

St. Martin de Porres School Improvement Plan

2024/2025

Faith Priority: Focus this year on helping our students, staff and families to nurture their relationship with Christ through permeation strategies and being a faith witness to each other..

Student Learning Priority: Enhance the capacity of teachers to deliver high-quality fine arts instruction through targeted professional development and resource integration.



Assurance Category	Current Reality (Baseline Data)	School Goal (Linked to Priorities)	Desired Reality (Targeted Endpoint/Lag Measure)	Lead Measures (1-3) / Strategies
Faith	<p>Schollie Survey Results:</p> <ul style="list-style-type: none"> I enjoy learning about faith in my school (96%). I feel a part of our church community (96%). In all my subjects there are times when my teacher brings the Catholic faith into my learning (94%). 	<ul style="list-style-type: none"> Focus this year on helping our students, staff and families to nurture their relationship with Christ through permeation strategies and being a faith witness to each other. 	<p>Schollie Survey Results:</p> <ul style="list-style-type: none"> I enjoy learning about faith in my school. I feel a part of our church community. In all my subjects there are times when my teacher brings the Catholic faith into my learning. Number of parents who attended the Sacramental Information Night at our school (16 families- October 23, 2024) 	<ul style="list-style-type: none"> Created a weekly news program to highlight and focus on faith connections which include weekly "Inspiring Conversations" starters and a segment on "Reflecting Christ's Light" as opportunities for faith witnessing of students and staff. Work collaboratively with Parishes' Sacramental Coordinators to promote Catholic sacraments to our students by holding a Sacramental Information Night at our school. Work with a parish community to create faith retreats for each grade.
Student Growth and Achievement	<ul style="list-style-type: none"> Percentage of teachers, parents and students satisfied with the overall quality of basic education. (99.5%) Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. (79.9% 2022-2024 average) 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. (82.8%) 	<ul style="list-style-type: none"> Enhance the capacity of teachers to deliver high-quality fine arts instruction through targeted professional development and resource integration. 	<ul style="list-style-type: none"> Percentage of teachers, parents and students satisfied with the overall quality of basic education. Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. (2023-2025 average) 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. 	<ul style="list-style-type: none"> Worked collaboratively to reflect and discuss student response and progress with fine arts as well as what worked and what improvements needed to be made. Create project based assessment to deliver meaningful fine arts instruction to balance between student talents and their learning needs.

	Teaching and Leading	<ul style="list-style-type: none"> Local baseline survey of teacher readiness for intergrating the fine arts addressing the following questions: <ul style="list-style-type: none"> How comfortable are you with the integration of drama across the curriculum? How confident are you with finding resources to implement the integration of drama across the curriculum? The percentage of teachers, parents and students who agree that students are engaged in their learning at school. (91.7%) 	<ul style="list-style-type: none"> Enhance the capacity of teachers to deliver high-quality fine arts instruction through targeted professional development and resource integration. 	<ul style="list-style-type: none"> By the end of the academic year, 85% of teachers will demonstrate effective cross-curricular application of fine arts and drama resources, fostering creativity and critical thinking in students across all subjects. Two surveys conducted throughout the year (December and April) indicating improvement. Teachers were surveyed and asked to report on their knowledge and understanding as well as their confidence in permeating drama into the curriculum. The percentage of teachers, parents and students who agree that students are engaged in their learning at school. 	<ul style="list-style-type: none"> PD time focused on "digging in" fine art resources to explore how to effectively implement fine arts, sharing of best practices, and reflect on successes and ways to improve. Explore inviting an expert to share new strategies and best practices with teachers.
	Learning Supports	<ul style="list-style-type: none"> Number of students requiring additional supports or accomodations for the integration of the fine arts and during our fine arts production. 	<ul style="list-style-type: none"> ILT team works in collaboration with teachers to provide additional support to students to ensure they are able to fully participate in the fine arts through universal supports and or accomodations. 	<ul style="list-style-type: none"> Number of students requiring additional supports or accomodations for the integration of the fine arts and during our fine arts production. 	<ul style="list-style-type: none"> Identified and utilized appropriate resources for students who are struggling to grasp concepts and are needing assistance with emotional regulation and impulse control. eg. ear cancelling headphones, one to one adult assistance, visual reminders, self regulating techniques, etc. Provided students with strategies to improve the working memory and apply information effectively. eg. visual cues, songs to aid memory, actions to songs, cue cards and other repetition techniques, participation in the crew, etc.
	Governance	<ul style="list-style-type: none"> Number of parent volunteers involved in our annual fine arts performance. Percentage of parents satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education. (82.9% 2022-2024 average) Percentage of parents indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years. (92.8%) 	<ul style="list-style-type: none"> Regularly communicate information to parents to help them become authentic partners in implementation and integration of the fine arts curriculum as well as our annual fine arts production. 	<ul style="list-style-type: none"> Number of parents involved in our annual fine arts performance. Percentage of parents satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education. (2023-2025 average) Percentage of parents indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years. 	<ul style="list-style-type: none"> Developed and shared parent updates on integration of the fine arts as part of the Week at a Glance communication and on social media. Provided opportunities for parents to become involved in the implementation of our annual fine arts production as well as participation in various committees.

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 Growth and Achievement	Student Learning Engagement	86.6	91.6	91.6	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	98.2	97.9	97.6	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	n/a	n/a	63.3	64.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	16.0	17.7	n/a	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	95.5	98.4	98.0	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	99.1	98.4	98.4	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	93.7	94.8	94.8	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	96.4	86.4	89.8	79.1	78.8	80.3	Very High	Improved	Excellent

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- 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.
- 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).
- 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.
- 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.
- 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.
- 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.
- 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.