

Assurance Plan

St. Thomas Aquinas School



Domain One: Quality Catholic Education					
Key Elements - Outcomes	Primary Strategies	Secondary/Ongoing Strategies	Local Performance Measure Reporting	Provincial Performance Measure Reporting	Stakeholder Engagement Reporting
<p>The Catholic faith provides a framework for learning and life. The Catholic faith is permeated into our curriculum so that contemporary culture is critically evaluated in the light of "The Truth."</p> <p>Our staff witnesses to others a life lived in a relationship with Jesus Christ.</p> <p>Our students, staff, and parents are honoured as distinct and unique while being brought together in a spirit of communion.</p>	<p>Implement a four-year faith plan - "Called By God".</p> <p>Review and integrate curriculum resources to support faith permeation across all grade levels and subject areas that align with REN, CCSSA, and Catholic bishop recommendations.</p> <p>Religion Lead Teacher supports religious curriculum integration through coordinating faith and social justice activities for students and staff across the Division.</p> <p>Staff collaborate with the Faith Coordinator to assess for professional, personal and environmental needs of the school and teachers.</p> <p>Staff collaborate with the Religion Lead & the local parish to address the Faith needs of the school community.</p>	<p>Invite students to prepare & participate in the Sacraments.</p> <p>Weekly mass for elementary students.</p> <p>Monthly school-wide faith celebrations.</p> <p>Father visits classrooms</p> <p>Wednesdays to discuss a variety of spiritual and general topics.</p> <p>Daily prayer and student prayers are read at the morning assembly.</p> <p>Faith journals are completed at staff meetings to assist in spiritual growth.</p> <p>Nov. 16, 2022 - NEW to address "Measures" results</p> <p>-Sr. High students will be more involved in Faith Celebrations</p> <p>-Jr. / Sr. High Religion classes will work with Gr. 1-6 on various projects to encourage faith & Role Modeling</p> <p>-Implement measures to deter "opting" out of important school religious celebrations</p> <p>-Re-integrate students population to "ministries"- Sunday School / readers / altar serving / faith committee / Christmas Concert</p>	<p>Student Gr 4 Q5 - I am involved in religious celebrations at my school. - 100% - Goal - 100%</p> <p>Student Gr 7-12 Q21 - How satisfied are you with the Christian atmosphere in the school? - 90% very satisfied or satisfied - Goal 95%</p> <p>Teachers Q4 - How satisfied are you with the Catholic Christian atmosphere of the school? 93% very satisfied or satisfied - Goal 95%</p> <p>Support Staff Q4 - How satisfied are you with the Catholic Christian atmosphere of the school? 100% very satisfied or satisfied - Goal 100%</p> <p>Parent Q3 - How satisfied are you that your school models Catholic Christian values that are consistent with the values taught in your home? - 75% - Goal 85%</p> <p>Nov. 16, 2022 UPDATE - Goal as an AVG was to go from 87% to 89% / Avg. dropped to 86%</p>	<p>Welcoming, Caring, Respectful, and Safe Learning Environments - 87.8% Province, 84.3% STA - Goal 92%</p> <p>Nov. 16, 2022 UPDATE - The goal was to go from 92% to 93% / Avg. dropped to 83%</p> <p>Citizenship - 83.3% Province, 76% STA. - Goal 80%</p> <p>Nov. 16, 2022 UPDATE - The goal was to go from 76% to 80% / Avg. dropped to 66%</p>	<p>Why - To build a "faith" community at the school.</p> <p>When -Sept. 2022 to June 2023</p> <p>Who - Students/Staff</p> <p>What - Re-engagement of students in Catholic ministries</p> <p>Where - School and Church</p>
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Domain Two: Student Growth & Achievement

