



BUILDING THE REIGN OF GOD  
ONE CHILD AT A TIME

**St. Marguerite Bourgeoys Catholic School**

**2020-2021**

**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. Our three overarching school goals are: 1) Using faith permeation to help staff, students, and parents achieve spiritual wellness in order to improve their overall mental well-being, 2) Using data to inform collaboration, which in turn, will inform our Response to Intervention sessions, and 3) Using success criteria in lessons, to ensure students are understanding the outcome throughout each and every lesson (through the use of learning progressions).

## 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 303 students, 16 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, with a continued focus on lessening the gaps, caused by the traditional school disruption of COVID.

These areas provide us current data that drives our decisions in support of our students; data that includes our Fountas and Pinnell, English Language Learners Benchmarks, Level B assessment and formative assessments by the teachers.

## Assurance Framework Report Card

Assurance Framework	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)	Achievement	Improvement	Overall
Program of Studies	86.26%	91.15%	88.88%	82.42%	82.19%	81.99%	Very High	Maintained	Excellent
Education Quality	90.84%	94.05%	94.65%	90.31%	90.20%	90.12%	Very High	Declined	Good
Citizenship	91.07%	87.00%	88.00%	83.27%	82.85%	83.17%	Very High	Maintained	Excellent
Life Long Learning	83.33%	79.49%	80.69%					Maintained	
Work Preparation	91.67%	89.47%	89.22%	84.10%	82.99%	82.72%	Very High	Maintained	Excellent
Satisfaction with Program Access	87.38%	86.09%	82.97%					Maintained	
Program of Studies - At Risk Students	89.78%	92.55%	90.75%					Maintained	
Safe and Caring	93.13%	92.89%	91.78%	89.40%	89.01%	89.17%	Very High	Maintained	Excellent
Parental Involvement	85.70%	93.10%	91.52%	81.75%	81.31%	81.23%	Very High	Maintained	Excellent
In-service jurisdiction Needs	98.48%	97.33%	95.07%					Maintained	
School Improvement	88.93%	97.47%	95.64%	81.55%	81.04%	80.91%	Very High	Declined	Good

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

<b>Nourished by grace and a personal relationship with Jesus Christ, we joyfully embrace, live, and teach the Gospel spirit.</b>	<b>2019/20</b>	<b>2018/19</b>	<b>2017/18</b>	<b>3 Year Average</b>
I learn about the Catholic Faith at my school.	96.97%	100.00%	96.67%	97.88%
Prayer helps me feel closer to God.	96.52%	97.25%	95.28%	96.35%
I believe that God created me.	94.03%	94.21%	98.61%	95.62%
I believe that the Catholic Faith teaches me a good way to live.	99.00%	96.46%	93.89%	96.45%
I learn about God in all my classes.	97.01%	85.55%	91.11%	91.23%
(Grade 4) My teachers show me what it is like to be friends with Jesus.	98.92%	94.44%	93.49%	95.62%
(Grade 7&10) My teachers show me what it is like to develop a relationship with Jesus.	92.34%	77.42%	92.59%	87.45%
We pray regularly at my school.	96.97%			96.97%
I learn about the 3 persons of God - God the Father, God the Son and God the Holy Spirit.	96.52%			96.52%
At my school, staff and students talk about God.	98.51%			98.51%
I believe that I should use my knowledge (what I learn) to serve others and help those in need.	99.49%			99.49%
My teacher explains how our faith connects with the topics I am learning in my classes.	96.46%			96.46%
I believe that God created the world and He wants us to explore His creation.	86.57%			86.57%

The final 6 survey questions are not longitudinal, these are revised each year to measure current themes and as a result there is no previous years' data.

<b>AERR Comments</b>
<p>We are happy with the results in our faith category from last year. St. Marguerite made a huge leap last year in our understanding of how to permeate using The Eight Characteristics of Catholic Identity. Through intensive professional development that included whole staff endeavours as well as one on one support for each teacher from our division's faith permeation lead teacher, our school has been able to permeate not only Rationality and Spirituality effectively, but all of the Catholic characteristics. Most notably, we are very proud of the result that 97% of our students believe that the Catholic faith teaches them a good way to live, and 90% of students believe that they learn about the 3 persons of God - God the Father, God the Son and God the Holy Spirit. These two aspects are foundational to our mission in Catholic education, and St. Marguerite is extremely proud of the</p>

growth we achieved last year.

