St. Lorenzo Ruiz Middle School Improvement Plan

Faith Priority: Through authentic learning make meaningful connections between staff and students while nurturing spritiaul growth through service.

Student Learning Priority: Support Student Learning & teacher efficacy through a focus on Authentic Learning Opportunities (hands on, relevant) ; providing students & teachers with opportunities to explore and identify different career skills and pathways.

Assurance Category	Current Reality (Baseline Data)	School Goal (Linked to Priorities)	Desired Reality (Targeted Endpoint/Lag Measure)	Lead Measures (1-3) / Strategies
Faith	Percentage of students who feel connected to the school 72% Percentage of students who agree that there is at least one adult in the school they trust and can go to for help from 78%	Through authentic learning, we are dedicated to fostering meaningful connections between students and staff while nurturing each student's spiritual growth in connection and service.	**Schollie Data results: Connection & Service:** Goal: Increase the percentage of students who feel connected to the school from 72% to 80% by the end of the school year. Increase the percentage of students who agree that there is at least one adult in the school they trust and can go to for help from 78% to 85% by the end of the school year. Each grade team in our Catholic school will engage in a service project within the school, and / or the community by the end of the school year. The idea is to foster a spirit of service and connection to Catholic values in our school, our division, and our Parish.	Conduct bi-annual student surveys to track the percentage of students who report feeling connected to the school, aiming for incremental growth of at least 5% by mid-year and achieving the final target of 80% by year-end. Timelines for these surveys would be ahead of Christmas & Easter Vacation. Each Grade Team will determine at least one large or small service project with their class or team. On December 13 staff will participate in a community based service project and student service project during our scheduled Professional Development Day.
Student Growth and Achievement	Increase of 207 students from the 2023/2024 to the 2024/2025 school year. Percentage of teachers, parents, and students who agree that students are engaged in their learning at school, 85%	Students will participate in authentic learning experiences to recognize passions, curiosities, through hands on learning experiences and exposure to career pathway skills, to be engaged and meet their individual potential.	**Assurance Model Question:** Increase to 88% of teachers, parents, and students who agree that students are engaged in their learning at school.	Students will achieve success indicators of Grade Team's Wildly Important Goal (WIG). Students will be exposed to 6 Career Technology Foundations (CTF) classes that they had a say in. Students will be exposed in to a Career Pathway in each course. 550 students will do an end of year survey to recognize Career Pathway and or Career Pathway skill(s) they were exposed to and the which was of most interest.
Teaching and Leading	Increase of 207 students from the 2023/2024 to the 2024/2025 school year. 26 new staff members from 2023/2024 to the 2024/2025 school year. Percentage of teachers, parents, and students satisfied with the overall quality of basic education, 88%. Percentage of teachers, parents, and students who agree that students are engaged in their learning at school, 85%	**Wildly Important Goal:** Support Student Learning & teacher efficacy through a focus on Authentic Learning Opportunities (hands on, relevant) ; providing students & teachers with opportunities to explore and identify different career skills and pathways.	Year End CTF Student Survey; 80% of students will identify a passion they have based on CTF experiences. Professional Growth Plan Meetings (PGP) - as it relates to broad vision/mission fall to spring reflection through conversation. (Qualitative Themes) **Assurance Model Questions Questions:** Increase to 90%, the number of teachers, students, and parents satisfied with the overall quality of education. Increase to 88% of teachers, parents, and students who agree that students are engaged in their learning at school.	Four Student Surveys, 3 at the end of each CTF term, and one Final CTF Student Survey in June. 9 Professional Development (PD) sessions on Authentic Learning on PD days which include Grade Level WIG collaboration. Something We Learned section in Staff Week At A Glance to support Authentic Learning and Career Pathways, by sharing examples from classrooms 4 times a month. 3 PD session surveys that give information regarding vision. 30 Instructional Walk-Throughs a month to provide feedback and support to staff on authentic learning experiences. Which include questions to new students about their transition to a new school.
Learning Supports	The percentage of teachers, parents, and students who agree that their learning environments are welcoming, caring, respectful and safe, 74%. The percentage of teachers, parents, and students who agree that students have access to the appropriate supports and services at school 85%.	Support students authentically with their social-emotional, spirtual and academic needs.	**Assurance Model Questions:** The percentage of teachers, parents, and students who agree that their learning environments are welcoming, caring, respectful and safe. Increase to 78%. The percentage of teachers, parents, and students who agree that students have access to the appropriate supports and services at school. Increase to 87%	As a school, grade teams will have 1 Wildly Important Goal that supports students with relevent authentic goals. Create Knowledge and Employability program to support Grade 9 students at their academic level and reach levels of proficiency in this program. Recognize students each Friday and at the end of the term for demonstrating Soar Like A Golden Eagle Characteristics (Respect, Leadership, Kindness, Compassion, Courage) to support social emotional and spirtual needs. Our goal is to recognize 300 students. Students will participate in social emotional groups including Gulls Club and a Lego group that meet bi-weekly? Foundations Staff meet daily regarding students individual needs and supports. Have weekly LIFT and Counselling meetings with Adminstration that are focused on student needs.
Governance	Increase of 207 students from the 2023/2024 to the 2024/2025 school year, SLR has a lot new families that we are working with. The percentage of teachers and parents satisfied with parental involvement in decisions about their childs education in 2023/2024 was 88% The percentage of parents believe their child's school has adequate procedures for sharing information in 2023/2024 was 88%.	Build effective and authentic relationships through events held at the school and effective communication.	**Schollie Question Regarding Parent Participation:** Increase the percentage of teachers and parents satisfied with parental involvement in decisions about their childs education to 90%. Increase the percentage of parents believe their child's school has adequate procedures for sharing information to 90%.	9 School Council meetings throughout the course of the year. Weekly, Week-At-A-Glance, using SMORE (parent communication program) to provide quality information. Looking for 75% of families regularly using this communication. St. Lorenzo Ruiz will host in collaboration with school council 5, school based activities that help build relationship amongst all our students and opportunity for connections to be made between our families.

Required Alberta Education Assurance Measures - Overall Summary
Fall 2024

School: 2476 St. Lorenzo Ruiz Middle School

Assurance Domain	Measure	St. Lorenzo Ruiz Middle 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	85.5	n/a	n/a	83.7	84.4	84.8	n/a	n/a	n/a
	Citizenship	78.1	n/a	n/a	79.4	80.3	80.9	High	n/a	n/a
	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
	PAT6: Acceptable	67.3	n/a	n/a	68.5	66.2	66.2	Low	n/a	n/a
	PAT6: Excellence	11.5	n/a	n/a	19.8	18.0	18.0	Low	n/a	n/a
	PAT9: Acceptable	52.0	n/a	n/a	62.5	62.6	62.6	Very Low	n/a	n/a
	PAT9: Excellence	3.9	n/a	n/a	15.4	15.5	15.5	Very Low	n/a	n/a
	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	88.9	n/a	n/a	87.6	88.1	88.6	High	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	85.9	n/a	n/a	84.0	84.7	85.4	n/a	n/a	n/a
	Access to Supports and Services	85.7	n/a	n/a	79.9	80.6	81.1	n/a	n/a	n/a
Governance	Parental Involvement	88.5	n/a	n/a	79.5	79.1	78.9	Very High	n/a	n/a