Key Elements - Outcomes	Primary Strategies	Secondary/Ongoing Strategies	Local Performance Measure Reporting	Provincial Performance Measure Reporting	Stakeholder Engagement Reporting
<p>Students use ongoing assessment feedback to reflect continuously on their progress, identify strengths and areas of need and set new learning goals. Students achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy. Students are active, healthy and well.</p> <p>Students apply knowledge, understanding and skills in real-life contexts and situations. Students advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis and Inuit experiences. Students demonstrate understanding and respect for the uniqueness of all learners.</p>	<p>Analyze PAT & DIP results to inform best practices & target needs.</p> <p>Provide opportunities for students to receive information about post-secondary options & how to pursue the career of their choice.</p> <p>Recruiting & hiring of certified lead teachers with expertise & passion in specific curriculum areas.</p>	<p>Link curriculum to real-world during instruction & assessment. Implementing formative & summative feedback in a timely manner to inform & enhance student achievement.</p> <p>Utilize student information systems (SIS - PowerSchool, Extranet, IPP - Clevr) to provide relevant & timely updates to inform & guide student achievement progress updates.</p> <p>Provide Dual Credit, RAP, Green Certificate, CTS, CTF & Work Experience courses to diversify course offerings & learning opportunities.</p> <p>Provide opportunities for students to attend career days or job fairs. Career Day during Education Week brings in individuals from multiple professions to discuss their jobs in elementary.</p> <p>Nov. 16, 2022 - NEW to address "Measures" results</p> <ul style="list-style-type: none"> -Provide teacher with "Career Counselling" block to help students -More "mentorship" opportunities via "observations" & divisional connections -Will complete job/skill inventories in CALM to determine career paths or interests via alis.alberta.ca website. -Distribution of "open-house" presentations to Sr. High -Focus on Work Experience for students / Information on RAP / Green Cert. -Grade 9 to Grade 10 Transitional Meeting for students / parents 	<p>Student Gr 4 Q8 - I know that my teacher wants me to do my best work. - 100% - Goal - 100%</p> <p>Teachers Q37 - How satisfied are you the school Division is a good place to teach, learn and grow? 86% very satisfied or satisfied - Goal 90%</p> <p>Support Staff - Q17 - How satisfied are you with the overall quality of education offered in your school? 100% very satisfied or satisfied - Goal 100%</p> <p>Parent Q21 - How satisfied are you that your child is learning the skills and attitudes he/she will need when he/she leaves school? - 50% - Goal 60%</p> <p>Nov. 16, 2022 - NEW to address "Measures" results</p> <p>UPDATE: Goal was increase parent % from 50% to 60% / NEW score was 51%</p> <p>Student Gr 7-12 Q9 - How satisfied are you with the opportunities for CTS and Dual Credit program options? - 65% very satisfied or satisfied - Goal 70%</p> <p>UPDATE: The goal was to increase from 65% to 70% - The result - dropped to 57%</p>	<p>Work Preparation - 85.6% Province, 82% STA - Goal 86%</p> <p>Nov. 16, 2022 - UPDATE - the result was a drop to 77%</p> <p>PAT Assessments - 87% A.S. / 21% Ex. - Goal was to rise to 88% and 23%</p> <p>Nov. 16, 2022 - UPDATE - Gr. 6 - A.S. 98.5% / 26.5% Ex. and Gr. 9 - A.S. 81% / 9% Ex.</p> <p>Diploma Assessments - 92% A.S. / 23% Ex. - Goal was to rise to 93% and 24%</p> <p>Nov. 16, 2022 - UPDATE - STA Avg. of 3 Dip. Courses - 59% A.S. and 4% Ex.</p>	<p>Why - To aid students in finding more about their interests / goals and providing meaningful learning opportunities.</p> <p>When - Sept. 2022 to June 2023</p> <p>Who - Students and Teachers</p> <p>What - Career Research and Career Opportunities</p> <p>Where - School and Field Trips</p>
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Domain Three: Teaching & Leading

Key Elements - Outcomes	Primary Strategies	Secondary/Ongoing Strategies	Local Performance Measure Reporting	Provincial Performance Measure Reporting	Stakeholder Engagement Reporting
<p>Teachers and leaders respond with skill and competence to the unique learning needs, interests and cultural, social and economic circumstances of all.</p> <p>Teachers and leaders improve their professional practice through collaborative engagement in processes of growth, supervision and evaluation.</p> <p>Collaboration amongst teachers, leaders, students and their families, and other professionals enables optimum learning.</p> <p>Teachers and leaders use a range of data arising from their practice to inform cycles of evidence-based continuous learning.</p>	<p>Creating opportunities for school and divisional Professional Learning Networks (PLN) to collaborate on developing strategies that focus on the development of the whole child in alignment with the Third Path conditions.</p> <p>Develop localized Third Path cohorts to support the implementation of the eight condition strategies that best align with the school context.</p> <p>Provide teachers and support staff with the opportunity to analyze stakeholder Assurance survey results to inform the design of school strategies and performance measurements.</p> <p>Provide new option courses for junior high students (CTF) & use of the division CTS trailer for expanded CTS course delivery.</p> <p>Provide staff with a wide variety of PD opportunities to grow professionally, personally and spiritually.</p> <p>Look to community expertise to broaden student knowledge about local hobbies or career options & allow them to experience these opportunities first-hand.</p>	<p>Identify and implement specific CTS course offerings using the division CTS trailer for grades 10, 11 & 12.</p> <p>Identify and implement specific CTF course offerings using the division CTS trailer for grades 7, 8, & 9.</p> <p>Utilize student information systems (SIS - PowerSchool, Extranet, IPP - Clevr) to provide relevant & timely updates to inform & guide student achievement progress updates.</p> <p>Nov. 16, 2022 - NEW to address "Measures" results</p> <p>-Re-establish Career day and Try-a-Trade opportunities for students</p> <p>-Via 3rd Path PD - teachers awareness of strategies to better respond to individual students will result in improved academics - Google Doc that indicates current practice / new strategies and successes</p> <p>-Encourage students to join school-based or local community-based clubs - NEW Youth Choir</p> <p>-Provide "Leadership" credit for Sr. High as part of club volunteerism</p>	<p>Student Gr 4 - Q11 - My teacher gives me extra help if I need it. - 92% - Goal - 100%</p> <p>Student Gr 7-12 - Q11 How satisfied are you with teachers challenging you to do your best at school? - 65% very satisfied or satisfied - Goal 70%</p> <p>Support Staff - Q23 - How satisfied are you that the school Division is an excellent place to teach, learn and grow? 100% very satisfied or satisfied - Goal 100%</p> <p>Parent Q21 - How satisfied are you that your child is learning the skills and attitudes he/she will need when he/she leaves school? - 50% - Goal 60%</p> <p>Teachers - Q13 - How satisfied are you that the professional development activities offered are of high quality? 18% very satisfied, 45% satisfied - Goal 75%</p> <p>Nov. 16, 2022 UPDATE - 18% VS and 58% S - Total - 76%</p>	<p>Quality Of Education - 90% Province, 82% STA - Goal 91% Nov. 16, 2022 UPDATE - STA dropped to 79%</p>	<p>Why - To build school volunteerism and leadership to improve school culture.</p> <p>When - Sept. 2022 to June 2023</p> <p>Who - Students and School Staff</p> <p>What - PD in 3rd Path and student "leadership" opportunities</p> <p>Where - School and community</p>
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Domain Four: Learning Supports

