



St. Martin de Porres

BELIEVE | CREATE | LEARN

School

ST. MARTIN DE PORRES SCHOOL

2018 - 2019

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 251 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. Our learning community has engaged, throughout the year, in a wide variety of in depth Fine Arts related activities. In Drama, students participated in, "Straight Outta Bethlehem", a Christmas production that took place on the Mainstage at Red Deer College; students participating in the Red Deer Festival for the Performing Arts and a variety of community based venues including The Children's Festival and our CREATE Extravaganza. Currently, our budget is based on a standardized formula as is with all schools. Consideration of additional funds to support the specific needs of the Fine Arts including residencies, supplies, experiential learning opportunities outside of the school and guest presenters would certainly enhance the learning opportunities for our students and staff.

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	95.1%	92.9%	94.1%	89%	89.5%	89.4%	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	94.3%	93.6%	94%	81.8%	81.9%	81.7%	Very High	Maintained	Excellent
	Education Quality	92.7%	92.7%	93%	90%	90.1%	89.9%	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.3%	3%	3.3%	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	78%	78%	77%	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%	83%	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%	n/a	n/a	n/a
	Work Preparation	82.2%	85%	85.9%	82.4%	82.7%	82.4%	High	Maintained	Good
	Citizenship	91.4%	91.8%	93.1%	83%	83.7%	83.7%	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	88.4%	88%	86.1%	81.2%	81.2%	81%	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	81.1%	91.6%	92.3%	80.3%	81.4%	80.7%	Very High	Declined Significantly	Acceptable

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: In the spirit of Sacramentality, visible signs of God’s invisible grace will be revealed. Created in His image, our community will embrace our Humanness as a gift, and celebrate the essential goodness of being human despite our imperfections and limitations.

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.	100%	98.4% (3 Yr)
D.1.2 I believe that members of our community have gained an understanding of Sacramental Life and the meaning of Liturgy.	98.3%	96.7% (3 Yr)
D.1.3 I believe that our schools promote moral formation in response to the message of the Gospel.	99.7%	98.4% (3 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.	97.7%	95.8% (3 Yr)
D.1.5 I believe that our school communities demonstrate Christian Community.	95.7%	96.8% (3 Yr)
D.1.6 I believe our students are empowered with a 'missionary spirit' to be transformational in our society.	97.3%	98.2% (3 Yr)

AERR Comments

During the 2017-2018 school year, our learning community focused on prayer and breaking down the Mass. Students were taught how to have authentic conversations with God through prayer and led prayer for different occasions. In addition, prayer tables became an interactive makerspace to encourage authentic use in order to develop a deeper relationship to God. Mindset Monday was used as a vehicle for learning about our Catholic faith. Engagement with the Mass included student song leaders for liturgies, celebrations and Masses. 17 staff members were trained for a variety of ministries at Sacred Heart Church. Our Faith Coach supported staff by providing an interactive approach for students to learn about parts of the Mass and the important traditions the Mass holds.

Strategies:

- Our school community provides tangible ways to recognize God's grace through Sacramentality.
- Recognizing humanness and how our gifts and limitations can impact others.

Comments on outcome strategies-

Our school community has recognized God's grace by openly recognizing and celebrating the presence of God in our school community. Students, staff, parents and community members articulate where they see God's presence during assemblies, morning prayer, in the hallways and during special events. "God Glasses", created by our Faith Coach, have provided the school community with the opportunity to openly share the goodness of God, daily at St. Martins. Additionally, the active Song Leaders Club, serve to lead school liturgies and celebrations and bring God into our place of worship through engagement and song. The introduction of Family Groupings serves as a testament of Humanness. These mixed grade families have helped to foster strong relationships between members of our school community and give various opportunities for the students and staff to recognize and share the God-given gifts and talents of all 'family' members.

Comments on progress-

Family groupings have provided students with the opportunity to establish strong bonds with one another, instilled leadership and have provided a safe place where 'family' members can share and celebrate their God-given gifts and talents in a supportive environment.

