

SCHOOL-BASED

ANNUAL EDUCATION RESULTS REPORT

2018-2019

and

THREE-YEAR PLAN

2019-2020 to 2021-2022

Name of School: **BLESSED MARIE-ROSE SCHOOL**

In meeting Alberta Education requirements, all schools report on their results and maintain an education plan that aligns with the [Calgary Catholic School District's Combined Annual Education Results Report and Three-Year Plan \(Combined AERR/3YEP\)](#).

These cyclical plans are living documents.

The **Annual Education Results Reports (AERR)** is the evaluation of the outcomes identified in the previous year's school-based AERR. In the AERR, schools report their assessment of past performance and achievement of targets. The AERR outlines what the school planned for the previous school year and indicates the success of its initiatives/projects and of the strategies used.

Based on the analysis of the previous year's school-based AERR, the **Three-Year Education Plan (3YEP)** reflects the adjustment of strategies and targets for the current school year.

The **AERR** and **Three-Year Education Plan** reflect a three-year cycle: "as one year is completed another is added, rolling the plan forward" as identified by [Alberta Education](#) in its *School Authority Planning and Reporting* document. In other words, schools reflect on the *previous* school year, review outcomes for the *current* school year, and collect data to be reviewed for the *next* school year.

A **target** is a desired level of performance to be obtained by the end of the current school year. The goal is to maintain or better the previous year's level of performance at the school level. Alberta Education requires schools to report on the targets they set in the previous year.

Outcomes are measurable statements to be achieved. In broad terms, they answer the question, "What will this look like when we get to where we want to be?"

Strategies are actions that schools undertake to achieve the desired outcomes.

Measures, such as surveys and provincial exams, are used to assess the strategies employed and determine whether the outcome has been met.

CCSD Faith Theme: "Ask and it will be given you;
search, and you will find;
knock, and the door will be opened for you." (Matthew 7:7)

CCSD Academic Theme: Champions of Students

Calgary Catholic School District Vision Statements

The district has developed the following overall focus to guide decision-making and activities.

FAITH:

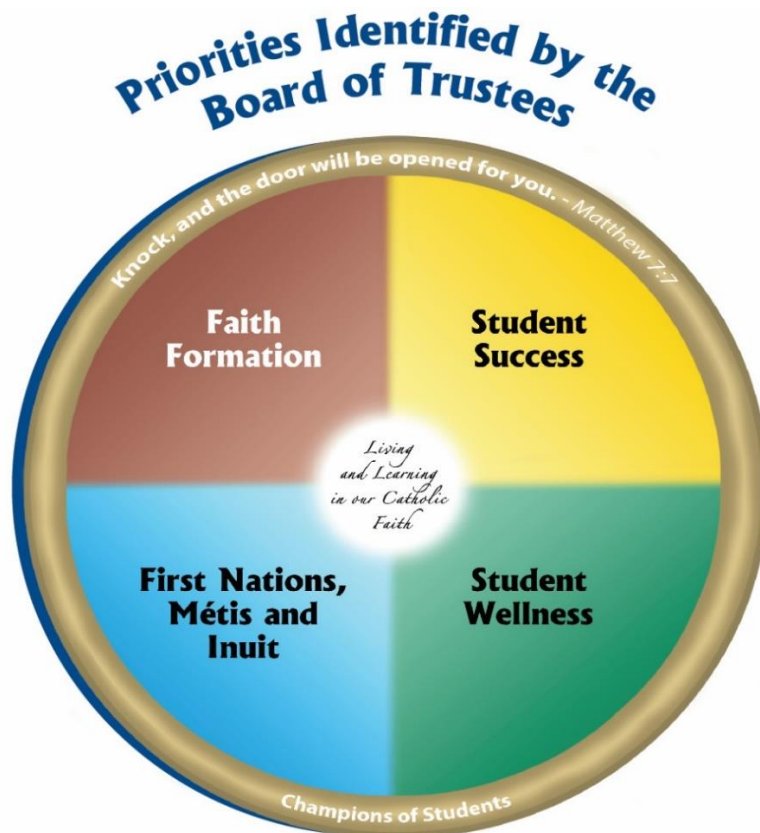
Our Catholic schools demonstrate their constitutional right to provide and support the development, permeation and modeling of our faith.

RELATIONSHIPS:

Our Catholic schools promote shared responsibility for stewardship of resources, transparency and the success of the students in our care.

EXCELLENCE IN TEACHING AND LEARNING:

Our Catholic schools develop students who reflect the image of God and are successful contributors to a global society.



THE SCHOOL'S VISION STATEMENT

The school has developed the following overall focus to guide decision-making and activities.

Living in Faith, Growing in Wisdom, Serving in love. Provide opportunities for students to development skills, face challenges, develop resilience and learn skills needed for their future work lives. All done within a faith filled environment that fosters love for one another.

SCHOOL COUNCIL INVOLVEMENT

School council has assisted in reviewing the previous year's results and preparing the current plan. This involvement is provided in the following summary.

School Council plays an integral part in supporting the planning of supplementary programming within our school. Their support as one of the stakeholders is invited, encouraged, valued and celebrated.

School Council meetings have become a forum to share upcoming initiatives, discuss and move forward with financial support, continue to foster community building activities and training opportunities for parents alike. Each monthly meeting is prefaced with a meeting with administration and the Chair.

The relationship shared with this advisory group is based on an open-ness to share and support initiatives and enrichment activities. There are sincere discussions shared through the Administration Report which include current and relevant topics that affect the success of all students, staff and families.

The **2019-2020** School Plan was developed collaboratively between school, staff and the Blessed Marie-Rose School Council in building a foundation to live in faith, grow in wisdom and serve in love.

ANNUAL EDUCATION RESULTS REPORT 2018-2019

FAITH

Our Catholic schools demonstrate their constitutional right to provide and support the development, permeation and modeling of our faith.

District Faith Theme:

“Ask and it will be given you;
search, and you will find;
knock, and the door will be opened for you.”
(Matthew 7:7)

DISTRICT LOCAL OUTCOME ONE:

Catholicity is enhanced and supported within the district.

DISTRICT LOCAL OUTCOME 1.1:

The school district models the social teachings of the Catholic Church by engaging in works of mercy and by permeating these teachings throughout the curriculum.

School Local Outcome 1.1:

The school models the social teachings of the Catholic Church by engaging in works of mercy and by permeating these teachings throughout the curriculum.

Total number of Service Learning Projects
as reported in the Catholic Community of Caring
(CCC) survey under *Social Justice: Faith-in-Action*
Service-based Learning Opportunities:

3

The service - learning projects described below have been reported to the district through the CCC survey.

- Terry Fox Run,
- Feed the Hungry – staff and students volunteered,
- St. Vincent de Paul Society – food drive Thanksgiving and Alms Giving (Lent)
- Environmental Stewardship composting by our Gr. 3 students.
- Environmental Stewardship drink container recycling by our Gr. 4 students.

