



MEDICINE HAT CATHOLIC BOARD OF EDUCATION

St. Michael's School

School Educational Plan

2018-2019

St. Michael's School



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: Mr. Ron Blackmer



St. Michael's School is the designated fine arts focus elementary school within the Medicine Hat Catholic Board of Education. This year we mark our 28th year as a fine arts focus school and our 53th year as part of Medicine Hat Catholic! Students at St. Michael's enjoy increased opportunities to learn through the fine arts in the areas of music, drama, visual arts and dramatic movement. We are extremely proud of this heritage and look forward to many more years in offering Catholic Education through the arts.

St. Michael's School offers an education based on the traditions of our Catholic faith that is both a preparation for life and a way of living out the Gospel message in all that we do. Catholic Education provides for the physical, intellectual, emotional and spiritual development of every child. Special emphasis on the fine arts and their integration throughout the curriculum develops creativity and personal initiative, growth in self-esteem and encourages a desire for life-long learning. Co-operation among families, school staff and our parishes within St. Michael's community is demonstrated by a commitment to the school mission.

School Profile

St. Michael's school opened its doors to students in 1965. In 1968 the addition of a gym and east wing was constructed. Further expansion included the completion of our drama facility and one classroom in September 2000. In 2010 two new modular classrooms were added to the east wing and another in 2012 to accommodate our increased enrollment. St. Michael's is the designated school for students from NW Crescent Heights, areas of NE Crescent Heights, Riverside and Redcliff. Currently our school has a population of 178 students from kindergarten to grade six with an additional 26 students enrolled in our Early Learning Program. In addition to our instructional hours, St. Michael's offers an Out of School Care Program, with before and after school hours which is housed in our school gymnasium and stage area.

St. Michael's School: Enrolment Trends

Grade	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10
K	31	23	23	26	34	34	22	38	35	32
1	19	24	21	32	27	25	39	26	38	33
2	25	20	30	30	25	29	26	34	27	26
3	28	31	25	24	30	20	31	31	33	27
4	28	24	25	28	22	28	35	30	31	30
5	27	23	29	25	32	32	30	34	33	28
6	20	31	24	30	33	24	32	28	33	0
Total	178	176	177	195	203	192	215	221	230	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 (**2018-2021**) and for *School Based Annual Plans* for the **2018-2019** school year.



Developing our Priorities for the School Education Plan

The District priorities for 2018-2019 focuses on **OUR FAITH**, to enhance our Catholic identity. 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 in a welcoming, caring, respectful and safe learning environment. To foster **MEANINGFUL PARENT INVOLVMENT** and **STAKEHOLDER**

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.

Faith Technology
Literacy Numeracy
Mental Health Support
Parent Involvement

5 Strategic Priorities for 2018-2019

Strategic Priorities

District & School

Strategic Priority #1

To enhance our Catholic Identity.

District Goal: Enhancement of Catholic Education.

Strategic Priority #2

To foster meaningful parent involvement and stakeholder engagement.

*Outcome One: Alberta Students are Successful.

*Outcome Two: Alberta's education system supports First Nations, Métis and Inuit students' success.

*Outcome Three: Alberta's education system respects diversity and promotes inclusion.

*Outcome Five: Alberta's education system is well governed and managed.

Strategic Priority #3

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

*Outcome One: Alberta Students are Successful.

*Outcome Two: Alberta's education system supports First Nations, Métis and Inuit students' success.

Strategic Priority #4

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

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

Strategic Priority #5

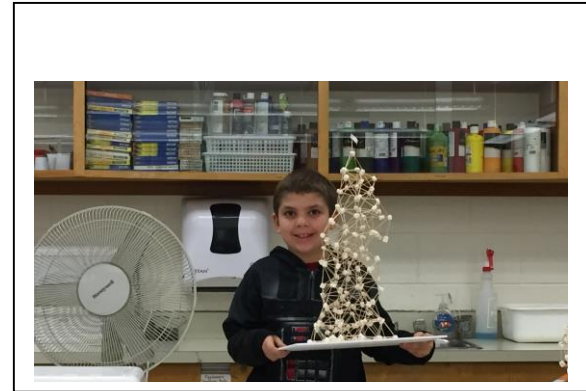
To provide a continuum of support for the mental health and well-being of parents, students, and staff in a welcoming, caring, respectful and safe learning environment.

