

**St. Louis School  
Three Year Education Plan  
2009 – 2012**



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**The Math /Language Focus School**

*Medicine Hat Catholic Board of Education*



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## School Staff

Principal	Mr. Andy Fune
Kindergarten	Mrs. Nicola Dobek
Grade One/Two	Mrs. Maureen Woelfle
Grade Two/Three	Ms. GERALYN RATH
Grade Four/Five	Mrs. Annette Graf
Turning Points	Mrs. Kathy Glasgo
LAP	Mrs. Sharon Martin
School Facilitator	Mrs. Rachelle Ulmer
Music/French as a Second Language	Ms. Patricia Swan

## Support Staff

Secretary	Mrs. Charlotte Eresman
Paraprofessionals	Mrs. Michelle Devine, Mrs. Tina Webb Mrs. Lorie Lerner, Mrs. Gwenn Boksteyn, Mrs. Velvet Swaren, Mrs. Mary Kahl, Mrs. Karen Fogen, Mrs. Lorraine Hummel, Ms. Tory Kosolofski, Ms. Shelly Schock, Mrs. Charlene Smith
Turning Points	Mr. James Gaetz (Coordinator); Ms. Kristol Richard (Behavioral Management Assistant); Mr. Shane Maier (Behavioral Associate), Mrs. Tracy Yearwood (Behavioral Associate); Mrs. Amy Gans (Behavioral Associate), Mrs. Kristy Maier (Learning Assistant)
Librarian:	Mrs. Judy Graham
Custodian	Mr. Nick Unreiner,
Speech-Language Pathologist	Miss Zahra Rehmtulla
Speech-Language Pathologist Assistant	Ms. Stephanie McCutcheon
Speech Therapist	Mrs. Caroline Freeman,
Community Worker	Mrs. Robbie Fairhurst
Mental Health Worker	Mrs. Amanda Lafferty

## St. Louis School Profile

St. Louis school in the city of Medicine Hat is in an area known as the Flats. The school is the hub of specialized programs servicing students with a wide variety of educational and behavioural needs. At the center of all of our specialized programs is a dedicated staff of thirty-four paraprofessionals, teachers, and other support workers who model Christ in all that they do. Starting with our youngest learners, our kindergarten and grade 1 programs typically have 50% of the students involved in specialized programs to assist them with their educational delays. Students in grades two to five experiencing moderate delays in math and language arts are able to access our full pull-out resource program. Students with more severe academic delays and challenges benefit greatly from our Learning Assistance Program. The combination of a small class size and an individualized academic program allows students to progress at their own level and pace creating a positive and worthwhile educational experience. Giving hope to our students suffering from more severe behavioral issues is our division Turning Points Program. Students from grades one to eleven are able to benefit from an individualized educational and behavioral program which provides a strong focus on core academic success, social, behavioral, and cognitive growth, all intertwined with a strong faith component. A strong academic commitment to language arts and mathematics, a solid behavioral plan, and an outstanding staff who use Christ as their guide has made St. Louis School a center of caring for the one hundred and seventeen students and their families in our community.

## Enrollment Trends

1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
127.5	135.5	143	135.5	138.5	139.5	116	118	115	107.5	100

## **District Foundation Statements:**

### District Mission

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

### District Vision

*A Gospel-centered community committed to:*

- *Learning Excellence*
- *Christian service*
- *Living Christ*

### District Values

*We believe that Catholic Education is a ministry that is at the heart of the Church. In our ministry we value and celebrate:*

- *Teaching and living our Catholic faith*
- *Our Catholic traditions*
- *Our ability to offer a full range of educational programs for all students*
- *The uniqueness of each child (That each child is special)*

### District Principles of Practice

*In our ministry we are called, always and everywhere, to:*

- *Model Christ*
- *Prayer*
- *Service*
- *Strive for Excellence*
- *Build Community*

## **St. Louis School Vision:**

**“Creating successful citizens with socially appropriate Christian behavior equipped with necessary literacy and math skills.”**

## St. Louis School Plan – 2009– 10

### Priority Areas of Focus for St. Louis School:

#### Catholicity (Division Wide)

As a Catholic Division our faith must be our cornerstone. In all that we do we must do as Christ would have done. As a division and as individual schools it must be understood and further practiced that all decisions be consistent with our mission, vision, values and goals. Over the next three years we will enhance our Catholicity through focused discussion and action.

