

ANNUAL EDUCATION RESULTS REPORT 2017-2018 and SCHOOL EDUCATION PLAN (2018-2019 – 2020-2021)

Blessed Cardinal Newman School

Alberta Education requires all schools to maintain an education plan that reflects and aligns with the district's 3 Year Plan. These plans are cyclical and fluid and are to be considered "living documents".

- The **Annual Education Results Reports (AERR)** is the evaluation for all the desired and specific outcomes identified in the school plan. It is in the AERR that schools report their assessment of progress as it relates to the school's past performance and achievement of targets. The AERR appears first followed by the 3 Year Plan to reflect the cyclical planning process. There should be a strong connection between the AERR and the School Education Plan.
- The **School Education Plans** are to reflect the adjustment of strategies and targets for each year.
- **Target setting** means establishing **outcomes** that arise from the analysis of current measures and performance at the school and district level and are expressed qualitatively.
- **Outcomes** are measurable statements of what you seek to achieve. In broad terms, they answer the question, "What will this look like when we get to where we want to be?"

THE SCHOOL'S VISION/MISSION STATEMENT

Blessed Cardinal Newman School is dedicated to optimizing student success in a safe, faith-filled, welcoming environment. We employ a variety of high leverage strategies intended to develop the whole child: academically; spiritually; emotionally; physically and socially. These strategies include but are not limited to:

1. School spirit and community building.
2. Championing all students.
3. Faith Formation.
4. Differentiating to meet the needs of diverse learners.
5. Focused literacy and numeracy learning.
6. Technology and digital citizenship.
7. Career and technology foundational learning.
8. Fine arts learning.
9. Social justice work driven by our Catholic Community of Caring program.

SCHOOL COUNCIL INVOLVEMENT

The School Council meets in October to review the draft of the school plan and provide input in a 'placemat' activity. From there the school plan is incorporated into this document which is shared with the entire school community via the school website. At the end of January, the school administration will review all goals and progress during the midpoint review. This information is shared in a school council meeting, in the weekly messenger (the SCREAM) and on the website.

ANNUAL EDUCATION RESULTS REPORT 2017-2018

DISTRICT VISION STATEMENT: FAITH

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

LOCAL OUTCOME ONE:

Catholicity is enhanced and supported within the district.

ANNUAL EDUCATION RESULTS REPORTING for:	
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.	
Performance Measure For AERR	Number of projects
Total number of service acts as indicated within the context of the Catholic Community of Caring survey.	8
<u>Comment</u> on Results for 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.)	
Many worthwhile projects were completed in 2017-18. Upon reflection we have decided to reduce by two projects to ensure optimal engagement throughout the school. This year we will support: <ol style="list-style-type: none">1. Terry Fox Campaign2. Interfaith Food Bank3. St Vincent de Paul Society of St Albert the Great Parish4. Mustard Seed5. Easter baskets for economically challenged schools with the CSSD (me to we project)6. Jacket Racket	

ANNUAL EDUCATION RESULTS REPORTING for:	
LOCAL OUTCOME 1.2: The school fosters faith formation of staff and school leaders by increasing knowledge, understanding and practice of the faith.	
<u>Comment</u> on Results for Local Outcome 1.2 (The school fosters faith formation of staff and school leaders by increasing knowledge, understanding and practice of the faith.)	
The staff focus on prayer last year was very well received by staff members. We attended mass together on two occasions during Pd days	

In 2018-19, we are also involving a parent prayer group to join the faith formation experience as a community. This strategy will extend to allow an anonymous prayer box for students or staff to drop in names of people that the parent prayer group can include in their 'Prayer Walks'.

ANNUAL EDUCATION RESULTS REPORTING for:

LOCAL OUTCOME 1.3: The school fosters faith formation of students by increasing knowledge, understanding and practice of the faith.

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

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

	2017		2018		Target 2019 (percentage)
	N	%	N	%	
School	na	88.3	62	87	90
District	4,946	91.4	3,744	91.1	91.2

- 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.)

	2017		2018		Target 2019 (percentage)
	N	%	N	%	
School	na	86.5	64	90.0	91
District	4,946	91.2	3,744	90.2	90.3

- 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)

	2017		2018		Target 2019 (percentage)
	N	%	N	%	
School	na	86.5	57	80	85
District	4,946	85.8	3,744	84.5	84.6

Comment on Results for **Local Outcome 1.3** (The school fosters faith formation of students by increasing knowledge, understanding and practice of the faith.)

