



**Medicine Hat Catholic  
Board of Education**

# **École St. John Paul II School**



## **School Educational Plan 2023-2024**



## INTRODUCTION

We offer quality programming in Early Learning Program (ELP), Kindergarten to Grade 6. École St. John Paul II School is Medicine Hat's only dual-track school and is proudly part of the Medicine Hat Catholic Board of Education system. We offer faith-based programming in both English and French Immersion streams.

Our Mission is to live in partnership with family, Church, and community, providing Catholic Education of the highest quality to our students. We firmly 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)



## MESSAGE FROM OUR PRINCIPAL



I would like to take the opportunity to welcome each one of you to the 2023-2024 school year. I am so delighted that you have chosen to enroll/re-enroll your children at École St. John Paul II School, and are now part of our amazing learning community. I welcome and value your positive energy and dedication to excellence in education and look forward to working with you and your children.

On a personal level, I am very excited and honored 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.

Sincerely,

Mr. Robert Dumanowski



## MEDICINE HAT CATHOLIC BOARD OF EDUCATION

Medicine Hat Catholic Board of Education is a publicly funded school division with over 2900 students in 9 schools: 6 elementary schools, 2 junior high schools and 1 high school.

Medicine Hat is located in Southeastern Alberta and is known as a community of choice. Also known as the sunniest city in Canada, Medicine Hat offers a low cost of living, many amenities and is an ideal place to raise a family.

Our school division ensures the integrity and enhancement of Catholic education. We are a faith-based community that strives to inspire and prepare our students to pray, to learn, to work, to live fully and serve God in one another. Our schools are immersed in faith, offering liturgies, masses, and many celebrations throughout the school year including "Faith Development Days" that enrich the lives of students, our parents, and our staff.

Our division offers quality Catholic education with a focus on academic achievement and success for all students.

Our schools operate as professional learning communities through school success teams that promote effective schools in safe and caring environments. We offer strong core academic programming, diverse and inclusive fine arts programming, French immersion, comprehensive co-curricular programming and academy programming in fine arts and sports.



## MISSION, VISION AND VALUES

### 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 Principles of Practice

In our ministry we are called, always and everywhere, to:

- Model Christ
- Prayer
- Service
- Strive for Excellence

### 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.

## What do Medicine Hat Catholic schools represent?



Staff, students and families working together,  
under our faith, with quality education as our foundation.

## ÉCOLE ST. JOHN PAUL II SCHOOL – ENROLLMENT TRENDS

**Note:** The aggregated total number of students at the bottom of the chart already takes into consideration that some of the students are double registered in Kindergarten and ELP (Early Learning Program).

FR – French Immersion programming

EN – English programming

GRADE	2023-24			2022-23			2021-22			2020-21			2019-20		2018-19	
ELP	AM FR 15	AM EN 9	PM EN 17	AM FR 23	AM EN 23	PM EN 20	AM FR 12	AM EN 22	PM EN 23	AM FR 17	AM EN 19	PM EN 15	AM 27	PM 25	AM 27	PM 13
KIN	FR 12	EN 20	FR 17	EN 33	FR 17	EN 26	FR 18	EN 23	FR 18	EN 23	FR 18	EN 25	FR 15	EN 14		
GR. 1	FR 20	EN 35	FR 20	EN 27	FR 22	EN 24	FR 16	EN 31	FR 12	EN 13	FR 18	EN 7				
GR. 2	FR 20	EN 29	FR 20	EN 29	FR 14	EN 31	FR 9	EN 11	FR 16	EN 8	FR 17	EN 17				
GR. 3	FR 20	EN 33	FR 15	EN 31	FR 9	EN 12	FR 14	EN 13	FR 19	EN 16	FR 14	EN 10				
GR. 4	FR 13	EN 35	FR 7	EN 16	FR 16	EN 13	FR 18	EN 17	FR 13	EN 10	FR 17	EN 12				
GR. 5	FR 8	EN 14	FR 14	EN 16	FR 16	EN 17	FR 8	EN 13	FR 17	EN 13	FR 12	EN 14				
GR. 6	FR 13	EN 19	FR 12	EN 14	FR 9	EN 10	FR 13	EN 10	FR 8	EN 16	FR 16	EN 6				
ELP, KIN- GR. 6	FR 111	EN 200	FR 115	EN 183	FR 115	EN 178	FR 113	EN 152	FR 103	EN 101	FR 108	EN 80				
NET TOTAL ELP & KIN- GR. 6	311			298			263			239			233		212	