*Outcome One: Alberta Students are Successful.

*Outcome Three: Alberta's education system respects diversity and promotes inclusion

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

*Annual Education Results Report (AERR) Outcomes



Grade Three Science

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. Continue to foster the Parish-School relations that were implemented in the previous year by having two administrators become/continue as a parish council member at each of the parishes.	Two administrators on each parish council communicating with all stakeholders.
2. Hire a chaplain for our High School and Junior Highs to foster a climate of living faith in our entire school communities.	Increased student engagement and participation of staff and students in liturgies, masses, service projects, etc. focusing on living our faith
3. Encourage staff in our division to access PD opportunities in regards to faith with our links to advanced education sites on our website and in our parish run RCIA programs	More staff enrolling in faith courses online
4. Celebrate the parish/school community's relationships	November 4 th – Catholic Education Sunday – share a video and a message from trustees at all masses. Give a division highlight sheet to parishes during World Catholic Education Week in May.
5. Religious Coordinator facilitates social justice projects for various grades.	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 Upper elementary/junior/high school- Feeding the less fortunate. Help support school initiated projects. Summary sheet of the social justice projects will be completed.
6. District Faith Day: <i>These things I have spoken to you, that my joy may be in you, and that your joy may be full</i> " (John15:11)	Staff feel renewed and empowered in their vocation as an employee in Medicine Hat Catholic that we can lead our young people and ourselves to experience the joy we encounter in Christ. Survey staff about the day.
7. 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/administrators are provided financial assistance from the Education foundation (standing item)
8. Dedicated support for our new Religion programs	Grade level PLC meetings to support implementation of grade 5 curriculum. A full day workshop to be held in the spring for grade 6 teachers in anticipation of implementation of the new curriculum using print and digital resources.
9. Staff gather to celebrate a district-wide Mass twice a year.	A district wide Mass held on August 31 and March 29.
10. A web portal with resources to support faith in the home, school, and parish will be posted on school websites.	Grades 1-5 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.
11. 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.
12. Bible Liturgy for all grade 4 students at Holy Family Parish on September 27 th . Schools are encouraged to invite parents to the Liturgy. Each grade 4 students receives a Bible blessed by the parish priests/deacons. 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 as the living word.
13. Focus on the concepts of building church and being witnesses to the church with students in our local parishes.	Grade 5 and 6 retreats that connect to the religious education curriculum will be held at Holy Family Parish and St. Patrick's Parish. Students will join the parish community in a Eucharistic celebration. Volunteers from the parish help with the retreat. The retreat will be followed by an evaluation to ensure that it is successful.
14. Full-day school retreats will provide students and staff with opportunities to connect with God through prayer, music, and games.	Retreats offered at every grade level through the year. Survey by staff and students at the end of the retreats.
15. Support for our newly hired teachers through Faith Formation sessions held four times throughout the year.	New teachers feel confident in sharing their faith and curriculum with their students
16. Work with schools to provide visible symbols of our faith to enhance our identity.	Clear visible representation of our faith in all schools.

