

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

St. Gerard 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

NEW reporting/revisions/amendments in BLUE

Vision Statement

In partnership with home and the Church, St. Gerard provides excellence in education by developing faith-centered individuals able to contribute positively to society while meeting individual goals and personal success.

Core Purpose

To provide students with a quality, French Immersion program in Catholic education.

SCHOOL COUNCIL INVOLVEMENT

Regular sharing of the plan will be carried out at each school council meeting – feedback support the evolution of the plan

PAT results shared with parents; discussion and input towards school plan development, application

The planning and organization of activities designed to engage students and enhance school life for students with the aim of targeting key areas of the plan in need of support and improvement

Administration present goals for improvement; input provided by parents and incorporated into plan.

Parent/Trustee forums (October, November and March)

School Plan and related documents posted on the web site.

OurSchool Survey results shared and reviewed.

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. | 10 |

Comment 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.)

St. Gerard creates opportunities for staff, students and parents to collect and celebrate the faith. Liturgies of the Word will be celebrated monthly in connection with our local parish. A mass at the beginning of the year and one at the end will form the basis for beginning the year in solidarity, while the year-end mass will provide closure in celebration to all that was in looking ahead to the future. Catholic Community of Caring projects, such as those associated with Free the Children (WE Day) initiatives, missions through the parish, or school-run or classroom inspired activities mindful of current issues in consort with curricular outcomes, will support school-wide efforts to bring into our minds and hearts those in need locally and globally.

Christmas wish (gift tree, St. Gerard parish)

Canadian Cancer Society (Terry Fox)

Free the Children Charities (WE walk for water; WE are silent)

Calgary Food Bank

St. Vincent De Paul charity

Jacket Racquet

Mission Mexico

Awo Taan (Family Emergency Healing Lodge) – Sandwich Ministry

On our Religious Education Assessment, 100% of students scored Acceptable or higher.

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.

Comment 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.)

St. Gerard staff rejoice as a community of faith daily through prayer and mindful reflection as staff meetings and professional development days. We celebrated the Liturgy of the Hours in November as a staff and enjoyed a day of communal prayer as a district body at Faith Day. Staff spread the importance of prayer to their students, and observe that God is everywhere, supporting individuals in their search for meaning in life.

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 | 15 | 93.8 | 30 | 77.3 | 91.2 |
| 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 | 15 | 87.5 | 30 | 80.0 | 90.3 |
| 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 | 15 | 93.8 | 30 | 70 | 84.6 |
| 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.)

Staff model the tenants of the Catholic church and act as guide in teaching each student about Jesus within a community of faith. Teachers build capacity in students through Big Family Groups, multi-aged assemblies of students who work together in support of championing others in promotion and support of Community of Caring initiatives, such as rosary making or parish projects (making Christmas cards for the Giving Tree). A collection of students in grades 3-6 forms a choir celebrating faith through song every Friday, supporting the Christmas Concert in December.

In consultation with a family connected to the Make-A-Wish foundation through the Alberta Children’s Hospital, students worked together in support of a 4-year-old boy named Graham whose wish is to be a superhero. Students in grades k-6 wrote letters and drew pictures in providing this boy with a sense that he is their superhero, pictures and letters that will no doubt adorn his hospital room.

The results in Outcome 1.3 see that at least six parents of the thirty that responded to the parent satisfaction survey feel that we need to do more in collaboration with the parish. This is a surprising finding considering that we have increased our collaborative efforts as compared to the previous year due to a recent connection to the parish liaison, Cathy L., such as food support for St. Vincent de Paul throughout the year as well as adopting over 60 families with gift support at Christmas time. I believe that perhaps those who responded to the survey may have the impression that communication between home, church and school is hampered in some way, or that perhaps sacramental preparation should take place at the school. A new Religious Education curriculum has been introduced recently, forming the basis for comprehensive Catholic teachings that align with expectations of the Church in terms of faith formation in children, especially in relation in preparation for the receiving of all sacraments as an outward expression of grace.

All students will participate in preparing liturgies ad we invite our wider school community to attend, including Father Tran from St. Gerard Parish. Grade 6 students will also attend a spiritual retreat in June at St. Gerard church. All students will participate in making rosaries in November (Titus Tuus Association).

