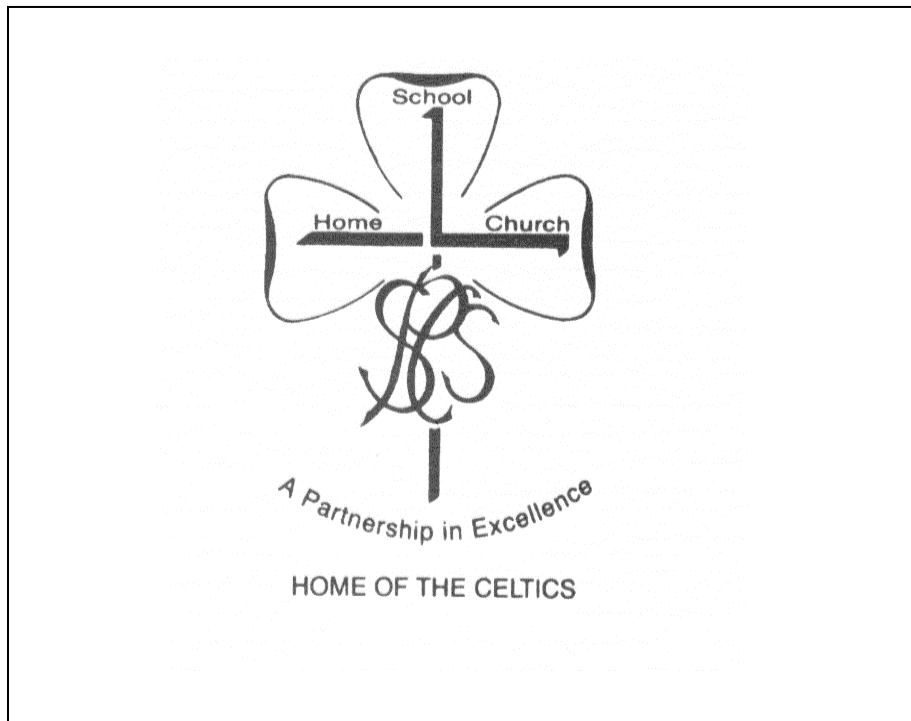


St. Patrick's Community School School Improvement Plan

“Whole School, Whole Child”

2008/09



Vision: Pursuing Greatness – Strengthening Community



Mission: As partners in God’s community, we believe that we are responsible to build an atmosphere of Christian learning and love through praying, working and playing together as responsible members of St. Patrick’s Community School.

Our mission is to educate the whole child: spirit, mind, body. We do this through partnership with home-parish-school.

We are inspired by Christ and aspiring to excellence.

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 550 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:

- Virtues education connected to CELTICS Pride.
- A full day Kindergarten Program.
- Red Cross Swimming Education for K-5 students and recreational swimming for all students.
- Drug and Alcohol Resistance Education (DARE) for grade 5 students.
- Daily Physical Activity through intramurals and physical education.
- Full Band for grades 5 and 6 students as well as band offered to grade 7-9 students.
- French as a second language programming offered to grades 4-9 students including a trip to Quebec every 2 years.
- School-wide SMART technology utilizing SMART boards and software.
- A Catholic School Division-Wide behavioural support program called "Turning Points".
- A School-wide behavioural support program called "Sliding Scale" or "SKILLS Program".
- Choral Programs for grades K-5 students to assist in music practice for school liturgies.
- English as a Second- Language Division-Wide Program
- Exploratory options for Middle School Students in grades 6-9 which include: Band, French as a Second Language, Spanish, Industrial Education, Drama, Art, Computer Applications, Recreational Education, Video Conferencing, Leadership, Scrapbooking, Dance ,Animal Studies and Food Studies.
- 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.
- An Accelerated Mathematics program for students in partnership with St. Gabriel's Cyber School.
- Team Career Preparation for Middle School students and integrated into elementary classrooms.
- St. Patrick's Sports Excellence Academy: Hockey and Sport for Life

School Improvement Priorities

1. Focus on three key **assessment strategies** to develop each year as a school wide focus.

2. **Improve our written language program and develop a cross-curricular focus.**

