



ST. MATTHEW CATHOLIC SCHOOL

2017 - 2018

SCHOOL IMPROVEMENT PLAN

Principles of Practice

- We honour our children.**
- We provide a safe and secure environment.**
- We live and proudly proclaim our Catholic Christian faith.**
- We provide quality education in a Catholic environment.**
- We pray as an educational community.**
- We practice servant-leadership.**
- We focus on our mission through clarity of purpose.**
- We value our staff.**

Vision:

St. Matthew Catholic School is a Christ-centered learning environment within the framework of Christian love and justice.

Mission:

St. Matthew School's mission is to provide students with quality learning experiences in a Christ-centered environment. Working in partnership with parents and the church, we inspire students to reach their spiritual, academic, and athletic potential by fostering a desire to become lifelong learners and followers of Jesus Christ.

School Profile

St. Matthew Catholic School is a pre-Kindergarten to Grade 8 Catholic school with an enrollment of 535 students and a staff of 53. St. Matthew has a unique working relationship with the parish, also known as St. Matthew. The parish priest visits the school and is increasingly becoming actively involved in all of the school's liturgical matters.

The Catholic religion is at the core of our school life, evidenced by daily prayer, school-wide masses, adoration in the school chapel, religion classes, faith retreats for all of our students, and faith permeation in all Alberta curricular subjects. The faith of our Catholic community is lived out in our service projects. St. Matthew School has received national attention and recognition of The Terry Fox Foundation for its dedication to raising funds for the annual Terry Fox Run. The students also participate in a yearly "stuff the bus" with donations to our local food bank. This year, our students and staff have been provided with a variety of opportunities to engage in different faith activities and they always have the opportunity to participate in various social justice activities such as Operation Christmas Child, Hats on for Mental Health and supporting Red Cross. All of these projects are in line with our division faith theme "All are Welcome. All Belong."

St. Matthew Catholic School offers a complete program of academic studies, including compulsory French as a second language instruction from Grades 4-5, as well as a variety of exploratory courses for

our grade 6 to 8 students, which aligns with the Career and Technology Foundations Curriculum. We have expanded to include an Art Exploration course for our Grade 6 classes to increase students' fine art exposure. We also have an outstanding physical education and music/band program. There is a record of academic excellence over time and our performance on standardized testing exceeds provincial standards on almost all measures. There are also extensive extra-curricular programs, including opportunities to participate in the parish's faith life, intramurals, drama, student council, a student-volunteer canteen program, and dynamic sports programs.

St. Matthew Catholic School makes it a priority to meet the needs of all students entrusted to our care with our inclusive model of instruction. In all classes, we have LIFT teachers providing support, as well as co-teaching models in most of our classes. We also provide additional support in programming, such as Levelled Literacy Instruction, Response to Intervention, and the use of strategically placed Educational assistants in our classrooms. As well, we make use of our Faith Lead teacher to provide support in faith permeation to all teachers and students. Our counselling supports address the other various needs of families and students by providing programming, classroom presentations and mental health initiatives where needed.

Our school motto, taken from the words of Christ himself as recorded in St. Matthew's gospel, is "Let your light so shine before all that they may see your good works."

Trends & Issues at a Glance

Trends:

1. Faith: We are fortunate to make use of the Faith coach allotment .2 FTE position to improve faith permeation throughout the school. Examples include full-day grade retreats for our students, liturgies, Lectio Divina, opportunities for our students to participate in Adoration of the Blessed Sacrament, introduction to vocations and many other faith activities.
2. Inclusive education: St. Matthew School has implemented a structure of inclusion for all students. The improvement of collaborative communities of practice have inspired our teachers to explore different instructional methods within their classrooms, which is supporting the needs of our diverse learners. As our student population increases, so have our English Language Learners (ELL), First Nations, Métis and Inuit, and vulnerable learners. It has inspired our teachers to explore different instructional methods to meet the needs of the diverse learners. We have developed a unique 'shared responsibility' of inclusive education among all staff within St. Matthew School, which aligns with our division faith theme "All are Welcome. All belong."
3. Literacy instruction: We have embedded 90 minutes of daily literacy in our elementary classes, and expanded Fountas and Pinnell assessment testing throughout elementary and middle school grades. Our school staff has begun to transition to a model of intervention that ensures identified essential learning outcomes are a focus of instruction, with improved literacy as a primary goal. We have Leveled Literacy Interventions happening throughout the school from Grades 1-8. Our STAR reading data has provided

information regarding student literacy skills in Grades 6-8 as a benchmark to begin professional discourse during collaborative and common preps among colleagues, as we transition to having all our students assessed using the Fountas and Pinnell diagnostic tests.