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 | 15 | 93.8 | 30 | 83.3 | 91.2 |
| 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.)

We had twice the respondents to the survey as compared to the previous year. The response rate may have been influenced by those who had an opinion due to the impact of having absorbed the staff and students of St. Cecilia, which will have influenced our building's culture with the addition of 320 individuals.

St. Gerard promotes kindness at all corners of the school, through role modeling, peer support initiatives, and extra-curricular opportunities for students when space and resources are available; also, Big Family Groups in which students cooperate in support of community.

All students will participate in preparing liturgies and we invite our wider school community to attend, including Father Tran from St. Gerard Parish.

Many whole-school and individual class activities are in place to build resilience and ensure that students feel safe and included. We will continue a focus on student anxiety and the development of strategies to reduce anxiety and its effects on learning. We will continue with techniques to mitigate stress, such as breathing exercises and mindfulness exercises, as well as accessing the Start Smart Stay Safe (S4) program. Buddy classes will reinforce the importance of students tending to the needs of others, and Big Family Groups will support many of our school-wide initiatives.

Social justice projects will target areas of the community that require support of some kind, such as Awo Taan Healing Lodge through our sandwich ministry as well as various clothing and food drives, such as Jacket Racquet and St. Vincent De Paul Society, respectively.

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: |
|---|---|--|
| Provide opportunities for students to demonstrate kindness and compassion on a local and global level | <ul style="list-style-type: none"> • Staff and students participate in faith formation professional development and school activities that celebrate | <ul style="list-style-type: none"> • Parent/Student Satisfaction Survey • OurSchool Survey |

| | | |
|---|---|--|
| <ul style="list-style-type: none"> • WE Projects • Catholic Community of Caring (Jacket Racquet, Awo Taan Healing Lodge) • Big Family Groups | <p>oneness in the body of Christ.</p> <ul style="list-style-type: none"> • The coordination of food support to families in need (i.e. child with cancer diagnosis and younger sibling) - working with parents with fundraising efforts for financial support (i.e. K. Brownlee, lunch and snack sign-up). • Provide food support to Awo Taan Healing Lodge • Assemblies and monthly school liturgies incorporate prayer and “Seek, and you will find” (district theme, Matthew 7:7) • A minimum of one local and one international project will be undertaken (Free the Children/We Day) • Working with Make-a-Wish foundation in support of students in need at the Alberta Children’s Hospital | <ul style="list-style-type: none"> • Grade 5 Religious Education Exam • Feedback from members of the community/School Council • Accountability Pillar |
|---|---|--|

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: |
|---|---|---|
| <p>Staff will deepen their understanding of prayer and expression of their faith both at school and at home.</p> <ul style="list-style-type: none"> • School Liturgies • Work with parish liaison (Cathy) in partnership • New Curriculum implementation (grade 5) • St. Vincent de Paul • Faith Day • Attending Mass at St. Gerard Parish • Opening District Mass • In-class liturgical celebrations (St. Gerard Feast Day/Advent) • Catholic Community of Caring | <ul style="list-style-type: none"> • All classes participate in leading a Liturgy throughout the year – parish involvement • Sacramental Coordinator to visit classes sharing information about receiving sacraments • Staff faith formation professional development and mindful celebration of the district’s faith theme • Work within grade level teams to effectively implement new curriculum (i.e. grade 1/2/3/4) • Work with religious education consultant as needed and use ePD site as resource support (faith formation, new curriculum) • Worship center in each classroom for prayer and quiet reflection | <ul style="list-style-type: none"> • Staff sign-up sheet as record of all classes participating in liturgies • Start every staff meeting with a moment to share and pray for one another. • Marks of and Excellent Catholic Teacher discussed and explored w/staff • Number of visits from Sacramental Coordinator and liaison • Parish representation at school events and liturgies (i.e. Christmas Concert) • Parish representation at school Liturgies • |

