

PRIORITY	SCHOOL GOAL(S)	BASELINE DATA (CURRENT REALITY)	TARGET DATA (DESIRED REALITY)	STRATEGIES
STRENGTHENING CATHOLIC FAITH <i>"In the same way, let your light shine for others, so that they may see your good works and give glory to your Father in heaven." (Matthew 5:16)</i>	Nurture an environment where students and staff demonstrate knowledge of faith and commit to faith development. Build a stronger connection between School and Parish	<ul style="list-style-type: none"> ➤ First year of new faith plan: "Open Wide the Doors" Year One: "Know God" --Promoted through monthly division newsletter; DREC instructions and in Religion classes -Many Catholic Staff & Students not practicing Catholics; low attendance or no attendance at mass -Prayer Tables in Classrooms are inconsistent and visually not a focal point in the room ➤ A large majority of our students are non-Catholics; most are Christians. ➤ Pastoral Renewal team has invited the School Admin team to be a part of the committee bringing more activities/events to both church and school 	<ul style="list-style-type: none"> ➤ Increased engagement in faith formation both with staff and students. ➤ Increase in student /staff 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 ➤ Stronger attendance of school families/staff at mass 	<ul style="list-style-type: none"> ➤ Host 'Pastoral Renewal Team Meeting' with the Diocese in October ➤ Expand our Music Ministry School Team to now 8 members total (2 retired staff members/ 6 current staff members) ➤ Host Advent Family Movie Night and will host a Lent/Easter, Springtime Family Movie Night as well between parish. No charge for families, just about building connections and sharing time together. ➤ Host an Advent Adult Retreat with school and parish. 2 staff attended and 20 parishioners. Wonderful way to collaborate around Advent season with great speaker, group discussions, and share a meal. ➤ Fr. Marino has invited our entire staff to lead mass once a month in all ministries. Goal January 4th, and continue for the school year. ➤ Purchase new prayer tables to provide a consistent focal point in all classrooms. Fabric to cover the table and different colours as per the liturgical year to hopefully engage more staff and students. ➤ Spring Staff & Student Retreat Days focussing on Faith & Wellness ➤ Parish subscription to Formed.org to be shared with all families both school/parish

PRIORITY	SCHOOL GOAL	Baseline Data (Current Reality)	Target Data (Desired Reality)	STRATEGIES
LEARNING THROUGH QUALITY TEACHING <i>“May my teaching drop like the rain, my speech condense like the dew; like gentle rain on grass, like showers on new growth.” (Deuteronomy 32:2)</i>	<ul style="list-style-type: none"> ➤ To prepare students for career pathways. ➤ To reflect collaborative teaching, and inclusive learning environments where each child reaches their potential. 	<ul style="list-style-type: none"> ➤ Alberta Ed and Childcare Assurance Measure results from Fall 2025 shows a decline in student engagement in learning (from 90.3 to 76.2), decline in access to supports (79.7 previous year to 73.4), decline in education quality (93.2 previous year to 90.6) ➤ Alberta Ed and Childcare Assurance Measure PAT 9 and Diploma results lower than provincial average (AB PAT 9- Acceptable= 62.5/SMPC PAT 9 Acceptable= 48.3) (AB Diploma Excellence = 23.0/ SMPC Diploma Excellence= 16.3) ➤ Decrease in 3 and 5 year completion of high school (previous year 3 year = 84.4/ 2025= 82.4) (previous 5 year= 95.8/ 2025 = 87.8) ➤ Newly registered students needing further differentiation/assessments to ensure accurate reporting/growth in learning. ➤ Increase number of EAL students has pushed our population to over 	<ul style="list-style-type: none"> ➤ Relocated Elementary classrooms to better support collaboration of literacy/numeracy activities with similar grades and to support the student growth in the English stream ➤ Compressed French Immersion classes to 1,2,3F and 4,5,6F and added an extra teacher to the English stream in elementary to address growth and student need. ➤ Sept 29 PD Day entirely to formulate and collaborate on ISP and BSP goals/strategies in collaboration with division resources. This improved the efficiency of writing, signing and putting the ISPs into practice. ➤ Job action strike break for one month forced the realignment of academics, long range plans, and reduced report cards to two (January/June) ➤ 2024-2025 Academic awards acknowledge over 100 Gr 7-12 students who either achieved 75-79% averages in core classes or 	<ul style="list-style-type: none"> ➤ Teacher Growth Plan Admin review encouraged many teachers to consider PD to better support their current classroom students on topics like autism, ADHD, low vision, etc. for our Tier 3 and 4 students especially. A couple realigned their plans around PD to better support their students. ➤ Admin is sharing the 0.5 IEL role to ensure we can better assess and support our complex learners instead of the entire role falling on one person to manage. ➤ FNMI Grad Coach inserted daily into Intervention for that ‘push in’ intervention in the classroom primarily focusing on Gr 7-12 ➤ Added two staff meetings to the month to now make 3 total, allowing divisions separate time from the whole staff to collaborate and set goals for learners in each division regularly. ➤ Presentation on ‘Attendance Matters’ in all Health/CALM classes to be held in Jan 2026 by FNMI Facilitator to Gr 7-12 students

