

St. Patrick's Community School Improvement Plan

2024/2025

Faith Priority: Deepen the understanding of the church's mission to help our greater community through embedded and authentic service opportunities.

Student Learning Priority: Refine and enhance the learning with engaging strategies for at-risk learners.



Assurance Category	Current Reality (Baseline Data)	School Goal (Linked to Priorities)	Desired Reality (Targeted Endpoint/Lag Measure)	Lead Measures (1-3) / Strategies
Faith	Staff faith group with 10 active members. Staff participated in 2 school based social justice activities embedded in professional development. 6 grades participated in at least 1 service opportunities out in the community.	Through authentic acts of service, both staff and students will have the opportunity to reflect on the experience and its connection to the Church's mission. Staff and students will receive meaningful instruction on the Church's mission, focusing on why Catholics are called to serve.	Staff will participate in two service opportunities during professional development days. They will link these service activities to the church's mission by teaching their classes about it beforehand and leading a reflection afterward. Additionally, each class will take part in a community service project, which will also include a lesson on the church's mission. Faith coaches will highlight each class's service work on social media and in the newsletter, emphasizing how it connects to the church's mission.	Identify community partners who would benefit from a partnership with St. Patrick's Community School. Professional development that guides teachers to make connections between acts of service, Catholic social teachings and the mission of the church. Intentional pre-teaching and reflection on the Church's mission and our call to service as Christians.
Student Growth and Achievement	Grade 1 - 18%, Grade 2 - 6%, Grade 3 - 21%, Grade 4 -24%, Grade 5, 30% at-risk students on Provincial Literacy Screens - June 2024. 83% of EAL learners achieved the Acceptable Standard and 8% achieved Standard of Excellence on the Grade 9 English Provincial Achievement Tests. 75% of EAL learners achieved the Acceptable Standard and 17% achieved the Standard of Excellence on the Grade 9 Math Provincial Achievement Test (5 exempt English as Additional Language Learners).	Teachers will identify and implement teaching structures and learning strategies to enhance the achievement of at-risk learners.	Teachers will utilize teaching structures and strategies that meet the needs of at-risk students. Decreased number of at-risk students on provincial literacy screens and TOSREC. Increased number of acceptable scores on Provincial Achievement Tests.	Provide targeted professional development to identify structures and strategies that will directly impact at-risk students. Teachers will explore and implement high impact strategies with at-risk learners. Plan for and utilize educational assistants to facilitate tasks and activities. Administration will guide reflection and refinement of strategies through conversations, observations, and collaboration. Grade 4 and 5 will participate in a collaboration with Red Deer Polytechnic.
Teaching and Leading	In regards to the professional development plan assisting teachers in improving their instructional strategies - 50% of staff indicate a great deal and 50% moderate amount (SCHOLLIE, 2024) In regards to professional development allowing teachers to collaborate with colleagues to impact student learning, 63% indicate a great deal, 33% a moderate amount, 4% a small amount. (SCHOLLIE, 2024)	Align professional development to empower and support staff in improving engaging instructional strategies that meet the needs of at-risk learners.	An increase in staff who identify that professional development has assisted them a "great deal" in improving instructional strategies. An increase in staff who identify that the professional plan provides opportunities for collaboration "a great deal." Teachers will access designated collaboration time for implementation and collaboration.	School professional development will be narrowed to subject team collaboration which focuses on engaging learning strategies for at-risk learners and acts of service. Schedule collaboration with grade teams and other RDCRS schools for new curriculum implementation throughout the year.
Learning Supports	Grade 1 - 18%, Grade 2 - 6%, Grade 3 - 21%, Grade 4 -24% at risk student on Provincial Literacy Screens - June 2024. 25% (160/630) Active Benchmark English as Additional Language students. 83% of EAL learners achieved the Acceptable Standard and 8% achieved Standard of Excellence on the Grade 9 English Provincial Achievement Tests. 75% of EAL learners achieved the Acceptable Standard and 17% achieved the Standard of Excellence on the Grade 9 Math Provincial Achievement Test (5 exempt English as Additional Language Learners). 30 Students with Special Education Codes. 19 Students in Grade 8 and 9 receiving instruction in Knowledge and Employability curriculum.	Increase number of at-risk students who actively engage and participate in classroom work and activities. Decrease number of students who are at-risk on literacy screens. English as an Additional Language Learners - move 75% of identified students into satisfactory range on Provincial literacy screens.	Reduced number of students who score in the at-risk category on literacy screens. Number of students who are exempt from PATs decrease. Increase in Literacy Screens success with students at-risk in Grade 1 - Grade 3. Increased variety of learning structures and strategies being demonstrated to meet the needs of at-risk learners.	Administration will collaborate with classroom teachers and support staff to identify and implement engaging strategies to reach at-risk in reading proficiency via universal supports. Review and analyze resources for alignment to curriculum. Engage in "constraint canvas" protocol to identify classroom structures and strategies. Utilize and implement recommendations from MS2 teams for complex learners.
Governance	91.8% of parents are satisfied with parental involvement in decision making about their children's education on the Alberta Education Assurance Survey. 5 parents who consistently participate in School Council. In 2023-24, four Family Fun Nights planned by teachers with several parents volunteers.	School Council and parent community will be active and engaged in planning events and opportunities for the school.	Host a variety of events where parents can volunteer and feel connected and be authentically engaged in events at St. Patrick's Community School. Track number of parents who volunteer for events.	Increase number of parents that consistently attend school council. Advertise and provide sign-up opportunities for parents to volunteer at school events.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 4478 St. Patricks Community School

Assurance Domain	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
Student Growth and Achievement	Student Learning Engagement	95.2	92.4	94.3	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	93.1	93.8	93.0	79.4	80.3	80.9	Very High	Maintained	Excellent
	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	59.3	73.3	73.3	68.5	66.2	66.2	Low	Declined	Issue
	PAT6: Excellence	6.8	13.3	13.3	19.8	18.0	18.0	Very Low	Declined	Concern
	PAT9: Acceptable	77.5	74.3	74.3	62.5	62.6	62.6	High	Maintained	Good
	PAT9: Excellence	14.6	16.6	16.6	15.4	15.5	15.5	Intermediate	Maintained	Acceptable
	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	94.6	94.7	95.4	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	94.2	95.3	94.9	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	92.5	93.2	95.1	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	91.8	86.5	88.9	79.5	79.1	78.9	Very High	Maintained	Excellent