4. Numeracy instruction: As an entire school, we are participating in the Mathematics Intervention Programming Instrument (MIPI) pilot this year. We are continuing to incorporate the ANIE assessment and Math Talks, as well as the mathematics essential outcomes in all of our grades.

Issues:

1. There is a focus this year to utilize diagnostic tools such as Fountas and Pinnell, the STAR assessment, MIPI and the ANIE assessment to assist with improving student literacy and numeracy and informing our instruction within the classroom. We are implementing and improving our fluid LIFT model to support teachers in building capacity through collaboration, co-teaching, common planning and assessment. This includes the use of data to inform and improve our classroom practices and ensure students are receiving accurate and appropriate instruction, with a heightened focus on our First Nations, Métis and Inuit population.

2. The responsibilities to create and implement ISPs (Instructional Support Plan) is shared among staff members. The ISP has turned into an ongoing support document, which is used to support student learning and achievement. As a staff, it is important to ensure that appropriate and ongoing supports are in place for our vulnerable learners throughout the year.

3. The transition of our Grade 8 St. Matthew students to St. Dominic High School continues to be an area of focus to ensure the success of all students. We are planning to collaborate in the area of literacy, numeracy, ISPs, ELL, First Nations, Métis and Inuit, counselling and intervention meetings with the staff of St. Dominic's to better align our instruction and support for our transitioning students.

Accountability Report Card

Measure Category	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
Safe and Caring Schools	Safe and Caring	95.2%	92.8%	89.5%	89.5%	89.5%	89.3%	Very High	Improved Significantly	Excellent
Student Learning Opportunities	Program of Studies	90.2%	83.8%	85.7%	81.9%	81.9%	81.5%	Very High	Improved	Excellent
	Education Quality	95.3%	91.4%	90.6%	90.1%	90.1%	89.6%	Very High	Improved	Excellent
	Drop Out Rate	*	*	n/a	3%	3.2%	3.3%	*	*	*
	High School Completion Rate (3 yr)	n/a	n/a	n/a	77.9%	76.5%	76.1%	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	82.7%	84.8%	87.7%	73.4%	73.6%	73.2%	High	Maintained	Good
	PAT: Excellence	23.1%	29.9%	20.8%	19.5%	19.4%	18.8%	High	Maintained	Good
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83%	82.7%	83.1%	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.2%	21.2%	21.5%	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.9%	54.6%	53.1%	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	62.3%	60.8%	60.8%	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	57.9%	59.4%	59.3%	n/a	n/a	n/a
	Work Preparation	90.3%	71.5%	80.2%	82.7%	82.6%	81.9%	Very High	Improved	Excellent
	Citizenship	91.8%	87.4%	83.5%	83.7%	83.9%	83.6%	Very High	Improved Significantly	Excellent
Parental Involvement	Parental Involvement	80.1%	75.2%	81.4%	81.2%	80.9%	80.7%	High	Maintained	Good
Continuous Improvement	School Improvement	90.7%	86.8%	84.9%	81.4%	81.2%	80.2%	Very High	Improved	Excellent

Division Goal: Nourished by grace and a personal relationship with Jesus Christ , we joyfully embrace, live, and teach the Gospel spirit.

What this goal means for our jurisdiction:

*Shout joyfully to God, all you on earth. Sing of his glorious name; give him glorious praise.
(Psalm 66:2)*

Division Outcome D1: Each individual in our school community is immersed in a spirit of Communion with Christ and through catechesis, experience a maturation in his or her profession of faith.

Performance Measures:	Current Results	Average
D.1.1 I believe that all members of our community are provided with opportunities to learn about the Catholic Faith.	99%	97% (2 Yr)
D.1.2 I believe that members of our community have gained an understanding of Sacramental Life and the meaning of Liturgy.	96.3%	93% (2 Yr)
D.1.3 I believe that our schools promote moral formation in response to the message of the Gospel.	97.7%	93% (2 Yr)
D.1.4 I believe that our school communities have brought members to a deeper relationship to God through an understanding and participation in prayer.	95.7%	92% (2 Yr)
D.1.5 I believe that our school communities demonstrate Christian Community.	95%	89% (2 Yr)
D.1.6 I believe our students are empowered with a 'missionary spirit' to be transformational in our society.	98%	96% (2 Yr)

AERR Comments

Our results last year in all six performance measures indicate that as a school community we are experiencing increased satisfaction in faith development. We have demonstrated that St. Matthew is an inclusive welcoming school with increased satisfaction with our teaching of the Catholic faith and opportunities provided to deepen our relationship with God. We have met as a parish, school, division and archdiocese to look at increasing the number of our students receiving sacraments.