Parent feedback was gathered through the District Satisfaction Survey.
Student feedback was collected through the OurSCHOOL survey.
This feedback is summarized below with comments on the ways (e.g. projects) that the school has supported the social teachings of the Catholic Church.

Grades 4 – 8 students were asked in the OurSchool survey “I feel closer to God when my school/class participates in”:
114 Elementary students and 92 Junior High students responded with Prayer.
90 Grade 4 students and 84 Junior High students responded with Religion Class.
55 Grade 4 students and 35 Junior High students responded with Catholic Community of Caring Projects.

47 Elementary students and 54 Junior High students responded with day to day interactions with each other. Through prayer, religious instruction, Catholic Community of Caring Projects and daily peer interaction, BMR School has effectively supported the social teachings of the Catholic Church and fostered student growth in faith.

AERR 2018-2019

FAITH

(continued)

DISTRICT LOCAL OUTCOME 1.2:

The school district fosters faith formation of staff and district leaders by increasing knowledge, understanding and practice of the faith

School Local Outcome 1.2:

The school fosters faith formation of staff and school leaders by increasing knowledge, understanding and practice of the faith.

A summary of staff participation in prayer and liturgy, professional learning, retreats, pilgrimages and/or other faith formation activities is provided below.

- August 2018 – Chelsea Marshall/Sabrina Lee-Lieu presented on “Spiritual fixed mindset vs Spiritual growth mindset” and reviewed the “The Excellent Catholic Teacher” document, created prayer journals and reviewed the spiritual commitments. Then Lectio Divina, gospel reflection related to the district faith theme “Search and you will find”. Prayer chains and staff journaling.
- District opening mass August 2018
- Staff leads and plans liturgical celebrations throughout the school year
- Faith Day – November 1, 2018
- Faith/Prayer Formation Fridays
- April 2019 – Goal setting – ways to be closer to God. Session focused on prayer and mercy. The gospel story of Jesus in the Garden of Gethsemane, followed by reflection on “just too busy to bow down”. Reflection was from the Busy Lives and Restless Souls. Then staff created and stained hand carved wooden crosses to remind us of humility to take the time to praise Him and thank Him for His merciful love.
- May 2019 – Living Rosary, introduced 9 different Mary’s to pray to. Used prayer chains from August. Neuroscience and the power of prayer. Anita Hamrak shared the power of prayer (our students praying on their own before exams)
- Administration, teacher and School Council rep involved with GrACE

AERR 2018-2019

FAITH

(continued)

DISTRICT LOCAL OUTCOME 1.3:

The school district fosters faith formation of students by increasing knowledge, understanding and practice of the faith.

School Local Outcome 1.3:

The school fosters faith formation of students by increasing knowledge, understanding and practice of the faith.

The annual District Satisfaction Survey results provide the percentage of parents/legal guardians who strongly agree and agree with the following statements.

The Religious Education program at the school supports me in teaching my child(ren) the Catholic faith.

	2018		2019		2020
	N	%	N	%	Target %
School	n/a	n/a	25	92.0	93.0
CCSD	3,744	91.1	3,995	88.0	88.1

The Religious Education program, and the Catholic perspective across the curriculum, has positively influenced my child's moral decision-making. (e.g. citizenship, social justice, environmental stewardship, etc.)

	2018		2019		2020
	N	%	N	%	Target %
School	n/a	n/a	25	92.0	93.0
CCSD	3,744	90.2	3,995	88.0	88.1

I am satisfied with the collaboration between my child's school, parish and home in preparing my child to receive the sacraments of the Catholic Church. (i.e. baptism, First Holy Communion, first reconciliation and confirmation)

	2018		2019		2020
	N	%	N	%	Target %
School	n/a	n/a	25	80.0	83.0
CCSD	3,744	84.5	3,995	82.0	82.1

Note: District Satisfaction Survey 2019 results were rounded to the nearest whole number.

A summary of student faith formation activities (e.g. prayers, liturgies, sacraments, retreats etc.) is provided below.

In addition to a summary of activities, a review of the school's results in comparison to the previous year's results (as shown in the previous tables from the OurSCHOOL survey, the District Satisfaction Survey, the Catholic Community of Caring survey, and Religious Education Assessment) is provided below.

- BMR opened in September 2018 - so we do not have results to compare to 2019.
- Gr. 8 Religion Exam Results
- Daily student led prayer
- Participate in Liturgies as readers, gifts, procession, choir
- CCC Activities – Oct. 12/2018 “How Good Spread” Virtue – Caring, Dec. 2018 – Christmas card making – “Learn more about the gifts of Christmas, Jesus’ birth, Family love and the spirit of giving – Virtue – Family. Feb. 27/19-Be a Bucket Filler not a bucket dipper – Virtue: Respect
- April 2019 – Champion activity Where do we see God in our everyday life – Virtue: Faith
- Student Faith Day – February 2019 – students choose sessions to attend throughout the day. Lunch provided.
- OurSCHOOL Survey indicates most students feel closest to God in through prayer, peer interactions and within their Religion class.

AERR 2018-2019

FAITH

(continued)

DISTRICT LOCAL OUTCOME 1.4:

The school district builds student wellness through the ongoing development of the Catholic Community of Caring within the school climate and culture.

School Local Outcome 1.4:

The school builds student wellness through the ongoing development of the Catholic Community of Caring within the school climate and culture.

The annual District Satisfaction Survey results provide the percentage of parents/legal guardians who strongly agree and agree with the following statements.

Catholic Church teachings and practices are reinforced through the culture and climate of my child's school.

	2018		2019		2020 Target
	N	%	N	%	%
School	n/a	n/a	25	88.0	89.0
CCSD	3,744	91.1	3,995	87.0	87.1

Note: District Satisfaction Survey 2019 results were rounded to the nearest whole number.

A summary of activities that support student wellness (e.g. presentations, guest speakers, etc.) is provided below. These initiatives and strategies build student wellness through school climate and culture, aligned with the Catholic Community of Caring values (faith, caring, respect, responsibility, trust and family).

Also included is a review of the following measures:

1. OurSCHOOL survey data;
2. District Satisfaction Survey - parents/legal guardians' response;
3. Catholic Community of Caring survey faith exemplars.

Student leadership group led by Mrs. Lee-Lieu
 Student Wellness group led by Mr. Kieser
 Bishop visit – student Faith Day 2019
 Steve Warburton Mental Health Awareness Show
 MADD Canada
 Leo Barbe Resiliency Presentation
 Chris Bray Presentation

THREE-YEAR EDUCATION PLAN (2019-2020 to 2021-2022)

FAITH

Our Catholic schools demonstrate their constitutional right to provide and support the development, permeation, and modeling of our faith.

District Faith Theme:

*“Ask and it will be given you;
search, and you will find;*

knock, and the door will be opened for you.”

(Matthew 7:7)

DISTRICT LOCAL OUTCOME ONE:

Catholicity is enhanced and supported within the district.

DISTRICT LOCAL OUTCOME 1.1:

The school district models the social teachings of the Catholic Church by engaging in works of mercy and by permeating these teachings throughout the curriculum.

