



**ST. MARTIN DE PORRES SCHOOL**

**2017 - 2018**

**SCHOOL IMPROVEMENT PLAN**

## Principles of Practice

**We honour our children.**

**We provide a safe and secure environment.**

**We live and proudly proclaim our Catholic Christian faith.**

**We provide quality education in a Catholic environment.**

**We pray as an educational community.**

**We practice servant-leadership.**

**We focus on our mission through clarity of purpose.**

**We value our staff.**

## Vision:

Loving all God's children-pride of our future.

## Mission:

Through the implementation of a Fine Arts focus, St. Martin's provides a faith-filled environment which fosters academic excellence as well as lifelong learning.

At St. Martin de Porres we:

- Value our children as God's creation.
- Strive to do our best.
- Focus on achieving academic excellence to reach our full potential.
- Build a safe, caring and healthy learning community.
- Put faith and values into action.
- Construct an atmosphere where students develop the ability to discover their creativity through the emergence of the Fine Arts.
- Continue to recognize how students learn individually by implementing instructional strategies and ongoing assessment techniques, that produce self-confidence and academic excellence.
- Build relationships with our church, parents and community in order to enhance the intellectual, spiritual, physical, emotional and social development of our students.

## School Profile

St. Martin de Porres School is a Catholic school with a Fine Arts focus that serves students from Kindergarten to Grade 5 and has a diverse learning population of approximately 276 students. As a designated 'school of choice', St. Martin's is located in the west part of Red Deer in the established community of West Park and is in close proximity to Red Deer College. Our entire staff strives to create a safe, caring and healthy learning environment whereby the spiritual, academic, social, emotional and physical needs of all students are met.

We are served by the Parish of Sacred Heart and work collaboratively to introduce our students to the sacraments. Faith permeates all that we do at St. Martin de Porres as our team endeavours to continually integrate Fine Arts on a daily, weekly and monthly basis as well as infuse the Arts into religious celebrations.

### **Trends & Issues at a Glance**

St. Martin's staff continues to refine and enhance meaningful learning and teaching opportunities that provide students with a broad exposure to the Fine Arts. Continuing to develop important partnerships with stakeholders remains a high priority. As we move forward, enhancing our physical environment within the school will allow our students and parents to recognize that we are a Catholic school with a Fine Arts focus.

## Accountability Report Card

Measure Category											
		Measure	St. Martin De Porres 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	92.9%	96.8%	93.8%	89.5%	89.5%	89.3%	Very High	Maintained	Excellent
Student Learning Opportunities		Program of Studies	93.6%	93.2%	95%	81.9%	81.9%	81.5%	Very High	Maintained	Excellent
		Education Quality	92.7%	93.1%	93.7%	90.1%	90.1%	89.6%	Very High	Maintained	Excellent
		Drop Out Rate	n/a	n/a	n/a	3%	3.2%	3.3%	n/a	n/a	n/a
		High School Completion Rate (3 yr)	n/a	n/a	n/a	77.9%	76.5%	76.1%	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)		PAT: Acceptable	n/a	n/a	n/a	73.4%	73.6%	73.2%	n/a	n/a	n/a
		PAT: Excellence	n/a	n/a	n/a	19.5%	19.4%	18.8%	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)		Diploma: Acceptable	n/a	n/a	n/a	83%	82.7%	83.1%	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	22.2%	21.2%	21.5%	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.9%	54.6%	53.1%	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	62.3%	60.8%	60.8%	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship		Transition Rate (6 yr)	n/a	n/a	n/a	57.9%	59.4%	59.3%	n/a	n/a	n/a
		Work Preparation	85%	93.3%	85%	82.7%	82.6%	81.9%	High	Maintained	Good
		Citizenship	91.8%	95.3%	92.6%	83.7%	83.9%	83.6%	Very High	Maintained	Excellent
Parental Involvement		Parental Involvement	88%	87.5%	85.5%	81.2%	80.9%	80.7%	Very High	Maintained	Excellent
Continuous Improvement		School Improvement	91.6%	93.7%	90.3%	81.4%	81.2%	80.2%	Very High	Maintained	Excellent

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

What this goal means for our jurisdiction:

*Shout joyfully to God, all you on earth. Sing of his glorious name; give him glorious praise. (Psalm 66:2)*

