

# SCHOOL-BASED

## ANNUAL EDUCATION RESULTS REPORT

2018-2019

and

## THREE-YEAR PLAN

2019-2020 to 2021-2022

Name of School: **St. Alphonsus 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:**

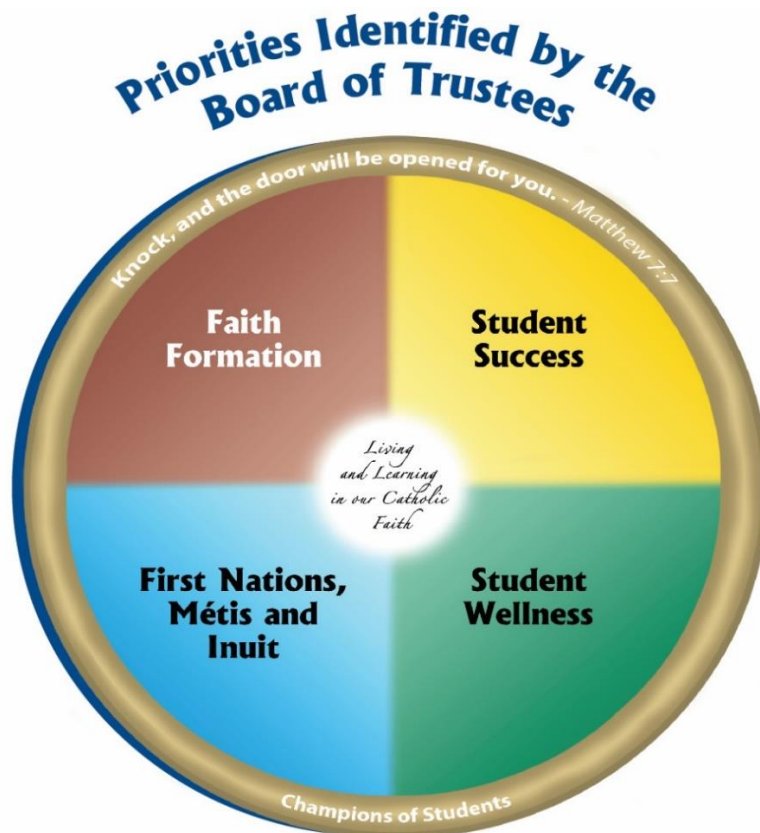
Our Catholic schools demonstrate their constitutional right to provide and support the development, permeation and modeling of our faith.

### **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.

St. Alphonsus School is a Catholic Community of Caring School that promotes the five core values of Respect, Responsibility, Caring, Trust and Family in a faith-based community. Our vision is to work in a collegial setting as we journey throughout the year, to integrate our faith into the life of our community. Our core purpose is to foster a safe, creative and supportive Catholic school so that ALL can achieve their maximum potential. Celebration of our daily life, our curricular programs, and our liturgies is integral to our Catholic community.

St. Alphonsus' enriched Junior High Fine Arts program was established in 1988. While the core program covers all academic study, every grade 7 student is required to study Art, Music, French or Italian, and Drama for one year, and up to two of these programs by choice for the next two years.

Student participation in various performances throughout the year is an integral part of the program. Partnering with the arts community also affords the students unique opportunities to work with visual and performing artists. Celebration of student achievement in the arts is an important aspect of the St. Alphonsus program.

The mission of St. Alphonsus School is to help ALL students discover the "the kinds of minds they wish to own" (Eisner). We strive to create a learning environment where the arts are distinct and valuable disciplines and the vehicles through which students can translate their beliefs about the world.

Celebration and assessment of integrated arts learning is a key part of our Fine Arts program. Documentation of student learning must be visible throughout our school through dynamic displays and creative arts performances.

Fine Arts integration benefits students in the following ways:

- Children learn that problems can have more than one solution.
- Children learn that there are many ways to see and interpret the world.
- Children learn to use tools other than writing to represent their knowledge.
- Students who may not learn in a traditional way are able to increase their confidence and self-esteem.