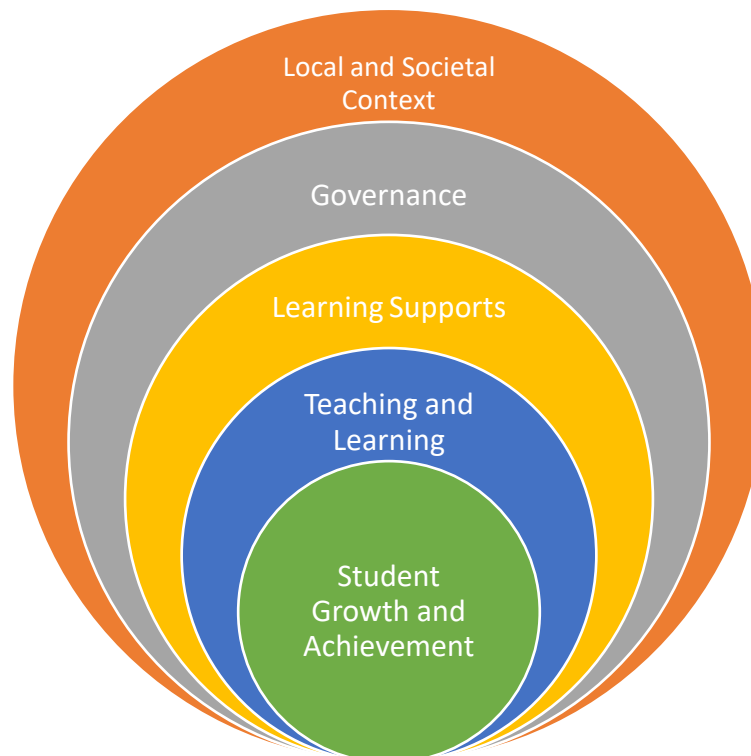
## ASSURANCE

Assurance in the education system happens when community members, system stakeholders and education partners engage across five domains:

1. Student Growth and Achievement
2. Teaching and Leading
3. Learning Supports
4. Governance
5. Local and Societal Context

For the purposes of this document, a domain is an area of activity where education partners have specific responsibilities that they are accountable for and provide assurance about. Fundamentally, assurance is reflected in what the public understands, perceives and knows about student growth and achievement, where the quality of the daily interaction between teacher and student is paramount. Assuring the public that the education system is successfully supporting student growth and achievement requires engagement and thoughtful action across all five domains.

Student growth and achievement is the primary purpose of the education system and is the core outcome domain for the assurance framework. The domains of Teaching and Leading, Learning Supports and Governance support and enable Student Growth and Achievement. Local and Societal Context while a separate domain, operates across and is integrated into the others. For the purposes of description, the domains are considered discrete and separate. However, in practice, they overlap and are interconnected and interdependent, as depicted in the graphic below:



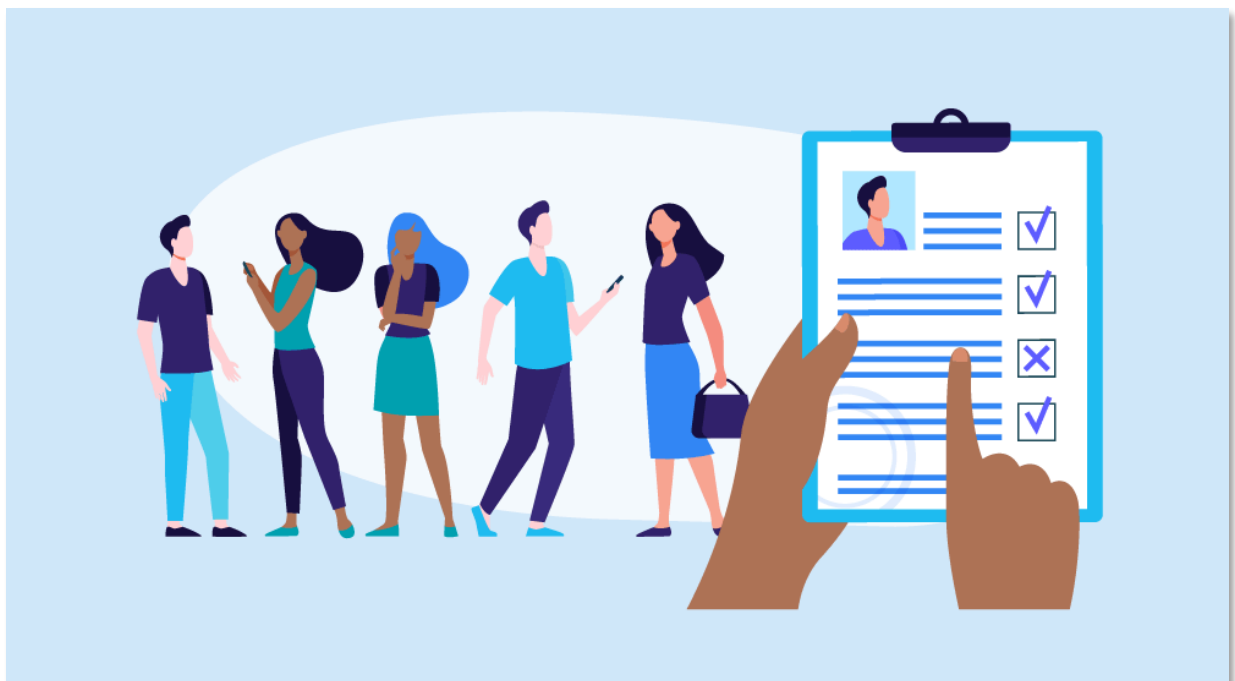
## ENGAGEMENT

École St. John Paul II School prepares for the annual plan by reaching out to the different stakeholders for feedback. Our School Plan can be found on our division and school websites. To create opportunities for engagement, surveys were developed for the teachers, support staff, as well as the parents/guardians. These surveys included open-ended questions. Feedback was solicited from each stakeholder group regarding where they would like to see École St. John Paul II School and the Medicine Hat Catholic Board of Education in the next few years, as well as what they felt should be the top priorities for each strategic priority. **NOTE: Survey data collection occurs every 1-2 years.**

### Parents/Guardians

### Teachers

### Support Staff





# STRATEGIC PRIORITIES



## SCHOOL GOALS AND IMPLEMENTATION SPECIFICS



**Outcome #1:** Being a Church of Encounter and Witness: Providing opportunities for staff and students to encounter Jesus in areas such as liturgies, retreats, and curriculum.

**Outcome #2:** Forming Missionary Disciples: Providing faith formation opportunities for staff members to grow in their knowledge and understanding of the Catholic faith.

**Outcome #3:** Strengthening Parish, Community and Family Life: Creating intentional opportunities for connection between school, parish, family and community.

### Implementation Specifics:

- Each class will identify and carry out at least one service project (Mark 5 – Community).
- Permeation of our Catholic religion and its practices into all subject areas (Mark 3 – Faith Permeation).
- Explore opportunities for a school-wide opening & closing prayer by having a student or staff member recite the Lord’s Prayer over the intercom first thing in the morning.
- Have Fr. Iqbal come to consecrate our school to Mary.
- Advocate for some of our Faith PD days be more school based.
- Work with our FNMI coordinator (Joshua Cross) to help facilitate Indigenous learning and elder visits into the classrooms.
- Perhaps having some kind of staff seminar/retreat on a PD Day with the Chaplain (BJ Grove) and Religious Education Coordinator (Heather)
- Utilize the division chaplain to talk to students (regularly) in the classrooms.
- Permeate more faith concepts in ELP.
- Enhance social justice opportunities for students to increase awareness & action, ecclesial classroom, etc.
- Face2Face retreats annually.
- Help staff to develop a relationship with the Catholic community outside of the school (e.g., CWL, Knights of Columbus, Sunday school, etc.).
- Add more faith-based (physical) items throughout the school.
- Overnight faith retreat before the school year starts.
- Have a monthly meeting at some point (where/when feasible) in where we get to openly pray and talk about faith (e.g., mini after school sessions on catechism, prayer groups, informational videos/lessons from Heather).
- Making the division faith PD sessions more accessible to more staff. Hearing other peoples' faith stories is inspiring.