Annual Measures Report (2025-2026)

		<p>10% and do not speak English as their primary language.</p> <p>► Traditional report cards in January/June for ELEM.</p> <p>► Dossier attendance report for 2024-25 showed the avg attendance per grade to be between 77.4 % (Gr 9)- 92.8% (Kindergarten) with Gr 9 being the lowest attenders and Kindergarten and Gr 3 being the strongest. Overall school attenders was at 82.4%</p> <p>► Our school is 7 % lower attendance than the Division average for last year. (SMPC = 83% / Holy Spirit = 90%)</p>	<p>over 80-99% achievement in core classes.</p>	
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Required Alberta Education and Childcare Assurance Measures - Overall Summary

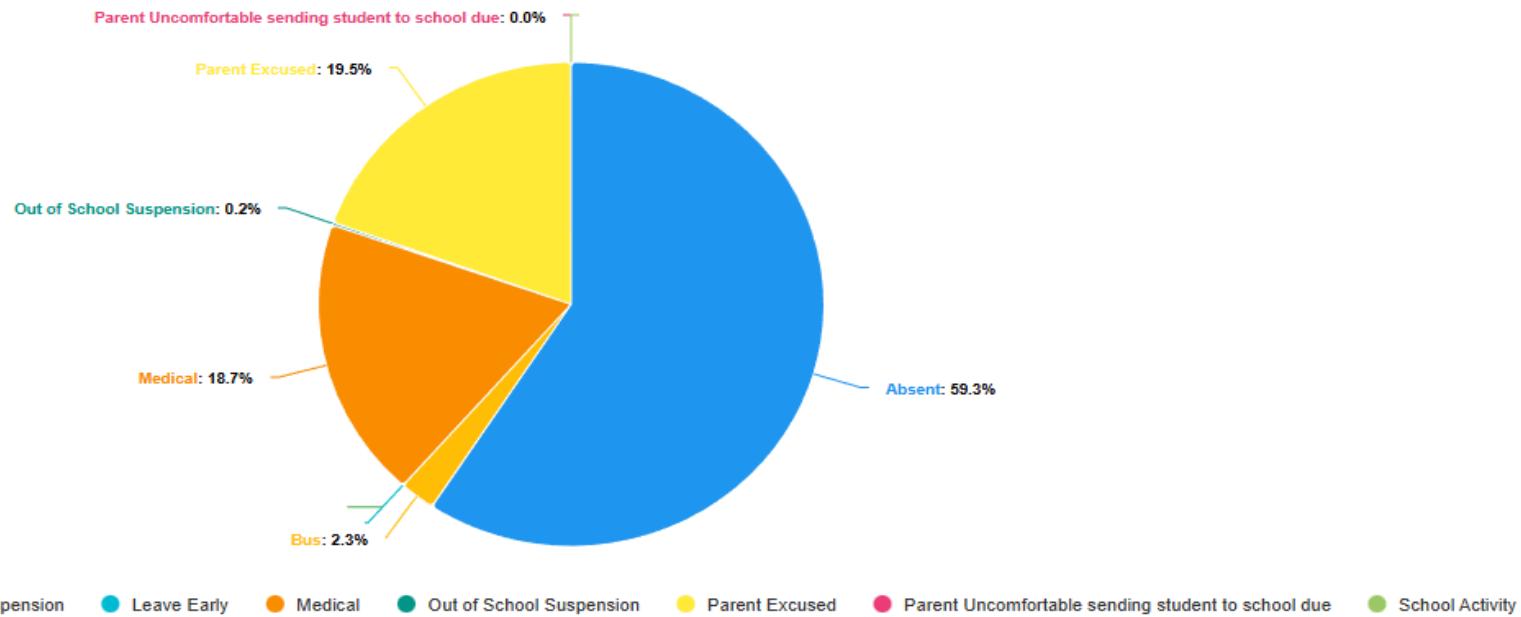
Fall 2025

School: 6170 St. Michael's School

Assurance Domain	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
Student Growth and Achievement	Student Learning Engagement	76.2	90.3	82.3	83.9	83.7	84.4	Very Low	Maintained	Concern
	Citizenship	83.9	84.7	77.5	79.8	79.4	80.4	Very High	Maintained	Excellent
	3-year High School Completion	82.4	84.4	87.4	81.4	80.4	81.4	Intermediate	Maintained	Acceptable
	5-year High School Completion	87.8	95.8	85.8	87.1	88.1	87.9	Intermediate	Maintained	Acceptable
	PAT9: Acceptable	48.3	57.8	60.4	62.5	62.5	62.6	Very Low	Maintained	Concern
	PAT9: Excellence	9.2	7.8	11.3	15.6	15.4	15.5	Very Low	Maintained	Concern
	Diploma: Acceptable	82.6	73.8	79.3	82.0	81.5	80.9	Intermediate	Maintained	Acceptable
Teaching & Leading	Diploma: Excellence	16.3	24.6	20.6	23.0	22.6	21.9	Intermediate	Maintained	Acceptable
	Education Quality	90.6	93.2	90.6	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	85.6	89.1	81.9	84.4	84.0	84.9	Intermediate	Maintained	Acceptable
	Access to Supports and Services	73.4	79.7	75.4	80.1	79.9	80.7	Very Low	Maintained	Concern
Governance	Parental Involvement	68.4	70.4	78.8	80.0	79.5	79.1	Very Low	Maintained	Concern

Absent Code Contribution (179 School Days)

St. Michael's School
 School Year: 2024 - 2025
 From 2024-09-03 to 2025-06-24
 Course: All Courses
 Total Codes: 38417



