

# SPT Combined 3-Year Education Plan and Annual Education Results Report (AERR) 2018-2019



St. Patrick's Elementary School is located in Taber, Alberta. We have been serving Taber since 1953. We are a Leader in Me school that offers educational programs in Early Learning, and Kindergarten to Grade 5. We are part of the greater community of Holy Spirit Catholic Schools. As of September 30, our enrollment from Kindergarten to Grade 5 was 166 students. Within our K to 5 programs, our staff includes 10 FTE teachers, 2.6 FTE educational assistants, and 3.0 FTE support staff. We also have an active parent community, which includes a supportive School Council.

We are proud to offer excellent Catholic Education. At St. Patrick School, we are guided by our Mission/Vision/Motto statements:

Mission:

St. Patrick's School, in partnership with our community, empowers, nurtures and challenges our students to be proactive learners and responsible citizens who live and share faith.

Vision:

St. Patrick's students are creative and critical thinkers who embody Catholic values as they become responsible, global citizens who strive for personal excellence.

Motto:

Learning to Love  
Loving to Learn

**Combined 2018 Accountability Pillar Overall Summary**

Measure Category	Measure	St. Patricks RCS 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	86.3	89.1	89.1	89.0	89.5	89.4	High	Maintained	Good
Student Learning Opportunities	Program of Studies	86.9	84.4	85.5	81.8	81.9	81.7	Very High	Maintained	Excellent
	Education Quality	95.1	93.5	93.9	90.0	90.1	89.9	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.3	3.0	3.3	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	78.0	78.0	77.0	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	n/a	n/a	73.6	73.4	73.3	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	19.9	19.5	19.2	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.7	83.0	83.0	n/a	n/a	n/a
	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	55.7	54.9	54.7	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	63.4	62.3	61.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	58.7	57.9	59.0	n/a	n/a	n/a
	Work Preparation	85.4	89.5	76.7	82.4	82.7	82.4	High	Maintained	Good
	Citizenship	77.6	85.1	84.9	83.0	83.7	83.7	High	Declined	Acceptable
Parental Involvement	Parental Involvement	91.2	90.0	86.9	81.2	81.2	81.0	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	91.6	79.2	78.2	80.3	81.4	80.7	Very High	Improved Significantly	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
12. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

**Outcome One: Alberta's students are successful**

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	91.2	85.6	83.9	85.1	77.6	88	High	Declined	Acceptable	80	85	90
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.	88.5	70.8	69.6	89.5	85.4	90	High	Maintained	Good	90	90	90

**Comment on Results**

These results are concerning, but make a lot of sense at the same time. In this last school year, we moved into a temporary modular school with no playground. There were new structures and routines introduced both in the classroom and outside the classroom. At the same time, we transitioned to a multiage school, so classroom configurations were completely new to all stakeholders of the community. We had only a small green space for outside play therefor supervision, recess, and eating schedules and routines changed. We have changed our Student Code of Conduct and will continue implementing school programs that are meant to enhance these areas for our students.

**Strategies**

- *Introduce a new Student Code of Conduct that has been signed by all students and one parent. It is reviewed monthly with staff, in order to provide consistent language and expectations around behaviour outcomes and interventions*
- *Introduced a common Lunch Room where there is consistent expectations and supervision.*
- *Continue our Rock Time on a weekly basis and teach the kids life lessons rooted in the Gospel.*
- *Continue to teach and model Kelso choices for problem solving*
- *Continue to build teacher capacity and student leadership capacity in the Leader in Me and continue to change the school culture and build leadership capacity in all stakeholders.*
- *Continue Sharpen the Saw Fridays so that we will be nurturing the whole child: body, mind, spirit and community*
- *Continue to develop the teacher's/ staff foundational knowledge about First Nations, Métis and Inuit for the benefit of all students, and support the process of reconciliation. And now share our knowledge with the greater community through culture transformation.*

**Notes:**

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

There is no data for our school in this area due to the fact that we are a K-5 school.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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.	93.9	87.4	90.8	89.1	86.3	90	High	Maintained	Good	90	90	90

**Comment on Results**

These results are good but didn’t meet our target. Like mentioned above we had a school year with a lot of adversity. We were in a temporary building with limited play space, and we transitioned to multiage learning. It was a challenging year for all staff and students with new routines and schedules. As our culture transforms new issues arise and it is important to respond to the issues appropriately. We take pride in being an inclusive community built on the belief that positive relationships based on trust and understanding make a difference in every child’s world. Our motto is Learning to Love and Loving to Learn. Understanding and accepting one another is very important.

