

SCHOOL-BASED

ANNUAL EDUCATION RESULTS REPORT

2018-2019

and

THREE-YEAR PLAN

2019-2020 to 2021-2022

Name of School: **St. Gregory**

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:

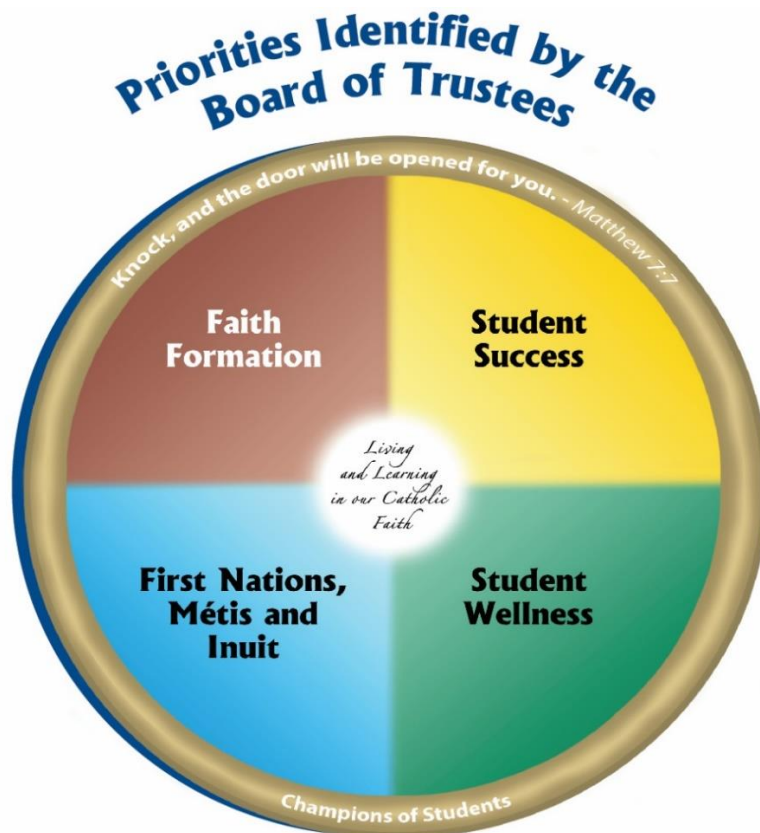
Our Catholic schools demonstrate their constitutional right to provide and support the development, permeation and modeling of our faith.

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. Gregory School's vision is to inspire a passion for learning, encourage individuality, and demonstrate social justice in our Catholic community. Our philosophical pillars have been and will always be our G.A.T.O.R motto: to give endlessly, always do what is right, trust in oneself, own your success, respect others, and see God in everyone. We aspire for all of our students to achieve academic, athletic, and personal success in their learning, and become responsible members of the community.

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.

Provincial Achievement Test results were first reviewed by School Council. School Council was then given the opportunity to review the school plan and give input and feedback. The "Student Voice Survey" results will be reviewed in January at our School Council meeting.

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:

14

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

Terry Fox Run, Orange Shirt Day, Sandwiches for the Drop In Centre, Thanksgiving and Lenten Holy Name Cares Food drive, Jacket Racket, various (Thanksgiving, Christmas, Lent) staff luncheon fundraiser for our families in need, Advent Mustard Seed Fill a Bag Advent project, Wish Tree – Christmas adopt a family KARA program, Mission Mexico, Antibullying Week/Pink Shirt and Pink Elephant, Lenten Charity projects (Jeans for Jesus, Fasting from Phones, March Madness), Charity Club (CTF) Beads of Courage, Charity Club (CTF) – sewing mitts, hats, receiving blankets, LINKages.

