

# École Mother Teresa Catholic School Improvement Plan

2023/2024

**Faith Priority:** Ecole Mother Teresa staff and students will encounter Christ by nurturing their Catholic faith.

**Student Learning Priority:** Ecole Mother Teresa School will implement new ELA and Math curriculums in both grades 5 and 6 using a collaborative model. EMTS will also implement the Schoology reporting platform to inform parents and students about assessments.



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><b>Schollie student survey results:</b> I am inspired by the Catholic faith at my school (65%). In all my subjects there are times when my teacher brings the Catholic faith into my learning (63%).</p> <p><b>October staff faith survey results:</b> Indicated that 36% of staff feel they struggle to have a personal relationship with God.</p>	This year's focus is to provide staff with faith opportunities through our Division Theme, Encounter, Nurture, Serve to foster personal growth in faith and to nurture personal faith relationships with God.	<p><b>Schollie student survey results:</b> Increase "I am inspired by the Catholic faith at my school" to 70%. Increase "In all my subjects there are times when my teacher brings the Catholic faith into my learning" to 68%.</p> <p><b>April staff faith survey:</b> Increase "I feel I have a personal relationship with God" to 75%.</p>	A pre and post-survey will be administered to staff in October and April to develop a focus for personal growth in faith and to show how faith was nurtured. Professional development opportunities will occur on Thursdays through 'Theology Thursday' and during all school-based PD days. The faith team will support staff's area of focus for personal growth in their faith.
<b>Student Growth and Achievement</b>	<p><b>Grade 6 PAT Math:</b> Acceptable Standard (including excellent)- 60.9% Standard of Excellence -11.6% Below Acceptable Standard- 37.7%</p> <p><b>AEA data:</b> 22-23 data indicates that 38% of grade 7 students do not find math interesting to them.</p>	Our focus is to use subject (grades 6-9) and grade team (grade 5) collaboration to create common goals aligned with the new Math, ELA curriculums and learning of all students.	<p>In the 23-24 Grade 6 PAT results, increase the Below Acceptable Standard from 37.7% to 32.7%.</p> <p>Increase the results from the 22-23 AEA data which indicates 62% of grade 7 students find math interesting, to 70% in the 23-24 survey.</p>	Weekly goal-oriented collaboration, in grade 5 and in grade 6-9 core subjects, will be timetabled beginning term 2, and will be focused on the learning of all students and new curriculums. LIFT support will be a responsive model to address the needs of struggling learners. In team, during math collaboration, create and administer (January) student surveys to gather student voices on various aspects of numeracy.
<b>Teaching and Leading</b>	<p><b>Schollie Survey Results:</b> 61% of staff find the Professional Development Plan provides opportunities to collaborate with teacher colleagues on student learning.</p>	Implementation of new math and ELA curriculum using a collaborative model.	On the 23-24 school year Schollie Survey, increase the area of staff find the Professional Development Plan provides opportunities to collaborate with teacher colleagues on student learning from 61% to 70%.	During PD days, grades 7-9 teachers will collaborate, focusing on the learning of all students and curricular alignment. Grade 5 and 6 ELA and FLA teachers will collaboratively explore resources aligning with the Science of Reading. PD survey administered to staff in October and January to gather feedback on PD and collaboration structure. Teachers will regularly meet in team using a collaborative and focused structure. Collaboration will have common goals and norms to foster collective leadership, student learning and teacher efficacy. Timetable has been adjusted to embed weekly subject collaboration.
<b>Learning Supports</b>	<p><b>3T screening data:</b> TOSREC reading efficiency and comprehension baseline test in Grade 5 showed 64.7% of students are below average. TOSREC reading efficiency and comprehension baseline test in Grade 6 showed 32% of students are below average.</p> <p><b>Schollie survey results:</b> At school, 72% of students feel like they belong.</p>	Inclusive Lead Team will work with teachers and educational assistants to provide support to those students needing interventions to increase in numeracy skills. Inclusive Lead and Counseling Teams will work with teachers, educational assistants and the community to provide students with universal supports for mental wellness.	<p><b>3T screening data:</b> By the Spring endline data test, increase the percentage of students scoring average and above on the TOSREC reading efficiency and comprehension baseline test in Grade 5 from 35.3% to 42%, and in Grade 6 from 68% to 73%.</p> <p><b>Schollie survey results:</b> At school, increase from 72% to 78% of students feeling like they belong.</p>	100% of educational assistants will attend professional development 4 times during the 23-24 school year to further their knowledge in inclusive learning and support strategies. Inclusive Lead Team will use the 3T screening system to determine students requiring access to reading interventions and support in grades 5-9. The supports and interventions for students at risk will be a responsive and fluid model. Mentimatter and Press Pause programs will begin in October. These community partnerships will focus on mentorship, building self-regulation and mental well-being strategies in grades 5-9 students.
<b>Governance</b>	At the beginning of the 23-24 school year, 10% of parents are using the online Schoology platform to access student assessments and three teachers are using Schoology as an assessment platform.	Regularly inform parents about new curriculum and assessments using the Schoology reporting platform, parent council and monthly newsletters.	By the end of term 1, 100% of parents will be signed up on the Schoology Parent Portal and all parents will be able to access their child's assessments using the new reporting platform of Schoology. During all three reporting terms, 100% of teachers will use the Schoology platform to report student assessments to students and parents.	Tiered Schoology professional development (minimum of 45 minutes) will occur during all school-based PD days to support staff learning. Monthly schoology updates and parent support tips will occur during School council meetings, in the Principal monthly newsletter and in WAAG's.

## Required Alberta Education Assurance Measures - Overall Summary Spring 2023

School: 0489 Mother Teresa

Assurance Domain	Measure	Mother Teresa			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>	89.0	92.8	92.8	84.4	85.1	85.1	n/a	Maintained	n/a
	<a href="#">Citizenship</a>	85.9	89.9	88.0	80.3	81.4	82.3	Very High	Maintained	Excellent
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	<a href="#">PAT: Acceptable</a>	n/a	76.3	n/a	n/a	67.3	n/a	n/a	n/a	n/a
	<a href="#">PAT: Excellence</a>	n/a	15.0	n/a	n/a	18.0	n/a	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	n/a	75.2	n/a	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	n/a	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	91.0	93.3	94.1	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	87.2	92.3	92.3	84.7	86.1	86.1	n/a	Declined	n/a
	<a href="#">Access to Supports and Services</a>	90.0	93.7	93.7	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	<a href="#">Parental Involvement</a>	84.7	83.9	84.0	79.1	78.8	80.3	Very High	Maintained	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. 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. Caution should be used when interpreting high school completion rate results over time.
3. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, and 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.
4. 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 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).

5. 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.
6. 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.