- Strategies**
- *Implementation of multiage classrooms, where we view positive relationships and learning environments as foundational to all student’s learning.*
  - *Introduction of a Breakfast Program that is open to all students who need a good start to their day.*
  - *Introduction and implementation of New Student Code of Conduct*
  - *Focus on Sharing our Bounty, where small kind actions are highlighted in our community*
  - *Continue to build positive connections within our community by encouraging parent involvement, and community involvement in all our events and activities*
  - *Continue to teach the goodness of the Gospel*
  - *Continue Kelso’s Choices*
  - *Continue to build teacher capacity and student leadership capacity in order to be a Leader in Me school*
  - *Continue to celebrate Bright Light Assemblies, where every child is celebrated for their individual strengths and talents. We celebrate their gifts from God.*
  - *Continue to make strong connections with the larger community and health agencies in order to provide the best interventions for our high need students.*

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## Outcome Four: Alberta has excellent teachers, and school and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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.	85.4	87.2	85.1	84.4	86.9	87	Very High	Maintained	Excellent	88	89	90

### Comment on Results

We are so close to our target; one could say we met it!! Competent teaching practices and program execution happen in our school; especially with the implementation of multiage learning. Team teaching and planning allows for teachers who are specialized in certain areas to teach and develop great programs in these subject areas. Our Grade 5 students received FSL classes and a leadership classes. Our connections with the community allows us to provide a Best Academy Physical Literacy Program to all our students.

### Strategies

- *Reintroduce CTF (Career Technology Foundational) classes to our 4/5 students.*
- *Shift our grade configurations to grade 1 alone, 3 2/3 multiage classes and 3 4/5 multiage classes in order to provide the best learning environments for all learners.*
- *Continue to offer FSL learning to our 4/5 multiage students.*
- *Continue to partner with Best Academy to set personal physical goals which will encourage students to become more active and improve their Physical Literacy.*
- *Continue to provide Sharpen the Saw Fridays once a month where students will learn emotional, physical, and spiritual well being.*
- *Partake in social justice projects such as the Terry Fox Run, Holy Childhood, Random Acts of Kindness challenges, visit the elderly, etc.*
- *Continue to provide leadership roles for students throughout the school and a build a leadership culture through Leader in Me training*
- *Continue to support team teaching so that students will be exposed to the strengths of the educators in the school, therefor able to learn a wide variety of skills and subject matter.*

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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.	92.0	72.2	83.3	79.2	91.6	85	Very High	Improved Significantly	Excellent	92	93	93
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	87.9	84.4	86.3	90.0	91.2	90	Very High	Maintained	Excellent	93	93	93
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	97.4	97.5	90.6	93.5	95.1	94	Very High	Maintained	Excellent	96	96	96

### Comment on Results

There is great improvement in this area, therefore there is a lot to celebrate. Our administration and staff have worked hard over the past year to improve communication between home and school. We have made student agendas our top priority along with Facebook pages, Twitter accounts, Blog Spots, and websites. Reaching out to our parent community is very important to us.

We are currently building a strong learning paradigm called the Collaborative Response Model. It will provide interventions so that all needs of our diverse learners are met. We have encouraged community and parent volunteers to help with our reading interventions.

In terms of the quality of basic education we are building a Comprehensive Literacy Program and looking to improve our Numeracy Program through building capacity in our professional staff. We are anticipating a new curriculum around which we are currently discussing and planning for in our professional learning communities.