“Knock, and the door will be opened for you” Matthew 7:7



Catholic Community of Caring 2019-20 Plan

Service Learning

- Sandwich Team (Drop-In Centre)
- CTF Charity Club – (1) Beads of Courage, (2) Sewing mitts, hats, receiving blankets
- Jacket Racket
- Terry Fox Run
- Mission Mexico
- Fill-a-sock/bag Advent Project (Mustard Seed)
- Wish Tree – adopt a family program
- Anti-Bullying Programs (Pink Shirt Day, Antibullying week, Pink Elephant)
- Lenten Projects
- Food Drives at Thanksgiving & During Lent (Holy Name Cares)
- Trimester Option 8/9 – RIPL – Research Inclusion Peer Support Leadership – ESIII
- LINKages

Values in Curriculum (Teachable moments to highlight faith/cross curricular links)

- Use of current events to emphasize core values
- Connections to respect, responsibility, trust, family, caring and faith within our classes
- School counsellor will build capacity with teachers to incorporate inclusive practices and promote strong problem-solving and resiliency skills
- New Academic Centre for increased differentiated support
- New Gr. 7 trimester 1 option – Jr. High 101 to support transition to junior high and student success
- Refocus on prayer corners in each classroom
- Use of the Social Justice Teachings of CCC “WHY we do what we do”
- Became a Gord Downie “Secret Path” Legacy School

Family & Community Involvement

- Opening Meet and Greet – PT Conferences Sept.
- Advent Concert – Band and Drama performances
- Ongoing Liturgies and opening/closing mass
- Ongoing Gator Awards (monthly)
- Academic Awards
- Fine Arts Performance (Spring) – Art, Drama, Band
- Open House for new gr. 7 students
- Book Fair – November
- Fine Arts Pool Loan “Odysseus Art Boxes” Nov -26-Dec 17
- Resiliency Parent Presentation at St. Joan of Arc Nov. 7
- Orange shirt day, Pink shirt day

Emphasis on Relationships

- Spirit Council
- Pep rallies for athletic teams
- Gator 500
- Activity Day
- Charity Staff Lunches
- Involvement from Holy Name Parish
- Shrove Tuesday Breakfast
- Implementation of the 4R Health Curriculum
- Focus on culture of Champions and Connections

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.

90% of our parent respondents indicated they strongly agree or agree that our Catholic Church teachings and practices are reinforced through the culture and climate of our school. (DSS)
Approximately 50% of student made the connection to CCC initiatives as a way to feel closer to God (Our School). We will continue to emphasize the “CCC Social Justice Teachings – WHY we do what we do” 12 reasons for social justice as the Catholic call to do social justice as part of our faith.

AERR 2018-2019

FAITH

(continued)

DISTRICT LOCAL OUTCOME 1.2:

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

School Local Outcome 1.2:

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

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

In addition to our Service Learning Projects, our Catholic Community of Caring also implements several projects to promote an emphasis on relationships, family and community involvement and inclusion of values in the curriculum. See chart on page 5 for details. Staff participate in many service projects at the school level. We also have weekly staff prayer during the season of Advent, Lent and prayer the rosary during May. During Advent and Lent, staff can register in Dynamic Catholic "Best Advent/Lent Ever" daily email.

AERR 2018-2019

FAITH

(continued)

DISTRICT LOCAL OUTCOME 1.3:

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

School Local Outcome 1.3:

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

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

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

	2018		2019		2020
	N	%	N	%	Target %
School	21	95	52	88	100
CCSD	3,744	91.1	3,995	88.0	88.1

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

	2018		2019		2020
	N	%	N	%	Target %
School	21	86	52	88	100
CCSD	3,744	90.2	3,995	88.0	88.1

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

	2018		2019		2020
	N	%	N	%	Target %
School	21	90.5	52	81	100
CCSD	3,744	84.5	3,995	82.0	82.1

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

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

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

Student faith formation activities include their religion programs, a renewal of our prayer corners in each classroom, the use of liturgical colour table clothes in the prayer corners and on our school altar, regular liturgies lead by students and school wide opening and year end mass at Holy Name parish. We support the enrollment of students in sacramental preparation with our parish by sharing this information with families and recognizing students who completed a sacrament during an assembly at year end. Our grade 9 students participate in a retreat in September at Fish Creek Park, and we are looking into having a faith-based presenter/retreat for all of our junior high students in the new year. Each social justice activity is tied into the Social Justice Teachings and we will continue to promote this connection.

