



ST. MATTHEW CATHOLIC SCHOOL

2019 - 2020

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 554 students and a staff of 52. St. Matthew School has a unique working relationship with the parish, also known as St. Matthew Parish. 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. All of these projects are in line with our division faith theme "Lord light the path and I will lead others."

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 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 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,

dynamic sports programs and a newly established choral group.

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 planned instruction 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 support addresses 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."

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	94.8%	96.3%	94.9%	89.4%	89%	89.2%	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	90%	94.3%	90.4%	82.4%	82.2%	82%	Very High	Maintained	Excellent
	Education Quality	95.3%	94.1%	94.1%	90.3%	90.2%	90.1%	Very High	Maintained	Excellent
	Drop Out Rate	n/a	*	n/a	2.7%	2.6%	2.7%	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7%	79.1%	78.4%	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	82.5%	85.6%	84.4%	73.8%	73.6%	73.6%	High	Maintained	Good
	PAT: Excellence	15.6%	17.8%	23.6%	20.6%	19.9%	19.6%	Intermediate	Declined	Issue
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.6%	83.7%	83.1%	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24%	24.2%	22.5%	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.4%	56.3%	55.6%	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6%	64.8%	63.5%	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	60.1%	59%	58.5%	n/a	n/a	n/a
	Work Preparation	84.8%	88.1%	89%	84.1%	83%	82.7%	High	Maintained	Good
	Citizenship	91.4%	91.5%	90.5%	83.3%	82.9%	83.2%	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	88.7%	87.6%	82.6%	81.8%	81.3%	81.2%	Very High	Improved	Excellent
Continuous Improvement	School Improvement	91%	93.2%	90.4%	81.5%	81%	80.9%	Very High	Maintained	Excellent

Faith Outcome FO.1: Nourished by grace and a personal relationship with Jesus Christ, we joyfully embrace, live, and teach the Gospel spirit.

Performance Measures:	Current Results	Average
I learn about the Catholic Faith at my school.	99%	99% (3 Yr)
Prayer helps me feel closer to God.	97%	95.6% (3 Yr)
I believe that God created me.	94%	95.9% (3 Yr)
I believe that the Catholic Faith teaches me a good way to live.	98.7%	97.1% (3 Yr)
I learn about God in all my classes.	89.7%	90.6% (3 Yr)
(Grade 4) My teachers show me what it is like to be friends with Jesus. (Grade 7 & 10) My teachers show me what it is like to develop a relationship with Jesus.	95.3%	95.8% (3 Yr)
We pray regularly at my school.	97.3%	96.1% (1 Yr)
I learn about the 3 persons of God - God the Father, God the Son and God the Holy Spirit.	97.3%	97.3% (1 Yr)
At my school, staff and students talk about God.	95.7%	95.7% (1 Yr)
I believe that I should use my knowledge (what I learn) to serve others and help those in need.	98.7%	98.7% (1 Yr)
My teacher explains how our faith connects with the topics I am learning in my classes.	95.7%	95.7% (1 Yr)
I believe that God created the world and He wants us to explore His creation.	94.7%	94.7% (1 Yr)

AERR Comments (November)
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. Our intentional focus on permeation resulted in an increase of 15% of students reporting learning about God in all classes. Our results in all categories show improved satisfaction and improvement by at least 6-15% as reported by students and increased satisfaction in all areas by parents by at least 2-5% in each category. Although we have a strong result we will need to continue to create opportunities for students to seek God in their lives.

Comment on School Goals (November)	Comment on Results (May)
Our teachers will use the Eight Characteristics of Catholic Identity document to permeate their lessons in all subject areas with the gradual release of responsibility from administration and the faith coach. As an authentically Catholic school, St. Matthew students will have the opportunity to see, hear and understand permeation and apply their faith within their daily lives. Our faith coaches have developed a schedule to meet with all our teachers and support and encourage permeation within their classroom instruction. It has, in turn improved both student and staff involvement with liturgical celebrations at the school and parish level. Permeation is being reflected within daily lessons using the one sentence permeation plan. As a school	Our school results in the area of permeation that we have improved satisfaction by both teacher and parent results. With the increased focus of intentional permeation, students indicated increased understanding of the connections of faith to what they are learning about which we are proud of. Our parent community also reports a 95% satisfaction that faith is integrated into what the students are learning. The schools involvement in activities which focused on Spirituality and Rationality lead to some high satisfaction results for the school. We have continued success with our teacher and parental results due to our school direction and goals.

