



MEDICINE HAT CATHOLIC BOARD OF EDUCATION

École St. John Paul II School

School Educational Plan

2019-2020

École St. John Paul II School

MEDICINE HAT CATHOLIC BOARD OF EDUCATION



DISTRICT PHILOSOPHY

Our Mission

In partnership with family, Church and community, we provide Catholic Education of the highest quality to our students.

Our Vision

A Gospel-centered community committed to:

- Learning excellence
- Christian service
- Living Christ

Our Motto

Showing the Face of Christ to All.

Our Values

We believe that Catholic education is a ministry that is at the heart of the Church.

In our ministry, we value and celebrate:

- Teaching and living our Catholic faith.
- Our Catholic traditions.
- Our ability to offer a full range of educational programs for all students.
- The uniqueness of each child (that each child is special).



Principal's Message for École St. John Paul II School:

My name is Robert Dumanowski. I am the Principal of École St. John Paul II School. I would like to take the opportunity to welcome each and every one of you to the 2019-2020 school year! The fact that we have our inaugural year under our belt gives us cause to benchmark for the future – and what an exciting future it is indeed!

On a personal level, I am very excited and honoured to be able to work with such a wonderful, dedicated and professional staff. It is our common desire that you and your family will experience a year of exemplary academic, personal and spiritual growth.

Our teachers and support staff look forward to working with you throughout the school year. We want to build a school community that has a strong Catholic school culture with an instructional focus that emphasizes fundamental core family values. École St. John Paul II School is so blessed to have such talented students, and supportive parents. Let us continue our faith tradition of caring and excellence through the permeation of Catholic values and virtues in everything we do.

At École St. John Paul II School, we are all committed in working to promote the Gospel values through the quality of our relationships – evident in our everyday interactions. Christ is truly the reason for this school. Therefore – acceptance, faith, respect, responsibility, caring, trust and family will be the core values upon which our classroom lessons and activities are taught – embedded in the teachings of the Gospel.

School Profile:

École St. John Paul II School is a newly constructed school – opened in September 2018. It is one of the nine Catholic Schools within the Medicine Hat Catholic Board of Education (MHCBE). We are also extremely proud to be the only dual-track elementary school in Medicine Hat. We take tremendous pride in this distinction.

We have a student population of 203 students from Kindergarten to Grade 6. Additionally, we are proud to have 52 students enrolled in our community Early Learning Program (24 of whom are also enrolled in our A.M. and P.M. Kindergarten programs). We also offer an Out of School Care Program (with an enrollment of 33 students) for parents requiring care for their children outside of school hours.



École St. John Paul II School – Enrollment Trends

Note: the aggregate total number of students takes into consideration that some of the Kindergarten students are also in the ELP (Early Learning Program).

Grade	2019-20		2018-19		2017-18	2016-17	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11
ELP	A.M. 27	P.M. 25	A.M. 27	P.M. 13								
K	FR. 18	EN. 25	FR. 15	EN. 14								
1	FR. 12	EN. 13	FR. 18	EN. 7								
2	FR. 16	EN. 8	FR. 17	EN. 17								
3	FR. 19	EN. 16	FR. 14	EN. 10								
4	FR. 13	EN. 10	FR. 17	EN. 12								
5	FR. 17	EN. 13	FR. 12	EN. 14								
6	FR. 8	EN. 16	FR. 16	EN. 6								
	FR. K-6 103	EN. K-6 101	FR. K-6 108	EN. K-6 80								
TOTAL ELP & K-6:	233		212									

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 (**2019-2022**) and for *School Based Annual Plans* for the **2019-2020** school year.



Developing our Priorities for the School Education Plan

The District priorities for 2019-2020 focuses on celebrating our Catholic identity through the **MARKS OF A CATHOLIC SCHOOL**. Providing a **CONTINUUM OF SUPPORT** for the **MENTAL HEALTH** and well-being of for students, parents & staff in a welcoming, caring, respectful and safe learning environment. Developing teachers with the **NECESSARY SKILLS** to teach **21st CENTURY LEARNERS**. To foster **MEANINGFUL PARENT INVOLVMENT** and **STAKEHOLDER ENGAGEMENT**.

