 7&10) My teachers show me what it is like to develop a relationship with Jesus.	86.67%	86.49%	83.53%	85.56%
We learn that everyone is important and belongs.	96.51%			96.51%
We learn when we need to apologize and forgive.	94.84%			94.84%
Our school encourages students to be fair and treat others as we would want to be treated. (Grade 4 students)				
Our school encourages students to treat others with dignity. (Grade 7 & 10 students)	90.00%			90.00%

**AERR Comments**

With the support of our faith coaches, we continued with our charitable works and social justice initiatives last year. Our aim was to ensure our students and community were engaged in an authentic way to support the marginalized. We supported two students in Guatemala and we participated in 'The 4 Sundays of Hope' to support the community. We have collaborated with Chugu Primary School, Meru Site in Kenya where we were able to provide chairs for their computer lab through the Catholic organization (Chalice) which focuses on child, family, and community development. By providing authentic opportunities for students to make a difference in restoring the hope and dignity of people in developing countries, we are able to teach children the true meaning of Christianity. Our school's faith commitment is evident to our parent population and was seen by the outstanding Schollie Survey results that we obtained. Out of twelve measures in the Schollie Survey, our parents rated us 100% in nine measures and 95% in three measures. Although this is great news, we are concerned with our grade seven students as they rated us 47% when asked if they learn about God in all of their classes. Even though teachers have received professional development on teaching pluralistic issues and in a school survey, 84% rated their comfort level of sharing their faith stories from good to excellent, only 78% of grade seven students believed that '... staff and students talk about God.' Other grade 7 data shows that, 'My teacher explains how our faith connects with topics I am learning in class' was only scored at 69%. There is a trending disconnect with our Middle School students, their ability to articulate their faith journey, and how they are a child of God. We also need to put more focus on permeation of faith at our middle school level so that it is evident for all students to witness.

**Comment on School Goals**

The need to build and maintain community could not be more critical. Our faith is at the core of this and will be the foundation by which we accomplish this. Our faith coach will facilitate our effort across the board through professional development and targeted teacher support. Ongoing local and global service projects will reinforce the power of Community and model our faith commitment to serving others. Tradition is built into our year through our commitment to liturgical celebrations. Finding ways to participate amongst the restrictions the pandemic places on us will be crucial to staying true to Tradition which is a deep and rich component of our faith.

**Division Goals**

Enrich our division Catholicity by focusing on the two chosen characteristics of Catholic identity. (2021-2022: Community and Tradition)

**School Goals**

Enrich our school communities Catholicity by focussing on the characteristics of Community and Tradition.

## Alberta's students are successful.

Alberta Ed Measures	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)
PAT: Acceptable	n/a	n/a	81.8	n/a	n/a	73.7
PAT: Excellence	n/a	n/a	13.8	n/a	n/a	20.3
Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	83.6
Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	24.1
Citizenship	77.6	86.2	87.1	83.2	83.3	83
3-year High School Completion	n/a	n/a	n/a	83.4	80.3	79.6
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	n/a	56.6	56.4
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	68	66.6	64.9
Transition Rate (6 yr)	n/a	n/a	n/a	60	60.3	59.5

### AERR Comments

Administration collected Grade level data from term One and term Two marks in the subjects of Language Arts and Mathematics to further determine the student learning gap that might have occurred due to student and/or staff quarantines and operational shifts versus being online. Our first scale of data we reviewed was based on our student attendance and absenteeism. Our school data indicated that French Immersion students, in general, had better attendance than English-students. The grade 6 English-speaking classes had the highest absences throughout the school primarily, but their academic scores remained in good standing. In contrast, our grade 9 students in both English and French classes have marks indicating their grade level in general struggles in Language Arts. The English-speaking students struggle in both LA and mathematics. Based on our Fountas and Pinnell reports for Grades 5-9 we have 210 students that were tested for literacy comprehension in our school. After teacher support, Language Learning Intervention support and Literacy, Inclusion, Faith and Technology (LIFT) support, 64 students were still deemed at risk, 72 students approaching grade level, and 75 students at or above grade level. These results reinforce to our Inclusion Lead Team and Administration that our LIFT model with Educational Assistant support needs to be fluid and adaptive to target emerging needs and trends on an ongoing basis.

### Comment on School Goals

Differentiation is a powerful tool to be utilized for meeting individual student needs and achieving optimal student learning. Staff have identified this as a focal area for teaching to the edges and we will continue to grow in this area to assist in meeting the diverse needs of the student body. Support structures also need to be continually reviewed in order to meet emerging needs that arise over the course of the year. Our administrative team and Inclusive Lead Team aim to consistently review and evaluate LIFT and Educational Assistant allocations in order to be able to adapt to fluctuations and variations in support that become necessary over the course of the year. These allocations support the classroom teacher in targeting the needs of each student in their classes.

### Division Goals

Create an inclusive environment designed to achieve students' fullest potential through knowing, understanding and responding to all learners

### School Goals

Teachers will target learning outcomes and teach to the edges to pursue optimal student learning experience.

## First Nations, Métis, and Inuit students in Alberta are successful.

Alberta Ed Measures for Indigenous Students	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)
PAT: Acceptable	n/a	n/a	n/a	n/a	n/a	11.2
PAT: Excellence	n/a	n/a	n/a	n/a	n/a	n/a
Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	n/a
Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	n/a
3-year High School Completion	n/a	n/a	7.1	n/a	n/a	7
Drop Out Rate	0	0	0	5	5.5	5.2
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	n/a	24.4	24.6
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	39.5	39.1	37.4
Transition Rate (6 yr)	n/a	n/a	n/a	35.7	35	34.1

AERR Comments
<p>The support from the Division's Indigenous Education Support Team, teacher's convention online sessions, and our Indigenous Week teacher-planned activities have helped to provide professional development, awareness, support and information to our staff and students this past year. We have had seven classes participate in the Powwow, Ohcîwin The Origins Virtual Tour, and ten staff members attended the online virtual Pow Wows at the Teacher's Convention. Six staff members formed an Indigenous Week committee to organize a school-wide event to bring a genuine appreciation for Aboriginal culture. We worked with elders and the Division's Indigenous Education Support Team to create a dynamic program for students and staff to learn the Indigenous culture focussing on the Medicine Wheel. Our community's parents and students offered support, virtual teachings, artifacts, and artwork to display at school for this endeavour. Due to the challenge of the six operational shifts due to COVID, we postponed this event twice. We were eventually able to hold our Indigenous Week on May 31 - June 3, 2021. A survey given by Admin to the teachers indicated that 100% of teachers were integrating Indigenous teachings into their lessons to some degree. Indigenous teachings such as the Seven Sacred Teachings in religion class, creation stories, short story units, novel studies, journaling, Indigenous poetry, artwork, talking circles, the Medicine Wheel were taught. Discussions and activities that honoured the Residential School survivors touched the heart of our staff and students. The school developed multiple classroom projects and offered prayer to remember and help the 215 students whose remains were found in Kamloops. Teachers also indicated that they incorporated Indigenous teachings into their Social Studies programs and participated in the district's online programs, adding more depth. Schollie survey results also showed that 100% of our parents who responded felt that our school communities welcome human diversity by learning from other traditions.</p>

**Comment on School Goals**

We have worked with the Division's Indigenous Education Support Team to help guide our actions, events, environment and understanding. Since last year, we are starting to see a transition happening in our school where teachers and staff are taking more self-initiative to permeate Indigenous teachings into the curriculum. Staff and students have been given the opportunity to join a beading club led by a teacher at Ecole Mother Teresa School. 100% of staff permeated Indigenous Teachings on the National Day of Truth and Reconciliation and over 90% found it impactful. As well, 100% of able staff attended the Red Deer International Powwow held on October 22, 2021, at the Red Deer Centrum. Planning has already been started with the Division's Indigenous Education Support Team as we endeavour to have our second annual Indigenous Week in May 2022. Indigenous students in our school have also been offered more extracurricular activities to join Indigenous community clubs, and nine students are currently representing our school through the Indigenous Student Voice Panel.

**Division Goals**

In collaboration with our Indigenous communities, build upon foundational knowledge of First Nations, Metis, and Inuit teachings to benefit all students and build the capacity of staff.

**School Goals**

Connect and use the knowledge of the Division's Indigenous Education Support Team and our staff expertise to create an understanding of and appreciation for Indigenous culture through enhanced student and teacher learning experiences and professional development.



Alberta has excellent teachers, school leaders, and school authority leaders.

Alberta Ed Supplemental Measures	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)
Program of Studies	79.8	86.5	89.7	81.9	82.4	82.1

**AERR Comments**

Last year was a busy year for school leaders. The four pillars of instructional leadership: Setting the Direction, Leading Learning, Instructional Walkthroughs, and Collective Leadership were utilized strongly. With our already established team atmosphere, teachers and support staff offered their support in diverse ways which resulted in everyone experiencing the true essence of team. Teacher timetables had to be changed so that all teachers were actively involved in delivering online classes. Safety of our students and staff was paramount, so the implementation of new safety protocols took on new meaning with everything from mask-wearing to admin spraying down buildings with Oxivir at the end of the day. Leading a building through turbulent times has been a challenge but maintaining the integrity of the educational programming was pivotal as we rotated from face-to-face to online learning eight different times throughout the year. Having Educational Assistance to help students stay on track was crucial. Our Counselling team provided mental health supports to both students and staff during this difficult time. Admin provided time for professional development and collaboration on an ongoing basis. Our Schollie results at the end of the year indicated 71% of staff were satisfied with the opportunities that instructional leaders had to share best practices, and 75% of teachers responded that our Professional Development Plan provides them with a "great deal" of collaborative time for student learning. We have increased in this measure 25% from last year and 57% from two years ago. Weekly meetings with the counselling team, Inclusion Lead team, and daily meetings with our office administrative team created empowerment and continuity in the building.

**Comment on School Goals**

School goals and priorities were developed collaboratively with staff and opportunities for teachers to lead implementation are being infused through the Professional Development plan. Collaborative opportunities will be imperative for maintaining a collective focus on our goals and the adaptability required to support optimal learning through the ongoing pandemic. Staying in close contact with our various leadership teams will allow us to support them as they continue to work with teachers to meet the individual needs of the students. Our walkthroughs offer the ability to work alongside the teachers, supporting their ongoing progress with students. Everything we do is to promote ongoing student and staff growth by providing a comprehensive support system. Our Pillars of Instructional Leadership will be heavily relied upon to achieve the ongoing growth we seek.

**Division Goals**

Deepen the understanding and implementation of professional practice standards with a focus on optimum student learning.

Fostering a culture where diversity is celebrated, and cultural distinctiveness is honoured promoting intercultural understanding.

**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.

## Alberta's education system is well governed and managed.

Alberta Ed Measures	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)
Education Quality	83.5	95	94.2	89.6	90.3	90.2
Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.5	n/a	n/a	87.8	n/a	n/a
Work Preparation	82.7	88.3	88.2	85.7	84.1	83.2

### AERR Comments

In the 2020-21 school year, Ecole Mother Teresa School underwent 1 OH/S audit and 3 Alberta Health Services audits. We are proud to report that those reports were very favourable, and our school, with the support of our School Division, continued to maintain a safe environment for our staff and students. Furthermore, we continued to support at-risk students with teacher-directed small group "check-in" systems within a safe environment based on COVID protocols to address anxiety, executive functioning, and regulation needs in the middle school. In particular, we saw almost double the growth in our groups where students require supports for experiences with trauma. 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. With our Family School Enhancement Counselor supporting both EMTS and Ecole Our Lady of the Rosary, we have continually collaborated and sought efficiency successfully to support the number of families having children in both our schools. Ongoing monitoring of the safety and care of our students is at the forefront of all that we do. As we moved towards the end of this school year, the counselling team reflected upon the year thus far and saw an opportunity to bring their project 'Culture of Kindness' to the school next year. This kindness project will be our school's mandate for our positive mental health plan in the 2021-22 school year. The program will connect our school community to create a culture of kindness that will focus on six core concepts: Respect, Caring, Inclusiveness, Integrity, Responsibility and Courage. In our time of pandemic and having our students and staff shifting from school to online learning, we wanted to provide a consistent program that staff and students could rely on and utilize for support in school or at home. With this program, we are hoping to bring back a sense of connectedness to our school community.

### Comment on School Goals

We continue to offer support for at-risk students with teacher-directed small group "check-in" systems within a safe environment based on COVID protocols 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. In addition, we have applied for the Nutritional Grant program that helps to feed our students. Ongoing monitoring of the safety and care of our students is at the forefront of all that we do. We will continue to monitor the satisfaction rating regarding involvement in decision making, program access, and satisfaction of support from our parents, students and staff through surveys that will be administered after March 2020.

### Division Goals

RDCRS provides enhanced education through communication, engagement and partnership.

### School Goals

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.

Continue to engage all learning partners and provide opportunities for them to have a voice in decisions that impact our school community in a safe and healthy learning environment.