All teachers in all subjects will cooperatively develop written language plans utilizing the Alberta Education writing rubrics. A variety of writing techniques, including the Betty Wiebe Blended Structure and Style, Graham Foster, Joanne Moore, Barbara Mariconda, will support their planning and instruction. Teachers will utilize the HLAT baseline data in November 08 to compare with the HLAT data in June 09. Teachers will track student progress as they advance from year to year. Our focus will also include support from St. Patrick's Writing Team, continuing the Scope and Sequence developed in 07/08 and implementation of portfolios. We will continue to focus on developing common assessment in the area of writing.

3. **Improve the delivery of instruction of the essential Mathematics and Social Studies curriculum and develop action plans for pedagogy, assessment standards, problem solving and critical thinking.**

All teachers will be assisted by the Learning Services Team, Learning Coaches and master teachers so that they better understand how to implement the new Math and Social Studies curriculum.

4. **Improve the nature and efficacy of our Professional Learning Community.**

In embedded PD opportunities with grade partners, teachers will align their teaching practices and assessment strategies with the Alberta Program of Studies striving for excellence in student achievement. Ongoing personal professional growth and long range plans will be developed yearly.

5. **Improve the instructional support and assessment strategies for the English as a Second Language Program.**

All teachers will be assisted with instructional support and assessment strategies in order to improve English as a Second Language student achievement.

7. **Improve the Sports Excellence Academy to include more life long learning skills.**

All students will be given various lifelong learning opportunities in two streams of the Sports Excellence Academy.

8. **Build to infuse permeation of faith into our total school environment.**

The staff and administration as a team will model permeation of faith daily and include electronic media to assist our student population to participate fully in school wide liturgy celebrations. Permeation of faith resources will be made available to all staff and administration will discuss all staff's permeation of faith goals during PGP interviews.

9. **Improve parent involvement.**

Parents will be informed about the operations of the school and become more involved in decision making within our school community.

10. Create and implement a **school wide health plan** that encompasses nutrition, daily physical education activities and stress reducing strategies.

Goals and Outcomes

 **Goal 1: Catholic Faith Permeates Through All We Do.**

- 1.1 The Division will be known for its Catholic Christian community.
- 1.2 Students are actively involved in liturgical celebrations, which mark our faith life.
- 1.3 School and parish support each other.
- 1.4 Teachers are permeating the Catholic faith in all areas of curriculum.

 **Goal 2: High Quality Learning Opportunities for All**

- 2.1 Schools provide a safe and caring environment for students.
- 2.2 The education system meets the needs of all K-12 students, society and the economy.
- 2.3 Children at risk have their needs addressed through effective programs and supports.
- 2.4 Students complete programs.

 **Goal 3: Excellence in Student Learning Outcomes**

- 3.1 Students demonstrate high standards.
- 3.2 Students are well prepared for lifelong learning.
- 3.3 Students are well prepared for employment.
- 3.4 Students model the characteristics of active citizenship.

 **Goal 4: Highly Responsive and Responsible Jurisdiction**

- 4.1 The jurisdiction demonstrates effective working relationships with partners and stakeholders
- 4.2 The jurisdiction demonstrates leadership and continuous improvement.

Outcome: School and parish support each other.

Performance Measures:	Last Actual	Previous 3-Yr Avg	Targets 2010/11*
Percentage of resident Catholic students baptized in our schools.	43/120	n/a	62%
Percentage of baptized Catholic students in the appropriate years receiving Eucharist.	30/55	n/a	70%
Percentage of baptized Catholic students in the appropriate years receiving Confirmation.	11/65	n/a	70%
Percentage of staff involved in supporting parish/church life.	10/60	n/a	80%

St. Pat's School Priority For Improvement:

Increase the percentage of students receiving sacraments at the appropriate grade level.

