



**St. Patrick's Community School  
K-Grade 9  
Red Deer Catholic Regional  
Division No. 39  
Three-Year Education Plan  
2009/10 to 2011/12**



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## ***Accountability Statement***

The Education Plan for Red Deer Catholic Regional Division No. 39 for the three years commencing September 1, 2009 was prepared under the direction of the Board in accordance with the responsibilities specified in the *School Act* and the *Government Accountability Act*. This education plan was developed in the context of the provincial government's business and fiscal plans. The Board is committed to achieving the results laid out in this education plan.

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Christine Moore, Chair  
Red Deer Catholic  
Regional Division No. 39

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Paulette Hanna  
Superintendent of Schools

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## 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.*

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***Vision:***

The Red Deer Catholic Regional Schools are committed to serve children and parents with a complete offering of learning opportunities delivered within the context of Catholic teachings and tradition, and within the means of the Division.

Our schools are gospel-centered communities of hope, fostering a Catholic Christian value system within a pluralistic society.

**CONTINUING THE MISSION OF JESUS, PROPHET, PRIEST AND  
SERVANT KING**

We make His life, mission and teaching our focal points of belief and conduct within our Catholic schools. Therefore, the education of the whole child – intellectual, aesthetic, emotional, social, physical, and spiritual –  
**IS OUR SERVICE COMMITMENT.**



***Mission:***

***MAKING CHRIST KNOWN TO CHILDREN***

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## SCHOOL ENROLMENT

### ***School Profile***

St. Patrick's Community School is collaboratively connected to the Sacred Heart Church in Red Deer. As we are a year-round school and draw students from many areas of Red Deer and region, we have partnerships in various parishes. We serve approximately 602 Kindergarten to Grade 9 students and offer several District-Wide instructional programs of student support. Our school is located in the GH Dawe Centre in the Highland Green subdivision of Red Deer. The GH Dawe Centre includes the K-9 St. Patrick Catholic Community School, the K-5 GH Dawe Public School, and a community centre with a swimming pool, ice arena and public library. The community centre is currently involved in a large renovation project that will last until 2010 making these facilities not accessible to St. Pat's School and the general public.

At St. Patrick's School, we espouse to develop the whole child during a year round schooling offering to our families. We focus on the spiritual, academic, cultural, physical and aesthetic positive learning environment for our children. We, as staff and parents, will do our best to provide all students with an excellent education in a gospel centered community of hope.

Our school follows the Alberta Provincial Program of Studies as guided by Alberta Education and the Red Deer Catholic Regional Division. We celebrate our faith through daily prayer, monthly liturgies, values integration and our involvement in various parish activities and service learning projects.

We invite families to celebrate with us in the various opportunities as we offer them:

- A full day Kindergarten program.
- Daily Physical Activity through intramurals and physical education.
- Counseling programs that augment risk factors and prevention for children and adolescents.
- Full Band for grades 5 and 6 students as well as band offered to grade 7-9 students.
- Full year French program offered for grades 4-5 students with a French option offered in each trimester of Middle School.
- School-wide SMART technology utilizing SMART boards and software.
- Extensive global learning opportunities through video conferencing capabilities.
- A Catholic School Division-Wide behavioural support program called "Turning Points".
- A school-wide behavioural support program called "Sliding Scale" or "SKILLS Program".
- Choral Program for grades K-5 students to enhance school events including school liturgies and celebrations.
- English as a Second- Language Division-Wide Reception Centre. Continued ESL programming and division wide support.
- Options for Middle School Students in grades 6-9 will occur within the framework of the new trimester system. Options include: Band, French as a Second Language, Industrial Education, Drama, Performance Arts, Theatre Sports, Art, Technology Studies, Games of the World, Outdoor Education, Film Studies, Weird Science, Arts and Cards, Basic Sewing, Cross Stitch, Sign Language, Animal Studies and Food Studies.

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- St. Patrick's Sports Excellence Academy: Hockey and Sport for Life. Within the academy the following sports are being offered: Hockey (based on instruction from Hockey Skills Canada), Golf/Soccer, Tennis/Volleyball, Bowling/Outdoor Pursuits, Swimming/Dance.
  - An Effective Behavioural Support Program promoting a safe a caring environment.
  - A Roots of Empathy Program encouraging children to focus on the development of newborns.
  - Career preparation for Middle School students offered within their timetable.

### ***School Improvement Priorities***

1. Continue to permeate our faith into our entire school environment.
2. Focus on three key assessment strategies to develop each year as a school wide focus.
3. Within the writing program, develop and implement best practices involving assessment for and of learning.
4. Developing common practices that support achievement in future grade levels in both Mathematics and Social Studies.
5. Improve the nature and efficacy of our Professional Learning Community through research based strategies with a focus on Marzano's work.
6. Improve the instructional support and assessment strategies for the English as a Second Language Program while providing support for staff Division wide.
7. Sustain parent involvement.

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## ISSUES AND TRENDS

### Issues

- Space allocation
  - With an increasing need for program accessibility and continued focus on small class sizes in both elementary and middle school, space is at a premium within St. Patrick's School community.
  - Temporary relief has been supported by Senior Administration through the development of an extra classroom.
- ESL trained staff
  - Emerging need to access qualified staff within the hiring process to meet the needs of our immigrant students.
  - With the implementation of the Neighbourhood School concept, this will continue to be a concern as we work together to ensure we are hiring the most effective staff members to meet the needs of students.
  - We need to consider attracting and retaining ESL trained personnel when attending Job Fairs.
- Achieving excellence in student learner outcomes (PAT's)
  - No visible improvement with current practices. Continue to focus on staffing structure as well as PAT analysis that is presently underway. The Admin Team is refocusing resources and time in order to review, and where necessary, revise (CAPS) Curriculum, Assessment, Pyramid of Intervention, Spirituality. Focus on Marzano's research and strategies.

