



MEDICINE HAT CATHOLIC BOARD OF EDUCATION

St. Patrick's School

School Education Plan 2019-2020



St. Patrick's School

MEDICINE HAT CATHOLIC BOARD OF EDUCATION



DISTRICT PHILOSOPHY

Our Mission

In partnership with family, Church and community, we provide Catholic Education of the highest quality to our students

Our Vision

A Gospel-centered community committed to:

- Learning excellence
- Christian service
- Living Christ

Our Motto

Showing the Face of Christ to All

Our Values

We believe that Catholic education is a ministry that is at the heart of the Church. In our ministry, we value and celebrate: Teaching and living our Catholic faith, Our Catholic traditions, Our ability to offer a full range of educational programs for all students, and The uniqueness of each child (that each child is special).

Principal Message for St. Patrick's School: Mr. Dwayne Unreiner

School Profile St. Patrick's School consists of Early Learning Programs (ELP), Kindergarten, Grades 1-5, and ranges within the ages of 3-11 years old. We are extremely proud of our amazing students, staff, and parent community. Some of our recent school initiatives include the Review and Revision of our Accelerated Reading Program, the introduction of Makerspace to Grade 5 students, Rethinking Recess (variety of school and community stakeholders), implementation of Google Calendar, and a school wide challenge and celebration of our new school mascot. We are also continuously supporting classroom Literacy and Numeracy through the use of a variety of tools, strategies, and programs.

Our Out of School Program (OSC) continues to grow daily. We have over 190 families registered with a recent approved increase to a 120 student capacity. Our OSC program offers flexibility of payment and the lowest costs of all other city and school programs.

Over 400 smiling faces walk through our doors each day to celebrate learning and faith with our very dedicated staff of caring individuals. This year we strive to share our faith through the catholic virtues that permeate within student agendas and assembly messages.

School Community Input Process: Near the end of last year, teachers and admin visited 3 local schools (Webster Niblock, George Davison, and St. John Paul II) to investigate Makerspace in action. All teachers also worked within PLCs groups in different grade levels to help with Google Drive and other extensions to use in classrooms. Lastly, near the end of the year, we challenged the school community to a school wide mascot contest. Over 40 entries were submitted and a final selection of the "St. Patrick's Panda" was made through the use of Google surveys collected from students and staff.

- Parent Council supported \$5000 for purchase of Makerspace equipment and \$2000 for Rethinking Recess supports
- Admin support sub coverage and registration costs for Literacy/Numeracy conferences (Where Readers Flourish)
- Crazy 8 Activity - brainstorm ideas to support school plan and division priorities (teachers, support staff and parent council)
- Analyze 2019 Accountability Pillar results - share and get input from teachers and support staff at PD days
- Connect with Alberta Health Services and meet with CCT and our Grade 5 student leadership to initiate Rethinking Recess
- Weekly exposure and play with Makerspace with admin and Grade 5 student leaders
- Ongoing discussions on how to promote the Panda within the school and community (clothing, murals, assembly, etc.)
- Ongoing reviews and collaboration of the AR program (neighboring levels, accomodations to abilities, etc.)

St. Patrick's School: Enrolment Trends over 10 years

Grade	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11
K	63	64	66	48	59	62	60	62	73	71
1	65	73	48	60	57	56	69	70	66	62
2	67	44	65	53	55	69	69	68	66	73
3	48	63	67	63	63	69	78	67	73	61
4	61	79	73	63	65	77	67	70	58	74
5	81	71	64	65	69	65	80	60	70	73
Total	385	394	383	352	368	398	423	397	406	414

Why a School Education Plan?

Continuous improvement is an expectation within our schools. Planning and reporting processes at the school level are essential for focusing efforts to improve the quality of education provided to students. Each year schools complete an annual plan. School plans focus on the strategic priorities of the District and align with the Provincial Annual Education Results Report (AERR).

The Medicine Hat Catholic Board of Education held a Strategic Planning session. The Strategic Planning session provided an opportunity for stakeholders to review the vision, mission, values, and to articulate the strategic priorities for the district. Representatives from stakeholder groups included trustees, senior administration, central office staff, and school based administration.