### Strategies

- *Build a multitude of specialty committees within our professional and non-professional staff that will provide good education programming*
- *Provide support to building teacher capacity in the Numeracy and Literacy Progressions and the new Alberta Curriculum*
- *Provide support for teachers in collaborative teaching and planning*
- *Begin to work with Kurtis and Lorna Hewson in order to build a competent Collaborative Response Model in our school.*
- *Continue to communicate regularly with our parents and community through social media, email and newsletters*
- *Continue to build capacity in and implement the Fountas and Pinnell Literacy Intervention System and Benchmark Assessments*
- *Continue to provide regular teacher PLC time that will focus on student learning and intervention planning*
- *Continue to implement and respond to our Common Math Assessment*

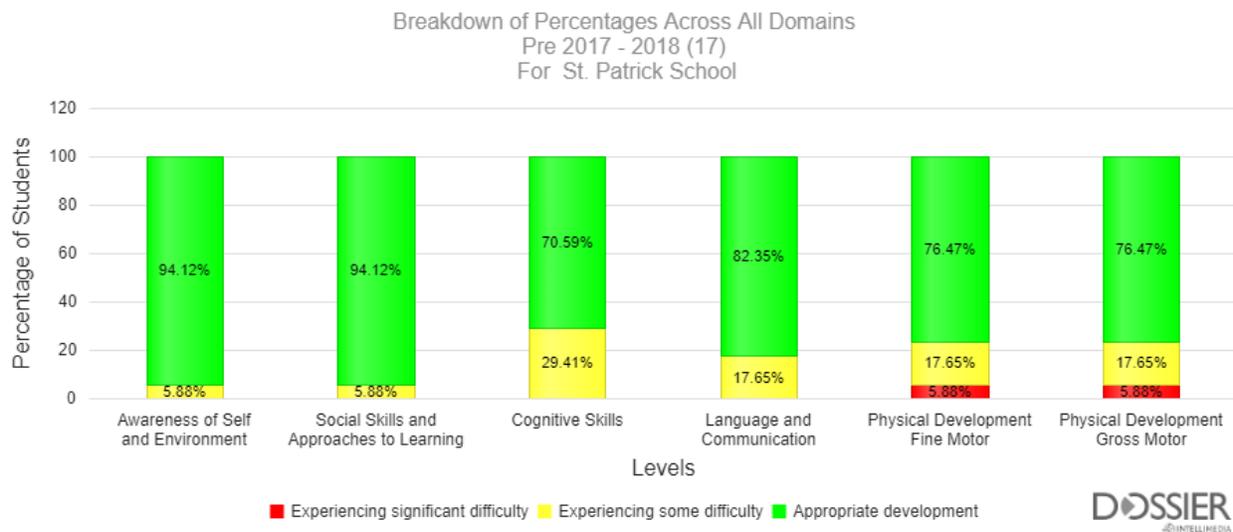
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### What is Our Data Telling Us?

The following pages include tables and graphs that provide detailed data for the performance measures at different grade levels in SPT. At the kindergarten level our children are measured according to developmental ability with the EYE-TA (Early Years Evaluation- Teacher Administered). From grade 1- 5 we use Common Math Assessments and Fountas and Pinnell Benchmark Reading Assessments to inform instruction and provide appropriate interventions in numeracy and literacy respectively.

#### EYE-TA Report and Analysis



#### Response to EYE-TA Results:

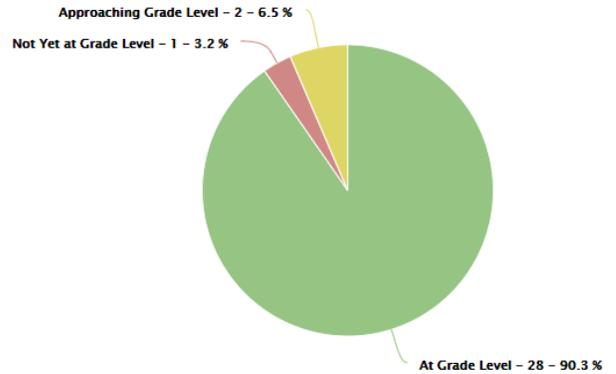
As you can see there is need for instructional intervention in our Physical Literacy and Cognitive Skills. In response to these needs we will ensure a good physical literacy program through Best Academy and good Physical Education instruction with regular gym classes. We have developed an Early Learning wing in our school where all learning is immersed a play rich environment. Play based learning is imperative for proper cognitive development.

