



Annual Education Results Report 2017-18
Continuous Improvement Plan 2018-19
November 30/2018

St. Joseph School
1413 23 Ave.
Coaldale, Alberta
(Tel) 403-345-3373

Mission Statement

WE, the learning community of St. Joseph School are committed to Catholic Education rooted in the gospel values.

WE strive to develop the academic, spiritual, moral, social and physical potential of every student.

WE accept the responsibility in our partnership as school, home and parish to provide a faith-filled learning environment which encourages and respects the uniqueness and growth of every student.

WE will meet the challenges within the secular world by endeavoring to be a school community that is a model of Catholic living and teaching.

St. Joseph's is a Pre-Kindergarten to Grade 9 Catholic School. Our primary focus is to provide students with a well-rounded education rooted in the Catholic faith. "At St. Joseph's school, our purpose is to achieve academic excellence within a family based Catholic community."





Combined 2018 Accountability Pillar Overall Summary

Measure Category	Measure	St. Joseph'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	88.8	89.6	90.8	89.0	89.5	89.4	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	88.2	89.1	86.2	81.8	81.9	81.7	Very High	Maintained	Excellent
	Education Quality	89.2	94.0	93.5	90.0	90.1	89.9	High	Declined	Acceptable
	Drop Out Rate	0.0	0.0	1.1	2.3	3.0	3.3	Very High	Maintained	Excellent
	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	87.7	87.5	90.2	73.6	73.4	73.3	Very High	Maintained	Excellent
	PAT: Excellence	28.4	21.7	29.1	19.9	19.5	19.2	Very High	Maintained	Excellent
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	63.1	84.6	87.8	82.4	82.7	82.4	Very Low	Declined	Concern
	Citizenship	81.9	86.2	87.4	83.0	83.7	83.7	Very High	Declined	Good
Parental Involvement	Parental Involvement	86.1	89.7	89.0	81.2	81.2	81.0	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	81.7	85.1	86.4	80.3	81.4	80.7	Very High	Maintained	Excellent

Comments:

- Overall Provincial Achievement Test results continue to remain significantly higher than provincial results.
- Survey results in the area of 'work preparation' indicate a marked decline while all other categories remain consistently High or Very High.



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.	89.1	91.0	85.1	86.2	81.9		Very High	Declined	Good			
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.	86.7	92.5	86.4	84.6	63.1		Very Low	Declined	Concern			

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.

Comments:

Further examination of these results indicates that participation in the survey has declined significantly with only 8 parents responding this past year.

Strategies:

- Communication through newsletters, school council and emails home to increase participation in the survey and increase the validity of the results in all categories.
- Clarify and name, for our school community, the student competencies, as identified by Alberta Education, that enable students to be successful now, in the world of work and as active citizens.



What are competencies?

Competencies are combinations of attitudes, skills and knowledge that students develop and apply for successful learning, living and working. Alberta's curriculum promotes development of the following competencies:

CRITICAL THINKING

COMMUNICATION

PROBLEM SOLVING

COLLABORATION

MANAGING INFORMATION

CULTURAL AND GLOBAL CITIZENSHIP

CREATIVITY AND INNOVATION

PERSONAL GROWTH AND WELL-BEING

Students use and develop competencies when they encounter unfamiliar or challenging situations. Competencies help students draw and build upon what they know, how they think and what they can do.

retrieved from: <https://education.alberta.ca/competencies/student-competencies/>



PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		St. Joseph's School							Alberta			
		Achievement	Improvement	Overall	2018		Prev 3 Year Average		2018		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Very High	Maintained	Excellent	22	95.5	26	98.0	51,540	83.5	48,248	82.7
	Standard of Excellence	Very High	Maintained	Excellent	22	27.3	26	23.9	51,540	17.9	48,248	19.6
Mathematics 6	Acceptable Standard	Very High	Improved	Excellent	22	95.5	26	85.1	51,486	72.9	48,172	71.6
	Standard of Excellence	Low	Maintained	Issue	22	9.1	26	19.0	51,486	14.0	48,172	13.6
Science 6	Acceptable Standard	Intermediate	Maintained	Acceptable	22	86.4	26	88.6	51,517	78.8	48,180	77.1
	Standard of Excellence	High	Maintained	Good	22	31.8	26	22.3	51,517	30.5	48,180	27.1
Social Studies 6	Acceptable Standard	High	Maintained	Good	22	81.8	26	85.8	51,525	75.1	48,170	71.4
	Standard of Excellence	High	Maintained	Good	22	27.3	26	28.9	51,525	23.2	48,170	20.6
English Language Arts 9	Acceptable Standard	Very High	Maintained	Excellent	23	91.3	22	95.9	46,822	76.1	44,296	76.5
	Standard of Excellence	Very High	Maintained	Excellent	23	21.7	22	30.1	46,822	14.7	44,296	14.9
English Lang Arts 9 KAE	Acceptable Standard	Very High	n/a	n/a	6	100.0	n/a	n/a	1,588	55.7	1,543	60.5
	Standard of Excellence	High	n/a	n/a	6	16.7	n/a	n/a	1,588	5.9	1,543	5.6
Mathematics 9	Acceptable Standard	Very High	Declined	Good	23	78.3	22	89.9	46,603	59.2	43,851	66.8
	Standard of Excellence	Very High	Maintained	Excellent	23	39.1	22	40.1	46,603	15.0	43,851	18.1
Mathematics 9 KAE	Acceptable Standard	Very High	n/a	n/a	6	100.0	n/a	n/a	2,049	57.4	1,983	59.9
	Standard of Excellence	Very High	n/a	n/a	6	33.3	n/a	n/a	2,049	13.6	1,983	13.6
Science 9	Acceptable Standard	Very High	Declined	Good	23	78.3	22	90.4	46,810	75.7	44,341	74.1
	Standard of Excellence	Very High	Maintained	Excellent	23	26.1	22	22.7	46,810	24.4	44,341	22.2
Science 9 KAE	Acceptable Standard	Very High	n/a	n/a	6	100.0	n/a	n/a	1,528	64.6	1,522	64.1
	Standard of Excellence	Very High	n/a	n/a	6	50.0	n/a	n/a	1,528	12.3	1,522	14.3
Social Studies 9	Acceptable Standard	Very High	Maintained	Excellent	23	82.6	22	87.2	46,840	66.7	44,267	65.6
	Standard of Excellence	Very High	Maintained	Excellent	23	34.8	22	34.6	46,840	21.5	44,267	19.4
Social Studies 9 KAE	Acceptable Standard	Very High	n/a	n/a	6	100.0	n/a	n/a	1,501	55.2	1,493	57.2
	Standard of Excellence	Very High	n/a	n/a	6	50.0	n/a	n/a	1,501	14.2	1,493	11.8