#### **Comment on School Goals**

One of our overarching three school goals is: Using faith permeation to help staff, students, and parents achieve spiritual wellness in order to improve their overall mental well-being. We see an opportunity for faith permeation and counselling to work cohesively to create a shared language in our dialogue with students, staff, and parents. Our school has shown significant growth in the area of intentional faith permeation, as is seen by 99% of our students believing that the Catholic faith teaches them a good way to live. With this success, we want to focus our mental wellness efforts on ensuring that students believe that God created them to be unconditionally loved and they are made perfect in the image and likeness of God. We see our curricular objectives and faith being interwoven successfully already, and to continue this success, administration in-team with the school counsellors have created a plan for our counselling program at St. Marguerite to be more faith filled. We have already made a scope and sequence from Pre-Kindergarten to Grade 9 and have included faith permeation in the delivery of our universal counselling supports. The next steps are to create a shared language and culture that uses the fact that God created us to love us unconditionally in conversations that help students, staff, and parents through challenging times in order for them to achieve spiritual wellness.

#### **Division Goals**

Enrich our division Catholicity by focusing on the two chosen characteristics of Catholic identity. (2020-2021 - Hospitality and Justice)

Lessons are permeated in process or content to teach students how to develop their worldview by mastering provincial outcomes in a Catholic context.

#### **School Goals**

Enrich our school Catholicity by focussing on the two chosen characteristics of Catholic Identity (2020 - 2021 Hospitality and Justice)

Lessons are intentionally permeated to teach students how to develop an awareness that they were brought into existence by a loving God who deeply cares for them.

### Outcome 1: Alberta's students are successful.

Alberta's students are successful.	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)	Achievement	Improvement	Overall
<b>PAT Exam Measures</b>									
PAT: Acceptable	**	**	**	**	**	**	**	**	**
PAT: Excellence	**	**	**	**	**	**	**	**	**
<b>Assurance Framework</b>									
Citizenship	91.07%	87.00%	88.00%	83.27%	82.85%	83.17%	Very High	Maintained	Excellent

\*\* Due to the cancelling of PAT and Diploma Exams in the 2019-2020 school year, current exam results are unavailable.

<b>AERR Comments</b>
<p>St. Marguerite made some significant structural changes last year that have improved instruction and student learning. Through researching experts in the field of assessment, we narrowed in on our practices of sharing success criteria with students at multiple points of the learning cycle, as well as the importance of descriptive formative assessments to aid in student success during summative assessments. Most notably, all staff members created learning progressions for at least two units of study last year, which gave every student in the learning environment an access point to be successful right from the beginning of the learning cycle. We noticed that our summative assessments became more authentic and less frequent, and that our formative assessments became more robust and focussed on students having a growth mindset vs. being motivated by marks alone. In addition, through creative timetabling, all of our teachers were able to offer our students embedded Response to Intervention, small group instruction for either re-teaching or enriching the curriculum. As a result, our percentage of at-risk readers dropped from 33% in the 2018-2019 school year to 26% last school year based on Fountas and Pinnell testing. In addition, our above grade level readers has risen from 38% in the 2018-2019 school year to 48% last year based on Fountas and Pinnell testing. This has given the edges of our school community the opportunity to grow and thrive at whatever level they are at. We plan to collect more data in our Response to Intervention Sessions this year to understand how students are growing in their learning progressions.</p>

<b>Comment on School Goals</b>
<p>One of our overarching three school goals is: Using data to inform collaboration, which in turn, will inform our Response to Intervention sessions. In order to improve our Program of Studies result to 90% on the Assurance Framework, we have made structural changes to our Literacy, Inclusion, Faith, and Technology model to allow more teachers to experience being a co-teacher in another grade. These teams have one block per week to collaborate, using data collected in the classroom to inform their three co-teaching lessons per week, as well as their one Response to Intervention session. The Response to Intervention sessions are small group remediation or enrichment lessons, where teachers assess the level of students before, and during these sessions to keep track</p>

of student improvement on curricular objectives. Furthermore, this data is inputted weekly into our school's Response to Intervention tracking sheet. We believe that making smaller co-teaching teams and using more data to inform collaborative practices and instruction will improve our ability to present the Program of Studies to students and enhance learning experiences.