Despite efforts to increase the connection to the parish in 2017, we seemed to have fallen back. The same activities were undertaken and we added to that an opportunity to attend mass as a staff on two occasions. Our suspicion is that parents are missing the schools' direct involvement in the sacramental preparation process that was a normal part of the routine some years ago.

ANNUAL EDUCATION RESULTS REPORTING for:

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.

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

- Catholic church teachings and practices are reinforced through the culture and climate of my child’s school.

	2017		2018		Target 2019 (percentage)
	N	%	N	%	
School	na	89.2	62	87	90
District	4,946	92.3	3,744	91.1	91.2

Comment on Results for **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 total number of projects undertaken increased to 8 in 2017-18 from 5 the previous year. These projects are vital to the CCC initiative of our district. Mostly, because they foster a sense of Catholicism by “doing”.

SCHOOL EDUCATION PLAN (2018-2019 – 2020-2021)

DISTRICT VISION STATEMENT: FAITH

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

LOCAL OUTCOME ONE:

Catholicity is enhanced and supported within the district.

LOCAL OUTCOME ONE: Catholicity is enhanced and supported within the 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.

2018-2019 School Outcome(s): 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:
<ul style="list-style-type: none"> • Terry Fox Campaign • Interfaith Food Bank • St Vincent de Paul Society of St Albert the Great Parish • Mustard Seed • Easter baskets for economically challenged schools with the CSSD (me to we project) • Jacket Racket 	<ul style="list-style-type: none"> • All events are connected to class challenge campaign and house points system and as much as possible involve the big buddies program that also operates within the school 	<ul style="list-style-type: none"> • Student and parent satisfaction surveys in spring

LOCAL OUTCOME 1.2: The school district fosters faith formation of staff and district leaders by increasing knowledge, understanding and practice of the faith.

2018-2019 School Outcome(s): The school fosters faith formation of staff and school leaders by increasing knowledge, understanding and practice of the faith.

Initiatives/Projects:	Strategies:	Measure:
<ul style="list-style-type: none"> • Staff prayer board in conjunction with parent prayer group 	<ul style="list-style-type: none"> • Parents have initiated an opportunity for staff and parents to pray for one another 	<ul style="list-style-type: none"> • Satisfaction survey in 2019

LOCAL OUTCOME 1.3: The school district fosters faith formation of students by increasing knowledge, understanding and practice of the faith.

2018-2019 School Outcome(s): The school fosters faith formation of students by increasing knowledge, understanding and practice of the faith.

Initiatives/Projects:	Strategies:	Measure:
<ul style="list-style-type: none"> • Connections with St Albert the Great Parish 	<ul style="list-style-type: none"> • Ongoing assistance to the parish in communicating parish efforts to complete sacramental preparation 	<ul style="list-style-type: none"> • Feedback provided by Parish team

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.

2018-2019 School Outcome(s): 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:
<ul style="list-style-type: none"> • Teacher's good cheer board • Community building through the house system 	<ul style="list-style-type: none"> • Established by staff to raise each other's spirits with messages on a dedicated board • Friendly competition to make a community effort out of stewardship and social justice tied to our house points system 	<ul style="list-style-type: none"> • Anecdotal staff feedback gathered passively • Satisfaction survey in 2019

ANNUAL EDUCATION RESULTS REPORT 2017-2018

DISTRICT VISION STATEMENT: 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 is inclusive.

ANNUAL EDUCATION RESULTS REPORTING for LOCAL OUTCOME 3.1:

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

REQUIRED PROVINCIAL PERFORMANCE MEASURES AND DATA

- Overall 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. (Required Provincial Accountability Measure)

CURRENT MEASURES: Safe and Caring						
3 Year Plan	Current Result 2018 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	89.7	89.8	91.0	Very High	Maintained	Excellent
CCSD	87.8	89.3	89.4	High	Declined Significantly	Issue
Province	89.0	89.5	89.4	Very High	Declined Significantly	Acceptable

Performance Measure For AERR	Results (in percentages)						Target
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.	Overall (required)	2014	2015	2016	2017	2018	2019
	School	91.2	91.1	92.2	89.8	89.7	92
	CCSD	89.8	89.1	89.7	89.3	87.8	89.0
	Province	89.1	89.2	89.5	89.5	89.0	

* Data provided by Alberta Education October 2018.

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.

