



BUILDING THE REIGN OF GOD
ONE CHILD AT A TIME

ST. MARGUERITE BOURGEOYS SCHOOL

2019 - 2020

SCHOOL IMPROVEMENT PLAN

Principles of Practice

We honour our children.
We provide a safe and secure environment.
We live and proudly proclaim our Catholic Christian faith.
We provide quality education in a Catholic environment.
We pray as an educational community.
We practice servant-leadership.
We focus on our mission through clarity of purpose.
We value our staff.

Vision:

Building the reign of God, one child at a time.

Mission:

At St. Marguerite Bourgeoys school, we provide our students opportunities for spiritual, academic, social, physical and emotional growth within all facets of their education. St. Marguerite Bourgeoys staff members are role models of Catholic values, beliefs and educational leaders in a community full of respect, love and understanding.

School Profile

St. Marguerite Bourgeoys school opened in September 2003 with 85 students and 8 classrooms, with a small gymnasium and office area. We have since grown to a Pre-Kindergarten to Grade 9 school with 315 students, 18 classrooms, learning commons "The Den", middle school gym, counselling area and larger office spaces. Due to our growth and completion of the modernization work in 2016, we have expanded into four additional classrooms which consists of a Chapel, Home Economics Lab, Science/Art Lab and a modernized Music Room.

Our school is committed to student support through our LIFT (Literacy, Inclusion, Faith & Technology) model that continues to grow and develop specific to the needs of our students. Our LIFT team is student focused by evaluating and utilizing appropriate data to support our learners. In particular, our teachers dig deeper into learner profiles with supporting documents such as our Continuum of Supports. These areas provide us current data that drives our decisions in support of our students; data that includes our Provincial Achievement results and diagnostics such as STAR (Standardized Test for the Assessment of Reading), Fountas and Pinnell, the Math Intervention/ Programming Instrument, English Language Learners Benchmarks and Level B assessment.

Accountability Report Card

Measure Category											
		Measure	St. Marguerite Bourgeoyoys			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools		Safe and Caring	92.9%	91.1%	91.1%	89%	89%	89.3%	Very High	Maintained	Excellent
Student Learning Opportunities		Program of Studies	91.2%	88.5%	86.1%	82.2%	81.8%	81.9%	Very High	Maintained	Excellent
		Education Quality	94.1%	94.4%	92.8%	90.2%	90%	90.1%	Very High	Maintained	Excellent
		Drop Out Rate	0%	0%	1.3%	2.6%	2.3%	2.9%	Very High	Maintained	Excellent
		High School Completion Rate (3 yr)	n/a	n/a	n/a	79.1%	78%	77.5%	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)		PAT: Acceptable	80.7%	79.1%	83.5%	73.8%	73.6%	73.6%	High	Maintained	Good
		PAT: Excellence	18%	13.8%	21.5%	20.6%	19.9%	19.6%	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)		Diploma: Acceptable	n/a	n/a	n/a	83.7%	83%	83%	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	24.2%	22.2%	21.7%	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.3%	55.7%	55.1%	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	64.8%	63.4%	62.2%	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship		Transition Rate (6 yr)	n/a	n/a	n/a	59%	58.7%	58.7%	n/a	n/a	n/a
		Work Preparation	89.5%	90.9%	84.3%	83%	82.4%	82.6%	Very High	Maintained	Excellent
		Citizenship	87%	87.8%	88.6%	82.9%	83%	83.5%	Very High	Maintained	Excellent
Parental Involvement		Parental Involvement	93.1%	92.1%	86.2%	81.3%	81.2%	81.1%	Very High	Improved	Excellent
Continuous Improvement		School Improvement	97.5%	94.5%	88.4%	81%	80.3%	81%	Very High	Improved Significantly	Excellent

Faith Outcome FO.1: Nourished by grace and a personal relationship with Jesus Christ, we joyfully embrace, live, and teach the Gospel spirit.