using the corporal works of mercy, we are focusing on both Spirituality and Rationality through different activities throughout the year.	
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Division Goals

FO.1.1 Enrich our division Catholicity by focusing on the two chosen characteristics of Catholic identity. (2019-2020 - Spirituality and Rationality)

FO.1.2 Lessons are permeated in process or content to teach students how to evaluate their worldview by mastering provincial outcomes in a Catholic context.
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School Goals

<ul style="list-style-type: none">• Teachers will improve their capacity to permeate their lessons in process or content using the Eight Characteristics of Catholic Identity.
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<ul style="list-style-type: none">• Enrich our schools Catholicity by focusing on the two chosen characteristics of Catholic identity. (Spirituality and Rationality)

Outcome 1: Alberta's students are successful

Performance Measure	Results (in percentages)					Evaluation		
	2015	2016	2017	2018	2019	Achievement	Improvement	Overall
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	89.8%	84.8%	82.7%	85.6%	82.5%	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).	14.4%	29.9%	23.1%	17.8%	15.6%	Intermediate	Declined	Issue

Performance Measure	Results (in percentages)					Evaluation		
	2014	2015	2016	2017	2018	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
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
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

Performance Measure	Results (in percentages)					Evaluation		
	2015	2016	2017	2018	2019	Achievement	Improvement	Overall
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	83.8%	87.4%	91.8%	88.4%	91.5%	Very High	Maintained	Excellent

AERR Comments (November)

Our results indicate that as a school community we have maintained our performance measures. We need to continue to move students performance from the acceptable standard to the excellence standard using improved instruction and assessment. As a school, we need to create opportunities to strive for academic excellence and focus on improving teacher instruction by ensuring students at the edges have a chance to succeed. Our results also indicate that as a school we need to continue to focus on our literacy and numeracy instruction.

Comment on School Goals (November)

All teachers are involved in developing sound literacy and numeracy practices and created a shared responsibility for student engagement and academic success. We will increase our teachers' capacities to deliver effective literacy and numeracy instruction to ensure students academic success.

Comment on Results (May)

As a school we focussed our instruction and provided instruction for all students using differentiated instruction as a way to improve our results specifically in the area of PAT excellence. As a result of our targeted strategies we were able to see all students provided with optimal learning

<p>As we move into the 2019-2020 school year our instructional practices will include common essential learning outcomes and developing and refining good assessment practices. Teachers will have numerous opportunities to co-teach, to refine and develop our targeted intervention using our leveled literacy and targeted numeracy instruction for students. As a school we have focused on creating success criteria and developing our assessment strategies to ensure students and teachers have a shared understanding of objectives being taught and assessed. We will also focus on developing students test-taking skills in Gr 2-8.</p>	<p>experiences in numeracy. Student feedback indicated that our students felt good about math and reported learning new ways to understand math. Numeracy was a part of every students learning from PreK to grade 8. Every student was engaged in math rich tasks daily and engagement improved in all math classrooms and students reported math was fun. Due to COVID - 19 and the change in our method of delivering curriculum we are not likely to see the results within our PAT results this year.</p>
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Division Goals
O.1.1 Create and maintain optimal student learning experiences
O.1.2 Focus on foundational expectations for student literacy and numeracy to promote lifelong learning
O.1.3 Utilize timely, targeted, and flexible formative and summative assessment to enhance student learning
O.1.4 Establish the pursuit of excellence in all domains of learning
O.1.5 An emphasis placed on test-taking strategies and preparing students to write exams.

School Goals
<ul style="list-style-type: none"> • Create and maintain optimal student learning experiences in the area of numeracy with a focus on math rich tasks.
<ul style="list-style-type: none"> • Focus on increasing differentiation instruction in middle school language arts.

Outcome 2: First Nations, Métis, and Inuit students in Alberta are successful

Performance Measure	Results (in percentages)					Evaluation		
	2015	2016	2017	2018	2019	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).	84.4%	78.6%	62.5%	*	*	*	*	*
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).	6.3%	21.4%	8.3%	*	*	*	*	*
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		
	2014	2015	2016	2017	2018	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
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
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	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

AERR Comments (November)

These results were taken from a small sample and these small samples create inconsistencies for trend data. Based on the historically 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.