<b>Division Goals</b>
Create and maintain optimal student learning experiences
Utilize timely, targeted, and flexible formative and summative assessment to enhance student learning

<b>School Goals</b>
Create and maintain optimal student learning experiences
Utilize timely, targeted, and flexible formative and summative assessment to enhance student learning



## Outcome 2: First Nations, Métis, and Inuit students in Alberta are successful.

First Nations, Métis, and Inuit students in Alberta are successful.	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)	Achievement	Improvement	Overall
<b>PAT Exam Measures (FNMI)</b>									
PAT: Acceptable (FNMI)	**	**	**	**	**	**	**	**	**
PAT: Excellence (FNMI)	**	**	**	**	**	**	**	**	**

\*\* Due to the cancelling of PAT and Diploma Exams in the 2019-2020 school year, current exam results are unavailable.

### AERR Comments

We have a very strong culture of First Nations, Metis, and Inuit ways of knowing at St. Marguerite Bourgeois school. Last year, we provided 100% of students with an opportunity to experience an extracurricular Indigenous program. These experiences included drumming, wampum belt looming, smudging, blanket exercises, The Seven Sacred Teachings, and more. Our appointing of a First Nations, Metis, and Inuit lead teacher at our school has been crucial to our success, and the creation of an Indigenous Art Career and Life Skills class with 22 students and the founding of an Indigenous Culture Club with 14 students has given students, staff, and parents of all heritages the opportunities to grow in our ways of knowing.

### Comment on School Goals

Over the past three years, our school's culture of embracing Indigenous ways of knowing has flourished. Appointing a passionate First Nations, Metis, and Inuit lead teacher with strong knowledge of treaties, protocols for elders, and The Teaching Quality Standard, has helped build cultural capacity in our schools. We notice more teachers each year use sharing circles, the medicine wheel, consensus decision making, and other Indigenous teaching strategies in their classrooms as normal and consistent practice. Unfortunately, two school years ago we had a small data set for Provincial Achievement Tests as only 3 students who self identified as First Nations, Metis or Inuit wrote the exams and we did not have strong results. We will not have the opportunity to increase this score again this year, but look forward to our 7 self identified students writing this exam in the 2021-2022 school year. Consequently, we plan to continue ensuring that 100% of our students get an opportunity to receive targeted classroom programming from the First Nations, Metis, and Inuit lead teachers in our division or in our school. Last year, we became a Gord Downie & Chanie Wenjack Legacy School, and we plan to continue our role in the Reconciliation process.

### Division Goals

Develop and provide authentic, professional learning opportunities connected to local Indigenous stakeholders to build foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.

Initiate programs designed to support Indigenous ways of knowing that include cultural perspectives, student connection, Indigenous community connection and building capacity in schools.

<b>School Goals</b>
Initiate programs designed to support Indigenous ways of knowing that include cultural perspectives, student connection, Indigenous community connection and building capacity in schools.

### Outcome 3: Alberta has excellent teachers, school leaders, and school authority leaders.

Alberta has excellent teachers, school leaders, and school authority leaders.	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)	Achievement	Improvement	Overall
Assurance Framework									
Program of Studies	86.26%	91.15%	88.88%	82.42%	82.19%	81.99%	Very High	Maintained	Excellent

#### AERR Comments

At St. Marguerite, we wanted to ensure that any collaboration time between our teachers was data centred and focussed on student learning. Administration increased our presence in collaboration processes and implemented a tracking sheet that afforded teachers the ability to analyze student data over an extended period of time. Each collaboration session focussed on planning interventions and enrichments for our students, and the collaboration culture at our school flourished last year. Not only are we proud of the work our teachers have accomplished in improving the focus of collaboration more towards specific student learning, but we are also impressed by how many students on the edges of our learning spectrum received enrichment and re-teaching sessions. Over 60% of our school population accessed Response to Intervention via a re-teach or an enrichment session, and although we were unable to see the data from provincial exams because they did not take place, we noticed that students had more access to small group support that was embedded in the school day. Our percentage of at-risk readers dropped from 33% in the 2018-2019 school year to 26% last school year based on Fountas and Pinnell testing. In addition, our above grade level readers has risen from 38% in the 2018-2019 school year to 48% last year based on Fountas and Pinnell testing. Through summative and formative assessments, our teachers noted that it improved student learning comprehension and experiences, which the Fountas and Pinnell data supports. We plan to collect more data in our Response to Intervention Sessions this year to understand how students are growing in their learning progressions.

