

PRIORITY	Holy Spirit Catholic School Division Strategic Goal Area	School Goal	Baseline Data (Current Reality)	Target Data (Desired Reality)	STRATEGIES
FAITH FORMATION	Staff and students will grow in their faith and experience the richness of Catholic Education	Nurture an environment where students and staff feel supported in building a faith community both inside and outside of our school building.	<ul style="list-style-type: none"> ➤ First year of new faith plan: -Theme 'Arise! Pilgrims of Hope!' -Promoted through monthly division newsletter; DREC instructions and in Religion classes ➤ Low attendance of our Catholic families & children at weekend masses. ➤ Large majority of our students are non-Catholics; most are Christians. 	<ul style="list-style-type: none"> ➤ Increase in student involvement in celebrations/liturgies and in receiving sacraments -teachers/students signing up for celebrations/liturgies -public involvement of our masses/celebrations ➤ Build community between parish and school in targeted ways via youth group; fellowship after mass 	<ul style="list-style-type: none"> ➤ Focus on continuing to build the relationship with parish & priest and continue the connectedness with students and families in our extended community ➤ Spring Staff & Student Retreat Days focussing on Faith & Wellness ➤ Start a music ministry here at the school & invite staff students to rehearse regularly

PRIORITY	Holy Spirit Catholic School Division Strategic Goal Area	School Goal	Baseline Data (Current Reality)	Target Data (Desired Reality)	STRATEGIES
STUDENT SUCCESS/ INSTRUCTION & LEARNING	High quality instruction rooted in sound research and effective assessment practices to support growth for all learners	<ul style="list-style-type: none"> ➤ To reflect, revisit and reboot student assessment strategies to support growth for all learners.. ➤ To plan and implement targeted strategies from informed data that allows for growth in all learners to help them achieve their potential through differentiated approaches to instruction. ➤ To improve literacy/numeracy skills in all learners 	<ul style="list-style-type: none"> ➤ Refine timetable and adjust teaching locations to suit learner needs (ie: elementary classes switched around). ➤ Fountas & Pinnell data: <ul style="list-style-type: none"> -over ½ of our JH students had low to moderate scores on fall F&P results -Continue to assess and benchmark in fall; review & check in January and review with spring assessments & benchmarks. ➤ AERR fall data showed that 53% of students didn't feel there was enough program access. 	<ul style="list-style-type: none"> ➤ Relocating classrooms in elementary will allow for opening of walls; daily targeted literacy interventions within classrooms and support multiple levels of learning all at once more cohesively. ➤ Unifying timetable further to one lunch hour will allow teachers to cross divisions and teach in different areas to address academic needs and core transitions. ➤ Teachers are using sound formative and summative assessments that serve all learner needs and provide accurate reporting from a variety of sources ➤ Teachers are meeting students where they are at in their learning and 	<ul style="list-style-type: none"> ➤ Leveled Literacy Intervention (LLI) Program in Elementary inserviced to all teachers via division Learning Coaches (SEPT) ➤ Effective Assessment Practices- Aug 25th PD Session & regularly at staff meetings for teachers to consider rebooting/revisiting and reflecting on assessment strategies. ➤ 'SPACES' digital reporting platform in all elementary classrooms; incorporating a 'lead teacher' to help those newer to the platform and to inform/report on and to division

			<p>➤ Data from Early Numeracy & Literacy Assessments will drive targeted interventions</p> <p>➤ F&P & CMA as well as CC3 and Early Numeracy assessments will provide concrete data to lead to interventions</p> <p>➤ Still large group of students needing further differentiation/assessments to ensure accurate reporting/growth in learning.</p> <p>➤ All ELEM using SPACES digital portfolio for reporting.</p>	<p>supporting with effective, inclusive goals that target positive growth and progress</p> <p>➤ Leveled Literacy Intervention at the Elem level will now be inside classes and not a 'pull out' program</p> <p>➤ Use of collaborative time to work on targeted ISP and BSP goals/strategies in collaboration with division resources, as well as parent involvement to improve learning and help increase student achievement in literacy and numeracy.</p>	<p>➤ French Immersion targeted accommodations for students and full time French Monitor in classes.</p> <p>➤ INTERVENTION TIME: In line with our Collaborative Response Model Framework, we've maintained 30 minute Intervention blocks for Junior High/Senior High</p> <p>➤ FNMI Grad Coach inserted daily into Intervention for that 'push in' intervention in the classroom.</p>
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WELLNESS

