

SCHOOL-BASED

ANNUAL EDUCATION RESULTS REPORT

2018-2019

and

THREE-YEAR PLAN

2019-2020 to 2021-2022

Name of School: **St. Martin de Porres High School (8-12)**

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:

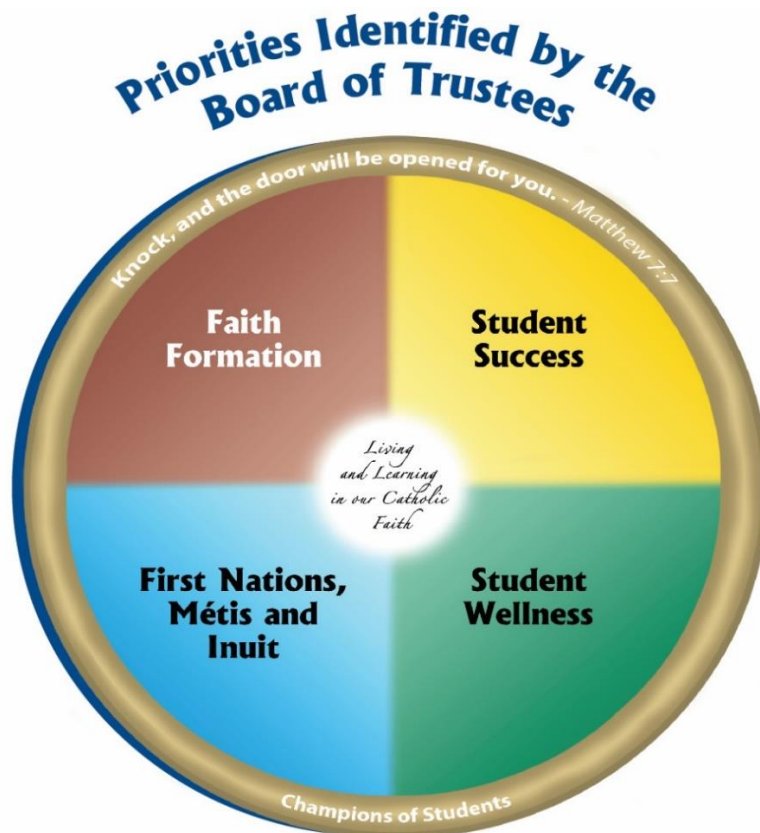
Our Catholic schools demonstrate their constitutional right to provide and support the development, permeation and modeling of our faith.

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.

Mission Statement:

We, the Catholic Community of St. Martin de Porres High School, with the guidance of the Holy Spirit, are committed to providing the best Catholic education in an effective learning environment, for the intellectual, spiritual and personal growth of each student.

Vision Statement:

We, the Catholic Community of St. Martin de Porres High School, provide the strongest academic programs to meet each student's capabilities. Our school is a hope-filled community, which promotes a strong sense of belonging through open communication, active participation, accountability and service. Through Fellowship, Mentorship and Leadership we foster the uniqueness of individuals on pathways of learning. By creating and accepting challenges, we realize our fullest potential as witnesses and servants of Christ.

School Pillars:

In the spirit of Catholic, Fellowship, Mentorship and Leadership we:

- Celebrate our belonging and individuality
- Care for one another and provide guidance and support
- Promote friendships and develop relationships based on trust
- Actively reach out to others and work together toward shared goals
- Pray and laugh together
- Make ourselves available to listen and respond
- Strive toward spiritual and personal growth
- Live and serve through the example of Christ and St. Martin de Porres

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.

Updates are shared and feedback requested on initiatives in our school plan at monthly meetings. For example, feedback on our high school re-design initiative, social justice projects, transportation, and professional development are shared at these meetings. Guest speakers such as our school Trustee (Linda Wellman), Area Director (Bryan Szumlas), SRO (RCMP), School Chaplain, and School Counsellor(s) have presented to council. A portion of our November council meetings are dedicated to informing and involving council in the formation of school plans.