This year, we also have had 2 teachers increase their instruction of religion (gr. 7, gr. 8) creating a specialty role.

Teachers and admin take a pastoral and gospel values approach when supporting students with a variety of needs for student success.

The St. Gregory results shown in the data above are consistent with the results across CSSD. We continue to strive to enhance the faith experience and development of students in partnership with their parents as primary educators of their children.

AERR 2018-2019

FAITH

(continued)

DISTRICT LOCAL OUTCOME 1.4:

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

School Local Outcome 1.4:

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

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

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

	2018		2019		2020 Target
	N	%	N	%	%
School	21	95	52	90	100
CCSD	3,744	91.1	3,995	87.0	87.1

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

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

Also included is a review of the following measures:

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

St. Gregory completed in 2018.19 the Beyond the Hurt Program to support student wellness through positive relationships program which was led by student leaders. This year, we will offer this to our gr. 7 students. Our Guidance Counsellor completes a comprehensive plan to support student wellness. We currently are looking into a faith-based guest speaker to empower students. Last year, all of our students went to the Robb Nash student wellness concert at the Jubilee. This year, any new students in gr. 7 will participate in this event. Students also have many opportunities to participate in the school community through extra-curricular, club involvement and volunteering.

We continue to build on student wellness through activities planned by our student spirit council, focus on developing teacher-student connections to be champions for all students, have collaborate teacher meetings, and SRT and referrals to Instructional Services (as needed) to support student success and wellness.

Our School Survey informed us that 79% of our students had a positive sense of belonging compared to the Canadian norm of 68% while 90% of girls and 79% of boys identified positive relationships (Cdn norm is 80% and 75%)

Our District Satisfaction Survey indicates that 90% of parent respondents strongly agreed or agreed that St. Gregory is a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.

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"> • See the CCC Plan on page 5 	<ul style="list-style-type: none"> • Focus on the Social Justice Teachings – WHY we do what we do (12 teachings) • Majority of teachers are also religion teachers • School wide Social Justice initiatives promoted on website and D2L and through communication home – School Connects 	<ul style="list-style-type: none"> • Number of service projects completed – 14+ • Number of students engaged in service projects throughout the year • Donation totals for the year

3YEP (2019-2020 to 2021-2022)

FAITH

(continued)

DISTRICT LOCAL OUTCOME 1.2:

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

School Local Outcome 1.2:

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

Initiatives/Projects:	Strategies:	Measure(s):
<p>Staff participate in may service projects at the school level.</p> <p>Weekly staff prayer during the season of Advent, Lent and prayer the rosary during May.</p> <p>Ongoing Faith development opportunities through Faith Formation Series</p> <p>District Faith Day – Nov. 1 – all staff</p>	<ul style="list-style-type: none"> • Regular prayer at meetings • Promotion of faith initiatives to staff 	<ul style="list-style-type: none"> • The participation rate of staff in faith and social justice initiatives • Generation of ideas and reflections by staff on faith and social justice • Diverse participation of staff in prayer opportunities

3YEP (2019-2020 to 2021-2022)

FAITH

(continued)

DISTRICT LOCAL OUTCOME 1.3:

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

School Local Outcome 1.3:

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

Initiatives/Projects:	Strategies:	Measure(s):
<ul style="list-style-type: none">• See CCC plan on page 5• 2 teachers became religion specialist this year• Liturgies and masses	<ul style="list-style-type: none">• Student led liturgies• Morning prayer by students• CTF Charity Club• Sacramental recognition• Positive school culture formation through CCC and Spirit Council intuitive	<ul style="list-style-type: none">• Student Voice Survey• Student participation rates in special events• Results Gr. 8 District Religion Assessments• Parent Accountability survey• District Satisfaction Survey

3YEP (2019-2020 to 2021-2022)

FAITH

(continued)

DISTRICT LOCAL OUTCOME 1.4:

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

School Local Outcome 1.4:

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

Initiatives/Projects:	Strategies:	Measure(s):
<ul style="list-style-type: none">See CCC plan on page 5	<ul style="list-style-type: none">Variety of ways for students to engage with school communityVariety of ways to participate in special events or extracurricular and clubs	<ul style="list-style-type: none">Student VoiceDistrict Satisfaction SurveyThe number of initiatives from CCC

3YEP (2019-2020 to 2021-2022)

FAITH

(continued)

DISTRICT LOCAL OUTCOME 1.5:

The school district celebrates and advocates for Catholic education.