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
1. In partnership with St. Louis School, attend Mass four times during the school year at St. Patrick’s Church: Sept. Dec. March and May.	Increased contact with Fr. Tomy as well as parent participation. Exposer for our students to the parish community.
2. School Sponsored Sunday mass. This year held on Sept. 30 th , 2018.	Participation from our choir and students in the parts of the Mass. Increased visibility in the parish community. (Invitation from the K of C to sing at their Christmas banquet.
3. Encouragement of more grade six students to participate in the Equip program with Ellen.	More grade six students taking part in the Friday evening Equip events and increased amount of students at this level enrolling in the sacrament of confirmation.
4. Education and participation in the following mission activities: - Medicine Hat Food Bank drive in October - Penny carnival for an Advent project on November 30 th with all proceeds directed towards the St. Vincent de Paul Society. - Lenten mission project – Mary’s Meals	Besides the amount of donations that are received through these projects, is the more important indicator of student understanding and recognition of our call as followers of Jesus to act lovingly in justice and putting others before ourselves in serving the poor in our midst.
5. Short teaching/prayer to begin each School Council meeting.	Parent feedback and questions regarding Catholic teaching and tradition as a means of growing in our understanding of Catholic Education.
6. Faith education as a common element in every Monday morning assembly.	Feedback from parents, staff and students as well as participation, and Mrs. Richard, in respect to the effectiveness and meaningfulness of assembly teachings based on the previous Sunday Gospel reading, liturgical calendar or other Church teachings.
7. Monday morning staff intercessory prayer and our Rosary Club.	Amount of staff and students involved in these opportunities as well as feedback from participants.
8. Participation in the following events: Grade 4 Bible presentation, Bible Trivia contest, Grade 5 and 6 retreats, Face 2 Face retreats, Saints Go Marching In drama presentation (This year featuring St. Peter).	Increased use of Bibles in the grades 4-6 program. Increased participation in Bible Trivia contest, increased participation in parish events because of faith opportunities at school.
9. Invitations to our parish priests: Fr. Tomy, Fr. Iqbal, Fr. Vijay, as well as Sister Vicki and Sr. Clem to visit our school, attend celebrations and be welcomed as special guests.	Increased occasions when our priests and sisters can visit our school and interact with our students. Increased awareness about Catholic vocations for our students and staff.

Priority 2 – WHAT THE DISTRICT WILL DO

Strategic Priority #2 To foster meaningful parent involvement and stakeholder engagement;

AERR *Outcome One: Alberta Students are Successful.

AERR *Outcome Two: Alberta’s education system supports First Nations, Métis and Inuit students’ success.

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

AERR *Outcome Five: Alberta’s education system is well governed and managed.

District Strategies	Indicators of Success
1. Meet with parents and stakeholders quarterly to provide information, engage in open conversation and receive feedback on strategies outlined within School Education Plans, Annual Education Results Report (AERR) and discuss other topics of interest to parents and stakeholders.	Parents feel engaged in decisions that affect their children. Improvement in PARENTAL INVOLVEMENT Accountability Pillar Results.
2. Ensure that the MHCBE and its schools are safe, caring and welcoming, viewing parents as partners by inviting parents and stakeholders to participate in key areas such as Liturgical celebrations, Strategic Planning, District committees, (Mission review), and other decisions that affect their children.	Parents are included in activities, committees and planning sessions held by the District. Improvement in Safe and Caring Schools Accountability Pillar Results. <i>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.</i>
3. Develop a communication plan that outlines strategies for the coming year. The plan will incorporate a monthly communications work plan. The Board will annually approve the communication strategy.	A Communication Work Plan is completed that outlines the strategies and goals to be undertaken throughout the school year. The plan will include how to track implementation of strategies. Communication goal aligns with the annual District Strategic Priorities. The Communications Work Plan will serve as a monthly timeline to efficiently and effectively implement communication strategies.
4. Social media platforms are regularly used to communicate.	Stakeholder’s engagement increases on all social media platforms. - Public bodies and stakeholders endorse MHCBE content through social media platforms by Sharing, Liking, and Retweeting posts
5. Social media platforms will increase at the High School and Middle Schools.	The High School and Middle Schools has an Instagram presence. Improvement in the PARENT INVOLVEMENT and CONTINUOUS IMPROVEMENT Accountability Pillar Results.
6. Effective ongoing communication with our parish communities, including regular updates in church bulletins and invitations to school and district functions. Members of the Parish community are invited to participate in District functions and committees.	The two parishes and parishioners within Medicine Hat feel connected to the Medicine Hat Catholic School District and knowledge about the school district increases. 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. Improvement in the District Outcome 1: The Enhancement of Catholic Education. <i>Our students, staff, and parents believe that Catholic Education offers a unique and valuable dimension to education.</i>

Priority 2 - WHAT THE SCHOOL WILL DO

Strategic Priority #2 To foster meaningful parent involvement and stakeholder engagement;

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

AERR *Outcome Five: Alberta’s education system is well governed and managed.