School Local Outcome 1.1:

The school models the social teachings of the Catholic Church by engaging in works of mercy, and by permeating these teachings throughout the curriculum.

Initiatives/Projects:	Strategies:	Measure(s):
Catholic Community of Caring Improve and enhance communication regarding Catholicity and the connections between Religion and a lived Catholic	Promote School identity and sense of community through the virtues and teachings of the program and buddy groups. Activities that create a culture of champions within our school Establishment of a Student Leadership Group Parish involvement and visibility in the school	Various CCC buddy group/championing activities Number of Students Involved Our Voice Survey • Parent Satisfaction Survey Successful implementation of a student committee that brainstorms, creates and lead activities for the larger community. Taking the lead on various celebrations through voice and action Number of times either Father or Deacon attend liturgy and liturgical celebrations. Year End Mass celebrated at Ascension Parish

	<p>Sacramental promotion and recognition through newsletter, website and visual displays.</p> <p>Participation Social Justice service projects</p> <p>Daily Led Student Prayer</p>	<p>Number of times Father and Deacon come to and special school events (Family Dance, Carnival).</p> <p>Classroom visits both informal and formal in teaching of sacraments or other predetermined lessons.</p> <p>The creation of a sacred school based Sacramental Recognition Celebration.</p> <p>Food drives for St. Vincent De Paul Terry Fox Cancer Research. Pass it on clothing drive</p> <p>Number of prayers completed</p> <p>Informal feedback and Results of Parent and Student Satisfaction Survey</p>
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3YEP (2019-2020 to 2021-2022)

FAITH

(continued)

DISTRICT LOCAL OUTCOME 1.2:

The school district fosters faith formation of staff and district leaders by increasing knowledge, understanding and practice of the faith.

School Local Outcome 1.2:

The school fosters faith formation of staff and school leaders by increasing knowledge, understanding and practice of the faith.

Initiatives/Projects:	Strategies:	Measure(s):
Staff Faith Formation Practices	Work within and Reflect on the Catholic Educator Staff Prayers of Intentions Staff Service Projects together	Participating in Marks in the Catholic Educator
Authentic Faith Filled Opportunities	Retreat School Wide District Opening Mass and Faith Day Liturgical Preparation and readings Gathering in Prayer for all purposes	Staff Participation and Feedback
Commitment to Identifying characteristics and essential qualities in establishing, building, and nourishing meaningful and authentic relationships.	What are we committed to do saying, doing and practicing in building authentically rich relationships with one another and our school community? Relationships make a difference! We must nourish our souls first.....but what does this mean?	Self, Team and Community Reflection

3YEP (2019-2020 to 2021-2022)

FAITH

(continued)

DISTRICT LOCAL OUTCOME 1.3:

The school district fosters faith formation of students by increasing knowledge, understanding and practice of the faith.

School Local Outcome 1.3:

The school fosters faith formation of students by increasing knowledge, understanding and practice of the faith.

Initiatives/Projects:	Strategies:	Measure(s):
Faith Formation Practices	Student led daily prayers Student participation in liturgies CCC buddy groups	Our School Survey results Number of CCC activities Student Participation Number of Sessions available at convention and students attending
Authentic Faith Filled Opportunities	Student Convention Day 2020	

3YEP (2019-2020 to 2021-2022)

FAITH

(continued)

DISTRICT LOCAL OUTCOME 1.4:

The school district builds student wellness through the ongoing development of the Catholic Community of Caring within the school climate and culture.

School Local Outcome 1.4:

The school builds student wellness through the ongoing development of the Catholic Community of Caring within the school climate and culture.

Initiatives/Projects:	Strategies:	Measure(s):
<ul style="list-style-type: none"> • Start Smart, Stay Safe • Identification of need for Student Support Groups • “Serving in Love” • Champions of Students – From Initiative to Culture 	<ul style="list-style-type: none"> • Consistent presence and of our S4 Cst. Tony moore Classroom Lessons • Creation of student identified groups: <ul style="list-style-type: none"> • Social skills and teaching • Positive Self Talk • Anxiety • Growth Mindset • Creation of classroom Food Kits • Brown Bag for Lunches Program • Introduction of Breakfast Program • Hot Food Lunch Days • Student involvement and voice for community planning addressing areas of need 	<ul style="list-style-type: none"> • CCSD Student Voice Survey • District Satisfaction Survey • Feedback from S4 Cst. Moore • Student participation and feedback • TA tracking/Homeroom tracking • Our Voice Survey • Number of students attending and participating

3YEP (2019-2020 to 2021-2022)

FAITH

(continued)

DISTRICT LOCAL OUTCOME 1.5:

The school district celebrates and advocates for Catholic education.

School Local Outcome 1.5:

The school celebrates and advocates for Catholic education.

Initiatives/Projects:	Strategies:	Measure(s):
<ul style="list-style-type: none"> • School-based GrACE Committee • Participation in Special days including the following: Catholic Education Sunday (November 3, 2019) Red Wednesday (November 20, 2019) World Catholic Education Week (May 18-22, 2020 and World Catholic Education Day (May 21, 2020) • Post pictures with whiteboard messages “Why I love Catholic Education.” • Bulletin Board dedicated to Grace. 	<ul style="list-style-type: none"> • Parent, Teacher and administrative representation. • Active participation by students, teachers and staff. • Use social media to share and express support for Catholic Education. 	<ul style="list-style-type: none"> • Number of participants • Twitter followers. • Planned activities and initiatives for Special Days. • District Satisfaction Surveys, Our Voice Survey, Accountability Survey.

AERR 2018-2019 RELATIONSHIPS

Our Catholic schools promote shared responsibility for stewardship of resources, transparency and the success of the students in our care.

PROVINCIAL OUTCOME THREE:

Alberta's education system respects diversity and promotes inclusion.

DISTRICT LOCAL OUTCOME 3.1:

All district students are supported in a respectful, caring and faith-filled environment.

School Local Outcome 3.1:

All students are supported in a respectful, caring and faith-filled environment.

REQUIRED PROVINCIAL PERFORMANCE MEASURES AND DATA

Data provided by Alberta Education October 2019

MEASURE: Safe and Caring

Safe and Caring – Accountability Pillar Overall Summary

Percentage of teacher, parent, and student agreement that students are safe at school, are learning the importance of caring for others, learning respect for others, and are treated fairly at school:

	Current Result (2019) %	Prev. Year Result %	Prev. 3 Yr. Average %	Measure Evaluation		
				Achievement	Improvement	Overall
School	89.9	n/a	n/a	Very High	n/a	n/a
CCSD	87.8	87.8	88.9	High	Declined Significantly	Issue
Province	89.0	89.0	89.3	Very High	Declined Significantly	Acceptable

Safe and Caring – Measure History

	2015 %	2016 %	2017 %	2018 %	2019 %	2020 Target %
School	n/a	n/a	n/a	n/a	89.9	90.0
CCSD	89.1	89.7	89.3	87.8	87.8	89.0
Province	89.2	89.5	89.5	89.0	89.0	

Percentage of parents/legal guardians who agree and strongly agree with the following statement from the annual District Satisfaction Survey:

The school is a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.