Comment on School Goals (November)	Comment on Results (May)
Our results indicate that this is an area of focus. We will continue to support our First Nations, Métis, and Inuit students by developing an awareness of the Seven Sacred Teachings and by ensuring that the necessary supports for our First Nations, Métis, and Inuit students are timely and targeted, both for at-risk students and our promising students. We plan to connect and use the knowledge of our	As our division FNMI team continues to share foundational knowledge with our students and staff, our teachers are exploring and experimenting different ways to infuse and integrate the teachings within their own lessons. We were able to observe teachers sharing their learnings within their classroom instruction outside of the FNMI division team presentations.

<p>division and schools First Nations, Métis and Inuit support team to create an understanding of and appreciation for Aboriginal culture through enhanced student and teacher learning experiences and professional development.</p>	
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<p>Division Goals</p>	
<p>O.2.1 Increase academic success and cultural knowledge through building capacity in schools to support First Nations, Métis and Inuit students.</p>	
<p>O.2.2 Provide and promote cultural diversity and cultural pride through enhanced student learning experiences and professional learning opportunities.</p>	
<p>O.2.3 Develop and apply foundational knowledge and indigenous perspective necessary for us to walk together on a path of reconciliation.</p>	
<p>O.2.4 Share experiential Indigenous cultural teachings in a faith permeated environment and enrich our view of the world.</p>	

<p>School Goals</p>	
<ul style="list-style-type: none"> • Using the Seven Sacred Teachings, move staff from informing of the cultural awareness of First Nations, Métis, and Inuit students to infusing these teachings in daily practice. 	

Outcome 3: Alberta has excellent teachers, school leaders, and school authority leaders

Performance Measure	Results (in percentages)					Evaluation		
	2015	2016	2017	2018	2019	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.	87.1%	83.8%	90.2%	86.8%	94.3%	Very High	Improved	Excellent

AERR Comments (November)
We continue to have a high percentage of parents and students satisfied with the implementation of the program of studies at St. Matthew. We will continue to provide a broad range of programming to meet the needs and interests of our student population and ensure this is analyzed each year. We will continue to create opportunities for our students, especially within the exploratory (CTF) realm, and expose students to a broad range of classes. We will continue to examine ways to support our teachers in improved instructional practices. The staff has created individual instructional goals in the areas of numeracy and literacy. These goals have encouraged our staff to reflect deeply in their practices in relation to our school goals with the ultimate purpose for improved student achievement. Our results indicate that we did improve in the area of fine arts exposure but will need to continue with this focus to ensure students have opportunities for further fine arts experiences.

Comment on School Goals (November)	Comment on Results (May)
Our teachers received professional development on commenting, timely and authentic assessment, and success criteria. This professional development continues to align instruction, assessment, and reporting practices. As a school staff, we have worked in collaboration to create a shared understanding of our direction in the areas of literacy, numeracy and assessment. In response to enhancing teacher and leadership practices, administration is focusing on walk throughs as they have a significant impact on the quality of teaching and learning (Baeder, 2017). In order to improve our students achievement in literacy, our middle school teachers will receive Professional Development on the workshop model resource by Kelly Gallagher and Penny Kittle. Our numeracy teachers will focus on rich math tasks using some of Miriam Smalls work with the support of our division LIFT program.	This year St Matthew Catholic school focused on building teacher capacity through our walkthroughs and direct conversations following observations to improve classroom instruction practices. Our administration were present for all grade team collaborations, and professional development opportunities. We focused our professional development on teacher teams developing essential outcomes and creating success criterion for the grades. As we progressed through this years professional development the administration and grade teams were able to focus both teachers instructional and assessment practices. Our teachers were led through various professional development sessions to support the development of essential learning outcomes and learning progressions for our students learning. Teachers successfully developed these learning guides and shared assessments within their individual subjects. Unfortunately, we could not access several measurements due to Covid- 19 pandemic, but we were able to observe evidence of this within our classrooms.

Division Goals
O.3.1 Enhance instructional leadership practices through the implementation of the Four Pillars of Instructional Leadership
O.3.2 Demonstrate a professional body of knowledge including mastery of grade level and/or subject area curriculum
O.3.3 Engage in career-long learning through faith formation, mentorship, collaboration, and professional development
O.3.4 Foster effective relationships with students, parent/guardians, peers and others in the school and local community to

support student learning

O.3.5 Identify, develop and implement programs that engage the diverse needs and interests of the student body
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School Goals

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| <ul style="list-style-type: none">• Build teacher capacity to increase student achievement with improve instructional practices |
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Outcome 4: Alberta's education system is well governed and managed

Performance Measure	Results (in percentages)					Evaluation		
	2015	2016	2017	2018	2019	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.	89.8%	92.8%	95.2%	93.2%	96.3%	Very High	Improved	Excellent
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	90.4%	91.4%	95.3%	93%	94.1%	Very High	Maintained	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.	87.1%	71.5%	90.3%	88.6%	88.1%	Very High	Maintained	Excellent
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.(This measure is required for charter and private school authorities that do not have grades 10-12.)	69.8%	51.9%	72.4%	76.4%	78.4%	n/a	n/a	n/a
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	84.1%	75.2%	80.1%	80%	87.6%	Very High	Improved	Excellent
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.	87%	86.8%	90.7%	87.1%	93.2%	Very High	Improved	Excellent

AERR Comments (November)
<p>St. Matthew has again proved that we are a school that is safe and caring. Our results decreased slightly from 95% to 93% in this area but still have maintained a high satisfaction with this measure for our school. We feel that our personal connections with parents and students have supported this continuous growth. We will continue to find ways to support our students and have begun to look at a school wide positive behavior approach, including various groups organized and ran by our counselling team, our family enhancement counsellor and our teachers.</p> <p>Our results indicate that we have a strong tradition of keeping our stakeholders informed and involved. Our results indicate satisfaction in all areas due to our improved parental contact. We continue to focus on informing our parent community and building relationships. 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. We still need to continue to focus on creating opportunities to inform and involve parents within our school community.</p>

Comment on School Goals (November)	Comment on Results (May)
As staff focuses on meeting our students' diverse needs, we are noticing students feeling more comfortable in engaging in their academic learning. Our staff continues to build and use strategies to know and understand our learners to ensure we are informing our instruction using the data and providing optimal instruction to students. Our teachers will collaborate in teams to use the collected data to inform instruction and develop programming to fit the students needs. By our staff creating a relationship goal and focusing on strengthening	Our schools continued focus on knowing, understanding and responding to student needs supported our students successfully especially during the sudden change in our curriculum delivery. Our direct focus on differentiation in teacher planning, assessment and instruction has resulted in all classrooms addressing our learners individual needs. Our counselling team with administration we also able to support the mental health needs of many of our families and students. Our parents continue to express high satisfaction

<p>relationships with our students, we continue to create a safe and caring environment within our school community.</p> <p>Due to our school's focus on informing our stakeholders of events, activities, and celebrations, we have noticed more parental involvement and attendance at all of our activities this year. We feel this has contributed to building a positive school community. We are aiming to improve our communication with our stakeholders through the use of school, athletic, and homework calendars as well using our Swift Reach system to send out important reminders to the parent community. This year we have successfully moved our elementary parent community to an online parent-teacher interview sign up platform where we have over 200 families signed up. This is a celebration for our school community as we have received positive feedback from our stakeholders.</p>	<p>with our school especially within the many connections made this year. Our parental involvement has steadily increased as a result of our effort to keep our parental community involved.</p>
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Division Goals
O.4.1 Create opportunities for relevant stakeholders to provide input and collaborate into how well the school and/or school division is governed and managed
O.4.2 Respond to relevant stakeholder data to ensure appropriate educational strategies are in place
O.4.3 Ensure that the school division is fiscally responsible with all resources: staff, financial, and physical
O.4.4 Ensure that staff and students have access to safe and healthy learning environments
O.4.5 Know, understand and respond to students' individual learning, through authentic, developmentally appropriate programming
O.4.6 Facilitate effective transitions to understand student needs and provide support through each stage of development
O.4.7 Implement a self-regulation process that focuses on developing relationships and supporting growth within a school framework
O.4.8 Develop an understanding of mental health issues and build the ability to respond to identified needs

School Goals
<ul style="list-style-type: none"> • Know, understand and respond to students' individual learning, through authentic, developmentally appropriate programming.
<ul style="list-style-type: none"> • Continue to work with parents, teachers, and students to have a voice in decisions impacting our school community.