Division Outcome D2: Teaching lessons are permeated in process or content to develop the Eight Characteristics of Catholic Identity. Students will be taught how to critically evaluate their world view through a faith lens by achieving provincial outcomes in a Catholic context.

Performance Measures:	Current Results	Average
D.2.1 I believe that I am a child of God and seek Him in my life.	97.3%	96.7% (3 Yr)
D.2.2 I believe the Catholic Faith provides a framework for life and learning.	98.3%	98.2% (3 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'.	97.3%	95.4% (3 Yr)
D.2.4 I believe the staff of RDCRS witness to others a life lived in relationship with Jesus Christ.	98%	97.3% (3 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%	99.3% (3 Yr)

AERR Comments

In the 2017-2018 school year, our school community promoted and increased use of classroom "God Glasses" that provided students, staff and parents with an avenue to recognize that each are a child of God and where each witnessed Him throughout their day. Further, our Faith Coach co-taught with every teacher

helping to model and guide them to authentically permeate faith within their lessons. In the spring of 2017, staff were provided guidance during Professional Learning Communities (PLC) time to share their experiences specific to permeation.

Strategies:
• Students will develop an understanding and be able to articulate faith permeation present in daily lessons.

Comments on outcome strategies-

Our Faith Coach continues to be timetabled into classrooms to allow her the opportunity to work collaboratively with teachers to plan, model and co-teach permeation in their curricular areas. A special focus has been placed on the sharing of permeation examples and promising practices on a regular basis, so teachers can gain confidence and support from one another as they continue to bring God into all lessons in their curriculum. During regular walkthroughs, Administration continues to focus on recognizing permeation and providing support to teachers require more assistance intentionally permeating their lessons.

Comments on progress-

All staff are using permeation statements in their daily lessons to bring awareness to intentional permeation connected to curricular learning.

Outcome 1: Alberta's students are successful

Performance Measure	Results (in percentages)					Evaluation		
	2013	2014	2015	2016	2017	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		
	2014	2015	2016	2017	2018	Achievement	Improvement	Overall
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	90.5%	92%	95.3%	91.8%	91.4%	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.	82.2%	79.4%	93.3%	85%	82.2%	High	Maintained	Good

AERR Comments

Throughout the 2017-2018 school year, the Grade 3 team received professional development and implemented Project Based Learning (PBL) within their classrooms. As a result, students were taught the attitudes and behaviors of cooperation, teamwork, research and presentation skills that promoted authentic learning, conflict resolution and leadership while infusing the Fine Arts across the curriculum. In the spring, 2018 Response to Intervention (RTI) was identified as a need to ensure student success. Staff were trained and resources were created based on identified literacy outcomes. Classroom Improvement Fund (CIF) allocations were used to develop the RTI program to ensure student success.

Strategies:
<ul style="list-style-type: none"> Teachers will provide literacy RTI (Response to Intervention) to improve student learning. Teachers will implement strategies to improve numeracy learning using the MIPI (Math Intervention Programming Instrument) assessment and the Mathology teacher resource.

Comments on outcome strategies-

The rollout of literacy RTI (Response to Intervention), a program in which student needs are met through assessing, reteaching, relearning, enrichment and reassessment, has been a success. All staff delivers RTI to

students 3x a week for 30-minute blocks. During this time students are in mixed grade groupings, determined by needs identified in bi-monthly assessment data. A variety of interactive and engaging lessons, games and activities are used which focus on building specific foundational literacy skills. Data has shown that students are improving in these basic skills that are being retaught. Additionally, students who require enrichment of literacy skills are grouped and further their literacy learning and understanding through literacy projects. Numeracy continues to be supported through a plan in which the Division Numeracy Lead Teacher offers targeted professional development based on feedback from school-based numeracy lead teachers. Strategies such as Math Workshop, the introduction of Mathology (a literacy-based math resource), and regular number talks have all been supported and implemented this school year, resulting in the progressive application of numeracy pedagogy.