### Trends

- Population continues to increase.
- Positive environment within school community has increased and continues to do so. Building leadership capacity with students, parents and staff has had a positive impact on the success of initiatives and projects.
- Continue to hire and retain quality staff who believe in working together in team.

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## ACCOUNTABILITY PILLAR SUMMARY

- 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. Division – 89.4% , St. Pat’: 90.5 % (compared to 83.7 in 2007/2008)
- Percentage of students who are satisfied that students model the characteristics of active citizenship. Division – 84.1%, St. Pat’s: 87.0% (compared to 76.7 % in 2007/2008)
- Percentage of teacher and parent satisfaction that high school graduates demonstrate the knowledge, skills and attitudes necessary for lifelong learning. Division – \_\_%, St. Pat’s: 65.6% (compared to 63.7 % in 2007/2008)
- 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. Division – \_\_%, St. Pat’s: 82.0 % (compared to 84.7 % in 2007/2008)
- Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community. Division – \_\_%, St. Pat’s : 75.2% (compared to 72.5 % in 2007/2008)
- Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely. Division – \_\_%, St. Pat’s: 84.0 % (compared to 77.1% in 2007/2008)
- Percentage of teachers reporting that, in the past 3-5 years, the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their on-going professional growth. Division – \_\_%, St. Pat’s: 68.8 % (compared to 82.3% in 2007/2008) *\*This data is not in agreement with Schollie data.*
- 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. Division – 82.2%, St. Pat’s: 81.1 % (compared to 77.7% in 2007/2008)
- Percentage of students, (83.1%) parents, (97%) and staff (100%) satisfied with the Catholicity within the school. Division – \_\_%, St. Pat’s: 93.3 (Compared to 90.6% in 2007/2008)

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## Religion/Faith/Catholic Education (Schollie Survey)

### Student Results

1. Growth as a Christian as a result of the school (Steady incline from 74% in 06/07 to 82% this year).
  - Student led celebrations, Morning Prayer, Ambassador Club, recognition for Christian Leadership each term.
  - Emphasis on religious studies and assessment this year.
2. Relationship between parish and school (Steady incline from 76% in 06/07 to 83% this year).
  - Visibility and support of Liturgical Coordinator from Sacred Heart for sacramental preparation and participation in celebrations.
  - Fr. Victor visiting St. Pat's on 2 occasions to bless our Prayer centers.
  - Leadership of staff to prepare students for Masses, sacraments and retreats.
3. Overall quality of Catholic Education offered at St. Pat's (Increase from 78% in 06/07 to 86% this year).
  - Staff model Christ in their daily lessons and actions.
  - Increase of interactive faith based learning.

### Staff Results

Out of 10 categories regarding the integration of faith within the teaching profession, St. Pat's has improved to 100% satisfaction in 8 areas. Of the two remaining areas, a growth of 12% occurred regarding faith development events.

This upward trend can be attributed to several factors including building leadership capacity among staff and the high expectation of modeling Christ in our daily work and action.

### Parent Results

All areas of the survey have demonstrated growth at a minimum of 3% within a 2 year period with three areas over 5% increase.

***Finally, we believe that the strong relationship that exists between Sacred Heart Church and St. Pat's School solidifies the supportive environment that continues to be fostered between these communities.***

### Professional Development (Based on ACOL and Schollie Surveys)

#### Results

- The data indicates that an increase of 20% of staff feel as though professional development events are improving their instructional practices from 2006 to present.
- Overall, St. Pat's is 4% higher than the division average with regards to PD improving instructional practices.
- Likewise there has been an 8% increase of those teachers indicating a moderate amount of improvement in instructional practices through PD.
- There has been a 14% decrease (small amount) to 16% of staff who indicated an improvement in instructional practice as a result of PD. We are extremely pleased with this data!
- Collaboration has been one of the keys to success regarding the professional development plan at St. Pat's.
- There has been a 12% increase of those staff that feel strongly supported in the area of collaboration and student learning.

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- In 2006/2007, 22% of St. Pat's staff perceived a moderate amount of collaboration with teacher colleagues on student learning while in 2008/2009, this number has increased to 37%.
  - We have had decrease of 14% of staff indicating a small amount of time to collaborate.

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## **Goals and Outcomes**

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### **Division Goal: Catholic Faith Permeates All We Do.**

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- D.1 Permeation of our Catholic Faith is intentional, inherent, and incidental.
  - D.2 The Division demonstrates its Principles of Practice in school leadership development, goal setting and implementation.
  - D.3 Schools effectively contribute to faith development of our Catholic Community in collaboration with home and parish.
  - D.4 Religious Studies Curriculum is experiential and engaging while maintaining an appropriate level of academic rigour, rich with effective pedagogical practices.
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### **Provincial Goal 1: High Quality Learning Opportunities**

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- 1.1 School environments are safe and caring.
  - 1.2 The education system meets the needs of all K-12 students, our society and the economy.
  - 1.3 Children and youth with at risk factors have their needs addressed through timely and effective programs and supports.
  - 1.4 Students complete programs so that they are ready to attend post-secondary institutions and/or contribute as members of society and to the economy.
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### **Provincial Goal 2: Excellence in Student Learning Outcomes**

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- 2.1 Students demonstrate high standards in learner outcomes.
  - 2.2 Students are well prepared for lifelong learning.
  - 2.3 Students are well prepared for employment.
  - 2.4 Students model the characteristics of active citizenship.
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### **Provincial Goal 3: Success for First Nations, Metis and Inuit (FNMI) Students**

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- 3.1 Key learning outcomes for FNMI students improve.
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### **Provincial Goal 4: Highly Responsive and Responsible Jurisdiction**

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- 4.1 The jurisdiction demonstrates effective working relationships.
- 4.2 The jurisdiction demonstrates leadership, innovation and continuous improvement.
- 4.3 Coaching For Learning (AIS Cycle 4) provides school-based administrators with skills to strengthen instructional leadership capacity in all schools.