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.



5 Strategic Priorities for 2019-2020



District & School

Strategic Priority #1

Celebrate our Catholic identity through the Marks of a Catholic School.

District Goal: Enhancement of Catholic Education.

Strategic Priority #2

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.

Strategic Priority #3

Develop teachers with the necessary skills to teach 21st century learners.

*Outcome One: Alberta students are successful.

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

Strategic Priority #4

Effectively use technology to support learning.

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

Strategic Priority #5

Foster meaningful parental 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.

**Annual Education Results Report (AERR) Outcomes*

Priority 1 – WHAT THE DISTRICT WILL DO

Strategic Priority #1: Celebrating our Catholic identity through the Marks of a Catholic School District Goal – The Enhancement of Catholic Education	
District Strategies	Indicators of Success
1. Inspired by a Supernatural Vision - Prayer is central to our day: all schools will be given resources to use throughout the year to add to their prayer libraries. - Our schools will each be consecrated to Mary again during the month of May. - Information about our Saints will be sent out to our teachers, students and parents on a regular basis so that we are able to see our relationship with these holy people.	- Prayers will be said in each school at least three times throughout the day. - All schools will have had one of our priests or deacons in to their buildings to consecrate them to Mary before the end of May. - Increased awareness of our Saints and their support through prayer for us.
2. Founded on a Christian Anthropology -All Grade four students will receive a bible at our Bible Liturgy in the fall and then be taught Lectio Divina to open up the word of God. - Students in Grades 5 & 6 will attend retreats at their parishes to bridge our Faith Curriculum with our parishes. - The dignity of all students will be acknowledged through our inclusion of all students into our spiritual family.	- All students receive a bible and the Religious Education Coordinator will go into each class for teachings. - All students in these grades will attend the retreats and when possible join the parishioners in the Eucharist at mass. Evaluation of the retreat will follow. - Students feeling a sense of belonging and family.
3. Animated by Communion and Community -Create a shared word document for schools to input their Charity and Social Action projects highlighting the Catholic Social Teaching Connection and opportunities to incorporate prayer. These will be shared with parishioners during Catholic Education Week. - Continue communication with our parishes by having an administrator sitting on each church's Parish Pastoral Council. - Continuation of School Sponsored masses to share in community with our parish families. - Meeting with our priests and administrators once a year to plan masses, liturgies, retreats, school visits, etc. to build on our school/parish partnerships. - Help to support schools in finding and/or providing visible symbols of our faith.	-Admin, teachers and students will be able to identify the intentional connection between actions and our faith. - Communication flowing freely between parish and schools. - Each school sponsors a mass and social gathering for parishioners in one of our churches. - Yearly planning meeting in June to set dates for the upcoming school year. - Each classroom has visible signs of our faith and entrances to our schools are clearly recognizable as Catholic.

Strategic Priority #1: Celebrate our Catholic identity through the Marks of a Catholic School District Goal – The Enhancement of Catholic Education	
District Strategies	Indicators of Success
4. Imbued with a Catholic Worldview throughout its Curriculum - Dedicated support for our new Religion program by offering in-service to grade 6 teachers. - Encouraging our new Chaplain to create sessions for junior and high school teachers on how to permeate faith into various core subjects. - Permeation ideas sent out regularly to teachers to add to their lesson plans/encouraging grade level groups to work on these during one of their PD sessions this year.	- Teachers feeling confident in delivering the new program and creation of outcomes for reporting purposes. - Creation of brochure for teachers and summary of how many sessions were accessed. - Sharing of permeation ideas with other grade level teachers in various subjects.
5. Sustained by Gospel Witness - Support for our newly hired teachers in providing Faith Formation sessions held four times throughout the year. - District Faith Day: all staff in the division will come together and deepen their faith through our keynote speaker centered on our theme – “Come near to God and he will come near to you.” James 4:8 as well as two division masses throughout the year. - Division Leadership team will participate in book study and reflection on <i>The Grateful Disciple</i> – by David Wells. - All teachers have access to Professional Development opportunities via links on our district website, RCIA classes, Pearson online sessions. - Celebrate nominees for Excellence in Catholic Teaching and provide financial support for attendees of SPICE or Blueprints.	- New teachers feel confident in sharing their faith and curriculum with their students. - Staff feel renewed and empowered in their vocation as an employee of Medicine Hat Catholic. Feedback received through personal conversations and e-mails. - Obtain feedback from the team through a form of reflection or survey. - Number of staff that have accessed these resources. - One teacher or administrator 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).