## 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 is involved in an advisory capacity on an on-going basis with all aspects of the operations of the school. All parents are asked to fill out a satisfaction survey in the spring of each year. The results are shared with School Council and suggestions are discussed related to the yearly plan.

Annual Provincial Achievement Test scores are also shared with the School Council in October of each year, at which time plans for improvement are also discussed. Professional Development for staff is based on the goals in the school plan and these are also shared with School Council.

# 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:*

**7**

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

- Parent participation in the satisfaction survey has increased and resulted in data values becoming more accurate. A major priority will be to continue increasing parental participation in completing the survey to yield even more accurate results.
- We continue to deliver a strong, pedagogically sound Religious Education instructional program that supports building of student knowledge in relation to Catholicity, Church doctrine, morals and ethics as a school priority.
- We continue to increase the number of students who prepare and receive the Sacraments.
- We continue to support certified staff and non-certified staff to function as “Shepherd Leaders” and Catholic role models.
- Respect and personal accountability for individual actions have become a focus for both staff and students.
- Focusing on positive professional relationships centered on student programs have become priority.

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.

Our school works as a community with all of our stakeholders. We are always reflecting on how we can improve in the social teachings of the Catholic Church within our school and in our classrooms. Students need to understand why we have a relationship with God before they work on the how we have a relationship with God.

# 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.

The St. Alphonsus school community did a wonderful job building a Community of Caring with several different initiatives. Gathering information from the OurSchool survey which focused on area of improvement.

These results are also reflected in the score from the Grade 5 and Grade 8 Religion Education Achievement

- Survey Results
- Comments include "religion is strongly reinforced within the curriculum" "need to emphasize empathy more" "more catechism should be taught" "it is why we send our children to this school"
- Student leadership team at JH
- Development of a junior high student advisory team
- No Involvement in WE Day activities this year but will be involved in WE DAY initiatives.
- Monthly Liturgies at the school
- Mass for Gr 9 Farewell
- Gr 6 retreat
- Sacramental Preparation Grs 2, 3, 4 & 6 (First Communion, Reconciliation and Confirmation)
- St. Vincent De Paul food drive
- Several Social Justice projects
- adopt families at Christmas time
- creation of a Knights Market where we focus on helping our own school community
- Faith Formation now added to our staff meeting agendas and our weekly emails to our parent community
- Kids up Front- Tickets distributed to students from lower socio-economic backgrounds, who would not otherwise have the funds or opportunities to attend these events.

# 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 %
<b>School</b>	<b>20</b>	<b>95</b>	<b>58</b>	<b>88</b>	<b>90</b>
<b>CCSD</b>	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 %
<b>School</b>	<b>20</b>	<b>90</b>	<b>58</b>	<b>84</b>	<b>86</b>
<b>CCSD</b>	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 %
<b>School</b>	<b>20</b>	<b>75</b>	<b>58</b>	<b>72</b>	<b>74</b>
<b>CCSD</b>	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.

To know, love and serve God in a meaningful way

- WE Day – JH students learn about initiatives and following through on service projects
- Buddy classes
- Social Justice Club
- Identifying a champion, working with champion groups throughout the year
- Creative Knights club
- Community Endeavors
- Establishing a relationship with Mary, Mother of the Redeemer Parish
- Priest attending St. Alphonsus liturgies
- Working with the school council
- Faith Formation focus on Professional development day and at staff meetings
- Junior high retreat day
- Creation of our Knight's Market
- Breakfast Club sponsored by President's Choice.
- Student involvement in the Pass It On clothing drive

To understand our district faith theme for our next three years – "Ask, and it will be given you; search, and you will find; knock, and the door will be opened for you" (Matthew 7:7)



# 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	%	%
<b>School</b>	<b>20</b>	<b>100</b>	<b>58</b>	<b>84</b>	<b>86</b>
<b>CCSD</b>	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.

St. Alphonsus will promote a climate of caring and respect for all members and guests to our school community. We've created a guest teacher binder where we hope to receive feedback from each of our guests.

Formed the GrACE group with our school community and neighbor schools. We are raising more awareness for social justice and positive events. We are in our second year of Chips for Champions.