**Division Goal: Catholic Faith permeates all we do.**

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)***

Our primary goal is to "make Christ known to children." As Catholic schools, we do this through excellence in teaching and learning, as well as the modeling of a faith-filled life that we do in our schools and community.

**Division Outcome D1:** Permeation of our Catholic Faith is intentional, inherent, and incidental.

**School Outcome D1:** Students and staff of St. Patrick's can articulate Catholic values and teachings.

<b>Performance Measures:</b>	Last Actual	Previous 3-Yr Avg	Improvement Targets 2009/10
D.1.1 Percentage of parents, students, and teachers satisfied with the overall quality of Catholic education offered in your school.	83.1%	78.6%	85%
D.1.2 Satisfaction with the religious celebrations that are led at your school.	93.6%	90.3%	94%
D.1.3 Satisfaction with your school's efforts to do all things like Jesus would want them done.	93.6%	89.6%	94%
D.1.4 Percentage of staff permeating faith and Catholic identity in their Professional Growth Plans.	Baseline		
<p><b>Division Strategies:</b></p> <ul style="list-style-type: none"> <li>• Ensure all schools develop and implement a social justice plan which includes all students and focuses on local, regional and international awareness of social issues.</li> <li>• Design Professional Growth Plan model to include permeation goals for all staff.</li> <li>• Develop professional development sessions to teach three types of permeation.</li> <li>• Initiate and monitor a Youth Minister pilot program at the high schools to foster and enrich student faith life.</li> <li>• Support Division representation and voice of Catholic Education on Zone and Provincial organizations.</li> <li>• Encourage and support professional development opportunities including catechetical courses for staff.</li> </ul> <p><b>St. Pat's Strategies:</b></p> <ul style="list-style-type: none"> <li>• Ensure all staff have a clear understanding of Catholic doctrine, rituals and traditions.</li> <li>• Review and admend liturgical practices that were implemented in 2008/2009</li> <li>• Provide a clear professional development focus on Permeation of Faith for integration into all curriculum areas</li> <li>• During prayer and morning announcements, a focus will be esatblished on the following prayers: St. Patrick's Prayer, Lord's Prayer, Hail Mary, Apostle's Creed, Nicene Creed. Staff will have prayer of the day projected on SmartBoard. Responsibility:</li> <li>• Promote all celebrations in our monthly newsletters, website, student agendas, PowerSchool daily bulletin and general staff email.</li> <li>• Revise Professional Growth Plan document to enhance faith permeation.</li> </ul> <p><b>Responsibility:</b></p> <ul style="list-style-type: none"> <li>• Religion Committee, Staff , Admin, Parish Support Team, Faith Coordinator)</li> </ul>			

**Division Outcome D2:** *Principles of Practice* are integrated throughout the Division

**School Outcome D2:** St. Pat's is committed to the development of Master Catholic teachers within its learning community.

Performance Measures:	Last Actual	Previous 3-Yr Avg	Improvement Targets 2009/10		
D.2.1 Evidence of articulation, celebration, and demonstration of Principles of Practice.	new				
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**Division Outcome D3:** Schools effectively contribute to faith development of our Catholic Community in collaboration with home and parish.

**School Outcome D3:** St. Pat's effectively contributes faith development of our Catholic Community in collaboration with home and parish.

<b>Performance Measures:</b>	Last Actual	Previous 3-Yr Avg	Improvement Targets 2009/10
D.3.1 Satisfaction with the relationship that exists between the parish and the schools.	<b>93.3%</b>	<b>87%</b>	<b>94%</b>
D.3.2 Percentage of resident students baptized in our schools			
D.3.3 Percentage of baptized resident students in the appropriate years receiving Eucharist.			
D.3.4 Percentage of baptized resident students in the appropriate years receiving Confirmation.			
D.3.5 Percentage of staff achieving their sacramental life goal.	<b>New</b>		
D.3.6 Percentage of staff achieving their community/parish service goal.	<b>New</b>		

**Division Strategies:**

- Communicate and collaborate with parishes to amend Baptismal Preparation programs to be more attractive to parents.
- Identify and expand areas of responsibilities for Sacramental preparation in an effort to enrich students' Sacramental lives.
- Monitor implementation of Faith Support Questionnaire and Intake Interview for new students to reflect on impact, and make changes as needed.
- Communicate with administrators the process for working with staff on sacramental life goal and community/parish service goal.
- Celebrate Division successes that contribute to faith development in the Catholic Christian community.
- Annual Division representation of staff at Blueprints and SPICE.

**St. Pat's Strategies:**

- At registration process, Catholic questionnaire is utilized and information shared with parishes. During ESL intake, this questionnaire will be provided translated in first language.
- Sacramental preparation information provided early in the school year and continued throughout the year.
- Continued parish representation at all parent functions.
- Data collection will continue regarding sacrament completion.
- PD session on training for Eucharistic Ministers, Readers and Acolytes.
- Invite church personnel to provide on going support of staff with regard to calls to ministry and personal faith journeys.
- Post the possible ministries and their background information for the staff on the staffroom religious Bulletin Board.
- Priority focus within the Professional Growth Plans to include staff achievement within a community/parish service goal .