Priority 1 – WHAT THE SCHOOL WILL DO

Strategic Priority #1: Celebrating our Catholic identity through the Marks of a Catholic School District Goal – The Enhancement of Catholic Education	
District Strategies	Indicators of Success
1. Celebrate Catholic Identity throughout the year	<ul style="list-style-type: none"> - Daily prayer as a staff every morning before school - Praying a Living Rosary as a school community <ul style="list-style-type: none"> o Starting a Rosary Club that meets once a week - Parents invited to school-wide assemblies that are centered around the Gospel - Permeating our faith <ul style="list-style-type: none"> o Father interviewed on JP II News o Face2Face religion retreats o Grade One students attend a church walk and visit Holy Family Parish annually o Grade level retreats to the church o More student involvement with liturgies and assemblies (poems, presentations, etc.) - Hymns playing as students walk in from recesses and in the am and leaving- As they walk in “Here I am Lord.”
2. Foster relationships with Parish	<ul style="list-style-type: none"> - Each homeroom attending mass once per month - each class selects 2 times outside of school mass times to attend a regular mass - Preparing for the Sacraments - students are made aware by the school of events through the church more often. - Sacraments should be recognized in a big way - presentation in the gym, pictures, a gift, etc. - Inviting our priests into the classroom during Religion or other subjects to achieve cross curricular permeation - Have Father come into classrooms to explain the Sacraments and what class if offered by the Church for those age groups each year. Hand out registration forms.

3. Student opportunities to grow in Faith	<ul style="list-style-type: none"> - Organizing School Sponsored Mass helps to strengthen the bond between home, school, and parish - School participation in sending Advent and Lent kits home with students - Potentially offer altar server training/workshops for students - Student participation in Knights of Columbus Vocation Poster Contest - During the month of Mary, classrooms will recite a decade or two of the rosary each day. - Order rosaries/make rosaries (possibly cross-grade activities)
4. Social Justice/Service Projects	<ul style="list-style-type: none"> - Homerooms able to organize service projects throughout the duration of the school year - Intergenerational Choir - Inviting Masterpiece citizens to our school for Choir Practice to learn songs with us.
5. Illuminate the cross in the Learning Commons	<ul style="list-style-type: none"> - Explore the cost of getting the large wooden cross hanging in the Learning Commons illuminated so that it stands out during the day and at night.

Priority 2 – WHAT THE DISTRICT WILL DO

Strategic Priority #2: Providing 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. 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
Implement "Safe Interventions with Students" Administrative Procedure and Support Space Guidelines, to ensure safe interactions between students and staff.	Administrative Procedure is 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
Continue to 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. - Plans are completed by teachers in the ISP Dossier system. - Emphasis on student involvement (and eventual leadership) in these plans.
Develop a post-intervention process for school staff and students to reflect and restore safety after a traumatic event.	- Following an incident, environment safety and impact on others is assessed in order to restore safety. - Accurate and comprehensive documentation of an incident is recorded to create safety for both the support persona and the person being supported. Accurate documentation reflects changes in behavior, the type of care and support the individual is receiving, and protects the support person.
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 based on the needs of the students.

Priority 2 - WHAT THE SCHOOL WILL DO

Strategic Priority #2: Providing 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.

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.

