



ST. PATRICK'S COMMUNITY SCHOOL

2019 - 2020

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 640 students and 55 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 education to our families. We live our mission that, as partners in God's community, we believe that we are all responsible to build an atmosphere of Catholic Christian learning through a focus on the Eight Characteristics of Catholic Identity.

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 67%. We embrace and celebrate all God's beauty within the gifts and talents present in each member of our learning community. St. Patrick's is currently in phase 3 of our modernization which is scheduled for completion in December 2019.

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	93.6%	92.6%	93.5%	89%	89%	89.3%	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	92.1%	89%	89.6%	82.2%	81.8%	81.9%	Very High	Maintained	Excellent
	Education Quality	95.5%	94.3%	96.1%	90.2%	90%	90.1%	Very High	Maintained	Excellent
	Drop Out Rate	0%	0%	0%	2.6%	2.3%	2.9%	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.1%	78%	77.5%	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	75.9%	67.8%	68.5%	73.8%	73.6%	73.6%	Intermediate	Improved	Good
	PAT: Excellence	17.8%	8.8%	9.9%	20.6%	19.9%	19.6%	Intermediate	Improved Significantly	Good
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.6%	83.7%	83.1%	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24%	24.2%	22.5%	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.3%	55.7%	55.1%	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	64.8%	63.4%	62.2%	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	59%	58.7%	58.7%	n/a	n/a	n/a
	Work Preparation	86%	91.2%	92.2%	83%	82.4%	82.6%	High	Declined	Acceptable
	Citizenship	89.6%	89%	90.4%	82.9%	83%	83.5%	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	89.6%	87.9%	90.5%	81.3%	81.2%	81.1%	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	97%	88.6%	93.5%	81%	80.3%	81%	Very High	Improved	Excellent

Faith Outcome FO.1: Nourished by grace and a personal relationship with Jesus Christ, we joyfully embrace, live, and teach the Gospel spirit.

Performance Measures:	Current Results	Average
I learn about the Catholic Faith at my school.	99.7%	99.6% (3 Yr)
Prayer helps me feel closer to God.	98.7%	97.6% (3 Yr)
I believe that God created me.	96.7%	96.9% (3 Yr)
I believe that the Catholic Faith teaches me a good way to live.	98.7%	99.1% (3 Yr)
I learn about God in all my classes.	96.7%	92.7% (3 Yr)
(Grade 4) My teachers show me what it is like to be friends with Jesus. (Grade 7 & 10) My teachers show me what it is like to develop a relationship with Jesus.	95.8%	96.3% (3 Yr)
I learn about the Sacraments at my school.	96.7%	96.6% (3 Yr)
I let others see God in me.	97.3%	97.3% (1 Yr)
My school helps me to see God in all things.	98%	98% (1 Yr)
Every person in our school is a child of God and made in His image.	98%	98% (1 Yr)
I respect others even if they are different than me.	98%	98% (1 Yr)
We celebrate student successes at our school.	98%	98% (1 Yr)

AERR Comments (November)
Division Outcome 1: Schollie data revealed that the questions directly related to Humanness and Sacramentality were scored significantly higher by St. Patrick's students than the division average. Based on this data and feedback from our students, parents, and teachers, we have successfully met this goal. Division Outcome 2: For the past two years, students have answered the question ' I learn about God in all my classes' with 77% agreement. At St. Patrick's monthly staff meetings, the sharing of faith permeation was a standing item. Teachers shared examples of faith permeation using The 8 Characteristics of Catholic Identity and School Administrators shared their own examples of how faith was permeated when interacting with parents and students. During classroom walkthroughs, suggestions were offered for certificated teachers, if permeation was not witnessed by School Administrators.

Comment on School Goals (November)	Comment on Results (May)
St. Patrick's Community School's goal is to increase the understanding of Spirituality and Rationality with our staff, students, and parents. As result of growing our understanding of these two Characteristics of Catholic Identity, teachers and administrators, with the assistance of the school's faith coach and our chaplain, will provide opportunities to put their learning into action through various classroom lessons and multiple school-based events/activities. While the Schollie Survey results for the question "I learn about God in all my classes" increased from 77% to 91%, we are committed to increase that percentage and keep permeation a priority.	