| | <ul style="list-style-type: none"> • School administration to attend an overnight retreat facilitated by district leaders for our district leaders to foster a personal encounter with Jesus Christ and to pray and worship together | |
|--|--|---|
| <p>LOCAL OUTCOME 1.3: The school district fosters faith formation of students by increasing knowledge, understanding and practice of the faith.</p> | | |
| <p>2018-2019 School Outcome(s): The school fosters faith formation of students by increasing knowledge, understanding and practice of the faith.</p> | | |
| Initiatives/Projects: | Strategies: | Measure: |
| <p>Students will deepen their understanding of prayer and expression of their faith both at school and at home.</p> <ul style="list-style-type: none"> • Daily Prayer • School Choir • Increasing visits to St. Gerard Parish and involvement with parish projects • BFG prayer/activities • Catholic Community of Caring projects • Sacramental recognition and celebration • St. Vincent de Paul food hampers/food collection | <ul style="list-style-type: none"> • Embedding Daily Prayer into school wide routine led by students • Celebrating prayer and the oneness of God in song • Increasing opportunity for communal prayer as a school community • Provide opportunities to come together in family groups for CCC activities around Faith themes • CCC activities and recognition of students through acts of mercy • Sacramental Celebration (year-end mass, special gathering, sacramental announcement board) • Students sing and prepare hymns for Liturgies • Students work to create their own Rosary through working with Titus Tuus Assoc. • Grade 6 retreat lead by the Catholic Retreat Team (dyrt) in June. | <ul style="list-style-type: none"> • Food collection/money raised for charities. • OurSchool Survey • Parent Satisfaction Survey • Sacraments received • Student involvement in special events |

| <p>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.</p> | | |
|--|---|---|
| <p>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.</p> | | |
| Initiatives/Projects: | Strategies: | Measure: |
| <p>Focus on improving student resiliency and lessening anxiety; heighten sense of worth for each student through special projects</p> | <ul style="list-style-type: none"> • Start Smart Stay Safe (S4 program) to support the development of resiliency in students | <ul style="list-style-type: none"> • Accountability Pillar • Parent Satisfaction Survey • Amount of food and/or money collected for charitable endeavors |

| | | |
|---|--|--|
| <p>that reinforce self-esteem and personal growth</p> <p>Mindfulness exercises led by the DLCT and EA</p> | <ul style="list-style-type: none"> • Student participation in school clubs and committees • Creation and implementation of Student Council - a voice to help inform school decisions and to heighten opportunities for leadership and decision-making (i.e. fundraising/Spirit Days, etc) • Celebrate student success and work through Parent Weekly, SeeSaw (parent communication tool) • Students will be given opportunities to work in multi-aged level groups to increase their social connections to include students outside of their classroom (i.e. Graham, Make-a-Wish foundation) • DLCT attend professional development and apply kindness curriculum as well as mindful techniques in grade groups (on-going throughout the year) • Teachers will attend 4 PD sessions with the Occupational Therapist and learn approaches to addressing mental wellness for application in the classroom (social-emotional learning) • Formation of Student Council (to provide a student voice to school decisions) • Review of weekly Catholic Community of Caring Values over the intercom each morning as a school for teachers to subsequently endorse, support and celebrate in the classroom daily. | <ul style="list-style-type: none"> • OurSchool Survey |
|---|--|--|

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 | 90.7 | 94.6 | 91.7 | 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 |
|---|--------------------------|------|------|------|------|------|--------|
| | Overall (required) | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
| 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. | School | 93.1 | 84.1 | 95.8 | 94.6 | 90.7 | 90.8 |
| | 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 | 15 | 94 | 30 | 83.3 | 91.2 |
| 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.)

Our students' individual needs are taken into consideration when planning for their needs. Open communication with all members of the school community is critical in developing a climate of comfort, love and support within a faith-filled school environment.

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.)

It is important all staff members work closely with stakeholders in support of learning for all. Diverse learners for the fabric of each classroom, and parents and teachers need work together so that school and home align for the sake of individual success. Regular sharing of information, goal-setting and purposeful planning with the student at the center of all conversations will improve the perception and practice of streamlined and effective support for students.

