



MEDICINE HAT CATHOLIC BOARD OF EDUCATION

ST. FRANCIS XAVIER SCHOOL

School Educational Plan
2017-2018

St. Francis Xavier 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 for St. Francis Xavier School:



My name is Robert Dumanowski. I am the Principal of St. Francis Xavier School. I would like to take the opportunity to welcome each and every one of you to the 2017-2018 school year! The staff is once again, very excited and eager to get started. It is our common desire that you and your family will experience a year of academic, personal and spiritual growth.

Our teachers and support staff look forward to working with you throughout the school year. We want to continue to build a school community that has a strong Catholic school culture with an instructional focus that emphasizes fundamental core family values.

St. Francis Xavier School is both blessed and fortunate to have such an exceptional and dedicated staff, talented students and supportive parents. Let us continue the tradition of caring and excellence through the permeation of Catholic values in everything we do. At St. Francis Xavier School, we are all committed in working to promote the Gospel values through the quality of our relationships – evident in our everyday interactions. Christ is the reason for this school. Therefore – acceptance, faith, respect, responsibility, caring, trust and family will be the core values upon which our classroom lessons and activities are taught; embedded in the teachings of the Gospel.

School Profile:

St. Francis Xavier School is one of two elementary Catholic schools in Crescent Heights. We have a student population of 101 students in Kindergarten to Grade Six. Additionally, we have 16 students enrolled in our Early Learning Program (of which, 8 of these students are also enrolled in our Kindergarten program). In all, our student population from Early Learning Program to Gr. 6 is 109 students. We also offer an Out of School (Before & After) Care Program for parents requiring this service for their children outside of the normal school hours.

St. Francis Xavier School offers a full range of academic and extracurricular activities. We offer a quality R.T.I. (Response to Intervention) and L.L.I. (Levelled Literacy Intervention) program in Grades 1-6. In addition, our school enjoys an excellent music program (which includes learning to play the recorder, ukulele and acoustic guitar) accompanied by a school bell choir for students in Grades 4-6.

St. Francis Xavier School – Enrolment Trends

The total number of students indicated at the end of each school year does not take into consideration the fact that Kindergarten students only count as half-time equivalents. Also, during 2006-2009 years, elementary schools did not include Grade 6 (they were in the middle schools during those few years).

Grade:	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10	2008-09	2007-08
K	13	17	8	24	18	12	16	19	19	21	30
1	19	6	21	19	18	17	17	19	19	27	27
2	8	22	15	23	14	18	19	18	26	27	31
3	19	14	22	15	19	23	17	25	25	28	26
4	12	18	16	19	23	19	21	24	26	29	34
5	16	18	21	26	19	23	23	27	33	27	28
6	14	22	17	16	12	20	16	33	n/a	n/a	n/a
Total # Students:	101	117	120	142	123	132	129	165	148	159	176

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 (**2017-2020**) and for *School Based Annual Plans* for the **2017-2018** school year.



Developing our Priorities for the School Education Plan

The District priorities for 2017-2018 focuses on **OUR FAITH**, to enhance our Catholic identity. **ENHANCE STUDENT LEARNING THROUGH ACTIONS** that reflect the values of **INCLUSIVE EDUCATION**. Ensure every student is successful through **LITERACY AND NUMERACY**. Support student learning through the use of **TECHNOLOGY**. Provide a **CONTINUUM OF SUPPORT** for the **MENTAL HEALTH** and wellbeing for students, parents & staff.

COMMUNICATION, effective and meaningful communication to all stakeholders and **PLANNING**, developing a long term facility plan on the effective use of schools.

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.

MentalHealthSupport
Technology
InclusiveEducation
Numeracy
Literacy
Faith

5 Strategic Priorities for 2017-2018



District & School

Strategic Priority #1

To enhance our Catholic Identity.

District Goal: Enhancement of Catholic Education.

Strategic Priority #2

To enhance student learning through actions that reflect the values of inclusive education.

*Outcome One: Alberta Students are Successful.

*Outcome Two: The systemic education achievement gap between FNMI students and all other students is eliminated.

*Outcome Three: Alberta's education system is inclusive.