- Advocate for faith formation at the beginning of each school year that all staff attend.
- Inquire about having Q & A sessions with a priest at the school.
- School-sponsored mass and/or school-sponsored Stations of the Cross at the parish
- Having Father come to the school for reconciliation become a more regular occurrence for all students/staff to experience (especially in a setting that they are comfortable/familiar with).
- More community activities where our students are helping others (where the priests, Knights of Columbus, Catholic Women's League, etc. join in).
- It would be nice to see the priests in the school more frequently for casual visits (e.g., lunch with a class, guest in religion class, etc.)
- Have at least one family function at the parish (e.g., potluck, games night).
- Having open communication for parents so they feel included and welcome to attend school-based liturgies.
- More prayer and discussion in the classroom. Let our Catholic school stay Catholic.
- More than one school-sponsored mass at the churches (annually).



**Health and Wellness**

**Outcome #1:** The creation of a culture of healthy staff and workplace through communication, connectedness, and by providing wellness opportunities for all division staff.

**Outcome #2:** The continuation of a Health and Wellness Committee led by wellness champions representing each MHCBE school and the Catholic Education Centre.

**Outcome #3:** An increased awareness of division health and wellness services.

### Implementation Specifics:

- Create mindfulness opportunities for the students and staff.
- JPII News segments that celebrate health and wellness and FNMI (e.g., Land Acknowledgement as part of the Monday morning assembly).
- Establish one or more of the following: dance club, running club, intramurals, yoga club, rosary club, senior choir.
- Optimize field trips and community classroom learning opportunities.
- Promote healthy eating habits (e.g., emphasis on the Canada Food Guide, organized sporting activities in the school to promote mental health, how to cope with family stress/problems).
- Increased awareness about Fitness Literacy.
- Have a list of “adults” after school activity groups in Medicine Hat on the staff room bulletin board.
- Continue to provide opportunities during some PD days for wellness activities.
- Provide resources for staff to use for mental wellness (Calm app, etc.).
- Explore potluck lunches once a month.
- Enhanced communications regarding weekly events at the school (other than what’s available in the monthly newsletter) so staff feel more connected and don’t miss things.
- Staff Retreat at Camp McCoy.
- Lunch programs at the schools.
- More communication and tidbits or small, quick group activities from the Wellness Committee.
- More opportunities/surveys to see what staff want and need for their wellness.
- Recognize a staff member once per month to celebrate.
- Consider doing “Hone” surveys to help create awareness about wellness in the school.
- LST provide mini sessions on services available either in short videos or emails or in person.
- Monthly Health & Wellness Team emails to highlight different aspects of the health and wellness services and what’s all available for health and wellness.



## Quality Teaching and Learning

**Outcome #1:** Teachers having access to a wide repertoire of resources and opportunities to enhance their instructional practice.

**Outcome #2:** Ensuring quality school leadership by providing leadership opportunities for division staff – those serving in formal leadership positions as well as those teachers striving to improve leadership potential.

**Outcome #3:** Implementation of a new approach to student services delivery.

**Outcome #4:** Indigenous students are supported in the division and students and staff are educated about truth and reconciliation.