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 | 84.6 | 81.8 | 85.9 | 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 | 91.2 | 86.9 | 89.1 | 81.8 | 84.6 | 84.7 |
| | 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 | 85.0 | 82.7 | 81.5 | Very High | Maintained | Excellent |
| 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 |
|---|--------------------------|------|------|------|------|------|--------|
| 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. | Overall (required) | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
| | School | 82.3 | 81.1 | 80.7 | 82.7 | 85.0 | 85.1 |
| | 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 | 94.4 | 95.1 | 91.9 | 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 |
|---|--------------------------|------|------|------|------|------|--------|
| Percentage of teachers, parents and students satisfied with the overall quality of basic education. | Overall (required) | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
| | School | 93.5 | 85.8 | 94.9 | 95.1 | 94.4 | 94.5 |
| | 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.)

School Fees are spent in accordance to district guidelines.

Review of fee spending at every school council meeting. Fees are appropriately spent by each teacher the year that they are paid. Visit from our school accountant to a staff meeting to review spending practices.

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 | 15 | 81.0 | 30 | 76.7 | 89.8 |
| 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.)

Through purposeful and continuous communication with our school community, we will continue to offer an assortment of school wide events, parental involvement in classroom activities and opportunities for input regarding school decision making at every school council meeting. Families support clubs and extracurricular activities by volunteering their time in support of student engagement and the expanding of interest areas, such as the Knitting Club, Coding Club and Intramurals.

All student LSP's are developed by the school and shared with parents in order to work collaboratively in setting goals and sharing pertinent information.

To provide greater access to School Council gatherings, every second meeting occurs during the day.

Increased usage of Seesaw to keep our community informed. The weekly newsletter will support communication between school and home. Blogs are also in use, and e-mail communication is used regularly between home and school.

Regular review of the School Plan w/amendments throughout the year, ensuring greater success and adherence to a plan that is practical, worthwhile and current.

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 • Championing Initiative Students will feel connected to other students and adults in our school. | <ul style="list-style-type: none"> • Classroom and whole-school observance and sensitivity training in connection to positive interactions and relationships • Bullying Awareness and Prevention week, November 18-24 – Teachers program according to age and preparedness (resources http://www.bullyingawarenessweek.org/) • Each student will choose their champion • Big Family Champion groups. • planned activities • Check-ins with students • Creation and implementation of Student Council - a voice to help inform school decisions and to heighten opportunities for leadership and decision-making (i.e. fundraising/Spirit Days, etc) – Peer support and meditation • Student projects through which they champion fellow students • Grade 6 initiative – students championing students via letter campaign | <ul style="list-style-type: none"> • Feedback from teachers during staff meetings on the success of their special meetings with those students who have identified them as their champion • Accountability Pillar • Parent Satisfaction Survey • OurSchool Survey |
|--|--|---|

| | | |
|--|---|---|
| <p>LOCAL OUTCOME 3.2: The district staff will be champions for each and every student in the school district.</p> | | |
| <p>2018-2019 School Outcome(s): The school staff will be champions for each student in the school.</p> | | |
| <p>Initiatives/Projects:</p> | <p>Strategies:</p> | <p>Measure:</p> |
| <ul style="list-style-type: none"> • Moving Champion Initiative to culture | <ul style="list-style-type: none"> • Meeting with teachers re: What it means to be a Champion • Agenda item at staff meetings throughout the year in review of staff support and work being done in moving from initiative to culture. • To define with students the meaning of “Champion”, and for students to identify 1-3 | <ul style="list-style-type: none"> • Feedback from teachers during staff meetings on the success of their special meetings with those students who have identified them as their champion • Feedback from students in May/June • Accountability Pillar • Parent Satisfaction Survey • OurSchool Survey |

| | | |
|--|---|--|
| | <p>adults in the building with whom they share a special “go-to” relationship – to find time in fostering and preserving those relationships throughout the day</p> <ul style="list-style-type: none"> • Lists of champions as selected by students (Fall) – information given to teachers • Teachers and staff work to identify students who each have at least one adult advocate who will oversee their success in school, in and outside of the classroom throughout the school year. The idea is to ensure that all students have a voice, feel supported, heard, and have a sense of belonging and overall support at school | |
|--|---|--|