Strategic Priority #3

To develop a Literacy and Numeracy Initiative to ensure every student is successful.

*Outcome One: Alberta Students are Successful.

*Outcome Two: The systemic education achievement gap between FNMI students and all other students is eliminated.

Strategic Priority #4

To develop a vision for the use of technology to support student learning.

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

Strategic Priority #5

To provide a continuum of support for the mental health and well-being for parents, students and staff.

*Outcome One: Alberta Students are Successful.

*Outcome Three: Alberta's education system is inclusive.

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

*Annual Education Results Report (AERR) Outcomes



"Grade 4 students attend the Bible Liturgy at Holy Family Parish."

Priority 1 – WHAT THE DISTRICT WILL DO

Strategic Priority #1 To enhance our Catholic Identity District Goal – The Enhancement of Catholic Education	
District Strategies	Indicators of Success
1. Parish-School standing 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.	Greater understanding of the role of the relationship between parishes and schools.
2. Deepen the understanding of how to permeate Catholic Core values into curriculum. Each school will have the opportunity to be provided with a permeation session on PD Fridays.	Teachers are aware of how to permeate Catholic Core values into the curriculum. Increased survey results for teachers agreeing that Catholic faith and values are permeated throughout our school curriculum.
3. Highlight each school’s involvement in service projects and provide the parish community with opportunities to participate and connect with the schools.	Each month one school will be featured in the parish bulletins and announcements. Each parish priest shares a message in school newsletters about themselves and/or the parish community.
4. A web portal with resources to support faith in the home, school and parish will be posted on school websites.	Grade 1, 2 and 3 parents access a variety of resources that connect the home, school and parish. District web page contains links to numerous Catholic resources to support and nurture the faith of staff.
5. Full-day school retreats will provide students and staff with opportunities to connect with God through prayer, music, and games.	Students and staff develop a closer relationship with God through prayer and music.
6. Grade 5 and 6 Retreats that connect to the religious education curriculum will be held at Holy Family Parish. Students will join the parish community in a Eucharistic celebration. Volunteers from the parish help with the retreat.	Staff feel confident delivering the religious education curriculum drawing upon related experiences provided in the retreat. The retreat will be followed by an evaluation to ensure that it is successful.
7. Bible Liturgy for all grade 4 students at Holy Family Parish on September 28th. Parish priests and deacons preside over the Liturgy. Schools are encouraged to invite parents to the Liturgy. Each grade 4 student receives a Bible blessed by the parish priests. Bibles are purchased with funds donated by the parish community on Catholic Education Sunday.	Students are more aware of the bible and the contents and how to use it in their daily life.
8. Staff gather to celebrate a district-wide Mass twice a year.	A district wide Mass held on September 1 st and again on March 16 th .
9. Meet with middle school and high school administration 5 times a year to find ways to increase student engagement in Catholic Education.	Student engagement and participation is evident in school and parish based Catholic activities such as masses, celebrations and social justice.
10. Grade level PLC meetings to support implementation of grade 3 curriculum. A full day workshop to be held in the spring for grade 4 and 5 teachers in anticipation of implementation of the new curriculum using print and digital resources..	Grade level meetings provide support and direction for Teachers. Teachers demonstrate increased confidence in delivering the curriculum.
11. Highlight the relationship between parishes and school communities on November 5 th - Catholic Education Sunday through video and a message from trustees at all masses.	Parishioners will be aware of the parish/school relationship and the ways we work together.
12. Religious Coordinator facilitates social justice projects for grades 1-3: Grade 1 – Birthday Bags (Women’s Shelter) Grade 2 - Baby Bundle We Care Kits (Pregnancy and Support Centre) Grade 3 – Care packages for the homeless	Students are aware of the needs in our community and how as Catholics we are called to provide support.
13. Celebrate nominees for Excellence in Catholic Teaching and provide financial support for attendees of SPICE.	One teacher will be selected as the successful recipient of Excellence in Catholic Teaching. Three teachers provide financial assistance from the Education Foundation (standing item)
14. Board and Leadership Retreat in the fall to enhance our understanding of the challenges facing Catholic education.	A retreat will be held in the fall for trustees, resulting in a deeper understanding of the challenges facing Catholic Education.
15. District Faith Day: <i>I have the strength for everything through Him who empowers me.</i> (Philippians 4:13)	Staff feel renewed and empowered in their vocation as an employee in Medicine Hat Catholic.
16. To continue to foster support for inclusive communities.	Administration and Staff understand the Catholic teaching of inclusion and dignity of life and feel supported.