Division Goals
FO.1.1 Enrich our division Catholicity by focusing on the two chosen characteristics of Catholic identity. (2019-2020 - Spirituality and Rationality)

FO.1.2 Lessons are permeated in process or content to teach students how to evaluate their worldview by mastering provincial outcomes in a Catholic context.

School Goals	Strategies (Include relevant research if available)	Measurement tool (Nov)/ Results (May)
<ul style="list-style-type: none"> Through professional development, St. Patrick's Community School staff will gain an understanding of Spirituality and Rationality which will be enhanced as staff learning is shared with students and parents. 	<ul style="list-style-type: none"> Professional development from the division lead faith teacher will create a deeper understanding of the Eight Characteristics of Catholic Education. School Faith coach presents on Rationality and Spirituality to all elementary and middle school classes two times before Christmas and two times after Christmas. Division lead faith teacher, chaplain, and faith coach to present on different forms of prayer. After lead faith teacher presents to staff on November 4, 2019 on Spirituality, staff pray at Monday morning prayer using one of the ideas and transfer that learning to their students. Identify topics surrounding Rationality from the Catechism of the Catholic Church (CCC) to explore and discuss as a staff. 	<ul style="list-style-type: none"> Student Survey for grades 4 and 7 in December 2019 will ask a specific question about whether or not the presentation helped their understanding of Rationality and Spirituality. Schollie Survey (May) questions: Spirituality 7-9 and Rationality 10-12
<ul style="list-style-type: none"> St. Patrick's Community School will permeate faith in content classes and at school events. 	<ul style="list-style-type: none"> During instructional walkthroughs, administrators note whether or not they observe faith permeation focused on any of the Eight Characteristics of Catholic Identity. If not, it will be discussed in the debrief. Youcat and Catechism of the Catholic Church are used as source documents. Use of the one sentence faith permeation as part of daily plans and as a visual for students. At student assemblies and school council, administrators will explain and further the dialogue on Spirituality and Rationality. 	<ul style="list-style-type: none"> Schollie Survey questions 1, 4 and 5 (May) Administrators review their walkthrough notes/data generated from Google form at the end of each term to ensure we have noted faith permeation.

Outcome 1: Alberta's students are successful

Performance Measure	Results (in percentages)					Evaluation		
---------------------	--------------------------	--	--	--	--	------------	--	--

	2015	2016	2017	2018	2019	Achievement	Improvement	Overall
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	65.2%	66.7%	71%	67.8%	75.9%	Intermediate	Improved	Good
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	8.4%	9.4%	11.4%	8.8%	17.8%	Intermediate	Improved Significantly	Good

Performance Measure	Results (in percentages)					Evaluation		
---------------------	--------------------------	--	--	--	--	------------	--	--

	2014	2015	2016	2017	2018	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
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
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.5%	0%	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

Performance Measure	Results (in percentages)					Evaluation		
---------------------	--------------------------	--	--	--	--	------------	--	--

	2015	2016	2017	2018	2019	Achievement	Improvement	Overall
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	95.2%	93%	89.3%	89%	89.6%	Very High	Maintained	Excellent

AERR Comments (November)
<p>St. Patrick's Community School's PAT result highlights: In 5/8 subjects our students scored above the province in 'Acceptable'. In 3/8 subjects are students scored above the province in 'Excellence'. Overall our 'Acceptable' was improved with an overall 'good'. Our Excellence 'improved significantly' with an overall 'good'. As a school community, we learned that understanding specific Academic/Content language is a key strategy to unlocking our students potential. As a result, our Student Learning Achievement focused on growing our teacher's knowledge of how to identify and explicitly teach and assess Academic/Content language to all our students. Professional development also focused on the instructional strategy of Building Background Knowledge as these two are inextricably linked. Continued progress and monitoring of this goal was lead by our school's English as a Second Language Team, in collaboration with the Division ESL teacher. Upon building our teachers' knowledge and confidence, they implemented the strategies of Academic/Content language with much success. With the use of CIF, Levelled Literacy Intervention (LLI) was implemented for 75 middle school students throughout last school year. Data shows that every student who accessed LLI increased their reading by 1 level. Here is a comment from one of our students: " I love the books because they are always interesting, they focus on a level that I am able to read, and I</p>

love learning about real things." The books help me read better and with more accuracy." This is a student that moved up 2 levels in a short time, (5 weeks). The school budget for next year will reflect a continuation of LLI for students in Grades 6 - 9.