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"> • Meeting the needs of all our students by creating differentiated projects and learning activities | <ul style="list-style-type: none"> • In-services with the French Immersion consultant Rachel Krutchen throughout the year during Hymn sing (i.e literacy and numeracy resources, assisting the school with a staff PD plan) • The DLCT will attend district Professional Learning Communities in connection with supporting students with behavior. • The Educational Assistants will support teachers in providing movement breaks and educational interventions as decided by the teacher. • Best differentiation practices explored at staff meetings Learner Support Plans for all students with a designation as defined by Alberta Education supporting learning needs through accommodations and adapted programing | <ul style="list-style-type: none"> • LSPs in place and monitored by the Diverse Learning teacher and Administration • Accountability Pillar information • SRT Referrals • AERR results • Monitoring of individual students by homeroom teachers • Parental Satisfaction survey • OurSchool survey • Raz-Kids |

| | | |
|--|--|--|
| | <ul style="list-style-type: none"> • School Resource Team meetings, a process that allows educators to share strategies and resources in support of individual student needs • Assessment tools such as MIPI (Math Intervention Programming Instrument) will assist teachers in supporting the academic needs of students. | |
|--|--|--|

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 Fees are spent in accordance to district guidelines • Occupation Health and Safety compliance | <ul style="list-style-type: none"> • Compliance with government legislation and district administrative procedures; follow Safe-Works training and practices • OHS orientation and completion of process (i.e. classroom inspection reports, ongoing hazard reporting, First Aid certification of staff) • Transparency with parents through ongoing communication via newsletter, website, blog, parent weekly • Review of fee spending at every School Council meeting. • Activity fees exhausted by the end of the year. • Visit from our school accountant, Jason Payne, to review accounting details and spending practices – carry over to staff meetings | <ul style="list-style-type: none"> • Fees paid and spent; activities and resources • Reporting of incidents/accidents/hazards in timeframes established by the district/government |

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"> • SC/Principal meetings • the creation of a school council Google account (g-mail/district learn account) to make it easier for parents to communicate directly with school council liaison to ASCA (Luba Diduch) | <ul style="list-style-type: none"> • Direct input and review of School Plan w/amendments throughout the year, ensuring greater success and adherence to a plan that is practical, worthwhile and current. • A suggestion box at the front office window for suggestions from parents re: topics/issues of interest for future SC Meetings | <ul style="list-style-type: none"> • School council executive and membership at large – input and review of school plan at regular intervals during the year |

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 grade 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) . | 100 | 95.3 | 92.5 | 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) . | 16.7 | 20.0 | 18.0 | Intermediate | Maintained | Acceptable |
| 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 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 | 100 | 25.0 | 100 | 31.6 |
| | CCSD | 96.0 | 22.9 | 95.5 | 25.1 |
| | Prov. | 92.2 | 19.7 | 91.4 | 21.7 |
| French Language Arts 6 | School | 100 | 8.3 | 91.3 | 11.4 |
| | CCSD | 96.5 | 14.3 | 93.6 | 17.0 |
| | Prov. | 88.9 | 12.9 | 89.3 | 14.1 |
| Mathematics 6 | School | 100 | 8.3 | 94.1 | 16.5 |
| | CCSD | 87.1 | 17.3 | 86.1 | 17.1 |
| | Prov. | 80.1 | 15.3 | 78.9 | 14.9 |
| | School | 100 | 16.7 | 96.1 | 24.8 |

| | | | | | |
|------------------|--------|------|------|------|------|
| Science 6 | CCSD | 92.5 | 40.0 | 90.4 | 34.1 |
| | Prov. | 86.7 | 33.6 | 85.4 | 30.1 |
| Social Studies 6 | School | 100 | 25.0 | 92.2 | 7.8 |
| | CCSD | 89.7 | 28.8 | 87.0 | 25.8 |
| | Prov. | 82.8 | 25.6 | 79.3 | 22.9 |

* 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.

- 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 | 85.3 | 93.9 | 89.2 | Very High | Maintained | Excellent |
| 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 | 90.9 | 80.2 | 93.5 | 93.9 | 85.3 | 85.4 |
| | 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 | 80.1 | 77.8 | 74.2 | High | Maintained | Good |
| 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 | Overall (required) | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
| | School | 79.2 | 60.4 | 84.5 | 77.8 | 80.1 | 82.4 |

| | | | | | | | |
|--|----------|------|------|------|------|------|------|
| them successful at work when they finish school. | 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.