Priority 1 – WHAT THE SCHOOL WILL DO

Strategic Priority #1 To enhance our Catholic Identity



District Goal – The Enhancement of Catholic Education

School Strategies	Indicators of Success
<ol style="list-style-type: none"> 1. Monday Morning “Kids 4 Christ” Assemblies – use scripture, prayer, and the act of modeling Christ to highlight our themes; students will actively participate (e.g. liturgical dance, readings, etc.) 2. Prayer Group will gather and share in the gospel and teachings each weekday morning 3. Every homeroom will have a “Prayer Centre” 4. The school will consecrate itself to Mary at a special celebration in October 5. Go to mass at St. Patrick’s parish 4x throughout school year 6. Explore obtaining a PowerPoint of St. Patrick’s church to help the students become more familiar with it 7. Worship Wednesdays and classroom celebrations (e.g. Israel Talk) 8. Grade 4 Bible Celebration and Grade 5 Retreat 9. Have the Legion of Mary bring in the statue of the Virgin Mary to the school (the teachers will use this opportunity to venerate Mary, particularly during the Marion Month of May) 10. Celebrate the symbol of hope & charity through our Foster Child (Shella-Mae) 11. Use the Jesse Tree during Advent 12. The staff will actively plan and participate in the monthly masses & celebrations 13. Anti-Bullying assemblies presented to each Gr. 1-6 classroom 14. Music Monday Performance 15. “Faith Friday” – Religion Club 16. Create opportunities for the Gr. 1-3 teachers to collaborate with other teachers in the District to talk about the NEW Religion curriculum 17. School-sponsored mass (Sunday, February 11, 2018) 18. Use the Stations of the Cross during Lent 19. Combine classes to learn how to recite the Rosary. Perform the Living Rosary on World Catholic Education Day. 20. Focus on Prayer by reciting a decade of the Rosary (each day) during the Marian Month of May 21. Church tour & Stations of the Cross (Gr. 1-3) 22. Recognition students who are receiving the sacrament of Holy Communion, Reconciliation and Confirmation during a special assembly 23. The school will model “service/social justice” to the community by actively participating in some initiatives such as: A “book sale” for St. Vincent de Paul, FCC Food Drive, Terry Fox, Salvation Army Angel Tree/Tree of Hope “Toy Drive,” and Christmas Market 24. One of our weekly Wednesday morning PLCs (per month) will be dedicated to Drop Everything Except Praise (DEEP) faith-based sessions (e.g. Mark 3) 	<ul style="list-style-type: none"> • Students will see how the school and church work hand-in-hand • Students will see how church practice is important • Increased enrollment of sacraments and mass attendance • More involvement of parents, students and community members • Pride in having participated in a “special” mass • Students feel more comfortable attending mass on Sunday • Talking with parents and being engaged and wanting to learn how to altar-serve (at school masses and on the weekends) • Students will be more familiar with the (physical) church building; this will increase their comfort at mass • The students will understand the Stations of the Cross as it relates to their faith • The Retreat will bring the students closer to one another and to God • Religion rep will work with teachers to ensure new curriculum is being soundly implemented • Meet the Staff Night and Early Parent-Teacher Contact Interviews foster early and stronger relationships with parents • Use REMIND app to keep parents “in the loop” • High visibility of faith-based statues, icons, banner, etc. in the hallways at school • Students have the ability to join the faith Friday club • Parents feel welcome at the school; participate in School Council/Fundraising Society; hot lunch; volunteering • Students & parents involved will express joy and excitement. • Great opportunity to showcase talents to the broader population (media coverage). • Students become excited about their faith. • Like-minded students can come together to worship and participate in faith-based activities such as making rosaries, praying, singing songs, doing some dramatic arts. . • At the beginning of the school day • May include group prayer, bible study, etc. • Would be open to entire families to participate in • The students and parents will help generate ideas for active participation. • Take our “faith” into the community (e.g. senior homes or the Food Bank) • Give the students a real-life hands-on experience • Fits nicely into Inspiring Education’s – “Demonstrate Global and Cultural Understanding” • Taking the motto, “Showing the Face of Christ to All” out into the community will show pride to all participating. • Parents and community guests will be invited to observe and participate in this event. The students will be so moved by this event that they will talk about it at home with their family. • Many parents and their families will join in the school-sponsored mass at the church. There will be fellowship after the mass in the hall.