Comments on progress-

Students have participated in 30 RTI (Response to Intervention) sessions (900 cumulative minutes) which data indicates have improved foundational literacy skills in all students Grades 1-5.

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 2017-2018 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. As well, staff were highly engaged in creating Wampum Belts that brought thoughtful discussion specific to the Indigenous culture and how it relates to our Catholicity while infusing the Fine Arts.

Strategies:
• First Nations, Métis, and Inuit programming will be permeated across all grade levels.

Comments on outcome strategies-

Our Divisions' First Nations, Métis, and Inuit Support Team are active members of our school community who provide support for both staff and students in the promotion of Indigenous culture and connections to our Faith. The First Nations, Métis, and Inuit Support Team have provided monthly presentations to conclude a three-year learning cycle of the Seven Sacred Teachings. Prior to the Support Team presentations students are introduced to the upcoming material through Mindset Monday (a full school presentation) and through our SMART ticket program, in which students are recognized for demonstrating the Seven Sacred Teachings in their daily interactions with one another. Additionally, the First Nations, Métis, and Inuit Support Team continue to foster a deeper understanding of Indigenous foundational knowledge for staff through professional development, an organized author/elder book reading, co-taught CREATE (Children Regularly Engaged Actively to Excel) sessions, and as partners in the Indigenous Culture Fair.

Comments on progress-

The First Nations, Métis, and Inuit Support Team have provided 4, co-taught, CREATE (Children Regularly Engaged to Excel) sessions throughout the year to bring awareness and understanding of Indigenous culture in the areas of Aboriginal games, mental health, drumming and talking circles.

Outcome 3: Alberta’s education system is inclusive

Performance Measure	Results (in percentages)					Evaluation		
	2014	2015	2016	2017	2018	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.	92.1%	92.5%	96.8%	92.9%	95.1%	Very High	Maintained	Excellent

AERR Comments

Throughout the 2017-2018 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 Support team, enhanced the existing knowledge and understanding, as well as built capacity for all staff specific to developing growth mindset. As a result of the continuation of the Positive Mental Health focus, specific to Mindfulness, Zones of Regulation and Growth Mindset, students continued to feel safe at school, learned the importance of caring for others and continued to enhance their ability to show respect as a direct result of the regular classroom presentations initiated by the School Counsellor. One initiative in particular, 'Chaos to Calm', led by the School Counsellor and Family School Enhancement Counsellor, witnessed 22 parents who regularly attended positive parenting workshops that focused on improving parent-child relationships. Finally, the opportunity to develop student leaders was provided through a student Health Team, Student Leadership Team and Student Advisory Committee.

Strategies:
<ul style="list-style-type: none">• A Comprehensive Counselling Plan is implemented to support all students in a safe, caring and healthy school environment.
<ul style="list-style-type: none">• Students are given multiple opportunities to develop attitudes and behaviors that will enhance their own leadership qualities.

Comments on outcome strategies-

The Comprehensive Counselling Plan at St. Martins is strong. Students receive universal and targeted supports through a variety of activities including targeted student groupings that focus on anxiety, mindfulness, positive empowerment, and self-regulation. The counselling team, consisting of the school counsellor, FSEC (Family School Enhancement Counsellor) and administration meet weekly to review and develop action plans for student and family support. In addition to regular classroom presentations, Mindset Monday presentations and small groups the counsellor and a member of the administration team presented to the staff on trauma-informed practice. The professional development helped staff to understand brain development and the effects that trauma can play on emotions and student learning. Practical strategies and discussions were centred around this very important learning. Staff learning on trauma led to the development of 'behaviour sprints' (research-based changes in teacher practice) to help understand and reduce negative student behaviours.

Comments on progress-

49 students partnered with the Red Deer Community Foundation to be the first Elementary School in Red Deer to participate in the Youth in Philanthropy program. The students learned about community, leadership, philanthropy, local charities, action research and the act of giving back to the community. They successfully raised awareness and money for three charities totalling over \$1000.