#### Comment on School Goals

One of our overarching three school goals is: Using success criteria in lessons, to ensure students are understanding the outcome throughout each and every lesson (through the use of learning progressions). We chose learning progressions as our vehicle to increase excellence at our school as well as to ensure all students have access points to learning the material at their own level. Last year, through the Literacy, Inclusion, Faith and Technology 3.0 professional development model, we made great strides by having each teacher create at least two learning progressions and sharing them with small teacher groups. This professional development was administration centred in order to ensure fidelity in classrooms. However, with Covid 19, we have put a pause on this endeavour until we feel staff are again ready to push forward. When staff is ready, our vision is that professional development will be increasingly led by a variety of teachers with our three overarching goals in mind in order to build instructional leadership capacity in our school. Therefore, administration wants to set the direction, and then facilitate staff learning by leading and learning alongside the teachers instead of in front of them.

<b>Division Goals</b>
Enhance instructional leadership practices through the implementation of the Four Pillars of Instructional Leadership

<b>School Goals</b>
Widen staff involvement in leading professional development to improve the pillar of leading learning.

#### Outcome 4: Alberta's education system is well governed and managed.

Alberta's education system is well governed and managed.	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)	Achievement	Improvement	Overall
<b>Assurance Framework</b>									
Education Quality	90.84%	94.05%	94.65%	90.31%	90.20%	90.12%	Very High	Declined	Good
Life Long Learning	83.33%	79.49%	80.69%					Maintained	
Work Preparation	91.67%	89.47%	89.22%	84.10%	82.99%	82.72%	Very High	Maintained	Excellent
Safe and Caring	93.13%	92.89%	91.78%	89.40%	89.01%	89.17%	Very High	Maintained	Excellent
Parental Involvement	85.70%	93.10%	91.52%	81.75%	81.31%	81.23%	Very High	Maintained	Excellent
School Improvement	88.93%	97.47%	95.64%	81.55%	81.04%	80.91%	Very High	Declined	Good

#### AERR Comments

We initiated comprehensive consulting with our stakeholders for major decisions that we made last year. The Student Voice Team with 2 students from each grade 5-9, the School Council (with 8 members), and our entire staff were given the opportunity to provide input into various decisions, such as guiding us in the live reporting process, giving feedback on our awards processes, professional development sessions, and transitioning to an online learning environment. This feedback was crucial in helping us make informed decisions last year. St. Marguerite's endeavour to increase our capacity to improve student mental health and wellness has had successes and challenges. Our school counsellors and administration worked diligently to build comprehensive universal programming for our school community, which included Flex Your Head (33 students), Glow Girls (10 students), The Buddies Program (44 students), and more. We found that many staff continue to feel they still lack the skills to de-escalate minor mental health scenarios. We look forward to embarking on our new student triage inclusion model and are confident that the training involved in putting forth this model will help us achieve the goal of mental health and wellness capacity among all staff. We also hope to create a school wide scope and sequence of counselling initiatives in our school to target specific grades more intentionally.

#### Comment on School Goals

Our parental involvement score dropping more than 7% from the 2018-2019 school year has encouraged us to put a more personal touch on the ways we are inviting parents to give input on school decisions. In order to receive more feedback from our parents on our Annual Education Results Report, administration will make personal phone calls to the parents or guardians of each grade 4 and 7 student in our school. We will be seeking feedback as well as providing them with the knowledge of various opportunities for them to be involved with the school. We believe that the personal calls will be a way to reinvigorate the relationship between administration

and parents. On another note, we see our Catholic faith as a vital way for us to continue to have strong scores in our Safe and Caring Schools result. With the global pandemic causing more mental health issues, we feel that counselling with a faith filled lens is the best way for us to use our Catholic identity to support staff, students, and parents with their spiritual and mental wellness.

<b>Division Goals</b>
Know, understand and respond to students' individual learning, through authentic, developmentally appropriate programming.
Create opportunities for relevant stakeholders to provide input and collaborate into how well the school and/or school division is governed and managed.
Develop an understanding of mental wellness and create the capacity to respond to identified needs.

<b>School Goals</b>
Create opportunities for stakeholders to provide input and collaborate into how well the school is governed and managed.
Develop an understanding of mental wellness through a Catholic lens and create the capacity to respond to identified needs using the 8 Characteristics of Catholic Identity.