**Responsibility:**

- ESL Intake Personnel, Parish Support Team, Admin, Liturgical Committee, Staff, Faith Coordinator

**Division Outcome D4:** The Religious Studies Curriculum is experiential and engaging while maintaining an appropriate level of academic rigour, rich with effective pedagogical practices.

**School Outcome D4:** St. Pat's offers experiential and engaging curriculum learning opportunities activities while maintaining an appropriate level of academic rigour, rich with effective pedagogical practices.

Performance Measures:	Last Actual	Previous 3-Yr Avg	Improvement Targets 2009/10		
D.4.1 Satisfaction with what is learned in Religious Studies classes.	93%	92%	94%		
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## Provincial Goal One: High Quality Learning Opportunities for All

### Outcome 1.1: School environments are safe and caring.

Performance Measures	Last Actual	Previous 3-Yr. Avg.	Evaluation			Targets 2009/10
			Achievement	Improvement	Overall	
1.1.1 Overall teacher, parent, and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school.	90.5%	82.5%	Very High	Improved Significantly	Excellent	92%
<p><b>Division Strategies:</b></p> <ul style="list-style-type: none"> <li>Promote and monitor appropriate community and school resources to enhance safe and caring atmosphere in schools.</li> <li>Review and revise Crisis Response documentation.</li> <li>Continually update staff on Crisis Response protocol.</li> <li>Provide opportunity to hear student voice on safe and caring schools to inform follow-up action.</li> <li>Communicate to stakeholders how resources are accessed to achieve the safe and caring atmosphere in schools.</li> </ul> <p><b>St. Pat's Strategies:</b></p> <p><b>Positive Behaviour Approach:</b></p> <ul style="list-style-type: none"> <li>Continue promoting the Effective Behavior Systems program and evaluating the data.</li> <li>Continue proactive counseling approach with grade level program focused on the needs within particular grades.</li> </ul> <p><b>Crisis Plan</b></p> <ul style="list-style-type: none"> <li>Increase fire drill practice and lock downs at irregular/non-classroom times with students and staff.</li> <li>Review Threat Assessment Procedures with Crisis Team and provide PD to all staff members.</li> </ul> <p><b>Schoolwide Programs</b></p> <ul style="list-style-type: none"> <li>Continue providing a full time counselor for kindergarten to grade 9.</li> <li>Implement the Roots of Empathy program for grade 1; "Be Cool" Program for grades 2-3 and Bullying Program for grades 4-5.</li> <li>Continue working with the Crisis Centre and John Howard Society to present information and strategies on anti-bullying, suicide prevention, safety, gang recruitment, Young Offenders' Act and harassment.</li> <li>Implement "Health Champions" strategies as a result of Comprehensive Health Initiative with a focus on nutrition, dental health and daily activities.</li> <li>Focus on providing sessions for staff on health related topics, for example, balancing work and home, active lifestyles and reducing stress.</li> </ul>						
<p><b>Responsibility:</b></p> <ul style="list-style-type: none"> <li>Admin, Middle School Teaching Staff, Counselor, Crisis Team</li> <li>Admin, Crisis Team</li> <li>Counselor, District Health Coordinator, DTHR, Admin</li> </ul>						

**Outcome 1.2: The education system meets the needs of all K-12 students, our society and the economy.**

Performance Measures	Last Actual	Previous 3-Yr. Avg.	Evaluation			Targets 2009/10
			Achievement	Improvement	Overall	
1.2.1 Overall teacher, parent, and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.	83.3%	77.8%	Very High	Improved	Excellent	84%
1.2.2 Overall teacher, parent and student satisfaction with the overall quality of basic education.	93.0%	88.6	Very High	Improved	Excellent	94%

**Division Strategies:**

- Explore Career and Technology Studies expansion.
- Expand opportunity for technology to enhance daily learning.
- Provide teacher training to support 21<sup>st</sup> century learning characteristics.
- Research possibilities for boundary changes to accommodate program growth and demographics. (city growth, French Immersion centre, English as a Second Language influx)
- Promote and monitor active school health plans that address nutrition, healthy choices, DPA (Daily Physical Activity), and positive social environment.
- Implement the Division ESL Plan.
- Encourage participation in Skills Canada.
- Each school communicates to stakeholders how they provide access to, and timeliness of services to students in schools.
- Expand collaboration between Learning Services and Student Services on FNMI, Early Childhood, and English as a Second Language to inform curriculum professional development.
- Continue to support and access services of the Aboriginal Family and School Frontline Project (AFSFP).
- Collect and interpret FNMI data and implement a plan describing quality learning experiences (including access to AFSFP programs).
- Celebrate and communicate successes with FNMI students to stakeholders.

**Responsibility:**

- Admin , Staff, Tech Coach, CARE, parent volunteers

**St. Pat's Strategies:**

- Continue to support staff regarding implementation of the division P.D - Math Implementation Plan for K-9 as well as increase staff participation in Social Studies cohorts offered by CARC.
- Development of common assessment tools/practices with a focus on all students in all core areas completing a *Part A* written component following the PAT schedule.
- Implementing new trimester system. 15 updated options offered in complement to the Sports Excellence Academy. Academies include hockey, soccer/golf, volleyball/tennis, bowling/outdoor pursuits, dance/swimming, Games of the World.
- Continued focus of global education and the 21<sup>st</sup> Century Learner through video conferencing opportunities and Internet exploration using wiki's and blogs
- Continue to celebrate diversity by providing an assortment of cultural opportunities within our learning community using FCSS grant focused on student resiliency, nutrition, volunteerism, community policing and community services. This pilot project will culminate with participants planning and hosting the St. Pat's Advent evening of Celebration. Positive Parenting Sessions for immigrant families
- Implement revised ESL support programs that include pull outs, integration, curriculum support with a focus on communication skills as well as extracurricular activities for students at St. Pat's Implement Division ESL Reception Centre that will support schools within RDCRS.