Based on the responses, the stakeholder groups brainstormed possible themes. The information collected was used to develop *District Strategic Priorities*. The Strategic Priorities are the focus for the MHCBE 3 year plan (2018-2021) and for *School Based Annual Plans* for the 2019-2020 school year.

Developing our Priorities for the School Education Plan

The District priorities for 2019-2020 focus on:

- OUR FAITH; to enhance our Catholic identity
- Ensuring every student is successful through LITERACY AND NUMERACY
- Supporting student learning through the use of TECHNOLOGY
- Providing a CONTINUUM OF SUPPORT for the MENTAL HEALTH and wellbeing for students, parents & staff in a welcoming, caring, respectful and safe learning environment
- Fostering MEANINGFUL PARENT INVOLVEMENT and STAKEHOLDER COMMUNICATION, effective and meaningful communication to all stakeholders
- PLANNING; developing a long term facility plan on the effective use of schools.

Each priority includes strategies for implementation at the District and school level and provides outcomes for *what success looks like*. Working together, in partnership, the priorities will become achievable.

The Medicine Hat Board of Trustees is committed to strategic planning as a systematic process for developing a long term vision that engages stakeholders in meeting the needs of all students who attend the Medicine Hat Catholic School District.

Faith Technology
Literacy Numeracy
Mental Health Support
Parent Involvement



STRATEGIC PRIORITIES

2019 -2020

- 1** Celebrating our Catholic identity through the Marks of a Catholic School;
- 2** Providing a **continuum of support** for the mental health and well-being of parents, students, and staff in a **welcoming, caring, respectful and safe learning environment**;
- 3** Developing teachers with the necessary skills to teach **21st century learners**;
- 4** The effective use of **technology to support learning**;
- 5** To foster **meaningful** parental involvement and stakeholder **engagement**.



These Priorities will form the basis of the upcoming Annual Education Report & School Education Plans.

Priority 1 - What the Division will do!

<p>Strategic Priority #1 Celebrating our Catholic Identity through the Marks of a Catholic School. District Goal – The Enhancement of Catholic Education</p>	
District Strategies	Indicators of Success
<p>1. Inspired by a Supernatural Vision - Prayer is central to our day: all schools will be given the resources to use throughout the year to add to their prayer libraries. - Our schools will each be consecrated to Mary again during the month of May. - Information about our Saints will be sent out to our teachers, students and parents on a regular basis so that we are able to see our relationship with these holy people.</p>	<ul style="list-style-type: none"> - Prayers will be said in each school at least three times throughout the day. - All schools will have had one of our priests or deacons in to their buildings to consecrate them to Mary before the end of May. - Increased awareness of our Saints and their support through prayer for us.
<p>2. Founded on a Christian Anthropology -All Grade four students will receive a bible at our Bible Liturgy in the fall and then be taught Lectio Divina to open up the word of God. - Students in Grades 5 & 6 will attend retreats at their parishes to bridge our Faith Curriculum with our parishes. - The dignity of all students will be acknowledged through our inclusion of all students into our spiritual family.</p>	<ul style="list-style-type: none"> - All students receive a bible and the Religious Education Coordinator will go into each class for teachings. - All students in these grades will attend the retreats and when possible join the parishioners in the Eucharist at mass. Evaluation of the retreat will follow. - Students feeling a sense of belonging and family.