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

No Data Available

Performance Measure	Results (in percentages)					Evaluation		
	2014	2015	2016	2017	2018	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.	96.4%	95.3%	93.2%	93.6%	94.3%	Very High	Maintained	Excellent

AERR Comments

Throughout the 2017-2018 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 second annual Spring Showcase and the Trickster Residency, a children's theatre company funded through a grant from the Alberta Foundation for the Arts, provided all students with the opportunity to share their God given gifts and talents, based on their learning experiences, in music, art and drama. Further, technology was supported through LIFT (Literacy, Inclusion, Faith and Technology) team in the classroom and highlighted in the Learning Commons by offering high technology and low technology makerspaces.

Strategies:
• Students and staff engage in meaningful learning experiences through, about and within the Fine Arts.
• Teachers will implement 'Learning Sprints' during PLCs to enhance teaching practice.

Comments on outcome strategies-

St. Martins is unique because we are a Fine Arts school. Not only do our hallways look different, but our learning spaces are different, our curricular integration of the Arts is different and our school community is blessed to have the expertise of Fine Arts specialists to plan, co-teach and share their extensive knowledge. Infusing the Fine Arts daily, weekly and monthly happens in many forms. Our monthly CREATE (Children Regularly Engaged Actively to Excel) sessions provide students choice in their integrated fine arts learning. Additionally, the debut of the sought after Art Zones have been a huge success. Twice this year the Art Specialist has organized half-day art days, for each grade level, in which the students are immersed in art history and use unique art mediums to create intricate works of art. Furthermore, Fine Arts productions and residencies have continued to be offered in a variety of formats. The students have participated in faith-based Christmas production, a winter circus residency and a spring showcase that all highlighted students gifts, talents and deep Fine Arts learning. To help facilitate improved teacher practice, 'learning sprints', an adoption of evidence-informed practices, enabled teachers to focus on changing pedagogy and furthering student learning.

Comments on progress-

Students engaged in a week-long circus residency this spring. The circus not only taught the students new skills, but reinforced growth mindset messaging and enable students to perform for their family members.

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

Performance Measure	Results (in percentages)					Evaluation		
	2014	2015	2016	2017	2018	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.	85.6%	91.7%	93.7%	91.6%	81.1%	Very High	Declined Significantly	Acceptable
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	86.1%	82.8%	87.5%	88%	88.4%	Very High	Maintained	Excellent
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	94.6%	93.3%	93.1%	92.7%	92.7%	Very High	Maintained	Excellent

AERR Comments

In 2017-2018, our school community engaged in a Fine Arts Focus Group that elicited feedback from students, staff and parents who provided direction for future endeavors specific to the Fine Arts. Additional feedback was provided, by our entire learning community, that led to enhancements including the successful "Try a Grade" that allowed students to visit their next grade level teachers and classrooms by participating in an afternoon of activities near the end of the school year.

Strategies:
• Students, staff and parents will recognize overall school improvement.
• Elicit parental feedback to help guide decisions for student growth.

Notes- Strategies:

Comments on outcome strategies-

In response to stakeholder data from 2017-2018, which showed a decline specific to "...their school and schools in their jurisdiction have improved or stayed the same in the last three years", Administration and staff have worked to promote positive changes in the school community. These promotions have come in the ways of: open discussions with staff, increased communication via classroom teachers to parents, increased presence of school activities in local media, presence at community events such as festivals and local Fine Arts events, continued engagement on social media, through a school blog on the school website and by student testimonies. Feedback from a spring survey to parents is being used to develop our second annual 'try a grade' at the end of June and an early supply drop-off in August, to help minimize first day of school jitters and anxiety.

Comments on progress-

Due to the feedback and success of 'Try a Grade' from last year, we are moving forward with an afternoon, at the end of June, in which students will be able to go to the next grade teachers, meet them and engage in activities that will help to calm anxieties about next year.