PRIORITY	Holy Spirit Catholic School Division Strategic Goal Area	School Goal	Baseline Data (Current Reality)	Target Data (Desired Reality)	STRATEGIES
WELLNESS	Foster a culture of wellness that is foundational to support learning.	To nurture a school community culture where both physical and mental wellness are priority; a focus of learning and support for both physical and mental health on staff and with students.	<ul style="list-style-type: none"> ➤ 'Our School Survey' Student data: 85% of students feel safe and cared for at school (down 3% from previous year) ➤ Strong parental voice advocating for improved youth mental health resources within our local community ➤ Division Mental Health Capacity Builder Role is now centralized and no longer within our school building. ➤ Full time Family School Liaison Counsellor at our school 5 days a week 	<ul style="list-style-type: none"> ➤ Utilizing Student Leadership Class & Student Council to promote a variety of wellness initiatives throughout the year. ➤ To offer a variety of interventions to support wellness within the school day. (Option classes; extra-curricular; field trips, spirit days, etc.) ➤ Utilize FSLC role within classrooms; assisting in delivering Mental Health Literacy Curriculum, targeted programs, and Roots of Empathy to Gr 8 	<ul style="list-style-type: none"> ➤ Breakfast/Nutrition Program: Continue to revitalize & expand the Breakfast/Nutrition Program with support of Friends of St, Michael's Foundation.. ➤ "GO TO EDUCATOR" PD TRAINING DAY- Nov 9th PD Day - 4 hour inservice with certificates for all staff in the area of MentalHealth and educating all our staff on what to look for, and what to do ➤ Connect with other JH/SH schools in the area to host a Speaker on Mental Health; resiliency, and hope.



(2022-2023)

			<ul style="list-style-type: none"> ➤ 'Roots of Empathy' Curriculum being taught to our current Gr 8 class throughout the school year. ➤ Mental Health Literacy Curriculum being delivered to our Gr 9 students this school year. ➤ Significant population of students coming to school hungry and without breakfast/ lunches 	<ul style="list-style-type: none"> ➤ To ensure the mental well-being of all staff and students is supported through a variety of 'in-school' and divisional resources, PD Days, and initiatives within the school ➤ Visible signs and sense of joy and belonging within our school building; smiles, laughter; positive interactions; ➤ All students are nourished throughout each school day 	Host event in our school for all youth in our area.
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FIRST NATION METIS INUIT TARGETS:

PRIORITY	Holy Spirit Catholic School Division Strategic Goal Area	School Goal	Baseline Data (Current Reality)		Target Data (Desired Reality)	STRATEGIES
FIRST NATIONS, METIS AND INUIT	First Nations, Metis and Inuit Education for all	To offer First Nations, Metis & Inuit educational & cultural opportunities that invite learning, respect, truth and support for all members of our school community. To be an	<ul style="list-style-type: none"> ➤ We have 96 First Nation & Metis students from both Kainai and Piikani reservations, as well as in Pincher Creek & area ➤ Widespread use of our FNMI classroom which opened to students in September 2020. Students in JH/SH access the room several times a day to eat, learn, and create space for themselves. ELEM students receive 		<ul style="list-style-type: none"> ➤ Utilize cross curricular connections to infuse FNMI traditions & beliefs and ways of knowing. ➤ Bring learning alive for staff, parents and students with stories and creating awareness through activities that are shared and displayed ➤ Increase in student connectedness and relationship building with parents and 	<ul style="list-style-type: none"> ➤ Insertion of Blackfoot Language and stories into Elementary and JH classes within the FNMI Classroom ➤ Through the language and stories topics around age appropriate conversations with teacher & Verna about Truth and Reconciliation topics from K to 9. ➤ SCHOOL TEEPEE: Name our tipi and school with a Blackfoot name.

