

St. Matthew Catholic School Improvement Plan

[2023-2024]

Faith Priority: St. Matthew staff and students will encounter Christ through action and involvement in social justice projects. **Student Learning Priority:** Staff will continue to implement curriculums (K-3 Science, 4-6 Math, and K-6 ELA) and Math curriculum (exploring and planning) with a focus on purposeful and explicit instruction within the classroom.



Assurance Category	Current Reality (Baseline Data)	School Goal (Linked to Priorities)	Desired Reality (Targeted Endpoint/Lag Measure)	Lead Measures (1-3) / Strategies
Faith	Schollie Survey results 22-23: Students reported they feel part of the church community. (86%) Students reported they enjoy learning about faith in their school. (87%) Students feel inspired by our Catholic Faith. (89%) Parents reported feel their child learns about their faith because they attend a Catholic school. (84%)	Our focus this year is to provide staff with social justice opportunities connected to Catholic traditions and the importance of community to foster spiritual growth and nurture individual faith relationships with God.	Improvement in Schollie results in the following four areas by 3%: I am inspired by the Catholic Faith at my school. Student reporting they enjoy learning about faith in their school. Students feeling inspired by our Catholic Faith. Parents reporting they feel their child learns about faith because they attend a Catholic School.	Pre and post staff faith survey to show how faith was nurtured. Every student during Grade retreat at the parish will focus on a social justice project in time/talent or treasures. Staff participate in staff projects. Student council to host 2 social justice events for our students.
Student Growth and Achievement	LENS and CC3 year end 22-23 testing is indicating: Grade 2 (15 students) at risk students identified Grade 3 (30 students) at risk students identified. Schollie survey results 22-23: To what extent does your schools professional development plan provide you with opportunities to collaborate with teacher colleagues on student learning. (64% - a great deal).	Continue improving in grade 1 and extend into kindergarten, gr 2 and gr 3 our literacy instructional strategies by using the RDCRS framework.	Improvement in data results for CC3 and LENS. Decrease in the reported students at risk this year. Increase in the high impact strategies within the classroom to target student achievement.	Administration to record and tabulate monthly, beginning in November, all teachers in K- 3 how they have incorporated our focussed literacy programming using Heggerty, UFLI and Secret Stories. PD for staff on the science of reading, and high impact teaching strategies for staff. Monthly Grade/Subject team collaboration. LIFT alignment of staff to support identified students
Teaching and Leading	Schoolwide use of high impact strategies for implementing the curriculum. Schollie Survey results 22-23: To what extent does your Professional Development Plan provide you with opportunities to collaborate with teacher colleagues on student learning (48% a great deal)	Continue using high impact strategies focused upon instruction and assessment in a collaborative environment for implementing course curriculums	On an in house survey, collected data exhibit teachers felt collaboration assisted them with curriculum implementation. Teachers report improved results caused by direct/indirect relationship between Professional Development plan provides opportunities and collaborate with colleagues on student learning (at least 60% a great deal)	Curriculum implementation PD - Aug/Sept/Nov/Jan/Apr lead by teacher. Staff driving collaboration. Establish Grade team collaboration 3 times for staff to decide resources and PD for curriculum. Provide lead teacher directed PD on high impact strategies for instruction.
Learning Supports	Mental Health Pilot - introduce and implement the Collaborative Support Model with our staff to support our relationships and interactions with students. AEA 22-23 results: Students in grade 7: reported that only 45% strongly agree they feel like they belong. reported 35% strongly agree in the area of adults treating them fairly. report that 38% strongly agree that the teachers care about them.	Engage all staff to respond compassionately and expand their skills that pertain to language use and compassion for the purpose of supporting struggling students.	Improvement in AEA results in the three areas: Students feeling they belong. (improve to 55% strongly agree). Improvement to student reporting that at least 50% strongly agree adults treat them fairly. Improved results in the area of teachers care about them from 38% to 50% strongly agree. School suspension numbers will decrease as well as school office visits.	Staff PD in September to introduce the pilot. Staff PD in Oct to introduce the lagging skills document and have staff work through the process. Administration to encourage staff to post and use the "Compassion in Action" document. Have staff utilize the school's counsellor referrals form for students displaying behaviors consistent with "not belonging" to further support children in need.
Governance	Schollie survey results 22-23 : Parents feel their school has adequate procedures for sharing information. (89%) AEA 22-23 Results: Parent satisfaction with accessibility, effectiveness and efficiency of programs and services for students in their community. (77.5%). Parents satisfaction indicating that their schools in their jurisdiction have improved or stayed the same in last three years. (78.6%)	To improve parent school involvement by increasing parent communication within all faculties of our school community.	Improve Schollie results in these areas: Parents feel the school has adequate procedures for sharing information to 94%. Improve both parents satisfaction in accessibility, effectiveness and efficiency of programs and services for students in their community from 77.5% to 85% Improve satisfaction with school improvement in the last three years from 88% to 90%.	Advertise and invite parents to attend school council meetings, running family evening events with the meetings. Host Grade level parent evening/coffee opportunities to share/ask and have conversations with Admin/Board/counsellor monthly Ensure all parents are signed up for a Schoology account and part of information sharing.

Required Alberta Education Assurance Measures - Overall Summary

Spring 2023

School: 4170 St. Matthews Catholic School

Assurance Domain	Measure	St. Matthews Catholic 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	Student Learning Engagement	86.5	87.3	87.3	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	88.9	90.0	90.7	80.3	81.4	82.3	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	n/a	78.4	n/a	n/a	67.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	12.7	n/a	n/a	18.0	n/a	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	92.7	94.4	94.8	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	92.6	92.6	92.6	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	88.2	92.9	92.9	80.6	81.6	81.6	n/a	Declined	n/a
Governance	Parental Involvement	87.5	85.8	87.2	79.1	78.8	80.3	Very High	Maintained	Excellent