



St. Paul Education

Ecole Elementaire de St. Paul Elementary Community School



Education Plan 2021-2022 to 2024-2025

Dec. 15, 2021



MISSION STATEMENT:

Working together to inspire and empower our students to succeed.

MOTTO:

Learning Together, Growing Together.

VISION:

Our students are ethical citizens, critical thinkers, and leaders of tomorrow.

VALUES:

- We value students first.
- We value life-long learning.
- We value high-quality teaching and service from all those who care for and support our students.
- We value safe, welcoming, and caring environments. When a student is in the greatest need we will provide the greatest support.
- We respect the rights and beliefs of others to make decisions about their own lives while treating everyone with the highest degree of dignity and fairness.
- We value genuine relationships with students, families, staff, and communities.
- We value the uniqueness of all and respect cultural, linguistic, spiritual, and religious diversity.
- We value collaboration, open communication, and transparency.
- We value integrity and we are accountable.

DIVISION GOALS:

- 1) Improving student achievement
- 2) Building quality relationships



MISSION STATEMENT

Working together to develop as servant leaders and lifelong learners.

MOTTO:

Live, Learn and Lead Like Jesus
Vivez, apprenez et menez comme Jésus

VISION:

Our students are servant leaders and lifelong learners.

VALUES/BELIEFS:

1. We value the uniqueness of all students and put students and their learning first.
2. We value life long learning and believe each child can learn, progress and succeed.
3. We value a welcoming, safe, caring, respectful and an inclusive environment.
4. We value Jesus' teaching, as such, we respect religious, cultural, linguistic and spiritual diversity, while also permeating our Catholic faith in all we do.
5. We value collaboration and risk-taking that leads to continual improvements in teaching and learning
6. We value open, positive, respectful and caring relationships with all members of our learning community.
7. We value our community partnerships and supports.



CONTEXTUAL INFORMATION and STAKEHOLDER ENGAGEMENT:

Ecole Elementaire Communautaire St. Paul Elementary Community School is located in Northeast Alberta. Our school is one of three Catholic schools in the St. Paul Education Division, which operates both separate and public schools under one board. We serve approximately 450 students from kindergarten to grade 5, in our dual track (French Immersion) school. Extra programming that is offered is Cree as a second language or French as a second language to students in grades 4 and 5. We are staffed by approximately 24 FTE teaching staff and 22 support staff, 1 full-time FSLW and a part-time Success Coach.

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

School: 2872 Ecole Elementaire St. Paul Elementary School



Assurance Domain	Measure	Ecole Elementaire St. Paul			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	87.8	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	84.8	88.2	83.8	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	83.4	80.3	79.6	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	86.2	85.3	84.8	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	n/a	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	83.6	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	24.1	n/a	n/a	n/a
	Education Quality	89.9	96.2	94.5	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRESLE)	90.6	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	76.0	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	74.7	79.6	77.7	79.5	81.8	81.4	n/a	n/a	n/a

Ecole St. Paul Elementary School is committed to providing the best education possible to students and relationship-building with all stakeholders. Transparent communication and stakeholder engagement is a long-standing priority for our school.

- Regular staff Google Meet meetings and in person when possible.
- Use of Seesaw by every home room teacher
- Regular short meetings by Zoom with all Division administrative personnel.

Our School Council has been a pivotal component to the success as a school and we will continue to work with our School Council team to address the needs and learning priorities of our school.

- School Council Meetings will occur monthly, currently via Google Meet
- Individual trustee attendance at monthly school council meetings to report on Division activities and receive feedback.

We are committed to providing opportunities for our parents to become active stakeholders in our school. Parents will be invited to attend:

- Welcome Back BBQ
- School Masses and Faith Celebrations
- Assemblies
- Christmas Dinner & Concerts
- Parent-Teacher Conferences
- Talent Show
- Book Fairs



Parents also have the opportunity to get involved with the School Fundraising Committee which works to create opportunities that enhance the overall student learning experience.

Goal One: St. Paul Education students are successful

Outcome: The growth and success of every student is supported from early learning to high school completion.