**Outcome 1.3: Children and youth with at risk factors have their needs addressed through timely and effective programs and supports.**

<i>Performance Measures</i>	Last Actual	Previous 3-yr Avg.	Evaluation			Targets
			Achievement	Improvement	Overall	2009-10
1.3.1 Annual dropout rate of students aged 14 to 18.	<b>3.1 %</b>		<b>High</b>	<b>Improved Declined</b>	<b>Acceptable</b>	<b>2.9</b>
<p><b>Division Strategies:</b></p> <ul style="list-style-type: none"> <li>• Monitor school administrative procedures to track previously enrolled students who are not currently enrolled in school.</li> <li>• Monitor impact of Career Practitioner program recommendations for change and sustainability.</li> <li>• Support collaborative individualized programming initiatives between JP II, Notre Dame, St. Gabriel, and St. Dominic.</li> <li>• Identify student perspectives with why high school peers drop out.</li> <li>• Support collaborative programming in Division secondary schools to better meet individual needs of students.</li> <li>• Develop a protocol that identifies grade 9 student transition to high school.</li> </ul>			<p><b>Responsibility:</b></p> <ul style="list-style-type: none"> <li>• Admin, Reception Centre Staff, Central Office Personnel, Staff, ESL Team, CARE, Counselor, Crisis Response Team, Threat Assessment Team</li> </ul>			
<p><b>St. Patrick's Strategies:</b></p> <ul style="list-style-type: none"> <li>• Continue to provide ongoing ESL support based on intake information that will assist in correctly aligning services with identified need.</li> <li>• Continue to provide learning accommodations at all grade levels with a focus on LA and Math for ESL students.</li> <li>• Identify student level (based on the ESL Student Assessment Portfolio benchmarks) and provide appropriate levelled programming at the elementary and middle school</li> <li>• Communicate and provide in-service training with Neighbourhood Schools to share best practices in teaching strategies and assessment.</li> <li>• Coordinate guest speakers and cultural programming for ESL students through (CARE) and the community.</li> <li>• Continue to develop coordination of ELI, ESL, Turning Points, Accelerated Math, Skills Program, PUF, SHOS, Dibels Testing, Mild-Moderate Identification Programming, and Resource Room programs through a "Student Services" support model.</li> <li>• Continue to develop early identification and testing for all students at risk.</li> <li>• Continue to provide a proactive approach in Counseling to meet the individual needs of students at risk</li> </ul>						

## Provincial Goal Two: Excellence in Student Learning Outcomes

### Outcome 2.1: Students demonstrate high standards in learner outcomes.

Performance Measures	Last Actual	Previous 3-Yr. Avg.	Evaluation			Targets 2009/10
			Achievement	Improvement	Overall	
2.1.1 Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard, on provincial achievement tests. (overall cohort results)**	70.5 %	74.3%	Low	Maintained	Issue	72%
2.1.2 Percentages of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	11.5%	12.7%	Low	Maintained	Issue	13%
<b>Division Strategies:</b> <ul style="list-style-type: none"> <li>Implement professional development strategies to strengthen "Excellence" levels of achievement.</li> <li>Support schools in providing implementation strategies for students at-risk of failing and students approaching excellence.</li> <li>Compare school achievement data to district targets and trend data (not compared to provincial data).</li> <li>Strengthen Division writing teams with a student focus on non-fiction writing, cross-curricular.</li> <li>Create monitoring plan ensuring appropriate training (through Division, school, Central Alberta Regional Consortium) of all teachers assigned to new curriculum areas.</li> <li>Expand Division Professional Development to include opportunities for training on new initiatives (eg. student evaluation, Alberta Initiative for School Improvement initiatives).</li> <li>Incorporate English as a Second Language teaching strategies in curricular professional development.</li> </ul>			<b>Responsibility:</b> <ul style="list-style-type: none"> <li>Admin, Learning Coaches, CFL Team</li> </ul>			
<b>St. Pat's Strategies:</b> <ul style="list-style-type: none"> <li>Review, and where necessary, revise (CAPS) Curriculum, Assessment, Pyramid of Intervention, Spirituality . Focus on Marzano's research and strategies.</li> <li>Transition existing ESL Benchmarks to the new Alberta Education Benchmark system.</li> <li>Condensed analysis of PAT results with the development of strategies, to improve results, at each grade in direct correlation with improving teaching, learning and assessment practices through the implementation of the CFL AISI project.</li> <li>Promote grade 3, 6, and 9 division grade team marking of provincial exams as well as field testing opportunities.</li> <li>Promote effective teaching through Professional Development opportunities with a focus on critical thinking, developing higher level thinking questions from Bloom's Taxonomy, creating common assessment practices.</li> </ul>						

### Outcome 2.2: Students model the characteristics of active citizenship.

Performance Measures	Last Actual	Previous 3-Yr. Avg.	Evaluation			Targets 2009/10
			Achievement	Improvement	Overall	
2.1.1 Overall teacher, parent and student agreement that students model the characteristics of active citizenship.	87%	76.7%	Very High	Improved Significantly	Excellent	88%
<b>Division Strategies:</b> <ul style="list-style-type: none"> <li>Provide student opportunities to explore post-secondary experience and apprenticeship programs.</li> <li>Strengthen school and business/industry relations to provide learning opportunities for students outside the school setting. (Connecting Learning and Work Tri-Ministry strategy.)</li> </ul>			<b>Responsibility:</b> <ul style="list-style-type: none"> <li>Admin, Liturgy Committee, Staff, Parish Team, CARE</li> </ul>			
<b>St. Pat's Strategies:</b> <ul style="list-style-type: none"> <li>Expose students to learning opportunities at all levels beginning with their community and expanding to a global context.</li> <li>Inviting all levels of government (municipal, provincial and federal) representatives to speak to students on current issues and their role in society.</li> <li>Maintain the existing standards to effectively prepare liturgical celebrations and service projects .</li> <li>Develop a new model for "Students of Peace and Justice" – <i>What Would Jesus Do Club</i></li> <li>Celebrate ministry involvement with the St. Pat's community.</li> </ul>						