Priority 2 – WHAT THE DISTRICT WILL DO

Strategic Priority #2 To enhance student learning through actions that reflect the values of inclusive education

AERR Outcome One: Alberta Students are Successful.

AERR Outcome Two: The systemic education achievement gap between FNMI students and all other students is eliminated.

AERR Outcome Three: Alberta’s education system is inclusive.

District Strategies	Indicators of Success
1. New position- Inclusive Learning Consultant. Supporting students with complex needs from Early Learning to Grade 12 including transition to adult and community services post-graduation. Implement a multidisciplinary team to deliver integrated case management. This team will consist of the District’s Inclusion Consultant and Occupational Therapist and a Speech Language Pathologists. This team will work closely with the RCSD Low Incidence team to support our most complex students.	Families are connected and students are supported with appropriate services bridging the gap between school and community. A collaborative team approach is developed and teachers and administrators are confident in meeting the needs of complex learners.
2. Implement new Individual Support Plan System (Dossier) district-wide.	All teachers will utilize the system to identify and support the needs of all learners.
3. Continue district professional development around self-regulation, Violence Threat Risk Assessment (VTRA), Supporting Individuals through Valued Attachments (SIVA) and complex communication needs.	Increase numbers of administrators, teachers and learning assistants participating in professional development sessions either for first time certification or being recertified.
4. District will continue to support .4 FTE FNMI resource teacher and graduation coach. Provide education/in-service around foundational knowledge about FNMI for the benefit of all students.	Teachers and staff become more knowledgeable about FNMI, Truth & Reconciliation. The education achievement gap between FNMI students and other students is eliminated.

Priority 2 – WHAT THE SCHOOL WILL DO

Strategic Priority #2 To enhance student learning through actions that reflect the values of inclusive education

AERR Outcome One: Alberta Students are Successful.

AERR Outcome Two: The systemic education achievement gap between FNMI students and all other students is eliminated.

AERR Outcome Three: Alberta’s education system is inclusive.



School Strategies	Indicators of Success
1. We will learn how to use “Dossier” to enhance individualized student program planning.	Dossier will provide a standard for recording information collected during the school year for students with Individual Education Plans. It will allow teachers to generate IPP reports that includes the student’s data and progress based. Aggregate data will allow the school to share information (as necessary) required by supporting agencies.
2. This is our 2 nd year of having an R.T.I. (Response to Intervention) program at the school. The object is to strive to meet the learning needs of all students using the 3-teir model of research-based intervention.	The RTI program will enhance student learning and literacy success through a model where the decisions are based on student data using standardized testing and frequent monitoring of progress through informal Diagnostic Reading Level Tests. Universal screening (via Fountas & Pinnell) will be used to establish cohorts.
3. Partner with the Athletics Department at the MH College (e.g. Rattlers) to come into the school or take the students to the college campus to work on some skill development and promotion.	The students will have had the opportunity to experience a more in depth (enhanced) program, drills/skills in different sports. (Some students will sign up for the Catholic Mini Volleyball League in our city).
4. Explore and discuss the AB Education Social Studies curriculum where it recognizes First Nations/Indigenous people and embeds the Aboriginal perspective into the curriculum.	Students will have a better understanding of the ‘multiple perspectives’ concept and enhanced incorporated global awareness by learning from the Aboriginal perspective.
5. All certificated staff AND support staff will become Supporting Individuals through Valued Attachments (SIVA) trained by the end of the school year.	The students will benefit from having all the certificated classroom teachers, as well as all support staff (in the school) equally trained in SIVA. The transitions from year-to-year (within the school) will be more smooth and consistent. This is important for all students, but the high needs ones especially.
6. Explore the utility of adding a “Buddy Bench” on the school playground.	Students will feel more welcome. They will be able to self-identify as needing a friend. The students will learn to be more observant of other kids’ needs. No child will feel ‘left out.’
7. Continue our “Mentoring with McCoy” High School partnership again this year (with the Grade 5 & 6 students) to create a “hands-on” opportunity to participate in a variety of different classes/activities and positive experiences at the school (e.g. Foods Lab, Shop, Cosmetology, and Drama).	This initiative will create the opportunity for the students to foster long-term connections with the high school. It is our hope that these connections will foster a commitment to staying and learning though the Catholic system (particularly when it comes time for them to make a choice about which high school they’re going to attend in the future).