Required Provincial Measure: Student Learning Engagement

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

	Ecole St. Paul Elementary School	St. Paul Education	Province	Overall, we are above average at both division and provincial levels for student engagement. We are slightly below provincial average in the parent category. During the pandemic, student’s use and understanding of technology increased and enhanced learning opportunities. Most students stayed engaged during their periods of at home learning.
Overall	87.8	81.8	85.6	
Parent	87.9	82.1	89.0	
Student	75.6	70.5	71.8	
Teacher	100	92.8	96.0	

Required Provincial Measure: Access to Supports and Services

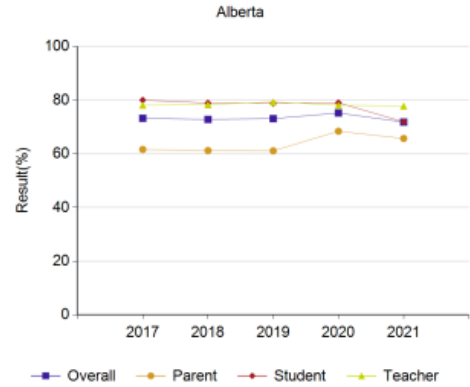
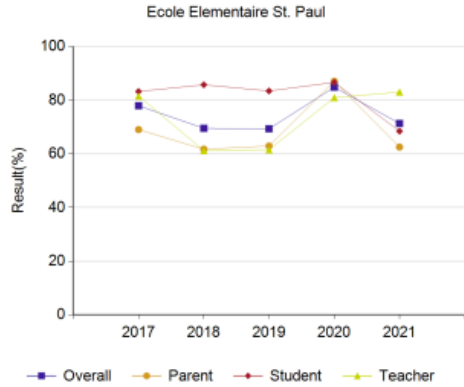
The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	Ecole St. Paul Elementary School	St. Paul Education	Province	Our school is under both the division and provincial averages in regards to access to supports and services at school, with the parent’s perspective being significantly lower. Our students continue to have access to supports from our FSLW and Success Coach. Staffing 23 EAs, nearly every class receives EA assistance at some point in the day. With only 11 responses from our parent stakeholders, it is uncertain if this result is an accurate representation of our parent’s voice. Nonetheless, more communication around what the student’s needs are, what is being provided and what parent’s expectations are is important to carry on.
Overall	76.0	80.9	82.6	
Parent	56.4	71.8	78.9	
Student	81.2	78.9	80.2	
Teacher	90.4	92.0	88.7	



Supplemental Provincial Measure: Satisfaction with Program Access

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.



Our school has had a decline in parent and student perspectives pertaining to the access, effectiveness and efficiency of programs and services.

Our goal is to increase the knowledge of programs and supports that are available to our students. Our school has a full-time FSLW, part-time Success Coach, access to OT/SLP visits throughout the year based on teacher referrals and 23 EAs that provide anywhere from 1-on-1 targeted support to small group to general classroom support.

Required Provincial Measure: 3 and 5 year High School Completion results

Percentages of students who completed high school within three and five years of entering Grade 10.

N/A to Ecole Elementaire St. Paul Elementary School



Strategies

- continue to support early learning program Friends of Playschool program
- use PM Benchmark/GB+ and STAR assessment data (K-5) to monitor student literacy achievement
- participate in the provincial literacy testing
- provide supports to meet students where they are academically post-pandemic
- have teacher leads participate in Division Numeracy committee to review Division options for math assessment and instruction and share best practices at staff meetings
- have teacher leads participate in Division Literacy committee to review Division options for literacy assessment and instruction and share best practices at staff meetings
- explore and implement guidelines for in-class digital learning based on experiences from the pandemic
- continue to explore the Coordinator of Students Supports as Learner Coach
- continue to review and maintain a continuum of supports and services addressing each of the following areas (behaviour/social/emotional, physical/medical, intellectual/academic, deaf and hard of hearing, visual impairment, English Language Learners)
 - Trauma informed practices
 - Daily social/emotional/physical regulation with morning announcements through Google Meet
 - Daily Physical Activity
 - Maintain positive working relationship with consultants and therapists (ie: invite to school)
 - Explore supports for ELL learners during FSL/Cree block in Gr. 4 and 5
 - Develop growth mindset
- place in-person calls home/texts/emails to verify student absences
- prioritize positive working relationships with parents of students with high needs

