

École Mother Teresa Catholic School Improvement Plan

2024/2025

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

Student Learning Priority: Ecole Mother Teresa School will aim to create a safe and caring school community where students feel respect and connected. We will also continue supporting the implementations of new curriculums in Grade 5 and 6 using a collaborative model.



Assurance Category	Current Reality (Baseline Data)	School Goal (Linked to Priorities)	Desired Reality (Targeted Endpoint/Lag Measure)	Lead Measures (1-3) / Strategies
Faith	<p>April 2024 Schollie student survey results indicated:</p> <ul style="list-style-type: none"> - 71% of students feel that they are connected to our school. - 70% of students feel that teachers bring the Catholic faith into my learning in all subjects <p>October 2024 staff survey results indicated:</p> <ul style="list-style-type: none"> - 45% of our staff feel that their faith journey moderately aligns with the school and the division theme, specifically in their role of serving this year 	<p>This year, we plan to focus on serving and building community through our Division Theme: Encounter, Nurture, Serve. By engaging in acts of service, we aim to foster permeation of faith and deepen our relationships with God, creating a community committed to serving one another and the world.</p>	<p>Schollie student survey results:</p> <ul style="list-style-type: none"> - Increase "I feel that they are not connected to my school" to 76% - Increase "In all my subjects there are times when my teacher brings the Catholic faith into my learning" to 75% <p>Staff survey results</p> <ul style="list-style-type: none"> - Increase our staffs feeling that their faith journey moderately aligns with the school and the division theme, specifically in their role of serving this year to 50% 	<p>A pre and post-survey will be administered to staff in October and April to develop a focus serving our faith.</p> <p>Subject Permeation ideas added directly to our staff week-at-a-glance every 2 weeks.</p> <p>Increase the amount of social justice opportunities by planning staff serving opportunities, beginning during December Professional Development Day.</p> <p>Work in team with school parish for staff to serve and participate in four Sunday masses throughout the year.</p> <p>Continue Theology Thursdays with staff and begin sharing them with the wider community.</p>
Student Growth and Achievement	<p>EMTS middle school math teachers are working towards a more consistent use of daily math tasks that reinforce essential numeracy skills, vocabulary, and mathematical concepts. With a focus on consistency, we can strengthen students' foundational skills and enhance their learning experience.</p> <p>3T screening data:</p> <ul style="list-style-type: none"> - TOSREC reading efficiency and comprehension baseline test in Grade 5 showed 51 % of students are below average. - TOSREC reading efficiency and comprehension baseline test in Grade 6 showed 34% of students are below average. - TOSWRF-2 silent word and reading fluency baseline test in Grade 5 showed 56% of students are below average. - TOSWRF-2 silent word and reading fluency baseline test in Grade 6 showed 31% of students are below average. 	<p>Our focus is to use subject (grades 6-9) and grade team (grade 5) collaboration to create common goals aligned with math curriculums and learning of all students.</p> <p>Inclusive Lead Team will work with teachers and educational assistants to strategically provide support to those students needing interventions to increase reading efficiency.</p> <p>EMTS middle school math teachers will increase the implementation of daily math tasks that reinforce basic numeracy, vocabulary and math tasks.</p>	<p>A daily emphasis will be placed on enhancing students' literacy and numeracy skills by fostering continuous growth, with attention to students' tangible progress based on teaching practices and assessments.</p> <p>3T screening data:</p> <p>By the Spring endline data test, increase percentage of students scoring average and above on the following:</p> <ul style="list-style-type: none"> - TOSREC reading efficiency and comprehension baseline test in Grade 5 from 49% to 55% - TOSREC reading efficiency and comprehension baseline test in Grade 6 from 66% to 70%. - TOSWRF-2 silent word and reading fluency baseline test in Grade 5 from 46% to 50%. - TOSWRF-2 silent word and reading fluency baseline test in Grade 6 from 69% to 73% <p>We will also interpret students measurable improvements!</p>	<p>LIFT support will be a responsive model to address the needs of struggling learners.</p> <p>Strategic timetabling to enable LIFT support in middle school math classroom to provide mentorship and student support.</p> <p>During PD Days, our collaboration will be centered around guiding questions specifically targeting literacy, learning needs in the classroom and vertical alignment.</p> <p>Specific subject goals created by Middle School Subject teachers will be revisited and adjusted during PD collaboration times</p> <p>Inclusive Lead Team will use the 3T screening data to identify those who would benefit in reading intervention groups focusing on phonemic awareness in Gr 5-6, and will provide small group support.</p> <p>Building on universal supports targeting the science of reading using programs such as Heggerty, Ufly.</p>
Teaching and Leading	<p>April 2024 Schollie staff survey results indicated:</p> <ul style="list-style-type: none"> - 58% of teachers find that collaboration during school Professional Development provides a great deal of opportunities to collaborate with teachers colleagues on student learning. 	<p>Aligning professional development plan to allow opportunities for teachers to collaborate based on the needs of students in both grade and subjects area.</p>	<ul style="list-style-type: none"> - Increase Schollie from 58% to 63% of teachers finding collaboration during school Professional Development provides a great deal of opportunities to collaborate with teachers colleagues on student learning. 	<p>Provide opportunities during every school-based Professional Development Day to purposely discuss the learning and social emotional needs of our students.</p> <p>Effectively use new curriculum implementation funds to book collaboration days in subject or grade areas to collaborate on teaching practices and implementation of FLA, Science, ELA and Math.</p> <p>Seek staff feedback through a survey in relation to areas in which they require support/topics of interest and modify our PD plan to meet these needs as best we can.</p>