Strategies For This Priority:

- Invite all Parish Liaisons from St. Vladimir, St. Mary's and Sacred Heart to speak to parents about sacramental programs at opening BBQ and at the first established parent council meeting.
- Invite Father Julian Bilyi from St. Vladimir to speak to our students and staff about the Ukranian Catholic Rites of Sacraments and icons.
- Provide a celebration cake to all the students in the grades of the sacramental recipients.
- Celebrate sacramental recipients at awards celebrations by presenting certificates in front of their peers.
- Admin will speak to ECS parents about what it means to be in a Catholic School.
- Use the Faith Support Questionnaire with new families.

Timeline: 2008-09

Responsibility: Admin, Liturgical Committee

St. Pat's School Priority For Improvement:

Increase the percentage of Division staff involved in supporting parish life.

Strategies For This Priority:

- PD session on training for Eucharistic Ministers, Readers and Acolytes.
- Invite Sacred Heart Parish priest to speak to staff about the importance of ministry.
- Post the possible ministries and their background information for the staff on the staffroom religious Bulletin Board.
- Promote the involvement in ministries as a faith dimension goal in staff Professional Growth Plans (Formation).
- Arrange modeling and mentoring opportunities as grade team staff organizes monthly liturgy celebrations.

Timeline: 2008-09 Responsibility: Admin, Liturgy Committee

Outcome: Teachers are permeating the Catholic faith in all areas of curriculum.

Performance Measures:	Last Actual	Previous 3-Yr Avg	Improvement Targets 2010/11
Percentage of staff permeating Catholic faith in their long-range plans.	Baseline		

Division Priority For Improvement:

Increase the permeation of Catholic faith in curricular areas.

School Priority For Improvement:

- Provide staff with access to the faith permeation resource (binder) and electronic resources.
- Continue to infuse faith permeation strategies/objectives in professional growth plans, long range plans and daily lesson plans.
- Define questions, using a common assessment tool, at grade 4 and 7 which would be used in Religious Studies assesment.
- Designate a Liturgical Coordinantor/Chair to organize and coordinate all Litugical celebrations.
- Provide opportunities for grade team staff to share examples/experience of permeation of faith in their classrooms at the end of each full day PD liturgies.
- Invite former St. Pat's students back to address students/teachers on how permeation of faith during their school life and programs has benefited them in their present life.

Timeline: 2008-09 Responsibility: Admin. Liturgy Committee, Learning Services, Faith Development Coordinator

Goal Two: High Quality Learning Opportunities for All

Outcome: Schools provide a safe and caring environment for students.

Performance Measures	Last Actual	Previous 3-Yr. Avg.	Evaluation			Targets 2010/11
			Achievement	Improvement	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.	83.7	82.3	Intermediate	Maintained	Acceptable	85%
St. Pat's School Priority For Improvement: Strategies For This Priority: Positive Behaviour Approach: <ul style="list-style-type: none"> Continue promoting the Effective Behavior Systems program and evaluating the data. Responsibility: (Admin) Foster positive behaviors through an student incentive program. Focus on Middle School in 2008/-2009 Responsibility: (Admin) Continue to development the Celtics Virtues Program and Positive Skill per month . Timeline: (2008-2009) Responsibility: Middle School Teaching Staff Provide continued support to our students at lunch hour through the Student Support Room in both elementary, MS and Turning Points. Responsibility: All teaching staff Crisis Plan <ul style="list-style-type: none"> Update the Crisis Response Manual Checklist. Responsibility: (Admin, Crisis Coordinator) Provide practice with students in emergency procedures for lockdowns and fire drills. Practice using new evacuation centres. Timeline: (2008-2009) Responsibility: Admin, Crisis Coordinator Schoolwide Programs <ul style="list-style-type: none"> Full time counselor for kindergarten to grade 9. Provide DARE, non-smoking and drug awareness inservicing to grades 5-9 students. Implement the Roots of Empathy program for grade 1; "Be Cool" Program for grades 2-3 and Bullying Program for grades 4-5. 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 harrasement. Implement strategies as a result of Comprehensive Health Initiative with DTHR with a focus on nutrition, dental health and daily activities. Focus on providing sessions for staff on health related topics, for example, balancing work and home, active lifestyles and reducing stress. Timeline: (2008-2009) Responsibility: Counselor, District Health Coordinator, DTHR, Admin 						