Priority 3 – WHAT THE DISTRICT WILL DO

Strategic Priority #3 To develop a Literacy and Numeracy Initiative to ensure every student is successful.

AERR Outcome One: Alberta Students are Successful.

AERR Outcome Two: The systemic education achievement gap between FNMI students and all other students is eliminated.

District Strategies	Indicators of Success
1. Establish a Literacy/Numeracy Committee consisting of one representative from each school, a school-based Administrator, a Kindergarten Teacher, and a representative from senior administration.	The committee will meet on eight occasions. A Literacy/Numeracy Plan will be developed. School representatives will provide in-service to their staffs on literacy/numeracy on a regular and ongoing basis.
2. Organize a division PD day on literacy across the subject disciplines.	Keynote speakers will present on the importance of life long literacy, and literacy across the subject disciplines. Each school will prepare a literacy plan indicating objectives, tasks, success criteria, a time frame and a list of resources to achieve the goals set by literacy committee.
3. Offer a PD opportunity for Teachers on student assessment and benchmarking through SAPDC using the Fountas and Pinnell Benchmark System.	Each school will have a staff member trained in administering the Fountas and Pinnell Benchmark Assessment System. Schools will assess students in grades 1-6 to benchmark levels in literacy. A response to intervention will be implemented to support students at all grade levels.
4. Engage schools in developing specific programming to assist students struggling with literacy/numeracy. (RTI, LLI, Leveled grouping etc.)	Programs will be introduced at each school for students to provide support ensuring success in literacy and numeracy.

Priority 3 – WHAT THE SCHOOL WILL DO

Strategic Priority #3 To develop a Literacy and Numeracy Initiative to ensure every student is successful.

AERR Outcome One: Alberta Students are Successful.

AERR Outcome Two: The systemic education achievement gap between FNMI students and all other students is eliminated.



District Strategies	Indicators of Success
<p>1. This is our 2nd year of our Response To Intervention (RTI) program at the school. The objective is to strive to meet the learning needs of all students using the 3-teir model of research-based intervention (Universal, Targeted, and Intensive).</p>	<p>The RTI program will enhance student learning and literacy success through a model where the decisions are based on student data using standardized testing and frequent monitoring of progress through informal Diagnostic Reading Level Tests. Universal screening (via Fountas & Pinnell) will be used to establish cohorts.</p>
<p>2. Purchase, become familiar with, and use the Scholastic “Moving Up with Literacy Place” (Grade 4 Level) resources at the school. This program uses a strategy-based approach integrating reading, writing, working with words, oral language development and media literacy.</p>	<p>The “Moving Up with Literacy Place” resources will help the students develop greater success with comprehensive balanced literacy. Differentiated instruction will help meet the diverse literacy needs of students in the school by connecting how students are learning and accessing information in the classroom to how they function in the world outside the classroom.</p>
<p>3. Teachers in the St. Francis Xavier PLC (Professional Learning Community) will unpack the AB Education “Literacy & Numeracy Progressions” document to ensure that the students are meeting the learning outcomes in the current provincial curriculum (programs of study). The progressions tool is used to identify and monitor benchmarks that support literacy and numeracy development in meaningful ways as students engage with subject content.</p>	<p>The students will experience a more enriched learning experience through the teachers’ use of more effective learning experiences that foster the development of literacy and numeracy. This will assist students in understanding the learning outcomes in the core subjects by identifying literacy and/or numeracy components, elements, and descriptors that represent what the students will use and/or develop in this learning experience.</p>
<p>4. All students in Grade 3-6 students will participate in a 3–5 day “Community Classroom” experience at Medalta in the Medicine Hat Clay Industries National Historic District.</p>	<p>Because this opportunity is aligned with the student-centred focus (as outlined in Inspiring Education), by moving the classroom into the rich environment beyond the school, the learning will become deeper, and the students will become more informed and involved members of their community. The students and teachers will feel a high-level of appreciation for the way that the curriculum outcomes were achieved in a different environment. The teachers will see a lot value in the initiative and will want to do this on an annual basis.</p>

