



St. Patrick's Community School

2021-2022

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 Kindergarten to Grade 9 school with approximately 538 students, 32 teachers, and 12 support staff. St. Patrick's is part of Red Deer Catholic Regional Schools located in Red Deer, Alberta. We are a highly diverse and inclusive school that offers a year round, faith-filled education.

The English Language Learner population represents approximately 68% of our students. Our diverse learning community welcomes students from over 23 different countries and over 24 different languages are spoken. There is limited parent engagement in school initiatives; however, our School Council continues to flourish with seven parents on the School Council Executive that supports our entire school community and provides opportunities to engage in parent/guardian voice.

We provide a safe and caring learning environment that fosters, as well as supports, high academic and behavioural expectations, while capitalizing on the value of strong relationships. It is important that relationships, along with friendships, are nurtured emphasizing the social and emotional well-being of all of our students. Throughout the fourth wave of COVID, our student numbers remain constant while we

continue to exercise Alberta Health Services protocols and best practices when dealing with masking, sanitization, and ensuring that students remain socially distanced wherever possible.

St. Patrick's Community School is continually moving forward to ensure students receive the best possible faith-based education from our excellent staff. St. Patrick's areas of focus on positive mental wellness, increased student success in literacy and numeracy, building strong relationships with students, parents/guardians, peers, community, and parish makes our learning community one that is safe and stakeholders feel cared for. Our staff is continually using timely and targeted teaching strategies, data and evidence to inform teaching and learning in order for all students to succeed.

Assurance Framework Report Card

Alberta Ed Required Measures	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)
Student Learning Engagement	93.9	n/a	n/a	85.6	n/a	n/a
Citizenship	92.3	94.8	91.1	83.2	83.3	83
3-year High School Completion	n/a	n/a	n/a	83.4	80.3	79.6
5-year High School Completion	n/a	n/a	n/a	86.2	85.3	84.8
PAT: Acceptable	n/a	n/a	71.9	n/a	n/a	73.7
PAT: Excellence	n/a	n/a	13.3	n/a	n/a	20.3
Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	83.6
Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	24.1
Education Quality	94.6	96.8	95.5	89.6	90.3	90.2
Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	93.1	n/a	n/a	87.8	n/a	n/a
Access to Supports and Services	93.2	n/a	n/a	82.6	n/a	n/a

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

Nourished by grace and a personal relationship with Jesus Christ, we joyfully embrace, live, and teach the Gospel spirit.	2020/21	2019/20	2018/19	3 Year Average
I learn about the Catholic Faith at my school.	98.25%	99.56%	99.68%	99.16%
Prayer helps me feel closer to God.	94.28%	97.09%	98.56%	96.64%
I believe that God created me.	92.77%	97.20%	96.82%	95.60%
I believe that the Catholic Faith teaches me a good way to live.	94.52%	98.54%	98.57%	97.21%
I learn about God in all my classes.	92.29%	94.37%	96.58%	94.41%
(Grade 4) My teachers show me what it is like to be friends with Jesus.	98.21%	98.15%	94.60%	96.99%
(Grade 7&10) My teachers show me what it is like to develop a relationship with Jesus.	89.09%	94.67%	100.00%	94.59%
We learn that everyone is important and belongs.	96.22%			96.22%
We learn when we need to apologize and forgive.	95.58%			95.58%
Our school encourages students to be fair and treat others as we would want to be treated. (Grade 4 students)	95.74%			95.74%
Our school encourages students to treat others with dignity. (Grade 7 & 10 students)	88.89%			88.89%

AERR Comments

As Schollie Results for 2020-2021 indicated, St. Patrick's Community School remains at a high level of satisfaction in our Faith Outcomes from almost all stakeholders. Teachers remained at the 100th percentile, while Grade 7 students indicated that learning about how God created them in all their classes was not clearly apparent (92%). This measure provided staff with the opportunity to reflect on ways to ensure that students have a deepened understanding that God created them and is evident in daily planning both intentionally, inherently and incidentally. In elementary, while students and parents felt that teachers modelled very well what it is like to be friends with Jesus, 89% of our middle school students, (a decrease of 5%) were satisfied that this was occurring. However, 95% of parents reported that agreed that this was occurring.