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

Performance Measures	Last Actual	Previous 3-Yr. Avg.	Evaluation			Targets 2010/11*
			Achievement	Improvement	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.	78.1	72.3	Intermediate	Maintained	Acceptable	85%
Teacher, parent and student satisfaction with the overall quality of education of basic education.	91.3	87.3	Very High	Improved	Excellent	93%
Teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.	72.5	76.9	Intermediate	Maintained	Acceptable	80%
St. Pat's School Priority For Improvement: <i>Increase the variety of learning opportunities.</i> Strategies For This Priority: <ul style="list-style-type: none"> Support the division P.D -Math Implementation Plan for K-9 Responsibility: Admin Create Spanish options class. Continue wide variety of options offered to MS. Responsibility: Admin Continue offering Hockey and Sport for Life academies within the Sports Excellence program to enhance physical activity. Responsibility: Admin Provide inservicing to new SMART Board recipients throught the summer SMART Institute. (Admin and tech coach) Make sure that our website is in alignment with the divisions expectations. (Admin, tech coach) Continue to provide students and staff with video conferencing opportunities. (Admin and tech coach) Continue ESL support programs in the Middle School – Pull outs, Journeys, Literacy Support Program Create ESL Learning Centers in each classroom. Timeline: 2008-2009 Responsibility: Tech Coach, Admin 						

School Priority For Improvement:

Improving children's access to services through coordination of services.

Strategies For This Priority:

- Continue to develop selection, monitoring, and exit procedures for ESL students. **Responsibility:** Admin
- Continue to develop a Middle School LA and Math replacement Program for ESL students. **Responsibility:** Admin
- Prioritize students into levels of achievement and place in appropriate groupings to create more effective programs. **Responsibility:** Admin, ESL teachers
- Visit and communicate with other ESL schools to share best practices in teaching strategies and assessment. **Responsibility:** Admin and ESL teachers
- Coordinate guest speakers and cultural programming for ESL students through (CARE) and the community. **Responsibility:** Admin
- Promote Cultural diversity through the creation of Artwork that will be posted in the Board room of the Monfort Centre. **Responsibility:** Admin, Student Council
- Collaborate with DTHR to implement comprehensive Health Programming. **Responsibility:** Admin
- 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. **Responsibility:** Admin
- Continue to develop early identification and testing for all students at risk. **Responsibility:** Admin
- Timeline 2008-2010 **Responsibility:** Admin, Special Ed Team, ESL Team

Goal Three: Excellence in Student Learning Outcomes

Outcome: Students demonstrate high standards

<i>Performance Measures</i>	Last Actual	Previous 3-Yr. Avg.	Evaluation			Targets 2010/11
			Achievement	Improvement	Overall	
Percentages of students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.	70.5	74.3	Low	Maintained	Issue	78.0%
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	15%

Performance Measures:			Last Actual	Target	Target
			2007/2008	2008//2009	2009/2010
			A / E*	A/E*	A/E*
3.1.1 Percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard and the standard of excellence on provincial achievement tests.	Grade 3:				
	Language Arts	School	80.5/9.8	83/12	85/14
		Prov.	89.1/17.9		
	Mathematics	School	82.9/2.4	85/5	87/7
		Prov.	87.1/26.7		
	Grade 6:				
	Language Arts	School	89.1/18.2	91/20	93/22
		Prov.	90.6/23.4		
	Mathematics	School	71.7/8.3	74/10	76/12
		Prov.	82.6/17.6		
	Science	School	82.8/10.3	85/12	87/14
		Prov.	84.0/27.6		
	Social Studies	School	93.0/14.0	95/16	97/18
		Prov.	87.3/27.3		
	Grade 9:				
Language Arts	School	85.4/12.2	87/14	89/16	
	Prov.	87.2/16.8			
Mathematics	School	72.5/17.5	75/20	77/22	
	Prov.	73.8/20.4			
Science	School	73.2/9.8	75/12	77/14	
	Prov.	77.4/14.6			
Social Studies	School	80.0/30.0	82/32	84/34	
	Prov.	80.4/21.7			