School Local Outcome 1.5:

The school celebrates and advocates for Catholic education.

Initiatives/Projects:	Strategies:	Measure(s):
<ul style="list-style-type: none"> • School-based GrACE committee as part of the provincial GrACE advocacy initiative to share the good news of Catholic education school newsletters, bulletin boards, • Participation in special days including the following: Extraordinary Missionary Month, Catholic Education Sunday, Red Wednesday, Mission Mexico, World Catholic Education Week, and World Catholic Education Day • 	<ul style="list-style-type: none"> • Promoting the initiatives by student involvement and awareness • Website and D2L promotion • School Connects • Admin reader at Holy Name parish for Catholic Education Sunday 	<ul style="list-style-type: none"> • Rate of participation of students in special days • Frequency and number of communication items sent to parents

AERR 2018-2019 RELATIONSHIPS

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

PROVINCIAL OUTCOME THREE:

Alberta's education system respects diversity and promotes inclusion.

DISTRICT LOCAL OUTCOME 3.1:

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

School Local Outcome 3.1:

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

REQUIRED PROVINCIAL PERFORMANCE MEASURES AND DATA

Data provided by Alberta Education October 2019

MEASURE: Safe and Caring

Safe and Caring – Accountability Pillar Overall Summary

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

	Current Result (2019) %	Prev. Year Result %	Prev. 3 Yr. Average %	Measure Evaluation		
				Achievement	Improvement	Overall
School	89.8	89.9	90.8	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	89.3	89.8	92.7	89.9	89.8	94
CCSD	89.1	89.7	89.3	87.8	87.8	89.0
Province	89.2	89.5	89.5	89.0	89.0	

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

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

	2018		2019		2020
	N	%	N	%	Target %
School	21	90.5	52	90	100
CCSD	3,744	91.1	3,995	89.0	89.1

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

St. Gregory School has done well in the area of parental involvement and education quality. Our goal last year was to continue to strive to create a program that meets the need of a diverse group of students. The 2019 results demonstrate that we are working towards our goals. We will continue to work towards meeting the needs of all our students and communication between home and school.

St. Gregory uses a large Pink Elephant set up in the foyer as a conversation piece to discuss antibullying awareness and the topics of inclusion during Bullying Awareness week.

We also have become a Gord Downie and Chanie Wenjack “Secret Path” Legacy School

The Legacy Schools program is a free national initiative to engage, empower and connect students and educators to further reconciliation through awareness, education and action (#reconciliACTION).

AERR 2018-2019 RELATIONSHIPS

(continued)

DISTRICT LOCAL OUTCOME 3.2:

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

School Local Outcome 3.2:

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

Student responses from the OurSCHOOL survey question in support of the district Champions initiative:			
* Do you have an adult at your school whom you can go to for help or support? (Select all that apply: a teacher, a support staff, other.)			
	2018-2019		2019-2020 Target
	Yes		Yes
<u>Elementary:</u>	N	%	%
School			
CCSD	13,803	88.6	88.7
<u>Secondary:</u>	N	%	%
School	221	82	90
CCSD	15,825	80.3	80.4

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

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

We continue to work on making the connection for students to understand that positive relationships with teachers, a mentor, an adult you can talk to or go for help, is what a Champion is. We discuss this during student assemblies and teachers work to build natural and positive relationships with all students. Students at risk additionally discussed to foster connections.

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.

A new initiative this year is the creation of an Academic Centre and the allocation of our DL teacher and support staff to work in small groups to support student learning, particularly those with additional need for support.