Information on Parent and Trustee forums is shared at council and with the school community to encourage participation.

School Council meetings are the first Monday of the month (except January) at 6:30 p.m. in the Learning commons. Feedback and updates on school plans throughout the school year are shared at these meetings. Agendas and meeting minutes are posted on the website.

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:

5

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

- Students participated in a variety of service projects through our Kodiak Council / Catholic Community of Caring: Hats on for Mental health, Christmas Hampers for students in need, Calgary Drop-in Centre, Volleyball tournament food donation challenge, Human Foosball tournament to support Airdrie Community Links, 40 Cans for Lent (Knights of Columbus), and, Pink (anti-bullying), Blue (mental health) and Orange (Indigenous) Shirt Days.
- Community Care Services class for grade 9s to identify gifts and talents that can be applied to service projects initiated; 30 hours for all students by the end of grade 12
- Student leadership opportunities through CCC and Kodiak Council
- Through student-led service projects, St. Martin de Porres raised nearly \$7000 through charity/social justice initiatives throughout the 2018-2019 school year

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.

- Feedback from our parent community responded with a large majority who feel the school either Strongly Agrees (or) Agrees that the Religious Education program and the Catholic

perspective delivered across the curriculum positively influences their child's moral decision making (i.e. - citizenship, social justice, environmental stewardship choices)

- Feedback from our parent community responded with a large majority who feel that Church teachings and practices are reinforced through the culture and climate of St. Martin de Porres School
- Feedback from our parent community responded with a large majority who feel that the collaboration between St. Martin de Porres and St. Paul's Parish and home helped to positively support them in preparing their child to receive the sacraments of the Catholic Church

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.

- Morning Prayer, rosary and regular reflection time offered in the chapel
- Faith Day Participation
- District Opening Mass
- Liturgical Choir
- Staff questions box and chaplain chats
- Staff leadership and participation in Liturgies
- Prayer and reflection on Professional Development days embedded within staff meetings
- Staff participation within grade 8/9 and grade 12 retreats

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	31	79.5	52	80	88
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	29	74.3	52	82	88
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	25	64.1	52	71	82
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.

The data reflects a positive trend in the feedback from both parents and students. The indicators demonstrate a growth in comparison to last year's summary of faith formation activities and our parents' feedback on Religious Education Assessment. Consistency of staffing and the intentional plan moving forward to build upon a stronger foundation of Faith Formation is established through our school programming, embedded Professional Development and district assessments. Our Chaplain is deeply engaged with students in fostering effective student relations, a positive presence and he acts as lead teacher in our Religious Education department as a Coordinating Teacher. This strength-base will help us to continue to build a strong connection with the Parish and school community and with partner groups (i.e. – Knights of Columbus, GrACE, CCO, and CWL etc.)

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	30	74.9	52	79	87
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.

During the 2018-2019 school year, a student wellness committee was formed and served breakfast daily to students in need and attended district-wide wellness conferences. Christmas food hampers were collected and distributed to students/families in need; Boys and Girls Circles in conjunction with Airdrie Community links were put in place to support students; Kodiak Council (Student) hosted theme days, dances and pep rallies; students led prayer mornings within the chapel.

Intentional efforts to coordinate directly with our parish, St. Paul Church, resulted in the school welcoming Father Julian in on several occasions for reconciliation, student Q&A opportunities, and advertising through our Teacher Advisory grouping times. St. Paul Parish, and the school coordinated on Graduation, retreat days, guest speakers, inclusively involving our Diverse Learning students to attend Mass at the Church, and liturgy preparation.