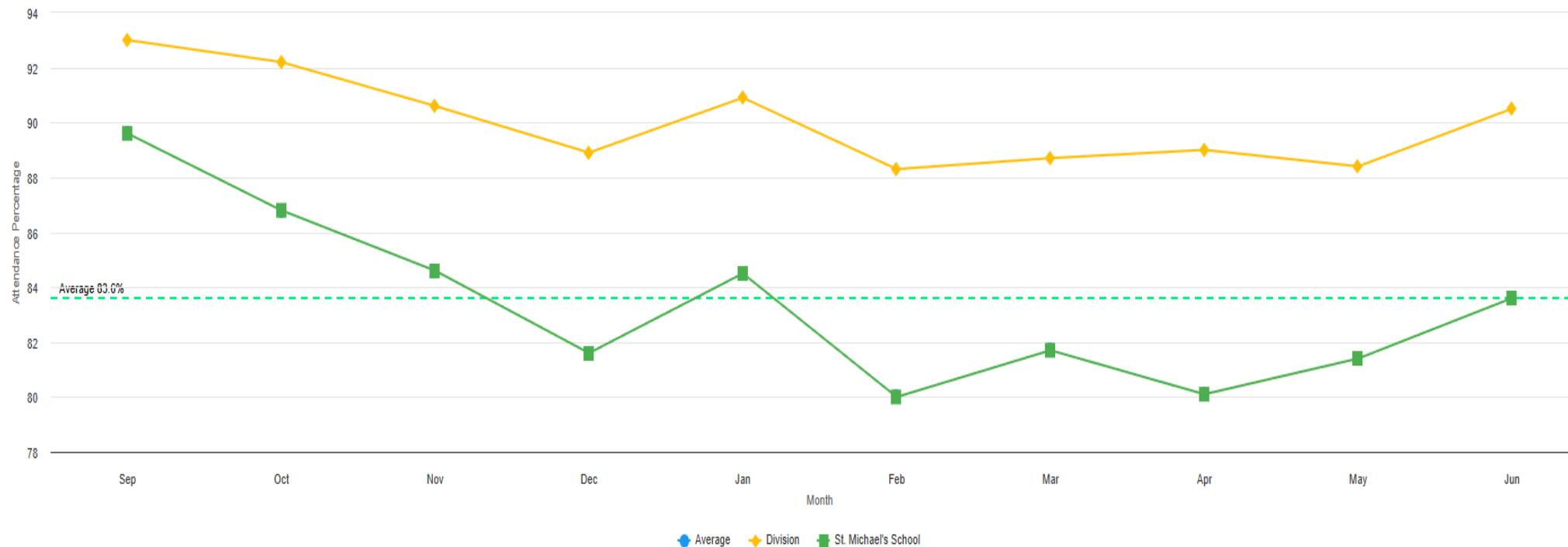
Attendance Summary Trends



Attendance Monthly Trends (179 School Days)

School Year: 2024 - 2025

From 2024-09-03 to 2025-06-24



PRIORITY	SCHOOL GOAL	BASELINE DATA (CURRENT REALITY)	TARGET DATA (DESIRED REALITY)	STRATEGIES
BELONGING IN A DIVERSE COMMUNITY <i>"For surely I know the plans I have for you, says the Lord, plans for your welfare, and not for harm, to give you a future with hope." (Jeremiah 29:11)</i>	We commit to strengthening culturally responsive teaching, targeted language supports, and meaningful family partnerships so that all students feel a sense of belonging, are able to fully participate in school life, and are supported to grow academically, socially, and spiritually in Christ.	<ul style="list-style-type: none"> ➤ Enrollment of EAL students has increased to over 10% (50 students) ➤ No longer have Educational Assistant hours for EAL learners (used to have an allocation of 7 hours per week) ➤ Full time Family School Liaison Counsellor at our school 5 days a week ➤ Many families struggling economically; many applications for KidsSport, etc. ➤ 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 ➤ 85.6% of students, staff and parents surveyed in the AE Assurance Measures survey felt our school was safe, caring and welcoming. 	<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 ➤ 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 with our "Breakfast Club of Canada" grant and 'Grab & Go' fridges 	<ul style="list-style-type: none"> ➤ January PD Day: EAL Focus; Refugee presentation (D Sander) ➤ Strong encouragement from the Filipino and Parish community to invite all to Simbang Gabi is a beautiful Filipino Catholic tradition—a nine-day novena of