	2018		2019		2020
	N	%	N	%	Target %
School	n/a	n/a	25	88.0	90.0
CCSD	3,744	91.1	3,995	89.0	89.1

Comments on the results for Outcome 3.1 and a review of the success of its initiatives/projects and of strategies used are provided below. Included are strategies related to the observance of Bullying Awareness and Prevention Week as well as other special events/days supported by the school community.

- Observation of Bullying Awareness and Prevention week – read messages via intercom for two weeks. Fireside classroom chats with administration. In class activities -
- Catholic Community of Caring - Promote School identity and sense of community through the virtues and teachings of the program, 8 Liturgies/masses with year end at the church, front entrance displays to enhance messages of faith and belonging (10 throughout the year)
- Nov. 29 School opening/blessing celebration
- Student Faith Day February 2019 – all students involved along with Bishop McGratton as a keynote speaker
- School Council events – two family dances, two movie nights

AERR 2018-2019 RELATIONSHIPS

(continued)

DISTRICT LOCAL OUTCOME 3.2:

The district staff will be champions for each and every student in the school district.

School Local Outcome 3.2:

The school staff will be champions for each and every student in the school.

Student responses from the OurSCHOOL survey question in support of the district Champions initiative:			
* Do you have an adult at your school whom you can go to for help or support? (Select all that apply: a teacher, a support staff, other.)			
	2018-2019		2019-2020 Target
	Yes		Yes
<u>Elementary:</u>	N	%	%
School	192	83.0	88.0
CCSD	13,803	88.6	88.7
<u>Secondary:</u>	N	%	%
School		85.0	86.0
CCSD	15,825	80.3	80.4

* Given there was a change in the question from 2017-2018, the data is not directly comparable to 2018-2019.

Comments on the results for this outcome and a review of the success of initiatives/projects and strategies used are provided below.

- At the time of this survey we had been in school for just over two and a half months. Looking forward to seeing the results this year with more time for staff and students to make meaningful connections.
- Presentation on what is a champion
- Reinforce with staff the importance of time to build relationships
- Champion activities throughout the year (4) that were paired with CCC.

DISTRICT LOCAL OUTCOME 3.3:

The district optimizes resources to meet the diverse learning needs of all students.

School Local Outcome 3.3:

The school optimizes resources to meet the diverse learning needs of all students.

A review of the success of initiatives/projects and of the strategies used for this outcome is provided below. Included are initiatives/projects related to professional development opportunities in diverse learning for staff.

- SRT process to ensure student needs are identified and addressed with supports in place. Increased role of teachers in the process.
- Regular JH Connection meetings
- MAST meetings every 2 weeks with administrative team, DL teachers and counsellor
- Regular support from our DL teaching team
- Use of the Study Centre
- Instructional Services Referrals/Support through CLEVR

AERR 2018-2019 RELATIONSHIPS

(continued)

PROVINCIAL OUTCOME FIVE:

Alberta's education system is well governed and managed.

DISTRICT LOCAL OUTCOME 5.1:

The Board of Trustees provides visionary leadership to ensure the district is well governed and managed. (Outcome 5.1 is reviewed at the district level. See the [Combined AERR/3YEP](#) for details.)

DISTRICT LOCAL OUTCOME 5.2:

All district stakeholders have confidence that the district is well managed.

School Local Outcome 5.2:

Parents/legal guardians have confidence that the school is well managed.

REQUIRED PROVINCIAL PERFORMANCE MEASURES AND DATA

Data provided by Alberta Education October 2019

MEASURE: Parental Involvement

Parental Involvement – Accountability Pillar Overall Summary

Percentage of teacher and parent satisfaction with parental involvement in decisions about their child's education:

	Current Result (2019) %	Prev. Year Result %	Prev. 3 Yr. Average %	Measure Evaluation		
				Achievement	Improvement	Overall
School	82.4	n/a	n/a	Very High	n/a	n/a
CCSD	80.1	80.9	80.1	High	Maintained	Good
Province	81.3	81.2	81.1	High	Maintained	Good

Parental Involvement – Measure History

	2015 %	2016 %	2017 %	2018 %	2019 %	2020 Target %
School	n/a	n/a	n/a	n/a	82.4	83.0
CCSD	79.6	79.7	79.6	80.9	80.1	81.3
Province	80.7	80.9	81.2	81.2	81.3	

MEASURE: School Improvement

School Improvement – Accountability Pillar Overall Summary

Percentage of teachers, parents, and students indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years:

	Current Result (2019) %	Prev. Year Result %	Prev. 3 Yr. Average %	Measure Evaluation		
				Achievement	Improvement	Overall
School	76.5	n/a	n/a	High	n/a	n/a
CCSD	76.8	76.7	78.8	High	Declined Significantly	Issue
Province	81.0	80.3	81.0	Very High	Maintained	Excellent

School Improvement – Measure History

	2015 %	2016 %	2017 %	2018 %	2019 %	2020 Target %
School	n/a	n/a	n/a	n/a	76.5	80.09
CCSD	79.1	79.7	80.0	76.7	76.8	81.0
Province	79.6	81.2	81.4	80.3	81.0	

MEASURE: Education Quality

Education Quality – Accountability Pillar Overall Summary

Percentage of teachers, parents and students satisfied with the overall quality of basic education:

	Current Result (2019) %	Prev. Year Result %	Prev. 3 Yr. Average %	Measure Evaluation		
				Achievement	Improvement	Overall
School	94.9	n/a	n/a	Very High	n/a	n/a
CCSD	89.2	89.4	89.6	High	Declined	Acceptable
Province	90.2	90.0	90.1	Very High	Improved	Excellent

Education Quality – Measure History

	2015 %	2016 %	2017 %	2018 %	2019 %	2020 Target %
School	n/a	n/a	n/a	n/a	94.9	95.0
CCSD	89.2	89.8	89.7	89.4	89.2	90.2
Province	89.5	90.1	90.1	90.0	90.2	

Comments on the results for Outcome 5.2 and a review of the success of initiatives/projects and of the strategies used are provided below. Reference to collaboration with school council and their involvement is also included. (e.g. school-based projects/initiatives, participation in district-sponsored events, community/parish events, etc.).

- We have a very supportive School Council.
- We have a very supportive School Council.
- Regular School Council meetings to encourage parental feedback and engagement. Average number of parents in attendance 10 – 15.
- School council agendas posted on website to attend and tweeted.
- School Council sponsored a Halloween Family Dance and Shrove Tuesday Pancake Breakfast, 2 movie nights

AERR 2018-2019 RELATIONSHIPS

(continued)

DISTRICT LOCAL OUTCOME 5.3:

The school district strengthens engagement with parents/legal guardians and the parental role in decision-making.

School Local Outcome 5.3:

The school strengthens engagement with parents/legal guardians and the parental role in decision-making.