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"> • Kodiak Council/catholic Community of Caring • Social Justice Projects 	<ul style="list-style-type: none"> • Student driven identification of needs, projects and activities to promote school spirit and #Kodiakpride among students and staff • Human Foosball tournament to support Airdrie Community Links • Food bank – 40 Cans for Lent, Volleyball tournament, hampers, bag drive for ‘Airdrie Lioness’ Christmas Hampers • Drop-in Centre volunteering • Community Care Services class to identify gifts and plan projects; identify 	<ul style="list-style-type: none"> • Number of students participating • Number of student driven projects initiated • CSSD Student Voice Survey • Parent Satisfaction Survey • District Satisfaction Survey • School Council feedback from student presentations • Number of service acts as reported in the Catholic Community of Caring survey

<ul style="list-style-type: none"> • Daily Prayer • Regular Liturgies and Masses • Sacramental Recognition • Catholic Education Sunday 	<p>opportunities for volunteerism</p> <ul style="list-style-type: none"> • Breakfast Club to ensure all students are nourished for the day • Peer tutoring/support opportunities (i.e. Bridge Foundation) • 3x Daily prayer reflection – now moving towards student creation and lead in delivery • Opening Mass • Thanksgiving Liturgy • Remembrance Day • Advent • Ash Wednesday • Passion • Year-end Mass • Graduation Mass • A year-end celebration for students who completed a sacrament within the school year • Active participation by families and students celebrating our faith in schools 	<ul style="list-style-type: none"> • TTFM & Parent Satisfaction Surveys • Student, staff & community participation • Students developed bookmarks, we had volunteer student readers at Mass, and student volunteers handed out the bookmarks to parishioners throughout the weekend.
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3YEP (2019-2020 to 2021-2022)

FAITH (continued)

DISTRICT LOCAL OUTCOME 1.2:

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

School Local Outcome 1.2:

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

Initiatives/Projects:	Strategies:	Measure(s):
<ul style="list-style-type: none"> • Faith Formation through Embedded Professional Development • Catechesis and Scripture study, professional learning, retreats, pilgrimages, and other formation activities in meeting the unique needs of each individual school community) 	<ul style="list-style-type: none"> • Embedded professional development sessions for Teaching and Support Staff with Sr. Madeleine • Embedding Church teachings across curriculum areas – Catholic Social Teachings, Ethical Citizenship & Curricular Connections • Faith Formation Activities at staff meetings and PD Days (i.e. – Liturgy of the Hours prayer) • Faith Day Participation • Staff participation & leadership in liturgies, daily prayer • Daily prayer opportunities in Chapel • Staff leadership in Social Justice initiatives • Chaplain is leading an Advent Faith Study for staff • Chaplain leading a Catholic Christian Outreach Faith Study for interested staff 	<ul style="list-style-type: none"> • Engagement in teacher sessions and the frequency with which they can regularly integrate faith across all subject areas in teachable moments • Faith-filled language heard in the hallways of our school • Number of participants / staff engaging voluntarily in these school/district-based 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"> • Courses such as Religion 15-25-35 to bring deeper understanding to prayer and liturgy, catechesis and scripture study, professional learning, retreats, pilgrimages • Focus on the regular use of our school-based Chapel for Mass, Prayer, Religious Education classes, discussion time and quiet reflection for students • Engagement of our local parish to participate regularly at the school for monthly Mass in our Chapel 	<ul style="list-style-type: none"> • Students begin their Religion classes daily in the Chapel before moving to their classroom. • Strategic lesson planning that is current, engaging and deeply aligned to allow for faith permeation (utilizing District-supported resources such as the DoCat & YouCat) • Student Field Trips designed to bring deeper meaning to the practice of our faith (i.e.- L' Arche; Student Faith Day; learning about & visiting other denominational religious places of worship to bring greater understanding) • Open door policy for students in the Chaplain's office • Students meeting voluntarily with Father Julian on days he comes to the school, for Mass, Reconciliation, or a chat 	<ul style="list-style-type: none"> • District Satisfaction Survey • Religious Assessment results • CCSD Student Voice Survey, etc. • Student engagement in voluntary time for social justice initiatives and opportunities of faith development at the school level (i.e. – attendance at Religious field trips, time at the Chapel, seeking advise from our Chaplain, working with our parish Priest and Deacons when they visit the school, behavior and engagement of our student body during school-wide liturgies/celebrations)