		<p>inclusive environment where all students are supported; traditions and culture are celebrated and visible; and children feel included, safe and are growing and learning.</p>	<p>Blackfoot classes in the classroom now.</p> <ul style="list-style-type: none"> ➤ We continue to be a voice for different/new ways of transporting students or granting consistent access to education in regards to transportation/bussing challenges from Piikani ➤ Continually advocating for funding, supplies, and access to improved regular bussing for students. 		<p>students in all areas of the school.</p> <ul style="list-style-type: none"> ➤ Increased sense of belonging and understanding between all students and staff ➤ To utilize our newly resurrected tipi and poles- it's unique to our school. Create a replica that will be up and visible within our school throughout the year. ➤ Secure plan for PD Day in January for staff learning on Indigenous Games and Ways of Knowing. ➤ Have staff take a trip through the reserve and learn the land on which our students live. 	<p>Erect our school teepee by Heritage Day in June. Help students/staff to learn about the teepee, Create a smaller to be always on display in the school.</p> <ul style="list-style-type: none"> ➤ Continue to explore 'Jordan's Principle' opportunities for parents/students
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ST. MICHAEL'S SCHOOL RESULTS - (2021/2022) (AEMR SUMMARY REPORT FROM ALBERTA EDUCATION)

Fall 2022 Supplemental Alberta Education Assurance Measures - Overall Summary

Measure	St. Michael's 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
Drop Out Rate	0.0	3.2	1.9	2.3	2.6	2.6	Very High	Improved	Excellent
In-Service Jurisdiction Needs	97.0	n/a	63.6	83.7	84.9	85.1	Very High	Improved Significantly	Excellent
Lifelong Learning	100.0	n/a	73.5	81.0	82.1	72.0	Very High	Improved	Excellent
Program of Studies	63.1	79.1	75.4	82.9	81.9	82.3	Very Low	Declined	Concern
Program of Studies - At Risk Students	66.2	81.1	74.7	81.9	82.7	84.8	Very Low	Declined	Concern



(2022-2023)

Rutherford Scholarship Eligibility Rate	95.5	81.0	65.8	70.2	68.0	66.4	Very High	Improved Significantly	Excellent
Safe and Caring	85.0	88.2	83.8	88.8	90.0	89.2	High	Maintained	Good
Satisfaction with Program Access	53.9	79.3	54.3	72.6	71.8	74.1	Very Low	Maintained	Concern
School Improvement	71.8	88.1	66.0	74.2	81.4	81.3	Intermediate	Maintained	Acceptable
Transition Rate (6 yr)	68.3	44.2	47.9	60.3	60.0	59.8	High	Improved	Good
Work Preparation	100.0	n/a	75.5	84.9	85.7	83.5	Very High	Improved	Excellent

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	School													Authority										Province									
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	85	78.1	105	61.5	121	77.1	48	80.1	48	74.6	Intermediate	Maintained	Acceptable	1867	86.5	1798	85.1	1724	86.9	1585	86.8	1637	85.2	2537	83.0	2654	82.9	2643	83.3	2303	83.2	2490	81.4
Parent	15	79.7	17	51.2	8	80.0	4	*	4	*	*	*	*	263	84.4	232	81.4	261	84.5	262	82.7	186	81.1	354	81.7	352	81.9	368	82.4	309	81.4	316	80.4
Student	64	82.6	69	69.9	90	71.4	48	80.1	37	52.9	Very Low	Declined	Concern	1415	78.5	1330	79.2	1226	79.7	1120	80.8	1280	77.0	1853	73.9	1970	73.5	1937	73.8	1691	74.1	1870	72.1




(2022-2023)

Teacher	6	90.0	6	63.3	23	81.7	n/a	n/a	1	96.1	96.3	Very High	Improved	Excellent	189	96.7	236	94.6	237	96.4	203	97.1	171	96.8	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7
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High School Completion Rate – Measure Details

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.