Parents/legal guardians who agree and strongly agree with the following statement from the annual District Satisfaction Survey:

I am satisfied with information received from the district informing me about opportunities which allow me to be informed about my child's education. (Connections newsletter, website, social media, Parent/Trustee forums, etc.)

	2018		2019		2020 Target
	N	%	N	%	%
School	n/a	n/a	25	88.0	89.0
CCSD	3,744	89.7	3,995	89.0	89.1

Note: District Satisfaction Survey 2019 results were rounded to the nearest whole number.

Comments on the table of results for this Outcome 5.3. Included is a review of the success of initiatives/projects and of the strategies used (e.g. community-building activities, parent education opportunities, etc.).

- Monthly newsletters and weekly updates with important dates and reference to information posted on website and emailed home
- Regular emails, tweets, website updates were used to keep school community informed.
- Administration and staff aim respond to parent inquiries within 24 hours
- Advertisement of Parent Trustee Forums at school council and via school connects.
- Open door policy – always available to listen to parents/guardians.

THREE-YEAR EDUCATION PLAN (2019-2020 to 2021-2022)

RELATIONSHIPS

Our Catholic schools promote shared responsibility for stewardship of resources, transparency and the success of the students in our care.

PROVINCIAL OUTCOME THREE:

Alberta's education system respects diversity and promotes inclusion.

DISTRICT LOCAL OUTCOME 3.1:

All district students are supported in a respectful, caring and faith-filled environment.

School Local Outcome 3.1:

All students are supported in a respectful, caring and faith-filled environment.

Initiatives/Projects:	Strategies:	Measure(s):
<ul style="list-style-type: none"> • Bullying Awareness & Prevention Week (November 18 – 24) • Promoting Code of Student Conduct • Community of Caring activities (Buddy Groups) 	<ul style="list-style-type: none"> • Fireside assemblies and Homeroom/TA visits by administration • Reviewed in Homerooms/Champion Groups at beginning of school year and as needed. • Posted on website as part of the student handbook • Promoted at School Council • Visits from Parish staff and SRO/S4 to promote respectful, faith filled decision making. • Multi-aged groups for Buddy Groups (Older paired with younger) 	<ul style="list-style-type: none"> • School community ability to reference code of conduct • Student ability to reference code • Number of students that participate in Buddy Groups and complete activities • Accountability Survey Results • Our Voice Survey

3YEP (2019-2020 to 2021-2022) RELATIONSHIPS

(continued)

DISTRICT LOCAL OUTCOME 3.2:

The district staff will be champions for each and every student in the school district.

School Local Outcome 3.2:

The school staff will be champions for each and every student in the school.

Initiatives/Projects:	Strategies:	Measure(s):
<ul style="list-style-type: none"> • Champion Initiative 	<ul style="list-style-type: none"> • Constant reminders to staff to greet and initiate conversations and check-ins with students daily within their classrooms/Teacher Advisor time, during transitional times, before and after school and during buddy activities. • Admin and counsellor presentations to students on what is a champion (person who cares) • Continually meetings with staff during connection meetings and staff meetings about students who are at risk and where we need to make more of a connection with. • Survey students with who is their champion and that they can meet with them during school wide champion time. 	<ul style="list-style-type: none"> • Results of “OurVoice” Survey & Student Champion Targets • AERR measurements on safe & caring schools. • Student/staff feedback with ongoing Champion initiatives

3YEP (2019-2020 to 2021-2022) RELATIONSHIPS

(continued)

DISTRICT LOCAL OUTCOME 3.3:

The district optimizes resources to meet the diverse learning needs of all students.

School Local Outcome 3.3:

The school optimizes resources to meet the diverse learning needs of all students.

Initiatives/Projects:	Strategies:	Measure(s):
<ul style="list-style-type: none"> • Professional development opportunities in diverse learning for staff • Support for students with Diverse Needs • Implementation of CLEVR for LSP documentation and Requests for Support 	<ul style="list-style-type: none"> • Staff meeting Pd component from DLTs or Admin • Utilization of district assistive technology • Ordered and provided students with necessary self-regulation tools such as rocking chairs, wiggle cushions, various Fidget Tools • Teacher PLC/SRT • PD On CLEVR September PD Day • On-going support for teachers with CLEVR implementation 	<ul style="list-style-type: none"> • Number of sessions • Number of students with assistive technology • Number of students with assigned self-regulation tools • Success of both SRT and PLC processes • Roll out of and successful implementation of LSP's and RFS in CLEVR system.

3YEP (2019-2020 to 2021-2022) RELATIONSHIPS

(continued)

PROVINCIAL OUTCOME FIVE:

Alberta's education system is well governed and managed.

DISTRICT LOCAL OUTCOME 5.1:

The Board of Trustees provides visionary leadership to ensure the district is well governed and managed. (Details are provided in the district's [Combined AERR/3YEP.](#))

DISTRICT LOCAL OUTCOME 5.2:

All district stakeholders have confidence that the district is well governed and managed.

School Local Outcome 5.2:

Parents/legal guardians have confidence that the school is well managed.

Initiatives/Projects:	Strategies:	Measure(s):
<ul style="list-style-type: none"> • Review and maintenance of New Building Construction and Resources • Work with School Council to ensure they are aware of School Plans and District Vision. • Create Safe and Caring Environment • School Budget is Well Managed 	<ul style="list-style-type: none"> • Weekly Admin Meetings to review construction completion and deficiencies • Management of Purchase orders for new school • Participation in School Council and Chair Parent/Trustee Meeting • Monthly School Council Meetings • OH & S Compliance/Risk Management Procedures are followed • Volunteer Orientations- throughout the year- Minimum of 4 Advertised sessions and as required to support involvement opportunities of our parent community • Grade level planning of school field trips • Review of School Fees • Monthly Review of Budget status 	<ul style="list-style-type: none"> • Portable Inspections Completed • Building Inspection Permits • Number of Service Requests Completed • Vendor communication and follow through of service • Attendance at school council meetings • Safety Compliance and Audit feedback as well as tracking of EARS • Number of Volunteer applications completed and staff feedback on availability of Volunteers as required • School Budget Tracking and Drill Downs • Accounting Review

3YEP (2019-2020 to 2021-2022) RELATIONSHIPS

(continued)

DISTRICT LOCAL OUTCOME 5.3:

The school district strengthens engagement with parents/legal guardians and the parental role in decision-making.

School Local Outcome 5.3:

The school strengthens engagement with parents/legal guardians and the parental role in decision-making.

Initiatives/Projects:	Strategies:	Measure(s):
<ul style="list-style-type: none"> • Consistent and Authentic communication with Families 	<ul style="list-style-type: none"> • Current and Consistent Sharing of Information on: <ul style="list-style-type: none"> -School Website -Use of Twitter -Use of School Connects -Weekly Distribution of • Ravens review to parents • Use of Agenda in Elementary Homerooms • Use of D2L in Junior High Homeroom • Creation and effective use of GOOGLE CLASSROOM, eboard or other means of communications to parents: email, class dojo 	<ul style="list-style-type: none"> • Number of regular Updates to Website • Parent Satisfaction Survey
<ul style="list-style-type: none"> • Ongoing Invitation for Parental Involvement and engagement 	<ul style="list-style-type: none"> • Parent input in to LSP's • All parents invited to School Council meetings and Agenda for School Council is shared ahead of time • Volunteer Appreciation 	<ul style="list-style-type: none"> • Number of parent LSP meetings and input sheets returned. • Number of people attending school council meetings • Number of volunteers attending Volunteer appreciation and times volunteered through the year.