<ul style="list-style-type: none"> • Mental Health Awareness • Connecting Home and School through extra-curricular offerings • Student-led participation for the St. Veronica Blessing & Dedication date in November 2019 • 7 Habits of Highly Effective People – Staff Training 	<ul style="list-style-type: none"> • Mental Health Literacy Training for teachers and JH students • Transitions program PD for all staff • Drama Dinner Theatre night, sporting events and tournaments, JH evening Trivia night • CTF Food volunteers will bake and will serve desserts for St. Veronica • Teacher proactive adoption of the 7 Habits to support personal health, well-being and work-life balance 	<ul style="list-style-type: none"> • 100 % of our Health teachers trained in Mental Health Literacy (Stan Kutcher) and the 4th R (as they attended sessions with our District Consultants) • Number of students and families in attendance • Number of student volunteers helping to contribute to our new neighbor school • Number of teachers who will participate in the on-going training for '7 Habits' as a monthly focus
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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 (e.g. sharing the good news of Catholic information in school newsletters, bulletin boards, and by sharing our Catholic lens when performing works of mercy and social justice) • 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"> • All Airdrie Schools working collaboratively on a unified plan with St. Paul's parish, community stakeholders (School council) and parishioners = regular meetings held to do so • The Airdrie GrACE committee will develop a 1-page digital newsletter to be send-out; sharing with the Airdrie community at large and distributed by the Parish and the schools. Content will include highlights of CCC activities actioned at all 4 CCSD schools in Airdrie, as well as faith permeation opportunities to be held at St. Paul Parish. • Year-end Mass to be celebrated by all Airdrie schools together in an outdoor forum – a common park place as we celebrate year-end in communion as a larger Airdrie CCSD community. 	<ul style="list-style-type: none"> • Initial planning meeting held Nov. 5th, 2019 at Parish • Second meeting held following ALN meeting at Clarion Nov. 13th, 2019 • Participation and Feedback from our school and Parish community about the active opportunities shared about the Good news of Catholic Education • Participation for Parish and School events to build our GrACE network and awareness

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	88.4	88.2	88.2	High	Maintained	Good
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	89.1	88.6	88.0	88.2	88.2	89.0
CCSD	89.1	89.7	89.3	87.8	87.8	89.0
Province	89.2	89.5	89.5	89.0	89.0	

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

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

	2018		2019		2020
	N	%	N	%	Target %
School	32	82.1	26	50	89.1
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.

The outcomes shared on the accountability report indicate a strong feedback that parents, teachers and students feel we have a safe and welcoming school environment. To that end, the current result of 88.4% positive maintains St. Martin de Porres' school's outcome achievement as 'high.' The school will continue with the current successful strategies in place such as:

- Focus on community relationships – i.e.) St. Paul's Parish, Knights of Columbus, RCMP school resource officer, Airdrie 'Community Links'
- Catholic Community of Caring Activities and Social Justice Activities
- Consistent messaging from administration and staff regarding expectations and communication of code of conduct to all stakeholders.
- Continued development of our 'Champions Initiative' to have at least one 'go-to' adult for each student.
- School Council involvement/input into identified areas of need for student and family support.
- Consistent/regular SRT process and student supports meeting to ensure student needs are identified and addressed with supports in place. Increased role of teachers in the process.

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	n/a	n/a	n/a
CCSD	13,803	88.6	88.7
<u>Secondary:</u>	N	%	%
School	718	93.3	93.4
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.

Based on the 2018-2019 OurSchool Survey results, a total of 718 students responded that they had an adult in the school they felt comfortable to go to for help. This raw score number based on last year's total enrollment suggests an Extremely High school measurement for Local Outcome for 3.2. As a relatively small high school with a very involved parent, parish and staff community, the outcome is reflective of the overall strong and healthy relationships afforded to this rural community. Our goal this year, is to maintain this excellent score as we consistently move forward to maintain such positive feedback.

