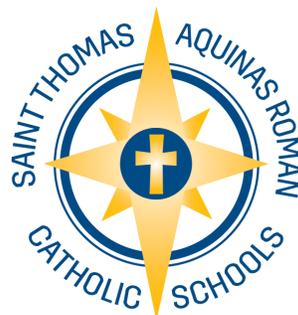




HOLY TRINITY ACADEMY

Education Plan

2020-2023



PRINCIPAL'S MESSAGE

MR. JAMIE BEAUCHAMP



As principal of Holy Trinity Academy I am pleased to offer our Education Plan which gives clear evidence of the hard work and perseverance of our staff and students, as well as lays out specific strategies to continued improvement.

Although the pandemic continues to represent challenges to education and student learning, our staff continues to make adjustments at every turn, ensuring students needs are met. Our students are even more impressive, demonstrating incredible adaptability and resiliency. I am very proud of how our school community came together to care for one another and maintain a positive school environment during these difficult times.

As staff and students alike are dealing with increased anxiety due to the pandemic, we are making it a priority to focus on mental health, encompassing a holistic view of education. We will continue to focus on building connections through strategies presented by The Third Path Framework, a relationship-based approach to academics and mental health.

As always our faith guides the way we care for students. We are in the second year of our 3 year faith plan, with this year's theme being "Disciples Through Witness". In response to this year's theme we have been supporting staff to better witness their faith, engaging in conversations about their faith journeys with students. Creating an environment that is welcoming to those exploring their faith by sharing how we, as educators, built our own foundations, strengthens our connections to our Catholicity as well as to each other.

I am happy to share the evidence of our hard work as presented in this document, and excited to see what this new year brings.

MEET YOUR LOCAL TRUSTEE



Michael Linner

Drayton Valley Trustee

Michael Linner has been a resident of Drayton Valley for almost twenty years. He is an active member of his local parish St. Anthony's Catholic Church. He served for two years as a missionary with NET Canada: one year in Swift Current, SK, and one year at Christ the Redeemer School Board in the Calgary area. Michael also spent a few years discerning the Priesthood at St. Joseph's Seminary in Edmonton. During this time, he served as an assistant in St. Brendan's School, was active with the Society of Saint Vincent de Paul, and assisted the Chaplains in the Edmonton Remand Centre. Michael is passionate about serving those in his community and recognizes the importance of a strong Catholic Education.

SCHOOL PROFILE

Principal: Jamie Beauchamp

Vice Principal: Keri-Lynn Clark

Phone: 780 621-5735

Student Population: 226

Fax: 780 621-5733

Number of Teachers: 12

Grades Served: 9-12

Email: jamie.beauchamp@starcatholic.ab.ca **Web Page:** <http://ht.starcatholic.ab.ca>

Facebook Page: www.facebook.com/HTAhighschool/



DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

Board Priority/Local Goal: Staff are provided with faith formation opportunities.

Outcome: Staff are able to articulate and witness the faith and are able to permeate all school curriculum and activities with Gospel values and a love of Jesus Christ.

MEASURES

Measure Category	Holy Trinity Academy			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Parent Survey						
Teachers help students understand how faith can guide the way they live their lives.	74	81	77.5	88	89	88.5
Staff Survey (Teachers)						
Teachers help students understand how faith can guide the way they live their lives.	100	100	100	98	99	98.5
I strengthen my faith through professional development (e.g. Reflection Day, staff retreat, daily prayer, book studies, EXCEL, etc.)	100	100	100	98	99	98.5
I witness the faith and permeate curriculum and activities with gospel values	100	100	100	99	99	99
Student Survey						
We pray as a class or a school every day.	94	91	92.5	89	92	87.6
Teachers help me understand how faith can guide the way I live my life.	70	83	76.5	77	78	77.5

FAITH PD OPPORTUNITIES

Teachers are provided with a multitude of school-based and board-level faith-based professional development opportunities including:

- August 27, 2021— Division Reflection Day
- November 26, 2021— Division Learning Day
- October 8, 2021— Understanding the Mass: Preparation of the gifts
- March 11, 2021—Understanding the Mass: Concluding rights
- April 14, 2021—Staff Retreat: Theme— How God Accompanies Us in Times of Crisis and Suffering
- May 9, 2021— Mental Health from a Catholic Perspective

DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

Board Priority/Local Goal: Students learn what it means to live in a relationship with Jesus Christ.

Outcome: Students will hear and learn about how adults live their lives guided by faith and the Church.

MEASURES

Measure Category	Holy Trinity Academy			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Parent Survey						
Teachers help students understand how faith can guide the way they live their lives.	74	81	77.5	88	89	88.5
Teachers share their own faith experience with students and the role of God in the teacher's life.	66	60	63	70	67	68.5
Staff Survey (Teacher)						
Teachers help students understand how faith can guide the way they live their lives.	100	100	100	98	97	97.5
Teachers share their own faith experience with students and the role of God in the teacher's life.	100	100	100	96	90	93
Student Survey						
Teachers speak to me about their own faith and the role of God in their life.	68	75	71.5	72	78	75

STRATEGIES

- Providing teachers with professional development in different areas of the Catholic faith including being an authentic witness
- Facilitate religious discussion and exploration.
- Work with the Director of Religious Education on faith permeation.
- School-wide prayer during Advent and Lent.
- Look explicitly at connections between our faith and our social justice projects

DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

Board Priority/Local Goal: Staff and students witness the gospel.