Teachers and students are learning additional features of google and google Read and Write to enhance learning opportunities, accommodations and support for students on LSPs or who are ELL.

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	75.8	80.3	83.9	Low	Declined	Issue
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	79.5	86	85.3	80.3	75.8	85
CCSD	79.6	79.7	79.6	80.9	80.1	81.3
Province	80.7	80.9	81.2	81.2	81.3	

MEASURE: School Improvement

School Improvement – Accountability Pillar Overall Summary

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

	Current Result (2019) %	Prev. Year Result %	Prev. 3 Yr. Average %	Measure Evaluation		
				Achievement	Improvement	Overall
School	73.7	81.7	83.8	Intermediate	Declined	Issue
CCSD	76.8	76.7	78.8	High	Declined Significantly	Issue
Province	81.0	80.3	81.0	Very High	Maintained	Excellent

School Improvement – Measure History

	2015 %	2016 %	2017 %	2018 %	2019 %	2020 Target %
School	84.4	91.9	77.9	81.7	73.7	85
CCSD	79.1	79.7	80.0	76.7	76.8	81.0
Province	79.6	81.2	81.4	80.3	81.0	

MEASURE: Education Quality

Education Quality – Accountability Pillar Overall Summary

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

	Current Result (2019) %	Prev. Year Result %	Prev. 3 Yr. Average %	Measure Evaluation		
				Achievement	Improvement	Overall
School	89.9	88.7	91.6	Very High	Maintained	Excellent
CCSD	89.2	89.4	89.6	High	Declined	Acceptable
Province	90.2	90.0	90.1	Very High	Improved	Excellent

Education Quality – Measure History

	2015 %	2016 %	2017 %	2018 %	2019 %	2020 Target %
School	90.8	93	93	88.7	89.9	94
CCSD	89.2	89.8	89.7	89.4	89.2	90.2
Province	89.5	90.1	90.1	90.0	90.2	

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

2018-2019, through the process of Help Plan Our Future, saw the reallocation of gr. 6 to the home elementary school of St. Thomas Aquinas. We expect this contributed to the decline as we reduced a program.

Our PAT results

Math 9 – Acceptable – 86.8%; Excellence – 37.7%

ELA 9 – Acceptable – 91.7%; Excellence – 30.6%

Science 9 – Acceptable 96.3%; Excellence – 44.4%

Social 9 – Acceptable 89.7%; Excellence – 37.4%

indicate the quality of academics at St. Gregory School.

Our School Council consists of a supportive group of members who work collaboratively with our school and administration to help ensure that initiatives and programs are supported. School Council supports our Healthy Hunger program weekly throughout the year. They work to enrich our fine arts, athletics, core and technology-based programs. On a monthly basis all parents are invited to participate in our School Council meetings and regular updates are provided to families regarding School Council activities.

AERR 2018-2019 RELATIONSHIPS

(continued)

DISTRICT LOCAL OUTCOME 5.3:

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

School Local Outcome 5.3:

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

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

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

	2018		2019		2020 Target
	N	%	N	%	%
School	21	95	52	90	100
CCSD	3,744	89.7	3,995	89.0	89.1

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

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

St. Gregory School continues to maintain very high results in this area. Our communication via School Messenger and our website has enabled us to keep our parents up to date with school activities and events. We hope to further our efforts in this area by reviewing student feedback and implementing student suggestions from the, "Student Voice" surveys that are completed by all students in the fall.

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"> • See CCC Plan page 5 • 	<ul style="list-style-type: none"> • initiatives for CCC • effective instruction in Religion • Connections and Champions to our students 	<ul style="list-style-type: none"> • Student Voice • Accountability Pillar • Rate of attendance at school and correction with Attendance Improvement Plans

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

(continued)

DISTRICT LOCAL OUTCOME 3.2:

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

School Local Outcome 3.2:

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

Initiatives/Projects:	Strategies:	Measure(s):
<ul style="list-style-type: none"> • Homeroom model to build connections • Teachers involved with students through extra curricular and clubs • Collaborative team meetings to support student success • Support staff building connections with students 	<ul style="list-style-type: none"> • Safe and caring school • Making connections and fostering relationships • Interactive supervision • Greeting at doors • Getting to know the students • Discussion during staff meetings and PD 	<ul style="list-style-type: none"> • Student Voice • Mental health indicators