<p>3. Animated by Communion and Community</p> <ul style="list-style-type: none"> -Create a shared word document for schools to input their Charity and Social Action projects highlighting the Catholic Social Teaching Connection and opportunities to incorporate prayer. These will be shared with parishioners during Catholic Education Week. - Continue communication with our parishes by having an administrator sitting on each church’s Parish Pastoral Council. - Continuation of School Sponsored masses to share in community with our parish families. - Meeting with our priests and administrators once a year to plan masses, liturgies, retreats, school visits, etc. to build on our school/parish partnerships. - Help to support schools in finding and/or providing visible symbols of our faith. 	<ul style="list-style-type: none"> -Admin, teachers and students will be able to identify the intentional connection between actions and our faith. - Communication flowing freely between parish and schools. - Each school sponsors a mass and social gathering for parishioners in one of our churches. - Yearly planning meeting in June to set dates for the upcoming school year. - Each classroom has visible signs of our faith and entrances to our schools are clearly recognizable as Catholic.
<p>4. Imbued with a Catholic Worldview throughout its Curriculum</p> <ul style="list-style-type: none"> - Dedicated support for our new Religion program by offering in-service to grade 6 teachers. - Encouraging our new Chaplain to create sessions for junior and high school teachers on how to permeate faith into various core subjects. - Permeation ideas sent out regularly to teachers to add to their lesson plans/encouraging grade level groups to work on these during one of their PD sessions this year. 	<ul style="list-style-type: none"> - Teachers feeling confident in delivering the new program and creation of outcomes for reporting purposes. - Creation of brochure for teachers and summary of how many sessions were accessed. - Sharing of permeation ideas with other grade level teachers in various subjects.
<p>5. Sustained by Gospel Witness</p> <ul style="list-style-type: none"> - Support for our newly hired teachers in providing Faith Formation sessions held four times throughout the year. - District Faith Day: all staff in the division will come together and deepen their faith through our keynote speaker centered on our theme – “Come near to God and he will come near to you.” James 4:8 as well as two division masses throughout the year. - Division Leadership team will participate in book study and reflection on <i>The Grateful Disciple</i> – by David Wells. - All teachers have access to Professional Development opportunities via links on our district website, RCIA classes, Pearson online sessions. - Celebrate nominees for Excellence in Catholic Teaching and provide financial support for attendees of SPICE or Blueprints. 	<ul style="list-style-type: none"> - New teachers feel confident in sharing their faith and curriculum with their students. - Staff feel renewed and empowered in their vocation as an employee of Medicine Hat Catholic. Feedback received through personal conversations and e-mails. - Obtain feedback from the team though a form of reflection or survey. - Number of staff that have accessed these resources. - One teacher or administrator will be selected as the successful recipient of Excellence in Catholic Teaching. Three teachers/administrators are provided financial assistance from the Education foundation (standing item).



Priority 1 - What the School will do!



Strategic Priority #1 Celebrating our Catholic Identity through the Marks of a Catholic School.

District Goal – The Enhancement of Catholic Education

St. Patrick School Strategies	Indicators of Success
All grade levels lead one school celebration and one school/community charity (intentional service).	Follow through of 1 or more school activity and 1 or more charity service
Relating prayer and scripture with the above local/community charities	Using social media, instructional time and daily/assembly times to promote prayer, Catholic Social Teaching and scripture (referencing the social service chart provided by Mrs. Richard)
Connecting scripture and prayer to school service projects	Use multiple platforms to share prayer with students, staff, and parents - social media, morning announcements, and assembly
Promoting our Panda - new murals in the front hallway and main hallway of our school mascot with catholic virtues (patience, gentle, and caring) & clothing	Painter Girl is booked for January 24, 2020, and parent council has approved to cover costs. Connecting with Sport Connections - Online Clothing Orders.
Inviting parish priests to join school celebrations and/or help in leading calendar liturgies	We have confirmed “All Saints Liturgy” on Friday, Nov. 1, 2019, “Ash Wednesday Liturgy” on Wednesday, Feb. 26, 2020, and “Confession” at Holy Family Parish on Thursday, April 2, 2020.
Connecting with Holy Family Parish (Teresa) to confirm weekly/monthly church masses and children’s liturgy and place into the newsletter.	Updated times and dates of mass and liturgies into the newsletter. The number of videos related to weekly assembly messages and calendar days/celebrations.
Both staff and parents encourage us to continue our “Faith & Wellness Day” organized by admin.	We applied for a grant from the Education Foundation and were approved \$500 to support costs (invoices and honorariums). Date is set for Friday, May 29, 2020 - our school wide Talent Show is in the am.

Priority 2 - What the Division will do!

Strategic Priority #2 Providing a Continuum of Support for the mental health and well-being of parents, students, and staff in a welcoming, caring, respectful and safe learning environment.

AERR *Outcome One: Alberta students are successful.

AERR *Outcome Three: Alberta’s education system respects diversity and promotes inclusion.

AERR *Outcome Four: Alberta has excellent teachers, school leaders and school authority leaders.