Priority 4 – WHAT THE DISTRICT WILL DO

Strategic Priority #4 To develop a vision for the use of technology to support student learning.	
AERR Outcome Four: Alberta has excellent teachers, and school and school authority leaders.	
District Strategies	Indicators of Success
1. District planning committee reviews the Ministry of Education District Technology Report, District Technology survey results, best practices from other Districts and begins development of a defined five-year plan for technology in the district.	Technology Committee established and regular meetings held. A five year plan is developed and implemented for the District.
2. The Learning and Technology Policy Framework is used as a guide for the development and implementation of the plan. Policy Direction 1 : Student-Centred Learning Policy Direction 2 : Research and Innovation Policy Direction 3: Professional Learning Policy Direction 4: Leadership Policy Direction 5: Access, Infrastructure and Digital Learning Environments	A vision for technology in Medicine Hat Catholic Schools is developed which drives the development of a technology plan.
3. Research on the most promising ways of using technology to: -improve student achievement, -condition of facilities, -available technology (including cost), and -potential professional development opportunities and requirements.	Research is completed on the use of technology to enhance learning and this data helps direct decision making of the 5-year plan.
4. Participation in the Jurisdiction Technology Contacts (JTC) events hosted by Alberta Education.	Medicine Hat Catholic Schools becomes involved with (JTC) events and the opportunity to network, discuss and learn about trends in the field along with emerging technologies and Alberta Education initiatives.

Priority 4 – WHAT THE SCHOOL WILL DO

Strategic Priority #4 To develop a vision for the use of technology to support student learning.



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

School Strategies	Indicators of Success
1. Acquire a NEW computer cart with 30 Chrome Books using C.I.F. (Classroom Improvement Funds) allocated to the school.	A mobile computer lab (cart) will create more opportunities for teachers to use technology in the classroom. Students will become more comfortable with using Chrome Books are all kinds of learning-based activities.
2. Explore the use of ADLC (Alberta Distance Learning Centre) teacher resources and student curriculum to enhance the learning experience for the students.	Resources will support lesson planning for teachers. Blended learning will enhance the learning experience for the students. Students will enjoy using the ready-made resources. Teachers will have more one-on-one time with their students.
3. Promote the use of Chrome Books (e.g. Google Docs, speech-to-Text/text-to-speech) for all students – especially those students who require a reader and a scribe as a part of their daily programming.	Students will enjoy all the benefits that come from using the Google Docs platform. There will be additional benefits to those students who have difficulty with reading and writing by using some of the ancillary options that come with using Chrome Books and Google Docs (such as speech-to-text).
4. We will also explore and learn how to use Smart Notebook lessons on IMAP (Internet Message Access Protocol) to enrich student learning in Math.	IMAP will make the math lesson delivery more vivid and concrete, thus making learning more enjoyable and robust.

Priority 5 – WHAT THE DISTRICT WILL DO

Strategic Priority #5 To provide a continuum of support for the mental health and well-being for parents, students and staff.

AERR Outcome One: Alberta Students are Successful.

AERR Outcome Three: Alberta’s education system is inclusive.