Strategies:	Evidence:	Next Steps:
<ul style="list-style-type: none"> Continue the process of forming and transforming the school community through a focus on Task 4 - Praying: Bring our school community to a deeper relationship 	<ul style="list-style-type: none"> Staff members attend prayer every morning prior to the school day beginning. Each day of the week is led by a different staff and other staff are encouraged to join. 	<ul style="list-style-type: none"> Explore the opportunity to continue to highlight our chosen task during our instruction within our classrooms, as we focus as a school community on our newly chosen

<p>with God through an understanding and participation in prayer.</p>	<ul style="list-style-type: none"> • On our Oct. 20th PD day, our Faith coach and administration led on different ways to pray with the students. • At Aug. 30th Staff Meeting, dates for invitational staff masses (Sept. 17th, Oct. 14th, Nov. 5th, Dec 9th, Jan.14th, Feb.10th, Mar. 18, Apr. 21st, May 6th, Jun. 9th) were provided to staff. • Staff masses have been scheduled for the first Wednesday of the month at 8 am in our school chapel. • At our Pumpkin Dash, we started the event with group prayer. • Informed stakeholders of our staff focus on Task 4 for the year. We informed School council at our first meeting on Sept. 6th. • Our staff attended Catholic Education Sunday at the parish on Nov. 6th. • All students and staff attended a Jesse Manibusan presentation and prayed as a school community throughout the concert on Sept. 18th 	<p>Task 4: Praying.</p> <ul style="list-style-type: none"> • Plan and develop retreats for all grades at the parish for the 2017-2018 school year. Focus time during our individual grade retreats to engage in prayer. • Ensure the staff is reminded of the staff masses by way of invitation through email or morning prayer. • Provide staff with an appropriate prayer resource for quick access within the classroom, the gym or the learning commons by Jan. • Faith coach will lead lessons on prayer during Advent and Lent to enhance student and staff understanding of prayer. • Arrange with Father Leon to schedule Adoration monthly for all staff and students(dates pending) • The Schollie survey will be shared with the staff at PD in Feb. to look at our strengths and gaps. As a team, we will celebrate the strengths and develop strategies to support and address the identified gaps.
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Division Outcome D2: All of our school communities are authentically Catholic.

Performance Measures:	Current Results	Average
D.2.1 I believe that I am a child of God and seek Him in my life.	97.7%	96% (2 Yr)
D.2.2 I believe the Catholic Faith provides a framework for life and learning.	98.7%	96% (2 Yr)
D.2.3 I believe the Catholic Faith is permeated into our curriculum so that contemporary culture is critically evaluated in light of 'the truth'.	91.3%	87% (2 Yr)
D.2.4 I believe the staff of RDCRS witness to others a life lived in relationship with Jesus Christ.	98.7%	94% (2 Yr)
D.2.5 I believe our students, staff, and parents are honored as distinct and unique but brought together in a spirit of communion.	92.3%	95% (2 Yr)

AERR Comments

We have noticed an improved relationship with St. Matthew Parish and we are hoping that this translates into an improved relationship with our families. Our results indicate that we are doing well

modelling and witnessing our faith to our students. Our use of the Catholic Identity Growth Plan has improved our staff's relationship with God as a result of being in a Catholic school. We are continually seeking opportunities to witness our relationship with God and provide opportunities for the staff and students to experience and deepen their relationship to God.

Strategies:	Evidence:	Next Steps:
<ul style="list-style-type: none"> Focus on our chosen Mark one: "All members of our school communities are children of God and seek him in their lives" 	<ul style="list-style-type: none"> Grade 2 teachers contacted all students and reminded them of First Communion classes. Visitors are welcomed with an inviting sign created by all staff on our Aug. 29th PD. ELL lead teacher created a bulletin board celebrating all the cultures in our school community, highlighting the division theme "All are welcome. All belong." Invite parish members to participate as group leaders for our grade retreats at the parish. 	<ul style="list-style-type: none"> Highlight our school's Mark one through our School Council, and through our social media messaging. Faith coach will work to find prayers that reflect and align with Mark one and share them with our staff. Celebrate and create awareness for Down Syndrome for a student on Mar. 21st as a whole school community, highlighting both humanness and community. Invite our staff to attend mass as a community at the parish to celebrate our students receiving their First Communion. Celebrate and recognize our students who have received First Communion during a school-wide celebration.
<ul style="list-style-type: none"> Use the Eight characteristics of Catholic Identity to support teacher efforts in intentional permeation. 	<ul style="list-style-type: none"> PD in the area of intentional permeation was provided to all teachers and administration through division LIFT sessions, administration PD and faith coach meetings. School based session on intentional permeation on October 20th led by faith coach and administration. During Aug. 30th PD, staff were informed that intentional permeation will be an expectation and needs to be evident in your lesson plans. Faith coach modelled faith permeation in grades 2, 4 and 5 in Sept. and Oct.. 	<ul style="list-style-type: none"> Ensure the grade retreat planning explores opportunities to highlight our 8 characteristics of Catholic Identity Administration will use intentional permeation questions during walk-throughs and discussions. Support will be provided by faith coach and administration where permeation is not evident.