**Division Outcome D1: Each individual in our school community is immersed in a spirit of Communion with Christ and through catechesis, experience a maturation in his or her profession of faith.**

Performance Measures:	Current Results	Average
D.1.1 I believe that all members of our community are provided with opportunities to learn about the Catholic Faith.	98.3%	98% (2 Yr)
D.1.2 I believe that members of our community have gained an understanding of Sacramental Life and the meaning of Liturgy.	96%	96% (2 Yr)
D.1.3 I believe that our schools promote moral formation in response to the message of the Gospel.	98%	98% (2 Yr)
D.1.4 I believe that our school communities have brought members to a deeper relationship to God through an understanding and participation in prayer.	96%	95% (2 Yr)
D.1.5 I believe that our school communities demonstrate Christian Community.	98%	97% (2 Yr)
D.1.6 I believe our students are empowered with a 'missionary spirit' to be transformational in our society.	98.3%	99% (2 Yr)

#### **AERR Comments**

Throughout the 2016-2017 school year, staff, student and parents were provided with the opportunity to deepen their prayer life. Parent meetings, morning routines and all celebrations/assemblies were opened in prayer to model prayer and to deepen our relationships with God. Staff also engaged in dialogue to reflect on what makes liturgies, celebrations and masses effective and purposeful. An framework was developed to ensure that strong liturgy continues to be fostered at St. Martin's

Strategies:	Evidence	Next Steps:
<ul style="list-style-type: none"> <li>By teaching others how to pray with Christ, prayer becomes an embedded thoughtful reflection in daily practice</li> </ul>	<ul style="list-style-type: none"> <li>In the 2016-2017 school year, Admin supported staff to begin all parent meetings with prayer</li> <li>As a continuation from the 2016-2017 school year, staff signed up</li> </ul>	<ul style="list-style-type: none"> <li>On November 30, 2017, support staff will create prayer starters to support students in developing authentic conversations with God</li> <li>By January 2018, all students in</li> </ul>

	<p>to lead prayer at the weekly Monday Morning meeting and at Professional Development</p> <ul style="list-style-type: none"> <li>On September 29, 2017, students were engaged in Praying in Colour, during one of the CREATE sessions that was offered to broaden the student's understanding of different ways to pray</li> </ul>	<p>Grades 4 and 5 will have written prayers and shared them during morning announcements as well as assemblies</p> <ul style="list-style-type: none"> <li>Throughout the 2017-2018 school year, purposeful prayer strategies will be introduced during Mindset Monday, focusing on a variety of Saints, that develops relaxed breathing and mindfulness to support an environment of solitude</li> </ul>
<ul style="list-style-type: none"> <li>Members of our community are actively engaging in Sacramental life and discovering the meaning of the Liturgy</li> </ul>	<ul style="list-style-type: none"> <li>On September 22, 2017, the Division Faith Coordinator provided staff with embedded professional development on Liturgy planning highlighting Catholic rituals and traditions</li> <li>On November 5, 2017, the St. Martin de Porres staff attended mass together to celebrate Catholic Education Sunday</li> </ul>	<ul style="list-style-type: none"> <li>By February 2018, students will develop an understanding how to access classroom prayer centres, in an authentic manner, to engage in personal prayer</li> <li>On the professional development day in November 2017, all staff will come together to deepen their understanding and gain enhanced skills in a variety of ministries by receiving training of their choice at Sacred Heart Church</li> </ul>

#### Division Outcome D2: All of our school communities are authentically Catholic.

Performance Measures:	Current Results	Average
D.2.1 I believe that I am a child of God and seek Him in my life.	94%	96% (2 Yr)
D.2.2 I believe the Catholic Faith provides a framework for life and learning.	98.7%	98% (2 Yr)
D.2.3 I believe the Catholic Faith is permeated into our curriculum so that contemporary culture is critically evaluated in light of 'the truth'.	93.3%	95% (2 Yr)
D.2.4 I believe the staff of RDCRS witness to others a life lived in relationship with Jesus Christ.	97.3%	97% (2 Yr)
D.2.5 I believe our students, staff, and parents are honored as distinct and unique but brought together in a spirit of communion.	100%	99% (2 Yr)

#### AERR Comments

Developing an understanding of the Five Marks of an Authentically Catholic School remained St. Martin's focus in the 2016-2017 school year. Building confidence in staff was also a focus for our Faith Coach while modeling both inherent and intentional permeation. This approach proved successful using a co-teaching

model.