## DIVISION GOAL 1: THE ENHANCEMENT OF CATHOLIC EDUCATION

Provincial Goal One: High Quality Learning Opportunities for All

### School Goal 1.- Keeping Christ as the centre for our school.

Outcome: Our Catholic faith and values permeates our school/program curriculum and is reflected in the presence of Catholic symbols and art, religious celebrations, and the respectful relationships, attitudes and behaviour of students and staff.

#### Strategies

- *Faith Development day to begin the school year.*
- *Offer two additional Divisional Faith Development days during the school year*
- *Explore and find opportunities to offer further faith formation to all staff*
- *Continue to offer faith formation to all new teaching staff (Divisional)*
- *Build Catholic resources in the St. Louis library and in classrooms*
- *Focus on permeation strategies for all subjects ( PD Fridays)*
- *Gather as a school on three occasions for mass at Holy Family Parish during the school year.*
- *Gather as a school for faith-based celebrations throughout the school year.*
- *Faith/Prayer centers in each classroom.*
- *Daily prayer in each classroom in the school.*
- *Visual art throughout the school.*
- *All staff will be encouraged to participate in religious and faith development professional development activities (Create and/ or maintain faith based professional learning communities (twice weekly prayer group gatherings)*

- All staff will make provision in their Professional Growth Plans for at least one faith development goal during the year.
- Invite and encourage parish priest and parish staff to visit and participate in St. Louis School activities.
- Display our school banner at Holy Family Parish on Catholic Education Day.
- All celebrations and liturgies will be open to parents, community and central office. Invitations to all events will be included in our school newsletters and through email correspondence.
- Staff will continue to develop new partnerships with other agencies, schools and school divisions.
- Staff will continue to develop partnerships with local parishes.
- Students will continue to have the chance to take a more active role in the school celebrated liturgies by becoming involved as readers, choir/band members and servers.

## DIVISION GOAL 2: THE IMPROVEMENT OF STUDENT LEARNING

### Provincial Goal Two: Excellence in Student Learning Outcomes

#### Student Achievement (Division Wide)

AISI has been foundational in ensuring that student achievement is central to a division's function. Over the past years, our achievement has been relatively strong in PAT results and only moderate in DIP results. A number of strategies will be implemented over the next three years, including a focus on assessment for learning (AISI Project) to improve overall student achievement in the division.

Performance Measures	Subject	Current Result	Prov Ave				Targets		
				Above + Below	SL 3yr Ave	Prov. 3yr Ave	2009/2010	2010/2011	2011/2012
				-					
• Percentages of students in Grade 3 who achieved the acceptable standard on provincial achievement tests.	LA	61.1	81.3	-	70.6	80.6	100	100	100
	Math	55.6	79.7	-	63.4	79.7	100	100	100
• Percentages of students in Grade 3 who achieved the standard of excellence on provincial achievement tests.	LA	0.0	18.2	-	2.9	16.0	20	25	30
	Math	0.0	26.8	-	16.5	24.8	30	35	40

## Strategies

- *Climate of high expectations for success (Effective School correlate)*
- *Opportunity to learn and time on task (Effective School correlate)*
- *Continuous monitoring and communication with IPP's.*
- *Frequent monitoring of student progress in math- AISI Project*
- *Every teacher will continue to be personally responsible for achieving the school goals.*
- *School administrator will monitor Professional Growth Plans and long range plans, and perform classroom supervision so the improvement of teacher quality will continue to be a priority for improving daily instruction and student learning.*
- *Communicate effectively with staff, students, parents, Central Office and our Parish by using our school newsletter, e-mail and telephone.*
- *Enter student projects into the Medicine Hat Science Fair.*
- *Staff will meet with each other during PD Fridays and in grade level PLC's to ensure continuity from grade to grade with respect to the achievement of Alberta Learning Goals as well as the fulfillment of the curriculum.*
- *All staff will attempt to develop positive relationships with parents through communication defined by student success and need using written progress reports, telephone calls, face to face meetings, agenda notes and email.*
- *Staff will meet with each other during the school year for the purpose of sharing strategies and methods of improving teacher instruction and student learning (Student learning being our essential focus).*

