

St. Mary's School

Continuous Improvement Plan and AE Assurance Measures Report

2023-2024



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1. St. Mary’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. Mary’s according to the goals and strategies below.

<i>Priority #1 – Strengthening our Catholic Faith</i>		
<i>Goal</i>	<i>Strategies</i>	<i>Measurement Tools</i>
Students and staff will have regular opportunities to participate in the sacramental life of the Church.	<ul style="list-style-type: none"> <li>● Grade level mass once a week at the parish/School</li> <li>● Staff Mass on PD days</li> <li>● Reconciliation offered to staff and students. (PD days, Lent, Advent)</li> </ul>	<ul style="list-style-type: none"> <li>● Schedules (commitment of time)</li> <li>● Anecdotal feedback from participants.</li> <li>● Student Survey</li> </ul>
Continued active prayer life of the school. With the focus on the presence of God with daily Gospel connections.	<ul style="list-style-type: none"> <li>● Morning prayer               <ul style="list-style-type: none"> <li>○ daily gospel</li> <li>○ litany of local saints</li> <li>○ feast days</li> <li>○ sign of peace</li> </ul> </li> <li>● Prayer before any extra-curricular events</li> <li>● Increase student participation in Friday liturgies               <ul style="list-style-type: none"> <li>○ Classroom Patron Saints celebrated in Friday liturgy.</li> <li>○ Sunday Gospel and homily for Friday Liturgy</li> <li>○ Student opportunities to lead</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Examples of prayer before public events</li> <li>● Students become familiar with traditional prayer and parts of liturgy</li> <li>● Our School Survey results</li> <li>● Growing recognition of Motto and developing understanding of the concept of vocation</li> </ul>
Explore and engage in Community Service programming and projects	<ul style="list-style-type: none"> <li>● Continue involvement in established community service projects. Looking for opportunities locally.</li> <li>● Breakfast Club Volunteering</li> </ul>	<ul style="list-style-type: none"> <li>● Documenting activities and funds.</li> <li>● Anecdotal Reports</li> <li>● Social Media</li> <li>● Our School Survey</li> </ul>

2. As observed in the Alberta Education Assurance Measurement Report below, the continued excellent status of our safe and caring metric is attributed directly to the faith life of the school. St. Mary’s is a Catholic-Christian community that respects the dignity of every person. Every day we strive for solidarity and peace.



**Required Alberta Education Assurance Measures - Overall Summary**  
**Fall 2023**

**School: 6670 St. Mary's Roman Catholic Separate School**

Assurance Domain	Measure	St. Mary's RCS 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	<a href="#">Student Learning Engagement</a>	90.0	82.6	82.6	84.4	85.1	85.1	n/a	Improved	n/a
	<a href="#">Citizenship</a>	79.1	86.0	86.3	80.3	81.4	82.3	High	Declined	Acceptable
	<a href="#">3-year High School Completion</a>	81.2	89.5	89.3	80.7	83.2	82.3	Intermediate	Maintained	Acceptable
	<a href="#">5-year High School Completion</a>	94.4	89.5	91.8	88.6	87.1	86.2	Very High	Maintained	Excellent
	<a href="#">PAT: Acceptable</a>	78.8	82.5	n/a	63.3	64.3	n/a	High	n/a	n/a
	<a href="#">PAT: Excellence</a>	17.5	24.6	n/a	16.0	17.7	n/a	Intermediate	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	73.4	89.7	n/a	80.3	75.2	n/a	Low	n/a	n/a
	<a href="#">Diploma: Excellence</a>	2.5	10.3	n/a	21.2	18.2	n/a	Very Low	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	88.1	86.8	89.5	88.1	89.0	89.7	High	Maintained	Good
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	80.4	90.7	90.7	84.7	86.1	86.1	n/a	Declined	n/a
	<a href="#">Access to Supports and Services</a>	81.5	81.2	81.2	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	<a href="#">Parental Involvement</a>	77.7	90.3	93.9	79.1	78.8	80.3	Intermediate	Declined	Issue

At St. Mary’s the grade 6, 9 and 12 classes participate in the writing of PATs and Diploma exams. Our school is fortunate enough to educate students over a long period of development and as such, much of our teaching approach in junior is based on preparing students for long-term success. In the table above, much of the data is not available as PATs and Diplomas were canceled in previous years due the COVID-19 pandemic.

As observed in the survey data below, St. Mary’s continues to meet the needs of our students in preparing them through education for life after graduation and delivers high quality education as per the standards in Alberta. Moreover, our teachers continue to work diligently to enhance the rigor of the classes so that our students can continue to pursue post-secondary education. This is noted in the eligibility for the Rutherford Scholarship in our high school students.



