



**ST. PATRICK'S COMMUNITY SCHOOL**

**2017 - 2018**

**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:

"Whole Year, Whole Child"

## Mission:

Continuing the mission of Jesus, Prophet, Priest, and Servant King.

We make Christ's life, mission and teaching our focal point of belief and conduct within our Catholic school, therefore, the education of the whole child-intellectual, aesthetic, emotional, social, physical, and spiritual-is our service commitment.

## School Profile

St. Patrick's Community School is a Pre-Kindergarten to Grade 9 school with approximately 655 students and 64 staff. St. Patrick's is part of Red Deer Catholic Regional Schools located in Red Deer, Alberta. We are Catholic centered, highly diverse and an inclusive school that offers year round educational programming to our families. We live our mission that, as partners in God's community, we believe that we are responsible to build an atmosphere of Catholic Christian learning through prayer and learning.

As a welcoming and inclusive community, St. Patrick's strives to offer a broad program of studies including: fine arts, career and skill development courses, physical education, health and technology. We offer English Language Arts (ELA) instruction in Grades 2-9 comprised of various groups and in Mathematics from Grades 5-9. Our Physical Education program instills a lifelong healthy relationship between physical activity and being fit for life by offering a modular based program and assessment that is descriptor based. Students are encouraged to be active in their daily lives.

We welcome families from around the world; celebrating our unique and diverse cultures. Our English as a Second Language (ESL) population is over 66%. We embrace and celebrate all God's beauty within the gifts and talents present in each member of our learning community.

## Trends & Issues at a Glance

### TRENDS

We strive to build leadership capacity with students, parents and staff and this has had a positive impact on the success of projects, programs and the growth of St. Patrick's community. Our English as a Second Language population continues to grow and currently makes up over 66% of our student population. Our Literacy, Inclusion, Faith and Technology team of teachers continues to provide supports to develop the inclusive education environment at St. Patrick's. Our families and community members recognize that St. Patrick's Community School creates an environment that values the identity of being safe and caring, promotes promising literacy and numeracy practices for all students, and fosters an atmosphere of health and wellness through our Positive Mental Health Project. Our Provincial Achievement Test (PAT) results in both acceptable and excellence continue to trend upwards.

### ISSUES

St. Patrick's Community School continues to strive for improvement in the overall academic achievement of our students, while recognizing we have many children from around the world who are just learning the English language. Finding physical space, including adequate classroom and gym space, to accommodate our enrollment and academic programming is a concern. In March 2017, our school community was blessed with a government announcement of a 13 million dollar modernization. This modernization is scheduled to start July 1, 2018.

## Accountability Report Card

Measure Category	Measure	St. Patricks Community 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
Safe and Caring Schools	Safe and Caring	92.6%	92.9%	94.5%	89%	89.5%	89.4%	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	89%	90.2%	90.9%	81.8%	81.9%	81.7%	Very High	Maintained	Excellent
	Education Quality	94.3%	96.7%	97.1%	90%	90.1%	89.9%	Very High	Declined	Good
	Drop Out Rate	0%	0%	0.2%	2.3%	3%	3.3%	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	n/a	n/a	n/a	78%	78%	77%	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	71%	67.6%	n/a	73.4%	73.3%	n/a	n/a	n/a
	PAT: Excellence	n/a	11.4%	9.7%	n/a	19.5%	19.2%	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	n/a	83%	83%	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	22.2%	21.7%	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	55.7%	54.9%	54.7%	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	63.4%	62.3%	61.5%	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	58.7%	57.9%	59%	n/a	n/a	n/a
	Work Preparation	91.2%	94.8%	91.6%	82.4%	82.7%	82.4%	Very High	Maintained	Excellent
	Citizenship	89%	89.3%	92.5%	83%	83.7%	83.7%	Very High	Declined	Good
Parental Involvement	Parental Involvement	87.9%	93.7%	92.5%	81.2%	81.2%	81%	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	88.6%	96.1%	95.2%	80.3%	81.4%	80.7%	Very High	Declined Significantly	Acceptable

**Division Goal: Nourished by grace and a personal relationship with Jesus Christ , we joyfully embrace, live, and teach the Gospel spirit.**

What this goal means for our jurisdiction:

*Shout joyfully to God, all you on earth. Sing of his glorious name; give him glorious praise.  
(Psalm 66:2)*

Division Outcome D1: Each individual in our school community is immersed in a spirit of Communion with Christ and through catechesis, experience a maturation in his or her profession of faith.