Comment on School Goals	Comment on Results
Our staff, students, and parents focused on deepening their understanding of the Eight Characteristics of Catholic Education by learning about Tradition and Community. Our goal is to develop awareness and deepen the understanding of these characteristics with students, parents and staff. This year, we are providing staff with faith permeation strategies including a presentation from our division's Lead Teacher of Faith and guest speaker, Mike Landry, on creating resources and community with our school. Using the lens of community, our school will link student learning and	Throughout the 2021-2022 school year, students and staff were provided with a variety of opportunities to explore the characteristics of Catholic Identity, namely Community and Tradition. Examples of building community began with school administrators sharing their faith journeys and encouraging staff to do the same with students. St. Patrick's continued to build community within by engaging different grades in becoming Faith Buddies and Reading Buddies. Further, we celebrated our first full school Liturgy on St. Patrick's Day to celebrate our patron saint. 100% of students

<p>develop a deeper understanding of how to be citizens who contribute to the common good of society through a Catholic lens.</p>	<p>agreed that they learn that they all need to play a part in helping to make our world a better place for everyone. Through explicit instruction and experiential learning in classrooms, our school enhanced their understanding of Tradition through classrooms liturgies and exploring our faith through biblical stories and parables. 92% of Grade 7 and 68% of Grade 4 students believe that they learn about God in all of their classes and Catholic viewpoints and connections are integrated into their school subjects and activities. 6% of students believe that God created them, an increase of 11%. A great of variety of social justice projects took place both within and outside of the classroom - including writing cards to the Canadian Armed Forces, collecting items for the food bank, and Grade 8 students delivering the breakfast program to each classroom. 100% of students agree that they all need to play a part in making the world a better place for everyone. 97% of staff believe that the staff of Red Deer Catholic Regional Schools witness to others a life lived in relationship with Jesus Christ. The Division's Faith Lead Teacher provided professional development support to bridge the gap between the Fully Alive curriculum and our Religion resources with our elementary teachers. During professional development in October, our staff focused on two areas, "Stump the Chaplain" with challenging questions that they had regarding faith and, "Books, Bookmarks and Resources" that supported them in exposure to current Catholic faith resources that assisted them in permeation within their classrooms. Our Division chaplain has been instrumental in encouraging faith from the heart as well as bringing students back together by having hosted an EDGE Night at St. Patrick's. This momentum carried forward with an average of 20 St. Patrick's students participating in EDGE events in other schools throughout the year. Our Division Chaplain also supported bringing faith alive at our school by providing faith-based activities during Art Zones(a student focused activity that permitted staff to collaborate).</p>
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<p>Division Goals</p>
<p>Enrich our division Catholicity by focusing on the two chosen characteristics of Catholic identity. (2021-2022: Community and Tradition)</p>

School Goals
Enrich our school's Catholicity by focusing on two characteristics of Catholic identity - Community and Tradition
Staff will authentically permeate their lessons, in process, product, or content, through a lens of faith, focusing on the two chosen characteristics of Catholic identity - Community and Tradition.

Alberta's students are successful.

Alberta Ed Required Measures	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)
PAT: Acceptable	n/a	n/a	71.9	n/a	n/a	73.7
PAT: Excellence	n/a	n/a	13.3	n/a	n/a	20.3
Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	83.6
Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	24.1
Citizenship	92.3	94.8	91.1	83.2	83.3	83
3-year High School Completion	n/a	n/a	n/a	83.4	80.3	79.6
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	n/a	56.6	56.4
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	68	66.6	64.9
Transition Rate (6 yr)	n/a	n/a	n/a	60	60.3	59.5

AERR Comments
<p>Due to Alberta Education cancelling Provincial Achievement Tests (PAT), no data is available in these areas. Throughout the 2020-2021 school year, St. Patrick's staff concentrated on providing engaging, authentic learning opportunities in Literacy and Numeracy. Using 'Levelled Literacy Intervention' programming, which provides data on growth in student instructional reading levels, results indicated overall growth with increases ranging from 1-9 levels. Currently, 59% of students are at risk or approaching grade level in their reading levels. Moving forward with Literacy, a school wide focus continues to concentrate on collaborative response with tiered interventions that are timely and targeted. This model allows for students, who are identified with common key concerns, to have the ability to relearn and be reassessed. The LIFT teacher and classroom teacher work together to provide a wide variety of supports. In Numeracy, teachers and students are supported through a collaborative model. Through model teaching, small group work, and vertical alignment of expectations and fundamental knowledge, students at all levels experience success.</p>