School Strategies	Indicators of Success
1. Invitations made to all parents through our newsletter and social media (website and Facebook) for any special event held at the school or parish. (academic, religious or social)	Increased parental involvement at our assemblies, Masses, social events. Parent feedback and increased involvement in our School Council and Society. (Over 130 came to our Family Movie Night in September!) *In all strategies of this priority, Accountability Pillar results for 2019 will also be an indicator of success.
2. Curriculum based parent participation events: Math Night	Family attendance and feedback and success in the classroom.
3. Three specified events each year for parent/teacher interaction centering on student success. - Meet the Teacher Night (Sept.) - Parent/Teacher Interviews (Nov.) - Parent/Teacher Interviews (March) - Celebration of Learning (kindergarten- March)	Parental attendance, increased communication with parents to ensure student success.
4. Increased posting of school events on social media.	Feedback “Likes or comments”. Increased involvement because of social postings.
5. Advertise and encourage parental knowledge of the P.A.C.E. advocacy group through our newsletter and letters home.	Parental feedback and increased knowledge of the importance of safeguarding and protecting Catholic Education in Alberta.
6. Encouragement of Advent and Lenten boxes to go home during these seasons for family discussion and prayer.	Increased number of parents signing up for these activities and parent feedback.
7. Beginning at the beginning – Welcoming and encouraging parent volunteers at the ELP and Kindergarten level for field trips, classroom events such as pumpkin carving, Mother’s and Father’s Day celebrations, scrapbook club and take home projects such as Polly Panda and Nature Detectives.	Parental Feedback, increase participation in all school events from our ELP and Kindergarten parents
8. St. Vincent de Paul Penny Carnival – Nov. 30 th , 2018	Parent assistance in planning and participation.

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: Alberta’s education system supports First Nations, Métis and Inuit students’ success.

District Strategies	Indicators of Success
<p>1. Established District Literacy Committee will continue. The Committee will have representation from each school, a school based Administrator, a Kindergarten Teacher, and a representative from Senior Administration. The group will review school based literacy plans to meet goals established by committee.</p>	<p>District Literacy Committee meets four times annually. Committee reviews each school literacy plan and recommend adjustments based on researched best practice. School plans and recommended adjustments are reviewed by each school staff. If necessary, school literacy plans are updated. Increased level of achievement on DIP’s PAT’s in Language Arts and Social.</p>
<p>2. District provides teachers time to collaborate on recommendations made by District Literacy Committee.</p>	<p>District Literacy Committee members coordinate collaboration days for literacy in each school.</p>
<p>3. Inform School Administration and Staff of PD opportunities on student assessment and benchmarking through SAPDC using the Fountas and Pinnell or another benchmarking system to ensure that each elementary school has a minimum of one staff member trained in a benchmarking system.</p>	<p>Each school will have a staff member trained in administering the Fountas and Pinnell or another Benchmark Assessment System. Schools will assess students in grades 1-6 to benchmark levels in literacy a minimum of twice per year to measure growth. Results to be shared with stakeholders.</p>
<p>4. Engage schools in developing specific programming to assist students struggling with literacy/numeracy. (RTI, LLI, Leveled grouping, Joyful Literacy etc.)</p>	<p>Programs will be implemented at each school for students to provide support ensuring success in literacy and numeracy. Schools will use the data in program planning and implementation.</p>
<p>5. A District Numeracy Committee will be established consisting of one representative from each school, a school-based Administrator, a Kindergarten Teacher, and a representative from senior administration.</p>	<p>The committee meets four times annually. A District Numeracy Plan will be developed. Committee members will research best practice in teaching/student learning in numeracy. Research finding will be shared with all teachers. Increased level of achievement on DIP’s, PAT’s in Math & Science.</p>

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: Alberta’s education system supports First Nations, Métis and Inuit students’ success.

School Strategies	Indicators of Success
1. Teacher team P.L.C. groupings to collaborate on literacy and numeracy initiatives in the school.	Grade one and two professional development in October to math workshop in Lethbridge. Grade three teacher attends Google Summit in Moose Jaw in October. Grade four, five and six collaboration on Google Classroom. Student engagement and successes. PAT results.
2. Word Walls in classrooms, Online programs available to students through school budget – (Reading A-Z, Raz Kids, Starfall)	Student engagement, student success, teacher and learning assistant engagement and professional growth.
3. Reading Buddies throughout the school.	Variety of activities besides simply partner reading such as collaboration on writing projects, video projects, public speaking).
4. St. Michael’s Library and programming such as reading incentive contests, parental participation with a presentation on Meet the Teacher Night, annual book fair (this year from Nov. 19 th – 23 rd).	Student use of the library, records of books signed out and read, participation in contests, Book Fair participation from parents.
5. Home reading programs throughout school.	Participation and student success.
6. School Society commitment to donate funds to every grade to increase classroom library content.	Classroom libraries are enriched leading to student engagement and increased reading, particularly during DEAR time.
7. Successful application to Artists in Education Grant in receiving an artists in residency entitled “Literacy on Stage” – Artists Paul Punyi and Maureen Rooney. May 6 th -10 th)	Student engagement, parent participation – learning through the arts. Class performances and written projects.