We will continue with a JH Faith Day in the Spring of 2020.

# 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):
<ul style="list-style-type: none"> <li>• Catholic Community of Caring</li>   <li>• School/Parent/Parish Involvement</li> </ul>	<ul style="list-style-type: none"> <li>• WE Day group promoting social justice projects and Leadership group promoting Spirit Days and Random Acts of Kindness</li> <li>• Buddy classes</li> <li>• Expanding social justice projects to include student project called WE give Christmas</li> <li>• St. Vincent De Paul food drive</li> <li>• Enforcement of school motto WALK HUMBLY WITH GOD</li> <li>Have Priest attend St. Alphonsus for monthly liturgies</li> <li>• Sacramental recognition at closing mass</li> <li>-Sacramental preparation with Students for first communion, reconciliation, and confirmation</li> </ul>	<ul style="list-style-type: none"> <li>Number of students participating in social justice projects</li> <li>• Morning announcements reflecting faith theme</li> <li>• Feedback from parent communication</li> <li>• Parental attendance at school liturgies and masses at the church</li> <li>• Number of students completing their sacraments and being recognized</li> <li>• Parent feedback regarding the initiatives</li> </ul>

**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.

<b>Initiatives/Projects:</b>	<b>Strategies:</b>	<b>Measure(s):</b>
<ul style="list-style-type: none"><li>• Every May Professional Development day we will do a workshop on what it means to be to growth as a faith community. We explore what faith looks like at St. Alphonsus and what does our new district theme mean.</li></ul>	<ul style="list-style-type: none"><li>• To develop a Faith filled philosophy for the school. Where student and staff will participate on what it means to demonstrate Faith and live Catholic Values.</li></ul>	<ul style="list-style-type: none"><li>• Parent satisfaction survey's</li><li>• School wide projects that demonstrate what is means to be faith filled</li><li>• Teacher led initiatives that involve students</li></ul>

# 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.

<b>Initiatives/Projects:</b>	<b>Strategies:</b>	<b>Measure(s):</b>
<ul style="list-style-type: none"><li>• Catholic Community of Caring</li><li>• Act of Mercy Social Justice Projects</li><li>• Champion groups</li><li>• Faith Formation on every staff meeting agenda and parent email</li></ul>	<ul style="list-style-type: none"><li>• Letter writing to the Pope</li><li>• Participation and Attendance in school Liturgies and parish events</li><li>• Participating in various social justice activities.</li></ul>	<ul style="list-style-type: none"><li>• Information shared with the Home, Parish and School</li><li>• Student participation in the sacraments</li><li>• Monitoring of social justice projects for success</li><li>• Feedback from parents, staff, students and community members</li></ul>

# 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.

<b>Initiatives/Projects:</b>	<b>Strategies:</b>	<b>Measure(s):</b>
<ul style="list-style-type: none"><li>Community of Caring/Leadership Club</li><li>Implementation of Inclusive Communities Initiatives</li></ul>	<ul style="list-style-type: none"><li>Speakers in to address resiliency issues for both elementary and junior high</li><li>Teaching resiliency and self-advocacy strategies</li><li>Fireside chats to reinforce</li></ul>	Actions of students <ul style="list-style-type: none"><li>Discipline issues dealt with at the office</li><li>OurSchool survey and Accountability survey</li></ul>

# 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"> <li>• <b>School-based GrACE committee as part of the provincial GrACE advocacy initiative to share the good news of Catholic education</b> (e.g. sharing the good news of Catholic information in school newsletters, bulletin boards, and by sharing our Catholic lens when performing works of mercy and social justice)</li> <li>• <b>Participation in special days including the following: Extraordinary Missionary Monty, Catholic Education Sunday, Red Wednesday, Mission Mexico, World Catholic Education Week, and World Catholic Education Day</b></li> </ul>	<ul style="list-style-type: none"> <li>• We are going to ask our parish if we could sponsor a mass with the focus on Catholic education.</li> <li>• We will contribute monthly to the parish bulletin in regard to what we are doing in our school and with GrACE as well as in our weekly parent emails.</li> <li>• We have added GrACE to our school council agendas and to our staff meeting agendas.</li> <li>• We are purposeful in when we tweet information.</li> <li>• We will have a bulleting board dedicated to our GrACE group that will have the GrACE logo displayed.</li> <li>• We are challenging other schools to our GrACE activities (St. Rupert, St. Joseph and St. Angela)</li> </ul>	<ul style="list-style-type: none"> <li>• Observation of parent awareness of GrACE</li> <li>• Student ability to articulate the value of Catholic Education.</li> </ul>