## Provincial Goal Three: Success for First Nations, Metis and Inuit (FNMI) Students

### Outcome 3.1: Key learning outcomes for FNMI students improve.

Performance Measures	Last Actual	Previous 3-Yr. Avg.	Evaluation			Targets 2009/10
			Achievement	Improvement	Overall	
3.1.1 Annual dropout rate of self-identified FNMI students aged 14-18.	Baseline					
3.1.2 Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.	Baseline					
3.1.3 Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	Baseline					
<p><b>Division Strategies:</b></p> <ul style="list-style-type: none"> <li>Expand collaboration between Learning Services and Student Services on FNMI, Early Childhood, and English as a Second Language to inform curriculum professional development.</li> <li>Continue to support and access services of the Aboriginal Family and School Frontline Project (AFSFP).</li> <li>Collect and interpret FNMI data and implement a plan describing quality learning experiences (including access to AFSFP programs).</li> <li>Celebrate and communicate successes with FNMI students to stakeholders.</li> </ul> <p><b>St. Patrick's Strategies:</b></p> <ul style="list-style-type: none"> <li>Develop the First Nations Metis and Inuit plan and align with priorities to improve student achievement.</li> <li>Implement nomination process for Turtle Award through the Native Friendship Centre.</li> <li>Promote cultural awareness through an invitation to the First Nations community. Ensure that 3 school-wide presentations occur throughout the 2009/2010 school year.</li> <li>Continue to utilize Aboriginal Frontline within school community (instructing small groups, tutoring) and at Elementary Success Assemblies and MS Awards celebrations.</li> </ul>			<p><b>Responsibility:</b></p> <ul style="list-style-type: none"> <li>Admin, Counselor, Community Stakeholders</li> </ul>			

## Provincial Goal Four: Highly Responsive and Responsible Jurisdiction

### Outcome 4.1: The jurisdiction demonstrates effective working relationships with partners and stakeholders.

Performance Measures	Last Actual	Previous 3-Yr. Avg.	Evaluation			Targets 2009/10
			Achievement	Improvement	Overall	
4.1.1 Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.	88%	69.2%	Very High	Improved Significantly	Excellent	89%
<b>Division Strategies:</b> <ul style="list-style-type: none"> <li>Promote and publicize the opportunity for all stakeholders to have input in the development of the Division Education Plan and Division Calendar.</li> <li>Identify opportunities where parents have input into decision making, strengthen involvement where applicable, expand and promote it.</li> <li>Encourage and promote parent participation in joint school council.</li> <li>Communicate to staff and parents the opportunities for input.</li> </ul>			<b>Responsibility:</b> <ul style="list-style-type: none"> <li>Admin, staff, Powerschool Facilitation Team, ESL Team, Community Stakeholders, Central Office Personnel, Counselor, CARE</li> </ul>			
<b>St. Pat's Strategies:</b> <ul style="list-style-type: none"> <li>Establish a minimum standard of communication with home: newsletters, phone calls, positive recognition, dealing with issues, school events, "no surprises" home.</li> <li>Update PowerSchool (Teacher Grade Book, Daily Bulletin) daily which will increase parent communication.</li> <li>Promote ongoing parent participation through the development of a Diversity Night.</li> <li>Increase the number and variety of resiliency/cultural presentations and craft workshops for all students to experience by piloting the Resiliency Pilot Project in partnership with Family Services of Central Alberta.</li> <li>Include a multilingual page/link on our school website to help improve communication with ESL parents as part of the Reception Centre responsibilities.</li> <li>Continue to offer the <i>Positive Parenting</i> and <i>Positive Teen Approach</i> sessions in Spanish.</li> </ul>						

### Outcome 4.2: The jurisdiction demonstrates leadership, innovation and continuous improvement.

Performance Measures	Last Actual	Previous 3-Yr. Avg.	Evaluation			Targets 2009/10
			Achievement	Improvement	Overall	
4.2.1 Overall percentage of teachers and parents indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years.	81.1%	67.7%	Very High	Improved Significantly	Excellent	83%
<b>Division Strategies:</b> <ul style="list-style-type: none"> <li>Communicate and promote Division accomplishments with our communities.</li> <li>Develop a work plan for the Communications Director.</li> <li>Review Admin recruitment and leadership training practices, and explore implementation of recommendations from Alberta Teachers' Association Professional Development Leadership Committee.</li> <li>Continue to provide training and support for the implementation of a new student information system.</li> <li>Review and evaluate technology access practices.</li> <li>Monitor implementation of Staff Wellness plan.</li> <li>Strengthen instructional improvement through implementation of Coaching For Learning (CFL) school teams.</li> <li>Collect data on instructional improvement strategies identified in the three pillars in the Cycle 4 Alberta Initiative for School Improvement (AIS) project; 1-student achievement; 2-instructional leadership; 3-student engagement</li> <li>Monitor professional development to align with Division initiatives.</li> <li>Identify possibilities for increased on-site professional development opportunities.</li> <li>Implement recommendations from review of embedded professional development.</li> <li>Implement recommendations from the Alberta Teachers Association Leadership Steering Committee (Principal Quality document).</li> <li>Act on recommendations from Year One of Mentorship Formation Program.</li> <li>Work towards achieving COR (Certificate of Recognition) with Occupational Health and Safety.</li> <li>Initiate a Records Management Audit.</li> <li>Implement new accounting, human resources, and payroll system.</li> </ul>			<b>Responsibility:</b>			

- Implement components of the Division International strategy to help our students develop the life skills necessary to become global citizens.