## Outcomes

The education system meets the needs of all K-12 students, society and the economy. Children at risk have their needs addressed through effective programs and supports. Students demonstrate high standards

**School Goal 2: To continue to improve the learning and retention of math skills, concepts, and knowledge through the frequent monitoring of student success. As well, we will continue to focus on language skills to ensure we help them become successful in the world.**

**Main Strategy** – AISI Project – Assessment for Learning -Creation of weekly math assessments

Using the knowledge gained

- a. During our previous Math AISI project - Key essential learnings (to be continued)
- b. Math AISI Inservice – Braybrook Math system (to be continued)
- c. Math Steps Program- a new program to be used as intervention for our students that are in need of extra help in certain stands
- d. Purchasing the Senteo program to assist with immediate assessment

Teachers continue to use weekly math assessments that;

- a. model the Math for Success system – continuous repetitive assessment
- b. utilize common assessment built on the Braybrook – math system
- c. Identify in detail new concepts (essential learnings) while reinforcing mastery of previous skills and knowledge.

**Frequent Monitoring of Student Progress - Student progress is monitored frequently using a variety of assessment methods. The results are used to inform instruction and improve learning outcomes. School learning results are used to determine adjustments that may be necessary for continued growth in student achievement.**

Assessment for learning will be instrumental in our school's three year plan. Our school goals to improve math results through the creation of assessment for learning tools and the detailed use of our EBS system to directly link, monitor, and adapt IPP goals to data collection all connect to the main effective school correlates centering on mapping curriculum, frequent monitoring of progress, and recognition of essential learning.

**School Goal 3 – By improving the social and emotional behaviours of students we will more effectively address the educational needs of our high risk students.**

#### **Outcomes**

Children at risk have their needs addressed through effective programs and supports.

**Safe and Orderly Environment - Our school has an orderly and purposeful atmosphere which is conducive to learning. Keeping behaviors in line, teaching students self control, respect and responsibility.**

**Main Strategy-** Continue to use EBS (Effective Behavioural Support) forms that will be linked directly to students IPP (Individual Program Plans).

#### **Teachers have**

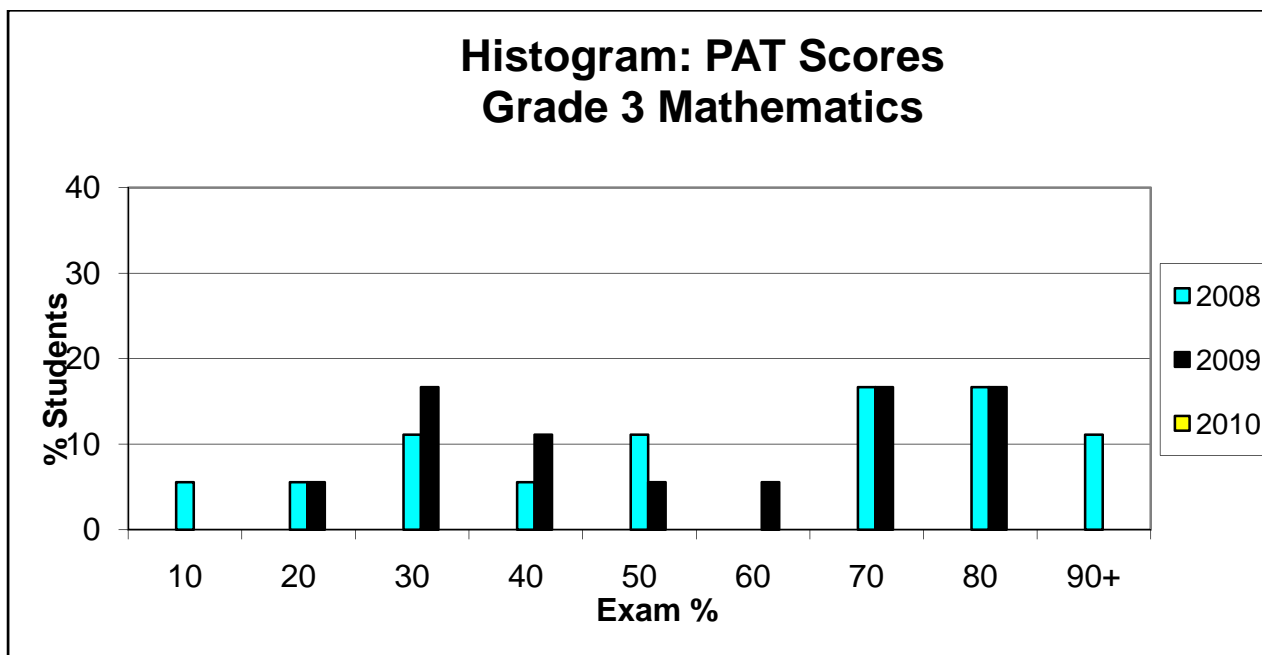
- a. Worked with paraprofessionals to identify specific behaviours seen in our more severely coded students (code 40's) – FAS( Fetal Alcohol Syndrome), ODD(Oppositional Defiant Disorder), ADHD (Attention-Deficit Hyperactivity Disorder) ASD (Autism Spectrum Disorder)
- b. Meet weekly with paraprofessionals to evaluate data collection
- c. Meet weekly with paraprofessionals to evaluate IPP goals based on data collected
- d. Use data collected on EBS sheets to reinforce IPP plan and communicate programming concerns with parents during the three scheduled interview times as well as other times deemed necessary
- e. created the specific EBS tracking sheets used for the severely coded students

