



HOLY TRINITY ACADEMY

EDUCATION PLAN

2024-2028



SCHOOL PROFILE

Principal:

Vice Principal:

Phone: 780 621-5735

Student Population: 294

Fax: 780 621-5733

Number of Teachers: 12

Grades Served: 9-12

Email:

Web Page: <http://ht.starcatholic.ab.ca>

Facebook Page: www.facebook.com/HTAhighschool/



PRINCIPAL'S MESSAGE

MRS. KERI-LYNN CLARK



The strategies in this report were set after a review of the data in our Alberta Education Results Report by our school staff and parent community. We are excited to present strategies that aim to improve learning and wellbeing for our students as well as our staff.

Strategies encompassed in the Education Plan present an increased focus on academics as well as creating supports to improve student well being. Holy Trinity Academy aims to strengthen relationships, increase academic support to students, bolster teaching at Tier 1, increase success of all learners, and improve parental involvement.

As a growing school we are excited to welcome new staff members into our community. Next year will require us to once again build capacity across the school in Response to Intervention and The Third Path. This will be a good time to go back to the basic components of great teaching to ensure that all of our classrooms have the essential building blocks to create successful learners. We will be restructuring our flex block to create more targeted interventions and enhance student learning. We will rely on our School Leadership Team to analyze the data and direct the work of our PLC teams to improve education quality. In order for this to happen we will also be exploring technology and programs to enhance data collections.

This year our faith goals center around supporting our staff in sharing their faith journeys with students and in building stronger connections between school, home and parish. 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.

God Bless

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.

DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

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

Outcome: Staff are able to live, 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

Survey Questions

Students (Secondary)

- The adults in my school treat me with respect.
- We pray as a class or as a school every day.

Staff (Teacher & Support Staff)

- Staff at the school uphold the dignity of every student as a child of God.
- I pray regularly with staff and/or students.
- I speak about and demonstrate my faith to my students.
- I have opportunities to strengthen my faith through professional development (e.g. Reflection Day, staff retreat, daily prayer, book studies, EXCEL, etc.)
- I am building capacity in my understanding of how to permeate faith into all school activities.

Parents

- My child's school upholds the dignity of every student as a child of God.
- I am pleased with the opportunities my child has to pray and to grow in his or her faith.

Anecdotal list of PD offerings that are specific to faith [Populated in AERR]

STRATEGIES

- In order to increase students participation in daily prayer, Holy Trinity Academy staff will increase frequency and prayer opportunities by implementing daily grace 2 minutes before lunch hour begins.
- Grace will be created by students in their Religion classes and once per week read by students on the intercom, creating a sense of ownership in the process and allowing students to hear faith sharing from their peers.
- Increase staff capacity and comfort with prayer by familiarizing them with apps and daily prayer and reflection.
- The Religious Education Coordinator (REC) will lead the school in stations of the cross during Lent.
- We will introduce praying the rosary at different times throughout the year.
- We will create an Indigenous rosary, acknowledging ancestry in a move towards reconciliation.
- HTA will create and promote a prayer chain led by student-faith leadership team
- All staff members will attend STAR Catholic's annual Reflection Day.
- There will be on-going faith formation throughout the year. The administration will offer 3+ faith based professional development sessions per year.

DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

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

Outcome: Students will hear, learn, and model their lives guided by faith and the Church.

MEASURES

Survey Questions

Students (Secondary)

- I learn about faith and God at our school.
- Teachers and students speak about faith, and I learn how to live the way God wants me to.
- I have the opportunity to participate in religious celebrations and activities or functions at the school or parish.

Staff (Teachers)

- Teachers help students understand how faith can guide the way they live their lives.
- The school provides students an opportunity to pray and grow in their faith.
- I have the opportunity to participate in religious celebrations, activities or functions at the school or parish.

Parents

- My child has the opportunity to participate in religious celebrations and activities at the school or parish.

STRATEGIES

- The school initiated a vibrant student-faith leadership team, which gained traction throughout the year. HTA will continue to promote participation in the student-faith leadership team.
- The student-faith leadership team will study the Alpha program, increasing their understanding of the Catholic faith.
- HTA will host 4-5 masses/ liturgies throughout the year, as well as class masses for each religion class.
- Students will be the driving force leading masses and liturgies.
- At Advent and Lent the school will gather together for morning prayer at the chapel.