Masses celebrated during Advent as we prepare our hearts for the birth of Christ. ➤ School wide 'Champion Initiative' continues for both staff and students to pair up and be 'champions' for the new students in our school. ➤ School events such as Elementary Christmas Open House, JH/SH Christmas Banquet, Family Movie nights, Drama Production to help promote connection; and celebrate our diverse culture. ➤ Admin/School Meetings with Division & 'Wrap Around' supports regularly to support diverse children

		➤73.4% agree that students have access to the appropriate supports and services at school in the AE Assurance Measures Survey Report.		
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Learning Supports

W.1 Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) - Measure History

School: 6170 St. Michael's School

Province: Alberta

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.



	St. Michael's School										Alberta												
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%		
Overall	48	84.0	48	80.0	45	76.5	86	89.1	58	85.6	Intermediate	Maintained	Acceptable	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0	269,282	84.4
Parent	4	*	4	*	3	*	11	89.3	4	*	*	*	*	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3	34,452	85.2
Student	48	84.0	37	61.4	45	76.5	64	79.3	49	72.9	Low	Maintained	Issue	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2	201,268	75.7
Teacher	n/a	n/a	11	98.7	n/a	n/a	11	98.7	9	98.4	Very High	Maintained	Excellent	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6	33,562	92.3

Learning Supports

H.1 Access to Supports and Services - Measure History

School: 6170 St. Michael's School

Province: Alberta

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.