Outcome: Staff and students understand Catholic social teaching and witness the Gospel through acts of Social Justice and Charity.

MEASURES

Measure Category	Holy Trinity Academy			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Parent Survey						
The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice.	83	76	79.5	87	88	86.6
Staff Survey (Teachers)						
Teachers help students understand how faith can guide the way they live their lives.	100	100	100	98	99	98.5
The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice.	100	100	100	99	99	98.3
Student Survey						
My school organizes activities to help people who are in need, such as, support a foodbank or collect clothes	84	96	90	93	95	91.3

STRATEGIES

- Promote good works and social justice initiatives to parents and community through direct email, monthly news letters and social media.
- Create partnerships with organizations that need assistance.
- Establish strong Social Justice and Students Union clubs within the school.
- Promote initiatives to students within the school through signage and direct communication.



DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

Board Priority/Local Goal: Strong home, school, and parish partnerships.

Outcome: Relationships and opportunities to collaborate between parish, school, and home exist and strengthen the faith community and the life of the Division.

MEASURES

Measure Category	Holy Trinity Academy			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Parent Survey						
My child participates in religious celebrations at the school or church	79	76	77.5	91	93	92
Staff Survey (Teacher)						
I have the opportunity to participate in religious celebrations, activities or functions at the school or parish	100	100	100	96	100	98
Staff Survey (Support Staff)						
I have the opportunity to participate in religious celebrations, activities or functions at the school or parish	100	100	100	96	95	95.5
Student Survey						
At my school, I have the opportunity to participate in religious celebrations, activities or events at the school or church	84	99	91.5	86	91	83.3



SOCIAL JUSTICE PROJECTS

- Trinity for Teens
- Raised funds to sponsor a student at the Awaso School in Ghana
- Fundraiser for Ukraine
- Food drive for the local food bank
- The number of Social Justice events and initiatives were limited due to COVID-19 protocols



SCHOOL & PARISH COLLABORATION

- Bimonthly meetings with priest, school administration and REC lead
- School participation in Parish Council
- Ash Wednesday Mass in conjunction with St. Anthony School
- Due to COVID 19 school & parish collaboration was greatly reduced



STRATEGIES

- Providing teachers with a minimum of 3 professional development sessions in different areas of the Catholic faith.
- Facilitate religious discussion and exploration.
- Work with the Director of Religious Education on faith permeation.
- School-wide prayer during Advent and Lent.
- Increasing involvement in Social Justice initiatives.
- With the absence of COVID restrictions we will return to our parish church with all students for Ash Wednesday mass.
- Invite Father into our school to meet with students in religion classes.



DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

The ministry develops and implements curriculum that enables all students to achieve provincial student learning outcomes and monitors student progress through administering provincial assessments. Student growth and achievement refers to many different aspects including educational programs, academic achievement, student well-being and citizenship to name a few. To help ensure the success of all students, student growth and achievement are measured in the following areas:

PROVINCIAL ACHIEVEMENT TESTS & DIPLOMA EXAMS

Provincial Achievement Tests (PATs) and Diploma exams allow students, parents, and teachers to clearly identify areas of strength and areas in need of additional support. PAT and Diploma exams are measured by the students who achieved the acceptable standard and the percentage of students who achieved the standard of excellence on the exams. **There were no Provincial Achievement Tests (PAT's) or Diploma Exams in the 2020-2021 school year due to the COVID-19 pandemic.**



STRATEGIES

- Ensure summative assessments include higher level questions
- Increase quantity and quality of formative assessments
- Teachers PLC to improve practice collaboratively
- Peer tutoring program
- Help for students who fall just below the level of excellence
- Ensure teachers are using “I can statements” with their students so that all students understand exactly how they can demonstrate their understanding of the outcomes being assessed
- Ensure faculty advising is used for goal setting and weekly planning
- Teacher professional development (PD) will concentrate on differentiation, assessment, and depth of knowledge to ensure teachers have a keen understanding of how to engage students, and develop a higher level of student understanding.
- Teachers PLC in order to collaboratively improve practice



PROVINCIAL GOAL: CITIZENSHIP

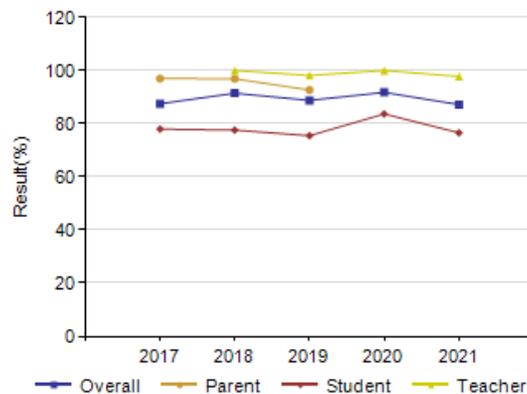
Active citizenship produces motivated and responsible learners and enables students to make a positive contribution to society. This is measured by the percentage of teachers, parents, and students who are satisfied that students model the characteristics of active citizenship.