Comment on School Goals (November)	Comment on Results (May)
<p>While St. Patrick's Community School has much to celebrate with the continued trend upward on our Grade 6 and 9 Provincial Achievement Test results, there is still room for growth. The school has set the direction to continue to utilize research-based teaching strategies that have proven to be successful, while implementing three additional strategies. Our intent is to balance test preparation with authentic learning, so that students in Grade 6 and 9 will feel more confident writing exams.</p>	

Division Goals
O.1.1 Create and maintain optimal student learning experiences
O.1.2 Focus on foundational expectations for student literacy and numeracy to promote lifelong learning
O.1.3 Utilize timely, targeted, and flexible formative and summative assessment to enhance student learning
O.1.4 Establish the pursuit of excellence in all domains of learning
O.1.5 An emphasis placed on test-taking strategies and preparing students to write exams.

School Goals	Strategies (Include relevant research if available)	Measurement tool (Nov)/ Results (May)
<ul style="list-style-type: none"> Emphasize and promote research-based strategies in literacy and numeracy to deepen understanding of curricular content, particularly in Grade 6 and 9. 	<ul style="list-style-type: none"> LIFT 3.0 Residency will focus on building capacity of new literacy and numeracy team teachers in the areas of rich math tasks, building background knowledge, academic/content language and text dependent questions. All math teachers will complete one rich math task daily to improve numeracy skills. In their daily plans, teachers will ensure they are strategically building background knowledge, academic language, and text-dependent questions. In ELA and Math, teachers are revising their long range plans as living documents throughout the school year to include academic language and background knowledge. Teachers will use a variety of 	<ul style="list-style-type: none"> 2019-2020 Provincial Achievement Test results LLI data- enter/exit levels of students Grade 6 and 9 STAR reading screening data- compare Sept. 2019 to May 2020. Administrators will review anecdotal walkthrough feedback/Google form data focused on literacy/numeracy in Grade 6 and 9. Analyze MIPI data

	<p>resources and strategies, including word walls, digital vocabulary booklet, vocabulary foldables, and vocabulary journals to build academic language.</p> <ul style="list-style-type: none"> • Research based strategies/resources: Literacy: Unlocking English Learners Potential (Diane Staehr Fenner and Sydney Snyder), SupportEd online course, Reciprocal Teaching, SIOP, Number Talks - Whole Number Computation (Sherry Parrish); Mindset Mathematics (Jo Boaler, Jen Munson, Cathy Williams), Open Questions for Rich Math Tasks (Marian Small) 	
<ul style="list-style-type: none"> • Grade 6 and 9 students will increase their efficacy and confidence with a variety of exam questions. 	<ul style="list-style-type: none"> • All middle school teachers will have students complete a multiple choice test before Christmas, before spring break, and prior to Provincial Achievement Tests. Each test will be accompanied by instruction on test-taking strategies and item analysis. • School Counsellors will present in 2020 on test preparation. • Share test preparation strategies with parents starting January 2020 via social media platforms, website, and email. • Before each unit exam, teachers will remind students about how preparing for these types exams and developing good study habits will assist them in preparation for year end exams, not only at St. Patrick's but beyond into high school and post secondary. • 	<ul style="list-style-type: none"> • Compare specific PAT type exam questions from the fall to spring samples. • PAT results- Grade 6 and 9 • Student survey will provide qualitative data on student confidence with exam questions prior to exams

Outcome 2: First Nations, Métis, and Inuit students in Alberta are successful

Performance Measure	Results (in percentages)					Evaluation		
	2015	2016	2017	2018	2019	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).	55.6%	65.6%	64.3%	*	55.6%	Very Low	Maintained	Concern
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%	*	5.6%	Very Low	Maintained	Concern
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		
	2014	2015	2016	2017	2018	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
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
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	*	*	*	*	0%	Very High	n/a	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

AERR Comments (November)
<p>While our school has done an excellent job of creating an awareness of Indigenous teachings into our classrooms, St. Patrick's Community School Provincial Achievement Test results indicated that there remains an academic gap for Indigenous students. There has been much learning about various cultural aspects and specific Truth and Reconciliation Report recommendations. The 7 Sacred Teachings were facilitated by the Division First Nation Metis Inuit Team in grades 2 - 4, with connections to our Catholic faith explicitly taught and recognized. This team also facilitated a talking circle with our staff which was very powerful and provided an excellent model, so teachers could implement talking circles in their classes. The grade 4 students and teachers received a presentation from the division team on the symbolism of tipis and the Take Action for Reconciliation resources were implemented with our grade 3 classes.</p>