Performance Measures:	Current Results	Average
I learn about the Catholic Faith at my school.	100%	98.9% (3 Yr)
Prayer helps me feel closer to God.	97%	97% (3 Yr)
I believe that God created me.	94.3%	97.1% (3 Yr)
I believe that the Catholic Faith teaches me a good way to live.	96.3%	96.2% (3 Yr)
I learn about God in all my classes.	85.3%	89.1% (3 Yr)
(Grade 4) My teachers show me what it is like to be friends with Jesus. (Grade 7 & 10) My teachers show me what it is like to develop a relationship with Jesus.	92.7%	95.2% (3 Yr)
I learn about the Sacraments at my school.	93.7%	94.1% (3 Yr)
I let others see God in me.	95.3%	95.3% (1 Yr)
My school helps me to see God in all things.	91.7%	91.7% (1 Yr)
Every person in our school is a child of God and made in His image.	95.3%	95.3% (1 Yr)
I respect others even if they are different than me.	95.7%	95.7% (1 Yr)
We celebrate student successes at our school.	93.3%	93.3% (1 Yr)

AERR Comments (November)
Our professional development plan placed a large emphasis on humanness and how it relates to student learning. Especially in math classes where permeation can be more difficult, we worked on growth mindset language in regards to humanness. For example, when a student was struggling with a concept, using the fact that God created them and even though we have limitations and struggle in areas, God gave us the gift of learning and perseverance. God created us in His image, and all students are capable of learning with the gifts He has given them. Administration modelled this language every morning in our morning announcements and in the everyday interaction with stakeholders. Our monthly focus on a different Fruit of the Spirit was also another way for teachers to engage in the conversation about humanness as a gift from God. 91% of students agreed that they let others see God in me, which was a positive result for our school considering it is the division theme this year. However, 67% of students noted that they learned about God in all of our classes. We will look to improve that result this year through professional development and instructional leadership.

Comment on School Goals (November)	Comment on Results (May)
We chose the goal of "We will support a deeper understanding of Spirituality and Rationality within our school community," because it is a perfect extension of our work on Humanness and Sacramentality last year. These two aspects of Catholic identity will allow students to become closer in their relationship with the Holy Trinity and give them the ability to use Catholic discernment in their decision making. Additionally, we chose the goal of, "We will help teachers develop their capacity to permeate their lessons in process or content through a lens of faith with the support of the Eight Characteristics of Catholic Identity," because we saw a decline in the number of our stakeholders believing that students learn about God in all classes, and we need to increase that result.	

Division Goals
FO.1.1 Enrich our division Catholicity by focusing on the two chosen characteristics of Catholic identity. (2019-2020 - Spirituality and Rationality)
FO.1.2 Lessons are permeated in process or content to teach students how to evaluate their worldview by mastering provincial outcomes in a Catholic context.

School Goals
<ul style="list-style-type: none"> • We will support a deeper understanding of Spirituality and Rationality within our school community. • We will help teachers develop their capacity to permeate their lessons in process or content through a lens of faith with the support of the Eight Characteristics of Catholic Identity.

Outcome 1: Alberta's students are successful

Performance Measure	Results (in percentages)					Evaluation		
	2014	2015	2016	2017	2018	Achievement	Improvement	Overall
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	81.3%	78.6%	85.7%	85.7%	79.1%	Intermediate	Maintained	Acceptable
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	17.9%	17.1%	20.2%	30.5%	13.8%	Intermediate	Declined	Issue

Performance Measure	Results (in percentages)					Evaluation		
	2013	2014	2015	2016	2017	Achievement	Improvement	Overall
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Drop Out Rate - annual dropout rate of students aged 14 to 18	0%	0%	4%	0%	0%	Very High	Maintained	Excellent
High school to post-secondary transition rate of students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Performance Measure	Results (in percentages)					Evaluation		
	2014	2015	2016	2017	2018	Achievement	Improvement	Overall
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	93.9%	89.8%	88.9%	89.2%	87.8%	Very High	Maintained	Excellent
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	92.5%	85.2%	74.6%	87.3%	90.9%	Very High	Improved	Excellent

AERR Comments (November)
<p>We have endeavoured to create a vision and mission for optimal learning at St. Marguerite school. In April, we provided teachers with two half day in-services with a focus on quality teaching, and sought feedback for a 4 phase plan to increase teacher effectiveness and student learning. We are trying to move away from focussing on resources or learning kits, and move towards what quality teaching actually looks like, regardless of the context and resources. Through this professional development, we have diagnosed two areas of focus in our school's 4 phase plan for optimal learning. Firstly, we want to work on a culture of collaboration that focuses on student data and achievement. Secondly, we want to grow in our ability to share success criteria with students and track it over time. We have just changed our focus to this recently, but have already noticed more teacher efficacy. We are in the process of choosing what data will be used to track our progress this year.</p>

Comment on School Goals (November)	Comment on Results (May)
We chose the goal "utilize timely, targeted, and flexible formative and summative assessment to enhance student learning," because we believe that teachers need to have a clear understanding of where their students are at academically in order for teachers to provide a program that best suits their needs. Secondly, we chose the goal of "establishing the pursuit of excellence in all domains of learning" because although our Provincial Achievement Test excellence scores increased this year as compared to last, we still have had a downward trend over the last three years. We intend to use our Response to Intervention programming, as well as universal teaching strategies that will enrich skills and contents for all students. The vehicle for this will be learning progressions.	