CITIZENSHIP - MEASURE DETAILS

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	141	87.5	131	91.5	151	88.8	149	91.8	161	87.2	n/a	n/a	n/a	2,541	86.7	2,270	85.0	2,143	87.0	1,905	88.0	1,751	86.5	299,972	83.7	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2
Parent	27	97.0	13	96.9	22	92.7	4	*	4	*	n/a	n/a	n/a	204	87.5	224	88.1	241	85.7	180	86.2	144	81.2	32,863	82.7	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4
Student	114	78.0	109	77.6	118	75.5	141	83.7	152	76.6	n/a	n/a	n/a	2,165	75.2	1,831	72.1	1,673	78.3	1,540	79.3	1,402	80.7	235,647	74.4	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1
Teacher	n/a	n/a	9	100.0	11	98.2	8	100.0	9	97.8	n/a	n/a	n/a	172	97.2	215	94.7	229	97.0	185	98.5	205	97.7	31,462	94.0	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1

Graph of School Results



Notes:

Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*). The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2019/20. Caution should be used when interpreting trends over time. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool. Current and historical results were adjusted to reflect an update to the Alberta Education Assurance Measure reporting system.



STRATEGIES

- Establish a greater emphasis on Work Experience in grade 10 with continued focus in grades 11 and 12.
- Continue certify all students in First Aid in grade 11
- Continue to promote RAP and work experience in person in assemblies and in communications home
- Students will continue completing HCS 300 (prerequisite for work experience) as a part of CALM in grade 10, in order to be ready to collect work experience credits



PROVINCIAL GOAL: STUDENT LEARNING ENGAGEMENT

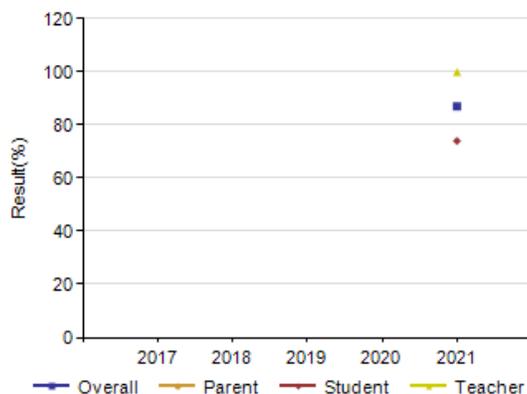
Outcome: Learning improves when students find course content interesting and useful in their everyday lives.

STUDENT LEARNING ENGAGEMENT: MEASURE DETAILS

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	School										Measure Evaluation			Authority										Province												
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021				
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%			
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	161	87.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,752	87.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	144	90.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	152	74.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,403	75.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	205	97.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0

Graph of School Results



Notes:

Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

STRATEGIES

- Staff review Tier 1 strategies and best practices for engagement at the beginning of the year
- Staff will receive PD on the fifth condition of the 3rd Path framework, Engagement
- Staff will focus on implementing engagement strategies from the 3rd Path
- Continue to access engagement PD for teachers
- Ensure that content is taught with sufficient depth of knowledge so students are appropriately challenged
- Continue to engage kids through positive relationship building
- Encourage and hold the expectation for students to reach high levels of learning (RTI philosophy).
- Ensure instruction and assessment are aligned.
- Student voice and choice is a priority in choosing courses, extracurricular activities, and school decision-making (such as student council, etc.).



DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

Board Priority/Local Goal: A focus on mental health and well-being.

Outcome: When we support student mental health, we support student success. When students are in a state of emotional, behavioural, and social well-being, they are able to enjoy life and deal with its challenges.

MEASURES

Measure Category	Holy Trinity Academy			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Student Survey						
I have no worries about going to school	81	n/a	n/a	75	n/a	n/a
I feel confident in my ability to solve issues at school	88	n/a	n/a	85	n/a	n/a
I have strategies to lower my stress before writing an exam or a big assignment	61	n/a	n/a	55	n/a	n/a
I am free of headaches or stomach aches	72	n/a	n/a	67	n/a	n/a
I am able to fall asleep at night and stay asleep	67	n/a	n/a	66	n/a	n/a



DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

Board Priority/Local Goal: A focus on mental health and well-being.

Outcome: When we support student mental health, we support student success. When students are in a state of emotional, behavioural, and social well-being, they are able to enjoy life and deal with its challenges.

MEASURES *continued*

Measure Category	Holy Trinity Academy			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Staff Survey (Teachers)						
I am aware of the social and emotional well-being of my students	100	100	100	97	98	97.5
I am able to support the social and emotional well-being of my students	100	100	100	93	94	93.5
I am aware of the behaviour supports my students require	100	100	100	98	98	98
I utilize strategies to support student behaviour	100	100	100	99	99	99
Staff Survey (Support)						
I am aware of the social and emotional well-being of the students I work with	100	78	89	96	93	94.5
I am able to support the social and emotional well-being of the students I work with	100	89	94.5	97	90	93.5
I am aware of the behaviour supports the students I work with require	100	78	89	95	86	90.5
I utilize strategies to support the behaviour with the students I work with	100	78	89	98	92	95
Parents						
My child has a friend at school.	94	93	93.5	96	97	96.5
I am satisfied with the access to social/emotional supports at school.	83	76	79.5	82	79	80.5
My child has one or more adult(s) that care about them at school.	91	93	92	92	92	92