District Strategies	Indicators of Success
Implement “Safe Interventions with Students” Administrative Procedure and Support Space Guidelines, to ensure safe interactions between students and staff.	Administrative Procedure is shared with stakeholders to increase awareness and support for implementation of strategies at each of these levels: <ul style="list-style-type: none"> - Proactive and/or Regulatory Strategies - De-escalation strategies - Follow-up/Restorative/De-briefing strategies
Continue to train staff in creating and maintaining holistic safety through SIVA, Self-regulation training and a focus on Trauma-informed practices.	<ul style="list-style-type: none"> - Shift from Behaviour Support Plans that put the emphasis primarily on the reaction cycle to Safety and Regulation Support Plans and/or WISE Plans that place the emphasis on ongoing safety and regulation. - Plans are completed by teachers in the ISP Dossier system. - Emphasis on student involvement (and eventual leadership) in these plans.
Develop a post-intervention process for school staff and students to reflect and restore safety after a traumatic event.	<ul style="list-style-type: none"> - Following an incident, environment safety and impact on others is assessed in order to restore safety. - Accurate and comprehensive documentation of an incident is recorded to create safety for both the support persona and the person being supported. Accurate documentation reflects changes in behavior, the type of care and support the individual is receiving, and protects the support person.
Provide a continuum of support through school teams consisting of School Liaison Counsellors, Mental Health Workers, CCT Wellness Facilitators, teachers trained in mental health literacy, Learning Services Facilitators, Behaviour Associates and Administrators.	<ul style="list-style-type: none"> - Increase in community engagement in collaborative meetings. - Increased family/community supports and family-school connections. - School teams meet regularly to plan programming based on the needs of the students.



Priority 2 - What the School will do!



Strategic Priority #2 Providing a Continuum of Support for the mental health and well-being of parents, students, and staff in a welcoming, caring, respectful and safe learning environment.

AERR *Outcome One: Alberta students are successful.

AERR *Outcome Three: Alberta’s education system respects diversity and promotes inclusion.

AERR *Outcome Four: Alberta has excellent teachers, school leaders and school authority leaders.

St. Patrick School Strategies	Indicators of Success
Continue weekly messages on "wellness whiteboard" within the staff room for all to read (encourage staff input)	The amount of staff that participate in writing wellness messages. Goal is new messages weekly - remind and encourage staff to participate.
“Another great St. Patrick Moment” - assembly recognition	Recognize 1 or more students in weekly assemblies for acts of kindness (Panda Characteristics - gentle, caring, and patient)
55 Essential Habits - book. Share messages through staff discussions (PD and PLC times), emails, weekly assemblies, and everyday 1-1 interactions with students	Noticing the interactions between students with one another and with students and staff - encouraging basic manners (Thank you, return greetings and responses)...the expectation of modeled behaviors by staff
Two or more wellness activities as a staff (all staff) - getting to know one another with laughter and humor.	Planned Activities: “Poll Everywhere Challenge - Get to Know Me” with all teachers and support staff - Oct. 11 PD day, Survivor Staff Challenge, “HorseShoe Tournament” (October and again in spring), and more to come.
Monthly meetings with support staff during VP assembly (last Monday of each month) - meeting with Principal and all support staff available	Set agendas: Responsibilities, Regulation & Dysregulation, Review Support Plans, Google Drive abilities (anecdotal notes), Just Right Room shared strategies/regulations, and other collaborative discussions
Connecting with community facilitators for diverse wellness activities	Confirmed bookings of community facilitators; currently YOGA is booked for all grades on November 18 and 19 (Crystal Marshall), CORE puppet disabilities message, and more to come.
Student presentations at school wide assemblies related to the 55 Essentials in life - skills and rules in life for success (growth mindset)	Grade 5 student project of researching one of 55 essentials and presenting to classmates - then ONE group presents at Monday assembly (opportunity for students to demonstrate and present = positive role modeling)
Book speakers from Alberta Mental Health for presentations to staff and students	Connecting with Sonya Brown and Patty Wagman for AMH speakers at staff

<p>to speak about current mental health topics (ie: suicide, etc.)</p>	<p>meetings and within classrooms. Continue CCT involvement in all classrooms - recommending current issues (bullying, teasing, space, etc...)</p>
<p>Connecting with all teachers of students that would benefit from group sessions to improve social awareness/identity - who are unable to meet with division counsellor</p>	<p>Number of students, with parent permission, registered in the Lego group lead by Ashley Fischer (CCT - challenging students to work with others respectfully)</p>
<p>Continue with "attendance rat" as a joyful play among teachers and the office intended to improve attendance completed on time and a fun challenge among staff (providing treats is not necessary but always appreciated).</p>	<p>Continue to observe and inquire if this activity is bringing laughter and wellness to all staff members on a daily/weekly basis - ongoing reflection (staff input always encouraged)</p>

Priority 3 - What the Division will do!