Strategies:	Evidence:	Next Steps:
<ul style="list-style-type: none"> <li>• Deepening students, staff and parent's understanding of becoming Gospel witnesses by demonstrating our faith, through our words and actions, enhances our relationship with God</li> </ul>	<ul style="list-style-type: none"> <li>• On June 13, 2017, the Faith Coach compiled the staff's sacramental journeys, into the school slide presentation, and shared it on the monitors throughout the school</li> <li>• On September 5, 2017, the Faith Coach shared "God Glasses" with all students and staff, and invited them to wear them when they recognized God in their day</li> </ul>	<ul style="list-style-type: none"> <li>• On the November 2017 professional development day, all staff will participate in a full school mass at Sacred Heart Parish. Following mass, staff will participate in training for ministries of their choice</li> <li>• By January 2018, students, staff and parents will share where they personally saw God in their day at assemblies, celebrations and morning announcements</li> </ul>
<ul style="list-style-type: none"> <li>• The Catholic faith is intentionally permeated into all curricular areas so that secular society can critically be viewed through our Catholic lens</li> </ul>	<ul style="list-style-type: none"> <li>• Throughout the 2016-2017 school year, the Faith Coach co-taught Religion classes to help build teacher confidence and capacity in the permeation of faith both inherently and intentionally</li> </ul>	<ul style="list-style-type: none"> <li>• On November 2017 professional development day, the Division Faith Coordinator and School Faith Coach will lead staff in intentional faith permeation activities that are 'Monday morning' ready</li> <li>• By January 2018, the Faith Coach will co-teach with 5 identified staff during Religion classes</li> <li>• By March 2018, using the 8 Characteristics of Catholic Identity permeation document, staff will create cue cards to support daily planning with a focus on identifying the characteristics of our Catholic identity within their daily planning</li> <li>• Throughout the 2017-2018 school year, administration will conduct regular classroom observations that will be followed by a debrief asking teachers questions specific to intentional permeation</li> </ul>

## Outcome 1: Alberta's students are successful

Performance Measure	Results (in percentages)					Evaluation		
	2012	2013	2014	2015	2016	Achievement	Improvement	Overall
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Drop Out Rate - annual dropout rate of students aged 14 to 18	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
High school to post-secondary transition rate of students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Performance Measure	Results (in percentages)					Evaluation		
	2013	2014	2015	2016	2017	Achievement	Improvement	Overall
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	89.1%	90.5%	92%	95.3%	91.8%	Very High	Maintained	Excellent
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.	74.4%	82.2%	79.4%	93.3%	85%	High	Maintained	Good

### AERR Comments

Providing students with the opportunity to deepen their learning via use of the Learning Commons and continuing to develop them as responsible citizens brought about change in the 2016-2017 school year. Makerspaces were created focusing on curricular links in core subject areas and the Fine Arts, as well as a portable makerspace cart was developed and utilized in classrooms to enhance and enrich student learning. The Healthy Active School Symposium (HASS) was attended by the St. Martin's Health Team, consisting of students and staff, that provided the framework to bring a healthy living mindset to staff and students.

Strategies:	Evidence:	Next Steps:
<ul style="list-style-type: none"> <li>The Learning Commons is utilized as an extension of the classroom by all staff to support and enhance student learning and improve overall achievement</li> </ul>	<ul style="list-style-type: none"> <li>By June 15, 2017, all certified and non-certified staff were trained, by the Learning Commons support staff member, on the Destiny system to support all students in accessing print and virtual texts and resources</li> <li>Starting on September 11, 2017, 9 different makerspace activities, directly linked to curriculum from Kindergarten to Grade 5, were made</li> </ul>	<ul style="list-style-type: none"> <li>By January 2018,, 5 students will be trained, by the Learning Commons support staff member, in assigning books to his or her account using Destiny. Further, 5 Division 2 students will be trained, by the Learning Commons support staff member, on how to utilize the Dewey Decimal system and assist with shelving books</li> <li>By December 2017, students will</li> </ul>