Key Elements - Outcomes	Primary Strategies	Secondary/Ongoing Strategies	Local Performance Measure Reporting	Provincial Performance Measure Reporting	Stakeholder Engagement Reporting
<p>Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all. Students and their families work in collaboration with education partners to support learning. Cross-ministry initiatives and wraparound services enhance the conditions required for optimal learning. The school community applies the resources needed to support First Nations, Métis and Inuit student achievement. Infrastructure (e.g., technology and transportation services) supports learning and meets the needs of Alberta students and their families, staff and communities.</p>	<p>Creating opportunities for school and divisional Professional Learning Networks (PLN) to collaborate on developing strategies that focus on the development of the whole child in alignment with the Third Path conditions. Develop localized Third Path cohorts to support the implementation of the eight condition strategies that best align with the school context. Provide struggling students with tailored instructional support based on individual needs to be successful. Provide PD opportunities for staff who work with specific student needs.</p>	<p>Improving school events and student progress communication between parents/teacher/student. Use of IPP's to inform instruction and assessment practices. Utilization of the Fountas & Pinnell program & MIPI (Math Intervention/Programming Instrument allows us to diagnose literacy & numeracy deficiencies early on, providing support earlier for struggling students. Connect students struggling with mental health to FSL personnel & resources. Nov. 16, 2022 - NEW to address "Measures" results -Implement a "live" discipline document to ensure consistently high expectations of student behaviour across grades. All Staff have responsibility to ensure a learning environment is created that meets all learner needs. -Commitment to enforcing expectations and maximizing instructional time</p>	<p>Satisfied + VS with Learning Supports Parents (Q25) - 53%, Staff (Q31) - 82%, SS (Q19) - 71%, Students 7-12 (Q10) - 92%, 4-6 (Q11) - 95% - Avg. 79% We would like to see us rise to 80%. Nov. 16, 2022 UPDATE: STA - P (Q26)- 83% / S (Q31) - 85% / SS (Q14) - 75% / S 4-6 (Q15) - 95% / S 7-12 (Q21) - 86% = Avg. 85% Students are Challenged to Achieve High Standards: P (Q18)- 80%, S 7-12 (Q11)- 84%, S 4-6 (Q8) - 100% >88% We would like to see us rise to 89%. Nov. 16, 2022 UPDATE: STA - P (Q15)-80% / S 7-12 (Q20) -73% / S 4-6 (Q16)-100% Avg. dropped to 84%</p>	<p>Quality Of Education - 90% Province, 82% STA. We would like to see this rise to 91%. Nov. 16, 2022 UPDATE - STA - Dropped to 79% Safe & Caring Schools - 90% Province, 89% STA We would like to see us rise to a 93%. Nov. 16, 2022 UPDATE - STA - Dropped to 83%</p>	<p>Why - Consistency of high expectations for behaviour will result in better academic success for students. When - Sept. 2022 to June 2023 Who - Staff What - Adherence to new discipline expectations at the school Where - School</p>
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Domain Five: Governance