Outcome 3.1: Learners demonstrate high standards

Notes:

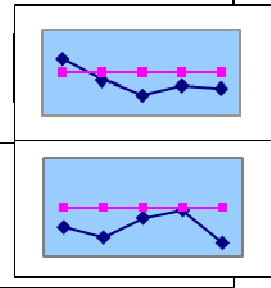
“A” = Acceptable; “E” = Excellence – the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

St. Patrick's School Multiyear Report

Subject	2004	2005	2006	2007	2008	5Yr Acceptable Trend
Grade 3 English Acceptable						
English Language Arts						
Acceptable	67.4	59.0	77.8	86.3	73.3	
Province	81.7	82.2	81.3	80.3	80.1	
Difference	-14.3	-23.2	-3.5	6	-6.8	
Math						
Acceptable	73.9	59	79.9	76.5	75.6	
Province	81.8	80.3	82	79.9	78.7	
Difference	-7.9	-21.3	-2.1	-3.4	-3.1	

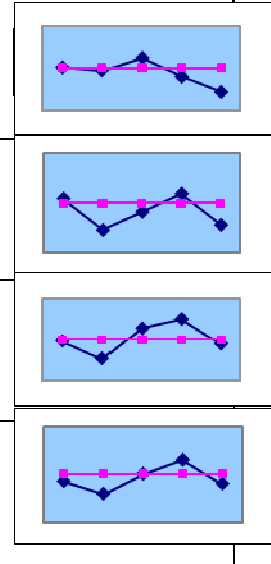
Grade 3 English Excellence

English Language Arts					
Excellence	21.7	12.8	3.7	11.8	8.9
Province	15.1	16.2	14.1	17.7	16.1
Difference	6.6	-3.4	-10.4	-5.9	-7.2
Math					
Excellence	15.2	7.7	20.4	21.6	2.2
Province	27.4	26.1	26.9	23.5	23.9
Difference	-12.2	-18.4	-6.5	-1.9	-21.7



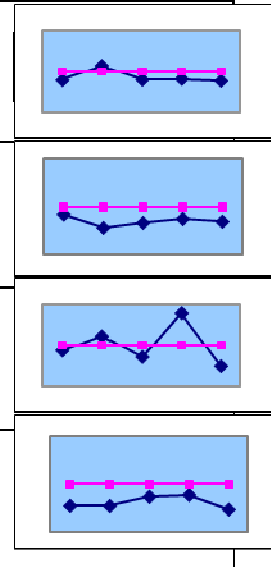
Grade 6 English Acceptable

English Language Arts					
Acceptable	79.6	76.4	84.0	76.4	70.0
Province	79.1	77.3	79.0	80.3	81.1
Difference	0.5	-0.9	5	-3.9	-11.1
Math					
Acceptable	81.5	61.8	70	80	61.4
Province	78.5	78.2	75.2	74	74.6
Difference	3	-16.4	-5.2	6	-13.2
Social					
Acceptable	77.8	69.1	84	87.3	75.7
Province	78.6	78.4	78.6	77.4	77.9
Difference	-0.8	-9.3	5.4	9.9	-2.2
Science					
Acceptable	75.9	67.3	78.0	83.6	68.6
Province	80.6	79.8	78.1	75.2	74.8
Difference	-4.7	-12.5	-0.1	8.4	-6.2