### Implementation Specifics:

- Coordinated planning (PLC) time for teachers during preps or after school.
- Opportunities for new teachers to PD in UDL (Universal Design for Learning) and Clevr.
- Fountas & Pinnell and GB+ training for classroom teachers.
- Develop a school-wide model for levelled reading groups and/or numeracy for targeted instruction.
- Explore a greater use of the “Multiple Intelligences” approach in the classroom.
- More/increased access to Chromebooks to support learning in the classroom. There are so many opportunities for students with apps, but limited access to things that students regularly use (iPads especially in Div 1). It would be nice to have more access to this technology. It could also promote a more continuous learning environment, similar to how we use JumpMath and have recently begun planning to use UFLI (University of Florida Literacy Institute) resources.
- Help teachers identify and access PD opportunities; share new PD opportunities that come up with all staff.
- A shared depository on Google drive folder where teachers from different grade levels are able to access and park items.
- Different school/district-wide PD where teachers can learn best practices and ways of implementing the new curriculum.
- Implementing the Collaborative Response Model that we started at the beginning of the year.
- More continuity in our assessment approaches (school to school) in the district.
- All teachers having more and regular access to other teachers of the same grade level to share ideas, resources, and practices.
- To reduce the risk of teacher burnout, identify more human resources to be available in the classrooms where we know the supports are not adequate enough to cover the needs within the classroom.

- Leadership PD opportunities.
- Continue to help teachers feel supported and heard by promoting options for development and growth and encourage staff participation.
- Teachers are given the opportunity to lead an assembly and/or other celebrations; also taking turns leading prayer in the mornings.
- That the leadership course is available to all interested staff.
- Mentorship programs expanded.
- Communication and Week at a Glance emailed to staff about important issues that arise throughout the week.
- Access to more assistive technologies.
- More (advanced) clarity from CEC regarding new programs being implemented so that teachers can feel more adequately informed.
- Continue to understand and support teachers via the Learning Support Teacher (LST) position.
- Less meetings outside the building; more PD inside the individual school building to identify additional ways to provide student services.
- Professional development to learn and share different learning techniques and ways to adjust delivery based on different student needs and understanding.
- Have an Indigenous week (instead of just one day) to enhance our understanding and growth around Indigenous cultures and traditions.
- Other than our current Indigenous worker, it would be nice to bring in more and different representatives for grade levels (such as Brenda Mercer) or the youth workers at the Friendship Centre to culturally appropriate activities with our students.
- Training on how to have more robust conversations about Truth and Reconciliation.
- Identify additional supports for Indigenous students and their community.
- Continue to have our Indigenous leaders come into the school for presentations.



## Required Alberta Education Assurance Measures - Overall Summary Fall 2023

School: 2197 École St. John Paul II School

Assurance Domain	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
Student Growth and Achievement	<a href="#">Student Learning Engagement</a>	82.4	89.4	89.4	84.4	85.1	85.1	n/a	Declined	n/a
	<a href="#">Citizenship</a>	85.6	88.1	87.4	80.3	81.4	82.3	Very High	Maintained	Excellent
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	<a href="#">PAT: Acceptable</a>	58.1	77.8	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	<a href="#">PAT: Excellence</a>	14.0	0.0	n/a	16.0	17.7	n/a	Intermediate	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
Teaching & Leading	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
	<a href="#">Education Quality</a>	86.9	98.8	96.4	88.1	89.0	89.7	Intermediate	Declined Significantly	Issue
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	89.2	93.1	93.1	84.7	86.1	86.1	n/a	Maintained	n/a
	<a href="#">Access to Supports and Services</a>	75.3	85.1	85.1	80.6	81.6	81.6	n/a	Declined	n/a
Governance	<a href="#">Parental Involvement</a>	89.2	85.9	83.3	79.1	78.8	80.3	Very High	Maintained	Excellent

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 8, 9, 9 KAE).
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