Outcome 1: Alberta's students are successful

Performance Measure	Results (in percentages)					Evaluation		
	2013	2014	2015	2016	2017	Achievement	Improvement	Overall
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	89.5%	88.6%	89.8%	84.8%	82.7%	High	Maintained	Good
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	25%	18.2%	14.4%	29.9%	23.1%	High	Maintained	Good

Performance Measure	Results (in percentages)					Evaluation		
	2012	2013	2014	2015	2016	Achievement	Improvement	Overall
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Drop Out Rate - annual dropout rate of students aged 14 to 18	*	*	*	*	*	*	*	*
High school to post-secondary transition rate of students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Performance Measure	Results (in percentages)					Evaluation		
	2013	2014	2015	2016	2017	Achievement	Improvement	Overall
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	77.9%	79.2%	83.8%	87.4%	91.8%	Very High	Improved Significantly	Excellent
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	71.9%	81.9%	87.1%	71.5%	90.3%	Very High	Improved	Excellent

AERR Comments

Our results indicate that as a school community we have maintained our performance measures. Our results in the focused area of work preparation and attitudes have improved. We need to focus on moving students into the acceptable range and then into the excellence range. As a school, we need to create opportunities to strive for academic excellence.

Strategies:	Evidence:	Next Steps:
<ul style="list-style-type: none"> Continue to grow and enhance the effective teaching practices in the area of numeracy 	<ul style="list-style-type: none"> Piloted the Mathematical Intervention Programming Instrument (MIPI) for numeracy and 	<ul style="list-style-type: none"> All teachers of numeracy will be required to complete at least 3 ANIE assessments, and try at least three

	<p>completed testing for grades 2-8 by Sept. 29th.</p> <ul style="list-style-type: none"> • Staff learned how to administer the MIPI on Aug. 31st. Staff analyzed the MIPI data during the Sept. 29th PD day. • Division Math lead taught or observed and provided feedback to math teachers on Oct. 27th and Nov. 7th. The focus was on Number talks. 	<p>number talks by the end of Sept., Jan. and May.</p> <ul style="list-style-type: none"> • PD focused on math games and chapters 1-4 will be led by division math lead on Nov. 27th. Staff will be required to try 3 different math games before Feb. 2nd PD. • Administration will be monitoring for teachers who need ongoing and extra support and adjusting school math lead's schedule to meet those needs. • PD focused on rich math tasks and chapters 5-9 from Jo Boaler's book will be led by division math lead on Feb. 2nd and Apr. 20th. • All grade teams will develop 2 common assessments by May.
<ul style="list-style-type: none"> • Continue to grow and enhance the effective literacy practices in the area of writing and reading, using data to guide instruction and providing interventions when necessary. 	<ul style="list-style-type: none"> • All students Grades 2-7 have been tested using Fountas and Pinnell by the end of Oct. Results were shared in a school wide document for teacher use. • Teachers in grades 1-3, 6 and 8 used Fountas and Pinnell results to determine Leveled Literacy Intervention(LLI) Groups by end of Sept. • Middle school STAR testing was completed by Sept. 2017 	<ul style="list-style-type: none"> • All Fountas and Pinnell scores will be uploaded to Dossier by Jan. 30th. • Determine LLI groups for gr. 4, 5 and 7 to begin LLI by the end of Jan. • Administration will use Classroom Improvement Fund to purchase more themed and levelled books for classroom libraries by Jan. 30th. • Administration will use Classroom Improvement Fund to purchase dual language books in Tagalog, Spanish and Arabic by Jan. 30th to help build vocabulary in our ELL students.
<ul style="list-style-type: none"> • Create an understanding amongst staff and students on how to effectively use the Learning Commons as an innovative and flexible learning space. 	<ul style="list-style-type: none"> • Staff received PD on Aug. 29th and Sept. 29th to make connections related to the 21st century competencies through the makerspace and Learning Commons activities. • Shared at Aug. staff meeting that staff will no longer be allowed to book a library block for book exchange, but are encouraged to book the Learning Commons for authentic learning opportunities in literacy and numeracy. • The Learning Commons team purchased resources, technology and furniture, such as green screen, 	<ul style="list-style-type: none"> • Provide PD time on Dec. 8th and Apr. 20th for our lead teachers to model and demonstrate in the Learning Commons. • We will have makerspace opportunities available for students during Monday and Wednesday lunch recess lead by a librarian. • In partnership with division maintenance department, ensure the physical transformation of the Learning Commons is complete prior to Sept. 2018