Provincial Measures

- PATs and Diplomas (acceptable and standard of excellence)
- Academic Engagement
- Access to Supports and Services

Local Measures

- growth in reading
- feedback-loop surveys* (e.g., pre-schools, counselling, continuum of supports and services, remote digital learning, career counsellors, etc.)
- Division Satisfaction Survey (once per term)
- Pre & Post Year Writing samples



Goal Two: FNMI students attending St. Paul Education schools are successful

Outcome: The systemic gap between FNMI results and Division-wide results is narrowed.

Strategies

- celebrate student achievement
- incorporate restorative justice practices
- develop positive working relationship with the incoming Division Community Advocate
- review and implement [SPERD's Journey Toward Truth & Reconciliation Plan](#)
- welcome Division-hired Cree language teachers to share lessons with our instructor
- maintain Division Cree Language and Culture program and representation in our Division FNMI committee
- develop land-based education programming
- welcome Elders into our schools for guidance and support with traditional Cree teachings
- purchase Chromebooks for all students on Nominal Roll in collaboration with Indigenous Services Canada
- incorporate Cree language and culture into school wide activities (ie: assemblies) and morning routines (ie: prayer and anthem)
- required PD for new staff Blue Quills Residential tour, Blanket Exercise
- re-institute tour of Saddle Lake community with school Liaison and division advocate
- use staff memos, staff meetings,etc... to share developments in the news as part of our journey towards reconciliation
- explore topics of colonial history, residential schools, 60a scoop, bias, white privilege through PD opportunities (ie: staff meetings, PD Days or links in Weekly Memo)



Provincial Measures

- PATs and Diplomas (acceptable and standard of excellence)
- high school completion results

Local Measures

- responses from self-identified FNMI students to the open-ended survey question: What are your plans after completing high school?
- growth in reading
- *feedback-loop surveys as required

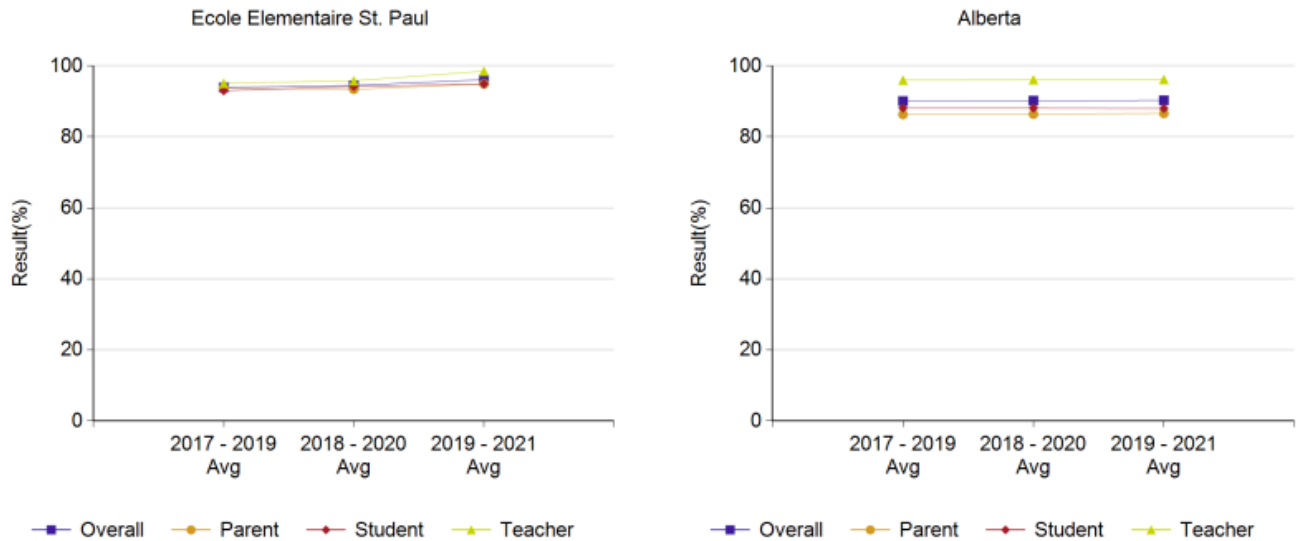


Goal Three: St. Paul Education has excellent teachers, school leaders, and school authority leaders