**St. Pat's Strategies:**

- Maintain the established Dotmocracy strategy to obtain input from staff on PD needs with a focus on aligning the RD Catholic 3 Year Education Plan, St. Patrick's Education Plan and Professional Growth and Development Plans.
- Continue to promote St. Pat's School and Red Deer Catholic Regional Schools accomplishments through the local newspaper, newsletters, ATA News, Western Catholic Reporter, St. Pat's website, PowerSchool and local television stations.
- Utilize the services of RDCRS Communication Officer when necessary.
- Communicate improvement plans regularly to students, staff and parents.
- Continue to research nominations for Teaching Excellence and support staff.

- PD Committee, Admin, Central Office Personnel, School Health and Wellness Team, Health and Wellness Coordinator, Safety Coordinator

**Improve staff wellness and safety in the school community.**

- Continue focus on staff training through awareness of Occupational Health and Safety Administrative Procedures.
- Continue to access OH and S personnel to assist with PD opportunities regarding safety standards.
- Select 2 staff members to become *Safety Facilitators* within the St. Pat's community.
- Continue to add pertinent documentation to OH and S/WHIMIS binders.
- Continue to place OH and S on bi-monthly divisional meetings and monthly staff meetings.
- Continue to encourage staff to certify/re-certify First Aid certification.

**Outcome 4.3: Coaching for Learning (AISI Cycle 4) provides school-based administrators with skills to strengthen instructional leadership capacity in all schools.**

Performance Measures	Last Actual	Previous 3-Yr. Avg.	Evaluation			Targets 2011/12
			Achievement	Improvement	Overall	
4.3.1 Coaching for Learning strategies are improving school administrator instructional leadership.	N/A	N/A	Baseline	Baseline	Baseline	tbd
4.3.2 Teachers are increasing the use of high student engagement teaching strategies as an outcome of instructional coaching.						
4.3.3 Student achievement is improving as an outcome of student engagement teaching strategies.						
<b>Division Strategies:</b>			<b>Responsibility:</b>			
<ul style="list-style-type: none"> <li>• Senior Administration and Central Services will collaborate on professional development and direct support to school-based Coaching for Learning teams.</li> </ul>						

- Introducing Marzano's work in lesson, unit and long range plan development.
- Framework presently be created to focus on PAT result improvement
- Initial meeting completed that focused on team building and identification of a possible focus within St. Pat's.
- Attendance at regular CFL meetings

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The school council was involved in the development of this School Improvement Plan by

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The Plan is available for public viewing, either at the School Office, located at \_\_\_\_\_, Red Deer, or on-line at [www.rdcrd.ab.ca](http://www.rdcrd.ab.ca) under “\_\_\_\_\_”.

Subject	Standard	Target 2007/08		Actuals 2007/08		Target 2008/09		Target 2009/10		Target 2010/11		Target 2011/12	
		Prov.	Juris.	Prov.	Juris.	Prov.	Juris.	Prov.	Juris.	Prov.	Juris.	Prov.	Juris.
<b>Grade 3:</b>													
Language Arts	Excellence	18.0	22.0	16.1	23.1	18.0	23.0	18.0	23.5	19.0	24.0		24.5
	Acceptable	84.0	88.0	80.1	88.7	85.0	88.0	85.0	88.0	86.0	88.5		89.0
Math	Excellence	30.0	32.0	24.0	29.1	31.0	33.0	31.0	33.0	32.0	33.0		32.5
	Acceptable	83.0	88.0	78.3	86.6	83.0	88.0	84.0	88.0	84.0	88.5		89.0
Math French	Excellence		14.0	23.2	22.4		22.5		23.0		23.5		24.0
	Acceptable		84.0	83.7	93.4		86.0		88.0		88.5		89.0

<b>Grade 6:</b>													
Language Arts	Excellence	18.0	21.0	21.0	22.8	18.0	22.0	18.0	23.5	21.0	24.0		24.5
	Acceptable	82.0	86.0	81.1	86.8	82.0	87.0	82.0	88.0	83.0	88.5		89.0
French Language Arts	Excellence	12.0	18.0	14.2	11.1	12.0	22.0	13.0	23.5	13.0	24.0		24.5
	Acceptable	88.0	92.0	87.7	90.5	88.0	92.0	89.0	92.0	89.0	92.5		93.0
Math	Excellence	21.0	22.0	15.7	14.2	21.0	23.0	21.0	23.5	22.0	24.0		24.5
	Acceptable	80.0	85.0	73.9	80.6	80.0	86.0	80.0	88.0	81.0	88.5		89.0
Math French	Excellence		30.0	18.7	12.9		30.0		30.0		30.5		31.0
	Acceptable		86.0	86.6	77.4		86.0		88.0		88.5		89.0
Science	Excellence	27.0	26.0	24.4	28.1	27.0	27.0	29.0	28.0	29.0	28.5		29.0
	Acceptable	82.0	85.0	74.3	84.4	82.0	86.0	82.0	88.0	83.0	88.5		89.0
Science French	Excellence		20.0	19.6	3.2		22.0		23.5		24.0		24.5
	Acceptable		84.0	82.9	77.4		86.0		88.0		88.5		89.0
Social Studies	Excellence	22.0	24.0	24.2	31.0	22.0	25.0	24.0	25.0	24.0	25.5		26.0
	Acceptable	80.0	85.0	77.4	89.6	80.0	86.0	81.0	88.0	81.0	88.5		89.0
Social Studies French	Excellence		18.0	18.4	3.2		20.0		23.5		24.0		24.5
	Acceptable		89.0	85.5	79.0		89.0		89.0		89.0		89.5