School Strategies	Indicators of Success
1. Stakeholder feedback on school goals and other topics of interest encouraged throughout the year	<ul style="list-style-type: none"> - School Council actively engaged in creation of School Education Plan. - Parent input used to inform school goals.
2. School-based activities/events to connect families to the school	<ul style="list-style-type: none"> - Push out content that is relevant and promotes positive school culture and initiatives at ESJPII School - More community events like Family Game Night/Movie in the Park - Meet the Teacher events - less structured and more about relationship building - School events like International Day of Persons with Disabilities - Participation in We Day - Mental Health segment on JPII News
3. Enhanced awareness and understanding of mental health supports	<ul style="list-style-type: none"> - Create a culture of positive language around Mental Health - Create a strong relationship with our CCT team and follow-up with their lessons - Working in collaboration with community resources to create a positive environment <ul style="list-style-type: none"> o CCT, AHS, Masterpiece - Invite CCT to promote Mental health during parent-teacher interviews - Develop a crisis/intervention team to help students deal with difficult situations <ul style="list-style-type: none"> o Death in the family, Divorce, etc. o PD for staff in this area (so that they have the skills to help students) - Guest speakers on Mental Health (i.e. Jodi Carrington) for parents/families (maybe during the day - for kids) - Cultural fair - families sign up to have a kiosk/center to teach about their culture during a school day

	<ul style="list-style-type: none"> - Go to lounge at Masterpiece after school and have some beverages and play some cards with seniors. - Shovel neighbours' walks for PE-kids outside/winter sunlight - Family Bingo Night - invite Seniors
4. Building mental health wellness and capacity in staff	<ul style="list-style-type: none"> - SIVA training for all staff - PD and Community Information Nights on difficulties and disabilities (done by professionals in the field) - Workout Wednesdays for Staff - Staff social events planned <ul style="list-style-type: none"> o Social gathering on the Thursday before PD Days o Staff Christmas Party - Cardio Drumming - District wide for Staff - Soup Mondays - Staff do not have to pack lunches on Mondays as there will be soup/buns prepared by a volunteer each week

Priority 3 – WHAT THE DISTRICT WILL DO

Strategic Priority #3: Developing teachers with the necessary skills to teach 21st century learners. 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
A District wide PD plan will be developed to allow teachers focused collaboration time, personal PD opportunities, and will allow the school to develop PD plans unique to the needs of each school.	<ul style="list-style-type: none"> - Number of opportunities school staff members are able to utilize for collaboration or personal PD. - Number of school based PD opportunities unique to schools.
Alberta Learning Teacher Quality Standards will be a focus for School PD.	<ul style="list-style-type: none"> - Number of focused PD opportunities allowing teachers to unpack the TQS. - Number of TQS Competencies unpacked by each school staff.
Formation of a District Leadership Enhancement Program.	<ul style="list-style-type: none"> - Number of teachers participating in the Leadership Enhancement Program.
Alberta Leadership Quality Standards will be a focus for District leaders.	<ul style="list-style-type: none"> - Number of focused PD opportunities allowing District leaders to unpack the LQS. - Number of LQS competencies unpacked by the DLT.
Engage schools in developing specific programming to assist students struggling with literacy/numeracy. (RTI, LLI, Leveled Grouping, Joyful Literacy etc.)	<ul style="list-style-type: none"> - 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.
District to host a FNMI Professional Development Day.	<ul style="list-style-type: none"> - District teachers participate in the District FNMI day November 8, 2019.

Priority 3 – WHAT THE SCHOOL WILL DO

Strategic Priority #3: Developing teachers with the necessary skills to teach 21st century learners.

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
1. Building on and developing enhanced teaching capacity	<ul style="list-style-type: none"> - Collaborative Learning Opportunities - being able to collaborate with same-grade teachers - Being able to shadow other teachers to see different teaching strategies - Websites - CTF - Creating time and PD to learn skills - Providing PD - Feedback/Coaching - Mentorship - Enrichment Opportunities - Mini-lessons on competencies jig-sawed by staff/admin
2. Providing students with the 'tools' necessary in the 21 st century	<ul style="list-style-type: none"> - Equitable access to technology for all students - More reliable Wi-Fi / wireless access - Classes take one period per week to work on technology literacy for students (i.e. using Google docs, slides, etc. - could be combined into curriculum project) - More awareness around the perils of technology for students - Collaborative planning/sharing amongst staff - Teaching students how to type - students need to be taught this skill if they are being expected to use technology
3. Keeping ahead of the 21 st century learning/teaching curve	<ul style="list-style-type: none"> - Develop a school-wide understanding on assessing 21st century competencies - School-wide/Inter-school collaboration sessions on which 21st century skills matter - Develop a plan to help students become digital citizens (media literacy)