Learning Supports		<p>2023-2024 AEA data:</p> <ul style="list-style-type: none"> - 74% of students feel like they belong at school. - 62 % of students find that students respect each other or care about each other. 	<p>Prioritize and focus on enhancing our school environment by fostering a common sense of identity and respect to support student behaviour. In turn, we will develop a sense of community where students feel connected and valued.</p> <p>Inclusive Lead and Counseling Teams will work with teachers, educational assistants and the community to provide students with universal supports for mental wellness.</p>	<p>AEA data:</p> <ul style="list-style-type: none"> - Increase the percentage of students feeling like they belong at school from 74% to 80%. - Increase the number of students that believe other students respect each other or care about each other from 62% to 70%. 	<p>As a school community, develop common identity and language, community activities and a system to recognize students based on positive behaviour, re enforcing our identity.</p> <p>Visioning will be an integral part of our school professional development days, becoming a core aspect of everything we do. We are committed to ensuring that the voices of students, parents, and staff are valued and heard throughout the process. As we embark on this path, we anticipate the emergence of new processes, shared language, and culture-building activities that will shape and enrich our collective growth and the experiences at EMTS. During PD days, beginning Oct 25, staff will begin the process of what is it to be a part of the EMTS community. Data will be collected and shared</p>
Governance		<p>- EMTS will increase the opportunities for consistent and purposeful feedback from stakeholders in monthly newsletters to gather voices beyond school council meetings and open door conversations with administration. The format of these feedback questions is new, and one that our EMTS team will use on a monthly basis.</p> <p>2023-2024 AEA data:</p> <ul style="list-style-type: none"> - Parent engagement average is 84.7% 	<p>EMTS will increase the engagement of stakeholders through monthly newsletters, social media, school council meetings and the Schoology calendar. Through our newsletters, specific monthly engagement questions via Google Forms will be shared with parents where they can provide input and have their voice be heard.</p> <p>Continue to expand out use of the Schoology platform to include the calendar feature in subjects and timely feedback.</p>	<p>- Increase the input of our parent community by providing an opportunity during monthly newsletters to incorporate their feedback. 100% of the parent/guardian community will have this opportunity to have their voice heard in this new platform.</p> <p>AEA data:</p> <ul style="list-style-type: none"> - Increase parent engagement from 84.7% to 87% 	<p>Monthly Newsletter will have two questions to seek feedback from stakeholders. Feedback will be shared with our staff to help guide our decisions.</p> <p>Increase opportunities for parents to engage as active volunteers in the school community. We will achieve this by inviting all parents to express their interest through a Google Form, ensuring a fair and inclusive process that encourages participation</p> <p>Regular staff PDs on Schoology to provide check-ins, FAQs and best practices.</p>

School: 0489 Mother Teresa

Fall 2024 Required Alberta Education Assurance Measures – Overall Summary

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	Student Learning Engagement	87.7	89.0	90.9	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	81.4	85.9	87.9	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
	PAT8: Acceptable	70.1	81.7	81.7	68.5	68.2	68.2	Intermediate	Declined	Issue
	PAT8: Excellence	18.2	17.1	17.1	19.8	18.0	18.0	Intermediate	Maintained	Acceptable
	PAT9: Acceptable	63.1	77.7	77.7	62.5	62.6	62.6	Low	Declined	Issue
	PAT9: Excellence	10.3	8.5	8.5	15.4	15.5	15.5	Low	Maintained	Issue
	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	89.9	91.0	92.1	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.7	87.2	89.8	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	83.1	90.0	91.9	79.9	80.6	81.1	n/a	Declined Significantly	n/a
Governance	Parental Involvement	78.7	84.7	84.3	79.5	79.1	78.9	High	Maintained	Good