	2017		2018		Target 2019 (percentage)
	N	%	N	%	
School	na	na	65	91.5	92
District	4,946	91.6	3,744	91.1	91.2

Comment on Results for **Local Outcome 3.1** (All students are supported in a respectful, caring and faith-filled environment.)

BCN scored very high in this category. In direct comparison to the results related to more specific faith related results, we see higher results in this measure. We believe question relates more to the average parent who completed the survey and is more confident in commenting about whether or not their child feels safe and welcome at school- something parents of all levels of faith practice can relate to.

ANNUAL EDUCATION RESULTS REPORTING for LOCAL OUTCOME 3.2:

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

Comment on Results for **Local Outcome 3.2** (The school optimizes resources to meet the diverse learning needs of all students.)

In 2017-18 we incorporated our DLT supports and counselling services into one location in the school and staffed it with three individuals: one DLCT, one DLT and one Counsellor. They were supported by one administrator with an extensive background in in diverse learning supports. This area -we call the NEST, has become an integral part of our diverse learning support framework. Results on the parent satisfaction survey did not align with that and that may be because the concept was new to this community.

PROVINCIAL OUTCOME FIVE:

Alberta's education system is well governed and managed.

ANNUAL EDUCATION RESULTS REPORTING for LOCAL OUTCOME 5.1:

The Board of Trustees provide visionary leadership to ensure the district is well governed and managed.

ANNUAL EDUCATION RESULTS REPORTING for LOCAL OUTCOME 5.2:

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

REQUIRED PROVINCIAL PERFORMANCE MEASURES AND DATA

- Overall teacher and parent satisfaction with parental involvement in decisions about their child's education. (Required Provincial Accountability Measure)

CURRENT MEASURES: Parental Involvement						
3 Year Plan	Current Result 2018 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	85.0	75.4	80.9	Very High	Maintained	Excellent
CCSD	80.9	79.6	79.6	High	Improved	Good
Province	81.2	81.2	81.0	High	Maintained	Good

Performance Measure For AERR	Results (in percentages)						Target
	Overall (required)	2014	2015	2016	2017	2018	2019
Percentage of teacher and parent satisfaction with parental involvement in decisions about their child's education.	School	81.0	79.9	87.4	75.4	85.0	87.5
	CCSD	80.1	79.6	79.7	79.6	80.9	81.2
	Province	80.6	80.7	80.9	81.2	81.2	

* Data provided by Alberta Education October 2018.

- Overall 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. (Required Provincial Accountability Measure)

CURRENT MEASURES: School Improvement						
3 Year Plan	Current Result 2018 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	79.5	75.1	77.7	High	Maintained	Good
CCSD	76.7	80.0	79.6	High	Declined Significantly	Issue
Province	80.3	81.4	80.7	High	Declined Significantly	Issue

Performance Measure For AERR	Results (in percentages)						Target
	Overall (required)	2014	2015	2016	2017	2018	2019
Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	School	83.4	79.3	78.8	75.1	79.5	84
	CCSD	79.4	79.1	79.7	80.0	76.7	80.3
	Province	79.8	79.6	81.2	81.4	80.3	

* Data provided by Alberta Education October 2018.

- Overall teacher, parent and student satisfaction with the overall quality of basic education. (Required Provincial Accountability Measure)

CURRENT MEASURES: Education Quality						
3 Year Plan	Current Result 2018 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	89.8	85.2	88.9	Very High	Maintained	Excellent
CCSD	89.4	89.7	89.6	High	Maintained	Good
Province	90.0	90.1	89.9	Very High	Improved	Excellent

Performance Measure For AERR	Results (in percentages)						Target
	Overall (required)	2014	2015	2016	2017	2018	2019
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	School	90.5	87.7	93.7	85.2	88.9	90
	CCSD	89.8	89.2	89.8	89.7	89.4	90.0
	Province	89.2	89.5	90.1	90.1	90.0	

* Data provided by Alberta Education October 2018.

Comment on Results for Local Outcome 5.2: (Parents/legal guardians have confidence that the school is well governed and managed.)

Results in all categories: Education quality; School improvement and Parents involvement increased in 2017-18. We are especially pleased with the amount of improvement seen in parental involvement (increase of 9.6 points)

However, the targets were set higher than the actual results reached. This leaves us with two options: reduce the size of the target a bit or seek new ways for improvement. We will employ a bit of both strategies.