	<p>movable bookshelves and whiteboard tables, to move our vision of the Learning Commons forward.</p>	
<ul style="list-style-type: none"> • Continue to provide students opportunities to explore interests and connections to career possibilities. 	<ul style="list-style-type: none"> • During PD in Aug., the Career and Technology Foundations (CTF) curriculum was reviewed with middle school staff by administration. As a team, we explored ways to make career connections within both the core and the exploratory classes. • Continue the use of middle school meetings, Leadership for Learning collaborative blocks, common planning blocks and professional growth meetings to support teachers in making the connections to the CTF framework through their instruction in both core and exploratory classes. • Students in grade 5 had presentations from Junior Achievement on Nov. 22nd and 23rd. 	<ul style="list-style-type: none"> • As a middle school team, the staff will align all of our exploratory classes with the CTF framework in the 2017-2018 school year. • Provide an opportunity for the middle school students to provide feedback about the exploratory options. The surveys will be administered by the end of Mar. • Technology coach to lead students in grades 4-5 through the MyBlueprints before Christmas. Middle school students will complete the MyBlueprints project through health. • Gr. 8 will attend the Career Expo at Red Deer College in Apr.

Outcome 2: The systemic education achievement gap between First Nations, Metis and Inuit students and all other students is eliminated.

Performance Measure	Results (in percentages)					Evaluation		
	2013	2014	2015	2016	2017	Achievement	Improvement	Overall
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	62.5%	78.6%	84.4%	78.6%	62.5%	Very Low	Maintained	Concern
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	18.8%	7.1%	6.3%	21.4%	8.3%	Very Low	Maintained	Concern
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Performance Measure	Results (in percentages)					Evaluation		
	2012	2013	2014	2015	2016	Achievement	Improvement	Overall
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	n/a	*	n/a	n/a	n/a	n/a	n/a	n/a
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

AERR Comments

These results were taken from a small sample and these small samples create inconsistencies for trend data. Based on the historical low numbers for our school in these performance measures, we feel we get a better understanding of our students by looking at our overall results. In comparison to our results, our First Nations, Métis and Inuit students are scoring lower and therefore our focus is on individual students' needs.

Strategies:	Evidence:	Next Steps:
<ul style="list-style-type: none"> Continue to enhance the cultural awareness of our high level of First Nations, Métis, and Inuit students within our school community. 	<ul style="list-style-type: none"> Administration has met with our First Nations, Métis, and Inuit liaison and set expectations for First Nations, Métis, and Inuit transition and presentations for our staff and 	<ul style="list-style-type: none"> Building relationship between First Nations, Métis, and Inuit team and classroom teachers to ensure the First Nations, Métis, and Inuit students are a focus and exploring