	<p>available to continue to support student learning, with a focus on Literacy and Numeracy, in the Learning Commons</p> <ul style="list-style-type: none"> <li>• Since October 2017, each grade level has been given the opportunity to access the Learning Commons during morning recess to socialize and participate in activities. On average, over 200 students access the Learning Commons per week to take advantage of this opportunity</li> </ul>	<p>have the opportunity to access makerspaces in order to learn more about the Fine Arts through hands on activities focusing on music, art and drama</p> <ul style="list-style-type: none"> <li>• Throughout November 2017, all students will be surveyed, to support voice and choice, as to how to improve the existing Learning Commons. Information will be gleaned including preferred reading materials, makerspace ideas and way to use the Learning Commons in novel and creative ways that will continue to infuse the Fine Arts</li> </ul>
<ul style="list-style-type: none"> <li>• Through a variety of activities planned, students are given the opportunity to develop attitudes and behaviors that will enhance leadership qualities and strong characteristics of being an active citizen</li> </ul>	<ul style="list-style-type: none"> <li>• On September 14, 2017, 73 students in Grades 4 and 5 signed up to be part of the Student Leadership Team. This group of students is responsible for leading assemblies, providing mentorship for younger students and a variety of leadership and social justice activities throughout the school</li> <li>• On October 25, 2017, 6 student health leaders attended the HASS (Healthy Active School Symposium) day to share their learning and gain new knowledge as health leaders in our school</li> <li>• From November 1-3, 2017, the Health Team exchanged fresh carrots for Halloween candy. They collected over 200 pieces of candy that was donated to the Mustard Seed</li> </ul>	<ul style="list-style-type: none"> <li>• By February 1, 2018, the Learning Commons support staff member will conduct book talks in each classroom to expose students to a variety of genres at specific grade levels</li> <li>• By January 2018, 10 Student Leadership members will take part in Leadership training that will be provided through the Division Wellness Coordinator and Alberta Health Services</li> <li>• By December 22, 2017, the Health team will have led the school in the 12 Healthy Days of Christmas and two active assembly moments</li> </ul>

**Outcome 2: The systemic education achievement gap between First Nations, Metis and Inuit students and all other students is eliminated.**

No Data Available

**AERR Comments**

Throughout the 2016-2017 school year, St. Martin's students and staff continued to deepen their understanding and appreciation for the Aboriginal Culture and Catholicity through a variety of connections that included hosting several sessions during monthly CREATE (Children Regularly Engaging Actively To Excel) activities, highlighting National Aboriginal Day in June, with a variety of cultural specific activities for students and staff, and celebrating Canada's 150th Birthday by hosting the Division's First Nations, Metis and Inuit Support Team who provided learning opportunities for all our students. As well, staff were highly engaged in an Aboriginal Blanket Ceremony that brought thoughtful discussion specific to the Indigenous culture and how it relates to our Catholicity

Strategies:	Evidence:	Next Steps:
<ul style="list-style-type: none"> <li>A deeper understanding and appreciation for Indigenous Culture and our Catholicity will occur by embracing, enhancing, and celebrating the connections between the two</li> </ul>	<ul style="list-style-type: none"> <li>On December 21, March 1 and June 28 of the 2016-2017 school year, in collaboration with the First Nations, Métis, and Inuit Support Team, students encountered three CREATE (Children Regularly Engaged Actively to Excel) sessions that included authentically engaging activities that supported all students to continue to develop a deeper understanding of the Canadian Aboriginal culture and the connections to our Catholicity</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Beginning at the end of November 2017, the Division First Nations, Metis and Inuit Support Team will engage students and support staff, during monthly presentations, on each of the Seven Sacred Teachings that will provide Catholic connections. Furthermore, to enhance the authentic learning experience, students will have this information frontloaded during 'Mindset Mondays', to develop context and increase student engagement, during the monthly presentations</li> <li>By December 2017, the Division First Nations, Metis and Inuit Support Team will engage student learning, using the Medicine Wheel, during regularly scheduled CREATE (Children Regularly Engaged Actively To Excel)</li> <li>During Embedded Professional Development Monday at the end of November 2017, the Division First Nations, Metis and Inuit Support Team will engage staff in a Smudging Ceremony as part of Faith Permeation and celebrating the connections between Catholicity and the Indigenous Culture</li> </ul>