ANNUAL EDUCATION RESULTS REPORTING for LOCAL OUTCOME 5.3:

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

Percentage of 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.)

	2017		2018		Target 2019 (percentage)
	N	%	N	%	
School	na	na	63	88.7	
District	4,946	90.3	3,744	89.7	89.8

Comment on Results for Local Outcome 5.3 (The school strengthens engagement with parents/legal guardians and the parental role in decision-making.)

Many recommendations from parents were adopted last year: we modified the monthly newsletter into a weekly update called the Scream.

All other newsletter - like communications, Trustee news, Parish news, connections, etc were shared through the school website which was updated and maintained several times per week.

BCN had a constant presence in Twitter in 2018. Regular posts of student activity and school accomplishments were shared with our followers.

SCHOOL EDUCATION PLAN (2018-2019 – 2020-2021)

DISTRICT VISION STATEMENT: 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.

LOCAL OUTCOME 3.1: All district students are supported in a respectful, caring and faith-filled environment.

2018-2019 School Outcome(s): All students are supported in a respectful, caring and faith-filled environment.

Initiatives/Projects:	Strategies:	Measure:
<ul style="list-style-type: none"> • Observation of Bullying Awareness and Prevention week 	<ul style="list-style-type: none"> • Student convention (Date TBA) featuring speakers and displays that are related to the bullying topic. • Cybersafety presentation from renowned presenter Paul Davis in October, 2018 • Calgary Stampeder Telus Anti Bullying presentation • Weekly Pulse Surveys 	<ul style="list-style-type: none"> • Our School Survey • Student log entries

LOCAL OUTCOME 3.2: The district staff will be champions for each and every student in the school district.

2018-2019 School Outcome(s): The school staff will be champions for each and every student in the school.

Initiatives/Projects:	Strategies:	Measure:
<ul style="list-style-type: none"> • Id program • Pulse weekly survey 	<ul style="list-style-type: none"> • Each student in grades 4-9 is asked to name the adult they would approach for support. This information is shared with the staff who are named. Students who give no names are noted for follow up • Students fill out a one-minute survey on google forms rating this last week out of 5 and saying why. Pulse results are shared each week with staff who have connections to these students; counsellor; homeroom teacher, admin. 	<ul style="list-style-type: none"> • Our School Survey

LOCAL OUTCOME 3.3: The district optimizes resources to meet the diverse learning needs of all students.

2018-2019 School Outcome(s): The school optimizes resources to meet the diverse learning needs of all students.

Initiatives/Projects:	Strategies:	Measure:
<ul style="list-style-type: none">Professional development opportunities in diverse learning for staff	<ul style="list-style-type: none">Continued work on ELL benchmarks;Team approach to writing LSP (Lunch and learn and work)Improving connection to EA's	<ul style="list-style-type: none">ELL benchmark review; LSP review

PROVINCIAL OUTCOME FIVE:**Alberta's education system is well governed and managed.****LOCAL OUTCOME 5.1:** The Board of Trustees provide visionary leadership to ensure the district is well governed and managed.**LOCAL OUTCOME 5.2:** All district stakeholders have confidence that the district is well governed and managed.**2018-2019 School Outcome(s):** Parents/legal guardians have confidence that the school is well managed.

Initiatives/Projects:	Strategies:	Measure:
<ul style="list-style-type: none"> School goals of GRIT; improved language for work habits assessments Preparation for the onset of the new K-4 curriculum 	<ul style="list-style-type: none"> PD committee to address the needs of academic goals: k-4 concept- based curriculum; improved language on work habits assessments 	<ul style="list-style-type: none"> Parents satisfaction survey, teachers' anecdotal assessments following progress reports

LOCAL OUTCOME 5.3: The school district strengthens engagement with parents/legal guardians and the parental role in decision-making.**2018-2019 School Outcome(s):** The school strengthens engagement with parents/legal guardians and the parental role in decision-making.

Initiatives/Projects:	Strategies:	Measure:
<ul style="list-style-type: none"> School and parents work together to meet school goals; stewardship/ citizenship/ FNMI awareness Playground revitalization 	<ul style="list-style-type: none"> Parent school goals placement activity Stewardship committee (School Council) working in conjunction with horticulture program teachers (CTF option) to create rain garden project CCEF grant application for funds to enhance learning in FNMI cultures 	<ul style="list-style-type: none"> Our school survey Parent satisfaction survey

ANNUAL EDUCATION RESULTS REPORT 2017-2018

DISTRICT VISION STATEMENT: 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.