Strategic Priority #3 Developing Teachers with the necessary skills to teach 21st century learners.

AERR *Outcome One: Alberta students are successful.

AERR *Outcome Two: Alberta's education system supports First Nations, Métis and Inuit Students' success.

District Strategies	Indicators of Success
A District wide PD plan will be developed to allow teachers focused collaboration time, personal PD opportunities, and will allow the school to develop PD plans unique to the needs of each school.	<ul style="list-style-type: none"> - Number of opportunities school staff members are able to utilize for collaboration or personal PD. - Number of school based PD opportunities unique to schools.
Alberta Learning Teacher Quality Standards will be a focus for School PD.	<ul style="list-style-type: none"> - Number of focused PD opportunities allowing teachers to unpack the TQS. - Number of TQS Competencies unpacked by each school staff.
Formation of a District Leadership Enhancement Program.	<ul style="list-style-type: none"> - Number of teachers participating in the Leadership Enhancement Program.
Alberta Leadership Quality Standards will be a focus for District leaders.	<ul style="list-style-type: none"> - Number of focused PD opportunities allowing District leaders to unpack the LQS. - Number of LQS competencies unpacked by the DLT.
Engage schools in developing specific programming to assist students struggling with literacy/numeracy. (RTI, LLI, Leveled Grouping, Joyful Literacy etc.)	<ul style="list-style-type: none"> - Programs will be implemented at each school for students to provide support ensuring success in literacy and numeracy. - Schools will use the data in program planning and implementation.
District to host a FNMI Professional Development Day.	<ul style="list-style-type: none"> - District teachers participate in the District FNMI day November 8, 2019.



Priority 3 - What the School will do!

<p>Strategic Priority #3 Developing Teachers with the necessary skills to teach 21st century learners. AERR *Outcome One: Alberta students are successful. AERR *Outcome Two: Alberta’s education system supports First Nations, Métis and Inuit Students’ success.</p>	
St. Patrick School Strategies	Indicators of Success
Review and revise of AR flexibility for students (increase reading engagement and adjustments of assessments and incentives according to student abilities)	Many discussions about access to neighboring AR levels (increase selection and diversity) and the flexibility of adjusting point systems to accommodate varying student abilities. Predict more students reaching higher AR levels and achievement of dog tags.
Introduction and common language of library as learning commons that supports reading and opportunities for students to engage in collaboration with others through technology, socialization, and creative thinking (content creation).	Amount of opportunities for students to collaborate; pumpkin story challenge, learning commons facilitator reading with/to students, support of reading and games during recess, and the support of reading and books into the classroom.
Jodi Carrington - “Kids These Days” - share research of regulation and dysregulation using technology (Kahoot interactive game)	August meeting with teachers and October meeting with support staff...focus of ps. relationships, regulation/dysregulation, and compassionate discipline
Support staff with school PD (SBDM support) for Literacy and Regulation conferences or other PD opportunities and Reading Educational Books (researched based).	Number of teachers and admin that attend “How to Flourish Readers in the Classroom” and “Children Anxiety” and that inquire support to purchase educational books.
Use of Google Drive in multiple platforms (calendar, doc, sheets, slides, and forms)	Weekly - shared Google Docs (ie: RAK activities) for collaboration, PD days - Google calendar (review school activities), Sheets (assemblies and staff presentations), and sheets (ie: Grade 2 EYE inspection/information) PLC - updates with Google Docs weekly
Introduction of Makerspace classroom and activities	Starting with grade 5 student leaders - weekly activities. During PD days share examples of these activities with teachers and discuss how curriculum can be embedded
Continue to challenge students/classes/grades to staff games related to school wide fundraisers (soccer, dodgeball, floor hockey, etc.)	The number of student and staff challenges throughout the school year.
Student Leadership leading school wide activities for spirit days.	The number of students involved in leading and participating in school activities.

