

# St. Martin de Porres School Improvement Plan

2023/2024

**Faith Priority:** Promote encounters with Christ that are permeated in our school community while nurturing our relationships with the Trinity and one another.

**Student Learning Priority:** Create and maintain optimal student learning experiences by selecting and using the most effective resources to meet outcomes of the new curriculum.



Assurance Category	Current Reality (Baseline Data)	School Goal (Linked to Priorities)	Desired Reality (Targeted Endpoint/Lag Measure)	Lead Measures (1-3) / Strategies
<b>Faith</b>	<p>Schollie Survey Results:</p> <ul style="list-style-type: none"> <li>• I understand how helping others is what God teaches me to do (100%).</li> <li>• I am inspired by the Catholic faith at my school (95%).</li> <li>• I understand what it means to love and help my neighbour as a Catholic member of our community (100%).</li> <li>• I believe my child seems interested to learn more about their faith because they attend our Catholic School (95%).</li> </ul>	<ul style="list-style-type: none"> <li>• Focus this year on helping our students, staff and families encounter Christ while nurturing their call to contribute to the common good and foster respect for the dignity of the human person.</li> </ul>	<p>Schollie Survey Results:</p> <ul style="list-style-type: none"> <li>• I understand how helping others is what God teaches me to do (100%).</li> <li>• I am inspired by the Catholic faith at my school (100%).</li> <li>• I understand what it means to love and help my neighbour as a Catholic member of our community (100%).</li> <li>• I believe my child seems interested to learn more about their faith because they attend our Catholic School (100%).</li> </ul>	<ul style="list-style-type: none"> <li>• Focused on promoting encounters with Christ by making a connection between the bible story &amp; our school play.</li> <li>• Created and shared faith permeation slides illustrating current actions within our school community.</li> <li>• Created a weekly news program to highlight and focus on faith connections based on the liturgical calendar. In addition, included a weekly probing question as an opportunity for faith witnessing for both students and staff.</li> </ul>
<b>Student Growth and Achievement</b>	<ul style="list-style-type: none"> <li>• 17% of students in Grade 2 below Alberta Norms on LeNS and CC3.</li> <li>• 16% of students in Grade 3 below Alberta Norms on LeNS and CC3.</li> <li>• 22% of students in Grade 4 below Alberta Norms on CC3.</li> <li>• 32% of students in Grade 5 below norms on 3T.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will improve reading proficiency as a result of the effective delivery of literacy instruction and the use of the appropriate resources.</li> </ul>	<ul style="list-style-type: none"> <li>• At risk students in Grade 2 will improve their LeNS and CC3 (regular word) scores by at least 7 points. (LeNs had 3 students "at risk" who improved by a minimum of 7 points and the remaining student improved by 5 points. CC3 both students who were at risk increased their scores by a minimum of 7 with one student increased by 10 points and the other increased their score by 20 points).</li> <li>• At risk students in Grade 3 will improve their LeNS and CC3 (regular word) scores by at least 8 points. (LeNS had 13 out of 16 "at risk" students increase their scores by at least 8 points [81%]. CC3 had 6 out of 9 "at risk" students increase their scores by at least 8 points [67%]).</li> <li>• 8% of students in Grade 4 below Alberta Norms on CC3. (3 students out of 49 are now "at risk" which is less than 1% of total students.)</li> <li>• 90% of at risk students in Grade 5 will improve their scaled scores based on standardized norms on T3. (79% of students at risk improved their scaled scores on the 3T)</li> </ul>	<ul style="list-style-type: none"> <li>• Worked collaboratively in PLCs to reflect and discuss student response and progress with new resources as well as what worked and what improvements needed to be made.</li> <li>• Formative assessment guided instruction and delivered meaningful instruction to meet the learning needs of our students.</li> </ul>
	<ul style="list-style-type: none"> <li>• Local baseline survey of teacher readiness for new curriculum addressing the following questions:                             <ul style="list-style-type: none"> <li>- How comfortable are you with the new curriculum?</li> <li>- How confident are you with using a resource to implement an aspect of the new curriculum?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Implement the new curriculum utilizing collective leadership to increase capacity of our teachers and support and empower them.</li> </ul>	<ul style="list-style-type: none"> <li>• Two surveys conducted throughout the year (October and April) indicating improvement. Teachers were surveyed and asked to report on their knowledge and understanding as well as their confidence in implementing the new curriculum. 100% of teachers reported that their knowledge and understanding has increased</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborative time after the Dr. Georgiou sessions was used to unpack the information presented and to reflect on how it related to our focus on the effective resource use.</li> <li>• PLC blocks focused on "digging in" to the resources; how to effectively implement lessons, assess student progress (using data from LeNs, CC3, 3Ts, and</li> </ul>

<b>Teaching and Leading</b>				throughout the year due to their engagement in professional development activities. These included utilizing resources such as UFLI and FlyLeaf, participating in CARC PD sessions focusing on morphology, and the synergy of working in team with LIFT.	formative assessments), and reflect on successes and ways to improve. •Co-teaching lessons, using selected resources (for example, UFLI in Grade 1, FlyLeaf in Grade 3 and Words Their Way in Grades 4 & 5), to build teacher capacity.
<b>Learning Supports</b>		<ul style="list-style-type: none"> <li>Grade 1: Data from the CC3 and the LeNs was used to identify 22 students who would benefit from Tier 2 instruction.</li> <li>Grade 3: LIFT support was focused on implementing new literacy resources (FlyLeaf) to provide whole group and small group phonics instruction.</li> <li>Grade 4: 35% (17/49) of students needed RTI for literacy. Words Their Way and targeted small group instruction focused on phonemic awareness and phonics instruction.</li> <li>Grade 5: 30% (13/44) of students needed RTI for literacy. Words Their Way and targeted small group instruction focused on phonemic awareness and phonics instruction.</li> </ul>	<ul style="list-style-type: none"> <li>ILT team works in collaboration with teachers to provide additional support to students who are not demonstrating an increase in reading proficiency through universal supports.</li> </ul>	<ul style="list-style-type: none"> <li>Grade 1 &amp; 2: Due to the nature of emergent readers and their needs, 22 students received Tier 2 supports in grade 1.</li> <li>Grade 3: 16 students have benefited from small group instruction</li> <li>Grade 4: 12% (6/49) of students continue to need RTI for literacy</li> <li>Grade 5: 27% 12/44 students continue to benefit from RTI for literacy. In May, the students will be reassessed and we anticipate that many of them will no longer need targeted phonemic awareness intervention.</li> </ul>	<ul style="list-style-type: none"> <li>Identified and utilized appropriate resources for students who are struggling to grasp concepts and are needing small group intervention.</li> <li>Used progress monitoring from UFLI to put students into targeted small groups.</li> <li>Groups were also based on skill, not necessarily grade.</li> <li>Students in grades 4 and 5 were included in small group instruction utilizing the Heggerty Extension program if they struggled with phonemic awareness and orthographic mapping.</li> <li>Students in grade 3 received additional small group targeted instruction working on the same skill focus, however used lower level decodables.</li> </ul>
<b>Governance</b>		<p>Schollie Survey Results:</p> <ul style="list-style-type: none"> <li>"I believe my school provides opportunities for me to be involved at the school (surveys, School Council, celebrations, open houses, information nights)" at 100%.</li> <li>"I believe my child's school has adequate procedures for sharing information" at 100%.</li> <li>"I believe I have the opportunity to be heard if I have a question or concern." at 100%.</li> </ul>	<ul style="list-style-type: none"> <li>Regularly communicate information to parents to help them become authentic partners in new curriculum implementation and their child's education.</li> </ul>	<p>Schollie Survey Results:</p> <ul style="list-style-type: none"> <li>"I believe my school provides opportunities for me to be involved at the school (surveys, School Council, celebrations, open houses, information nights)" at 100%.</li> <li>"I believe my child's school has adequate procedures for sharing information" at 100%.</li> <li>"I believe I have the opportunity to be heard if I have a question or concern" at 100%.</li> </ul>	<ul style="list-style-type: none"> <li>Develop and share parent updates on curriculum as part of the Week at a Glance communication.</li> <li>Provide support for parents to ensure they have access to Schoology including detailed Schoology, "how to's" on our school website.</li> </ul>

## Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 4475 St. Martin De Porres School

Assurance Domain	Measure	St. Martin De Porres 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 Learning Engagement	95.6	94.6	94.6	94.4	95.4	95.4	✓	Maintained	✓

Student Growth and Achievement	<a href="#">Student Learning Engagement</a>	<b>86.6</b>	91.6	91.6	<b>84.4</b>	85.1	85.1	n/a	Maintained	n/a
	<a href="#">Citizenship</a>	<b>98.2</b>	97.9	97.6	<b>80.3</b>	81.4	82.3	Very High	Maintained	Excellent
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	<b>80.7</b>	83.2	82.3	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	<b>88.6</b>	87.1	86.2	n/a	n/a	n/a
	<a href="#">PAT: Acceptable</a>	n/a	n/a	n/a	<b>63.3</b>	64.3	n/a	n/a	n/a	n/a
	<a href="#">PAT: Excellence</a>	n/a	n/a	n/a	<b>16.0</b>	17.7	n/a	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	<b>80.3</b>	75.2	n/a	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	<b>21.2</b>	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	<b>95.5</b>	98.4	98.0	<b>88.1</b>	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	<b>99.1</b>	98.4	98.4	<b>84.7</b>	86.1	86.1	n/a	Maintained	n/a
	<a href="#">Access to Supports and Services</a>	<b>93.7</b>	94.8	94.8	<b>80.6</b>	81.6	81.6	n/a	Maintained	n/a
Governance	<a href="#">Parental Involvement</a>	<b>96.4</b>	86.4	89.8	<b>79.1</b>	78.8	80.3	Very High	Improved	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
8. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.