ANNUAL EDUCATION RESULTS REPORTING for PROVINCIAL OUTCOME ONE:
Alberta's students are successful.

REQUIRED PROVINCIAL PERFORMANCE MEASURES AND DATA

- Overall percentage of students in grades 6 and 9 who achieved the acceptable standard and overall percentage of students who achieved the standard of excellence on Provincial Achievement Tests (based on cohort*). (Required Provincial Accountability Measure)

Student Learning Achievement (K-9)	(Percentage)			October 2018 Evaluation		
	Current Result	Prev Year Result	Prev. 3-yr Average	Achievement	Improvement	Overall
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (School).	86.1	89.9	87.2	Very High	Maintained	Excellent
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (District).	76.2	75.7	75.9	Intermediate	Maintained	Acceptable
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (Province).	73.6	73.4	73.3	Intermediate	Improved	Good
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (School).	34.5	37.0	32.5	Very High	Maintained	Excellent
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (District).	21.6	21.0	20.9	High	Improved	Good
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (Province).	19.9	19.5	19.2	High	Improved Significantly	Good

"A" = Acceptable; "E" = Excellence – the percentages achieving the Acceptable Standard include the percentages achieving the Standard of Excellence. 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) and Social Studies (grades 6, 9, 9KAE)

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

Provincial Achievement Tests

Percentage of students in grade 6 and 9 who achieved the acceptable standard and the percentage who achieved the standard of excellence on Provincial Achievement Tests. Results based on students who wrote the test (required by the district – see *note below).					
PAT Results – By Number Writing		2018		2015-2017 Average	
		Acceptable	Excellence	Acceptable	Excellence
Grade 6		(%)	(%)	(%)	(%)
English Language Arts 6	School	87.6	31.7	93.9	31.0
	CCSD	96.0	22.9	95.5	25.1
	Prov.	92.2	19.7	91.4	21.7
French Language Arts 6	School	Na	Na	Na	na
	CCSD	96.5	14.3	93.6	17.0
	Prov.	88.9	12.9	89.3	14.1
Mathematics 6	School	81.7	18.3	80.2	19.1
	CCSD	87.1	17.3	86.1	17.1
	Prov.	80.1	15.3	78.9	14.9
Science 6	School	86.7	40.0	88.3	41.8
	CCSD	92.5	40.0	90.4	34.1
	Prov.	86.7	33.6	85.4	30.1
Social Studies 6	School	86.7	36.7	84.7	26.5
	CCSD	89.7	28.8	87.0	25.8
	Prov.	82.8	25.6	79.3	22.9
PAT Results – By Number Writing		2018		2015-2017 Average	
		Acceptable	Excellence	Acceptable	Excellence
Grade 9		(%)	(%)	(%)	(%)
English Language Arts 9	School	93.5	28.0	93.4	35.6
	CCSD	89.5	15.9	91.6	18.0
	Prov.	85.6	16.5	86.2	16.7
French Language Arts 9	School	Na	na	Na	na
	CCSD	82.2	7.0	84.9	10.8
	Prov.	84.9	10.2	87.2	11.1
Mathematics 9	School	90.3	45.2	87.9	35.1
	CCSD	74.2	18.3	80.7	22.3
	Prov.	66.7	16.9	74.8	20.3

Science 9	School	89.2	44.1	92.4	47.3
	CCSD	89.6	31.5	87.8	28.2
	Prov.	84.4	27.2	82.6	24.7
Social Studies 9	School	86.0	45.2	84.9	36.9
	CCSD	80.9	25.4	78.8	23.3
	Prov.	74.6	24.0	73.7	21.8

*** For all Achievement Tests, schools complete Analysis Packages 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 set priorities for instruction.**

- Annual drop out rate of students aged 14 to 18. (Required Provincial Accountability Measure)

CURRENT MEASURES: Drop Out Rate						
3 Year Plan	Current Result 2017 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	0	0	0	Very High	Maintained	Excellent
CCSD	1.0	1.3	1.6	Very High	Improved Significantly	Excellent
Province	2.3	3.0	3.3	Very High	Improved Significantly	Excellent

The annual drop out rate is the 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.