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.

St. Martin de Porres Staff has embarked on regular Embedded PD this year two times each week rotating ¼ of our staff through sessions every session. The groupings are cross-curricular and include UNIFOR and certificated staff together. The topics for our sessions are bound in the priorities set-out by the Board of Trustees in relation to Faith Formation, Student Success, Student Wellness and Indigenous (First Nations, Métis, Inuit) understanding of Truth and Reconciliation. Within each of these sessions the school staff strategically covers many elements driven by these District priorities. We have regular visits with Sr. Madeleine, Various District Consultants, Focus Studies on NeuroScience in the Classroom, Mental Health sessions delivered by our school counsellors and more.

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	86.5	73.3	75.8	Very High	Improved Significantly	Excellent
CCSD	80.1	80.9	80.1	High	Maintained	Good
Province	81.3	81.2	81.1	High	Maintained	Good

Parental Involvement – Measure History

	2015 %	2016 %	2017 %	2018 %	2019 %	2020 Target %
School	75.2	80.7	71.5	73.3	86.5	86.6
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	72.7	65.0	74.6	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	76.3	76.9	70.8	65.0	72.7	81.0
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	85.4	84.6	84.8	Intermediate	Maintained	Acceptable
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	87.4	85.3	84.5	84.6	85.4	90.2
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.).

The 2018-2019 school year saw the consecutive (2nd year) since the introduction of Grade 8 to St. Martin de Porres School. The move was a result of extensive public consultation around utilization rates at Airdrie schools. As a result, in this shift in grade configuration, staff, students and parents has in recent years resulted in a shift in increased concerns than typical about the resulting impact on school governance, management and continuous improvement. In this second year with grade 8 programming and the additional resources allocated as part of Help Plan our Future, we hope to improve scores within this category. As a response to this new configuration, we have made improvements to the school schedule, the allocation of resources and spaces with attention to our school-based climate and culture specifically geared to helping the Grade 8's and our school community to adjust to this new reality. We recognize that this will take time and will require continuous attention over the coming years.

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	33	84.6	43	83	89.1
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.).

Throughout the 2018-2019 school year, the school community has seen an increase in attendance at school council meetings. Likewise, regular Help Plan Our Future Updates and information about facility readiness and resources were shared regularly. Continued practices for encouraging parental involvement include:

- Regular emails, tweets, signboard and website updates to keep the school community informed
- Continued efforts to solicit community feedback on best practices for posting important information to website (i.e. – efficacy and current information of our current website)
- Soliciting parent input for desired guest speakers at school council meetings
- Regular school council meetings to encourage parental feedback and engagement with administrative updates. Average number of parents in attendance ~14
- School council agendas posted on website and invitations to attend emailed and tweeted.
- School connects used to target key groups (i.e. Grade 12s only for Graduation notices, field trip opportunities) and decrease amount of unnecessary communication
- Administration and staff aim respond to parent inquiries within 24 hours, including responses to school's main email mailbox
- School council visibility at events such as Parent-Teacher Student conferences
- Advertisement of Parent Trustee Forums at school council and via school connects

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"> • Observances &/or special events organized at the provincial, district and/or school level (e.g. Bullying Awareness and Prevention Week) • Student-driven activities to promote inclusivity in a Catholic Community of Caring • Promoting revised Kodiak Code of Student Conduct (utilizing new district template) within the student Handbook 	<ul style="list-style-type: none"> • Combined counselling and Kodiak Council daily activities during TA to raise awareness about kindness • Kodiak Council Theme Days • Regular use of our school Chapel • Pep rallies highlighting and celebrating student success throughout the school • Staff to identify and promote opportunities for celebrating student success 	<ul style="list-style-type: none"> • AB Ed. Accountability Pillar Survey • District Satisfaction Survey • Student Survey • Number of student-initiated activities • Number of students interested/participating in school clubs, initiatives and volunteer opportunities • Variety of students featured at Pep rallies