	<p>students on Oct. 16, 2017.</p> <ul style="list-style-type: none"> • The school has created a shared document after meeting with teaching staff to understand and share how we have infused First Nations, Métis, and Inuit culture within the different grades curriculum. This document was reshared with the staff in Oct. • Acknowledgement of the land was done at Remembrance Day ceremony on Nov. 10th. • First Nations, Métis, and Inuit students were introduced to our First Nations, Métis and Inuit team on Nov. 14th • Shared with the teachers the Seven Sacred Teachings as a resource to enhance their instruction for all our students. • First Nations, Métis, and Inuit team taught Smudging and Wampum belts in October to a grade 1 and grade 2 class. 	<p>what supports can be offered, highlighting one day per month where the team informally meets for lunch with our students on Dec 12, Jan. 18, Feb. 26, Mar. 22, Apr.27, May 22, Jun. 14th to help foster this relationship.</p> <ul style="list-style-type: none"> • Using the support of our First Nations, Métis, and Inuit division team, give teachers the tools and strategies to infuse cultural teachings into the curriculum • During school celebrations and assemblies, teachers and students will continue to acknowledge the land and give our respects to the First Nations, Métis and Inuit communities. • Share the First Nations, Métis, and Inuit newsletter with the staff to support the division team in bringing First Nations, Métis, and Inuit awareness to the forefront of teachers' minds. • On June 21, our school will be celebrating National Aboriginal Day through various activities.
<ul style="list-style-type: none"> • Provide timely and targeted supports for all our students including our First Nations, Métis, and Inuit 	<ul style="list-style-type: none"> • Used available data to inform and target instruction for all teaching staff and make the data a part of our collaborative meetings • Create connections with our First Nations, Métis, and Inuit families that are new to our school community, including meetings and personal invitations to interviews, and school hosted events. • Ensured a flexible LIFT schedule allowing for us to provide added and extra support to our identified First Nations, Métis, and Inuit when necessary. • Strategic placement of school Educational Assistant to support some of our vulnerable First Nations, Métis, and Inuit students in middle school, aligning both our academic 	<ul style="list-style-type: none"> • Ensure universal, targeted and specialized supports are provided for our First Nations, Métis, and Inuit families and students with the support of our teaching staff. • Ensure our students who are in need of support are part of our bi weekly middle school meetings as well as our collaborative grade team discussions. • Make use of the division First Nations, Métis, and Inuit learning team to provide support for our more vulnerable students during our scheduled monthly visits. • Used available resources to support our First Nations, Métis, and Inuit students including counsellor, MS2 team, classroom teacher, leadership for learning, and mental health

	and cultural awareness to support these students.	project to provide targeted and specialized interventions on a continual basis.
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Outcome 3: Alberta’s education system is inclusive

Performance Measure	Results (in percentages)					Evaluation		
	2013	2014	2015	2016	2017	Achievement	Improvement	Overall
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.	86.3%	86%	89.8%	92.8%	95.2%	Very High	Improved Significantly	Excellent

AERR Comments

St. Matthew has again proven that we are a school that is safe and caring. Our results indicate that we have improved in this area and sustained a high satisfaction with this measure for our school. We feel that our personal connections with parents and students has supported this continuous growth.

Strategies:	Evidence:	Next Steps:
<ul style="list-style-type: none"> • Ensure St. Matthew staff is continuing to improve the effectiveness of the Response to Intervention (RTI) model 	<ul style="list-style-type: none"> • Presentation to staff reviewing the 'why' of RTI, but examining the types of intervention and ensuring they are focused on our essential outcomes or enhancement of these outcomes on Sept. 29th PD day. • Used creative scheduling to ensure collaboration, co-teaching and co-planning blocks for staff occurs in the 2017-2018 school year. • Reviewed co-teaching strategies to staff for the 2017-2018 school year, beginning with a session at our Oct. PD Day on co teaching strategies. • Teachers used the STAR, Fountas and Pinnell, and MIPI results to make informed decisions in regards to differentiated instruction and Leveled Literacy Instruction (LLI) instructions. • Collaborative EYE-TA meeting occurred on Nov. 1st to discuss our Tier 2 and Tier 3 programming for kindergarten students. • Met with CNIB and Vision Consultant to ensure supports are in place for our vision impaired student 	<ul style="list-style-type: none"> • Continue to focus on the quality and alignment to essential outcomes for our RTI sessions. Keep staff focused on "teaching to the edges" • Continue to ensure that data is forefront for common planning blocks to decide which outcomes will be focused on. Used data to focus our instruction to move our students from acceptable to excellence. • Ongoing use of Dossier for the staff to "Know their Learner" and provide targeted instruction. • Lead our teacher teams to focus on common assessment of their essential outcomes, specifically to target the interventions which are necessary. Teachers will need to create 2 common assessments for the 2017-2018 year to ensure students are receiving the essential outcomes. • Ensure regular contact with Alberta Health Services with Speech Language Pathologist and Physical Therapist to discuss services for vulnerable students.