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

Survey Questions

Students (Secondary)

- My school organizes activities to help people who are in need, such as, support a food bank or collect clothes.

Staff (Teachers & Support Staff)

- The school helps those less fortunate through charity, good works, and social justice.

Parents

- The school helps those less fortunate through charity, good works, and social justice.

Anecdotal List of School Social Justice Projects [Populated in AERR]

STRATEGIES

- HTA will work to connect and make evident the link between social justice initiatives and Catholic social teaching.
- HTA Feeds Families—HTA works with the local foodbank to feed the community.
- Trinity for Teens—HTA works with the Teen Mental Health ward of The Foothills Hospital, collecting donations to brighten the holidays of the teens in the hospital.
- Think Fast—HTA participates in a school-wide Think Fast, teamed with Wake-a-Thon.
- HTA will increase parent communication and invitation for participate around initiatives.
- HTA will provide students with opportunities to work with local charities, volunteering time and good works.
- It is mandatory students in Grade 12 complete 20 hours of volunteer service as part of their graduation requirements.
- HTA will continue to communicate the students good works on social media and in the newsletter to increase visibility on our parent community.

DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

Board Priority/Local Goal: Enhance home, school, and parish relationships.

Outcome: Continue to build relationships and opportunities to collaborate between the parish, school, and home, which strengthens the faith community and the life of the Division.

MEASURES

Survey Questions

Students (Secondary)

- I have the opportunity to participate in religious celebrations and activities at our school or parish.

Staff (Teachers & Support Staff)

- I have the opportunity to participate in religious celebrations, activities or functions at our school or parish.

Parents

- My child has the opportunity to participate in religious celebrations and activities at our school or parish.
- Faith is incorporated into school communications.
- I am invited to school faith events.

List of School Masses/Celebrations and Connections to Outside Organizations [Populated in AERR]

Summary of Involvement Between Home, School, Parish, and Parish Priests [Populated in AERR]



DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

STRATEGIES

- We will continue to communicate with parents around faith events, inviting parents to attend masses and liturgies in a more emphatic way.
- The parent council will host a parent engagement night with a faith speaker.
- HTA will encourage parents to be involved in our social justice initiatives, building connection between school, parish, and community.
- Prayer and reflection will be incorporated into our monthly newsletter, giving parents an opportunity to connect to Catholicity.
- We will continue to send home weekly reflections during Advent and Lent, as well as invite parents in during these reflective times.
- HTA will continue to promote participation in its student-faith leadership team. This team will focus teachings on Youth Alpha.
- All students will participate in grade-level retreats in May.
- Father Felix will host 1 class mass per Religion class, hosted at the school.
- Father Felix will lead liturgy at the graduation retreat.
- The students will be the driving force at masses and celebrations, planning and executing the mass.
- Students will add their gifts and talents of dance, drama, and music to liturgy.
- HTA will increase communication, sharing Mass and liturgies on social media.



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. Students in a state of emotional, behavioural, and social well-being, are able to learn, build resilience, and thrive.

MEASURES

Surveys:

Students

- (Secondary) I have a positive and healthy relationship with at least one adult in my school
- My school is a place where I feel I belong
- I know who to talk to to get help if I am struggling with my emotions or mental health
- I have a trusted adult in my school who I can ask for help
- I learn how to manage my emotions in stressful situations
- I have opportunities to be involved in and connected to my school (teams, clubs, volunteering, etc.)
- I feel safe at school
- I have a friend at school
- I am encouraged to do my best so I can reach my full potential

Staff (Teachers & Support Staff)

- I am able to develop trusting relationships with the students in my care
- I am able to support the social and emotional well-being of the student(s) I work with (self-awareness, building positive relationships, responsible decision-making, etc.)
- I am able to effectively support student regulation
- Our school has internal supports and structures to assist students with their social and emotional well-being
- The Third Path provides a framework that assists me in supporting students

Parents

- I have the opportunity to participate in my child's school and/or education (parent teacher interviews, celebrations, extra curricular activities, field trips, school council, parent information night, etc.)
- I feel welcome when I contact or visit my child's school
- My child has a friend at school
- My child feels safe at school
- My child has one or more adult(s) that care about them at school
- My child feels a sense of belonging at school
- My child knows who to talk to if he/she needs help or is struggling with emotions or mental health
- My child has access to supports that enhance social-emotional learning (self-awareness, building positive relationships, responsible decision-making, etc.)
- My child has the opportunity to reach his or her full potential
- My child has one or more adult(s) that care about them at school

DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

STRATEGIES

- HTA prides itself on building authentic relationships with students and will continue to make relationships a priority.
- HTA will hire an First Nations, Metis, and Inuit (FNMI) Support Worker to assist Indigenous students, as well as a Family School Liaison Worker (FSLW) to work with the larger student population.
- HTA will be contracting a clinical counsellor to work with students who need additional assistance with mental health needs.
- Administration will introduce Third Path training to new teachers and review with veterans, covering all the conditions in 3 PD sessions,
- We will do additional data collection around students and their connection with staff.
- Increase focus on Family Team activities to increase a sense of belonging and care.
- Use of School Intervention Team to monitor student need and direct supports.
- Implement 3rd Path strategies through School Leadership Team and Professional Learning Communities.
- Use of FSLW to teach Mental Health Literacy, and connect families with community supports.
- Implement strategies lower exam-related stress, deliver strategies to all grades.
- Create a Google test calendar for teachers to establish collaborative test scheduling to ensure students have time to prepare for assessments.



DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

PROVINCIAL ACHIEVEMENT TESTS & DIPLOMA EXAMS

Provincial Goal: PAT Acceptable/Excellence & Diploma Exam Acceptable/Excellence

Background: 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.

Provincial Achievement Tests (PATs) and Diploma Exams: PAT 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.

MEASURES

Provincial Achievement Exams

- The percentage of students who achieved the Acceptable Standard and the percentage of students who achieved the Standard of Excellence on Provincial Achievement Tests (based on cohort):
 - Overall and specific course results for all students;
 - Overall and specific course results for self-identified First Nations, Métis and Inuit students; and
 - Overall and specific course results for students who require and receive English language supports (codes 301/303).

Diploma Exams

- The percentage of students who achieved the Acceptable Standard and the percentage of students who achieved the Standard of Excellence on Provincial Achievement Tests (based on cohort):
 - Overall and specific course results for all students;
 - Overall and specific course results for self-identified First Nations, Métis and Inuit students; and
 - Overall and specific course results for students who require and receive English language supports (codes 301/303).



DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

STRATEGIES

- HTA will purchase and begin using SmarterMarks, to create in-depth analysis for summative assessments.
- HTA will begin working with CommonLit to secure English Language Arts data and gauge student learning.
- Teachers will create common assessments and evaluate student performance on assessments.
- Restructure flex block to improve student engagement and ability to deliver targeted interventions strategies.
- Teachers will examine class trend between class awarded mark and diploma exam (DIP) mark to ensure greater alignment.
- Teachers will perform item analysis, , examining trends to inform teaching practice.
- Look at gaps/ feedback from previous years , vertical PLC about the essentials across all subjects.
- Provide targeted interventions to improve student understanding of objectives.
- HTA will participate in a book study on Multi-Tiered System of Supports (MTSS) , which a framework that helps educators provide academic and behavioral strategies for students with various needs.
- Grade 10 student s will take a learning strategies class semester 1 to increase study skills.
- HTA will increase capacity of the School Leadership Team to drive improvement of common Tier 1 strategies across classrooms, through Professional Learning Communities (PLCs).
- Teachers will attend Professional Development (PD) around Tier 1 strategies.
- Review Response to Intervention (RTI) with all staff at the start of year.
- Focus on mental health to ensure students can successfully access learning.
- Provide the Learning Support Facilitator with adequate time to better support teachers in addressing student needs



DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

PROVINCIAL GOAL: HIGH SCHOOL COMPLETION

Background: High School completion is a fundamental building block on which other educational and life goals are built. It opens opportunities for growth and creates a better quality of life. High School Completion Rate is measured by the percentages of students who completed high school within three, four and five years of entering Grade 10.

MEASURES

- High School completion rate of students within three and five years of entering Grade 10.
 - Results and evaluations for all students;
 - Results and evaluations for self-identified First Nations, Métis, and Inuit students; and
 - Results and evaluations for students with English language learning needs (codes 301/303).