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

(continued)

DISTRICT LOCAL OUTCOME 3.3:

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

School Local Outcome 3.3:

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

Initiatives/Projects:	Strategies:	Measure(s):
<ul style="list-style-type: none"> • Professional development (PD) opportunities in Diverse Learning for staff • Collaborative SRT • Academic Centre • EA support for learning 	<ul style="list-style-type: none"> • Support and in-service teachers to develop LSPs and in ELL benchmarks • Start of year emphasis on cum file review • Grade level team meetings 	<ul style="list-style-type: none"> • Completion of LSPs • New assessments for coding as appropriate • Utilization rate of Academic Centre • Effective scheduling of support (EA, DLT) • Effective use of guidance counsellor

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

(continued)

PROVINCIAL OUTCOME FIVE:

Alberta's education system is well governed and managed.

DISTRICT LOCAL OUTCOME 5.1:

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

DISTRICT LOCAL OUTCOME 5.2:

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

School Local Outcome 5.2:

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

Initiatives/Projects:	Strategies:	Measure(s):
<ul style="list-style-type: none"> • School council meetings • Weekly communication emails from principal • Clear information on website 	<ul style="list-style-type: none"> • (Feedback from School Council • Parent events such PT conferences, Fine Art Night, Open House 	<ul style="list-style-type: none"> • Accountability Pillar • District Satisfaction Survey •

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"> • Events for parents to participate in school • Meetings with parents • School Council participation 	<ul style="list-style-type: none"> • Various open events for parents including volunteering • Collaborative meetings to discuss student success and address programming supports in LSP • 	<ul style="list-style-type: none"> • District Satisfaction Survey • number of PT conferences scheduled • number of parents who meet for LSP in person • Attendance meetings and AIPs • Attendance at School Council meetings

AERR 2018-2019 EXCELLENCE IN TEACHING AND LEARNING

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

PROVINCIAL OUTCOME ONE:

Alberta's students are successful.

DISTRICT LOCAL OUTCOME:

The district's students are successful.

School Local Outcome:

Focusing on literacy and numeracy is a means to achieve success for all students. (Elem./Jr.)

Students achieve student learning outcomes. (High School)

REQUIRED PROVINCIAL PERFORMANCE MEASURES AND DATA

Data provided by Alberta Education October 2019

Notes:

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

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

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

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

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

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

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

Provincial Achievement Tests (PATs)

2018-2019

Based on cohort**

Student Learning Achievement (K-9)	%			October 2019 Measure Evaluation		
	Current Result (2019)	Prev. Year Result	Prev. 3 Yr. Average	Achievement	Improvement	Overall
Overall percentage of grades 6 and 9 students provided below						
<u>Acceptable Standard:</u>						
School	79.0	79.2	77.9	Intermediate	Maintained	Acceptable
CCSD	75.8	76.2	76.2	Intermediate	Maintained	Acceptable
Province	73.8	73.6	73.6	Intermediate	Improved	Good
<u>Standard of Excellence:</u>						
School	29.1	22.9	20.9	Very High	Improved	Excellent
CCSD	21.8	21.6	21.4	High	Maintained	Good
Province	20.6	19.9	19.6	High	Improved Significantly	Good