Comment on School Goals	Comment on Results
<p>In the 2021-2022 school year, an enhanced model of collaboration was introduced. Using student data to guide conversations, timely and targeted interventions are provided to students who are not yet demonstrating grade level achievement. Support conversations continue to occur in collaboration and partnership between classroom teachers, Literacy Support members, support staff and administration. This enhanced collaborative model is used to help meet the wide range of needs presented by our students. Twice a month, staff are brought together to analyze current data and student achievement making</p>	<p>In the 2021-22 school year, staff were actively engaged in a collaborative response model that provided timely and targeted supports and interventions to students. Through regularly scheduled collaboration meetings, teachers brought forward common themes that were emerging from data and made action plans for the next learning cycle. Feedback received included that all (100%) staff appreciated the opportunity to learn about and employ research-based, high-leverage strategies. The consistent collaboration gave teachers the forum to discuss common learning challenges and ways to meet the needs of our students through differentiation of</p>

<p>recommendations and action plans for the next learning cycle. Currently, 271 students are at risk or approaching grade level in their reading levels. One of the essential keys to success for educators was supporting them through authentic, timely, and targeted support and collaboration. On a recent staff survey specific to collaboration, staff rated the effectiveness of targeted collaboration time as a 4.6 out of a possible 5. Comments included that it effectively supported the development and implementation of common assessment practices, there was time committed to accessing top resources and student interventions, learning goals were met as a result of placing student work at the centre of the discussion and finally, it improved overall teacher efficacy.</p>	<p>instruction and assessment. Teachers and literacy support (LIFT) members noted that having a structure in place facilitated critical conversations specific to meeting students' needs, which brought about multiple perspectives and specific strategies moving forward. All teachers (100%) indicated that the opportunity to target a variety of literacy skills of specific students helped them grow professionally. As of May 17, students improved an average of 3.2 reading levels (Fountas and Pinnell), with our highest growth being 9 levels . 61 Students in Grade 1, 2, and 3 received targeted literacy support. Post-test data indicates that students increased word identification by an average of 63% (25/40 words).</p>
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Division Goals
<p>Create an inclusive environment designed to achieve students' fullest potential through knowing, understanding and responding to all learners</p>

School Goals
<p>Create an inclusive environment designed to achieve students' fullest potential through knowing, understanding and responding to all learners.</p>

First Nations, Métis, and Inuit students in Alberta are successful.

Alberta Ed Required Measures for Indigenous Students	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)
PAT: Acceptable	n/a	n/a	n/a	n/a	n/a	11.2
PAT: Excellence	n/a	n/a	n/a	n/a	n/a	n/a
Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	n/a
Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	n/a
3-year High School Completion	n/a	n/a	5.6	n/a	n/a	7
Drop Out Rate	*	*	0	5	5.5	5.2
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	n/a	24.4	24.6
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	39.5	39.1	37.4
Transition Rate (6 yr)	n/a	n/a	n/a	35.7	35	34.1

AERR Comments
<p>St. Patrick's is blessed to have our Indigenous Education Support Team working collaboratively to support a deepened understanding of Indigenous ways of knowing. Following the recommendations from the Truth and Reconciliation Report, as well as the professional practice standards outlined from Alberta Education, St. Patrick's took significant strides towards deepening an awareness of several cultural aspects of Indigenous ways of knowing. We started the year with a Pipe Ceremony to mark the raising of a tipi within our school. This was done as an act of reconciliation and also as a way to provide a sacred space for students to broaden their understanding of Indigenous traditions and customs.</p>

Comment on School Goals	Comment on Results
<p>The Division's Indigenous Education Support Team, along with community members, remain great resources who support our staff and students in deepening their understanding of many cultural aspects of our Indigenous community. Staff and students will be witness to a traditional Pipe Ceremony, Tipi Raising celebration, and Métis teachings. Moving forward, an important focus will continue to ensure that our Indigenous student population's spiritual, social/emotional, academic, and physical needs are being met in order to minimize gaps that may exist in teaching the whole child while focusing on tiered supports of intervention.</p>	<p>Our school is very pleased with the many opportunities that students, staff and community members have had to enhance their knowledge, skills and attitudes regarding Indigenous education. Throughout the 2021-2022 school year, four sessions were delivered to students that highlighted Medicine Wheel teachings, Métis culture and traditions, Indigenous games, making bannock, drumming, and Dream Catcher making. Several guest presenters, including Felice Gladue from Métis Alive and Dean Johnson, a local community partner, shared their talents in the Tipi Raising celebration as well as drumming. Elder Corky Jonasson provided storytelling along with traditional teachings. TheRDCRS Indigenous Education Team supported protocols, Indigenous teachings, and professional development for staff. Staff indicated in a survey that</p>

	<p>their understanding of Indigenous ways of knowing greatly increased (average 4/5) through professional development, Indigenous activities, Faith Formation, and building connections with Indigenous partners. Three students took part in the Division's Indigenous Student Voice Panel providing their thoughts, ideas and opinions to support the development of future planning for Indigenous student learning and achievement. Five Grade 8 students attended the "Inspiring Success Indigenous Youth Conference" focusing on culture events that create connections with youth and community speakers.</p>
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Division Goals

In collaboration with our Indigenous communities, build upon foundational knowledge of First Nations, Metis, and Inuit teachings to benefit all students and build the capacity of staff.