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

District Strategies	Indicators of Success
<p>1. Implementation of MHCBE Mental Health Strategic Plan with an action plan & timelines with a focus on:</p> <ul style="list-style-type: none"> • Informing and communicating the Mental Health Strategic Plan to all staff. • Implementing Mental Health Literacy Initiative across the district. • Introduction of School Liaison Counsellor positions in four elementary schools. • Establishing a Mental Health Committee to follow through on district priority issues. • Increasing numbers of teachers and support staff trained in Mental Health Literacy. • Providing professional development for Teachers and Staff with <i>Connect</i> leader training sessions facilitated by Dr. Jody Carrington. 	<p>MHCBE is committed to facilitating student mental wellness within a tiered support model in collaboration with community systems of care. Building mental health awareness, literacy, and expertise and addressing the challenge of stigma are key priorities. Emphasis is on the alignment of existing resources and strengthening community partnerships through collaborative communication, respect for confidentiality and the promotion of a shared language.</p> <p>Mental Health Strategic Plan is initiated and actions are implemented within Schools resulting in students being successful.</p> <p>Mental Health Strategic Priorities are achieved:</p> <ol style="list-style-type: none"> 1. Tiered supports in coordinated systems of care 2. Enhance connection, communication and collaboration

Priority 5– WHAT THE SCHOOL WILL DO

Strategic Priority #5 To provide a continuum of support for the mental health and well-being for parents, students and staff.

AERR Outcome One: Alberta Students are Successful.

AERR Outcome Three: Alberta’s education system is inclusive.

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



School Strategies	Indicators of Success
1. Our school’s 5th year of E.T. Friday (E ^{xtending your T} alent – Friday) goals this year will include an enhanced focus on “Mental Health” strategies and outcomes for students and staff (e.g. Deacon Terry will come talk about topics such as: forgiveness, God is with You, I am a Child of God).	Having someone from the Diocese like Deacon Terry will foster a closer relationship between mental health and God/Church. The students will have an enhanced awareness of how God and faith can create a safety-net in our lives.
2. E.T. Friday will also focused on the “Be Fit For Life” program in conjunction with the MHC and the Physical Literacy Initiative – e.g. Creating a student “Health Team,” bringing in the MH Rattlers, taking students to the YMCA to participate in swimming, the rock-climbing wall and the fitness area.	The students will have a positive experience with the ‘Be Fit For Life’ program. This initiative will promote healthier living and choices. The program will build capacity in the teachers (who will go on to use their enhanced learning well in the future).
3. Continue with our “Safe & Caring Series” by collaborating with the expertise of Danielle Schaitel (and Patti Wagman) with C ^{ommunity C} oming T ^{ogether} (CCT) to deal with topics that create greater mental health awareness and wellness in the classroom.	Similar themes will be introduced and discussed in every classroom to ensure that the entire school population has the shared benefit each month. Students will have the opportunity to learn more about “mental health” topics such as: self-awareness, stress, anxiety, advocacy, inclusion, and acceptance.
4. Explore the utility of adding a “Buddy Bench” on the school playground.	Students will feel more welcome. They will be able to self-identify as needing a friend. The students will learn to be more observant of other kids’ needs. No child will feel ‘left out.’
5. One of our weekly Wednesday morning PLCs (per month) will be dedicated to exploring and implementing Mental Health strategies (e.g. “Not Myself Today” tool-kit, Pan-Canadian Joint Consortium for School Health “Positive Mental Health Toolkit”).	The staff will benefit from using these programs by creating a stronger awareness of mental health issues/concerns in the school. This will consequently have a positive impact on the student population.
6. Create a regular lunchtime “intramurals” program at the school (particularly for during the cold winter months) in partnership with volunteer parent/coaches.	Students will get more active by participating in lunchtime intramurals. Parents will have the opportunity to make a stronger connection with the school (perhaps creating interest in them becoming volunteer coaches at the junior high level).
7. Have the students participate in a school-wide retreat with Face2Face Ministries.	Students will leave the full day retreat feeling refreshed and revived. They will have a greater sense and awareness of their relationship with each and other, their families, and with God.
8. Bring in (and/or perhaps partner with another school) to have a presentation that is mental health “themed” (e.g. perhaps have Jody Carrington come in and do a presentation).	The students, staff and parents will increase their understanding of Inclusive education, and how it’s about how we develop and design our schools, classrooms, programs and activities so that all students learn and participate together.