Division Goals
O.1.1 Create and maintain optimal student learning experiences
O.1.2 Focus on foundational expectations for student literacy and numeracy to promote lifelong learning
O.1.3 Utilize timely, targeted, and flexible formative and summative assessment to enhance student learning
O.1.4 Establish the pursuit of excellence in all domains of learning
O.1.5 An emphasis placed on test-taking strategies and preparing students to write exams.

School Goals
<ul style="list-style-type: none"> • Utilize timely, targeted, and flexible formative and summative assessment to enhance student learning. • Establish the pursuit of excellence in all domains of learning

Outcome 2: The systemic education achievement gap between First Nations, Metis and Inuit students and all other students is eliminated.

Performance Measure	Results (in percentages)					Evaluation		
	2014	2015	2016	2017	2018	Achievement	Improvement	Overall
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	*	*	*	*	56%	Very Low	n/a	n/a
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	*	*	*	*	16%	Intermediate	n/a	n/a
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Performance Measure	Results (in percentages)					Evaluation		
	2013	2014	2015	2016	2017	Achievement	Improvement	Overall
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	*	n/a	*	*	*	*	*	*
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

AERR Comments (November)
St. Marguerite has had a First Nations, Metis, and Inuit lead teacher last year with time in their timetable for leading our reconciliation and knowledge growing initiatives at our school. We have had an Elder present to staff at professional development, teachers leading sharing / talking circles, as well as a large number of First Nations, Metis and Inuit cultural programming at our school. Our lead teacher ran a culture club, where all students could go to learn about First Nations, Metis, and Inuit culture. Through speaking with our stakeholders, we changed our awards ceremonies to include awards based on the Seven Sacred Teachings in conjunction with the Fruits of the Holy Spirit. We are please with our continued growth in this area.

Comment on School Goals (November)	Comment on Results (May)
We chose the goal of "We will develop programs designed to support Indigenous ways of knowing that include cultural perspectives, student connection and building capacity in our school community," because we want to enhance the	

opportunities provided to students at our school for understanding how Indigenous teachings can work harmoniously with Catholic beliefs. It is important that we maintain and enhance our programming, and hope to extend this into Career and Life-Skills courses throughout the school year.	
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Division Goals
O.2.1 Increase academic success and cultural knowledge through building capacity in schools to support First Nations, Métis and Inuit students.
O.2.2 Provide and promote cultural diversity and cultural pride through enhanced student learning experiences and professional learning opportunities.
O.2.3 Develop and apply foundational knowledge and indigenous perspective necessary for us to walk together on a path of reconciliation.
O.2.4 Share experiential Indigenous cultural teachings in a faith permeated environment and enrich our view of the world.

School Goals
<ul style="list-style-type: none"> • We will develop programs designed to support Indigenous ways of knowing that include cultural perspectives, student connection and building capacity in our school community. • Increase academic success of all First Nations, Métis and Inuit students at our school.

Outcome 3: Alberta's education system is inclusive

Performance Measure	Results (in percentages)					Evaluation		
	2014	2015	2016	2017	2018	Achievement	Improvement	Overall
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	95.4%	93.9%	91%	91.3%	91.1%	Very High	Maintained	Excellent

AERR Comments (November)
Our focus on increasing data collecting for numeracy was a strong practice last year. We used the Math Intervention Programming Instrument this year to benchmark students and plan for interventions. Our lead numeracy teachers took a lead with administration on looking at the data and allocating Literacy, Inclusion, Faith, and Technology support to certain at risk areas in the school. Furthermore, we also expanded our counselling program by offering more parent programming. 17 parents took part in our Family School Enhancement Counsellor's offering of Connect Parenting for 9 evenings.