STRATEGIES

- Counsellor will meet with grade 12 students at the start of each semester to ensure students are aware of their graduation plan.
- HTA will plan a post secondary fair to be held in the fall, inspiring students to pursue post-secondary pathways.
- Counsellor will meet with all Grade 11 students to discuss progress towards graduation.
- Counsellor will communicate graduation progress with parents.
- HTA will present to both parents and teachers on educational pathways, providing a better understanding of course planning to achieve post secondary education and career goals.
- HCS 3000 will be completed during CALM (Career and Life Management) to ensure all students have access to Work Experience.
- Jordan's Principle funding will be accessed for additional EA (Educational Assistant) support for at risk Indigenous students.
- Students in grade 10 will receive a presentation on high school credits and Work Experience .
- Continue to promote RAP (Registered Apprenticeship Program), allowing students to pursue interests and workplace readiness.
- Create a cohesive partnership with Careers and our divisional Careers Coordinator to ensure we provide our students with the best information in their pursuit of potential apprenticeships.

DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

PROVINCIAL GOAL: CITIZENSHIP

Background: 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.

MEASURES

- Teacher, parent and student agreement that students model the characteristics of active citizenship.
- Results and evaluations for the overall measure and each respondent group:
 - Teachers
 - Parents
 - Students

STRATEGIES

- Establish a greater emphasis on Work Experience in grade 10 with continued focus in grades 11 and 12.
- Provide the option of First Aid to grade 11 students to ensure they can access first aid for one year post-graduation.
- Increase student awareness and participation in RAP (Registered Apprenticeship Program) and Work Experience by providing information in person during an assembly and intensifying communications home .
- Students will continue completing HCS 3000 (prerequisite for work experience) as a part of CALM in grade 10, in order to be ready to collect work experience credits.
- Social justice will continue to involve students in charity works.
- Continue to prioritize learning as a part of disciplinary action, working towards restorative justice.



DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

PROVINCIAL GOAL: STUDENT LEARNING ENGAGEMENT

This is a provincial measure of student engagement in their learning at school.

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

MEASURES

- Teacher, parent and student agreement that students are engaged in their learning at school.
- Results and evaluations for the overall measure and each respondent group:
 - Teachers
 - Parents
 - Students
- Graph of Overall Authority Results

STRATEGIES

- Administration will provide teachers' Professional Development (PD) on engagement.
- Professional Learning Communities (PLCs) will address engagement in common lesson planning.
- Teachers will be provided with access to technology to enhance the educational environment.
- EA (Educational Assistant) schedules are dynamic in nature and change in response to student needs.
- The School Leadership Team to builds a set of common Tier 1 strategies to be used across classrooms, focusing on academic achievement and engagement.
- Encourage staff to access the staff development fund to access professional development opportunities across the province.

DOMAIN 3: TEACHING & LEADING

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

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

Star Catholic School Division recognizes that excellence in education for students is largely determined by qualified and committed staff. You can find our Administrative Procedure on [Teacher Growth, Supervision and Evaluation \(AP 4.11\)](#) on our website: www.starcatholic.ab.ca

MEASURES

Surveys:

Staff (Teachers)

- I have opportunities for meaningful Professional Development.
- 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).

Staff (Support Staff)

- I have opportunities for meaningful Professional Development related to my role.
- 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).

List of Professional Development Sessions During the School Year [Populated in AERR]

STRATEGIES

- Professional Development will be planned by the entire staff to ensure we are meeting needs of all teachers.
- HTA will access division coaches in the delivery of professional development.
- Teachers will access divisional coaches to improve teaching practice, especially around assessment.
- HTA will review all of the conditions of The Third Path to refresh teacher knowledge and understanding.
- Implement Response to Intervention training for newer staff and refresh the systems for veteran staff.
- Increase proficiency and understanding of intervention tools.
- Support Staff will be provided with professional development to improve their skills and service areas of growth.

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 to be involved in leadership.

MEASURES

Surveys:

Staff (Teachers)

- 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.)
- I have the opportunity to collaborate in a professional learning community (PLC).
- Teachers in our school value professional learning communities (PLC).

STRATEGIES

- All staff will be invited to be members of the School Leadership Team (SLT) which focuses on school improvement.
- The School Intervention Team (SLT) will meet with greater frequency to discuss struggling students. Teachers are given opportunities to take on leadership roles in different areas such as technology, Indigenous, mental health and extra-curricular coaching.
- A variety of teachers have the opportunity to be designate principal.
- Professional Learning Communities (PLCs) will be given greater focus to increase teacher engagement in the



DOMAIN 3: TEACHING & LEADING

Board Priority/Local Goal: Staff are supported in their wellness

Outcome: When staff experience positive social, emotional, and physical well-being, they are better able to fulfill their role in supporting students.

MEASURES

Surveys

Staff (Teachers & Support Staff)

- I am aware of available resources to support my wellness.
- I utilize the resources and information that are provided to support my wellness
- I understand the different dimensions of wellness into my own life (ie. physical, social, and emotional)
- We learn about and incorporate wellness in my workplace

STRATEGIES

- All PD sessions have a component on teacher wellness or self care for staff.
- Incorporate a Grace and Gratitude into staff meetings, using circles to communicate thanks and celebrate staff.
- Create a compliment wall to create moments of appreciation and thanks.
- Administration builds trusting supportive relationships with staff to facilitate conversations when staff are struggling.
- Provide faith PD to increase connection between faith and mental health.
- Broaden staff understanding of the Employee Assistance Program, Health Spending Account, and Wellness



DOMAIN 3: TEACHING & LEADING

PROVINCIAL GOAL: EDUCATION QUALITY

Outcome: Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students.

MEASURES

- Teacher, parent and student satisfaction with the overall quality of basic education
- Results and evaluations for each respondent group:
 - Teachers
 - Parents
 - Students

STRATEGIES

- Staff review Tier 1 strategies and best practices for engagement at the beginning of the year , and continue to focus on solid teaching practice throughout the year.
- School Leadership Team will discuss how PLC (Professional Learning Communities) teams can work to increase student engagement.
- Staff will review and strategize around the fifth condition of The Third Path framework.
- Ensure that content is taught with sufficient depth of knowledge so students are appropriately challenged.
- Continue to engage kids through positive relationship building .
- At the beginning of the year review with staff the RTI (Response to Intervention) philosophy that 'All Students Can Learn at High Levels'.
- Ensure instruction and assessment are aligned with curriculum objectives.
- Student voice and choice is a priority in choosing courses, extracurricular activities, and school decision-making (such as student council, etc.).
- Continue to promote RAP (Registered Apprenticeship Program) and Work Experience in person in assemblies and in communications home .



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 identified measures.

MEASURES

Surveys

Students (self-identified Indigenous only):

- My school is a place where I feel I belong
- I feel safe at school
- I have a friend at school
- (Elementary) At my school there is at least one adult who listens and cares about me
- (Secondary) I have a positive and healthy relationship with at least one adult in my school

Students (Secondary)

- Our school provides opportunities to learn more about First Nations, Métis, and Inuit worldviews, history, culture, and traditions

Staff (Teachers)

- First Nations, Métis, and Inuit Elders/knowledge keepers, cultural advisors or community members are invited into our school.
- Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, and values.
- 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.
- I am building capacity in my understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, and values.

Staff (Support Staff)

- Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values.

Accountability Pillar & PAT/DIP results specific to First Nations, Metis and Inuit students [Populated in AERR]

DOMAIN 4: LEARNING SUPPORTS

STRATEGIES

- Place increased focus on Indigenous celebrations and ways of being.
- HTA will contract an elder to meet with students once every two weeks.
- HTA will access Jordan's Principle to hire a part-time FSLW dedicated to Indigenous student wellness and family connections.
- HTA will work with an Indigenous consultant to increase Indigenous Lead teacher capacity.
- Our Indigenous Lead will be an active member of the School Intervention Team (SIT) to review FNMI student status on a regular basis.
- Increase staff awareness of student who are coded FNMI to ensure they are servicing them within the classrooms.
- Aboriginal Studies will continue to focus on experiential learning, providing engagement activities which incorporate elder knowledge.
- HTA will host Indigenous engagement nights, celebrating Indigenous ways of being with the HTA community at large.
- Students will have opportunity to participate or observe smudging ceremony.
- HTA will include the Treaty Land Acknowledgment in morning announcements that are created by staff and students.
- HTA will work to create an Indigenous component to the graduation celebration.
- HTA will continue to access local elders who are visibly present in our school .
- Collaboration with stakeholders, elders, caregivers, students and families to build trust.



DOMAIN 4: LEARNING SUPPORTS

Board Priority/Local Goal: Recognize and support the diverse learning needs of ALL students through the Response to Intervention Model.

Outcome 1: Quality core instruction foundational to success for all and is grounded in solid assessment practice.

Outcome 2: Quality assessment practice will assist in the provision of targeted support for both academically gifted and struggling students.

Outcome 3: Quality assessment practice will assist in the provision of intensive support for both academically gifted and struggling students.

MEASURES

Surveys:

Students (Elementary)

- In our classroom, I am encouraged to learn in different ways (e.g. technology, group work, on my own).
- At our school, adults help me when I ask
- I get feedback from my teacher on practice work or assignments
- I know what is expected on assignments (outlines, rubrics)
- I have opportunities to practice and improve my learning before an exam or assessment

Students (Secondary)

- I understand how I learn best and am able to communicate this with my teacher
- Adults in our school help me when I ask
- I get feedback from my teacher on practice work or assignments
- I know what is expected on assignments (i.e. outlines, criteria, rubrics)
- Teachers provide exam outlines, so I know what to study
- I have opportunities to practice and develop my understanding before an exam or assessment

Staff (Teachers)

- Please rate your understanding of the Alberta Assessment Consortium visual, "Assessing Student Learning in the Classroom".
- I use data to establish intervention targets for students who have not mastered core concepts
- I use data to establish intervention targets for students who have mastered core concepts and would benefit from enrichment
- I am comfortable with utilizing available intervention strategies, tools and supports
- I provide criteria for assignments to students (i.e. outlines, rubrics, etc.)
- I give students opportunities to practice and develop their understanding before a test or assessment

Parents

- Information about my child's learning is shared with me in a timely manner (PowerSchool, Google Classroom, email, etc.)
- My child knows what is expected of him/her on assignments or exams (rubrics, outlines, etc.)

DOMAIN 4: LEARNING SUPPORTS

STRATEGIES

- Ensure supports are available to address all student needs.
- Professional Development (PD) will have increased focus on engagement and assessment.
- HTA will implement SmarterMarks to enhance assessment practices.
- Teachers will focus on creating common assessments and using data to drive teaching practice.
- Educational Assistant (EA) schedules are dynamic in nature and change in response to student needs.
- Refocus Flex Block to ensure teachers have increased opportunities to provide Tier 2 supports.
- Strengthen relationships through 3rd Path implementation
- Continue the use of an intervention room where students who are behind on their work are required to attend during Flex Block until they are caught up on their work.
- Continue to hold regular School Intervention Team (SIT) meetings to directly support struggling students.
- Continue to hold regular Learning Support Facilitator (LSF) meetings to ensure Individualized Program Plans (IPPs) are up to date and regularly reviewed.
- School Leadership Team to build a set of common Tier 1 strategies to be used across classrooms
- School Leadership Team to review data and set priorities for Professional Learning Communities.
- Encourage staff to access the staff development fund to access professional development opportunities across the province.
- Use assessments to determine student need, and create data-driven strategies to address those needs.
- The Learning Support Facilitator will increase quantity of Level-B testing.



DOMAIN 4: LEARNING SUPPORTS

PROVINCIAL GOAL: WELCOMING, CARING, RESPECTFUL, AND SAFE LEARNING ENVIRONMENT

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

MEASURES

- Teacher, parent, and student agree that learning environments are welcoming, caring, respectful, and safe.
- Results and evaluations for the overall measure and each respondent group:
 - Teachers
 - Parents
 - Students

STRATEGIES

- Every staff member at HTA focuses on building positive relationships with students. When decisions are made, the decisions are rooted in what is best for our students.
- We will be increasing time for our contracted Counselor, allowing more time for mental health and emotional supports.
- Rework parent teacher interviews to increase interaction between teachers and parents.
- Increase engagement by creating parent/ family engagement evenings to increase parent involvement in the school.
- 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
- Focus on implementation of The Third Path to maximize staff ability to build positive relationships
- Address issues with the building in a timely manner.
- Continue to maintain our facility at a high level of cleanliness.

DOMAIN 4: LEARNING SUPPORTS

PROVINCIAL GOAL: ACCESS TO SUPPORT & SERVICES

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.

MEASURES

- Teacher, parent, and student agreement that students have access to the appropriate supports and services at school.
- Results and evaluations for the overall measure and each respondent group:
 - Teachers
 - Parents
 - Students

STRATEGIES

- HTA will be contracting a Clinical Counsellor to be in the building 3 days per week, servicing students' mental health needs.
- HTA will be hiring an Family School Liaison Worker (FSLW) to assist all students and families.
- HTA will be hiring a Family School Liaison Worker (FSLW) to work specifically with our Indigenous population.
- Teachers will be trained/ retrained on The Third Path.



DOMAIN 5: GOVERNANCE

PROVINCIAL GOAL: PARENTAL INVOLVEMENT

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

Research clearly demonstrates that parents who understand the school philosophy, know the school staff and participate in school activities are more likely to be satisfied with the education that their children are receiving. Parents need meaningful opportunities to participate in all facets of their child's schooling. They often want to be part of the decision-making process, and have access to information and ideas on a continuous, as-needed basis. (Building the Learning Team, AB Education, 2006)

MEASURES

- Teacher and parent satisfaction with parental involvement in decisions about their child's education
- Results and evaluations for the overall measure and each respondent group:
 - Teachers
 - Parents

STRATEGIES

- Bolster our monthly news letter to highlight past achievements and events.
- Invite parents through email to school celebrations and events.
- Increase communication home around weekly events with announcements.
- Set guidelines for teacher communication home around student achievement
- Increase the frequency of Facebook and Instagram posts
- Broaden the scope of topics for which we communicate home
- Create parent engagement nights to increase connection between home and school.



DOMAIN 5: GOVERNANCE

PROVINCIAL GOAL: STAKEHOLDER ENGAGEMENT

School authorities are expected to actively engage stakeholders to inform the development of local priorities and plans.

- Parents, teachers, and students were consulted to inform the education plan.
- The stakeholders were informally questioned, surveyed, and consulted during official meetings.
- Parent Counsel was consulted specifically during monthly meetings, looking at AERR results and providing input around areas of growth. School decision making was discussed at all meetings.
- Questions were posted during parent engagement evenings, the answers were gathered and used to create strategies.
- Strategies around mental health and family team planning came directly from student input.



DOMAIN 5: GOVERNANCE

SUPPLEMENTAL DOCUMENTS

- School Budget 2024-2025

Budget Summary

**St. Thomas Aquinas Roman Catholic Schools
2024 - 2025 BUDGET SPRING LIVE**

Holy Trinity

Revenue and Allocations to Budget Center

	2024 - 2025 BUDGET SPRING LIVE			
Reserves - Operating & Capital	\$67,608	2.6%	\$0	0.0%
Federal Government	\$60,000	2.3%	\$0	0.0%
School Fees - Regular Instruction	\$10,890	0.4%	\$0	0.0%
Base Allocations	\$1,999,030	75.7%	\$0	0.0%
Specialized Learning Support (SLS) Allocations	\$245,313	9.3%	\$0	0.0%
Faith Development Allocations	\$24,240	0.9%	\$0	0.0%
English as Additional Language (EAL) Allocations	\$13,062	0.5%	\$0	0.0%
First Nations, Metis & Inuit (FNMI) Allocations	\$57,140	2.2%	\$0	0.0%
Other Program Allocations	\$21,615	0.8%	\$0	0.0%
One-Time Allocations	\$0	0.0%	\$0	0.0%
Facility Services Allocations	\$143,348	5.4%	\$0	0.0%
Total Revenue and Allocations to Budget Center:	\$2,642,246	100%	\$0	100%

Expenditures

	2024 - 2025 BUDGET SPRING LIVE			
Ungrouped Object Codes	\$22,000	0.8%	\$0	0.0%
Certificated Staff	\$1,653,832	62.6%	\$0	0.0%
Uncertificated Staff	\$724,451	27.4%	\$0	0.0%
Services Contracts and Supplies	\$231,963	8.8%	\$0	0.0%
Amortization (Depreciation)	\$0	0.0%	\$0	0.0%
Held in Reserve	\$10,000	0.4%	\$0	0.0%
Total Expenditures:	\$2,642,246	100%	\$0	100%

Summary

	2024 - 2025 BUDGET SPRING LIVE			
Total Revenue and Allocations to Budget		\$2,642,246		\$0
Total Expenditures		\$2,642,246		\$0
Variance		\$0		\$0