### Outcome 3: Alberta's education system is inclusive

Performance Measure	Results (in percentages)					Evaluation		
	2013	2014	2015	2016	2017	Achievement	Improvement	Overall
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.	91.4%	92.1%	92.5%	96.8%	92.9%	Very High	Maintained	Excellent

### AERR Comments

Throughout the 2016-2017 school year, the St. Martin's Counselling team, consisting of the Teacher Counsellor, Family School Enhancement Counsellor, Positive Mental Health team and Division's First Nations, Metis and Inuit team, enhanced the existing knowledge and understanding, as well as built capacity for all staff specific to developing growth mindset. In turn, staff were part of the development of a Growth Mindset framework that would be rolled out to students in the 2017-2018 school year. Social Justice was also highlighted to students in determining the difference between social justice and charity. To demonstrate staff commitment to social justice, six students were sent to Our Lady of Victory Camp as a result of staff funds collected during Dress Down Fridays

Strategies:	Evidence:	Next Steps:
<ul style="list-style-type: none"> <li>A Comprehensive Counselling Plan is developed, implemented and reviewed to support all students in a safe, caring and healthy school environment</li> </ul>	<ul style="list-style-type: none"> <li>On October 18, 2017, the existing Counselling Plan was updated to include community building, school presentations, First Nations, Metis and Inuit supports, small group activities, Grade 5 transitions, case conferences and Success in Schools conferences. The Counselling Plan also provided implementation plans for the positive mental health project for both staff and students</li> <li>On September 13, 2017, the teacher counselor sent out a survey to parents and staff, who accessed supports, to identify effectiveness of programming, areas of improvement and next steps</li> <li>On September 13, 2017, the school counseling team, consisting of the Teacher Counselor, Family School Enhancement Counselor, the School Based Prevention Counselor (Alberta Health Services) and Administration, reviewed the vulnerable student population and developed a</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the 2017-2018 school year, in order to provide continuity and a more intentional focus, the Comprehensive Counselling Plan will be driven through the Positive Mental Health project. Acting as the conduit to provide universal messaging and learning, the Positive Mental Health focus, through 'Mindset Monday' - a whole school approach to teach growth mindset through a variety of avenues including Faith, First Nations, Metis and Inuit learning, as well as inspirations leaders, will be the vehicle for counselling presentations and small group support</li> <li>By December 2017, there will be a variety of group counselling sessions offered to students that will support areas including Anxiety, Friendships, Social Skills using Lego along with several classroom presentations focusing on Growth Mindset, Following Instructions/Listening to Directions,</li> </ul>

	<p>framework to support students at risk for the upcoming year with tiered interventions</p> <ul style="list-style-type: none"> <li>• On June 16, 2017, the Student Advisory Team discussed, with Administration, areas of success, from the 2016-2017 school year and suggestions for the 2017-2018 school year</li> </ul>	<p>The Importance of a Positive Attitude, Voice Levels and Accepting 'No' for an Answer</p> <ul style="list-style-type: none"> <li>• Throughout the 2017-2018 school year, the counseling team and Administration will meet weekly to review and develop action plans for student and family support</li> <li>• By January 2018, 3 parenting information sessions, "From Chaos to Calm" will take place for Grades 2, 3 and 4 parents/guardians offered by the Teacher Counsellor and Family School Enhancement Counselor</li> <li>• By January 2018, the Student Advisory Team, along with Administration will meet 2 times to elicit feedback providing student voice and choice of activities and events at St. Martin's</li> </ul>
<ul style="list-style-type: none"> <li>• Provide timely and targeted opportunities for student engagement specific to careers</li> </ul>	<ul style="list-style-type: none"> <li>• On May 31, 2017, students in Grade 3-5, had uploaded their favorite piece of writing to their 'My Blueprint' portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• Throughout the 2017-2018 school year, Grade 3-5 students will continue to develop their knowledge, skills and attitudes using 'My Blueprint'</li> <li>• By February 2018, students will engage in the third annual, 'Career Week' which encompasses a career conference, school wide career writing and other special events</li> </ul>