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"> • Championing initiative – moving from an initiative to a culture 	<ul style="list-style-type: none"> • Increasing FLEX opportunities for students to allow greater academic and student supports so they may focus on areas of need with guidance by their TA's • Introduction of ZAP sessions in FLEX (zeroes aren't possible) to ensure student supports are specific to students' areas of need – while maintaining confidentiality • Improved structure of TA Time – which provides personalization and guides students in identifying and connecting with a “go-to” adult in the building 	<ul style="list-style-type: none"> • Feedback from the Student Voice survey • Student identification of a 'go to' when questioned by staff member

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 (e.g. specific district PD offerings, presentations to school staff) • Learning Commons / DL room design 	<ul style="list-style-type: none"> • Transitions Program PD for all staff • ClevR support and training for DLCT team • Lunch SRT meetings • Weekly student supports meeting (Admin., Counselling, DLCT) • Integration strategies shared at PD and staff meetings for DL program students • Student mental health/counselling supports available • Adapted layout/design of the Learning Commons and DL annex to maximize student supports • Reorganization of testing area to create quiet space and EA support (i.e. U-Learn/ADLC students) 	<ul style="list-style-type: none"> • SRT meeting notes • Participation in Transitions PD • Student Voice survey feedback (re: effective opportunities for FLEX sessions) • Student involvement in programs offered through the counselling department • Rate of utilization of spaces • Student achievement

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"> • Actively requesting parent /legal guardian involvement in school-related events • Parent/Guardian Updates 	<ul style="list-style-type: none"> • Involve parent/guardian community to participate in school events, field trip opportunities and/or parent information opportunities • Solicit input from School Council in annual reporting and plans development • Participate in Parent/Trustee forums; (provide orientation opportunities for parents to learn about school council; etc.) • Ongoing active recruitment of new School Council members to join current council members • Encourage satisfaction survey participation through School Connects, and Twitter • Continued administrative presence to interact with parents/guardians through formal/informal conversations 	<ul style="list-style-type: none"> • AB Ed. Accountability Pillar Survey • District Satisfaction Survey and the number of parent respondents • Number of new School Council members • Feedback provided by parents at regular opportunities, such as School Council meetings or to staff

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"> • Community Engagement Regarding School Utilization and Modernization • Regular participation and attendance at the Parent Trustee meetings (attendance by Administration and School Council members) 	<ul style="list-style-type: none"> • Including topics for this within School Council meetings • Inviting our Area School Trustee (Linda Wellman) to School Council meetings to address actions taken • Inviting our School Director, (Bryan Szumlas) to attend the School Council meetings to address concerns • Of the 3 sessions offered to date this year we have attended all. 	<ul style="list-style-type: none"> • District Satisfaction survey • Parent/Guardian participation rates in HPOF • Attendance at School Council meetings (i.e. – those with Special Guest invitations) • Parent feedback from the Chair to the School council members about the relevance of the sessions and shared resources offered

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.

Overall evaluations can only be calculated if both improvement and achievement evaluations are available. Achievement and Improvement are now fully in place for the Rutherford Scholarship Eligibility Rate.

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.

Aggregated Diploma results are a weighted average of per cent meeting Standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016-2017 school year. Alberta Education does not comment on province-wide trends until it has five years of equated examination data.

Participation in Provincial Achievement Tests and Diploma Examinations were 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.

Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.

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.

2016 results for 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Attrition for 2017/2018, which is a component of the calculations for High School Completion, High School Transition, Diploma Exam Participation Rate, and Drop Out rate, is estimated using data from Statistics Canada's 2017 Population Estimates, obtained from the most recent Canadian Census.