Comment on Results for **Provincial Outcome One**: Alberta's students are successful.

Comment on Results for School Outcomes: Literacy and numeracy is focused on as a means to achieve success for all students.(Elementary/Junior High)

Our aim is to maintain or improve scores in all areas, with a focus on Math, ELA and FLA.

Literacy- St. Gerard students had a 100% rate of achieving acceptable standards in all subjects. Excellence scores in ELA were higher than those of the province; FLA excellence scores were slightly below. Please note that 12 students wrote the exam, which is a very small sample influencing results (including ELL and LD students)

In ELA and FLA, test results showed that students had trouble with questions tied to finding meaning in poetry, synthesizing information from text, connecting ideas, inferencing (finding evidence in text to support and idea/concept), and specific rules of grammar (i.e. pronoun usage)

Numeracy- Students achieved 100% acceptable, with an excellence score of 8.3% (one student out of 12). A focus for the teaching staff is to blueprint so that long-range plans are weighed appropriately against curricular outcomes. As a staff, teachers are going to address deficits in the acquisition of skills and knowledge in all areas. The exam has been deconstructed to the point where teachers have located questions that were of particular difficulty to students and have identified which outcomes might be an area of concentration from Kindergarten to grade 6 (i.e. place value).

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 Measures | 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). | n/a | n/a | n/a | 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). | n/a | n/a | n/a | n/a | n/a | n/a |
| 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.

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.)

St. Gerard honors FNMI tradition, oral history and recent history (affects of colonialism) by recognizing Orange Shirt Day as well as National Aboriginal Day; supporting curriculum through instructional programming honoring FNMI families and culture (i.e. PD for staff (sweat on reserve); smudging school spaces; indigenous stories/awareness; working with the FNMI team with instructional planning).

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 | 77.2 | 84.5 | 80.0 | Intermediate | Maintained | Acceptable |
| 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 |
|---|--------------------------|------|------|------|------|------|--------|
| 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. | Overall (required) | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
| | School | 78.8 | 74.9 | 80.6 | 84.5 | 77.2 | 82.9 |
| | 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.)

Teachers and community members use information such as provincial exams results to inform best practices.

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

St. Gerard staff continue to understand, develop and implement different approaches to assessing student learning. Learning and understanding effective and worthwhile formative and summative assessment strategies continues to be a focus for staff. Several staff members are new this year, so members have a professional growth plan that is tied to school and individual goals and requirements.

Neuro-Science and brain research (meta-cognitive review of learning and effective teaching): Regular review of research and strategies as published in current literature (i.e. Neuro-teach); at twice-monthly staff meetings throughout the year.

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: |
|---|---|---|
| <ul style="list-style-type: none"> Describe your literacy focus. <p>Introduce and implement Daily 5, a framework for structuring literacy time so students develop lifelong habits of reading, writing, and working independently (with the support of consultant)</p> <p>Raz Kids for students in grades 1-6</p> | <p>(List your action plans with a focus on achieving success for all students. e.g., Our students will use Google Read & Write to....</p> <ul style="list-style-type: none"> Our students will be guided through the implementation of the Daily 5 framework – teachers will receive professional development in understanding and implementing the framework Diverse learners will access Google Read and Write in supporting literacy development, while engaging in a variety of assessment practices in which teachers will gauge student understanding through formative tools as discussed and unveiled at regular staff meetings and professional development days Teachers will continue to work for greater student engagement through the utilization of educational tools and technology, such as Google Forms and Web 2.0 tools (i.e. jeopardy labs) The use of GB+ for literacy intervention (leveled books) | <ul style="list-style-type: none"> e.g., OurSCHOOL Survey PATs OurSCHOOL Survey PATs Students' individual achievement as noted by teachers Anecdotal evidence Accountability Pillar Data |
| <ul style="list-style-type: none"> Describe your numeracy focus. The Power of 10 resources – a set of visual tools (ten-frame cards, place value cards and ten-frame egg cartons) designed to help students develop the fundamental underpinnings of number sense and is based on the premise that over eighty percent of learning is visual (unless the student is severely visually disabled) | <p>Our students will use performance assessments to...</p> <ul style="list-style-type: none"> Our teachers will follow the new assessment resource that supports the implementation and assessment of the Math curriculum, K-9, released in the Fall of 2017. The Power of Ten will support a framework within which teachers will engage and support student | <ul style="list-style-type: none"> e.g., OurSCHOOL Survey PATs e.g., OurSCHOOL Survey PATs Students' individual achievement as noted by teachers Anecdotal evidence Accountability Pillar Data |