	St. Michael's School										Alberta												
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%		
Overall	48	81.1	48	66.6	45	80.0	86	79.7	57	73.4	Very Low	Maintained	Concern	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9	268,786	80.1
Parent	4	*	4	*	3	*	11	78.2	4	*	*	*	*	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4	34,400	75.5
Student	48	81.1	37	56.7	45	80.0	64	82.8	48	77.9	Low	Maintained	Issue	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7	200,841	78.7
Teacher	n/a	n/a	11	76.4	n/a	n/a	11	78.2	9	68.9	Very Low	Maintained	Concern	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6	33,545	86.0

PRIORITY	SCHOOL GOAL	BASELINE DATA (CURRENT REALITY)	TARGET DATA (DESIRED REALITY)	STRATEGIES
LIVING TRUTH AND RECONCILIATION <i>"These are the things that you shall do; speak the truth to one another, render in your gates judgements that are true and make for peace."</i>	Our school community will support increasing success for our First Nations, Métis, and Inuit students while responding to our growing cultural and linguistic diversity. As Treaty People, we will deepen our understanding of our shared responsibilities through authentic FNMI educational and cultural learning opportunities grounded in truth and respect.	<ul style="list-style-type: none"> ➢ 93 students FNMI status; 62 Status Indian/First Nation; 16 status Metis ➢ 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 Blackfoot classes in the classroom 40 min per week. ➢ 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 ➢ Grad Coach Position reduced to 0.5 FTE meaning she works primarily with Gr 7-12 students now rather than the whole school. 	<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 students in all areas of the school. ➢ Increased sense of belonging and understanding between all students and staff ➢ To utilize our newly relocated FNMI classroom to full capacity for both classroom learning and individual support and gathering. ➢ Secure plan for PD Day in May to incorporate Truth and Reconciliation objectives into our Staff Retreat ➢ Incorporate FNMI Facilitator into classrooms more frequently for more 'push in' support rather than pull out, or support from hallways/playground/FNMI Classroom 	<ul style="list-style-type: none"> ➢ Insertion of Blackfoot Language and stories into Elementary and JH classes within the FNMI Classroom and inside elementary classes ➢ Through the language and stories topics around age appropriate conversations with teacher & FNMI Facilitator about Truth and Reconciliation topics from K to 9. ➢ Secure a new elder to lead our ceremonies and visit the school. ➢ Execute plan to weave 'Indigenous Ways of Knowing' into our Staff Retreat in May with help of FNMI Principal Dr. Jana Boschee

Annual Measures Report (2025-2026)

		<ul style="list-style-type: none">➤ Grief in the loss of our school elder Mary Ruth McDougall➤ Not all Gr 12 FNMI students graduated with a certificate in 2024-25. This is a decline from the past 5 years. Two students dropped out.➤ Relocated the FNMI Classroom to the centre of the school and continue to build it into a safe, sacred place for students to gather. It's a popular spot during lunch time, high school spares, and reset space.		
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Fall 2025

School: 6170 St. Michael's School

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
Diploma Exam Participation Rate (4+ Exams)	35.3	58.0	58.0	54.5	52.7	52.7	Very Low	Declined	Concern
Drop Out Rate	2.1	0.9	0.7	2.4	2.5	2.4	Very High	Maintained	Excellent
In-Service Jurisdiction Needs	92.6	78.8	87.9	81.7	81.1	82.3	Very High	Maintained	Excellent
Lifelong Learning	82.4	90.2	95.1	80.8	79.9	80.4	High	Declined	Acceptable
Program of Studies	80.5	76.4	70.7	83.0	82.8	82.9	High	Maintained	Good
Program of Studies - At Risk Students	79.7	80.1	75.5	80.5	80.6	81.2	Low	Maintained	Issue
Rutherford Scholarship Eligibility Rate	57.1	68.4	81.7	69.4	70.7	70.9	Intermediate	Declined	Issue
Safe and Caring	87.2	91.5	85.9	87.3	87.1	87.8	High	Maintained	Good
Satisfaction with Program Access	66.0	61.9	65.4	72.1	71.9	72.5	Low	Maintained	Issue
School Improvement	91.7	86.4	79.7	76.6	75.8	75.1	Very High	Improved	Excellent
Transition Rate (6 yr)	69.5	23.5	53.5	59.9	60.1	60.0	High	Improved	Good
Work Preparation	88.9	100.0	100.0	83.7	82.8	83.6	Very High	Declined	Good