Priority 4 – WHAT THE DISTRICT WILL DO

Strategic Priority #4: The effective 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
District technology planning committee will review the Learning and Technology Policy Framework, District Technology survey results, District Technology Vision and Mission statement, best practices from other Districts and begin development of a defined three-year plan for technology in the district.	<ul style="list-style-type: none"> - Technology committee meets quarterly. - Technology committee prepares a draft 3 year plan for technology for the district.
District teachers will implement a K-6 technology scope and sequence. (Draft document presented to Board and DLT for feedback).	<ul style="list-style-type: none"> - Number of teachers (K-6) successfully implementing the Technology Scope and Sequence.
The District Technology Committee outlines a staff PD plan utilizing “lead teachers” in each school as trainers.	<ul style="list-style-type: none"> - Each school identifies at least one lead teacher. - Each school spends a minimum of one PD day on teaching and learning using technology with the lead teacher as main presenter.
Lead teachers will access a variety of hardware and software on a trial basis to determine best fit for teaching and learning.	<ul style="list-style-type: none"> - Number of lead teachers accessing and learning new technology for teaching and learning.
District technology lead teachers improve technology skills for teaching and learning.	<ul style="list-style-type: none"> - A PD day is scheduled for all technology lead teachers (August 2020).
Participation continues in the ATLE – Alberta Technology Leadership in Education Conference.	<ul style="list-style-type: none"> - 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 members attend the annual conference. - Conference attendees report and share knowledge with the Committee.

Priority 4 – WHAT THE SCHOOL WILL DO

Strategic Priority #4: The effective 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. Utilizing technologies to support and enhance student learning	<ul style="list-style-type: none"> - Just Right Room philosophy created with input from teachers and support staff; help students to return to the “Just Right” state in order to learn optimally. - Maker Space schedule developed as part of academic schedule - Using electronic resources to support learning <ul style="list-style-type: none"> o Our school spends a significant amount of money on licenses (RazKids, Learning A-Z, Mathletics) o Text to Speech/Speech to Text - the use of this tool for tests and daily work - Front Row – audio system that allows students to hear instruction more clearly - Projector System – visual learner - Kahoot! - Genius hour - JPII News - Sensory “Just Right” Room
3. Using online (software) and fixed technologies	<ul style="list-style-type: none"> - ExamBank & Quizlet for assessment strategies - Annual (digital) tracking of Reading Benchmarks and Jump Math - Technology access in the library - Epson boards - Use of tools that aren’t necessarily “technology” to aid student learning <ul style="list-style-type: none"> o Pencil grips/weights, Highlighter strips, Fidget tools - Offer PD for staff on the benefits (and ease) of inclusive tools built into Google and Chromebooks <ul style="list-style-type: none"> o Text to Speech, Dictation option, Collaboration o Google classroom/Google Docs/Slides/Drive

Priority 5 – WHAT THE DISTRICT WILL DO

Strategic Priority #5: To foster meaningful parent involvement and stakeholder engagement. 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
Meet with parents and stakeholders 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.	<ul style="list-style-type: none"> - Parents feel engaged in decisions that affect their children. - Improvement in Parental Involvement Accountability Pillar Results.
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, Division committees, (Mission review), and other decisions that affect their children.	<ul style="list-style-type: none"> - Parents are included in activities, committees and planning sessions held by the division. - 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>
Develop a communications work plan for the coming year. The plan will incorporate a monthly communication priorities within the division.	<ul style="list-style-type: none"> - A Communication Work Plan is completed that outlines the strategies and goals to be undertaken throughout the school year. - 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.
Social media platforms are regularly used to communicate and engage stakeholders.	<ul style="list-style-type: none"> - 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.
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 division functions and committees.	<ul style="list-style-type: none"> - The two parishes and parishioners within Medicine Hat feel connected to the Medicine Hat Catholic School Division and knowledge about the school division increases. - School Parish Relations 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.