## 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	91.7	85.7	89	Very High	Maintained	Excellent
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	88.8	90.5	90.8	85.7	91.7	93.7
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 %
<b>School</b>	<b>20</b>	<b>100</b>	<b>50</b>	<b>86</b>	<b>88</b>
<b>CCSD</b>	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.

We have created a culture of openness in our school. Topics such as treating each other with dignity and respect are part of our classroom instruction as well as large group activities. We have hosted presentations which promote an awareness of bullying and strategies to try. Students are encouraged to share with an adult if they have concerns. Teachers work hard to build positive relationships with students and their families. Projects and initiatives such as: Catholic Community of Caring, S4, Safety Week, Religious Education, student Champion Initiative help to foster a culture and climate where students feel safe, welcomed and have a sense of belonging.



# 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	%	%
<b>School</b>	<b>99</b>	<b>92</b>	<b>94</b>
<b>CCSD</b>	13,803	88.6	88.7
<u>Secondary:</u>	N	%	%
<b>School</b>	<b>192</b>	<b>82</b>	<b>84</b>
<b>CCSD</b>	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.

Through the champion initiative and the continuity (when possible) of the groupings from year to year, students are able to better identify an adult within the school community that serves as a contact (champion) for the student.

**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.

Our DL Team works closely with all staff to make sure our resources and students needs are being met. We have weekly meetings to discuss our concerns and we follow up with our plans. We involve families with all decision making.

We have weekly meetings between our Counsellor, Administration and DLteam. These meetings have been created to keep everyone informed and to be proactive for our students.

Administration and the DLTeam meet with each of our Special need classes once during the 6 day cycle.

As a staff we would like to focus on literacy and numeracy. We need to have professional development sessions on improving comprehension and providing our students with test taking strategies. Our staff need to continue to build resiliency in our students. We as a school should also be aware of limiting interruptions to instruction. We should also try unique ways to engage our ELL students. Our professional development session on growth mindset will help us support our students. Scaffolding applies to all grades and we need more practice with mental math.

# 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	85.7	83	82.6	Very High	Maintained	Excellent
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	84.4	85.6	79.1	83.3	85.7	87.7
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
<b>School</b>	<b>84.7</b>	<b>72.4</b>	<b>78.3</b>	<b>Very High</b>	<b>Improved</b>	<b>Excellent</b>
<b>CCSD</b>	76.8	76.7	78.8	High	Declined Significantly	Issue
<b>Province</b>	81.0	80.3	81.0	Very High	Maintained	Excellent

#### School Improvement – Measure History

	2015 %	2016 %	2017 %	2018 %	2019 %	2020 Target %
<b>School</b>	<b>80.3</b>	<b>80.7</b>	<b>81.7</b>	<b>72.4</b>	<b>84.7</b>	<b>86.7</b>
<b>CCSD</b>	79.1	79.7	80.0	76.7	76.8	81.0
<b>Province</b>	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
<b>School</b>	<b>91.2</b>	<b>93.1</b>	<b>92.8</b>	<b>Very High</b>	<b>Maintained</b>	<b>Excellent</b>
<b>CCSD</b>	89.2	89.4	89.6	High	Declined	Acceptable
<b>Province</b>	90.2	90.0	90.1	Very High	Improved	Excellent

#### Education Quality – Measure History

	2015 %	2016 %	2017 %	2018 %	2019 %	2020 Target %
<b>School</b>	<b>89.6</b>	<b>93.3</b>	<b>92.0</b>	<b>93.1</b>	<b>91.2</b>	<b>93.2</b>
<b>CCSD</b>	89.2	89.8	89.7	89.4	89.2	90.2
<b>Province</b>	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.).

Compared to the District our school scored higher with teachers, parents and students who are satisfied with the overall quality of basic education. With our school council we are providing more building community activities this year. Our school council now has a code of ethics we are following, and we are being all inclusive to all parties who attend. Our school council is represented at all of our school functions.

# 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	%	%
<b>School</b>	<b>20</b>	<b>90</b>	<b>51</b>	<b>88</b>	<b>90</b>
<b>CCSD</b>	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.).

- 100% of the respondents were satisfied with the communication they received from the school/district
- Maintained standard would like to improve to 90.0%
- Increased communication via email and school website
- Continued emphasis with parent communication via the teacher
- Family events at the school – Community wide events, Family Nights, etc.
- Encouraging parents to attend school activities – Kindergarten show and share, concerts, liturgies, etc.
- LSP feedback sheets at Oral Interviews
- Areas for improvement include timely follow up on issues from teachers and admin
- This year we had a JH Parent Info evening where the administration, DLCT and Music teacher did a presentation and answered parent questions.

# 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"> <li>• <b>Observances &amp;/or special events organized at the provincial, district and/or school level</b> (e.g. Bullying Awareness and Prevention Week)</li> <li>• Championing Initiative Activities/presentations about topics of concern – anxiety, mental wellness, positive choices about drugs and alcohol, goal setting etc..</li> </ul>	<p>Students trace and cutout their hand. On each finger each student identifies five champions in their lives – at least one from school. Those that struggle to find a school champion are identified.</p> <ul style="list-style-type: none"> <li>• Those deemed at-risk are “taken under the wings” of staff members.</li> <li>• “10 times 2” method is implemented – the adult connects with those at risk 10 times for 2 minutes at a time to develop connection at school. Process is re-evaluated as the year progresses.</li> <li>• Counsellor researches and books monthly presentations from the Distress Centre, 7<sup>th</sup> step program, MADD, etc</li> </ul> <p>Staff gain awareness and knowledge about Growth Mindset and transfer knowledge and attitudes toward students</p>	<ul style="list-style-type: none"> <li>• number of visits to our Counsellor</li> <li>• number of times the student goes to their “go to” person</li> <li>• overall attitude shown by student – actions that indicate well-adjusted, settled feelings while at school, seeking help when needed.</li> </ul> <p>Feedback and reflective post-activities to indicate effectiveness of programs, number of incidences of visits to Counsellor for a given amount of time after the presentations/sessions.</p> <p>Qualitative evidence on anxiety levels, attitude about choices and ability to learn</p>

## 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.

<b>Initiatives/Projects:</b>	<b>Strategies:</b>	<b>Measure(s):</b>
<ul style="list-style-type: none"><li>World café is done at the beginning of the year</li><li>Champions are picked, and groups are created</li></ul>	<ul style="list-style-type: none"><li>Champion sessions occur</li><li>Leadership opportunities for students are created</li><li>Relationships are genuine and purposeful.</li><li>Big Champions/Little Champion groups</li></ul>	<ul style="list-style-type: none"><li>Every student feels connected with a staff member or staff members</li></ul>



# 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"> <li>• Professional development opportunities in diverse learning for staff</li> </ul> <p>Focus on Instructional Leadership and teaching excellence</p> <ul style="list-style-type: none"> <li>• Access to our Instructional Services team to support individual student needs and professional learning and development of staff</li> </ul> <p>Focus on literacy and numeracy development and permeation</p> <p>Focus on assessment (formative; assessment as learning)</p> <p>Focus on Junior High math and science instruction techniques</p> <p>Focus on integration of the Competencies, cross curricular opportunities</p> <ul style="list-style-type: none"> <li>• • Revamp our SRT process</li> </ul>	<p>School Resource Team (SRT)</p> <p>Career Technology Foundations (CTF) in grades 4 through 9</p> <p>Literacy portfolios in grade 1 – 6.</p> <ul style="list-style-type: none"> <li>• Leveled Literacy Initiative (LLI)</li> <li>• Junior High Learning Strategies option class</li> <li>• Math teachers to work with Math consultant regarding assessment practices</li> </ul> <p>School wide use of Mathletics</p>	<p>Pat analysis</p> <ul style="list-style-type: none"> <li>• AERR results and participation</li> </ul> <p>Literacy portfolios</p> <ul style="list-style-type: none"> <li>• Data collected and assessed from LLI groups</li> <li>• Student learning center being utilized? – was it utilized and how much?</li> </ul>