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	69.3	62.0	66.7	Low	Maintained	Issue
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	16.0	9.4	10.6	Intermediate	Improved	Good
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 9	
		Acceptable	Excellence
		%	%
English Language Arts	School	83.0	10.6
	CCSD	89.6	17.4
	Prov.	84.9	16.7
English Mathematics	School	62.3	17.2
	CCSD	72.8	22.5
	Prov.	66.5	20.8
English Science	School	90.5	31.7
	CCSD	87.5	31.7
	Prov.	84.1	29.7
English Social Studies	School	71.8	15.3
	CCSD	81.4	24.3
	Prov.	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 9	
		Acceptable	Excellence
		%	%
French Language Arts	School	86.7	6.7
	CCSD	90.7	17.8
	Prov.	85.6	12.8
French Mathematics	School	76.5	23.5
	CCSD	86.2	35.8
	Prov.	80.8	28.8
French Science	School	86.7	20.0
	CCSD	90.6	25.5
	Prov.	88.9	28.2
French Social Studies	School	82.4	5.9
	CCSD	83.3	19.3
	Prov.	79.2	23.2

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

REQUIRED PROVINCIAL PERFORMANCE MEASURES AND DATA

Data provided by Alberta Education October 2019

Diploma Examinations 2018-2019

Student Learning Achievement (10-12)	%			October 2019 Measure Evaluation		
	Current Result (2019)	Prev. Year Result	Prev. 3 Yr. Average	Achievement	Improvement	Overall
<u>Acceptable Standard:</u>						
School	86.9	82.8	86.5	High	Maintained	Good
CCSD	85.5	86.4	85.3	High	Maintained	Good
Province	83.6	83.7	83.1	Intermediate	Improved Significantly	Good
<u>Standard of Excellence:</u>						
School	19.0	21.1	19.3	Intermediate	Maintained	Acceptable
CCSD	23.9	25.3	23.1	Very High	Maintained	Excellent
Province	24.0	24.2	22.5	Very High	Improved Significantly	Excellent

Results provided by Alberta Education [Accountability Pillar Report October 2019](#) – Overall Summary page

**Diploma Examinations
2018-2019**

Diploma Exam Results Course by Course		October 2019 %		Previous 3 Yr. Average %	
		Acceptable	Excellence	Acceptable	Excellence
English Language Arts 30-1	School	88.4	11.6	91.1	9.2
	CCSD	88.6	10.8	88.3	9.9
	Prov.	86.8	12.3	86.9	11.9
English Language Arts 30-2	School	93.3	11.1	96.3	5.8
	CCSD	86.0	10.4	87.2	9.1
	Prov.	87.1	12.1	88.9	12.3
French Language Arts 30-1	School	100.0	50.0	n/a	n/a
	CCSD	91.7	6.3	93.7	11.0
	Prov.	91.5	10.1	94.1	9.7
Mathematics 30-1	School	86.1	33.3	70.5	25.6
	CCSD	81.6	34.5	77.2	29.5
	Prov.	77.8	35.1	73.9	30.6
Mathematics 30-2	School	68.8	2.1	71.0	11.0
	CCSD	78.5	17.4	77.9	16.2
	Prov.	76.5	16.8	74.8	16.4
Social Studies 30-1	School	94.1	11.8	94.6	13.7
	CCSD	87.9	15.9	87.6	15.9
	Prov.	86.6	17.0	85.7	15.6
Social Studies 30-2	School	85.7	15.6	90.4	21.2
	CCSD	80.5	17.2	83.7	18.1
	Prov.	77.8	12.2	80.2	12.6
Biology 30	School	84.4	24.4	85.6	30.3
	CCSD	86.5	37.9	89.4	37.7
	Prov.	83.9	35.5	85.3	33.8
Chemistry 30	School	93.5	51.6	88.6	39.4
	CCSD	90.8	46.0	86.5	40.7
	Prov.	85.7	42.5	82.7	37.2
Physics 30	School	100.0	83.3	92.1	37.1
	CCSD	92.1	48.0	89.9	46.9
	Prov.	87.5	43.5	85.9	41.7
Science 30	School	81.4	11.6	77.2	18.3
	CCSD	83.6	25.2	84.5	26.4
	Prov.	85.7	31.2	84.9	29.2