#### Outcome 4: Alberta has excellent teachers, and school and school authority leaders

##### No Data Available

Performance Measure	Results (in percentages)					Evaluation		
	2013	2014	2015	2016	2017	Achievement	Improvement	Overall
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.	93.6%	96.4%	95.3%	93.2%	93.6%	Very High	Maintained	Excellent

##### AERR Comments

Throughout the 2016-2017 school year, ongoing, purposeful learning opportunities provided students with meaningful ways to engage in, through and about the Fine Arts. CREATE (Children Regularly Engaged Actively To Excel) events, the first annual Spring Showcase and performance opportunities at assemblies, celebrations and Masses provided all students to share their God given gifts and talents, based on their learning experiences, in music, art and drama. In addition, the second annual Career Week occurred providing students with a plethora of opportunities to learning about 17 different career choices along with a common career writing activity and the completion of year two using 'My Blueprint' in Grades 3 to 5.

Strategies:	Evidence:	Next Steps:
<ul style="list-style-type: none"> <li>Students and staff engage in meaningful learning experiences through, about and within the Fine Arts</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the 2016-2017 school year, students had the opportunity to be involved in 7 CREATE(Children Regularly Engaged Actively to Excel) afternoons. In response to stakeholder feedback, the number of sessions have been reduced to allow robust attendance in all sessions</li> <li>On June 5, 2017, student, parent and staff feedback was compiled on the changes that occurred, during the 2016-2017 school year specific to the Fine Arts</li> <li>On September 29, 2017, Grades 1-5 attended a theatrical presentation at Red Deer College, "The Friendship Factor" in support of Cultural Days</li> <li>On September 22, 2017, the Grade 3 teaching team and Fine Arts specialists met with Administration with a proposal on how to implement Project Based Learning (PBL) into core curriculum as a vehicle to bring authentic Fine Arts activities into the</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the 2017-2018 school year, there are 8 CREATE (Children Regularly Engaged Actively to Excel) afternoons planned to support and enhance the creation of movement, art, music and drama</li> <li>Continuing into the 2017-2018 school year, all students will have the opportunity to display their gifts and talents from God in either Music, Art or Drama, by means of Trickster Theatre, liturgies, celebrations, masses and/or general assemblies</li> <li>By December 2017, the Grade 3 team, along with the Fine Arts specialists, will observe Project Based Learning (PBL) classrooms at Father Henri Voisin to develop an enhanced understanding of PBL promising practices. Administration will attend an online course, "PBL and the Arts", through EducationCloset, featuring Daniel Pink</li> </ul>

	<p>classroom. The Grade 3 teaching team attended RDCRS Project Based Learning 101 on November 2, 3 and 6th to begin planning for their upcoming cross curricular units of study. Fine Arts specialists have already received training in PBL</p> <ul style="list-style-type: none"> <li>• On October 23-27, 2017, through a generous grant from the Alberta Foundation for the Arts, Trickster Theatre provided a one week residency to enhance student learning with, about and in the fine arts focusing on Canada's 150 Birthday directly linking to the Alberta Programs of Studies</li> </ul>	
--	--	--

### Outcome 5: Alberta's education system is well governed and managed.

Performance Measure	Results (in percentages)					Evaluation		
	2013	2014	2015	2016	2017	Achievement	Improvement	Overall
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.	88%	85.6%	91.7%	93.7%	91.6%	Very High	Maintained	Excellent
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	83.9%	86.1%	82.8%	87.5%	88%	Very High	Maintained	Excellent
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	94%	94.6%	93.3%	93.1%	92.7%	Very High	Maintained	Excellent

### AERR Comments

In 2016-2017, Professional Learning Communities (PLC) developed a deeper focus in the creation of common planning and assessments, activated essential learning outcomes in Literacy and initiated essential learning outcomes in Numeracy. The focus of embedded professional development was collaboration based enhancing authentic learning towards achieving our school goals. New teachers to St. Martin's were provided with ongoing, purposeful mentorship in collaboration with an identified team of master teachers.