	<p>in Nov.</p> <ul style="list-style-type: none"> • Continue to provide Leveled Literacy Intervention (LLI) programming as a Tier 2 intervention for targeted students, moving to the desired model of teachers providing the LLI as opposed to the LIFT teacher providing the interventions to build capacity with our teachers. 	<ul style="list-style-type: none"> • Continue to support the teachers implementation of Leveled Literacy Intervention (LLI) programming as a Tier 2 intervention for targeted students in all grade levels within our school community. • Continue to maintain the fluid nature of the LIFT support to provide the necessary interventions for our targeted Tier 1 and Tier 2 students. Use the support of LIFT with implementation of our LLI resources and structure throughout our school community.
<ul style="list-style-type: none"> • To ensure students are receiving targeted instruction, ensure teachers are using Dossier to know their learner. 	<ul style="list-style-type: none"> • Involved the entire school staff in the process of building Instructional Support Plan (ISPs) for our coded and more vulnerable students based on collected data. Inclusion Lead Teacher provided support on creating the ISPs on September 29th PD day. • Inclusion lead teacher provided staff with support during our transition to Dossier including Aug. 31st, Sept. 1st, and Oct. 20th through the process of creating and implementing ISPs for our more vulnerable students • Staff discussed, in team, students who are at risk, borderline and promising for Language Arts and Math for our transitioning teachers. This occurred during our collaboration time in Aug. to ensure receiving teachers can provide the necessary supports for the 2017-2018 school year. 	<ul style="list-style-type: none"> • Continue to support teachers in using data to inform their instruction during provided collaboration opportunities. • Ensure there are meetings set for both the Grade 8 and Grade 5 transition for our students and the appropriate data is shared to ensure the students have a successful transition, beginning in Jan. and throughout the remainder of the year. • Use the MS2 team, Level B testing and Educational Psychologist testing to ensure instruction is scaffolded to the students' learning needs. Continue to work with parents, staff and students to provide the strategies and instruction required for our students. • On Dec. 8th, grade 5-8 teachers will analyze PAT achievement results.
<ul style="list-style-type: none"> • Continue to foster partnerships with our counseling service, Health Champions, and other community services to enhance the positive mental health of our students 	<ul style="list-style-type: none"> • 18 of our middle school students were chosen to be part of a Respect Ed 2-day training through the Red Cross on Sept. 25th and 27th. • Alberta Safe Riders presented to grades 4-5 and 7-8 on Nov. 15th • On Nov. 3rd, grades 5-8 attended a presentation on Avalanche awareness 	<ul style="list-style-type: none"> • Respect Ed trained students will present to the middle school students, starting Nov. 23rd. • Health Champions will begin to create internal Youtube Channel for announcements and of recognition of students in our school, starting Jan. • Beginning in Dec., Chill-out choices

	<ul style="list-style-type: none"> • Health Champions team ran a school wide Pumpkin dash on Oct. 27th • Health Champions sent 6 students to the Healthy Active Schools Symposium on Oct.25th • A teacher is supporting attendance and supervision of youth group activities at St. Matthew Parish on Thursday nights. 	<p>will start, providing grade 5-8 students with activities lead by student leaders during the lunch hour 3 days a week, as part of our Positive Mental Health Program.</p> <ul style="list-style-type: none"> • Investigate different school-wide positive discipline programs and determine which one to use for the 2018-2019 school year. • Schedule suicide awareness presentations in our classroom to occur in the new year. • Support teachers to begin to use newly purchased social skills program.
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Outcome 4: Alberta has excellent teachers, and school and school authority leaders

Performance Measure

Performance Measure	Results (in percentages)					Evaluation		
	2013	2014	2015	2016	2017	Achievement	Improvement	Overall
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	82.4%	86.2%	87.1%	83.8%	90.2%	Very High	Improved	Excellent

AERR Comments

We continue to have a high percentage of parents and students satisfied with the implementation of the program of studies. We provide a broad range of programming to meet the needs and the interests of our student population. We have increased our grade 6 Fine Arts instruction by adding an Art Exploration class. Our results are because of an increase of collaborative opportunities.

Strategies:	Evidence:	Next Steps:
<ul style="list-style-type: none"> • Create collaborative opportunities to build capacity in co-teaching, co-planning and co-assessment among all staff 	<ul style="list-style-type: none"> • Administration scheduled all teachers for co-teaching opportunities. • Administration created schedules to allow for collaboration within the teaching day. • On Oct. 20th, division principal reviewed co-teaching and co-assessment with all teachers. • On Sept. 1st, Sept. 29th, Oct.20th and Nov.27th PD days, teachers had admin-focused collaboration sessions. 	<ul style="list-style-type: none"> • Continue to support teachers' implementation of Powerteacher Pro through PD sessions led by report card lead teacher and administration. • Teachers will be required to have two co-assessments completed by May. • Teachers will try 2 different models of co-teaching by Feb. • Administration will observe for co-teaching through walkthroughs. Guidance and support will be offered through LIFT and targeted scheduling.
<ul style="list-style-type: none"> • Ensuring successful development of beginning and developing teachers 	<ul style="list-style-type: none"> • Ongoing provision of timely, relevant, and site-specific professional learning through an administration-led mentorship program • Ensured training and support for times of increased workload in the school year is provided to all new and beginning teachers. For example: reporting systems, report cards, interview evenings, and the development of ISPs and ESL benchmarks in advance of deadlines. • Provided learning opportunities for 	<ul style="list-style-type: none"> • Create opportunities for beginning teachers to observe and collaborate with colleagues through our leadership for learning project. • Create a document that is site specific to ensure the new and beginning teachers may access this data for success during the year. For example: report card reminders, interview information and homework policies. • Continue to support teachers implementation of Dossier which supports our teachers' knowledge of