Outcome: St. Paul Education provides welcoming, high-quality working and learning environments

Required Provincial Measure: Education Quality

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



Our stakeholders remain satisfied with the overall quality of education being delivered. In order to maintain our stakeholder’s satisfaction, our school’s leadership team will continue to provide positive and unified leadership that not only encourages but also challenges staff to continue to grow and expand their teaching comfort zones, to stay up-to-date with best practices, professional development and changes in education. Developing and maintaining relationships with students and all stakeholders is also a key factor in student successes at school.



Strategies

- continue open sharing, assistance seeking, supportive communication to continue to support a positive, healthy school culture
- continue to support 4 half or 2 full day of PLC meetings on staff
- ensure as many common preps in timetable as possible
- implement recommendations from Joint ATA PD review committee
- participate in quarterly review of school education plans to support continuous improvement, collaboration, coordination of PD, etc.
- promote and support the use of a variety of effective and balanced student assessment techniques (membership in AAC, complete admin PD on “Twelve Quick Fixes: Teaching and Assessment in These Times” (Anne Davies & Sandra Herbst, etc.)
- provide professional development opportunities and support for the French Immersion program through Official Languages in Education Programs and other partnerships
- continually review the 5 marks of an Excellent Catholic school/educator
- accompany staff members on their faith journey
- support infrastructure improvement and maintenance and explore new ways of supporting digital teaching/learning
- assign mentors and support new teacher mentorship program
- administrators’ professional development administrative procedure review (including AP 421 - Teacher Growth, Supervision and Evaluation)
- continue to have a PD Committee of grade level and support staff representation to ensure we are meeting the PD needs of our personnel
- encourage leadership on staff in the areas of literacy, numeracy, classroom management, trauma informed strategies, etc... and promote best practices sharing through PD Plan



Provincial Measures

- Education Quality

Local Measures

- staff check ins on a regular basis
- feedback-loop surveys as required
- Division Satisfaction Survey (once per term)
- School council feedback at monthly meetings
- messages from stakeholders
- Professional Growth Plan and Employee 360 meetings
- open door policy