- f. created the corresponding Excel spreadsheet with appropriate formulas.
- g. In-serviced paraprofessionals to ensure understanding of theory behind the use of the sheets, their role, and the connection to IPP development.

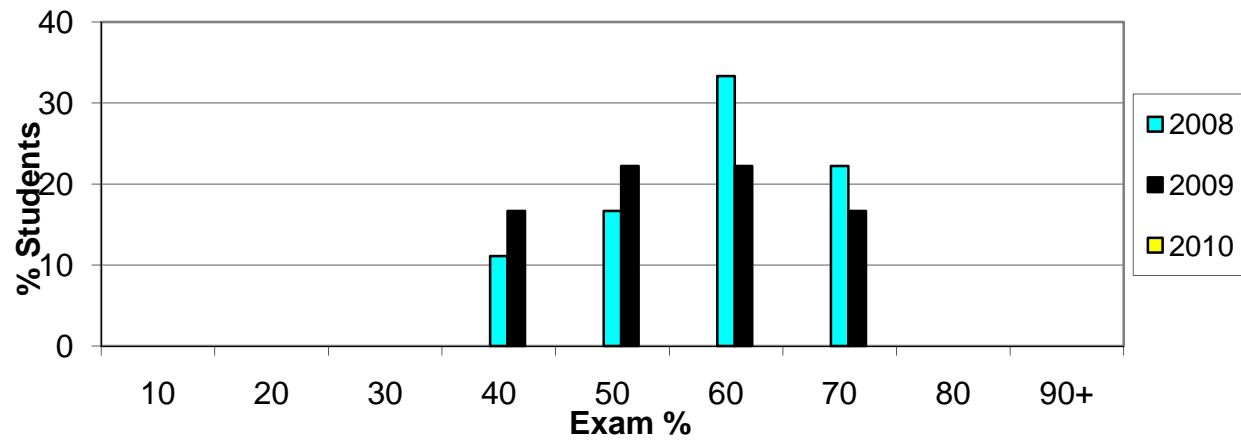
**Secretary does**

- h. Inputs data collected from forms
- i. print off the necessary charts, graphs, and tables needed for parent/specialist/ support staff meetings.

Socio-economic conditions, specialized programs, and staffing expertise contribute to a school profile with a higher percentage of challenging behavioural students. In order to ensure a positive educational experience for all, effective monitoring, evaluating, and behavioural planning for our more demanding students is necessary. Our school team consisting of our Turning Points staff, teachers, and all of our support staff will be involved in continuing to use Effective Behavioural Support.