AERR 2018-2019 EXCELLENCE IN TEACHING AND LEARNING

*Our Catholic schools develop students who reflect the image of God
and are successful contributors to a global society.*

PROVINCIAL OUTCOME ONE:

Alberta's students are successful.

DISTRICT LOCAL OUTCOME:

The district's students are successful.

School Local Outcome:

Focusing on literacy and numeracy is a means to achieve success for all students. (Elem./Jr.)
Students achieve student learning outcomes. (High School)

REQUIRED PROVINCIAL PERFORMANCE MEASURES AND DATA

Data provided by Alberta Education October 2019

Notes:

% achieving the Acceptable Standard include the percentages achieving the Standard of Excellence.

Data values have been suppressed where the number of respondents/students is fewer than 6.

Alberta Education requires jurisdictions and schools to report results for Provincial Achievement Test data on the basis of the cohort (**) group. This form of reporting accounts for all students enrolled at a grade level. For example, **the number of students in the cohort is determined as the total of number of students who write, the number of students who are absent, and the number of students who are excused from writing by the Superintendent for valid reasons as determined by Alberta Education (because participation would be harmful to the student or the student could not respond to the test instrument)**. When the percentage of students meeting Standards is calculated, students who are absent or excused are considered to have not demonstrated the Acceptable Standard for a given achievement test as their achievement is not known.

Aggregated PAT results are based upon a weighted average of per cent meeting Standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (grades 6, 9, 9KAE), Français (grades 6 and 9), French Language Arts (grades 6 and 9), Mathematics (grades 6, 9, 9KAE), Science (grades 6, 9, 9KAE), Social Studies (grades 6, 9, 9KAE).

Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/2017 and to Mathematics 9 in 2017/2018.

Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and district.

Student participation in the Accountability Pillar survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Provincial Achievement Tests (PATs)

2018-2019

Based on cohort**

Student Learning Achievement (K-9)	%			October 2019 Measure Evaluation		
	Current Result (2019)	Prev. Year Result	Prev. 3 Yr. Average	Achievement	Improvement	Overall
Overall percentage of grades 6 and 9 students provided below						
<u>Acceptable Standard:</u>						
School	90.3	n/a	n/a	Very High	n/a	n/a
CCSD	75.8	76.2	76.2	Intermediate	Maintained	Acceptable
Province	73.8	73.6	73.6	Intermediate	Improved	Good
<u>Standard of Excellence:</u>						
School	22.5	n/a	n/a	High	n/a	n/a
CCSD	21.8	21.6	21.4	High	Maintained	Good
Province	20.6	19.9	19.6	High	Improved Significantly	Good

Results provided by Alberta Education Accountability Pillar Report October 2019 – Overall Summary page

**Provincial Achievement Tests
2018-2019**
Based on students who wrote the test

PAT Results – By Number Writing		Grade 6		Grade 9	
		Acceptable	Excellence	Acceptable	Excellence
		%	%	%	%
English Language Arts	School	98.2	14.3	n/a	n/a
	CCSD	96.0	22.4	89.6	17.4
	Prov.	91.9	19.6	84.9	16.7
English Mathematics	School	94.6	12.5	n/a	n/a
	CCSD	86.8	16.6	72.8	22.5
	Prov.	79.4	16.4	66.5	20.8
English Science	School	91.1	35.7	n/a	n/a
	CCSD	91.9	36.8	87.5	31.7
	Prov.	85.9	32.4	84.1	29.7
English Social Studies	School	96.4	32.1	n/a	n/a
	CCSD	90.4	29.0	81.4	24.3
	Prov.	84.5	27.9	76.9	23.1

Results provided by Alberta Education Provincial Achievement Tests Multiyear Report 2019 – Written in English tables

PAT Results – By Number Writing		Grade 6		Grade 9	
		Acceptable	Excellence	Acceptable	Excellence
		%	%	%	%
French Language Arts	School	n/a	n/a	n/a	n/a
	CCSD	96.9	21.6	90.7	17.8
	Prov.	89.7	16.1	85.6	12.8
French Mathematics	School	n/a	n/a	n/a	n/a
	CCSD	93.5	29.9	86.2	35.8
	Prov.	84.4	18.4	80.8	28.8
French Science	School	n/a	n/a	n/a	n/a
	CCSD	90.1	36.6	90.6	25.5
	Prov.	81.9	22.6	88.9	28.2
French Social Studies	School	n/a	n/a	n/a	n/a
	CCSD	85.6	22.3	83.3	19.3
	Prov.	79.1	17.0	79.2	23.2

Results provided by Alberta Education Provincial Achievement Tests Multiyear Report 2019 – Written in French tables

MEASURE: Drop Out Rate

Drop Out Rate – Accountability Pillar Overall Summary

Percentage of students aged 14-18 in a given school year who leave the school system without having met the requirements for high school completion and who are not in the education system, including post-secondary and apprenticeship programs in the subsequent school year:

	Current Result (2018) %	Prev. Year Result %	Prev. 3 Yr. Average %	Measure Evaluation		
				Achievement	Improvement	Overall
School	n/a	n/a	n/a	n/a	n/a	n/a
CCSD	1.2	1.0	1.3	Very High	Maintained	Excellent
Province	2.6	2.3	2.9	Very High	Improved Significantly	Excellent

Drop Out Rate – Measure History

	2014 %	2015 %	2016 %	2017 %	2018 %	2019 Target %
School	n/a	n/a	n/a	n/a	n/a	0
CCSD	1.8	1.5	1.3	1.0	1.2	1.1
Province	3.5	3.2	3.0	2.3	2.6	

MEASURE: Citizenship

Citizenship – Accountability Pillar Overall Summary

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship:

	Current Result (2019) %	Prev. Year Result %	Prev. 3 Yr. Average %	Measure Evaluation		
				Achievement	Improvement	Overall
School	85.4	n/a	n/a	Very High	n/a	n/a
CCSD	81.9	82.5	83.9	Very High	Declined Significantly	Acceptable
Province	82.9	83.0	83.5	Very High	Declined Significantly	Acceptable

Citizenship – Measure History

	2015 %	2016 %	2017 %	2018 %	2019 %	2020 Target %
School	n/a	n/a	n/a	n/a	85.4	86.0
CCSD	84.8	84.8	84.4	82.5	81.9	82.9
Province	83.5	83.9	83.7	83.0	82.9	

MEASURE: Work Preparation

Work Preparation – Accountability Pillar Overall Summary

Percentage of teachers and parents who agree that students are taught attitudes and behaviors that will make them successful at work when they finish school:

	Current Result (2019) %	Prev. Year Result %	Prev. 3 Yr. Average %	Measure Evaluation		
				Achievement	Improvement	Overall
School	87.5	n/a	n/a	Very High	n/a	n/a
CCSD	81.0	79.9	80.1	High	Improved	Good
Province	83.0	82.4	82.6	High	Improved	Good

Work Preparation – Measure History

Overall	2015 %	2016 %	2017 %	2018 %	2019 %	2020 Target %
School	n/a	n/a	n/a	n/a	87.5	88.0
CCSD	78.5	79.7	80.6	79.9	81.0	83.0
Province	82.0	82.6	82.7	82.4	83.0	

School Local Outcome: (Elementary/Junior High)

Focusing on literacy and numeracy is a means to achieve success for all students.