Performance Measure For AERR	Results (in percentages)						Target
	Overall (required)	2013	2014	2015	2016	2017	2018
Drop Out Rate - annual dropout rate of students aged 14 to 18.	School	0	0	0	0	0	0
	CCSD	1.6	1.8	1.5	1.3	1.0	0.9
	Province	3.3	3.5	3.2	3.0	2.3	

** Data provided by Alberta Education October 2018. (2018 results will be available May 2019.)*

- Overall teacher, parent and student agreement that students model the characteristics of active citizenship. (Required Provincial Accountability Measure)

CURRENT MEASURES: Citizenship						
3 Year Plan	Current Result 2018 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	80.2	78.7	83.0	High	Maintained	Good
CCSD	82.5	84.4	84.7	Very High	Declined Significantly	Acceptable
Province	83.0	83.7	83.7	Very High	Declined Significantly	Acceptable

Performance Measure For AERR	Results (in percentages)						Target
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	Overall (required)	2014	2015	2016	2017	2018	2019
	School	86.7	85.6	84.7	78.7	80.2	86
	CCSD	85.2	84.8	84.8	84.4	82.5	83.0
	Province	83.4	83.5	83.9	83.7	83.0	

* Data provided by Alberta Education October 2018.

- Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school. (Required Provincial Accountability Measure)

CURRENT MEASURES: Work Preparation						
3 Year Plan	Current Result 2018 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	77.6	77.5	78.3	Intermediate	Maintained	Acceptable
CCSD	79.9	80.6	79.6	High	Maintained	Good
Province	82.4	82.7	82.4	High	Maintained	Good

Performance Measure For AERR	Results (in percentages)						Target
Percentages of teachers and parents who agree that students are taught attitudes and behaviors that will make them successful at work when they finish school.	Overall (required)	2014	2015	2016	2017	2018	2019
	School	73.4	74.1	83.3	77.5	77.6	83
	CCSD	79.5	78.5	79.7	80.6	79.9	82.4
	Province	81.2	82.0	82.6	82.7	82.4	

* Data provided by Alberta Education October 2018.

<u>Comment</u> on Results for Provincial Outcome One : Alberta's students are successful.
<u>Comment</u> on Results for School Outcomes: Literacy and numeracy is focused on as a means to achieve success for all students.(Elementary/Junior High)
We are very pleased with our results. We experienced significant in grade 6 math and social studies while maintaining continued strong results in science. One area of growth is in Grade 6 ELA where our results were strong although a bit lower than our rolling average. In Grade 9 we scored very high in grade 9 ELA and Social and experience improvement in grade 9 math which contrasts the province which saw a decline in grade 9 math. Our use of the MIPI tool and blueprinting of assessments is paying off.

PROVINCIAL OUTCOME TWO: The systemic education achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated.

(FNMI data is published only when there is a sufficient population of FNMI students (more than 6 students).

ANNUAL EDUCATION RESULTS REPORTING for PROVINCIAL OUTCOME TWO: The systemic education achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated.

PROVINCIAL PERFORMANCE MEASURES AND DATA

- Overall percentage of self-identified FNMI students in grades 6 and 9 who achieved the acceptable standard and the percentage of self-identified FNMI students who achieved the standard of excellence on Provincial Achievement Tests (overall results). (Required Provincial Accountability Measure)

Student Learning Achievement (K-9)	(Percentages)			October 2018 Evaluation		
	Current Result	Prev Year Result	Prev 3-Yr Average	Achievement	Improvement	Overall
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (School).	na	na	na	n/a	n/a	n/a
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (District).	54.2	54.6	55.7	Very Low	Maintained	Concern
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (Province).	51.7	51.7	52.0	Very Low	Maintained	Concern
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (School).	na	na	na	Choose an item.	Choose an item.	Choose an item.
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (District).	5.3	9.2	8.8	Very Low	Declined	Concern
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (Province).	6.6	6.7	6.5	Very Low	Maintained	Concern

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) and Social Studies (grades 6, 9, 9KAE)

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

- Annual dropout rate of self-identified FNMI students aged 14 to 18. (Required Provincial Accountability Measure)

CURRENT MEASURES: Drop Out Rate						
3 Year Plan	Current Result 2017 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	na	na	na	n/a	n/a	n/a
CCSD	1.0	2.6	3.7	Very High	Improved Significantly	Excellent
Province	4.8	5.8	6.3	Intermediate	Improved Significantly	Good

The annual drop out rate is the 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.