Comment on School Goals (November)	Comment on Results (May)
St. Patrick's Community School welcomes and embraces children and families from all over the world. Recognizing our beautifully diverse school community also presents a unique	

<p>opportunity in that many families are unaware of our Indigenous cultural teachings and the powerful impact they have in our classrooms and relationships with one another. We are striving to improve teachers' knowledge of educational resources which will be implemented in their classrooms. This focus will provide teachers with culturally authentic learning opportunities for all students. To close the academic gap and increase student success, our school will continue to utilize universal and targeted supports.</p>	
---	--

Division Goals
O.2.1 Increase academic success and cultural knowledge through building capacity in schools to support First Nations, Métis and Inuit students.
O.2.2 Provide and promote cultural diversity and cultural pride through enhanced student learning experiences and professional learning opportunities.
O.2.3 Develop and apply foundational knowledge and indigenous perspective necessary for us to walk together on a path of reconciliation.
O.2.4 Share experiential Indigenous cultural teachings in a faith permeated environment and enrich our view of the world.

School Goals	Strategies (Include relevant research if available)	Measurement tool (Nov)/ Results (May)
<ul style="list-style-type: none"> In collaboration with the division First Nation Metis Inuit Support team, St. Patrick's Community School staff will implement Indigenous cultural teachings and resources into curricular areas with a focus on academic success. 	<ul style="list-style-type: none"> Building connections and relationship within classrooms using talking circles at least twice/month. Division First Nation Metis Inuit team presented during embedded professional development and staff made their own talking sticks for their homeroom. Take Action for Reconciliation resource implemented in grade 3. Smudging kit is highlighted at each staff meeting. 7 Sacred Teachings- grades 2-4 Classroom libraries include Aboriginal literature. Division First Nations Metis Inuit team present on Indigenous Educational Resources. Follow up to use online resources and purchase additional resources for teachers. Acknowledging the Land at Success Assemblies and Middle School term awards Fireside chat with Elder - January 2020 Virtue Based Restorative Discipline 	<ul style="list-style-type: none"> Gather feedback after educational resources professional development from division First Nations Metis Inuit team. PAT data for First Nation Metis Inuit students who achieve acceptable or excellence. Student survey- 7 Sacred Teachings Gather feedback about Virtue Based Restorative Discipline

	• Levelled Literacy Intervention	
--	----------------------------------	--

Outcome 3: Alberta has excellent teachers, school leaders, and school authority leaders

Performance Measure	Results (in percentages)					Evaluation		
	2015	2016	2017	2018	2019	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.	92.6%	89.8%	90.2%	89%	92.1%	Very High	Maintained	Excellent

AERR Comments (November)
87% of parents indicated that St. Patrick's Community School offers a broad range of programming. While this is above the provincial average, 87% is significantly lower than our other stakeholders' results. In this category, our parents had a higher response rate of 'I Don't Know'.

Comment on School Goals (November)	Comment on Results (May)
With the modernization near completion, St. Patrick's Community School will be able to offer our middle school students a broader range of programming in our Career and Skill Development classes as well as a variety of science-based classes for our elementary students. Our goal is to enhance the response rate by our parents and to maintain the 93% result from students. Through collaboration with administrators, teachers will be able to reflect on our student needs and align what is offered with their skill sets and interests.	

Division Goals
O.3.1 Enhance instructional leadership practices through the implementation of the Four Pillars of Instructional Leadership
O.3.2 Demonstrate a professional body of knowledge including mastery of grade level and/or subject area curriculum
O.3.3 Engage in career-long learning through faith formation, mentorship, collaboration, and professional development
O.3.4 Foster effective relationships with students, parent/guardians, peers and others in the school and local community to support student learning
O.3.5 Identify, develop and implement programs that engage the diverse needs and interests of the student body

School Goals	Strategies (Include relevant research if available)	Measurement tool (Nov)/ Results (May)
<ul style="list-style-type: none"> Meaningful learning opportunities for teachers will be created through focused conversations with school administrators and professional development to enhance the programming offered at our school. 	<ul style="list-style-type: none"> Administrators attend and follow up with teachers during and after LIFT 3.0. Administrators set expectations in school professional development plan in regards to: LLI, BBK, Academic/Content language and TDQ, rich math task, long range plans. Administrators instructional 	<ul style="list-style-type: none"> Teacher feedback survey in January will provide direction for Feb. - May during collaboration time with administrators. Schollie Survey will provide feedback on impact of instructional leadership. Schollie Survey will assess the effectiveness of the school's professional development plan.