Performance Measures:	Current Results	Average
D.1.1 I believe that all members of our community are provided with opportunities to learn about the Catholic Faith.	99.3%	99.2% (3 Yr)
D.1.2 I believe that members of our community have gained an understanding of Sacramental Life and the meaning of Liturgy.	95.3%	96.8% (3 Yr)
D.1.3 I believe that our schools promote moral formation in response to the message of the Gospel.	99%	98.9% (3 Yr)
D.1.4 I believe that our school communities have brought members to a deeper relationship to God through an understanding and participation in prayer.	97%	97.1% (3 Yr)
D.1.5 I believe that our school communities demonstrate Christian Community.	96.3%	96% (3 Yr)
D.1.6 I believe our students are empowered with a 'missionary spirit' to be transformational in our society.	95.7%	96.6% (3 Yr)

**AERR Comments**

St. Patrick's results in the Schollie survey are excellent. Student, parents and staff confirmed that all stakeholders appreciate the opportunities to learn more about our faith in our school community. Last year we implemented 'Triple F' - Faith Fact Friday. It was a fun and exciting way to learn more about our faith.

Strategies:
<ul style="list-style-type: none"> <li>• Through catechesis all members of St. Patrick's Community School will be provided with opportunities to gain an understanding of Sacramental Life and deeper meaning of our Catholic liturgy.</li> </ul>

Notes-

**Comments on outcome strategies-**

This year at St. Patrick's, the focus for planning masses shifted from solely being the Faith Coaches responsibility to growing teacher capacity and confidence. Resources such as: missals, mass planning documents, order of intentions, and possible readings to use for the day were offered to the homeroom teachers and supported by the school Faith Coaches. Our students were thrilled that the video was edited and used as a teaching tool to further their understanding of the mass. Faith Fact Friday - 'Triple F' - continued to generate much excitement and learning about our faith as questions were specifically directed at the parts of the mass and Sacramentality.

### Comments on progress-

Throughout the school year, Faith Coaches and Administrators have observed a significant increase in teacher confidence and knowledge of planning a mass/liturgy. In conversations with teachers, it is evident that they too feel they have grown in their understanding of the various parts of the mass. Along with mass planning, Administrators have concentrated on staff Sacramentality. During professional growth and staff meetings, Administrators have dialogue with staff about the importance of finding God in everyday life and shared personal experiences.

### Division Outcome D2: All of our school communities are authentically Catholic.

Performance Measures:	Current Results	Average
D.2.1 I believe that I am a child of God and seek Him in my life.	95.7%	97.1% (3 Yr)
D.2.2 I believe the Catholic Faith provides a framework for life and learning.	99.3%	99% (3 Yr)
D.2.3 I believe the Catholic Faith is permeated into our curriculum so that contemporary culture is critically evaluated in light of 'the truth'.	90.7%	91.7% (3 Yr)
D.2.4 I believe the staff of RDCRS witness to others a life lived in relationship with Jesus Christ.	96%	96.4% (3 Yr)
D.2.5 I believe our students, staff, and parents are honored as distinct and unique but brought together in a spirit of communion.	100%	99.1% (3 Yr)

### AERR Comments

St. Patrick's Schollie results continued to be above the rest of the division. Students indicated with 100% that our teachers show them what it is like to develop a relationship with Jesus. Faith permeation - where students learn about God in all of their classes was the lowest score at 77%. As a result, we focused on this area for the school in 2017 / 2018.

Strategies:
• St. Patrick's Community School's staff and students will focus on permeating our Catholic faith throughout all subject areas.

### Comments on outcome strategies-

The data analyzed from our Schollie Survey indicated that 77% of students said that they learn about God in all their classes. It was evident that our school community needed to make a purposeful and concerted effort in the language we use when permeating faith in subjects other than Religious Studies. Faith Coaches assisted by giving examples to teachers and when Administrators completed walk throughs in teacher classrooms, suggestions were offered. Teachers were also given a One-Sentence Permeation Plan, and were expected to clearly identify permeation in their lesson plans. The prayer walls created by students and teachers contained prayers written by students and were added throughout the day.