## Histogram: PAT Scores Grade 3 Language Arts



## St. Louis

DATE	ACTIVITY	RESPONSIBILITY
Aug. 27	<ul style="list-style-type: none"> <li>Faith Development</li> </ul>	Division
Aug. 28	<ul style="list-style-type: none"> <li>School Start Up</li> </ul>	School
Sept. 18	<ul style="list-style-type: none"> <li>School Goals/School Plan</li> <li>AISI/Curriculum/Subject Area</li> </ul>	School/Division
Oct. 9	<ul style="list-style-type: none"> <li>Faith Formation</li> <li>CPI</li> </ul>	School
Nov. 6	<ul style="list-style-type: none"> <li>School PLC/PD</li> </ul>	School/Division
Dec.4	<ul style="list-style-type: none"> <li>Faith Formation</li> <li>Division PLC</li> </ul>	School/Division
Jan 29	<ul style="list-style-type: none"> <li>School PLC/PD</li> <li>AISI//Grade Level/Subject Area</li> </ul>	School/Division
March 19	<ul style="list-style-type: none"> <li>AISI</li> </ul>	Division
April 30	<ul style="list-style-type: none"> <li>School PLC/PD</li> <li>AISI/ Subject Area</li> </ul>	School/Division
May 21	<ul style="list-style-type: none"> <li>Faith Formation</li> <li>School PLC/PD</li> </ul>	School/Division
June 29	<ul style="list-style-type: none"> <li>School Closing Day</li> </ul>	School

## **Parent Council Participation**

Our parent council is made up of seven members (three of which are staff members at the school). Communication and participation was quite easy since they are involved 100% in the planning process. The two remaining parents on the committee who were not staff members were included as much as possible in the process. In September, our parent council was informed about the general plan for the school. Parent council was given an opportunity to be included in the process through discussion and input. The parent council reacted quite positively about the plan that was proposed. In October, the more finalized school plan was presented to the new parent council. Again they were quite supportive about the plan and how it would positively affect the level of education received by the students at our school.

## **Contact Information**

The staff and parents of St. Louis School are committed to providing quality education to the students entrusted in our care.

We thank you for your interest in this document.

Should you require additional information about our Three-Year Education Plan please contact:

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# Accountability Pillar Overall Summary

School: 6872 St.  
Louis School

Goal	Measure Category	Measure Category Evaluation	Measure	St. Louis School			Alberta			Measure Evaluation		
				Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Goal 1: High Quality Learning Opportunities for All	Safe and Caring Schools	Excellent	Safe and Caring	94.9	88.9	89.2	86.9	85.1	84.6	Very High	Maintained	Excellent
	Student Learning Opportunities	n/a	Program of Studies	74.5	78.9	85.4	80.3	79.4	78.7	Intermediate	Maintained	Acceptable
			Education Quality	100.0	98.4	96.6	89.3	88.2	87.8	Very High	Maintained	Excellent
			Drop Out Rate	n/a	n/a	n/a	4.8	5.0	4.9	n/a	n/a	n/a
			High School Completion Rate (3 yr)	n/a	n/a	n/a	70.7	71.0	70.6	n/a	n/a	n/a
Goal 2: Excellence in Learner Outcomes	Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	58.3	63.9	67.0	76.8	75.3	75.6	Very Low	Maintained	Concern
	Student Learning Achievement (Grades 10-12)	n/a	PAT: Excellence	0.0	13.9	9.7	19.2	18.3	18.3	Very Low	Declined	Concern
			Diploma: Acceptable	n/a	n/a	n/a	84.4	84.4	84.5	n/a	n/a	n/a
			Diploma: Excellence	n/a	n/a	n/a	19.1	19.4	20.3	n/a	n/a	n/a
			Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	53.3	53.6	53.6	n/a	n/a	n/a
			Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	57.3	56.8	55.8	n/a	n/a	n/a
	Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	60.7	60.3	59.1	n/a	n/a	n/a
			Work Preparation	100.0	88.9	96.3	79.6	80.1	78.1	Very High	Maintained	Excellent
			Citizenship	94.3	81.7	82.8	80.3	77.9	77.1	Very High	Improved	Excellent
Goal 4: Highly Responsive and Responsible Jurisdiction (Ministry)	Parental Involvement	Good	Parental Involvement	80.0	91.1	90.2	80.1	78.2	77.9	High	Maintained	Good
	Continuous Improvement	Excellent	School Improvement	95.5	85.8	82.5	79.4	77.0	76.7	Very High	Improved	Excellent