Comment on School Goals (November)	Comment on Results (May)
We chose the goal of "Develop an understanding of mental health and wellness and build the ability to respond to identified needs," because we want all of our staff to acquire skills that help them to deal with student mental health and wellness. We believe, that having capacity amongst staff will lessen the crisis intervention work our counsellors do, thus freeing their time up for preventative counselling programming within the classroom. Furthermore, we chose	

this goal because we realize that when staff have strong mental wellness, they are more readily able to help increase the quality of student mental wellness.	
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Division Goals
O.3.1 Know, understand and respond to students' individual learning, through authentic, developmentally appropriate programming
O.3.2 Facilitate effective transitions to understand student needs and provide support through each stage of development
O.3.3 Implement a self-regulation process that focuses on developing relationships and supporting growth within a school framework
O.3.4 Develop an understanding of mental health issues and build the ability to respond to identified needs

School Goals
<ul style="list-style-type: none"> • Continue to develop an understanding of mental health and wellness and build the ability to respond to identified needs.

Outcome 4: Alberta has excellent teachers, and school and school authority leaders

Performance Measure

Performance Measure	Results (in percentages)					Evaluation		
	2014	2015	2016	2017	2018	Achievement	Improvement	Overall
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	87.5%	85.5%	82.8%	87%	88.5%	Very High	Maintained	Excellent

AERR Comments (November)

We have focussed on continuing to grow our capacity for students to experience a wide array of Career and Technology Foundations opportunities. Four Grade 9 students competed in the High School Finance Competition at the University of Lethbridge, and we have further implemented our My Blueprint and All About Me program use. Our March Maker Month was a huge success, offering a wide variety of innovative experiences, with a large focus on technology and innovation.

Comment on School Goals (November)

We chose the goal of "Enhance instructional practices through the implementation of data focussed pedagogy," because we have a vision for St. Marguerite as a school that is data focussed and uses the best instructional strategies for all levels of learners. We are endeavouring to enhance our collaboration by focussing on planning for Response to Intervention (RTI), and believe this structure will help us use data to respond to student learning needs.

Comment on Results (May)

Division Goals

- O.4.1 Enhance instructional leadership practices through the implementation of the Four Pillars of Instructional Leadership
- O.4.2 Demonstrate a professional body of knowledge including mastery of grade level and/or subject area curriculum
- O.4.3 Engage in career-long learning through faith formation, mentorship, collaboration, and professional development
- O.4.4 Foster effective relationships with students, parent/guardians, peers and others in the school and local community to support student learning
- O.4.5 Identify, develop and implement programs that engage the diverse needs and interests of the student body

School Goals

- Enhance instructional practices through the implementation of data focussed pedagogy.

Outcome 5: Alberta's education system is well governed and managed.

Performance Measure	Results (in percentages)					Evaluation		
	2014	2015	2016	2017	2018	Achievement	Improvement	Overall
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	87.3%	83.4%	75.9%	94.9%	94.5%	Very High	Improved Significantly	Excellent
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	90.5%	86.9%	77.1%	89.3%	92.1%	Very High	Improved	Excellent
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	92.2%	95.8%	88.5%	95.5%	94.4%	Very High	Maintained	Excellent

AERR Comments (November)
Last year, we continued to see a decline of our parents involved on our school council. We recruited three new parents with children in our younger grades who are active participants at meetings. Unfortunately, many of these parents are unable to attend events through the school day, so many of the activities still fall on our staff to complete. We will continue to personally invite parents to be involved in our school council, as well as provide child care during the meetings. We hope this will grow the amount of parents involved in School Council. We continued to engage our stakeholders through social media and school engage, with an increase in followers through Facebook, Twitter and Instagram.

Comment on School Goals (November)	Comment on Results (May)
We chose the goal of "Maintain our success in responding to relevant stakeholder data to ensure appropriate educational strategies are in place," because we want to maintain our high results in this area. The overall quality of basic education is one of our main overarching responsibilities, and we believe that through continuing our structures for all stakeholders to voice their opinions, we can maintain and enhance our result in this area.	

Division Goals
O.5.1 Create opportunities for relevant stakeholders to provide input and collaborate into how well the school and/or school division is governed and managed
O.5.2 Respond to relevant stakeholder data to ensure appropriate educational strategies are in place
O.5.3 Ensure that the school division is fiscally responsible with all resources: staff, financial, and physical
O.5.4 Ensure that staff and students have access to safe and healthy learning environments

School Goals
<ul style="list-style-type: none"> • Maintain our success in responding to relevant stakeholder data to ensure appropriate educational strategies are in place