School Goals

In collaboration with our Indigenous communities, build upon foundational knowledge of First Nations, Métis and Inuit teachings to benefit all students and build capacity of staff.

Alberta has excellent teachers, school leaders, and school authority leaders.

Alberta Ed Supplemental Measures	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)
Program of Studies	88.6	93.9	91.6	81.9	82.4	82.1

AERR Comments
<p>According to our Assurance results, there is a significant upward trend on how teachers feel that their professional development needs are being met. In 2020, 92% of teachers felt that professional development was focused, systematic and contributed significantly to their ongoing professional growth whereby in 2021, 97.3% were satisfied. Not only is St. Patrick's Community School more than 20% higher than the provincial average, it is clear from students, teachers and parents are highly satisfied with the accessibility, effectiveness and efficiency of programs and service for students in our community. As we move forward, we will continue to ensure staff voice and choice that align with our school's improvement plan as well as their professional growth plans, Administration will continue to foster a collective leadership approach by building the capacity of teacher leaders within our school. Each teacher has become a 'champion' of the School Improvement Plan and have attached themselves to an outcome. They will continue to foster their passion in this identified area by promoting, supporting and sharing professional learning opportunities to others on staff.</p>

Comment on School Goals	Comment on Results
<p>Teachers continue to access and analyze data to know, understand, and respond to student learning. Several teams within St. Pat's learning community continue to work collaboratively to ensure that the needs of the whole child are being met. For example, each grade level team meets, together with their assigned Literacy Lead teacher, works together throughout the week to plan, deliver, support and assess students in every grade. The Counselling team, including our Family School Enhancement Counsellor (FSEC), ensures the social/emotional and mental health of our students and families are addressed and works closely with all staff and outside agencies to ensure that support is continued in the classroom as well. Our Professional Development Committee meets four times per year to ensure that solicited input and feedback from staff is addressed in order to meet their collective professional learning needs. Strong, effective communication with the Faith Lead, MS2 team, the Indigenous Education Support team, and our Technology Director at Montfort Centre have brought a high level of cohesion in order to serve and meet the education needs at St. Patrick's</p>	<p>St. Patrick's has implemented a collaborative response model during collaboration that has yielded strong results. By May 2022, 105 students in 23 groups have received Leveled Literacy Intervention programming, reaching 20% of our total student population. St. Patrick's leadership team is focused on building collective leadership. Our Schollie survey, 100% of staff view the school leadership team as utilizing staff input to set clear and manageable goals and objectives. Additionally, 100% of staff agree that they are involved in decisions that impact their work and are encouraged to offer their opinions and ideas. Our professional development team has worked diligently to provide professional development that moves teacher practices forward. St. Patrick's staff indicates that 61% believe their practice is enhanced a great deal and 39% a moderate amount by professional development events. A focus on professional development has allowed staff to collaborate and plan to meet the needs of our diverse student population. 97% of staff believe that professional development positively contributes to moving student learning forward through collaboration</p>

<p>Community School. According to our Assurance results, there is a significant upward trend on how teachers feel that their professional development needs are being met. In 2021, 92% of teachers felt that professional development was focused, systematic and contributed significantly to their ongoing professional growth whereby in 2021, 97.3% were satisfied. Finally, not only is St. Patrick's Community School more than 20% higher than the provincial average, it is clear from students, teachers and parents are highly satisfied with the accessibility, effectiveness and efficiency of programs and service for students in our community.</p>	<p>with colleagues, while 77% note that professional development helps plan effective teaching strategies.</p>
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<p>Division Goals</p>
<p>Deepen the understanding and implementation of professional practice standards with a focus on optimum student learning.</p>
<p>Fostering a culture where diversity is celebrated, and cultural distinctiveness is honoured promoting intercultural understanding.</p>

<p>School Goals</p>
<p>Improved understanding and implementation of professional practice standards with a focus on optimum student learning.</p>
<p>Deepen the understanding and implementation of collective leadership.</p>

Alberta's education system is well governed and managed.