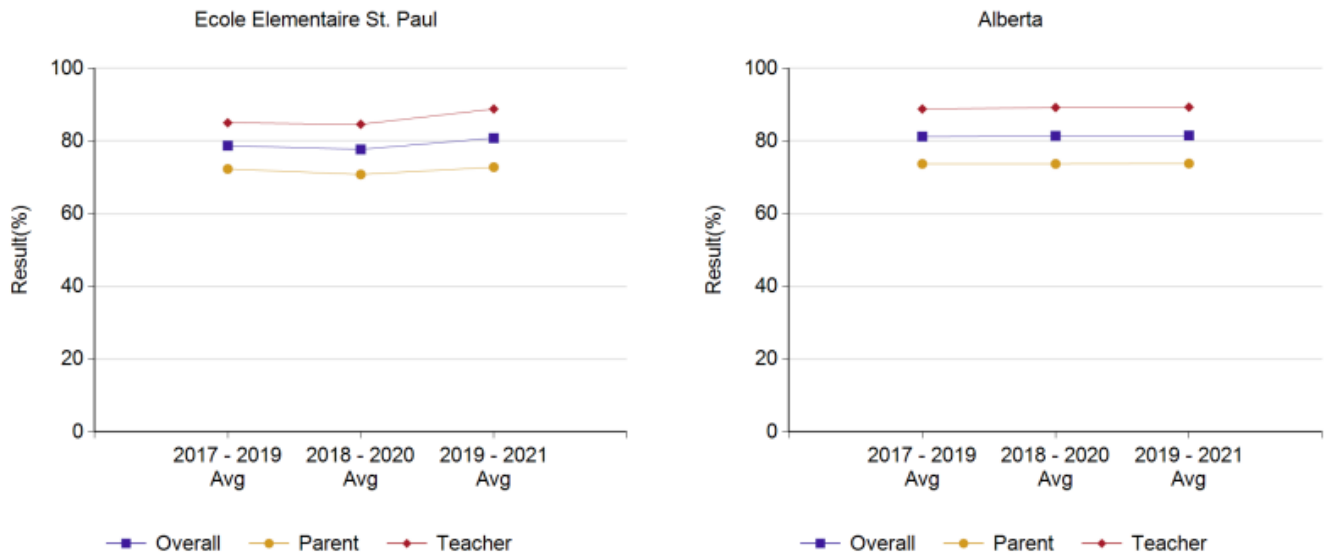


Goal Four: St. Paul Education governance and management is based on continual improvement and responsive to diverse stakeholders

Outcome: St. Paul Education uses evidence-informed practices, stakeholder engagement, and partnerships to support continual improvement.

Required Provincial Measure: Parental Involvement

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



We are seeing a slight increase in our stakeholder's satisfaction with parental involvement at the school level. One notable change has been offering School Council meetings virtually. This has been well appreciated by parents who want to stay involved but might otherwise have obstacles that have made attending in-person very challenging. Having stated this, we are currently seeking the formation of a new School Council Executive ~~new~~ **parent council**.

School wide, all teachers are using the Seesaw communication app platform. Along with the ease it provides to establish regular communication between both teachers and parents, teachers and students themselves can showcase everyday work from the classroom, in picture and video format. This has allowed parents to feel more involved in their child's learning journey on an ongoing basis.



Strategies

- conduct staff meetings via Google Meets and in person whenever possible
- share results of surveys and feedback with staff to ensure all perspectives are represented
- maintain transparency through continued generative stakeholder engagements and communication strategies
- enable and promote ongoing communication through various media such as Seesaw/Facebook/Website/Newsletter
- support the formation and maintenance of an active school council
- work collaboratively with stakeholders
- encourage participation in the annual Council of School Councils meeting and the Alberta School Councils' Association Conference
- liaise with representatives of diverse communities within the school community (e.g., Catholic church, ACFA, cultural groups)
- maintain ongoing and effective communications with bus drivers
- ensure school based participation in training and regular meetings of the Division Occupational Health and Safety meeting
- engage with various stakeholders through Zoom/Google town hall meetings

- Provincial Measures**
- Parental Involvement**
- Local Measures**
- Division Satisfaction Survey (once per term in the fall)**
- feedback loop surveys as required**
- School Council participation**



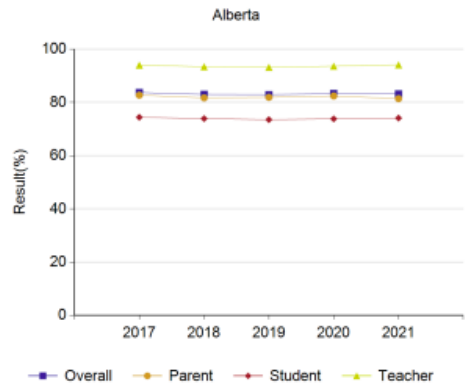
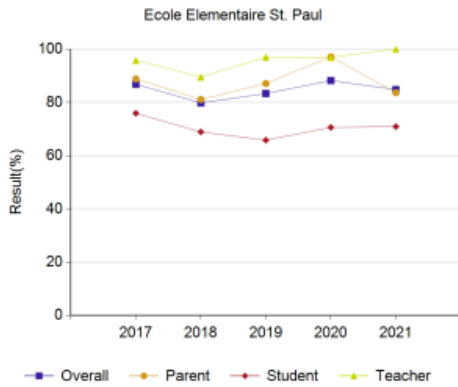


Goal Five: Wellness

Outcome: St. Paul Education creates a culture that supports wellness for students and staff.