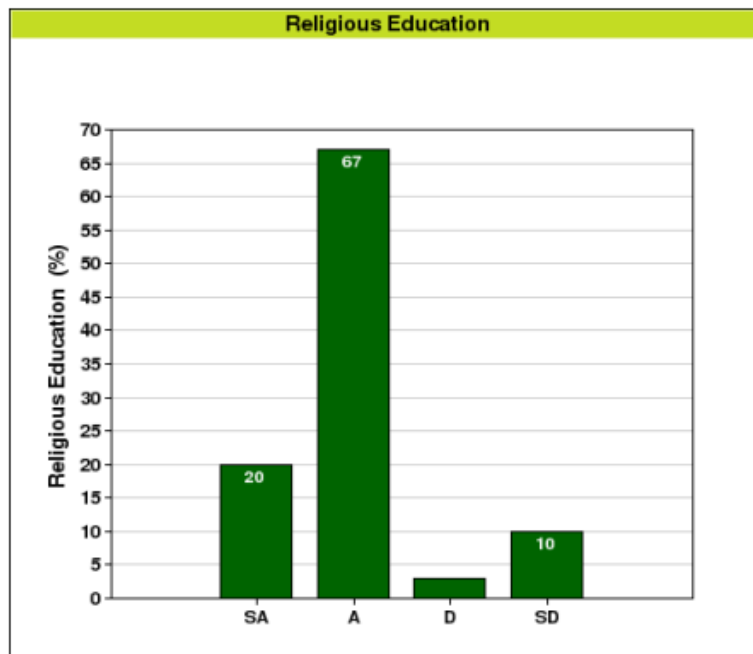
	School													Authority										Province									
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
3 Year Completion	25	68.6	24	79.4	23	69.6	23	83.4	23	95.7	Very High	Improved	Excellent	35	85.5	30	85.6	37	88.2	32	88.4	40	90.2	44,98	78.2	44,97	79.8	45,35	80.4	46,24	83.5	47,67	83.2
4 Year Completion	9	68.0	25	80.4	24	87.8	22	77.8	23	83.7	Intermediate	Maintained	Acceptable	29	90.4	35	91.5	30	88.4	37	90.4	32	89.4	44,84	83.1	44,99	83.0	44,98	84.0	45,35	85.1	46,24	87.2
5 Year Completion	16	77.4	9	68.3	25	88.3	24	87.4	22	77.8	Low	Maintained	Issue	28	88.3	29	90.5	35	92.8	30	89.4	37	91.4	43,73	83.6	44,84	85.2	44,98	85.8	44,97	86.2	45,34	87.1

 **Report on Student Outcomes and School Climate**
OurSCHOOL Elementary School Survey (8799)
St. Michael's Pincher Creek Highlights

Multiple Choice Question

Students were asked: "I am encouraged and given opportunity to live my faith actively, in the school and in the community."

- Strongly Agree (SA)
- Agree (A)
- Disagree (D)
- Strongly Disagree (SD)





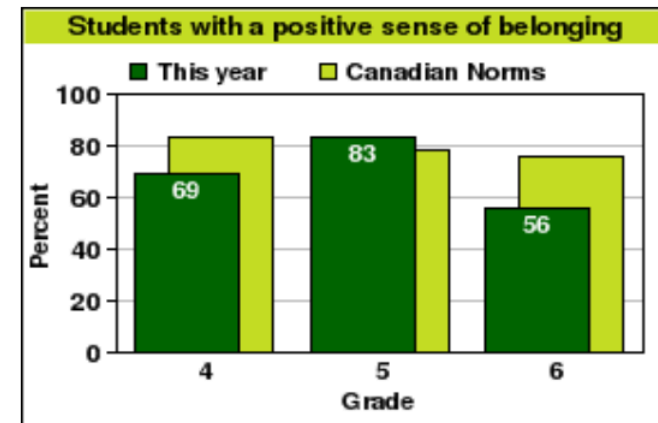
Report on Student Outcomes and School Climate
OurSCHOOL Elementary School Survey (8799)
St. Michael's Pincher Creek Highlights

Social-Emotional Outcomes

Students with a positive sense of belonging

Students who feel accepted and valued by their peers and by others at their school.

- 66% of students in this school had a high sense of belonging; the Canadian norm for these grades is 79%.
- 63% of the girls and 72% of the boys in this school had a high sense of belonging. The Canadian norm for girls is 78% and for boys is 80%.





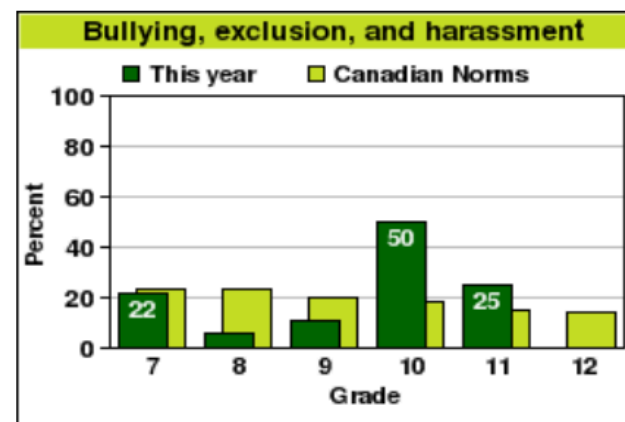
Report on Student Outcomes and School Climate
OurSCHOOL Secondary School Survey (8798)
St. Michael's Pincher Creek Highlights

DRIVERS of Student Outcomes

Bullying, exclusion, and harassment

Students who are subjected to physical, social, or verbal bullying, or are bullied over the internet.

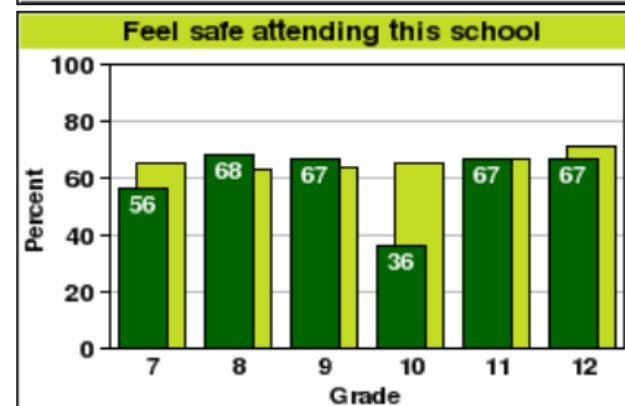
- 17% of students in this school were victims of moderate to severe bullying in the previous month; the Canadian norm for these grades is 19%.
- 13% of the girls and 18% of the boys in this school were victims of moderate to severe bullying in the previous month. The Canadian norm for girls is 18% and for boys is 19%.



Feel safe attending this school

Students who feel safe at school as well as going to and from school.