STRATEGIES

- Continue to focus on build authentic relationships with students
- Increase focus on Family Team activities
- Using existing collaborative structures (PLC, SLT, SIT) to identify student need and initiate support systems
- Use of School Intervention Team to monitor student need and direct supports
- Ensure counseling has a faith component
- Access division Wellness Worker for student support
- Complete 3rd Path PD for teachers
- Explore bringing in outside groups to present on Mental Health topics
- Use of teacher councilor to teach Mental Health Literacy, offer counselling, and connect families with community supports



DOMAIN 3: TEACHING & LEADING

STAR Catholic School Division recognizes that excellence in education for students is largely determined by qualified and committed staff. Our [Administrative Procedure on Teacher Growth, Supervision and Evaluation \(AP 411\)](#) is available for download on our website.

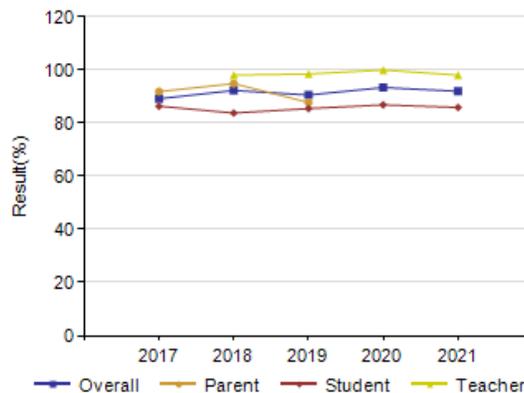
Education Quality is a provincial measure under Teaching and Leading. It is measured by the percentage of teachers, parents, and students who are satisfied with the overall quality of basic education.

EDUCATION QUALITY: MEASURE DETAILS

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	141	89.2	131	92.3	151	90.6	149	93.4	161	92.0	n/a	n/a	n/a	2,545	92.8	2,271	92.5	2,144	92.2	1,907	93.3	1,753	91.6	300,253	90.1	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6
Parent	27	91.9	13	94.9	22	87.8	4	*	4	*	n/a	n/a	n/a	204	91.5	224	92.3	241	88.1	180	90.8	144	88.1	32,880	86.4	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7
Student	114	86.4	109	83.8	118	85.5	141	86.9	152	85.9	n/a	n/a	n/a	2,169	88.9	1,832	88.3	1,674	90.1	1,542	90.4	1,404	89.2	235,901	88.1	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3
Teacher	n/a	n/a	9	98.1	11	98.5	8	100.0	9	98.1	n/a	n/a	n/a	172	97.9	215	96.9	229	98.2	185	98.7	205	97.6	31,472	95.9	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7

Graph of School Results



Notes:

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STRATEGIES

- Use of collaborative teams to direct school improvement (PLC, SLT, SIT)
- Teacher PD around assessment
- Focus on mental health to ensure students can successfully access learning
- DIP and PAT analysis and improvement planning
- Continue to understand the needs of our students through positive relationship building
- Continue to prioritize PLC (Professional Learning Communities) in order to support teacher development



DOMAIN 3: TEACHING & LEADING

Board Priority/Local Goal: Continue to build and develop staff capacity.

Outcome: Staff enhances their expertise through opportunities to build their capacity, at all stages in their career, through mentorship and meaningful professional development opportunities.

MEASURES

Measure Category	Holy Trinity Academy			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Staff Survey (Teacher)						
I have opportunities for meaningful Professional Development	100	100	100	95	94	94.5
I have opportunities to access Division and school supports (i.e. Coaches, Directors, Mentors, Family School Liaison Worker, and Learning Support Facilitators for Professional Development)	100	100	100	90	98	94
Staff Survey (Support Staff)						
I have opportunities for meaningful Professional Development related to my role	100	100	100	74	76	75
I have opportunities to access Division and school supports (i.e. Coaches, Directors, Mentor, Family School Liaison Worker, and Learning Support Facilitators for Professional Development)	100	89	94.5	89	81	85

PROFESSIONAL DEVELOPMENT

- August 25, 2022 - Opening Staff Meeting/ Teacher Preparation Day
- August 26, 2022 - Division Reflection Day
- August 29, 2022 - Assessment Reporting & PowerSchool Best Practices
- August 30, 2022 - Teacher Preparation Day
- August 31, 2022 - Teacher Preparation Day
- September 23, 2022 - The Third Path & IPP Goal Setting
- October 7, 2022 - Teachers Institute Day
- October 21, 2022 - Indigenous Foundational Knowledge - Treat & Treaty Script
- November 1, 2022 - Learning Day
- December 23, 2022 - RTI Overview - Targeted to Universal Support
- January 30, 2023 - Indigenous Classroom Practices
- February 9, 2023 - Teachers Convention
- February 10, 2023 - Teachers Convention
- February 17, 2023 - Permeation of Faith into Curricular Areas
- March 10, 2023 - Faith Session & The Third Path
- April 28, 2023 - Staff Retreat
- May 19, 2023 - Diagnosis-Specific PD ADHD or FASD & The Third Path
- June 2, 2023 - Faith Session/ Graduation Preparation
- June 28, 2023 - Planning for Next Year

STRATEGIES

- Focus on assessment, FNMI topics, Mental Health supports, and faith
- Planning of professional development opportunities by whole staff
- Mental Health Literacy for all staff
- 3rd path for trainers



DOMAIN 3: TEACHING & LEADING

Board Priority/Local Goal: Foster a culture of collaboration and leadership development.

Outcome: Staff are provided with structured opportunities to collaborate and be involved in leadership.

MEASURES

Measure Category	Holy Trinity Academy			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Staff Survey (Teacher)						
I have the opportunity to participate in school leadership at my school (e.g. School Leadership Team, Acting Admin, School Intervention Team, Extra-curricular, facilitating PD, etc.)	100	100	100	94	97	95.5
I have the opportunity to collaborate in a professional learning community (PLC)	100	100	100	93	99	96
Teachers in our school value professional learning communities (PLC)	100	100	100	94	94	94

COLLABORATION & LEADERSHIP

- The following collaborative structures are present at HTA providing opportunity for staff to display leadership in different areas
 - PLC (Professional Learning Communities)
 - SLT (School Leadership Team)
 - SIT (School Intervention Team)
 - IPP planning and review with LSF



STRATEGIES

- PD is planned in collaboration with school staff
- PLC teams submit SMART goals
- SLT (School Leadership Team) meets to discuss school improvement
- Teachers are given opportunities to take on leadership roles in different areas such as technology, mental health and extra-curricular
- Education Assistants included in key PD opportunities
- A variety of teachers have the opportunity to be designate principal



DOMAIN 3: TEACHING & LEADING

Board Priority/Local Goal: Safe, welcoming, and optimal learning environments for staff and students.

Outcome: Staff and students work and learn in safe and optimal environments when capital planning and investment in infrastructure and facilities is appropriate.

MEASURES

Measure Category	Holy Trinity Academy			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Staff Survey (Teachers)						
Our School is clean and well maintained	100	100	100	95	93	94
Our school has the physical facilities to meet the programming needs of students	92	90	91	88	87	87.5
Our school has the physical facilities to meet the occupational health and safety (OH&S) needs of staff and students	100	100	100	92	92	92
Staff Survey (Support Staff)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Our School is clean and well maintained	100	100	100	93	91	92
Our school has the physical facilities to meet the programming needs of students	100	100	100	80	81	80.5
Student Survey	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I am proud of my school and the way it looks	92	94	93	83	82	82.5



STRATEGIES

- Continue to maintain our facility at a high level of cleanliness.
- Address issues with the building in a timely manner.



DOMAIN 4: LEARNING SUPPORTS

PROVINCIAL GOAL: SAFE & CARING

Safe & Caring: This is measured provincially by the percentage of teachers, parents, and students agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

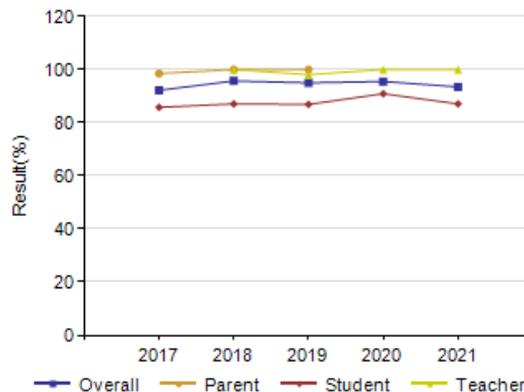
STAR Catholic School Division continually provides welcoming, caring, respectful and safe learning environments that respect diversity and fosters a sense of belonging.

SAFE & CARING - MEASURE DETAILS

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	141	92.2	131	95.7	151	95.0	149	95.5	161	93.5	n/a	n/a	n/a	2,536	91.5	2,269	90.7	2,141	91.8	1,904	92.9	1,751	91.6	299,627	89.5	253,494	89.0	265,382	89.0	264,204	89.4	230,987	90.0
Parent	27	98.5	13	100.0	22	100.0	4	*	4	*	n/a	n/a	n/a	204	92.6	224	94.0	241	91.9	180	93.2	144	89.7	32,868	89.9	35,486	89.4	35,247	89.7	36,899	90.2	30,969	90.5
Student	114	85.8	109	87.1	118	86.9	141	90.9	152	87.1	n/a	n/a	n/a	2,160	85.3	1,830	82.5	1,671	85.5	1,539	86.7	1,402	87.1	235,302	83.3	185,384	82.5	196,856	82.3	193,364	82.6	169,813	84.0
Teacher	n/a	n/a	9	100.0	11	98.1	8	100.0	9	100.0	n/a	n/a	n/a	172	96.7	215	95.7	229	98.1	185	98.8	205	98.1	31,457	95.3	32,624	95.0	33,279	95.1	33,941	95.3	30,205	95.4

Graph of School Results



Notes:
 Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

STRATEGIES

- Improve socio-emotional wellbeing of students by creating an environment where students feel welcomed and accepted with a solid connection to at least one adult in the building
- Add welcome messaging in a variety of languages
- Increase focus on Family teams in order to facilitate relationship building between staff and students.
- Increase school pride through newly designed school clothing
- Continue staff PD on the 3rd Path to maximize staff ability to build positive relationships
- Move to a Teacher Counselor who will be present in the school full time



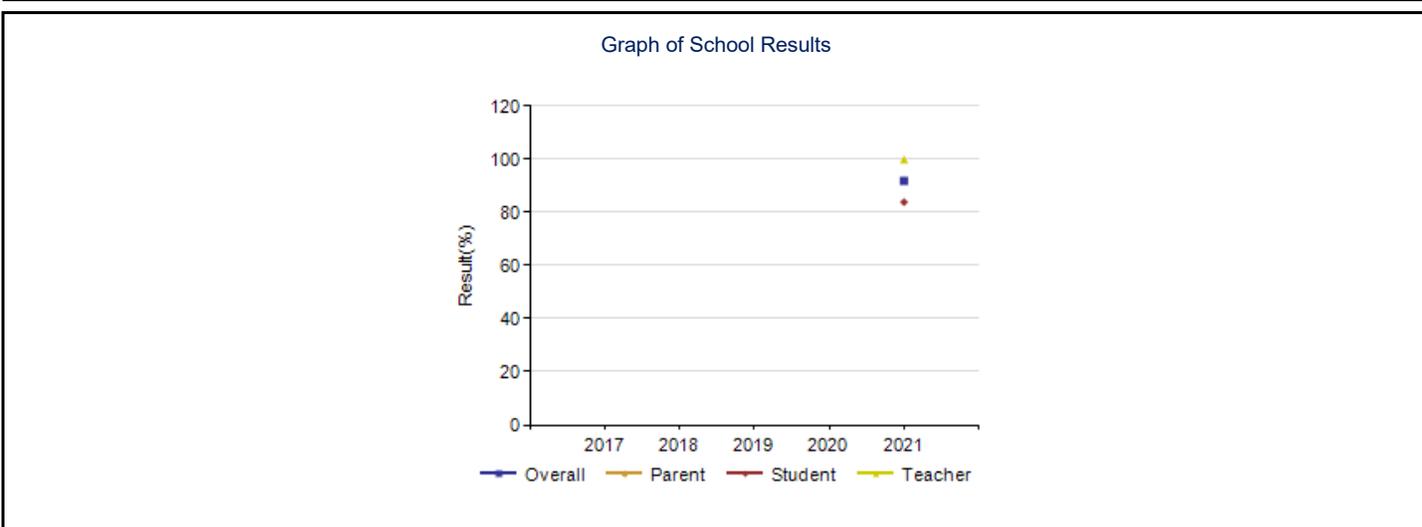
PROVINCIAL GOAL: WELCOMING, CARING, RESPECTFUL AND SAFE LEARNING ENVIRONMENTS (WCRSLE)

Welcoming, Caring, Respectful & Safe Learning Environments (WCRSLE) : A provincial measure assessing the percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

WELCOMING, CARING, RESPECTFUL & SAFE LEARNING ENVIRONMENTS (WCRSLE) MEASURE DETAILS:

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

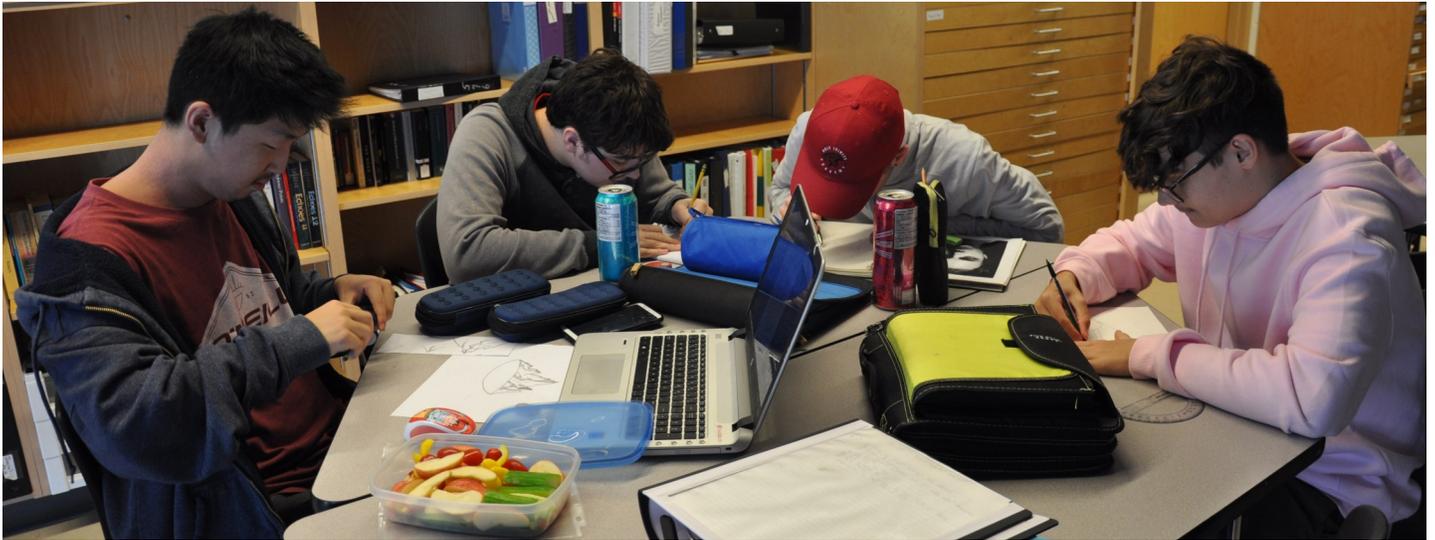
	School										Measure Evaluation			Authority										Province										
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021		
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	161	91.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,751	89.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	144	87.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	152	83.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,402	84.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	205	98.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3



Notes:
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 The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
 Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

STRATEGIES

- Review classroom expectations and school wide policies to ensure all classrooms provide a safe and caring environment
- Explore belonging strategies from the 3rd Path
- Common classroom expectations posted in all classrooms



PROVINCIAL GOAL: ACCESS TO SUPPORT & SERVICES

Access to Supports & Services: A provincial measure assessing that appropriate supports and services for students are available and can be accessed in a timely manner.

Outcome: Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.

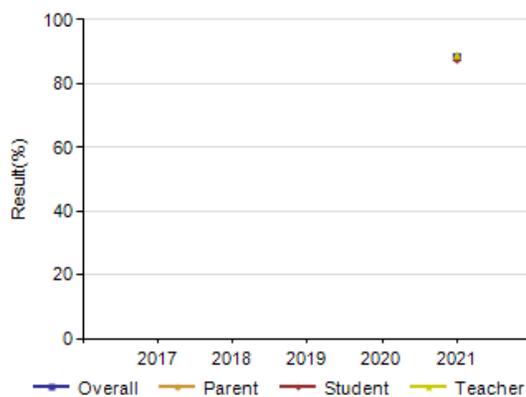
ACCESS TO SUPPORTS & SERVICES

MEASURE DETAILS:

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	School										Measure Evaluation			Authority										Province											
	2017		2018		2019		2020		2021		Ac hie ve me nt	Im- pro ve me nt	Ov era ll	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021			
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	161	88.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,750	86.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	144	81.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9	
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	152	87.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,401	85.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2	
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9	88.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	205	91.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7		

Graph of School Results



Notes:

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The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

STRATEGIES

- Moving to a teacher counselor who will be present in the school full time
- SIT team members trained in ASIST
- Academic career counselor to meet regularly with struggling learners
- FNMI Lead to focus on improving learning and supports for our FNMI population
- Access division Wellness Worker for student support

DOMAIN 4: LEARNING SUPPORTS

Board Priority/Local Goal: First Nation, Métis and Inuit students are successful.

Outcome: More First Nation, Métis and Inuit students meet or exceed performance measures.

MEASURES

Measure Category	Holy Trinity Academy			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Staff Survey (Teachers)						
First Nations, Métis, and Inuit Elders/knowledge keepers, cultural advisors or community members are invited into our school	58	60	59	70	82	76
Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values	83	100	91.5	93	92	92.5
I support the learning experiences of my students by using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis, and Inuit	92	90	91	95	94	94.5
I am building capacity in my understanding of First Nations, Métis, and Inuit Culture	100	100	100	97	97	97
Staff Survey (Support Staff)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values	100	89	94.5	92	92	92
Student Survey	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Our school provides opportunities to learn more about First Nations, Métis, and Inuit history, culture, and traditions	92	91	91.5	87	82	84.5

STRATEGIES

- Place increased focus on cultural celebrations and cultural issues.
- Display treaty 6 and Metis flags
- School wide participation/observation of smudging.
- Including Treaty Land Acknowledgment in morning announcements
- Use of student created land acknowledgements
- Staff to create personal land acknowledgement
- Accessing local elders who are visibly present in our school
- Accessing division Indigenous Coach for support



DOMAIN 4: LEARNING SUPPORTS

Board Priority/Local Goal: A focus on students with learning challenges.

Outcome: A high functioning Response to Intervention model will help identify and support all students.

MEASURES

Measure Category	Holy Trinity Academy			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Staff Survey (Teachers)						
I use a variety of Tier 1 strategies in my classroom	100	100	100	97	99	98
I use a variety of Tier 2, target strategies	100	100	100	96	99	97.5
I have the opportunity to collaborate in a professional learning community (PLC)	100	100	100	93	99	96
Teachers in our school value professional learning communities (PLC)	100	100	100	94	94	94
Our school has access to the resources necessary to support students and their families social and emotional well-being	83	90	86.5	89	91	90
I am aware of the behaviour supports my students require	100	100	100	98	98	98
I utilize strategies to support student behaviour	100	100	100	99	99	99
Student Survey	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I understand how I learn best and am able to communicate this with my teacher	85	84	84.5	79	79	79
Adults help me when I ask	95	96	95.5	92	89	90.5
Parent Survey	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
My child has the opportunity to reach his or her academic potential	94	86	90	92	90	91
My child receives the support he/she needs to be successful in school	96	88	92	90	89	89.5

STRATEGIES

- Ensure supports are available to address all student needs
- EA schedules are dynamic in nature and change in response to student need
- Flex block is used effectively to give students the extra help they need to be successful
- Nurture student teacher relationships so that teachers can better recognize the needs of students and students can more easily communicate their needs to their teachers
- Creation of a Red Light room where students who are behind on their work are required to attend during Flex Block until they are caught up on their work.
- Regular SIT meetings to direct support
- Regular LSF/teacher meetings to ensure IPPs are up to date and regularly reviewed



DOMAIN 5: GOVERNANCE

PROVINCIAL GOAL: PARENTAL INVOLVEMENT

Parental involvement and engagement leads to student success, and are high priorities for STAR Catholic.

Feedback from parents, as well as administrators, staff, students, and clergy, is gathered through means such as surveys, consultation events and face-to-face meetings.

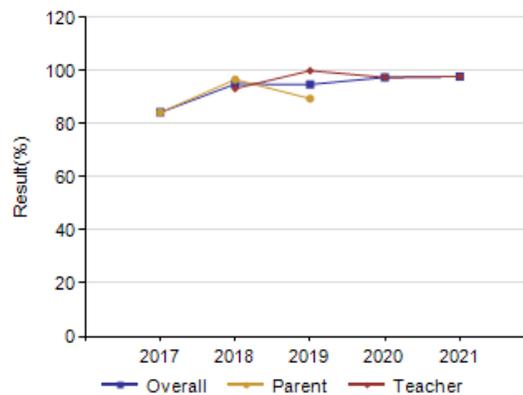
Provincially, this is measured by teacher and parent satisfaction with parental involvement in decisions about their child's education.

PARENTAL INVOLVEMENT - MEASURE DETAILS

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021		Ac hie ve ment	Im- pro ve ment	Ov era ll	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	27	84.3	21	95.0	32	94.8	8	97.5	9	97.8	n/a	n/a	n/a	375	84.4	434	84.9	469	84.9	364	87.8	349	83.2	63,905	81.2	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5
Parent	27	84.3	12	96.7	21	89.5	4	*	4	*	n/a	n/a	n/a	203	76.5	220	79.0	240	74.6	179	80.2	144	75.1	32,505	73.9	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2
Teacher	n/a	n/a	9	93.3	11	100.0	8	97.5	9	97.8	n/a	n/a	n/a	172	92.3	214	90.7	229	95.2	185	95.3	205	91.2	31,400	88.5	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8

Graph of School Results



Notes:

Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*). The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

STRATEGIES

- Increase the timeliness of communications home
- Increase use of social media such as Facebook and Instagram
- Broaden the scope of topics for which we communicate home
- Use of monthly news letter
- Timely communication with newspaper



DOMAIN 5: GOVERNANCE

SUPPLEMENTAL DOCUMENTS



Budget Summary

St. Thomas Aquinas Roman Catholic Schools
2022-2023 Play Budget (October)

Holy Trinity

Revenue and Allocations to Budget Center

	2022-2023 Play Budget (October)		2021-2022 Spring Budget	
Base Allocations	\$1,421,602	87.8%	\$1,270,561	86.9%
Specialized Learning Support (SLS) Allocations	\$134,257	8.3%	\$109,645	7.5%
Faith Development Allocations	\$17,160	1.1%	\$16,355	1.1%
ELL Allocations	\$4,800	0.3%	\$4,800	0.3%
FNMI Allocations	\$20,400	1.3%	\$14,400	1.0%
Other Program Allocations	\$11,003	0.7%	\$9,599	0.7%
One-Time Allocations	\$10,540	0.7%	\$0	0.0%
Previous Year Unspent and Surplus Allocations	\$0	0.0%	\$30,000	2.1%
Local Revenues & Fees	\$0	0.0%	\$7,452	0.5%
Total Revenue and Allocations to Budget Center:	\$1,619,761	100%	\$1,462,812	100%

Expenditures

	2022-2023 Play Budget (October)		2021-2022 Spring Budget	
Certificated Staff	\$1,245,045	76.9%	\$1,106,827	75.7%
Uncertificated Staff	\$286,574	17.7%	\$264,340	18.1%
Services Contracts and Supplies	\$81,526	5.0%	\$85,028	5.8%
Amortization (Depreciation)	\$6,617	0.4%	\$6,617	0.5%
Held in Reserve	\$0	0.0%	\$0	0.0%
Total Expenditures:	\$1,619,761	100%	\$1,462,812	100%

Summary

	2022-2023 Play Budget (October)	2021-2022 Spring Budget
Total Revenue and Allocations to Budget	\$1,619,761	\$1,462,812
Total Expenditures	\$1,619,761	\$1,462,812
Variance	(\$1)	\$0

Spring 2021 Required Alberta Education Assurance Measures—Overall Summary

Assurance Domain	Measure	Holy Trinity Academy			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	87.0	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	87.2	91.8	90.7	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	93.1	92.9	91.2	83.4	80.3	79.6	Very High	Maintained	Excellent
	5-year High School Completion	96.8	90.6	92.9	86.2	85.3	84.8	Very High	Maintained	Excellent
	PAT: Acceptable	n/a	n/a	65.5	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	11.6	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	76.7	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	8.9	n/a	n/a	24.1	n/a	n/a	n/a
Teaching & Leading	Education Quality	92.0	93.4	92.1	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	91.9	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	88.2	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	97.8	97.5	95.8	79.5	81.8	81.4	n/a	n/a	n/a

Notes:

Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.

Participation in the 2019/20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.

The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.

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 (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).

Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.

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, Social Studies 30-2.