Required Provincial Measure: Citizenship

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



Our parents' perspective on active citizenship has dropped. One consideration that could have affected this are the new challenges the pandemic has brought to our typical activities that would showcase student citizenship. We've had to put a pause on reaching out to our neighbouring senior living homes, cross grade-level mentorship activities and projects and school wide assemblies that highlight the positive characteristics of the Students of the Month. Until we can return to doing more in-person, we will collaborate with staff on how we can think outside the box and work around some of these obstacles. As well as, explore how technology and virtual platforms can help to recognize the good works and active citizenship of our students.

Required Provincial Measure: Welcoming, Caring, Respectful and Safe Learning Environments (WRCSLE)

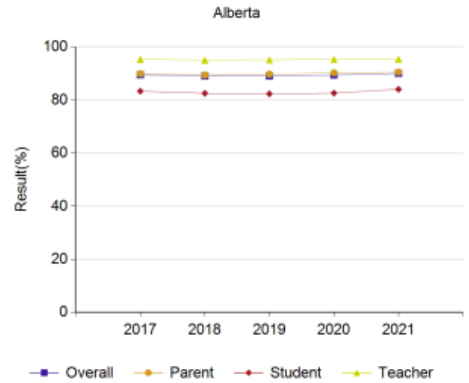
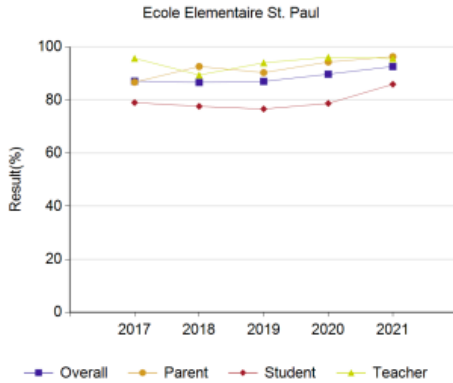
The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	Ecole St. Paul Elementary School	St. Paul Education	Province	
Overall	90.6	84.0	87.8	Our results in this area are slightly higher on both division and provincial levels. We have committed to ensuring our students feel safe and welcomed into our school. Our discipline policy has been updated to reflect a progressive system and involve students in problem solving and conflict resolution to build their skillset. It is also of note that guests (ie. substitutes, parents and visitors etc.) have shared that they feel warmly greeted and welcomed during their stay in our school.
Parent	94.3	80.6	88.2	
Student	80.7	76.3	79.8	
Teacher	96.9	95.0	95.3	



Supplemental Provincial Measure: Safe and Caring

The 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.



Overall, parents, students and teachers feel that our school is a safe and caring place to be. In teaching our students through the lens of the Catholic faith, we are all called upon and reminded of our vocation to have patience, to treat everyone with kindness, respect and dignity and to model our motto to **Live, Learn and Lead like Jesus.**





Strategies

- continue to develop and adjust a comprehensive school health model to be responsive to effects of the pandemic moving forward
- develop and share individualized school practices to support and promote well-being, satisfaction, and positive morale for all students and staff with involvement from all groups who support students (administrators, COSS, Success Coach, FSLW, therapists, etc.)
- focus on relationships as an effective method to maintain system wellness
 - Include regulation and laughter in morning announcements
 - Participate in staff morale boosters through weekly memo/emails
 - Encouraging & supportive work environment (ie: bulletin boards, visuals for wellness, message boards, etc...
 - shoutouts/celebrations at Staff meetings
 - Staff appreciation through various means
- maintain a safe school environment (e.g., Violent Threat Risk Assessment protocol, trauma-informed practices)
- Success Coach to provide class presentations on healthy friendships, problem solving and conflict resolution, anxiety, health and wellness etc..



Provincial Measures

- Citizenship
- Safe and Caring

Local Measures

- feedback-loop surveys (e.g., what are the positives in your job?)
- internal emails, staff support board