### Comments on progress-

Our teachers are very grateful for the 8 Characteristics of Catholic Identity document, from the Division. Teachers used the language from that document when planning for faith permeation, alongside other

subjects. As observed from Administrator walk throughs, teachers have incorporated the One-Sentence Permeation Plan. Experienced St. Patrick's teachers have commented that they have never observed nor heard so much faith permeation. Administrators have also encouraged all staff to talk to children about their own faith - 'being a witness'. Teachers have commented that once they start talking about God, our students often have much to offer. The prayer walls reminded students and staff that we can talk to God throughout the day.

## 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).	60.1%	65.2%	66.7%	71%	n/a	n/a	n/a	n/a
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	5.2%	8.4%	9.4%	11.4%	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 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%	0.5%	0%	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.	86.5%	95.2%	93%	89.3%	89%	Very High	Declined	Good
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.	91.4%	89.3%	90.6%	94.8%	91.2%	Very High	Maintained	Excellent

### AERR Comments

The school PAT results in Acceptable and Excellence trended upwards. In the past two years Acceptable has gone from 65% to 71% and Excellence increased from 8.4% to 11.4%. Emphasis was placed on teacher lesson planning, teacher autonomy and the restructuring of our English Language Arts (ELA) and Mathematics academic programming. Everyday, each middle school student received 68 minutes of ELA and Mathematics instruction.

Strategies:
<ul style="list-style-type: none"> <li>Continue to refine the restructured English Language Arts (ELA) and Mathematics academic programming for Grades 2 - 9 with a focus on teaching and assessment strategies.</li> </ul>
<ul style="list-style-type: none"> <li>Pilot the Mathematics program 'Mathology' in Grade 1</li> </ul>

### Comments on outcome strategies-



Prior to 2015, St. Patrick's Provincial Achievement Results (PAT) were below the provincial average in both the Acceptable and Excellence categories. Administrators focused on the context and culture of our school community. In understanding our diverse learners, a decision was made to group our students from Grades 2 - 9, in both Mathematics and English Language Arts, according to student data collected from: teacher assessments, Fountas and Pinnell, Standardized Test for the Assessment of Reading (STAR), English as a Second Language benchmarks, and Levelled Literacy Intervention.

**Comments on progress-**

Since the 2016 - 2017 school year, St. Patrick's Provincial Achievement Results (PAT), in both Acceptable and Excellence have trended upward. The Acceptable category, in the overall Accountability Report is 'Good' and the Excellence is 'Acceptable'. We continued to utilize our Literacy, Inclusion, Faith and Technology (LIFT) teachers to individually instruct small classes for both Mathematics and English Language Arts, as opposed to a co-teaching model. The teachers focused on identifying the high, medium and low leverage outcomes in both Mathematics and English Language Arts which has given them a laser focus of what curriculum outcome(s) each student needs to either master or demonstrate at a high level of proficiency. This was our second year where teachers refined and developed common assessments in English Language Arts and Mathematics, that all teachers can use to ensure students are meeting the expectations.

**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).	54.2%	55.6%	65.6%	64.3%	n/a	n/a	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).	0%	0%	0%	0%	n/a	n/a	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**

St. Patrick's has 24 students who self-identified as First Nations Metis Inuit. Our teachers continued to learn more about culture and tradition and focused on a Universal Design for Learning approach, as we have an English as a Second Language population of 66%. St. Patrick's had much success with improving the regular attendance of our self-identified students who are identified by working closely with their families.

<b>Strategies:</b>
<ul style="list-style-type: none"> <li>• Focus on the links between the Aboriginal Perspective and the Catholic Connections within the Programs of Studies in collaboration with the division First Nation Metis Inuit support team.</li> <li>• Our rich and diverse school culture allows us to celebrate uniqueness from Canada and around the world.</li> </ul>

**Comments on outcome strategies-**

Analysis of our Accountability Pillar results identified this as an area of concern for our First Nations, Métis, and Inuit learners. A selected group of teachers worked with the Division Lead Faith Permeation teacher and the Division First Nations, Métis, and Inuit team to highlight meaningful connections in the

curriculum and to our faith. Our teachers have steadily shown an interest in contacting the Division First Nations, Métis, and Inuit team and inviting them into our school for various activities. As we educate children from all around the world, our school Central Alberta Refugee Effort (C.A.R.E.) support worker has been instrumental in fostering more meaningful partnerships at our school.

**Comments on progress-**

As a school community, we strive to make each child feel welcomed and loved. Maintaining regular school attendance has been a focus areas for Administrators and teachers to ensure our First Nations, Métis, and Inuit students feel a connection to our school community and to at least one adult. As a school, we are encouraging more families and students to identify as First Nations, Métis, and Inuit and to celebrate their heritage.

