

St. Michael's School

Continuous Improvement Plan and AEAM

2023-2024



Fall 2023 Supplemental Alberta Education Assurance Measures – Overall Summary

Assurance Domain	Measure	St. Michaels School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	86.5	88.9	88.9	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	97.7	93.1	90.5	80.3	81.4	82.3	Very High	Improved	Excellent
	3-year High School Completion	100.0	100.0	94.6	80.7	83.2	82.3	Very High	Maintained	Excellent
	5-year High School Completion	89.1	*	100.0	88.6	87.1	86.2	Intermediate	Maintained	Acceptable
	PAT: Acceptable	*	85.1	n/a	63.3	64.3	n/a	*	n/a	n/a
	PAT: Excellence	*	12.8	n/a	16.0	17.7	n/a	*	n/a	n/a
	Diploma: Acceptable	*	66.7	n/a	80.3	75.2	n/a	*	n/a	n/a
	Diploma: Excellence	*	8.3	n/a	21.2	18.2	n/a	*	n/a	n/a
Teaching & Leading	Education Quality	92.2	92.4	89.6	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	98.4	92.1	92.1	84.7	86.1	86.1	n/a	Improved	n/a
	Access to Supports and Services	89.4	90.0	90.0	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	97.7	84.7	81.9	79.1	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.

1. St. Michael's School's continuous improvement plan is developed from the strategic priorities set by the board of Holy Spirit Catholic Schools. Each priority is carried out at St. Michael's according to the goals and strategies below.

Priority #1 – <i>Strengthening our Catholic Faith: Create a faith-filled Catholic Learning Community where we embrace our Faith Plan and ensure every stakeholder experiences the richness of our faith.</i>		
Goal	Strategies	Measurement Tools
We demonstrate our Catholic worldview in our relationships, activities, and events.	<ul style="list-style-type: none"> Start all events with prayer and focus on feast days of Saints. Charity work is prefaced with alignment to the 3 year faith plan. Focus on Catholic Social teachings Demonstrate our faith with our students through liturgies and life 	<ul style="list-style-type: none"> Mission Mexico, Chalice, Terry Fox, Food bank, Joy of Giving Our School Survey
We model our faith, individually and in our community. We respond to our call to evangelize.	<ul style="list-style-type: none"> Morning prayer <ul style="list-style-type: none"> daily gospel feast days – Special emphasis on Feast of St. Michael sign of peace students leading prayer SMILE time – weekly liturgy with upcoming Sunday Gospel Staff prayer on Thursday Mornings Liturgy schedule for the year with different grade levels leading Jesse Tree / Advent wreath celebration with students participating Prayer before any extra-curricular events Art programming, reflects collaborative projects highlighting faith plan theme. 	<ul style="list-style-type: none"> Examples of prayer before public events Students become familiar with traditional prayer and parts of liturgy Our School Survey results CWL member coming in to lead Rosary

We connect with one another spiritually to build a culture of belonging.

- Continue involvement in established community service projects.
- Plan liturgies and special events with Parish Priest.
- Birthday Assembly recognizing student achievements and birthdays (monthly)
- Cross-grade interaction religion classes buddying up (Gr. 7/8 with 1/2s)
- Gr. 4 Bible presentation
- Recognition of Sacraments received
- K of C serving Pancake Breakfast – building relationship between school and parish

- Schedule of liturgies
- Number of events outside of school building with community
- Number of events community groups come into the school

2. As observed in the Alberta Education Assurance Measurement Report above, the continued excellent status of our safe and caring metric is attributed directly to the faith life of the school. St. Michael's is a Catholic-Christian community that respects the dignity of every person. Every day we strive for solidarity and peace. Board priority 2 (below) is also reflected in the strong results from survey stakeholders.