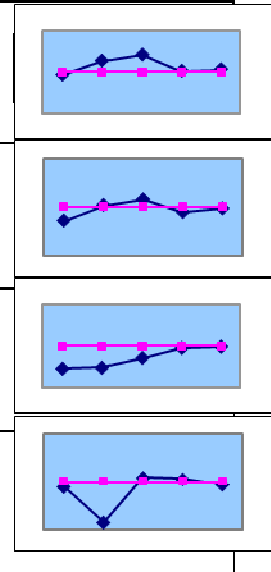
Grade 6 English Excellence

English Language Arts					
Excellence	9.3	20	10.0	14.5	14.3
Province	15.5	15.5	15.9	19.8	21.0
Difference	-6.2	4.5	-5.9	-5.3	-6.7
Math					
Excellence	16.7	5.5	6	7.3	7.1
Province	21.2	18.1	15.6	14.5	15.9
Difference	-4.5	-12.6	-9.6	-7.2	-8.8
Social					
Excellence	16.7	27.3	16	41.8	11.4
Province	19.7	21.5	22.9	22.3	23.8
Difference	-3	5.8	-6.9	19.5	-12.4
Science					
Excellence	13.0	12.7	20.0	20.0	8.6
Province	26.2	26.0	27.7	26.6	24.1
Difference	-13.2	-13.3	-7.7	-6.6	-15.5



Grade 9 English Acceptable

English Language Arts					
Acceptable	76.2	83.3	85.7	78.0	77.8
Province	77.6	77.9	77.4	77.5	76.5
Difference	-1.4	5.4	8.3	0.5	1.3
Math					
Acceptable	54.8	69.4	73.5	62	64.4
Province	66.1	68.0	67.4	66.3	65.7
Difference	-11.3	1.4	6.1	-4.3	-1.3
Social					
Acceptable	59.5	58.3	65.3	70	71.1
Province	73.1	71.3	72.5	71.4	71.7
Difference	-13.6	-13	-7.2	-1.4	-0.6
Science					
Acceptable	61.9	30.6	71.4	72.0	66.7
Province	66.6	67.5	67.4	69.6	69.3
Difference	-4.7	-36.9	4	2.4	-2.6



Grade 9 English Excellence

Grade 9 English Excellence						
English Language Arts						
Excellence	2.4	2.8	8.2	8.0	11.1	
Province	12.4	14	13.6	14.8	14.8	
Difference	-10	-11.2	-5.4	-6.8	-3.7	
Math						
Excellence	16.7	0	12.2	0	15.6	
Province	18.9	19.7	17.4	18.3	18.5	
Difference	-2.2	-19.7	-5.2	-18.3	-2.9	
Social						
Excellence	7.1	2.8	8.2	10	26.7	
Province	20	18.3	18.9	18.7	18.9	
Difference	-12.9	-15.5	-10.7	-8.7	7.8	
Science						
Excellence	9.5	0	6.1	0.0	8.9	
Province	12.1	12.8	13.3	14.7	13.0	
Difference	-2.6	-12.8	-7.2	-14.7	-4.1	

19-Sep-08

Multiyear Report - Reporting on all students writing - number enrolled

St. Pat's School Priority For Improvement:

Improving student achievement at the Acceptable and Excellence levels in PAT results.

Strategies For This Priority:

- Continue to implement (CAPS) Curriculum, Assessment, Pyramid of Intervention, Spirituality division wide AISI project.
- Analyze PAT results and create action plans with gr. 3, 6 and 9 teachers. Set targets for improvement with an emphasis on **excellence** results. Focus on exemplars within subject areas, implementation of effective reading comprehension strategies, focus on content and writing conventions and teach staff how to create strategies for effective structured review.
- Share results of of PAT strategic planning with whole school and revise action plan. Begin **curriculum mapping** with embedded PD Plan.
- Spend an allotted time each week reviewing PAT questions from past exams.
- Become familiar with PAT generated rubrics for writing and use exemplars as illustrated examples.
- Align outcomes based reporting with classroom assessment.
- Promote grade 3, 6, and 9 grade team marking of provincial exams.
- Promote effective teaching through Professional Development opportunities (Division, CARC, Embedded P.D, etc.).
- Final Common Assessment in Middle School. Support new MS report card implementation.
- Continue Computer Adaptive Assessment.

Timeline: (2008-2009)

Responsibility: Admin, Learning Coaches

St. Pat's School Priority For Improvement:

Improving early literacy and numeracy.

Strategies For This Priority.

- Continued focus on ELI Program in Grade 1.
- Focus on a **vocabulary enriched environment** using expanded vocabulary techniques to assist ESL students.
- Continue utilizing DIBELS, analyzing results and implementing effective strategies for literacy improvement.
- Begin implementation of new Math curriculum. Focus on core mathematical principles.