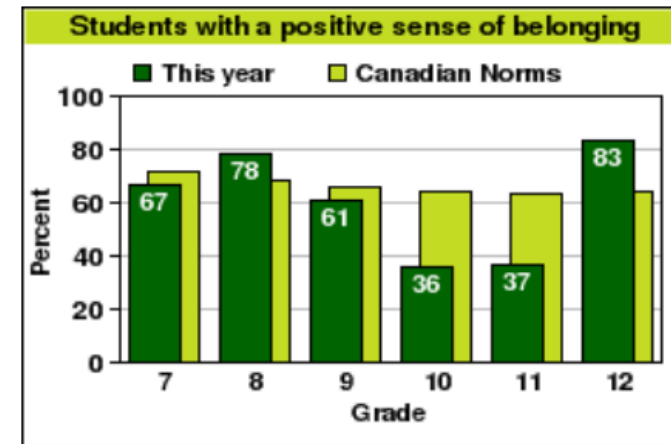
- 62% of students felt safe attending the school; the Canadian norm for these grades is 66%.
- 65% of the girls and 56% of the boys felt safe attending the school. The Canadian norm for girls is 64% and for boys is 67%.



Students with a positive sense of belonging

Students who feel accepted and valued by their peers and by others at their school.

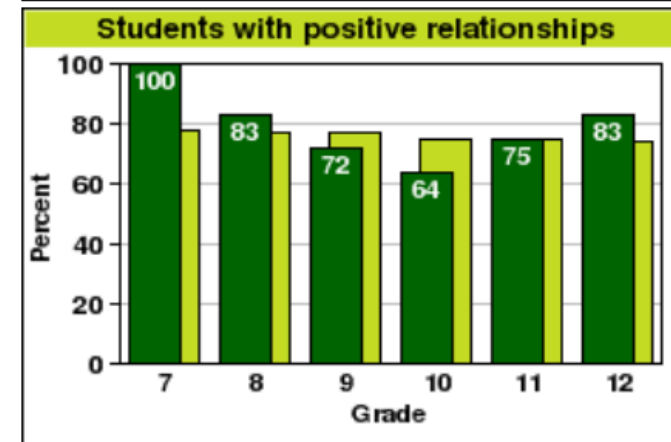
- 61% of students in this school had a high sense of belonging; the Canadian norm for these grades is 66%.
- 58% of the girls and 67% of the boys in this school had a high sense of belonging. The Canadian norm for girls is 62% and for boys is 71%.



Students with positive relationships

Students who have friends at school they can trust and who encourage them to make positive choices.

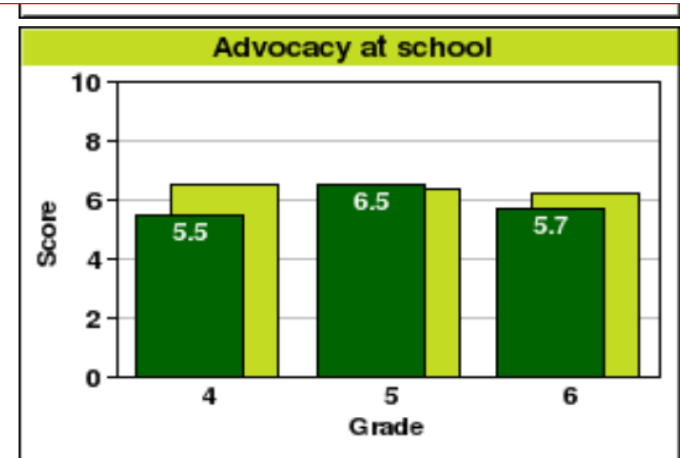
- In this school, 79% of students had positive relationships; the Canadian norm for these grades is 76%.
- 82% of the girls and 77% of the boys in this school had positive relationships. The Canadian norm for girls is 78% and for boys is 74%.



Advocacy at school

Students who feel they have someone at school who consistently provides encouragement and can be turned to for advice.