# 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):
<p>Strengthen communication with parents/legal guardians in all aspects of school and student learning.</p> <ul style="list-style-type: none"> <li>• Ensure that provincial, district and school visions are communicated and aligned in all aspects of the school.</li> <li>• Administrative team is involved in regular opportunities to be informed of provincial and district initiatives through DLC, VP Council and APCC Council etc. which are then shared with staff and families</li> <li>• Work collaboratively with school council in the role of advisory committee</li> </ul>	<ul style="list-style-type: none"> <li>• involve School Council with results from our Satisfaction survey, PAT results, annual reporting and plans development; participate in Parent/Trustee forums; provide orientation opportunities for parents to learn about school council and our school.</li> </ul> <p>Ongoing communication with families linking provincial, district and school initiatives</p> <ul style="list-style-type: none"> <li>• Utilize philosophy of ICE to engage parents/legal guardians, staff and students in school decision making</li> <li>• Reference IS Weekly Publication/district and provincial information in staff communication, staff meetings, Knightly News</li> <li>• Regularly update website Regularly update website and distribute Knightly Weekly newsletter for families</li> <li>• Ensure HPOF communication and implementation is transparent Be transparent with School council and school community</li> </ul>	<ul style="list-style-type: none"> <li>• AB Ed. Accountability Pillar Survey, District Satisfaction Survey</li> </ul> <p>Overall parent satisfaction with parental involvement in decision about their child's education</p> <ul style="list-style-type: none"> <li>• Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three year</li> <li>• Overall teacher, parent and student satisfaction with the overall quality of basic education</li> </ul>

## 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"> <li>• Weekly emails to parents</li> <li>• Monthly schedule School council meetings</li> <li>• Surveys sent to parents and students asking for feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Be open and honest, transparent with our parent community</li> <li>• Establish open door policy</li> <li>• Post information on our website and on our Parent Information board</li> </ul>	<ul style="list-style-type: none"> <li>• Survey results</li> <li>• Meetings and discussions with our parent community</li> </ul>

# 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						
<b><u>Acceptable Standard:</u></b>						
<b>School</b>	<b>72.3</b>	<b>63.5</b>	<b>68.8</b>	<b>Intermediate</b>	<b>Maintained</b>	<b>Acceptable</b>
<b>CCSD</b>	75.8	76.2	76.2	Intermediate	Maintained	Acceptable
<b>Province</b>	73.8	73.6	73.6	Intermediate	Improved	Good
<b><u>Standard of Excellence:</u></b>						
<b>School</b>	<b>15.2</b>	<b>13.4</b>	<b>17.1</b>	<b>Intermediate</b>	<b>Maintained</b>	<b>Acceptable</b>
<b>CCSD</b>	21.8	21.6	21.4	High	Maintained	Good
<b>Province</b>	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	<b>97.1</b>	<b>28.6</b>	<b>97</b>	<b>21.2</b>
	CCSD	96.0	22.4	89.6	17.4
	Prov.	91.9	19.6	84.9	16.7
English Mathematics	School	<b>97.2</b>	<b>13.9</b>	<b>78.1</b>	<b>6.3</b>
	CCSD	86.8	16.6	72.8	22.5
	Prov.	79.4	16.4	66.5	20.8
English Science	School	<b>94.1</b>	<b>32.4</b>	<b>84.4</b>	<b>12.5</b>
	CCSD	91.9	36.8	87.5	31.7
	Prov.	85.9	32.4	84.1	29.7
English Social Studies	School	<b>91.2</b>	<b>17.6</b>	<b>79.4</b>	<b>17.6</b>
	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	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>
	CCSD	96.9	21.6	90.7	17.8
	Prov.	89.7	16.1	85.6	12.8
French Mathematics	School	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>
	CCSD	93.5	29.9	86.2	35.8
	Prov.	84.4	18.4	80.8	28.8
French Science	School	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>
	CCSD	90.1	36.6	90.6	25.5
	Prov.	81.9	22.6	88.9	28.2
French Social Studies	School	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>
	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**