Timeline: (2008-2009)

Responsibility: Admin

St. Pat's Priority For Improvement:

Improving all students' writing skills.

Strategies For This Priority:

- Implement strategies and techniques outlined by Betty Wiebe: Blended Structure and Style, Graham Foster, Joanne Moore, Barbara Mariconda,
- Continue to develop a common language and common assessment utilizing St. Pat's Scope and Sequence. Document borrowed from Rockyview School Division.
- Continue communication through all forms of writing across curriculum. Provide students with time and curriculum related opportunities to **improve comprehension (reading to understand) and writing skills** in all core subject areas as the result of PAT analysis *area of concern*.
- Writing Team will focus on teaching about **strategies to improve content and writing conventions** through embedded PD as a result of PAT analysis *area of concern*.
- Use the HLAT and PAT Part A writing assessment tools to compare yearly data from November 08 to June 09.
- Implement a portfolio for teachers to demonstrate common assessment of writing across curriculum.
- Collect HLAT and PAT Part A Data yearly in a teacher portfolio.
- The development and reflection on strategies for improvement and celebrating the writing program from K to 9.
- Implement elements of the Betty Wiebbe Writing Program into ESL writing
- Admin Team focuses walk throughs on four focal areas throughout the year; one per term. These focal areas will encompass on effective teaching strategies and assessment.

Timeline: (2008-2009)

Responsibility: Admin and Learning Coaches

St. Pat's School Priority For Improvement:

Improving all students' achievement in Mathematics and Social Studies

Strategies For This Priority:

- Provide inservice for the new math curriculum as per RD Catholic Division requirements.
- Implement new Kindergarten Grade 1, 2,4 and 7 Math curriculums and provide adequate resources for effective instruction delivery.
- Utilize embedded PD to implement specific math improvement skills in all grades. Focus on pedagogy, critical thinking, use of manipulatives, effective assessment strategies.
- Create a focus team within PD Team that instructs staff on critical thinking strategies, inquiry based learning and engaging the learner.
- Writing portfolios would include Social Studies writing examples.
- Learning Coaches and Special Ed Team collaborate with teachers on individual student math improvement strategies.
- Attend Division, School and CARC PD sessions in Math.
- Provide PD on writing higher level thinking questions.
- Provide PD on the interpretation of poetry.

Timeline: (2008-2009)

Responsibility: Admin, Learning Coach

St. Pat's School Priority for Improvement:

Improving ESL assessment strategies

Strategies for this Priority:

- Modify the current reporting document to align with ESL Benchmarks
- Modify current reporting document to align with the District Report Card
- Support teachers in general classroom assessment strategies – self assessment, peer assessment, rubrics
- Continue to provide opportunity for collaborative teacher reporting in grades 4 to 9

St. Pat's School Priority For Improvement:

Improving programs and results for First Nations, Métis and Inuit (FNMI) learners

Strategies For This Priority:

- Develop the First Nations Metis and Inuit plan and align with priorities to improve student achievement.
- Continue to utilize Aboriginal Frontline within school community (instructing small groups, tutoring) and at Elementary Success Assemblies and MS Awards celebrations.
- Complete Data Summary Sheet for Central Office.

Timeline: 2008-2009

Responsibility: Admin, Counselor

Outcome: Students model the characteristics of active citizenship.

Performance Measures	Last Actual	Previous Year's Result	Evaluation			Targets 2010/11*
			Achievement	Improvement	Overall	
Teacher, parent and student agreement that students model the characteristics of active citizenship.	71.1	81.7	Low	Declined	Issue	83%

School Priority For Improvement:

Increase opportunities for students to be involved in service.

Strategies For This Priority:

- Organize and provide Liturgical preparation/service projects PD to all staff at the beginning of school year. (4 themes)
- Appoint a Liturgical coordinator to chair the liturgical committee.
- Develop a new model for "Students of Peace and Justice" – *What Would Jesus Do Club*
- Involve all classrooms or grade levels in one service learning project each year. (Thanksgiving, Advent, Lent & Pentecostsal – gifts of the Holy Spirit. Grade teams will choose to complete a service project for 1 of the four themes or a full year on-going project. (non-optional)
- Identify and acknowledge students publically who are involved in ministries: music, altar servers, etc. at the Thanksgiving Liturgy/Mass.