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

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

PAT Results – By Number Writing		Grade 6		Grade 9	
		Acceptable	Excellence	Acceptable	Excellence
		%	%	%	%
English Language Arts	School	96.6	24.1	91.7	30.6
	CCSD	96.0	22.4	89.6	17.4
	Prov.	91.9	19.6	84.9	16.7
English Mathematics	School	86.2	17.2	86.8	37.7
	CCSD	86.8	16.6	72.8	22.5
	Prov.	79.4	16.4	66.5	20.8
English Science	School	92.9	21.4	96.3	44.4
	CCSD	91.9	36.8	87.5	31.7
	Prov.	85.9	32.4	84.1	29.7
English Social Studies	School	92.9	14.3	89.7	37.4
	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	NA	NA	NA	NA
	CCSD	96.9	21.6	90.7	17.8
	Prov.	89.7	16.1	85.6	12.8
French Mathematics	School	NA	NA	NA	NA
	CCSD	93.5	29.9	86.2	35.8
	Prov.	84.4	18.4	80.8	28.8
French Science	School	NA	NA	NA	NA
	CCSD	90.1	36.6	90.6	25.5
	Prov.	81.9	22.6	88.9	28.2
French Social Studies	School	NA	NA	NA	NA
	CCSD	85.6	22.3	83.3	19.3
	Prov.	79.1	17.0	79.2	23.2

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

MEASURE: Drop Out Rate

Drop Out Rate – Accountability Pillar Overall Summary

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

	Current Result (2018) %	Prev. Year Result %	Prev. 3 Yr. Average %	Measure Evaluation		
				Achievement	Improvement	Overall
School	0	0.3	1.0	Very High	Improved	Excellent
CCSD	1.2	1.0	1.3	Very High	Maintained	Excellent
Province	2.6	2.3	2.9	Very High	Improved Significantly	Excellent

Drop Out Rate – Measure History

	2014 %	2015 %	2016 %	2017 %	2018 %	2019 Target %
School	0.6	1.8	0.9	0.3	0	0
CCSD	1.8	1.5	1.3	1.0	1.2	1.1
Province	3.5	3.2	3.0	2.3	2.6	

MEASURE: Citizenship

Citizenship – Accountability Pillar Overall Summary

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

	Current Result (2019) %	Prev. Year Result %	Prev. 3 Yr. Average %	Measure Evaluation		
				Achievement	Improvement	Overall
School	82.1	83.9	85.6	Very High	Declined	Good
CCSD	81.9	82.5	83.9	Very High	Declined Significantly	Acceptable
Province	82.9	83.0	83.5	Very High	Declined Significantly	Acceptable

Citizenship – Measure History

	2015 %	2016 %	2017 %	2018 %	2019 %	2020 Target %
School	86.6	84.8	88.6	83.9	82.1	88
CCSD	84.8	84.8	84.4	82.5	81.9	82.9
Province	83.5	83.9	83.7	83.0	82.9	

MEASURE: Work Preparation

Work Preparation – Accountability Pillar Overall Summary

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

	Current Result (2019) %	Prev. Year Result %	Prev. 3 Yr. Average %	Measure Evaluation		
				Achievement	Improvement	Overall
School	74	80.4	80.5	Intermediate	Maintained	Acceptable
CCSD	81.0	79.9	80.1	High	Improved	Good
Province	83.0	82.4	82.6	High	Improved	Good

Work Preparation – Measure History

Overall	2015 %	2016 %	2017 %	2018 %	2019 %	2020 Target %
School	76.9	81.8	76.5	80.4	74	82
CCSD	78.5	79.7	80.6	79.9	81.0	83.0
Province	82.0	82.6	82.7	82.4	83.0	

School Local Outcome: (Elementary/Junior High)

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

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

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

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
Acceptable Standard:						
School	NA			n/a	n/a	n/a
CCSD	51.2	54.2	56.5	Very Low	Declined	Concern
Province	54.0	51.7	51.9	Very Low	Improved Significantly	Acceptable
Standard of Excellence:						
School	NA			n/a	n/a	n/a
CCSD	8.3	5.3	7.6	Very Low	Maintained	Concern
Province	7.4	6.6	6.5	Very Low	Improved Significantly	Acceptable

MEASURE: Drop Out Rate

Drop Out Rate – Accountability Pillar Overall Summary

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

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

Drop Out Rate – Measure History

	2014 %	2015 %	2016 %	2017 %	2018 %	2019 Target %
School	NA	NA	NA	NA	NA	0
CCSD	3.0	5.6	2.6	1.0	3.3	3.2
Province	7.0	6.1	5.8	4.8	5.4	

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

- Orange Shirt Day – September 30
- Métis Week – November 12-18, 2019
- Indigenous Peoples Day – June 21

Our school goal is to provide the appropriate supports to help facilitate the learning needs of all students. National Aboriginal Day and Orange Shirt Day will be recognized, and activities planned to increase cultural awareness and knowledge of FNMI.