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, school leaders, and school authority leaders.

District Strategies	Indicators of Success
<p>1. The Learning and Technology Policy Framework is used as a guide for the development and implementation of the vision.</p> <ul style="list-style-type: none"> - Policy Direction 1 : Student-Centered 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 	<p>A vision for technology in Medicine Hat Catholic Schools is developed which drives the development of a technology plan.</p>
<p>2. 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.</p>	<p>Technology Committee is established and meets regularly (6) meetings annually. A five year plan is developed and implemented for the District.</p>
<p>3. Research on the most promising ways of using technology to improve student learning.</p>	<p>Research is completed and presented to the committee on the use of technology to enhance learning and this data helps direct decision making of the 5-year plan.</p>
<p>4. Participation continues in the ATLE – Alberta Technology Leadership in Education conference.</p>	<p>District Technology staff are involved with ATLE events and the opportunity to network, discuss and learn about trends in the field along with emerging technologies and Alberta Education initiatives. Certificated staff member attend the annual conference. Conference attendees report and share knowledge with the Committee.</p>

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, school leaders, and school authority leaders.	
School Strategies	Indicators of Success
1. Incorporation of second chrome book chart at St. Michael's with set of mice for primary classes.	Student use and developed proficiency in keyboarding and using a mouse with a chrome book instead of a computer.
2. Continued use of educational sites (Learning A-Z- Raz Kids, Learning A-Z Reading A-Z, Tumblebooks Library Deluxe-\$884.72)	Increased reading levels (at least one grade level per year) assisted by use of digital sites to be measured by the Gates-MacGinitie reading assessment.
3. Teacher collaboration on Google Classroom, Google Documents and Flipgrid (video for student engagement and formative assessment).	Student engagement and success using educational options in reading, videography, research and writing
5. Student Paired projects with technology. (Upper elementary with primary students.)	Completion of projects with peer intervention and collaboration. Success in student learning and comfort with technology.

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 respects diversity and promotes inclusion.

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

District Strategies	Indicators of Success
1. Develop a “Safe Interventions with Students” Administrative Procedure and Support Space Guidelines, to ensure safe interactions between students and staff.	Administrative Procedure is developed and shared with stakeholders to increase awareness and support for implementation of strategies at each of these levels: - Proactive and/or Regulatory Strategies - De-escalation strategies - Follow-up/Restorative/De-briefing strategies
2. Train staff in creating and maintaining holistic safety through SIVA, Self-regulation training and a focus on Trauma-informed practices.	- Shift from Behaviour Support Plans that put the emphasis primarily on the reaction cycle to Safety and Regulation Support Plans and/or WISE Plans that place the emphasis on ongoing safety and regulation. - Emphasis on student involvement (and eventual leadership) in these plans.
3. Provide a continuum of support through school teams consisting of School Liaison Counsellors, Mental Health Workers, CCT wellness facilitators, teachers trained in mental health literacy, Learning Services facilitators, Behaviour associates and administrators.	- Increase in community engagement in collaborative meetings. - Increased family/community supports and family-school connections. - School teams meet regularly to plan programming.
4. Mental Health Committee will meet to review our reporting procedures and supports available to those experiencing and witnessing acts of aggression or violence.	- Processes are identified and shared with stakeholders. - Utilization of support services within the schools and outside agencies are providing support for students and staff.
5. Participation of staff in Mental Health Wellness PD – “Mental Health First Aid”, “Not Myself Today” “Mental Health Literacy”. Etc.	- Staff feel supported and knowledge of Mental Health awareness is increased.
6. 6. Members of the school team will deliver Social Emotional Learning strategies and curriculum to assist students in gaining knowledge, attitudes and skills to manage emotions, build healthy relationships, set goals and make decisions.	- Utilize support spaces and staff to support social emotional learning for all students.