| | | |
|---|---|--|
| <ul style="list-style-type: none"> • Introduction of supplementary digital resources, such as Prodigy and Mathletics • Formative assessment strategies (MIPI) | <p>understanding of learning outcomes</p> <ul style="list-style-type: none"> • Support individual students with “math help” through the “Curriculum Support Initiative (CSI) • Formative assessment strategies will be reviewed all year at staff meetings and PD days. Google tools and apps, such GForms and Kahoot and Plickrs/Quizzlet assist in providing feedback of student learning towards improvement and academic planning. • Continue to collaboratively map assessments to the Program of Studies at all levels of complexity | |
|---|---|--|

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: |
| <p>Building a school culture that observes the importance of incorporating FNMI cultural activities and learning into instructional practices.</p> <ul style="list-style-type: none"> • Recognize Canada’s National Aboriginal Day – June 21 • Recognize Orange Shirt Day - September 30 | <ul style="list-style-type: none"> • Accessing the FNMI team for support with celebrations and cultural awareness • Supplement the grade 5 Social Studies curriculum with the new United Way district-approved resource that is intended to inform – opportunities to engage in collaborative learning in line with First Nation’s pedagogy. • Use of traditional stories in ELA/FLA To teach and inform (age appropriate) the | <ul style="list-style-type: none"> • Parent Satisfaction Survey • OurSchool survey • Accountability Pillar |

| | | |
|--|--|--|
| | <p>Truth and Reconciliation commission and the realities of indigenous communities</p> <ul style="list-style-type: none"> • New Teacher Quality Standards reviewed, discussed and unpacked at staff meetings for implementation in 2019 (FNMI revisions to New TQS competencies) • Territorial Acknowledgement prior to meetings and events • One teacher (Metis) on staff to lead FNMI projects (i.e. Awo Taan Sandwich Ministry) and activities (Smudging) in connection with the FNMI team • Renee Digout (grade 3) member of and ATA committee in service to FNMI projects. • Work the FNMI team (Ashley Ruben) in providing foundational knowledge (i.e. smudge, January 2019) and mini-lessons (beginning in February 2019) heightening cultural awareness and sensitivity in students • Staff to attend a traditional indigenous Sweat with Bruce Starlight in April • One teacher has incorporated FNMI affairs and projects in support of his Professional Growth Plan. | |
|--|--|--|

| 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 | <ul style="list-style-type: none"> • Mindfulness practices incorporating into classroom activities • Staff professional development • Regular review of practices in staff meetings | <ul style="list-style-type: none"> • OurSchool survey • PAT analysis • Students' individual achievement as noted by teachers • Anecdotal evidence • Accountability Pillar Data |

| | | |
|--|--|--|
| <ul style="list-style-type: none"> TQS/LQS competency areas | <ul style="list-style-type: none"> Neuro-Science and brain research (meta-cognitive review of learning and effective teaching): aspects of book Neuro-teach discussed and reviewed at staff meetings Growth mindset-vs fixed (the power of the “yet” mindset) Champion projects to bolster student wellness (i.e. grade 6 letter writing campaign for all students in grades k-5) Superhero activities for self-esteem (heighten self-concept) Admin professional development regarding implementation of the new curriculum Principal/SC chair to attend a webinar in November re: new curriculum New curriculum staging and implementation planning at 4 meetings beginning in January through to June with teacher rep Plooy Moody in preparation for application in Sept 2019. Teachers will review the Teacher Quality Standards with respect to regular teaching practices at staff meetings, Professional Growth Plan meetings, and those under evaluation New Teacher Quality Standards reviewed, discussed and unpacked at staff meetings for implementation in 2019 | <ul style="list-style-type: none"> |
|--|--|--|