Priority 5– WHAT THE SCHOOL WILL DO

Strategic Priority #5: To foster meaningful parent involvement and stakeholder engagement. 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.	
School Strategies	Indicators of Success
1. Staff Well-being	<ul style="list-style-type: none"> - Dedicate time on PD days to address staff well-being activities - Social Committee will organize monthly staff wellbeing activities - Develop a pyramid of intervention for teachers to access when dealing with difficult situations
2. Foster a closer relationship with stakeholders	<ul style="list-style-type: none"> - Invite trustees, clergy, central office to events by intention - Identify and capitalize on parent expertise as it relates to school activities and curriculum - Volunteers for rink-flooding and maintenance - Carnaval, Fun Day <ul style="list-style-type: none"> o Parent Volunteers formally recognized - Parent event (Muffins for Mom/Donuts for Dad) - JPPII News interview trustees, Central Office staff, Clergy and Parish Staff <ul style="list-style-type: none"> o Not as full news but as snippets for website/FB/Instagram) o Interview parents - Guest/”Celebrity” readers <ul style="list-style-type: none"> o Media Involvement - Lunch & Learn for parents - Volunteer Appreciation Luncheon - Invite seniors in to share skills and stories/CWL, Knights, Masterpiece - Lunch with the principal/Principal for the Day/VP for the Day - Family Sports Night (mini sticks, family skate night) - Hold a 2nd annual Family Game Night
3. Student and family initiatives	<ul style="list-style-type: none"> - Coordinate with Parent Group and CCT to offer activities throughout the year that focus on positive mental health and relationships <ul style="list-style-type: none"> o Family Dances, Pumpkin Carving, etc.

	<ul style="list-style-type: none"> - More Student Led opportunities for parents to see what is going on in their classroom - Gallery Walk of student learning projects in the gym - each classroom showcases an area of learning through student projects - parents are welcome to view and enjoy. <ul style="list-style-type: none"> o Grade specific days/nights in the gym to share their learning (for other students as well as community) - Open House - each classroom hosts a different “activity” for students and their parents to enjoy and help them feel like it’s “their home”. - Student led assemblies - More student involvement in assemblies like recognizing student accomplishments - karate belts, tournament, etc. - Family bbq and fun day - Cake walk Silent Auction Spring Sing/art auction
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Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2019
School: 2197 École St. John Paul II School

Measure Category	Measure	École St. John Paul II 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	95.8	n/a	n/a	89.0	89.0	89.3	Very High	n/a	n/a
Student Learning Opportunities	Program of Studies	90.2	n/a	n/a	82.2	81.8	81.9	Very High	n/a	n/a
	Education Quality	96.0	n/a	n/a	90.2	90.0	90.1	Very High	n/a	n/a
	Drop Out Rate	n/a	n/a	n/a	2.6	2.3	2.9	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.1	78.0	77.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	83.7	n/a	n/a	73.8	73.6	73.6	High	n/a	n/a
	PAT: Excellence	4.7	n/a	n/a	20.6	19.9	19.6	Very Low	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.3	55.7	55.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	64.8	63.4	62.2	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	59.0	58.7	58.7	n/a	n/a	n/a
	Work Preparation	87.6	n/a	n/a	83.0	82.4	82.6	Very High	n/a	n/a
	Citizenship	92.2	n/a	n/a	82.9	83.0	83.5	Very High	n/a	n/a
Parental Involvement	Parental Involvement	81.9	n/a	n/a	81.3	81.2	81.1	High	n/a	n/a
Continuous Improvement	School Improvement	74.9	n/a	n/a	81.0	80.3	81.0	Intermediate	n/a	n/a

Measure Evaluation Reference

Achievement Evaluation

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

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

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

Notes:

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

Improvement Table

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

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

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

Overall Evaluation Table

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

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

Category Evaluation

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

RESPONDING TO ACCOUNTABILITY PILLAR RESULTS

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

École St. John Paul II School - Educational Plan

2019-2020

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.