<b>Drop Out Rate – Accountability Pillar Overall Summary</b>						
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
<b>School</b>	<b>0.0</b>	<b>0.5</b>	<b>0.2</b>	<b>Very High</b>	<b>Maintained</b>	<b>Excellent</b>
<b>CCSD</b>	1.2	1.0	1.3	Very High	Maintained	Excellent
<b>Province</b>	2.6	2.3	2.9	Very High	Improved Significantly	Excellent

<b>Drop Out Rate – Measure History</b>						
	2014 %	2015 %	2016 %	2017 %	2018 %	2019 Target %
<b>School</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.5</b>	<b>0.0</b>	<b>0.0</b>
<b>CCSD</b>	1.8	1.5	1.3	1.0	1.2	1.1
<b>Province</b>	3.5	3.2	3.0	2.3	2.6	

**MEASURE: Citizenship**

<b>Citizenship – Accountability Pillar Overall Summary</b>						
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
<b>School</b>	<b>90.7</b>	<b>79.1</b>	<b>82.9</b>	<b>Very High</b>	<b>Improved Significantly</b>	<b>Excellent</b>
<b>CCSD</b>	81.9	82.5	83.9	Very High	Declined Significantly	Acceptable
<b>Province</b>	82.9	83.0	83.5	Very High	Declined Significantly	Acceptable

<b>Citizenship – Measure History</b>						
	2015 %	2016 %	2017 %	2018 %	2019 %	2020 Target %
<b>School</b>	<b>81.1</b>	<b>89.4</b>	<b>64.3</b>	<b>79.2</b>	<b>83.3</b>	<b>84</b>
<b>CCSD</b>	84.8	84.8	84.4	82.5	81.9	82.9
<b>Province</b>	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
<b>School</b>	<b>83.3</b>	<b>79.2</b>	<b>77.6</b>	<b>High</b>	<b>Maintained</b>	<b>Good</b>
<b>CCSD</b>	81.0	79.9	80.1	High	Improved	Good
<b>Province</b>	83.0	82.4	82.6	High	Improved	Good

### Work Preparation – Measure History

Overall	2015 %	2016 %	2017 %	2018 %	2019 %	2020 Target %
<b>School</b>	<b>81.1</b>	<b>89.4</b>	<b>64.3</b>	<b>79.2</b>	<b>83.3</b>	<b>85.3</b>
<b>CCSD</b>	78.5	79.7	80.6	79.9	81.0	83.0
<b>Province</b>	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 are pleased to see how well our children in grades 6 and 9 did on their PATs this school year. The dedication and hard work put into the curriculum by the students and teachers was reflected in the results. With continued hard work, we hope to have our students continue to achieve academic success and reach their potential. We continue to be life-long learners and work towards the future success for our students.



# 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
<b><u>Acceptable Standard:</u></b>						
School	NA	NA	NA	Choose an item.	Choose an item.	Choose an item.
CCSD	51.2	54.2	56.5	Very Low	Declined	Concern
Province	54.0	51.7	51.9	Very Low	Improved Significantly	Acceptable
<b><u>Standard of Excellence:</u></b>						
School	NA	NA	NA	Choose an item.	Choose an item.	Choose an item.
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	NA	NA	NA	Choose an item.	Choose an item.	Choose an item.
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	NA	NA	NA	NA	NA	NA
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

We increased our student's understanding of FNMI culture and history, we recognized Orange Shirt Day, Metis Week and National Aboriginal Day. We have a guest presenter coming into our school on National Aboriginal Day.

This year our Orange Shirt day had much more significance in our building because we had a couple of teachers create an art instillation in our front foyer.