We also are registered as a Gord Downie Chanie Wenjack “Secret Path” Legacy School this year and will use this information during assemblies and integrated into school life. This is related to the work of reconciliation.

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	84.8	84.7	85.9	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	83.7	88	85.1	84.7	84.8	88
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

Our school continues to achieve at a very high level regarding the opportunity for students to receive a broad program of studies. This year we've adjusted our school schedule to maximize the programming options for all subject areas including option classes and physical education. Our Professional Development (PD) plan is focused on ensuring all teaching staff are familiar with the new TQS/LQS competencies. All staff will develop growth plans referencing the TQS/LQS competencies. Our PD plan continues to focus on staff and student wellness as well as curricular and technological professional development to further support effective pedagogy and resulting student success.

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"> • Literacy Initiative/Project • Increased independence using assistive technology • Collaborative planning among LA teachers • Additional period of LA 	<p>Teachers had PD on using Google Read and Write Students will use Google Read and Write particularly for accommodations</p> <p>Increased LA from 6 to 7 periods</p>	<ul style="list-style-type: none"> • Student Voice Survey, • AB Ed. Accountability Pillar Survey • PATs • Integration of Google Read and Write
<ul style="list-style-type: none"> • Numeracy Initiative/Project • Emphasis on problem solving • Emphasis on building no-calculator skills 	<ul style="list-style-type: none"> • MIPI assessment Sept. • Collaborative planning of math teachers to support problem solving and no-calculator skills • Mathletics for gr. 7 students • Math support before school and at lunch 	<ul style="list-style-type: none"> • CCSD Student Voice Survey, • AB Ed. Accountability Pillar Survey, • PATs

3YEP (2019-2020 to 2021-2022)

EXCELLENCE IN TEACHING AND LEARNING

(continued)

PROVINCIAL OUTCOME TWO:

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

DISTRICT LOCAL OUTCOME 2:

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

School Local Outcome 2:

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

Initiatives/Projects:	Strategies:	Measure(s):
<ul style="list-style-type: none"> • Orange Shirt Day - September 30 • Métis Week - November 12-18, 2020 • Indigenous Peoples Day - June 21 • Downie Wenjack Legacy School 	<ul style="list-style-type: none"> • Students and staff participate in significant events to recognize FNMI and reconciliation • Territorial Acknowledgements during assemblies, meetings etc. 	<ul style="list-style-type: none"> • CCSD Student Voice Survey, • AB Ed. Accountability Pillar Survey, • • Participation rates

3YEP (2019-2020 to 2021-2022)

EXCELLENCE IN TEACHING AND LEARNING

(continued)

PROVINCIAL OUTCOME FOUR:

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

DISTRICT LOCAL OUTCOME 4:

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

School Local Outcome 4:

A cohesive professional development plan is established.

Initiatives/Projects:	Strategies:	Measure(s):
<ul style="list-style-type: none"> • Neuroscience • Concept-based pedagogy • TQS/LQS competency areas • SRT Meetings • Grade level meetings • Peer classroom visits 	<ul style="list-style-type: none"> • TQS/LQS competency review • TQS/LQS competency-based growth plans • Peer sharing of effective strategies for teaching and learning • Continued support and in servicing for staff and students regarding neuroscience. • Further development of staff understanding of neuroscience and the connection to TQS competencies and pedagogy. • Review of concept-based pedagogy • District Consultants visits to support and share strategies with teachers • Teacher Advisory Council representatives • 	<ul style="list-style-type: none"> • AB Ed. Accountability Pillar Survey • Staff survey • Student Voice survey • Results Gr. 8 District Religion Assessments • District Satisfaction Survey • Teachers demonstrate their skills and attributes through the completion of long-range plans, course outlines and lesson plans •