Strategies:	Evidence:	Next Steps:
<ul style="list-style-type: none"> <li>Through the use of data and consultation, opportunities exist for all staff to engage in focused collaboration that enhance teaching and learning opportunities to ensure student success</li> </ul>	<ul style="list-style-type: none"> <li>On September, 6 and 13, 2017, staff provided feedback on the Professional Learning Communities (PLC) processes employed during the 2016-2017 school year, specific to the areas of the development and implementation of Individual Student Profiles (ISPs), the execution of strategies within the classroom for English Language Learners (ELL), developing a model of Response to Intervention (RTI), and reflecting on the state of readiness for Project Based Learning (PBL) within the Fine Arts to support setting the direction for the 2017-2018 school year</li> <li>At the end of June 2017, staff completed one year using the literacy essential outcomes and common assessment - based on the grade specific Literacy Guide - to inform their instruction. Feedback was collected and amendments were made to the Literacy Guide for the 2017-2018 school year. Further, staff completed</li> </ul>	<ul style="list-style-type: none"> <li>By December, 2017, staff will continue to self identify their grade level focus for PLC's, on a bi-weekly basis, that will provide timely and targeted supports and interventions specific to meeting their grade level team needs</li> <li>Throughout the 2017-2018 school year, certified staff will continue to collaborate and amend the Language Arts and Mathematics Long Range Plan to reflect, review and update learning processes connected to identified essential learning outcomes at each grade level</li> <li>By December, 2017, certified staff will be inserviced and expectations outlined, during embedded professional development, 4 times, to implement Gradebook reporting using the new student reporting system, Edsby</li> <li>By November 2017, data that was inputted into the Individual Student Profiles (ISP), specific to English</li> </ul>

	<p>the first draft of the Numeracy Guide which included essential outcomes, common assessments and resources that are being implemented in 2017-2018 school year</p> <ul style="list-style-type: none"> <li>• On June 21, 2017, Term Three report card outcomes from English Language Arts were generated and reported on, by each grade level team (consisting of classroom teachers and LIFT co-teachers) using the identified essential learning outcomes while all other curricular outcomes continued to be addressed. Further, LIFT co-teachers provided input into comments as well as proofread his/her respective grade teams comments to ensure individual comments for each student were cohesive and succinct</li> <li>• On September 11, 2017, the data compiled from Fountas and Pinnell, student learner profiles, the Continuum of Supports and Services, ESL Benchmarks and classroom assessments were used to inform transitional meetings and class configurations for the upcoming school year</li> <li>• On September 12, 2017, the PD committee used staff feedback on professional development offerings to guide the upcoming PD plan from September to December 2017</li> <li>• On August 28, 2017, needs were identified by new staff pertaining to their professional development needs led by the Assistant Principal. Mentors were established, along with a support system including professional development, and is being implemented throughout the upcoming school year</li> </ul>	<p>Language Learning (ELL) and the Continuum of Supports and Services (CSS), will be used to inform and drive instruction and assessment within the classroom</p> <ul style="list-style-type: none"> <li>• By December 2017, the PD committee will gain insights, based on staff input and feedback from data collected, on the effectiveness of sessions offered during school based embedded PD. This information will support the development of PD from January to June 2018</li> <li>• Throughout the 2017-2018 school year, mentors and new teachers will meet, on a weekly basis, to discuss processes, successes and challenges that are relevant to them</li> </ul>
<ul style="list-style-type: none"> <li>• Enhance the numeracy foundation at all grade levels</li> </ul>	<ul style="list-style-type: none"> <li>• On June 20, 2017, the final draft of the Numeracy Guide was ready for print in order to be used in the 2017-2018 school year</li> <li>• On September 13, 2017</li> </ul>	<ul style="list-style-type: none"> <li>• Throughout the 2017-2018 school year, all certified staff will fully implement the Numeracy Guide and update the Mathematics Long Range Plan, on an ongoing basis, to support</li> </ul>



	<p>Administration met with the Division Numeracy Lead to create a plan for Numeracy professional development and support for September to December 2017</p> <ul style="list-style-type: none"> <li>• For use in the 2017-2018 school year, a new numeracy resource library was developed for staff to access school based resources</li> </ul>	<p>student learning</p> <ul style="list-style-type: none"> <li>• By December 15, 2017, the Numeracy Lead will provide 2 focused embedded professional development opportunities on strategies such as Number Talks and Open Ended Question techniques</li> </ul>
--	--	--

Notes- Strategies: