

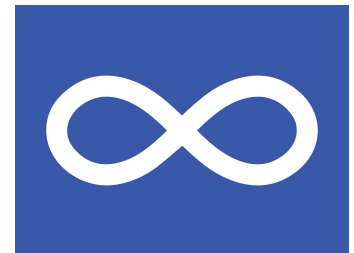


École Mother Teresa Catholic School

2022-2023

SCHOOL IMPROVEMENT PLAN

Red Deer Catholic Regional Schools would like to thank God for all of creation. We acknowledge that we are on two territories: Treaty Six territory to the North of the Red Deer River and Treaty Seven territory to the South of the Red Deer River. We acknowledge the many First Nations, Métis, and Inuit whose footsteps have marked these lands for centuries and whose respectful stewardship have enabled us all to enjoy the riches of the Creator's blessings.



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 Schools. 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 2022-2023 school year, École Mother Teresa School has 385 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 offer a full range of academic and exploratory courses including 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 Required Measures	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)	Achievement	Improvement	Overall
Student Learning Engagement	92.8	79.7	n/a	85.1	85.6	n/a	n/a	n/a	n/a
Citizenship	89.9	77.6	86	81.4	83.2	83.1	Very High	Maintained	Excellent
3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
PAT: Acceptable	76.3	n/a	80.8	67.3	n/a	73.8	n/a	n/a	n/a
PAT: Excellence	15	n/a	14.3	18	n/a	20.6	n/a	n/a	n/a
Diploma: Acceptable	n/a	n/a	n/a	75.2	n/a	83.6	n/a	n/a	n/a
Diploma: Excellence	n/a	n/a	n/a	18.2	n/a	24	n/a	n/a	n/a
Education Quality	93.3	83.5	94.9	89	89.6	90.3	Very High	Maintained	Excellent
Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	92.3	84.5	n/a	86.1	87.8	n/a	n/a	n/a	n/a
Access to Supports and Services	93.7	78.8	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Parental Involvement	83.9	74.2	86.1	78.8	79.5	81.5	Very High	Maintained	Excellent

RDCRS Families are Inspired by Christ on a Journey to Encounter, Nurture and Serve

RDCRS Families are Inspired by Christ on a Journey to Encounter, Nurture and Serve	2021/22	2020/21	2019/20	3 Year Average
I learn about the Catholic Faith at my school.	99.52%	100.00%	96.89%	98.80%
Prayer helps me feel closer to God.	87.63%	93.33%	95.54%	92.17%
I believe that God created me.	91.67%	95.40%	94.75%	93.94%
I believe that the Catholic Faith teaches me a good way to live.	97.06%	92.06%	94.73%	94.62%
The Catholic faith is a focus in my school.	96.14%	66.67%	64.10%	75.63%
I learn about God in all my classes. (Grade 4 students)	63.89%	84.75%	85.96%	78.20%
Catholic viewpoints and connections are integrated into my school subjects and activities. (Grade 7 & 10 students)	82.35%	N/A	N/A	82.35%
My teachers show me what it is like to be friends with Jesus. (Grade 4 students)	N/A	N/A	94.19%	94.19%
My teachers show me what it is like to develop a relationship with Jesus. (Grade 7 & 10 students)	94.20%	86.67%	86.49%	89.12%
I learn that we all need to play a part in helping to make our world a better place for everyone.	97.10%	N/A	N/A	97.10%
I learn the importance of the traditions of our faith such as scripture reading, liturgies, sacraments, and celebrations.	88.24%	N/A	N/A	88.24%
I would recommend my school to a friend.	78.26%	N/A	N/A	78.26%

AERR Comments

The enrichment of our school community by focusing on Community and Tradition has been undeniable. It was wonderful to be able to gather at the parish for liturgies, have parents on site to celebrate awards with their children and to host our sister schools from Rocky Mountain House to hear Fr. Tony Ricard, to list a few cherished activities that would not have been possible during the previous two years. Our Local Satisfaction Survey results provided further evidence of the enrichment we experienced. 93% of students agreed that they learn the importance of traditions and that we all need to play a part in making the world a better place. Parents were in 100% agreement that we encourage students to understand the church's mission to help the community and that they should actively participate in that mission. 100% also indicated that they believe the school created opportunities for students to encounter and make connections with Traditions of our faith through various experiences. Our staff also strongly believe that focusing on these characteristics enriched our school as indicated by 100% agreement for each of those statements as well. Teachers also expressed strong support having all indicated that the professional development activities that took place assisted in enriching the Catholicity of the school. Our faith remains the cornerstone of our programming and it is vibrant in our school community.

Comment on School Goals

We have an enhanced opportunity to celebrate our faith community and 'Encounter' Christ with further relaxed COVID protocols to begin this school year. More in-person, whole school liturgies and masses will be possible with parents being able to attend as well. This will reinforce the importance of Tradition as part of our Catholic identity. Celebrating Community will be critical and our Crusader Spirit Assemblies and grade level Awards Assemblies will be utilized throughout the year to attain this goal. The division theme of Encountering Christ will be a focal point of staff professional development so that we can collectively promote all our activities as witnesses of Christ in our lives. The model of St. Teresa of Calcutta is embedded in our school culture and will continue to be the driving force for our faith development.

Division Goals

Create learning environments that reflect the characteristics of our Catholic identity inspiring our students, staff, and families to see the world in a way created by God and sustained by God's love.

School Goals

Create learning environments that reflect the characteristics of our Catholic identity inspiring our students, staff, and families to 'Encounter' Christ through our faith based programming.

Alberta's students are successful.

Alberta Ed Required Measures	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)
PAT: Acceptable	76.3	n/a	80.8	67.3	n/a	73.8
PAT: Excellence	15	n/a	14.3	18	n/a	20.6
Diploma: Acceptable	n/a	n/a	n/a	75.2	n/a	83.6
Diploma: Excellence	n/a	n/a	n/a	18.2	n/a	24
Citizenship	89.9	77.6	86	81.4	83.2	83.1
3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	n/a	n/a	56.6
Lifelong Learning	80.3	70.4	75	81	82.1	72
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	70.2	68	66.4

AERR Comments

Multiple approaches have been utilized to target learning outcomes for students and teach to the edges in attempt to achieve optimal learning. LIFT support is one of the major considerations for this and there have been four cycles through which adjustments to LIFT allocations were adjusted based on need. While teachers indicated that they would certainly appreciate more support of this kind, 80% of staff agreed that ILT and LIFT support assisted in targeting learning outcomes to optimize student learning. Early in the year, staff collaboratively decided that differentiation would be a focal area of instruction for teaching to the edges. Through PD each teacher was able to identify and implement a particular differentiation strategy and determine its effectiveness for future lesson development. Walkthrough observations provided some interesting data regarding differentiation practices as well. 72% of observed differentiated instructional practices fell under the 'Process' category. 'Environment' was the next most frequently utilized type of differentiation at 20%. This information may be helpful in future PD planning. One further area of focus is schoolwide reading levels. Our Fountas & Pinnel data shows that 43% of our students tested in the 'At-Risk' or 'Approaching' categories at the beginning of the school year. In the winter session, 24% of those tested had moved into the 'At' or 'Above' categories which demonstrates effective targeted intervention having taken place. Optimal learning will remain a priority moving forward as we continue to improve and grow as an educational community.

Comment on School Goals

Optimal learning for every student continues to be our ongoing goal and primary academic focus. In order to achieve this staff need opportunities to develop their individual goals based on student needs. Microlearning will be the vehicle by which we collectively grow our instructional practices. Teachers will be able to track their professional growth through ongoing evidence based reflection and analysis. This targeted focus will allow them to effectively continue their instructional growth in an authentic and meaningful way. Various student supports are necessary for optimal learning to occur and our Inclusive Lead & English Language Learner team will continue to implement an adaptive and responsive model for students. Another area of focus is the new provincial curriculum that is being implemented and we are maintaining collaborative opportunities for our Grade 5 and 6 teachers to plan for this during Professional Development days. This will continue for the foreseeable future.

Division Goals
Champion high learning expectations for all students in all programs while creating conditions to support creativity, innovation and evidence-based practice drives learning.

School Goals
Teachers will target instructional strategies and learning outcomes to pursue optimal learning experiences for each student.

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

Alberta Ed Required 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	58.8	n/a	77.3	46.4	n/a	54
PAT: Excellence	7.8	n/a	11.4	6.4	n/a	7.4
Diploma: Acceptable	n/a	n/a	n/a	68.7	n/a	77.2
Diploma: Excellence	n/a	n/a	n/a	8.5	n/a	11.4
3-year High School Completion	n/a	n/a	n/a	59.5	62	58.4
Drop Out Rate	0	0	0	4.9	5	5.3
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	n/a	n/a	24.6
Lifelong Learning	n/a	n/a	n/a	n/a	n/a	n/a
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	41.1	39.5	38.6

AERR Comments
With the support of the Division's Indigenous Education Support Team, our staff gained a better understanding and appreciation for Indigenous culture through enhanced student/teacher learning experiences and professional development. 100% of our able teachers were in attendance at the Red Deer Powwow. 100% of our staff and students participated in the Division's live streaming event to watch the Treaty and Metis Flag Ceremony. Four staff members enrolled in the Indigenous Beading Course and two staff participated in the ribbon skirt sewing project. For a deeper cultural experience, three staff members registered for the Indigenous culture camp. Staff and students also participated in the National Day of Truth and Reconciliation and 90% of the respondents indicated that they had gained a better understanding of the Residential School System. Students in our school have been more actively involved this year. Eight students were given the opportunity to volunteer for the Division's Indigenous Student Voice Panel. Eleven students joined the Red Deer Communities Indigenous Spirit Seekers Group. Three grades of grade six made wampum belts, 30 grade five students performed a Reader's Theatre to act out the lives of the Indigenous people during the times of the early settlers, and eight students attended the Red Deer Polytechnic Inspiring Youth Conference.

A highlight of the year was when one of our school's students was awarded the Honouring Spirit Award for the Central Alberta Region. This was the first time in our district's history that this award was ever given. To conclude our year, the school held an Indigenous Week where 100% of students learned about fiddle dancing, bannock making, indigenous games, drumming/music, and feather teachings. Students were taught by an elder as well as knowledge keepers. To conclude the week our school was presented with a holy eagle feather by an elder for the work that we have done in our school community. This was also the first eagle feather that was ever awarded to Red Deer Catholic Regional Schools. Through our planning, organizing, and experiences our school is gaining a deeper and richer understanding of Indigenous culture. Our goal for next year would be to increase the permeation in the classroom.

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. Examples of this so far include homeroom teachers integrating the Truth and Reconciliation teachings into their subject area in September as well as grade 8 and 9 students attending the Youth Powwow held at the Red Deer Centrium. This year our collective focus is on building capacity in teacher leaders as well as creating an Indigenous Student Voice group in our school. The focus of this group is for students to learn how to listen, acknowledge and work together with their peers and teachers to plan events or resources that would better enhance our Indigenous school culture. Programming has begun in the forms of Indigenous Beading club, Grade 6 classes signing up for Cree language classes, and staff leaders are working to brainstorm ideas to promote leadership and student voice. The Indigenous Education Services team continues to be a tremendous partner and we have collaboratively developed an Indigenous Student Group Best Practices Document to use with our students. They are a key partner moving forward with our programming initiatives. Continued exposure and participation in Indigenous activities will serve to only enhance what we consider to be an incredibly positive and respectful Indigenous culture.

Division Goals

The achievement gap between results of self-identified First Nations, Métis and Inuit and Division-wide results is closed and all self-identified students feel welcome, connected, and belong.

School Goals

Connect and permeate 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.

Promote Indigenous voice and leadership in our school.

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)
In-Service Jurisdiction Needs	93.8	98.5	89	83.7	84.9	85.1

AERR Comments

The effort we have made to enhance instructional leadership practices has paid dividends. A key component of this was our walkthrough process. Not only were we able to frequently provide teachers feedback on instructional methods being employed, 90% of teachers stated that walkthroughs provided support for instructional practices and growth. We have been strongly committed to ensuring that teacher collaboration opportunities were provided as frequently as possible. This is evidenced by collaboration having been scheduled during every school based PD day. Clearly this has been effective as 95% of teachers indicated that the extent the school PD Plan provided collaboration opportunities was either a moderate amount or a great deal. As leaders we are responsible for the health and safety of all members of the community. Incremental adjustments to operational procedures were made based on pandemic protocol updates as well as input from staff, students and parents. Staff have reinforced that the approach taken was positively demonstrated by 100% stating that adequate support was provided for maintaining a safe and healthy learning environment. Staff was also pleased with activities to bring people together such as staff meals and whole school activities that connected us together and 85% of staff indicated that staff wellness was effectively supported. The fourth pillar of leadership we worked hard to develop was Setting the Direction. 95% of staff stated agreement that school priorities and goals were developed effectively based on staff input. We included staff in reviewing previous school goals and developed this year's goals and PD plan from the input generated from our collaborative feedback process. Instructional leadership will continue to grow and strengthen through the efforts put forth by all involved.

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. We have adopted a microlearning format for biweekly collaborative sessions that will allow teachers to guide their personal instructional growth with the support of colleagues. 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

Quality learning experiences for students are fostered through a shared, collective responsibility of teachers and school leaders, in a continuous improvement of evidence-based teaching and learning practices.

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 Required Measures	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)
Education Quality	93.3	83.5	94.9	89	89.6	90.3
Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	92.3	84.5	n/a	86.1	87.8	n/a
Parental Involvement	83.9	74.2	86.1	78.8	79.5	81.5
Safe and Caring	94.8	86.5	90.9	88.8	90	89.2

AERR Comments
<p>We continued to provide a strong comprehensive support network for students and families that are at-risk at EMTS by developing an understanding of mental health issues and building the ability to respond to identified needs. The school has worked hard to implement fifteen different mental health programs which are either presented to the whole school or through small and individual groups. Some of these groups include Rainbows, Lego, Worry Warriors, Glow Girls, Kindness Crusaders, Crusaders Campaigns, AMA Safety Patrol, Adopt a Senior, Vaping Presentations, Madd Presentations, Digital Citizenship, etc. We partnered with outside community organizations to bring the skills and knowledge needed to our students so that they can acquire mental health support as well as have the needs of our families and community met. Eight families were provided with Christmas support and 9 families were provided with Easter Food Hampers.</p> <p>Throughout the year we solicited feedback and input from staff, students, and parents to assist in making a wide variety of decisions including, but not limited to:</p> <ul style="list-style-type: none"> -Two-parent surveys were sent out for input regarding school activities and safety protocols. -Student survey regarding Covid protocols which assisted in determining an adjustment in practice. -Gr. 8 focus group for dress code considerations. -Staff discussions and surveys several times over the year regarding safety protocols and programming. -Feedback and input were solicited at every School Council meeting regarding various topics such as the format for Parent-Teacher Interviews and having students move between classes. <p>The combination of targeted surveys and in-person discussions that were utilized worked well and stakeholder engagement played a crucial role in decision making.</p>

Comment on School Goals
<p>Providing a comprehensive support network for at-risk students and families is pivotal not only to the health of our school community but it also honors our Christian values of love and caring for our neighbor. Ecole Mother Teresa has a comprehensive support system with whom students and families are able to connect with include two teacher counsellors, a Family School Enhancement Counselor (FSEC) as well as a counselling practicum student. The collaborative effort of this team with the school administration seeks to address mental health concerns of all members of the community. Diverse programming will allow us to target specific grades and groups based on the identified needs. We are working with outside agencies and partnering community facilities such as Flipside, Alberta Health Services, Outreach Centres, and Partners of Sylvan Lake to help deliver services and presentations. By developing a robust school program to support mental health we will be able to better meet the needs of the students in our school. Meeting the needs of all stakeholders requires solid communication. Our emphasis will be to solicit input and feedback from parents, students and teachers on the effectiveness of our programming and analyze that in conjunction with our Assurance Measures and Schollie data to inform ongoing decision making. Students, parents and staff working together can ensure a safe and vibrant learning environment is maintained for everyone's benefit.</p>

Division Goals
<p>Enhanced educational experiences through effective communication, ongoing collaboration, and strategic partnerships.</p>

School Goals
<p>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.</p>
<p>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.</p>