

St. Matthew Catholic School Improvement Plan

2024/2025

Faith Priority: Strengthen staff's connection with Christ through participation in acts of service.

Student Learning Priority: Refine and enhance teacher capacity in meeting the diverse needs of all learners



Assurance Category	Current Reality (Baseline Data)	School Goal (Linked to Priorities)	Desired Reality (Targeted Endpoint/Lag Measure)	Lead Measures (1-3) / Strategies
Faith	79% of students feel inspired by our Catholic faith. 6% of students don't understand that helping others reflects God's teachings. 100% of teachers feel part of their Church community, and 97% feel supported in their faith journey.	Offer staff and students opportunities to deepen their faith through meaningful acts of service, fostering spiritual growth and strengthening their personal relationship with God.	All staff will participate in two acts of service annually: one as a united staff and one within their class or grade team, extending into the classroom and community. Schollie survey results will show 87% of students understand that helping others aligns with God's teachings. Maintain 100% of teachers feeling part of their	Offer whole-school service opportunities. Invite staff and students to reflect on service opportunities at the school-wide, individual, and class levels. Encourage staff to engage in one service activity as a staff and one with their class. Dedicate time during staff development days for planning and reflecting on service initiatives.
Student Growth and Achievement	At-Risk Students by Grade: (Sept 2024) Grade 1: 20 students Grade 2: 9 students Grade 3: 15 students Academic Support Needs (2023-2024): Total adaptations: 140 out of 570 students require additional academic support.	Student achievement will improve through a responsive, data-driven approach that targets the needs of at-risk learners.	Reduce the number of students identified as at-risk from 43 (8%) to 35 (6%) through responsive interventions. Ensure all at-risk students receive targeted support. Improve student achievement across all levels. Adjust the number of students accessing accommodations based on ongoing data (know your learner). Increase the completion rate of assignments. Teachers' comments in the reporting platform will reflect the accommodations and adaptations provided to support learning.	Expand opportunities for students to choose how they demonstrate understanding. Increase differentiated activities within classes. Utilize the adaptation form to document student needs. Create an intervention schedule based on screening data. Provide professional development to introduce and review strategies that directly support at-risk students.
	Teachers used LIFT to support all at-risk learners with targeted interventions and to provide adapted activities for students learning outside their grade level. 74.4% of students reported feeling engaged in their learning at school (AEA).	Empower teachers to adopt innovative instructional practices that boost student achievement and engagement.	Teachers have access to more tools and feel confident supporting all learners. Teachers will take risks by implementing two new instructional practices, including one that utilizes technology. Student engagement will improve. 100% of teachers will try a minimum of two new instructional practices. 90% of teachers will report success and plan to	School-based professional development will focus on high-yield instructional practices (differentiated instruction, assistive technology, and accommodations). Introduce teachers to alternative strategies for providing readers and scribes to assist with learning activities. Individual coaching and collaboration will concentrate on instructional practices

Teaching and Leading			80% of teachers will report success and plan to continue using these practices.	concentrate on instructional practices. Teachers will participate in sharing sessions to discuss the strategies they have tried and their successes. Gather student feedback (non-verbal) on new instructional practices. Use reflection sheets before and after lessons to document the chosen practices, the rationale behind them, and their support for at-risk students. Grade team collaboration during professional development days will help teachers understand and implement high-yield instructional practices.
Learning Supports	Number of our students on Individual Support Plans (ISPs) or receiving adapted programming 23-24 23% of students. Only 73.8% of parents (AEA) feel that appropriate supports are available for their child. AEA results show that 70% of parents believe programs for at-risk students are easy to access and timely.	St. Matthew will utilize our Instructional Leadership Team (ILT) to guide the transition to a new version of Individual Support Plans (ISPs). The goals are to engage staff in effective instructional practices, increase reflection, meet the needs of at-risk students, and support academic growth based on data.	All teachers will use the strength-based ISP to document the learning of all coded students. All teachers will update ISPs and adaptation forms three times a year, including parent contact. Teachers will regularly engage with parents to share growth and areas of concern. Teachers will comment on all accommodations provided in assignments or within the classroom to better inform parents by Nov 30th. Increase AEA results to 80% of parents feeling that appropriate supports are available for their child. Increase AEA results to 75% of parents feeling that programs for at-risk students are easy to access and timely. Decrease the necessity for ISP/Adaptations required for students 24/25 school year to 10% of students requiring documentation due to improved instructional practices (35/550)	Provide professional development time to introduce the new strength-based model and adaptation form. Offer professional development on the differences between adaptations, modifications, and accommodations. Ensure staff is provided opportunity to learn adaptive technology to assist students.
Governance	0 parents completed the Schollie Survey. AEA results indicate that 65% of parents are satisfied with opportunities to be involved in decisions at their child's school.	St. Matthew will enhance engagement with stakeholders by implementing a monthly newsletter and organizing school events to actively involve our parent community. We will maintain communication through social media posts, regularly scheduled parent council meetings, and the Schoology platform.	By the end of November, an increase of parents/guardians will have reported that they have improved communication. 100% of staff will provide timely updates on the Schoology platform regarding each student's learning progress. The parent council will remain active and engaged in planning opportunities and events within our school. Increase parent feedback on the Schollie Survey to at least 50% of our parent group. 70% of parents will be satisfied with opportunities to be involved in decisions at their child's school. We will have 95% of parents who have the ability to sign permission slips online.	Gather parent feedback through questions included in the monthly newsletter. Increase the number of volunteers in the school through regular engagement. Maintain parent council membership numbers. Invite parents to complete surveys during school events. Support families in engaging online with platforms like Schoology and Rycor/Powerschool.

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Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 4170 St. Matthews Catholic School

Assurance Domain	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
Student Growth and Achievement	Student Learning Engagement	85.2	86.5	86.9	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	81.6	88.9	89.5	79.4	80.3	80.9	Very High	Declined	Good
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	82.0	79.7	79.7	68.5	66.2	66.2	High	Maintained	Good
	PAT6: Excellence	29.5	21.9	21.9	19.8	18.0	18.0	High	Maintained	Good
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a	
Teaching & Leading	Education Quality	89.6	92.7	93.6	87.6	88.1	88.6	Very High	Declined	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	85.1	92.6	92.6	84.0	84.7	85.4	n/a	Declined Significantly	n/a
	Access to Supports and Services	84.9	88.2	90.6	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	76.8	87.5	86.6	79.5	79.1	78.9	Intermediate	Declined	Issue