## Student Growth and Achievement (Grades K-9)

### PAT Results Course By Course Summary By Enrolled With Measure Evaluation

School: 2197 École St. John Paul II School

Course	Measure	École St. John Paul II School			Alberta							
		Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
<a href="#">English Language Arts 6</a>	Acceptable Standard	Very High	n/a	n/a	27	92.6	n/a	n/a	52,106	76.2	n/a	n/a
	Standard of Excellence	High	n/a	n/a	27	18.5	n/a	n/a	52,106	18.4	n/a	n/a
<a href="#">French Language Arts 6 année</a>	Acceptable Standard	Intermediate	n/a	n/a	12	75.0	n/a	n/a	3,131	77.6	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	12	0.0	n/a	n/a	3,131	12.5	n/a	n/a
<a href="#">Français 6 année</a>	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	78.9	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	19.4	n/a	n/a
<a href="#">Mathematics 6</a>	Acceptable Standard	Intermediate	n/a	n/a	27	77.8	n/a	n/a	52,551	65.4	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	27	7.4	n/a	n/a	52,551	15.9	n/a	n/a
<a href="#">Science 6</a>	Acceptable Standard	Low	n/a	n/a	43	67.4	n/a	n/a	54,859	66.7	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	43	11.6	n/a	n/a	54,859	21.8	n/a	n/a
<a href="#">Social Studies 6</a>	Acceptable Standard	Very Low	n/a	n/a	43	58.1	n/a	n/a	57,655	66.2	n/a	n/a
	Standard of Excellence	Intermediate	n/a	n/a	43	14.0	n/a	n/a	57,655	18.0	n/a	n/a



## Required Alberta Education Assurance Measures - Overall Summary

### Measure Evaluation Reference

Fall 2023

School: 2197 École St. John Paul II School

### 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 three-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 five achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
3-year High School Completion	0.00 - 65.95	65.95 - 74.10	74.10 - 84.79	84.79 - 89.00	89.00 - 100.00
5-year High School Completion	0.00 - 72.59	72.59 - 80.82	80.82 - 89.18	89.18 - 91.96	91.96 - 100.00
PAT: Acceptable	0.00 - 62.15	62.15 - 67.21	67.21 - 77.26	77.26 - 82.01	82.01 - 100.00
PAT: Excellence	0.00 - 10.15	10.15 - 13.39	13.39 - 17.84	17.84 - 23.74	23.74 - 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
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00

## Required Alberta Education Assurance Measures - Overall Summary

### Measure Evaluation Reference

Fall 2023

School: 2197 École St. John Paul II School

### 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 five 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



# RESPONDING TO ACCOUNTABILITY PILLAR RESULTS

## School Strategies by Measure

## Indicators of Success

<p><b>Student Growth and Achievement</b></p>	<ul style="list-style-type: none"> <li>• A thorough review of the Provincial Achievement Tests to identify areas of strength/weakness.</li> <li>• Focus on strategies within each curricular subject area; develop strategies to enhance student performance, particularly in areas that were challenging for the majority of students; also continue to reinforce areas where performance was strong.</li> <li>• Adaptation/modification of curriculum and assessments to ensure that students are appropriately challenged and experience personal success in their learning.</li> </ul>
<p><b>Teaching &amp; Leading</b></p>	<ul style="list-style-type: none"> <li>• Create opportunities for the students to experience deeper learning and understanding of the Math concepts/strands so that our Acceptable Standard and Standard of Excellence PAT levels improve.</li> <li>• Enhance the access of services available at the school for students to attain greater achievement and performance on the Provincial Achievement Tests.</li> </ul>
<p><b>Learning Supports</b></p>	<ul style="list-style-type: none"> <li>• Connect teachers (and support staff) to more professional development opportunities inside the division (e.g., SIVA) and those available in SAPDC (Southern Alberta Professional Development Consortium) and ARPDC (Alberta Regional Professional Development Consortia).</li> <li>• Enhance the learning support service tools available to individual classrooms by utilizing some of the school funds.</li> <li>• Utilize learning support services and educational assistant time available at the school to optimize access to supports and services.</li> </ul>
<p><b>Governance</b></p>	<ul style="list-style-type: none"> <li>• Enhance the parent’s experience in the school by continuing to create meaningful opportunities for them to engage with the staff and participate in different functions within the school.</li> <li>• Create opportunities for parents to get more involved in decision-making and input at the school (e.g., surveys, parent feedback).</li> </ul>

## COMMUNICATION

Stakeholders are communicated with in a variety of ways through our school:



## CONTACT US

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