Performance Measure For AERR	Results (in percentages)						Target
	Overall (required)	2013	2014	2015	2016	2017	2018
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18.	School	na	na	na	na	na	na
	CCSD	3.6	3.0	5.6	2.6	1.0	0.9
	Province	7.1	7.0	6.1	5.8	4.8	

* Data provided by Alberta Education October 2018. (2018 results will be available May 2019.)

Comment on Results for **Provincial Outcome Two**: (The systemic education achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated.)

We did not have enough data to report results. We did begin a process of engaging in systemic learning around the school role re FNMI programs. In 2017-18, teachers completed PD on the topic with the Blanket Exercise conducted during a PD day. This was a good starting point that has led to a much more comprehensive effort to occur in 2018-19. (see pg 20 of this report)

PROVINCIAL OUTCOME FOUR: Alberta has excellent teachers, school and school authority leaders.

ANNUAL EDUCATION RESULTS REPORTING for PROVINCIAL OUTCOME FOUR:
 Alberta has excellent teachers, school and school authority leaders.

- Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, health and physical education. (Required Provincial Accountability Measure)

CURRENT MEASURES: Program of Studies						
3 Year Plan	Current Result 2018 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	84.3	80.7	85.2	Very High	Maintained	Excellent
CCSD	82.8	82.8	82.7	Very High	Maintained	Excellent
Province	81.8	81.9	81.7	Very High	Maintained	Excellent

Performance Measure For AERR	Results (in percentages)						Target
	Overall (required)	2014	2015	2016	2017	2018	2019
Percentages 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.	School	87.8	87.5	87.5	80.7	84.3	87.5
	CCSD	83.8	82.8	82.4	82.8	82.8	82.9
	Province	81.3	81.3	81.9	81.9	81.8	

** Data provided by Alberta Education October 2018.*

Comment on Results for **Provincial Outcome Four** (Alberta has excellent teachers, school and school authority leaders.)

During the 2017-18 transition to a new admin team on site, we made minor changes to the delivery of electives to feature more CTF programming at the grades5-7 level. In 2018-19 we are expanding that program to reach all grades from 5-9. The key here is to enable students to experience a program of learning that is tied to a career and technology path and then reflect on whether they can personally imagine this a potential career path for them. We are hopeful that the completed rollout of this electives (now in its second year of implementation) program will translate into higher scores in this category.

Comment on Results for School Outcome: A cohesive professional development plan is established.

Professional development plan is tied to the school plan. Each staff member on TPGP is invited to align their personal growth plan with school and district improvement goals. The planning of pd time, staff meetings and PLC is geared toward the careful alignment between PD activity and school improvement goals from the perspective of time on task.

SCHOOL EDUCATION PLAN (2018-2019 – 2020-2021)

DISTRICT VISION STATEMENT: 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.		
2018-2019 School Outcome(s): Focusing on literacy and numeracy is a means to achieve success for all students. (Elementary/Junior high)		
Initiatives/Projects:	Strategies:	Measure:
Continue implementation of Daily 5.	Additional resources for grade 1-3 Continued support for teachers to implement Daily 5 strategy	Literacy benchmarks F and P program assessments
Added focus on STEM in division 2 and 3 Continued use of the MIPI diagnostic tool	CTF implementation focused on gr 5 and 6 STEM projects JR Engineering Club Jr High EA math support	PATs

SCHOOL EDUCATION PLAN (2018-2019 – 2020-2021)

DISTRICT VISION STATEMENT: 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 TWO: Alberta's education system supports First Nations, Métis and Inuit students' success.		
2018-2019 School Outcome(s): 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:
<ul style="list-style-type: none"> • Recognize Canada's National Aboriginal Day – June 21 • Recognize Orange Shirt Day - September 30 	FNMI activity planned in conjunction with school activity day homeroom challenge on Orange Shirt day tied to Thanksgiving liturgy School Field Trip to Blackfoot Crossing- leading to student led project Indigenous Seed and Plant History Project	<ul style="list-style-type: none"> • Student and parent satisfaction survey

PROVINCIAL OUTCOME FOUR: Alberta has excellent teachers, school leaders and school authority leaders.		
2018-2019 School Outcome(s): A cohesive professional development plan is established.		
Initiatives/Projects:	Strategies:	Measure:
<ul style="list-style-type: none"> • Neuroscience • Concept-based curriculum • TQS/LQS competency areas 	Tied to learning in the concept based curriculum Parent and student conversation on role of cell phones in learning. TBD	PAT results on higher order thinking question Possible revision to access practices re cell phones TBD