Alberta Ed Required Measures	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)
Education Quality	94.6	96.8	95.5	89.6	90.3	90.2
Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	93.1	n/a	n/a	87.8	n/a	n/a
Work Preparation	91.9	92.6	89.9	85.7	84.1	83.2

AERR Comments
<p>Stakeholders continued to feel a strong level of satisfaction (94.6%) with the overall quality of education that students received at St. Patrick's Community School. Ensuring that students were taught the knowledge, skills and attitudes necessary for learning throughout their lifetime provided a focused framework that encompassed the importance of mental wellness and the supports available within the community for students and families. Since the beginning of our school year in August, our staff was provided time, at each professional development day, to learn and reflect about mental wellness self-care through presentations from our school's Counselling Team and administration. In turn, staff were able to know, understand and respond more effectively to students following the past year of school which witnessed transitions to and from in class learning to online learning as a result of fluctuating COVID numbers . We continued to ensure that our parent community had a voice in decisions that impacted students at St. Patrick's by integrating back a full complement of School Council. membership and an elected executive.</p>

Comment on School Goals	Comment on Results
<p>A school-wide focus will remain centred around the mental wellness of our students, staff and families. It is imperative that positive mental health remains as one of our cornerstones at St. Patrick's in order to support our stakeholders within our community. Building positive relationships through the lens of our Catholic faith, counselling presentations and support, Wellness Champions activities, accessing our MS2 team, outside agency support including the Central Alberta Refugee Effort (CARE) support, Catholic Social Services, Canadian Mental Health will contribute to the overall wellness of all our stakeholders. It will cover all aspects including spiritually, academically, socially, emotionally, psychologically and physically. Ensuring that staff know, understand and respond to the individual learning needs of our students, by identifying the learner's access points, building on their current level of understanding and using incremental learning progressions will ensure a systematic approach to learning and achievement. Ensuring that St. Patrick's</p>	<p>In 2021, St. Patrick's Community School focused on the mental health and well-being of of students, staff, and families. St. Patrick's was proud to participate in Joint School Council presentation of Ann Douglas, Parenting Through the Storm, and Dr. Jody Carrington, a live event for our parents. Our counselling team was crucial in providing training to all staff (100%) on Trauma Informed Classrooms. Our counselling team has seen an increase in referrals to outside agencies such as the Children's Mental Health, Children's Advocacy Centre, Sexual Assault Centre, and outside counselling such as community based psychologists. Our Family School Enhancement Counsellor has been integral in connecting families with outside supports such as the food bank, financial aid, and housing, for our most vulnerable families. Students and families have been connected with City of Red Deer facilities to enjoy recreation. We have made connections with community-based companies such as Vivint, who provided over 160 backpacks with school supplies to</p>

<p>provides parent voice, through the renewal of School Council, is a top priority. In the current COVID Pandemic climate, St. Patrick's will be creating innovative ways to ensure that parents are informed of the renewal of School Council with ongoing opportunities for them to provide input, feedback and have future opportunities to volunteer after the Pandemic subsides.</p>	<p>our students, and Cobbs Bread who supplied loaves of bread to our families weekly. Over 100 food hampers were delivered at multiple times throughout the year to address food security for our parents and students. As a result, St. Pat's Pantry has been created and students can access food when needed. In addition to food, St. Pat's Closet has been popular and well accessed by families. School Council is developing and expanding membership, including Coffee with Council on Fridays. Parents have been welcomed into the school for Liturgies and celebrations, which has been an overwhelming success. Parent Teacher Interviews were well attended, with most teachers having all available appointment slots booked. Our school counsellors provided classroom presentations to every homeroom in Grade 1-9 (538 students) on topics such as, respect for self and others, self-regulation, identifying and understanding feelings, sleep hygiene, test stress, worrying. Additionally, our counselors and Family School Enhancement Counsellor implemented 11 groups for students in Grade 2-9, which focused on conflict resolution, friendship, and social skills. MADD Canada presented to all students in Grade 7-9 (214 students); Under My Skin presented to all Grade 7s (61 students); CASASC presented to all students in Grade 1-9 (538 students) on relationship boundaries and body safety; Junior Achievement to all students in Grades 4-9 (378 students) on financial literacy; and Workplays presented to students in Grade 8 and 9 (153 students).</p>
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<p>Division Goals</p>
<p>RDCRS provides enhanced education through communication, engagement and partnership.</p>

<p>School Goals</p>
<p>St. Patrick's will provide enhanced communication, engagement, and partnership with parents.</p>