# Holy Spirit Catholic Schools Common Math Assessments (CMA):

## Results for SPT 2017-2018

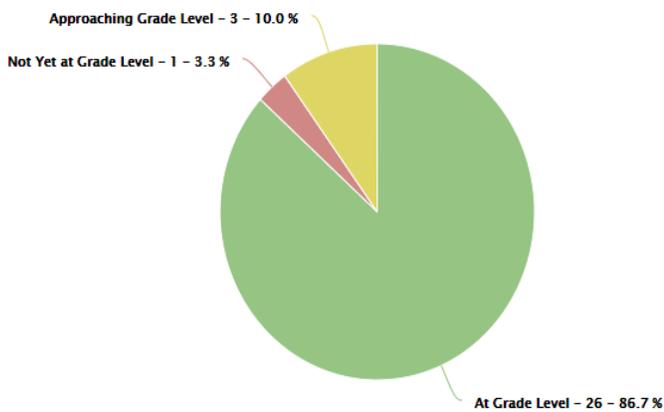
Common Math Assessment for Grade 1

Aggregate Overall Results for 31 students



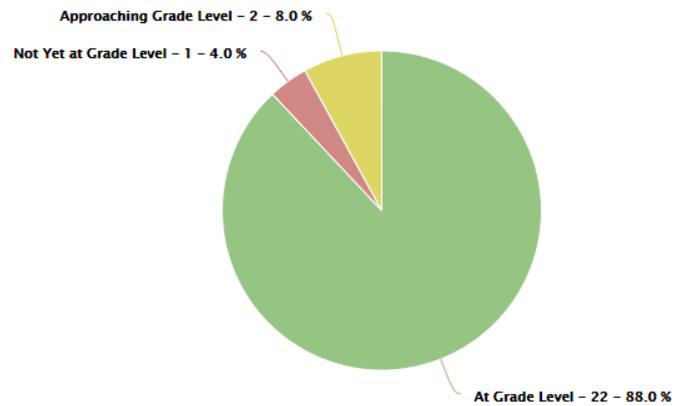
Common Math Assessment for Grade 2

Aggregate Overall Results for 30 students



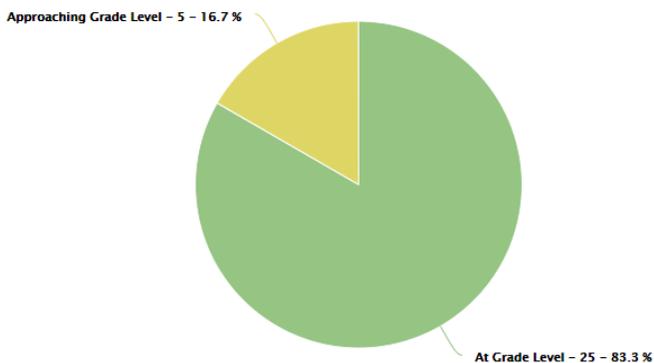
Common Math Assessment for Grade 3

Aggregate Overall Results for 25 students



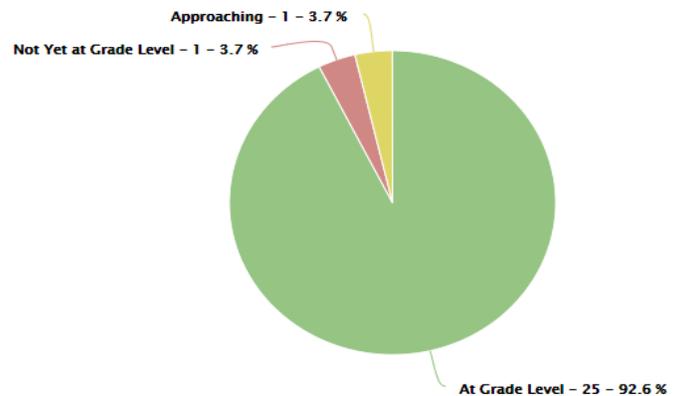
Common Math Assessment for Grade 4

Aggregate Overall Results for 30 students



Common Math Assessment for Grade 5

Aggregate Overall Results for 27 students



### In Numeracy:

88% of our students are performing at grade level

9% of our students are approaching grade level

3% of our students are not yet at grade level

**Response to CMA Results:**

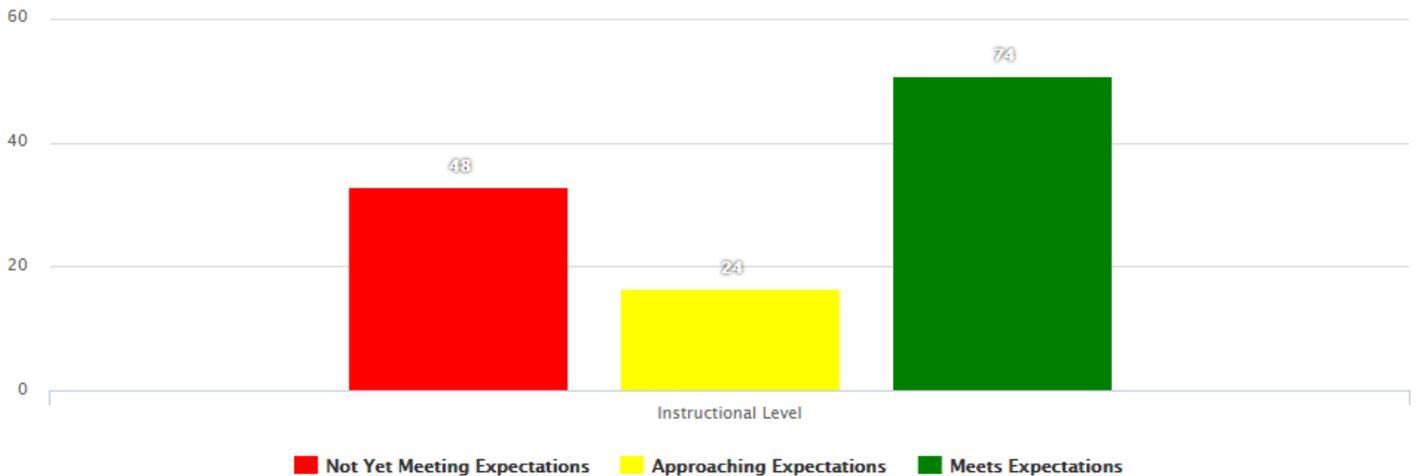
Compared to our 2016-2017 results there is a 22% increase in students performing at grade level. Yet we still have 3% not yet at grade level.

Numeracy in SPT is changing with teacher collaboration, small group instruction and use of different math resources. We are planning on common resources such as Spiral Math, Mountain Math, and Mathletics. Our STEM program and our teachers embracing Loose Parts is beneficial to our students numeracy development and learning.

## Fountas and Pinnell (F&P) Standardized Reading Assessment: Results for SPT 2017-2018

### FP Component Breakdown

Count of Students by Mastery - 146 Students



### In Literacy:

50.7% of our students are meeting expectations  
16.4% of our students are approaching expectations  
32.9% of our students are not yet meeting expectations

### In Response to the F&P Data:

It is imperative that Literacy be our focus, and it is. Our teachers are becoming well informed with the introduction of Fountas and Pinnell Assessments. This was the first year using this assessment. We are currently working closely with district Learning Coaches and implementing Guided Reading in our classrooms. We are also building capacity in the Collaborative Response Model. We have created a literacy team that will help plan and execute a good intervention model for reading.