Key Elements - Outcomes	Primary Strategies	Secondary/Ongoing Strategies	Local Performance Measure Reporting	Provincial Performance Measure Reporting	Stakeholder Engagement Reporting
<p>Engage students and their families, staff and community members in the creation and ongoing implementation of a shared vision for student success.</p> <p>Manage and allocate financial resources in the interests of ensuring student success, in alignment with system goals and priorities and in accordance with all statutory, regulatory and disclosure requirements.</p> <p>Support relevant curriculum and programs, clearly articulated and designed for implementation within local contexts.</p> <p>Develop and employ a cycle of evidence-based continuous improvement to inform ongoing planning and priority setting, and to build capacity.</p>	<p>Developing and implementing local surveys and engagement opportunities to engage stakeholders in the continuous improvement process.</p> <p>Advocating for Catholic education and engaging local, parish and provincial officials and stakeholders.</p> <p>Developing sustainable cooperative or independent transportation services through collaboration with local transporting boards and local and provincial governing bodies.</p> <p>Develop an equitable and sustainable budget to support a shared vision for Catholic education taking into account the local realities of each community.</p>	<p>Providing timely focused communication assurance updates to key stakeholders through engagement meetings, website updates, social media postings, and community newspaper articles.</p> <p>Recruiting and supporting quality Catholic teachers and school administrators who have the capacity to adapt and lead their school communities in these uncertain times.</p> <p>Supporting faith development and service opportunities for school communities.</p> <p>Developing partnerships with local businesses and post-secondary educational institutions to enhance program offerings throughout the communities.</p> <p>Celebrating and recognizing student and staff accomplishments.</p>	<p>Student Gr. 4-6 Q6 My school allows me to volunteer and help others. 100% very satisfied or satisfied - Goal 100%</p> <p>Student Gr. 7-12 Q32 I would recommend my school to a friend. 82% very satisfied or satisfied - Goal 85%</p> <p>Teachers Q37 How satisfied are you the school Division is a good place to teach, learn and grow? 87% very satisfied or satisfied - Goal 90%</p> <p>Support Staff Q23 How satisfied are you the school Division is a good place to teach, to learn and grow? 100% very satisfied or satisfied - Goal 100%</p> <p>Parents Q35 Would you recommend your school to another parent? 80% yes - Goal 85%</p> <p>Monthly School Council Attendance & Feedback.</p> <p>Community engagement and participation in school-based events.</p> <p>Stakeholder completion rates of division assurance surveys.</p>	<p>Parent Involvement 79.5% Alberta, 74.2% STA - Goal 80%</p>	<p>Why - When - Who - What - Where -</p>
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Domain Six: Local Societal Context

Key Elements - Outcomes	Primary Strategies	Secondary/Ongoing Strategies	Local Performance Measure Reporting	Provincial Performance Measure Reporting	Stakeholder Engagement Reporting
<p>Engage education partners to develop a baseline understanding of the local and societal needs and circumstances. Develop and implement a continuous improvement engagement process to support a shared vision for quality Catholic education taking into account the local context of each community within the division. Identify the local context variables to inform decision-making and inform practice.</p>	<p>Engaging stakeholders to develop a shared vision aligned to a continuous improvement framework. Developing a budgeting framework to provide a sustainable, equitable staffing model, contracted services, resource allocation, and professional development to implement the Division's shared vision for education in each community. Engage and provide stakeholder feedback sessions to document local context variables and demographic information that can be accessed or gathered to inform decision-making and practice.</p>	<p>Developing budget frameworks to subsidize student transportation based on current transportation funding models. Supporting parents in the separate school establishment process to expand Catholic education boundaries. Providing diversified and flexible program opportunities. Engaging local businesses and learning opportunities through the use of the division CTS trailer. Engaging stakeholders in the context of their local school communities to improve the understanding of FNMI culture, knowledge and reconciliation.</p>	<p>Student Gr. 4-6 Q6 My school gives me a chance to volunteer and help others. 100% very satisfied or satisfied - Goal 100% Student Gr. 7-12 Q32 I would recommend my school to a friend. 82% very satisfied or satisfied - Goal 85% Teachers Q37 How satisfied are you the school Division is a good place to teach, learn and grow? 87% very satisfied or satisfied - Goal 90% Support Staff Q23 How satisfied are you the school Division is a good place to teach, to learn and grow? 100% very satisfied or satisfied - Goal 100% Parents Q35 Would you recommend your school to another parent? 80% Yes - Goal 85% Monthly School Council Attendance & Feedback. Community engagement and participation in school-based events. Stakeholder completion rates of division assurance surveys.</p>	<p>Parent Involvement 79.5% Alberta, 74.2% STA - Goal 80%</p>	<p>Why - When - Who - What - Where -</p>
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