	<p>walkthroughs and feedback will focus on the explicit teaching of academic/content language, TDQ, rich math tasks, and reciprocal teaching.</p> <ul style="list-style-type: none"> • St. Patrick's administration team will explore, define, and implement instructional leadership and leading a learning community to staff and parents. • Timetable reflects embedded collaboration time for teachers and leaders to learn and work together. • Middle school English Language Arts team complete learning sprints during LIFT 3.0. • Administrators facilitate meaningful, collaborative learning opportunities for teachers. • Rich math task resources were ordered for grade 3-9 teachers and implemented. • Administrators will use talking circle format with student voice teams • Messaging will be provided to parents about the impact of responding "I don't know' on accountability questions. • Enhancements to programming will include: Career and Skill Development use of a green screen, video editing, robotics, oculus Virtual Reality, Red Deer College Red Hot Science programming/partnership. 	<ul style="list-style-type: none"> • Qualitative Survey- grades 4 and 7 students about options/choices for Career and Skill Development courses.
--	--	---

Outcome 4: Alberta's education system is well governed and managed

Performance Measure	Results (in percentages)					Evaluation		
	2015	2016	2017	2018	2019	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.	95.8%	94.9%	92.9%	92.6%	93.6%	Very High	Maintained	Excellent
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	97.3%	97.3%	96.7%	94.3%	95.5%	Very High	Maintained	Excellent
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.	89.3%	90.6%	94.8%	91.2%	86%	High	Declined	Acceptable
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.(This measure is required for charter and private school authorities that do not have grades 10-12.)	80.3%	85%	89.3%	85.6%	81.2%	n/a	n/a	n/a
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	93.9%	90%	93.7%	87.9%	89.6%	Very High	Maintained	Excellent
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.	93.9%	95.6%	96.1%	88.6%	97%	Very High	Improved	Excellent

AERR Comments (November)

Based on the Accountability Pillar results, this is an area of continued focus. 85% of students and 89% of parents indicated that St. Patrick's Community School provides a safe and caring environment. Our school focused on mental health, namely how physical, spiritual, and intellectual activities positively affect students' mood and overall health and well being. Our parent sessions centered on growing their understanding of mental health, specifically helping them understand that mental health encompasses a broad range of symptoms. From our parent feedback, we will continue to strive to reach a greater audience. Our teachers focused on various activities throughout the year, including a bingo challenge full of healthy activities combined with our faith and taking time to reflect on being the person God created us to be.

Upon analyzing the activity on our school web page and Powerschool St. Patrick's Community School significantly increased the frequency of communication with our parents. Statistics revealed we have contacted parents 810 times, as of April 2019, which is approximately 60 times more than April 2018. Last year the school created 7 short videos, based on the ACOL survey questions which were shared with parents and students in grades 4 and 7 and all of our teaching staff. The school provided an abundance of information to parents, students, and teachers which assisted them in making informed decision when answering the ACOL survey. The videos were posted on our school webpage and as a result, the frequency of visits to our webpage demonstrated much growth in the months of January and February. In the 'Top 2 Box' from the school's Accountability Pillar, our parents, revealed 92% of our parents feel involved in our school.

Comment on School Goals (November)

One component of our goal is to increase the tools we are providing to promote positive mental health at St. Patrick's Community School. The Accountability Pillar results indicated that 87% of parents and students agreed that we are

Comment on Results (May)

<p>providing a safe and caring learning environment. Although this is a strong result, we are taking a proactive approach by adding school-wide initiatives and increasing supports in response to ongoing needs.</p> <p>The second component of our mental health focus is to ensure a greater number of parents and students are aware of the services the school offers, including our resources from Alberta Health Services. The results referenced above indicate that we must continue to improve our communication with parents and students about the various programs and supports we are offering.</p> <p>Engaging our stakeholders, especially our parent community, in collaborative meaningful learning opportunities and decision making about their child's education remains a priority. Our goal in the 'Top 2 Box' is to have 70% satisfaction from our parents in our 2019 - 2020 Accountability Pillar Results when they are asked about being involved in decisions at our school. We are striving to offer more education-based opportunities to invite parents into our school to showcase student learning and promote dialogue between parents and teachers.</p>	
--	--

Division Goals
O.4.1 Create opportunities for relevant stakeholders to provide input and collaborate into how well the school and/or school division is governed and managed
O.4.2 Respond to relevant stakeholder data to ensure appropriate educational strategies are in place
O.4.3 Ensure that the school division is fiscally responsible with all resources: staff, financial, and physical
O.4.4 Ensure that staff and students have access to safe and healthy learning environments
O.4.5 Know, understand and respond to students' individual learning, through authentic, developmentally appropriate programming
O.4.6 Facilitate effective transitions to understand student needs and provide support through each stage of development
O.4.7 Implement a self-regulation process that focuses on developing relationships and supporting growth within a school framework
O.4.8 Develop an understanding of mental health issues and build the ability to respond to identified needs

School Goals	Strategies (Include relevant research if available)	Measurement tool (Nov)/ Results (May)
<ul style="list-style-type: none"> Focus on students and parents understanding of mental health supports available in our school and provide strategies to positively impact students' physical, psychological, and spiritual health. 	<ul style="list-style-type: none"> Build classroom and school connections through our whole school monthly virtue focus. The virtues will be introduced via school announcements and then implemented in classes using talking circles. Wellness Champions 	<ul style="list-style-type: none"> Parent survey- qualitative following Wellness Wednesday sessions. Nov. 6/19- 100% of the parents agreed that the presentation assisted them in improving their child's mental health. Student survey- qualitative- after suicide education presentations,

	<ul style="list-style-type: none"> • Students journal in their English Language Arts classes about the virtue of the month. • Virtues are recognized and acknowledged during prayer at elementary and middle school assemblies through Virtue Vouchers and Staffuly awards. • Deepen understanding of the 40 Developmental Assets (Search Institute) with presentations to staff and to families at SPARC evening and Wellness Wednesdays. • Alberta Mental Health Services will be using Cognitive Behavior Therapy with small groups of grade 6-7 students for 8 weeks. • Teachers display the monthly virtue in their classrooms and complete talking circle- creating a sense of belonging and community. • Monthly spirit assemblies celebrate moments where our students have lived the virtue. • Presentations from outside agencies focusing on topics such as: suicide prevention, mental health, setting boundaries • Elementary Wellness team lead by grade 5s • Denise Fredeen to offer Heart Math, and Move your Mood which targets healthy activity and nutrition. • School Council meetings will highlight mental health issues and supports • Self regulation presentation from Occupational Therapist for grades K-4 • Highlight mental health in Week at a Glance 	<p>spirit assemblies and talking circles. This will provide feedback on how these presentations/activities impacted students' mental health awareness.</p> <ul style="list-style-type: none"> • Analyze 2019-2020 Provincial Achievement Test results (Safe and Caring schools)
<ul style="list-style-type: none"> • Create opportunities for parents and staff to engage in meaningful learning opportunities. 	<ul style="list-style-type: none"> • Numeracy/Literacy afternoon with division lead teachers and school lead teachers. • Host SPARC evening March 4, 2020. • Videos to highlight specific language of SIP- faith, inclusion, BBK, 	<ul style="list-style-type: none"> • Parent qualitative survey after key events like Wellness Wednesdays., SPARC, and numeracy/literacy evening. • Accountability Pillar results- C1. parental involvement

	<p>academic language</p> <ul style="list-style-type: none"> • Leading Learning- use of talking circle to share thoughts on SIP strategies. • During the parent learning section of our School Council meetings, administrators will share SIP goals: Virtue Based Restorative Discipline, talking circles, rich number tasks, reciprocal teaching. • Wellness Wednesdays- focused on the 40 Developmental Assets. • Explicit explanation of test preparation and resources provided for parents via email, blogs and social media platforms. • Highlight engaging Program of Studies activities and diverse CSD activities on website/Facebook once per week. • School Council meetings remind parents that responding "I don't know" results in a score of '0'. • Social media team to create, share, and implement a Social Media Plan/Guide to ensure a broad representation of our school's activities/programming/successes are highlighted on a regular basis. • start youtube channel for STP's- <p>Nov. 7/19</p>	
--	--	--