Comments:

- PAT results continue to remain very high.
- Teachers work collaboratively to address the learning needs of all students.
- A school culture of high academic standards and celebration of student success provides motivation and creates a climate for strong student achievement.

Strategies:

- Teachers regularly examine curriculum areas in need of greater attention and adjust their teaching as they move forward.
- Collaborative Response Model weekly meetings of gr. 6-9 teachers help to identify specific students in need of additional learning support.



St. Joseph School Continuous Improvement Plan 2018-19

Priority #1

Staff and students will grow in their faith and experience the richness of Catholic Education.

Goal	Strategies	Measurement Tools
1. By the end of 2019, staff and students will indicate a deeper awareness of their faith and demonstrate an increased value of Catholic Education	Implement year 3 of the faith plan: Sharing our Bounty Projects will integrate action with scripture passages and key messages of this year's theme: - FCC Food Drive - Mission Mexico - Sock it to em campaign - Gently used toy drive - Between Friends program - Growing through good deeds tree - Social Justice option - 2 terms/classes of this option are running this year - Promote our social justice projects in the community through Facebook and our website Enhance prayer life in schools: - By invitation to staff to join Wednesday morning prayer (biweekly) - Fostering homeroom prayer at different times in addition to the morning intercom prayer through sharing of best practices - Meal time prayer - Carpet time prayer - Classes attending mass Work with Fr. Ian to enhance parish connections Provide retreat and faith formation opportunities for all staff, students: - NET ministry student retreat - Elementary student retreat - Staff retreat ... March 11/2019	• Thought Exchange • Tell Them From Me
2. By the end of 2019, all Grade 1-6 religion teachers will have implemented, with a high degree of success, the new religious education curricula.	Highlight the home and parish portals for the Growing in Life programs through our communication with families Share best practices and review implementation to this point during PD opportunities. Include Religion classes in our general observation schedule by administration	Thought exchange Tell Them From Me



Priority #2

All students will develop literacy and numeracy skills that will prepare them for a changing future.

Goal	Strategies	Measurement Tools
1. By the end of 2019, 85% of students in all grades will be achieving at grade level in literacy and numeracy.	Benchmarking and ongoing sharing of diagnostic data from our Levelled Literacy Program (Fountas and Pinnell based) Collaborative Response Model to provide appropriate and ongoing supports as needed in all grades (weekly meetings at both the elementary and junior high level) Edwin pilot project at Grade 7 Flex block for JH Use of learning coaches at PD days and PLC meetings	Accountability Pillar Common assessments
2. By the end of 2019, student learning will be enhanced through a focus on competencies * through high quality teaching and effective use of technology	Edwin project Use of google classroom Increased use of google apps for education with staff Sharing of best teaching practices across subject areas and grade levels during PD opportunities with the focus on how these practices help students grow in the competencies required to become a successful and responsible citizen.	Classroom observations PD sharing of best practices Common assessments Accountability pillar
Competencies*:	CRITICAL THINKING * COMMUNICATION * PROBLEM SOLVING* PERSONAL GROWTH AND WELL-BEING* CREATIVITY AND INNOVATION* MANAGING INFORMATION * COLLABORATION	



Priority #3

First Nations, Metis and Inuit students will achieve equitable educational outcomes.

Goal	Strategies	Measurement Tools
1. By the end of 2019, the gap in achievement between First Nations, Métis, and Inuit students and non-First Nations, Metis and Inuit students will be decreased by, a minimum of, 10%.	Diligence in our implementation of the Collaborative Response Model initiative for all students in order to ensure that the appropriate and timely supports are available as needed and in an ongoing manner	• Accountability Pillar • Common assessments
2.. By the end of 2019, First Nations, Métis, and Inuit students will feel a better sense of belonging and all students and staff will have a greater understanding of culture, traditions and ceremonies.	Continuation with ATA PD opportunities (The Footsteps of our Ancestors) Cultural events planned throughout the year: January, March, June Monthly focus provided by our FNMI worker to foster a more integrated approach to our school community's foundational knowledge and cultural learning Increase knowledge/exposure to the Blackfoot language: • names (of guests, students when appropriate) • greetings • Blackfoot word of the week	Thought Exchange Tell Them From Me Classroom observations