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.

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School Strategies	Indicators of Success
1. SIVA for staff (Learning assistants and teachers)	Only one teacher on staff still to complete the training. Two L.A.s and administrator took the training in September and more to enroll for the spring training. Reduced incidences of student escalation and improved methods in assisting children when deregulation occurs.
2. C.C.T. involvement in every classroom on Thursdays – began in Sept. (School Wellness facilitator)	Universal presentations on a weekly basis. Student understanding of mental health issues and other health issues (physical and social) that contribute to wellness. Staff and parent feedback. Monthly meetings with Mrs. Schaitel.
3. School Liaison Counsellor — continuation of supporting his role in our school with parents and students, connections to community resources and services.	Feedback from parents. Weekly meetings with administrator and Mr. Bainbridge. Continue to build the role of our Liaison Counsellor as a trusted and vital member of our St. Michael’s School staff. Increase of students/parents receiving the supports and strategies they need to be successful. Decrease of time needed by students for one-on-one intervention.
4. Collaboration with out of school providers to assist our students with more prevalent mental health needs. (Psychologists, Counsellors, Pediatricians, Psychiatrists)	Amount of meetings, school visits by professionals to St. Michael’s. Increased student success, improved communication with parents.

St. Michael's School: Accountability Pillar 2018 Results

Combined 2018 Accountability Pillar Overall Summary

Measure Category	Measure	St. Michael's 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	94.0	92.2	91.0	89.0	89.5	89.4	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	88.9	85.7	85.4	81.8	81.9	81.7	Very High	Maintained	Excellent
	Education Quality	97.9	96.3	94.0	90.0	90.1	89.9	Very High	Improved	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.3	3.0	3.3	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	78.0	78.0	77.0	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	90.3	81.0	80.9	73.6	73.4	73.3	Very High	Improved	Excellent
	PAT: Excellence	20.2	9.0	9.9	19.9	19.5	19.2	High	Improved	Good
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.7	83.0	83.0	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.2	22.2	21.7	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	55.7	54.9	54.7	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	63.4	62.3	61.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	58.7	57.9	59.0	n/a	n/a	n/a
	Work Preparation	100.0	91.7	82.7	82.4	82.7	82.4	Very High	Improved Significantly	Excellent
	Citizenship	89.2	88.9	88.0	83.0	83.7	83.7	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	92.9	82.4	82.7	81.2	81.2	81.0	Very High	Improved	Excellent
Continuous Improvement	School Improvement	98.6	91.5	91.3	80.3	81.4	80.7	Very High	Improved Significantly	Excellent

ACCOUNTABILITY PILLAR RESULTS

School Strategies by Measure	Indicators of Success
Safe & Caring Schools	94.0% success rate. We maintained a very high achievement and remained excellent overall. AB average = 89.0%.
Student Learning Opportunities	<p>88.9% success rate for Program of Studies. We maintained a very high achievement and remained excellent overall. AB average = 81.8%.</p> <p>97.9% success rate for Quality of Education. We improved from the previous year's result of 96.3% and remained excellent overall. AB average = 90.0%.</p>
Student Learning Achievement	<p>P.A.T. acceptable rate = 90.3% AB average = 73.6% Achieved a very high result, 9.3% increase from last year, excellent overall.</p> <p>P.A.T. excellence rate = 20.2% An 11.2% increase from last year! This was our only areas of concern from the previous year and has now become a status of good. 😊 AB average = 19.9%</p>
Preparation for Lifelong Learning, Citizenship, World of Work	<p>100% success rate for Work Preparation! (Up 8.3% from last year). This category has continued to improve significantly in the last three years. Excellent overall. AB average = 82.4% Maintained a very high result in citizenship of 89.2%, excellent overall. AB average = 83.0%</p>
Parental Involvement	92.9% success rate for Parental Involvement at our school. We maintained a very high achievement and excellent overall. This is up 10.5% from last year! AB average = 81.2

St. Michael's School - Educational Plan 2018-2019

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.



Fine Arts Week – Opening Celebration May, 2018