## Supplemental Alberta Education Assurance Measures - Overall Summary Fall 2023

School: 6670 St. Mary's Roman Catholic Separate School

Measure	St. Mary's RCS 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
<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	0.0	n/a	48.1	3.5	n/a	56.6	n/a	n/a	n/a
<a href="#">Drop Out Rate</a>	3.8	2.8	0.9	2.5	2.3	2.5	High	Declined	Acceptable
<a href="#">In-Service Jurisdiction Needs</a>	63.6	75.0	75.3	82.2	83.7	84.3	Very Low	Maintained	Concern
<a href="#">Lifelong Learning</a>	82.7	85.0	89.1	80.4	81.0	76.8	Very High	Maintained	Excellent
<a href="#">Program of Studies</a>	79.0	78.5	78.2	82.9	82.9	82.6	High	Maintained	Good
<a href="#">Program of Studies - At Risk Students</a>	83.7	80.9	84.8	81.2	81.9	83.4	Intermediate	Maintained	Acceptable
<a href="#">Rutherford Scholarship Eligibility Rate</a>	82.6	80.4	71.7	71.9	70.2	68.3	Very High	Maintained	Excellent
<a href="#">Safe and Caring</a>	84.7	92.5	91.7	87.5	88.8	89.1	High	Declined	Acceptable
<a href="#">Satisfaction with Program Access</a>	79.6	83.1	79.7	72.9	72.6	73.9	High	Maintained	Good
<a href="#">School Improvement</a>	80.6	82.5	86.3	75.2	74.2	77.9	Very High	Maintained	Excellent
<a href="#">Transition Rate (6 yr)</a>	69.0	80.5	82.0	59.7	60.3	60.2	High	Declined	Acceptable
<a href="#">Work Preparation</a>	86.4	91.7	93.6	83.1	84.9	84.5	Very High	Maintained	Excellent

<i>Priority #2 – Learning through Quality Teaching</i>		
<i>Goal</i>	<i>Strategies</i>	<i>Measurement Tools</i>
<p>Staff will examine research and reflect on assessment practices to inform instruction.</p> <p>Staff will collaborate on assessment practices.</p>	<ul style="list-style-type: none"> <li>● Instructional Leadership: <ul style="list-style-type: none"> <li>○ Examining typical assessment practices of all teachers.</li> </ul> </li> <li>● Professional Development: <ul style="list-style-type: none"> <li>○ Research pedagogical practices to inform instruction and assessment. Primarily focused on the work of Dylan Wiliam and Mike Schmoker</li> </ul> </li> <li>● Collaborative practice: <ul style="list-style-type: none"> <li>○ Collaborate best practices to further improve. (Based on previous points)</li> <li>○ Staff will introduce unique learning experiences both inside and outside the classroom.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Time committed during PD days</li> <li>● Allocation of Funds</li> <li>● Results on standardized assessment</li> <li>● Results on school survey</li> </ul>
<p>Staff will collaborate best practices for specific students of concern (CRM)</p>	<ul style="list-style-type: none"> <li>● Collaborative practice: Collaborate on what works and how to improve. (Based on previous points)</li> <li>● Grade level CRM meetings scheduled every Friday. <ul style="list-style-type: none"> <li>○ Use data to inform interventions in the classroom and in specialized programming.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Time allocation</li> <li>● Academic results for specific students</li> </ul>

3. St. Mary’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. Mary’s school, a shift towards developing relationships with First Nations, Metis, and Inuit persons is necessary. This shift is being supported by Holy Spirit’s FNMI lead as noted in the plan below.

<i>Priority #3 – Living Truth and Reconciliation</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"> <li>● Collect and observe lessons that utilize FNMI training from walking together. Affirm practices that teachers are doing well.</li> <li>● Continue blanket exercises for individual grades.</li> <li>● Utilizing divisional resources – (Legacies of hope, Sacred Places of Alberta, PD).</li> <li>● Staff collaboration during PD days using FNMI resources.</li> </ul>	<ul style="list-style-type: none"> <li>● Collection of lessons plans</li> <li>● Observation of lesson plans</li> <li>● Time committed to collaborate</li> </ul>
Develop relationships with community members of the First Nations heritage.	<ul style="list-style-type: none"> <li>● Regular visits from FNMI lead to a selected class in order to develop relationships with students and teachers.</li> </ul>	<ul style="list-style-type: none"> <li>● Student engagement</li> <li>● Time dedicated to frequency of visits</li> </ul>

4. St. Mary’s is working to engage with the community over the next three years. This will include enhancing visibility and looking for opportunities to engage listed below. Engagement with parents will remain a top priority as per the surveyed results.

<i>Priority #4 – Belonging in our Diverse Community</i>		
<i>Goal</i>	<i>Strategies</i>	<i>Measurement Tools</i>
1. Establish new programming for students to engage in extra-curricular	<ul style="list-style-type: none"> <li>● Start Archery Club</li> <li>● Start Choir</li> <li>● Start Robotics Club</li> </ul>	<ul style="list-style-type: none"> <li>● Number of events occurring.</li> <li>● Survey data on effects of programming.</li> </ul>
2. Community Outreach Programming	<ul style="list-style-type: none"> <li>● Gather funding to support the breakfast program for 4 days a week.</li> <li>● Staff volunteers and student volunteers for Taber Charities - Foodbank, St. Vincent de Paul, Knights of Columbus</li> <li>● Fundraise for Chalice</li> <li>● Invite parents regularly to liturgy, mass, and extra-curricular events.</li> <li>● Regularly meet with parents regarding student programming. Office hours and parent teacher interviews are available.</li> <li>● Develop and employ marketing strategies for the school</li> </ul>	<ul style="list-style-type: none"> <li>● Funding amounts</li> <li>● Anecdotal effectiveness of the program.</li> <li>● Track Parent attendance.</li> </ul>