Comments on the results for this outcome and a review of the success of initiatives/projects and of the strategies used are provided below.

Schools have completed Analysis Packages for all Provincial Achievement Tests to address specific strategies and outcomes based on results. The Analysis Packages provide opportunities for individual teachers and divisional groups to reflect on achievement data and to set priorities for instruction.

- We had high score in our PAT participation rates for Gr. 6 students. We did not have Gr. 9 classes to open the school. This is indicative of our commitment to respecting and meeting the needs of our diverse learners and ensuring that students have the necessary accommodations for when they do write.
- Gr. 6 - When viewed as a cohort of students who wrote the tests, our students exceeded the district and provincial acceptable standard and was very close or equal to the excellence standard in all categories. This indicates that our plans/strategies are working as we continue to meet our goal of exceeding the provincial and district average.
- Gr. 7-9 and Gr. 4-6 teachers as well as subject teachers will analyze results by outcome to focus on specific areas for improvement. They will each see which curricular outcomes by grade apply to each outcome or area of concern with the support of Instructional Services.

AERR 2018-2019 EXCELLENCE IN TEACHING AND LEARNING

(continued)

PROVINCIAL OUTCOME TWO:

Alberta's education system supports First Nations, Métis and Inuit students' success.

DISTRICT LOCAL OUTCOME 2:

The district supports First Nations, Métis and Inuit students' success.

School Local Outcome 2:

All students, teachers and school leaders will learn about First Nations, Métis and Inuit perspectives and experiences, treaties, and the history and legacy of residential schools.

REQUIRED PROVINCIAL PERFORMANCE MEASURES AND DATA

Data provided by Alberta Education October 2019

Notes:

% achieving the Acceptable Standard include the percentages achieving the Standard of Excellence.

Data values have been suppressed where the number of respondents/students is fewer than 6.

Alberta Education requires jurisdictions and schools to report results for Provincial Achievement Test data on the basis of the cohort (**) group. This form of reporting accounts for all students enrolled at a grade level. For example, **the number of students in the cohort is determined as the total of number of students who write, the number of students who are absent, and the number of students who are excused from writing by the Superintendent for valid reasons as determined by Alberta Education (because participation would be harmful to the student or the student could not respond to the test instrument)**. When the percentage of students meeting Standards is calculated, students who are absent or excused are considered to have not demonstrated the Acceptable Standard for a given achievement test as their achievement is not known.

Aggregated PAT results are based upon a weighted average of per cent meeting Standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (grades 6, 9, 9KAE), Français (grades 6 and 9), French Language Arts (grades 6 and 9), Mathematics (grades 6, 9, 9KAE), Science (grades 6, 9, 9KAE), Social Studies (grades 6, 9, 9KAE).

Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/2017 and to Mathematics 9 in 2017/2018.

Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and district.

Student participation in the Accountability Pillar survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

**First Nations, Métis and Inuit
Provincial Achievement Tests**

The overall percentage of self-identified First Nations, Métis and Inuit students in grades 6 and 9 who achieved the acceptable standard and the percentage of self-identified First Nations, Métis and Inuit students who achieved the standard of excellence on Provincial Achievement Tests (overall results):

Student Learning Achievement (K-9)	%			October 2019 Measure Evaluation		
	Current Result (2019)	Prev. Year Result	Prev. 3 Yr. Average	Achievement	Improvement	Overall
<u>Acceptable Standard:</u>						
School	-	n/a	n/a	n/a	n/a	n/a
CCSD	51.2	54.2	56.5	Very Low	Declined	Concern
Province	54.0	51.7	51.9	Very Low	Improved Significantly	Acceptable
<u>Standard of Excellence:</u>						
School	-	n/a	n/a	n/a	n/a	n/a
CCSD	8.3	5.3	7.6	Very Low	Maintained	Concern
Province	7.4	6.6	6.5	Very Low	Improved Significantly	Acceptable

MEASURE: Drop Out Rate

Drop Out Rate – Accountability Pillar Overall Summary

Percentage of self-identified First Nations, Métis and Inuit students aged 14-18 in a given school year who leave the school system without having met the requirements for high school completion and who are not in the education system, including post-secondary and apprenticeship programs in the subsequent school year:

	Current Result (2018) %	Prev. Year Result %	Prev. 3 Yr. Average %	Measure Evaluation		
				Achievement	Improvement	Overall
School	n/a	n/a	n/a	n/a	n/a	n/a
CCSD	3.3	1.0	3.0	High	Maintained	Good
Province	5.4	4.8	5.6	Intermediate	Maintained	Acceptable

Drop Out Rate – Measure History

	2014 %	2015 %	2016 %	2017 %	2018 %	2019 Target %
School	n/a	n/a	n/a	n/a	n/a	0.0
CCSD	3.0	5.6	2.6	1.0	3.3	3.2
Province	7.0	6.1	5.8	4.8	5.4	

Comments on the results for Outcome 2 and a review of the success of its initiatives/projects and of the strategies used are provided below. These initiatives/projects and strategies include recognizing the following:

- Orange Shirt Day – September 30
 - Métis Week – November 12-18, 2020
 - Indigenous Peoples Day – June 21
-
- Feb 25-26, 2019 Chantal Chagnon – staff – did a medicine wheel workshop and for students she did drumming.
 - April 3, 2019 – Ashley Ruben – Schools Aboriginal Education CSSD – presented to Gr. 7 and 8 Social Studies classes – Honoring the Buffalo and Cree Legends.
 - Daily Announcements regarding the week or day
 - K-9 Lesson plans on Reconciliation and Metis
 - Territorial acknowledgement at all events
 - Orange Shirt Day, Metis week and Indigenous Peoples Day activities for teachers
 - Ordered – Government provided lesson plans and resources to teachers

AERR 2018-2019 EXCELLENCE IN TEACHING AND LEARNING

(continued)

PROVINCIAL OUTCOME FOUR:

Alberta has excellent teachers, school leaders and school authority leaders.

DISTRICT LOCAL OUTCOME 4:

School authority leaders, school leaders and teachers will be prepared, and their professional growth focus will be on the competencies needed to help students perform their best, and effective learning and teaching are achieved through collaborative leadership.

School Local Outcome 4:

A cohesive professional development plan is established.