Subject	Standard	Target 2007/08		Actuals 2007/08		Target 2008/09		Target 2009/10		Target 2010/11		Target 2011/12	
		Prov.	Juris.	Prov.	Juris.	Prov.	Juris.	Prov.	Juris.	Prov.	Juris.	Prov.	Juris.
<b>Grade 3:</b>													
Language Arts	Excellence	18.0	22.0	16.1	23.1	18.0	23.0	18.0	23.5	19.0	24.0		24.5
	Acceptable	84.0	88.0	80.1	88.7	85.0	88.0	85.0	88.0	86.0	88.5		89.0
Math	Excellence	30.0	32.0	24.0	29.1	31.0	33.0	31.0	33.0	32.0	33.0		32.5
	Acceptable	83.0	88.0	78.3	86.6	83.0	88.0	84.0	88.0	84.0	88.5		89.0
Math French	Excellence		14.0	23.2	22.4		22.5		23.0		23.5		24.0
	Acceptable		84.0	83.7	93.4		86.0		88.0		88.5		89.0

<b>Grade 6:</b>													
Language Arts	Excellence	18.0	21.0	21.0	22.8	18.0	22.0	18.0	23.5	21.0	24.0		24.5
	Acceptable	82.0	86.0	81.1	86.8	82.0	87.0	82.0	88.0	83.0	88.5		89.0
French Language Arts	Excellence	12.0	18.0	14.2	11.1	12.0	22.0	13.0	23.5	13.0	24.0		24.5
	Acceptable	88.0	92.0	87.7	90.5	88.0	92.0	89.0	92.0	89.0	92.5		93.0
Math	Excellence	21.0	22.0	15.7	14.2	21.0	23.0	21.0	23.5	22.0	24.0		24.5
	Acceptable	80.0	85.0	73.9	80.6	80.0	86.0	80.0	88.0	81.0	88.5		89.0
Math French	Excellence		30.0	18.7	12.9		30.0		30.0		30.5		31.0
	Acceptable		86.0	86.6	77.4		86.0		88.0		88.5		89.0
Science	Excellence	27.0	26.0	24.4	28.1	27.0	27.0	29.0	28.0	29.0	28.5		29.0
	Acceptable	82.0	85.0	74.3	84.4	82.0	86.0	82.0	88.0	83.0	88.5		89.0
Science French	Excellence		20.0	19.6	3.2		22.0		23.5		24.0		24.5
	Acceptable		84.0	82.9	77.4		86.0		88.0		88.5		89.0
Social Studies	Excellence	22.0	24.0	24.2	31.0	22.0	25.0	24.0	25.0	24.0	25.5		26.0
	Acceptable	80.0	85.0	77.4	89.6	80.0	86.0	81.0	88.0	81.0	88.5		89.0
Social Studies French	Excellence		18.0	18.4	3.2		20.0		23.5		24.0		24.5
	Acceptable		89.0	85.5	79.0		89.0		89.0		89.0		89.5

Grade 9:													
Language Arts	Excellence	16.0	20.0	14.8	16.9	16.0	22.0	16.0	23.5	17.0	24.0		24.5
	Acceptable	80.0	84.0	76.5	86.3	80.0	86.0	80.0	88.0	81.0	88.5		89.0
French Language Arts	Excellence	12.0	18.0	12.4	7.9	12.0	22.0	13.0	23.5	14.0	24.0		24.5
	Acceptable	84.0	88.0	84.5	94.7	84.0	88.0	85.0	88.0	85.0	88.5		89.0
Math	Excellence	21.0	20.0	17.8	16.8	21.0	22.0	21.0	23.5	22.0	24.0		24.5
	Acceptable	70.0	83.0	64.5	71.2	70.0	86.0	70.0	88.0	71.0	88.5		89.0
Math French	Excellence		30.0	28.9	37.1		30.0		30.0		30.5		31.0
	Acceptable		86.0	85.3	97.1		86.0		88.0		88.5		89.0
Science	Excellence	13.0	20.0	12.9	11.6	14.0	22.0	14.0	23.5	16.0	24.0		24.5
	Acceptable	68.0	84.0	68.4	77.6	68.0	86.0	69.0	88.0	71.0	88.5		89.0
Science French	Excellence		20.0	14.8	21.1		22.0		23.5		24.0		24.5
	Acceptable		86.0	84.1	89.5		86.0		88.0		88.5		89.0
Social Studies	Excellence	21.0	21.0	19.2	20.2	21.0	22.0	21.0	23.5	22.0	24.0		24.5
	Acceptable	75.0	84.0	71.0	77.6	75.0	86.0	75.0	88.0	76.0	88.5		89.0
Social Studies French	Excellence		20.0	14.2	5.3		22.0		23.5		24.0		24.5
	Acceptable		86.0	82.6	94.7		86.0		88.0		88.5		89.0
OVERALL	Excellence	19.3	21.9	18.7	17.8	19.4	25.1	19.9	24.9	22.3	25.4		25.9
AVERAGES	Acceptable	79.7	85.9	79.4	85.4	79.8	86.8	80.2	88.3	79.7	88.7		89.2

PAT Division Excellence

Targets 2011/12: Acceptable