Timeline: 2008-2009 **Responsibility:** Admin, Counselor, Liturgy Committee, Grade Teams, Peace & Justice Coordinator/Group

Goal Four: Highly Responsive and Responsible Jurisdiction

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

Performance Measures	Last Actual	Previous 3-Yr. Avg.	Evaluation			Targets 2010/11
			Achievement	Improvement	Overall	
Teacher and parent satisfaction with parental involvement in decisions about their child's education.	69.0	73.4	Very Low	Maintained	Issue	75%

St. Pat's School Priority For Improvement:
Increase teacher and parent satisfaction with their involvement.

Strategies For This Priority:

- Encourage staff to phone each parent at the beginning of the year.
- Invite parents to a welcome BBQ to meet the staff and promote the School Education Plan, School Council and the Sacramental Programs in the church.
- Establish a minimum standard of communication with home: newsletters, phone calls, positive recognition, dealing with issues, school events, "no surprises" home.
- Invite parents, staff and school council to give input to the education plan
- Poll students in regards to the options that they would like for next year.
- Read and strategize "Effective School Councils" research with current School Council chairperson.
- Identify classroom reps for each classroom.
- Establish communication with Olymel management as a connection to ESL families.
- Host an International Pot Luck Supper / Diversity Night
- Increase the number and variety of cultural presentations/craft workshops for all students to experience
- Include a multilingual page/link on our school website to help improve communication with ESL parents

Timeline: 2008-2009

Responsibility: Admin

Outcome: The jurisdiction demonstrates leadership and continuous improvement.

Performance Measures	Last Actual	Previous 3-Yr. Avg.	Evaluation			Targets 2010/11
			Achievement	Improvement	Overall	
Percentages of teachers and parents indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years.	77.7	69.2	High	Improved	Good	80%
Percentages 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 ongoing professional growth.	82.3	76.4				85%

St. Pat's School Priority For Improvement:
Increase percentages of satisfaction regarding schools' improvement

Strategies For This Priority:

- Implement a decision making process (Dotmocracy) to obtain input from staff on PD needs.
- Communicate and promote St. Pat's School and Red Deer Catholic Regional Division accomplishments with our school community through the local paper, newsletters, St. Pat's website.
- Communicate improvement plans regularly to students, staff and parents.
- Place a visual representation of school improvement plans in staffroom area and school hallways.

Timeline: (2008-09)

Responsibility: Admin

St. Pat's School Priority For Improvement:
Increase teacher satisfaction with professional development.

Strategies For This Priority:

- Develop a Comprehensive Professional Development Plan that will improve student achievement through teacher efficacy in curriculum and instruction.
- Develop a Comprehensive Professional Development Plan with the Turning Points Team to continue to focus on recommendations from the Turning Points review.
- Continue utilizing Learning Coaches and master teachers to develop leadership capacity within the learning community.
- Continue to develop a Professional Learning Community that has as its focus excellence in results for our students.
- Introduce staff the ESL Guide to Implementation.
- Begin to develop a common language with the introduction of the ESL Benchmarks.
- Improve the current ESL resource base (Level binders, resource library.)
- Increase PD opportunities within the school with special guest/presentations with a focus on classroom instruction.
- Continue to encourage teacher collaboration on curriculum, assessment and classroom management strategies.

Timeline: 2008-2009

Responsibility: Admin, Learning Coach, P.D Committee

St. Pat's School Priority For Improvement:

Improve staff wellness and safety in the school community.

- Look at strategies of balancing home and work, active lifestyles and nutrition among staff.
- Continue focus on staff training within safety environment.
- Place safety on bi-monthly divisional meetings and monthly staff meetings.

Timeline: (2008-09) **Responsibility:** Admin, School Health and Wellness Team, Health and Wellness Coordinator, Safety Coordinator