MEASURE: Program of Studies

Program of Studies – Accountability Pillar Overall Summary

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:

3-Year Plan	Current Result (2019) %	Prev. Year Result %	Prev. 3 Yr. Average %	Measure Evaluation		
				Achievement	Improvement	Overall
School	89.3	n/a	n/a	Very High	n/a	n/a
CCSD	81.9	82.8	82.7	Very High	Declined	Good
Province	82.2	81.8	81.9	Very High	Improved Significantly	Excellent

Program of Studies – Measure History

	2015 %	2016 %	2017 %	2018 %	2019 %	2020 Target %
School	n/a	n/a	n/a	n/a	89.3	90.0
CCSD	82.8	82.4	82.8	82.8	81.9	82.2
Province	81.3	81.9	81.9	81.8	82.2	

Comments on the results for Outcome 4 as well as a review of the success of initiatives/projects and of the strategies used are provided below. These include the following initiatives/projects:

- Neuroscience
 - Concept-based pedagogy
 - TQS/LQS competency areas

Concept-based pedagogy continues to be implemented through a series of in-service opportunities for a teacher representative and administration. The teacher and administration team use Professional Development Days with the support of Instructional Services.

TQS was explored through staff meetings and PD days with a jigsaw approach and sharing of understanding the TQS. We use it as an agenda framework.

Neuroscience presentation on social/emotional learning and the brain attended by all teaching staff.

THREE-YEAR EDUCATION PLAN (2019-2020 to 2021-2022)

EXCELLENCE IN TEACHING AND LEARNING

Our Catholic schools develop students who reflect the image of God and are successful contributors to a global society.

PROVINCIAL OUTCOME ONE:

Alberta's students are successful.

DISTRICT LOCAL OUTCOME:

District students are successful.

School Local Outcome (Elementary/Junior High):

Focusing on literacy and numeracy is a means to achieve success for all students.

Initiatives/Projects:	Strategies:	Measure(s):
<ul style="list-style-type: none"> • Continued focus on Literacy and vocabulary development across the divisional grades. • Programming for Individual Student Needs 	<ul style="list-style-type: none"> • Continued Professional Development Sessions with DLCT and DLT and all other agents of expertise. • On-going bench mark analysis Reading Assessments, Fontas and Pinnell twice a year (November and May) • Creation of authentic and rich in quality literature with subsequent classroom and assessment/leveled libraries. • The use of "Radz Kids" on-line reading program • Successful completion and utilization of Individualized program and Support Plans. • Continue Strong SRT Process to focus to assist in identifying and assisting students whom are struggling and have exceptional needs 	<ul style="list-style-type: none"> • Completed Professional Development. • Improved Achievement and performance of students in assessments. • Improved academic and social performance by ELL students. • Formal meetings with parents for constructive dialogue and partnership action. • Number of student referrals to SRT and Instructional Services for Support. • Improved student performance and confidence in actions.

<ul style="list-style-type: none"> • Continue the use of Student Literacy Portfolio/Profiles • Use of Google Read and Write for literacy development. • Use of writing rubrics to bring increased consistency of assessment among grade level teams. • Use of LLI and support teachers working within the classroom 	<ul style="list-style-type: none"> • Student Learner Profiles • use Google Read and Write to assist with reading, writing and speaking • Teachers have writing rubrics by grade and term as a guide for common assessment. • Teachers will assess other grade level students to compare how they marked a piece of work • Use of technology/assistive technology (e.g. Chromebook, PODs, Google Read and Write, Google Docs, iPads) to facilitate collaboration, editing, revision and student engagement 	<ul style="list-style-type: none"> • The unique and individualized programming that will result from the testing. • The consistency in transitioning students from grade level to grade level. Teacher feedback and number of times used • OurSCHOOL Survey • PATs • Consistency of assessment
<p>Elementary – as above i.e. Daily Literacy / Numeracy groups</p> <p>Junior high – focus on mental math in preparation for part A of the grade 9 PAT.</p> <p>Mathletics or other program (technology support)</p>	<ul style="list-style-type: none"> • Our students will use performance assessments to... • Numeracy is embedded into daily literacy / numeracy groups via math games / word problems and Book on Practice • Math teachers use “Problem of the Week” for students to challenge • Mathletics” is available online to all elementary and junior high students. 	<ul style="list-style-type: none"> • OurSCHOOL Survey • PATs results • Student progress reports • Mathletics teacher student assessment monitoring

3YEP (2019-2020 to 2021-2022)

EXCELLENCE IN TEACHING AND LEARNING

(continued)

PROVINCIAL OUTCOME TWO:

Alberta's education system supports First Nations, Métis and Inuit students' success.

DISTRICT LOCAL OUTCOME 2:

The district supports First Nations, Métis and Inuit students' success.

School Local Outcome 2:

All students, teachers and school leaders will learn about First Nations, Métis and Inuit perspectives and experiences, treaties, and the history and legacy of residential schools.

Initiatives/Projects:	Strategies:	Measure(s):
<ul style="list-style-type: none"> • Orange Shirt Day - September 30 • Métis Week - November 12-18, 2020 • Indigenous Peoples Day - June 21 	<ul style="list-style-type: none"> • • Orange Shirt activities and resources shared with teachers for use in classes • Made daily announcements • Gr. K-9 Lesson Plans on Reconciliation for K-9 to be integrated in grade levels and subjects. • Territorial acknowledgment at all meetings 	<ul style="list-style-type: none"> • AERR Results • Our School Survey • Student participation and feedback • Staff participation and feedback

3YEP (2019-2020 to 2021-2022)

EXCELLENCE IN TEACHING AND LEARNING

(continued)

PROVINCIAL OUTCOME FOUR:

Alberta has excellent teachers, school leaders and school authority leaders.

DISTRICT LOCAL OUTCOME 4:

School authority leaders, school leaders and teachers will be prepared, and their professional growth focus will be on the competencies needed to help students perform their best, and effective learning and teaching are achieved through collaborative leadership.

School Local Outcome 4:

A cohesive professional development plan is established.

Initiatives/Projects:	Strategies:	Measure(s):
<ul style="list-style-type: none"> • Neuroscience • Concept-based pedagogy • TQS/LQS competency areas • School Plan Development, Collaboration and PLCs 	<ul style="list-style-type: none"> • Staff Book study “Mindset” • Staff read excerpts from “Neuro Teach” at staff meetings and email. • Implementation of the best practices surrounding these concepts taken through PD, literature. • Monthly review of TQS/LQS at all staff meetings • Support teacher’s professional growth plans through resources and access to professional development in-servicing. • Working effectively to create a team approach to SRT, common assessment, balanced approach to curriculum and strategy sharing. 	<ul style="list-style-type: none"> • Sharing of resources, locations and identification of supports. • Track how many of the Twelve Research Informed Strategies teachers are implementing. • Increased awareness of the planning, pedagogical benefits and Implemented practices. • Completion of Professional Growth Plan with reflection on goals. • Informal feedback from teachers. • AERR.