# 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	89.8	85.3	85.5	Very High	Maintained	Excellent
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	84.7	85.7	85.5	85.3	89.8	91.8
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

We have an organized and detailed professional development plan for this year with our entire staff input. Our grade 9 Drama class is taking part of Jude School for two days as well as our grade 3 class is doing Open Minds this year. This is an entire week spent on concept-based learning. Our staff meetings have the item of neuroscience on them. We have reached out to our Concept Based consultants to see if they are available to come to do some Professional Development with my staff. Last year on our staff meeting agenda we focused on TQS/LQS. This will be done again this year.

# 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"> <li>• <b>Literacy Initiative/Project</b></li> </ul>	<ul style="list-style-type: none"> <li>- PAT Analysis</li> <li>-Learning commons development</li> <li>-Use of assistive technology for students               <ul style="list-style-type: none"> <li>- Use of chomebooks and Smart technology and IPADS</li> </ul> </li> <li>- Students will utilize Google Drive</li> <li>- Google Read and Write</li> <li>-Use of read and Write for google</li> <li>-School wide assessment</li> <li>-Fountas and Pinnell</li> <li>-Use of consultants</li> <li>- Jump Math</li> <li>-Professional Development (School &amp; District)</li> </ul>	<ul style="list-style-type: none"> <li>• e.g., OurSCHOOL Survey</li> <li>• PATs</li> <li>• Classroom scores and test results</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Numeracy Initiative/Project</b></li> </ul>	<p>Our students will use performance assessments to...</p> <ul style="list-style-type: none"> <li>- PAT Analysis</li> <li>-Learning commons development</li> <li>-Use of assistive technology for students               <ul style="list-style-type: none"> <li>- Use of chomebooks and Smart technology and IPADS</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• OurSCHOOL Survey</li> <li>• PATs</li> <li>• Classroom score and test results</li> </ul>

	<ul style="list-style-type: none"><li>- Students will utilize Google Drive</li><li>-School wide assessment</li><li>-Use of consultants</li><li>- Mathletics</li><li>-Professional Development (School &amp; District)</li></ul>	
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# 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"> <li>• <b>Orange Shirt Day</b> - September 30</li> <li>• <b>Métis Week</b> - November 12-18, 2020</li> <li>• <b>Indigenous Peoples Day</b> - June 21</li> </ul>	<ul style="list-style-type: none"> <li>• We have and will continue to invite Aboriginal speakers and presenters in to speak with students and staff to increase or knowledge and respect for the FNMI culture.</li> <li>• We have promoted Orange Shirt Day and encourage students to wear Orange. We also speak to the significance of Orange Shirt Day and what it represents.</li> <li>• Diversity club will be established and will focus on bringing awareness to different cultures</li> </ul>	<ul style="list-style-type: none"> <li>• To have students and staff speak more to the culture of our FNMI population in a meaningful and knowledgeable way.</li> </ul>



# 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"> <li>• <b>Neuroscience</b></li> <li>• <b>Concept-based pedagogy</b></li> <li>• <b>TQS/LQS competency areas</b></li> <li>• To focus on students with anxiety issues related to success in school</li> <li>• Fine Arts Focus</li> <li>• Continue to grow our relationship with Mary, Mother of the Redeemer Parish</li> <li>• Focus on Educational Technology</li> </ul>	<ul style="list-style-type: none"> <li>• We have set up a number of guest speakers to come and deliver information with respect to school related anxieties to improve staff knowledge and climate and culture.</li> <li>• PD sessions to enhance our knowledge of Fine Arts perspective.</li> <li>• To visit with the Parish and have a more delivered and intentional approach</li> <li>• Having discussions at our staff meetings</li> <li>• Guest presenters on Neuroscience and concept based pedagogy.</li> </ul>	<ul style="list-style-type: none"> <li>• A noticeable difference on students where they have an increased positive attitude toward school. Fewer referrals to the counsellor.</li> <li>• To deliver meaningful Fine Arts curriculum with the FNMI cultural perspective.</li> <li>• To improve of Faith Formation and permeation for our faith</li> </ul>