**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.	92.4%	95.8%	94.9%	92.9%	92.6%	Very High	Maintained	Excellent

**AERR Comments**

Power announce was used to 'Share the Good News' with parents 3 times last year. Information included faith highlights, safe and caring events, academic successes and presentations that were offered to our students. Feedback from our School Council indicated they would like this to continue, as it gave them a comprehensive view of what was happening in the school.

<b>Strategies:</b>
• Nourish our partnerships with community organizations.
• Social Justice activities will foster the importance of caring for one another in our community.

**Comments on outcome strategies-**

As we are entrusted to educate children from our native homeland and around the world; community and a sense of belonging are crucial to our student success. Parents place great trust in us to provide their children with a broad range of educational experiences in the classroom and beyond. Nourishing our partnerships with various local organizations such as: Red Deer College, the G. H. Dawe School, Everactive Schools and two senior living homes, assist students in learning that they can make a difference in people's lives and better our community by being active participants.

**Comments on progress-**

Through excursions to various community organizations, our students gained an understanding that they can give back to their community in a meaningful way and realized the possibilities that exist for them, beyond the walls of St. Patrick's Community School. Our students have learned that within our school community, they all have a great responsibility to assist in making St. Patrick's a welcoming school environment and that God teaches us that no matter what we have, we all have gifts and talents to offer to one another.



**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.	89.4%	92.6%	89.8%	90.2%	89%	Very High	Maintained	Excellent

**AERR Comments**

School Administrators met monthly with our Middle School Student Voice Team. The students appeared to become more comfortable meeting with School Administrators as the year progressed. Students gave suggestions for what they would like offered for their Career and Skill Development (CSD's) choices. St. Patrick's tried to balance the choices between terms so students were exposed to various options.

<b>Strategies:</b>
• Offer a broad range of Career and Fine Arts programming to students in Grades 5 - 9
• Refine school based mentorship program

**Comments on outcome strategies-**

We continued to strive to be an excellent school by meeting regularly with our Middle School Student Voice Team. As the year progressed, the students demeanour and comfort level with the Administrators was positively noticeable. As an Administrator team, we were mindful of growing teacher capacity. School based Mentorship meetings provided various timely and targeted supports for our first year teachers and experienced teachers that were new to St. Patrick's. School. Based on teacher feedback, the Mentorship meeting agendas were adjusted accordingly to meet the needs of our teachers.

**Comments on progress-**

St. Patrick's has grown over the past 2 years, with the courses offered during Career and Skill Development. We continue to strive and are experiencing success in aligning our selections with the Career and Technology Foundations curriculum. Our teachers involved in the school based mentorship program have commented that the sessions are timely and purposeful and appreciate the fact the Vice Principals are asking for feedback and acting on it to make changes to the program.

## 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.	86.6%	93.9%	95.6%	96.1%	88.6%	Very High	Declined Significantly	Acceptable
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	91.2%	93.9%	90%	93.7%	87.9%	Very High	Maintained	Excellent
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	93.3%	97.3%	97.3%	96.7%	94.3%	Very High	Declined	Good

### AERR Comments

Our parents, students and teachers were very pleased with the changes that were made to the restructuring of academic programming in Grades 2 - 9 last year. Parent and student feedback concurred that this type of structure best met the academic needs. Parents and students were also very pleased with the move to modular programming and assessment in physical education.

Strategies:
• Involve School Council in planning and feedback.
• Improve Parent Communication.

### Comments on outcome strategies-

As a school community, we continued to seek improvement in the ways in which we communicated with our parents. Based on feedback from our School Council, we implemented 'Week at a Glance' and continued to use text messages as one of the most effective ways to communicate. We continued to share and seek feedback periodically throughout the school year from our parents on various educational initiatives to our communication strategies. We continue to encourage parents to follow us on Facebook, Twitter or Instagram.

### Comments on progress-

Our parents provided us with very positive feedback regarding 'Week at a Glance' and asked that it continue for the remainder of this year. Parents also indicated that they appreciated the text messages they receive from the school as reminders of upcoming events. We have increased our followers on Facebook and Twitter and this year started Instagram. At parent/teacher/student interviews, our Administrators assisted parents in logging on to Powerschool and the new elementary Edsby report card.