	<p>ISP creation and support for teachers by our Inclusion Lead teacher on Sept. 29th</p> <ul style="list-style-type: none"> • Mentorship meetings for first and second year teachers scheduled for every Monday in Sept. and Oct., switching to bi-weekly meetings for the remainder of the year. • Support provided for new teachers with Hour Zero training. 	<p>our learners.</p> <ul style="list-style-type: none"> • Provide support and opportunities for teachers to implement Powerteacher Pro as our new elementary report card. Ensure there is time given to the elementary lead teacher to facilitate PD and support our staff with the transition. • Explore possible PD and use of our MS2 team to train and support staff working with a child with Down Syndrome for the 2017-2018 school year.
<ul style="list-style-type: none"> • Provide appropriate professional development for all staff 	<ul style="list-style-type: none"> • Teachers attended the Early Childhood Education conference in Nov. One teacher attended the Beginner Teacher Conference in late Sept. • PD was provided to teachers on Dossier in Aug., Sept. and Oct. by the inclusive lead teacher. This was to ensure teachers Know their Learners for the 2017-2018 school year. • New teachers have been trained for the Levelled Literacy Intervention(LLI). Teachers had the program running by Oct. within their classrooms. • PD on new Elementary Report Card during Sept., Oct., and Nov. PD days • One teacher trained on AMA safety patrol policy and procedures in Sept. • Trained 2 new teachers in Mental Health First Aid on Oct 12th and 13th. • 4 new teachers received PD on the new Religion curriculum by division lead in Sept. • PD offered in Aug., Sept., Oct., and Nov. for the support staff at our school community on the use of Google, Handle with Care, First Aid, roles and responsibilities, dealing with sensory issues, ABC notetaking and assistive learning technology. • Handle with Care training provided on Nov. 27. 	<ul style="list-style-type: none"> • Provide the necessary supports for teachers to program for our newest students with Autism with financial support for PD in Jan. • Continue the PD for the implementation and use of Dossier for our teachers to guide appropriate instruction within the classroom for our students. • First Aid recertification and course offered to staff Dec. 8th • Explore opportunities to train and review teacher knowledge with Google Read and Write • 3 more teachers will be trained in Mental Health First Aid on Mar. 19th and 20th. • Survey the support staff on PD offered from Aug.- Dec and look at next steps for the remainder of the year.

Outcome 5: Alberta's education system is well governed and managed.

Performance Measure	Results (in percentages)					Evaluation		
	2013	2014	2015	2016	2017	Achievement	Improvement	Overall
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	84.7%	80.8%	87%	86.8%	90.7%	Very High	Improved	Excellent
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	77%	84.9%	84.1%	75.2%	80.1%	High	Maintained	Good
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	88.8%	90%	90.4%	91.4%	95.3%	Very High	Improved	Excellent

AERR Comments

Our results indicate that we have a strong tradition of informing and involving our stakeholders. We again have seen an increase in satisfaction in all areas due to our increased parental contact. We have focused on improving our parental information and relationships which has contributed to our improvement. Our annual and traditional social justice projects have created a high level of satisfaction of stakeholder involvement and continued support from our parents, students and staff.

Strategies:	Evidence:	Next Steps:
<ul style="list-style-type: none"> Promote and inform all of our stakeholders of our school related events and celebrations 	<ul style="list-style-type: none"> Ongoing use of the information technology screens within the school to celebrate and inform the staff, students and school community. Encourage individual grade teams to create a forum for regular and timely correspondence for our parent community, such as Remind 101, Google classroom, and individual teacher websites Introduced Week at a Glance on our social media outlets. Media class created ads for local newspaper in the Nov. edition Invited School Council and School Trustee to participate in Remembrance Day ceremony Personally invited parents to join School Council by inviting them during our Meet the Teacher Night Sept 6th. 	<ul style="list-style-type: none"> Continue to work with the town of Rocky Mountain House to partner with community groups for facility use. Continue to contact local media, including B94 and the Mountaineer, to enhance our media presence in the community and promote our school activities. A secretary will attend the bi annual communications meeting on Dec. 7th with the division communication team to look at areas of growth. Continue to use Power Announce to send out important messages for our parental community. Contact and send informations and invitations to parents, trustees and Senior Administration about upcoming events at St. Matthew.