Priority 4 - What the Division will do!

<p>Strategic Priority #4 The effective use of Technology to support learning. AERR *Outcome Four: Alberta has excellent teachers, school leaders and school authority leaders.</p>	
St. Patrick School Strategies	Indicators of Success
District technology planning committee will review the Learning and Technology Policy Framework, District Technology survey results, District Technology Vision and Mission statement, best practices from other Districts and begin development of a defined three-year plan for technology in the district.	<ul style="list-style-type: none"> - Technology committee meets quarterly. - Technology committee prepares a draft 3 year plan for technology for the district.
District teachers will implement a K-6 technology scope and sequence. (Draft document presented to Board and DLT for feedback).	<ul style="list-style-type: none"> - Number of teachers (K-6) successfully implementing the Technology Scope and Sequence.
The District Technology Committee outlines a staff PD plan utilizing “lead teachers” in each school as trainers.	<ul style="list-style-type: none"> - Each school identifies at least one lead teacher. - Each school spends a minimum of one PD day on teaching and learning using technology with the lead teacher as main presenter.
Lead teachers will access a variety of hardware and software on a trial basis to determine best fit for teaching and learning.	<ul style="list-style-type: none"> - Number of lead teachers accessing and learning new technology for teaching and learning.
District technology lead teachers improve technology skills for teaching and learning.	<ul style="list-style-type: none"> - A PD day is scheduled for all technology lead teachers (August 2020).
Participation continues in the ATLE – Alberta Technology Leadership in Education Conference.	<ul style="list-style-type: none"> - District Technology staff are involved with ATLE events and the opportunity to network, discuss and learn about trends in the field along with emerging technologies and Alberta Education initiatives. - Certificated staff members attend the annual conference. - Conference attendees report and share knowledge with the Committee.



Priority 4 - What the School will do!



Strategic Priority #4 The effective use of Technology to support learning.

AERR *Outcome Four: Alberta has excellent teachers, school leaders and school authority leaders.

St. Patrick School Strategies	Indicators of Success
Introduction makerspace to grade 5 leadership students. Parent council has supported up to \$5000 for makerspace materials.	Admin commitment every Thursday from 12:05-12:40 with grade 5 leadership students - makerspace activities (over 40 students interested and registered).
Connecting with Medicine Hat College in support of education students for support	Confirmed contact with Jason McLester who provided an MHC student volunteer (Kyla Stroh).
Encourage and support teachers with makerspace experiences in the classroom.	Provide videos and projects of students examples to teachers during PD days (staff PD times).
Support teachers and support staff with school plan (Google Drive components)	Confirm with Brad (tech support) times before/after school and during PD days - gmail, Google calendars, setting up phone devices for Google accessibility, and other Google platforms.
Encourage staff to attend technology, Google, Makerspace, or other tech learning supports for professional growth.	Number of staff registered or attendance at tech conferences/sessions. During the PD day (all staff) - admin introduced Google Drive to all support staff. Number of staff that have Google Calendar downloaded on phones.
Supporting the Medicine Hat College and University of Lethbridge with teacher mentors for practicum students.	The amount of teachers that volunteer to mentor MHC and U of L student teachers (Mrs. Forbes, Mrs. Block, Mrs. Jacober, Mrs. Kambeitz, Mrs. Zelantini and Mr. Unreiner). Reciprocated learning from practicum students using technology in new designed lessons.
Motivating and supporting teachers to use "youtube" videos as facilitators to assist in teaching curriculum (ie: gym/yoga, science/Bill Nye, etc...)	Demonstrating the use of videos within weekly assemblies and supporting teachers on how to convert/format video files. The number of staff inquiring and using within classroom instruction.

Priority 5 - What the Division will do!

Strategic Priority #5 To foster meaningful Parental Involvement and Stakeholder Engagement.

AERR *Outcome One: Alberta students are successful.

AERR *Outcome Two: Alberta’s education system supports First Nations, Métis and Inuit Students’ success.

AERR *Outcome Three: Alberta’s education system respects diversity and promotes inclusion.

AERR *Outcome Five: Alberta’s education system is well governed and managed.