St. Francis Xavier School – Accountability Pillar

Accountability Pillar Overall Summary
 Annual Education Results Reports - Oct 2017
 School: 6871 St. Francis Xavier School

Measure Category	Measure	St. Francis Xavier 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	98.5	97.3	96.8	89.5	89.5	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	84.0	84.8	84.3	81.9	81.9	81.5	Very High	Maintained	Excellent
	Education Quality	94.9	96.7	94.7	90.1	90.1	89.6	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	n/a	3.0	3.2	3.3	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	77.9	76.5	76.1	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	85.9	83.3	88.4	73.4	73.6	73.2	Very High	Maintained	Excellent
	PAT: Excellence	14.1	12.5	25.4	19.5	19.4	18.8	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.0	82.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.2	21.2	21.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.9	54.6	53.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	62.3	60.8	60.8	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	57.9	59.4	59.3	n/a	n/a	n/a
	Work Preparation	93.8	91.7	87.1	82.7	82.6	81.9	Very High	Maintained	Excellent
	Citizenship	97.6	91.9	93.9	83.7	83.9	83.6	Very High	Improved	Excellent
Parental Involvement	Parental Involvement	86.4	87.1	85.9	81.2	80.9	80.7	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	87.8	86.5	82.6	81.4	81.2	80.2	Very High	Maintained	Excellent

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
- Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
- Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
- Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
- Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.

Measure Evaluation Reference

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

RESPONDING TO ACCOUNTABILITY PILLAR RESULTS

School Strategies by Measure	Indicators of Success
Safe & Caring Schools	<p>Students treat each other well at the school.</p> <p>Students feel liked and cared for by their teachers.</p> <p>Students feel safe to and from the school and while travelling on the bus.</p>
Student Learning Opportunities	<p>Students have access to a quality learning environment which is reinforced with: art, computers, music, health, P.E. and the dramatic arts.</p> <p>Students find school interesting and challenges them to do their best.</p> <p>Students and parents know that they can access a variety of support services while at the school.</p> <p>Students can get extra help from their teachers when/as needed.</p>
Student Learning Achievement	<p>The school maintains a high level of participation in the writing of the Grade 6 Provincial Achievement Tests.</p> <p>All students are given every opportunity to obtain an Acceptable Standard on the Grade 6 Provincial Achievement Tests.</p> <p>The Standard of Excellence level has been maintained. Our goal is to increase our level in this category.</p>
Preparation for Lifelong Learning, Citizenship, World of Work	<p>Students have the opportunity to explore choosing a career (or vocation) in classroom discussions. This will foster the right attitude and behaviors to make them think about their contribution to this world as an adult.</p> <p>Students will understand and follow the rules in the school.</p> <p>Students will improve on their sense of respect and help for each other and the environment.</p> <p>Students are provided with a learning environment that encourages them to do their very best (e.g. Second Chance Policy).</p> <p>Students have access to and the opportunity to access the broader community through a variety of field trips and community classroom experiences (e.g. Medalta).</p>
Parental Involvement	<p>Parents are keenly involved in school activities and events (e.g. School Council, Fundraising Society, field trip volunteers).</p> <p>Parents feel that the school has an “open-door” policy, where they can be informed and have some say in their child’s learning and to be more involved.</p> <p>Parents will feel that they have a ‘voice’ when it comes to some of the decisions made at the school (e.g. School Council, approach the Principal or teachers as needed).</p>
Continuous Improvement	<p>Teachers, parents and students feel that their school is making continuous improvements, and is supported by Central Office (e.g. support services, AHS, etc).</p> <p>Teachers, parents and students are proud of their school.</p> <p>Students and parents continue to have adequate access to support services such as: Learning Support, Mental Health, O.T./P.T., Speech Therapy Services, Behavioral Support/Liaison.</p> <p>Teachers are encouraged and given opportunities to attend Professional Development (personal and school-based).</p>

Educational Plan

2017-2018

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.

St. Francis Xavier School

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