Priority #2 – Learning Through Quality Teaching: Purposefully infuse literacy and numeracy in all we do in order to provide high quality inclusive learning programs, services, and opportunities that meet the educational needs of all learners.		
Goal	Strategies	Measurement Tools
Staff will utilize programming and data to differentiate and inform instruction to increase student achievement.	<ul style="list-style-type: none"> • employ targeted instruction strategies such as Reading Eggs, Mathletics, Accelerated Reader, Zorbits • Utilizing data from divisional assessments to inform instruction • Use of vetted AI programs • Use Box Cars and 1 Eyed Jacks resources • New Decodable Books • UFLI • Learning Coaches slides 	<ul style="list-style-type: none"> • Frequency of use • Student performance and results. • Benchmarking Literacy levels • Maximizing our EA support time
Staff will collaborate best practices for specific students of concern (CRM) Staff will collaborate using professional resources to inform teaching.	<ul style="list-style-type: none"> • Collaborative practice: Collaborate on what works and how to improve. (Based on previous points) • Grade level CRM meetings scheduled every week during SMILE time • Div 2 teachers learn more about Div 1 developments in literacy & math for differentiation. • SPACES sharing and PD (discussion on assessment and reporting) • Using resources such as: Shifting the Balance, Reading is Hard, Cultures of Thinking 	<ul style="list-style-type: none"> • Academic results for specific students • Student perception of success = confidence within subject matter

3. St. Michael's teachers and staff have actively worked to educate themselves through both school provided PD opportunities and individual professional research regarding First Nations, Metis, and Inuit ways of knowing. Much of that work now finds itself consistently in classroom lessons. To emphasize Holy Spirit's third priority at St. Michael's school, a shift towards developing relationships with First Nations, Metis, and Inuit persons is necessary.

Priority #3 – <i>Living Truth and Reconciliation: Create an understanding and appreciation for the First Nations, Inuit, and Metis Culture.</i>		
<i>Goal</i>	<i>Strategies</i>	<i>Measurement Tools</i>
Continue implementation of FNMI knowledge and culture in classroom lessons.	<ul style="list-style-type: none"> • Collect and observe lessons that utilize FNMI training from walking together. Affirm practices that teachers are doing well. • Continue blanket exercises for individual grades. • Alison brings back ideas from PD and shares with staff • Utilizing divisional resources – (legacies of hope, Tea and Bannock PD). • Louis Riel Day / Metis education • Bannock Day 	<ul style="list-style-type: none"> • Collection of lessons plans • Observation of lesson plans • Time committed to collaborate
Develop relationships with community members of the First Nations heritage and develop age appropriate land acknowledgement.	<ul style="list-style-type: none"> • Billy & Emily (ISWAG) – using their resources. Hopefully leather or drumming sessions • visits from FNMI Liaison to classes in order to develop relationships with students and teachers. • Weekly Land Acknowledgement during SMILE time • Land Acknowledgements before any large event 	<ul style="list-style-type: none"> • Student engagement • Time dedicated to frequency of visits

4. Much of the work regarding wellness in the past has been through student engagement and extra-curricular activities. We continue to support these through high quality relationships with community members.

Priority #4 – <i>Belonging in our Diverse Community: Foster a culture of wellness that is foundational to support learning.</i>		
<i>Goal</i>	<i>Strategies</i>	<i>Measurement Tools</i>
1. Ensuring ALL students are fully engaged and participating in academic and non-academic activities.	<ul style="list-style-type: none"> ● PE classes for all students ● Access to recreational activities at lunch breaks, open gym time in evenings, intramurals coached by high school students ● Wellness resources available in the library, includes information about substance abuse/addiction, mental health information, nutritious recipes. ● Building relationships with students, constant check ins for mental health ● Terry Fox Run ● Spirit days and School Family Battles organized by Student Council ● Tutoring for Jr & Sr high students ● Clubs ● Healthy competitions for staff and students ● FSCLC Classroom presentations ● Academic Counselling – Mark Boschee to help ● Student Recognition and awards ● Tea cart and student lounge ● Pen Pals with Lodge and K/1/2 Pleasant View Lodge visits ● Special Forces Singers ● Free Hot Lunches – monthly ● Gathering together for meals ● School Council Family Nights ● Staff wellness initiatives such as increased prep time, staff birthday recognition, seasonal-based parties 	<ul style="list-style-type: none"> ● Number of events occurring. ● Our School Survey data ●