District Strategies	Indicators of Success
Meet with parents and stakeholders to provide information, engage in open conversation and receive feedback on strategies outlined within School Education Plans, Annual Education Results Report (AERR) and discuss other topics of interest to parents and stakeholders.	<ul style="list-style-type: none"> - Parents feel engaged in decisions that affect their children. - Improvement in Parental Involvement Accountability Pillar Results.
Ensure that the MHCBE and its schools are safe, caring and welcoming, viewing parents as partners by inviting parents and stakeholders to participate in key areas such as Liturgical celebrations, Strategic Planning, Division committees, (Mission review), and other decisions that affect their children.	<ul style="list-style-type: none"> - Parents are included in activities, committees and planning sessions held by the division. - Improvement in Safe and Caring Schools Accountability Pillar Results. <i>Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.</i>
Develop a communications work plan for the coming year. The plan will incorporate a monthly communication priorities within the division.	<ul style="list-style-type: none"> - A Communication Work Plan is completed that outlines the strategies and goals to be undertaken throughout the school year. - Communication goal aligns with the annual District Strategic Priorities. - The Communications Work Plan will serve as a monthly timeline to efficiently and effectively implement communication strategies.
Social media platforms are regularly used to communicate and engage stakeholders.	<ul style="list-style-type: none"> - Stakeholder’s engagement increases on all social media platforms. - Public bodies and stakeholders endorse MHCBE content through social media platforms by sharing, liking, and retweeting posts.
Effective ongoing communication with our parish communities, including regular updates in church bulletins and invitations to school and district functions. Members of the Parish community are invited to participate in division functions and committees.	<ul style="list-style-type: none"> - The two parishes and parishioners within Medicine Hat feel connected to the Medicine Hat Catholic School Division and knowledge about the school division increases. - School Parish Relations Committee meets with parish service groups to provide suggestions for nurturing the relationship between parish, home and school. - Two administrators become a parish council member at each of the parishes.



Priority 5 - What the School will do!

<p>Strategic Priority #5 To foster meaningful Parental Involvement and Stakeholder Engagement. AERR *Outcome One: Alberta students are successful. AERR *Outcome Two: Alberta’s education system supports First Nations, Métis and Inuit Students’ success. AERR *Outcome Three: Alberta’s education system respects diversity and promotes inclusion. AERR *Outcome Five: Alberta’s education system is well governed and managed.</p>	
St. Patrick School Strategies	Indicators of Success
Organize grade 5 student leadership to help with surveying parents during November parent teacher interviews (questions provided from parent council, staff, and support staff meetings).	The number of parents surveyed from the November 20 and 21 PTI evenings providing new ideas and information for school improvement.
Using social media (facebook) and agenda letters to encourage all parents to complete volunteer checks (criminal and vulnerable sector)	The number of parents that hand in all criminal check information. Continue to file information into office binders locked in the principal’s office.
Introduce “HomeConnect” to parents - automatic emails of student results from weekly AR assessments of comprehension and vocabulary	The number of parents registered with HomeConnect - part of the PTI survey.
Motivating and supporting parent council with new ideas for school family activities and encouraging staff to attend/volunteer/participate.	The number of school activities organized by parent council and attended by school families (including the attendance of all staff, including support staff).
Encourage and support CPC (collaborative planning circles) meetings with all stakeholders - parents, community supports, central office, teachers, and support staff	The number of CPC meetings and attendance of stakeholders.
Continue to offer Mathletic program as a numeracy support for school and at home.	The amount of students registered with parental approval. Weekly/monthly check ins on the amount of minutes at school and home.
Encouraging all parents and grandparents to join our school parent council. This year we need ALL new members (except Vice Chair).	God bless the amazing parents that volunteered in new roles: Renee Tatro/Chair, Angela Bosch/Treasurer, Val Fraser/Vice Chair, Val Fraser/Hot Lunch, Tennille Erv/Secretary and ongoing support and mentorship from previous chair members.
Setting goals for school needs with parent council and planning fundraisers to support costs.	The goal this year is to raise \$20 000 to resurface the basketball court and play area with asphalt. The amount of funds raised - Nutters, WestJet, Hot Lunch, and other school fundraisers (limiting the amount of stress on parents).

Continue “Mini-Stick Tournament” encouraged by students, staff, and parents

The number of participants - students and parents (goalie). Potential 2 day tourney.