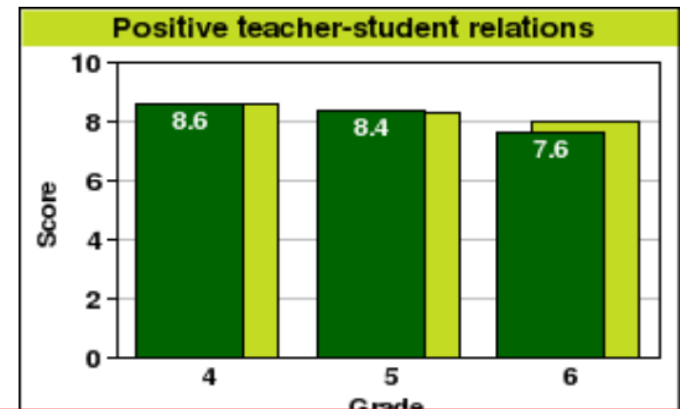
- In this school, students rated advocacy at school 5.8 out of 10; the Canadian norm for these grades is 6.4.
- In this school, advocacy at school was rated 6.8 out of 10 by girls and 5.1 out of 10 by boys. The Canadian norm for girls is 6.4 and for boys is 6.3.



Positive teacher-student relations

Students who feel teachers are responsive to their needs, and encourage independence with a democratic approach.

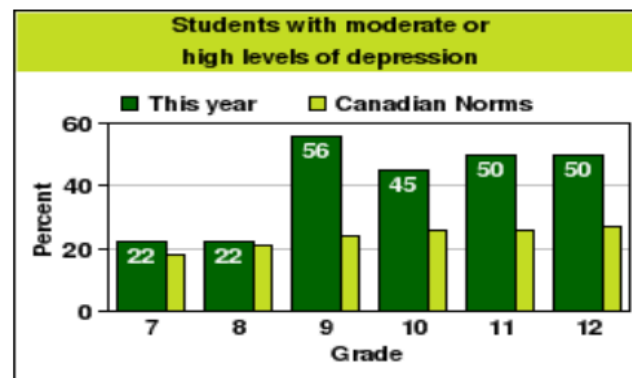
- In this school, positive teacher-student relations were rated 8.1 out of 10; the Canadian norm for these grades is 8.3.
- In this school, positive teacher-student relations were rated 8.4 out of 10 by girls and 8.1 out of 10 by boys. The Canadian norm for girls is 8.5 and for boys is 8.1.



Students with moderate or high levels of depression

Students who have prolonged periods when they feel sad, discouraged, and inadequate.

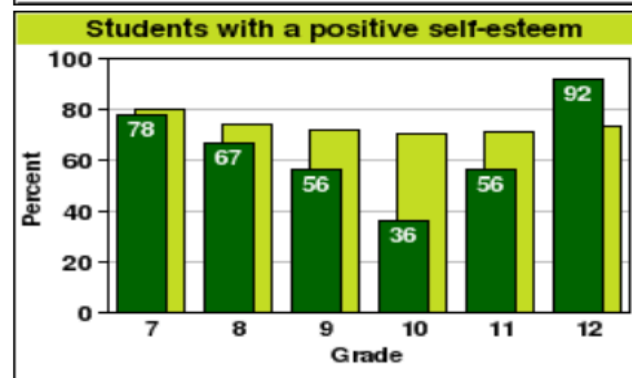
- 42% of students in this school had moderate to high levels of depression; the Canadian norm for these grades is 24%.
- 53% of the girls and 26% of the boys in this school had moderate to high levels of depression. The Canadian norm for girls is 31% and for boys is 16%.



Students with a positive self-esteem

Students who like and accept themselves, and are proud of their accomplishments.

- 63% of students in this school had high self-esteem; the Canadian norm for these grades is 73%.
- 63% of the girls and 67% of the boys in this school had high self-esteem. The Canadian norm for girls is 68% and for boys is 79%.



Students with moderate or high levels of anxiety

Students who have intense feelings of fear, intense anxiety, or worry about particular events or social situations.

- 35% of students in this school had moderate to high levels of anxiety; the Canadian norm for these grades is 26%.
- 50% of the girls and 23% of the boys in this school had moderate to high levels of anxiety. The Canadian norm for girls is 35% and for boys is 16%.