St. Patrick’s School: Accountability Pillar Results 2018-2019 (95 Participants, most in 5 years, 58 students, 15 teachers and 12 parents)

**Accountability Pillar Overall Summary
3-Year Plan - May 2019
School: 6875 St. Patrick's School**



Measure Category	Measure	St. Patrick’s School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	90.6	92.9	90.8	89.0	89.0	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	83.2	90.9	84.2	82.2	81.8	81.9	Very High	Maintained	Excellent
	Education Quality	95.6	97.8	94.9	90.2	90.0	90.1	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.6	2.3	2.9	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.1	78.0	77.5	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	n/a	73.6	73.4	73.3	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Excellence	n/a	n/a	n/a	19.9	19.5	19.2	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	83.7	83.0	83.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Excellence	n/a	n/a	n/a	24.2	22.2	21.7	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.3	55.7	55.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	64.8	63.4	62.2	n/a	n/a	n/a
	Transition Rate (8 yr)	n/a	n/a	n/a	59.0	58.7	58.7	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	79.1	88.9	79.7	83.0	82.4	82.6	High	Maintained	Good
	Citizenship	88.9	90.4	88.9	82.9	83.0	83.5	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	86.1	92.8	82.4	81.3	81.2	81.1	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	89.1	89.1	88.3	81.0	80.3	81.0	Very High	Maintained	Excellent

St. Patrick's School: Responding to Accountability Pillar Results

School Strategies by Measure	Indicators of Success
Safe & Caring Schools	<ul style="list-style-type: none"> - Results maintain “very high” with overall “excellence” above provincial average - Good increase of students feeling that others treat one another well - Continue weekly assembly messages (Children's Liturgy) and introduce recognition of students/staff positive choices within the school that compliment the Panda (caring, gentle, and patient)
Student Learning Opportunities	<ul style="list-style-type: none"> - Results maintain “very high” with overall “excellence” above provincial average - Both drama and second language improved but noticeable in needing attention - Greatest improvement was opportunities for physical education - from 17% dissatisfied to 0% (great improvement) - Continue Fine Arts Fridays (alternating grades/week) - Encourage staff to lead and support student interests with weekly clubs (recess reflection, such as; art club, makerspace, games club and more) - Introduction of Recess Reflection for outside and inside recesses (rotating grades in the gym for large activities)
Student Learning Achievement	<ul style="list-style-type: none"> - Results are non/applicable (no PATs) - At risk students is lowest in past 5 years (compliment to learning services and CPC support meetings) - Review and Revise the AR program to meet the needs of all students (motivate and engage all students to read with flexibility of levels and point tracking). - Monthly Star Reading (PLC reviews with colleagues) - Continue Student Intervention supports in lower grade levels...accessing support staff to diverse needs in all classrooms
Preparation for Lifelong Learning, Citizenship, World of Work	<ul style="list-style-type: none"> - Results for citizenship maintain “very high” with overall “excellence” above provincial average - Results for Work Preparation maintain “high” with overall “good” below provincial average - Down 55% to 17% dissatisfied parents with student citizenship (best in 3 years) - Continue teaching “Growth Mindset” with students in older grades - Share “take-aways” at staff and support staff meetings and provide coles notes of research based books related to education (55 Essentials, Kids These Days, etc.) = model expectations - Continue providing opportunities for grades 4 and 5 to lead within the school (hot lunch monitors, library helpers, student leadership, RAK - Pay it Forward, etc.)
Parental Involvement	<ul style="list-style-type: none"> - Results maintain “very high” with overall “excellence” above provincial average - Support NEW parent council with previous members mentorship - Continue to use social media for parent involvement and support of school activities and fundraising - Introduction of HomeConnect with Accelerated Reading Program
Continuous Improvement	<ul style="list-style-type: none"> - Results maintain “very high” with overall “excellence” above provincial average



St. Patrick's School - Education Plan 2019-2020

All 9 Medicine Hat Catholic Schools will post our annual Education Plans on our websites
School Education Plans are developed in partnership with our school staff and parent community.
The Medicine Hat Catholic Board of Education is committed to providing quality education to the students entrusted in our care.
We thank you for your interest in this document. For more information please contact your School Principal.