Results provided by Alberta Education Accountability Pillar Report October 2019 – Diploma Exam Results Course by Course Summary with Measure Evaluation

MEASURE: High School Completion Rate

High School Completion Rate (3 Yr.) – Accountability Pillar Overall Summary						
Percentage of students who completed high school within three years of entering Grade 10:						
	Current Result (2018) %	Prev. Year Result %	Prev. 3 Yr. Average %	Measure Evaluation		
				Achievement	Improvement	Overall
School	90	91.9	90.5	Very High	Declined	Good
CCSD	86.9	86.3	85.5	Very High	Improved	Excellent
Province	79.1	78.0	77.5	High	Improved Significantly	Good

High School Completion Rates – Measure History (3 Year Completion)						
	2014 %	2015 %	2016 %	2017 %	2018 %	2019 Target %
School	85.9	90.5	89.5	91.9	90.0	90.1
CCSD	83.8	84.5	85.7	86.3	86.9	87.0
Province	76.5	76.5	78.0	78.0	79.1	

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	0.2	Very High	Maintained	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	1.8	1.6	0.7	0	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: Transition Rate

High School to Post-Secondary Transition Rate (6 Yr.) – Accountability Pillar Overall Summary						
Percentage of students in the Grade 10 cohort who have entered a post-secondary-level program at an Alberta post-secondary institution or registered in an Alberta apprenticeship program within 6 years of entering Grade 10:						
	Current Result (2018) %	Prev. Year Result %	Prev. 3 Yr. Average %	Measure Evaluation		
				Achievement	Improvement	Overall
School	54.2	39.5	45.3	Intermediate	Improved Significantly	Good
CCSD	70.6	70.4	70.1	Very High	Maintained	Excellent
Province	59.0	58.7	58.7	High	Maintained	Good

High School to Post-Secondary Transition Rates (6 Year) – Measure History						
	2014 %	2015 %	2016 %	2017 %	2018 %	2019 Target %
School	33.9	38.9	42.3	39.5	54.2	70.7
CCSD	68.9	71.0	69.0	70.4	70.6	70.7
Province	59.7	59.4	57.9	58.7	59.0	

MEASURE: Rutherford Scholarship Eligibility Rate

Rutherford Scholarship Eligibility Rate – Accountability Pillar Overall Summary						
Percentage of Grade 12 students eligible for the Rutherford Scholarship:						
	Current Result (2018) %	Prev. Year Result %	Prev. 3 Yr. Average %	Measure Evaluation		
				Achievement	Improvement	Overall
School	87	88	83	Very High	Declined	Good
CCSD	68.6	67.1	66.3	Intermediate	Improved Significantly	Good
Province	64.8	63.4	62.2	Intermediate	Improved Significantly	Good

Rutherford Scholarship Eligibility Rate – Measure History						
	2014 %	2015 %	2016 %	2017 %	2018 %	2019 Target %
School	n/a	78	75	88	87	87.1
CCSD	n/a	65.7	66.1	67.1	68.6	68.7
Province	n/a	60.8	62.3	63.4	64.8	

Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.

MEASURE: Participation Rate

Diploma Exam Participation Rate (4+ Exams) – Accountability Pillar Overall Summary						
Percentage of students who write four or more Diploma Exams by the end of their third year of high school (calculated by tracking Grade 10 students for three years):						
	Current Result (2018) %	Prev. Year Result %	Prev. 3 Yr. Average %	Measure Evaluation		
				Achievement	Improvement	Overall
School	55.6	69.7	59.0	Intermediate	Declined	Issue
CCSD	63.7	64.2	64.1	High	Maintained	Good
Province	56.3	55.7	55.1	High	Improved Significantly	Good

Diploma Examination Participation Rate (4+ Exams) – Measure History						
	2014 %	2015 %	2016 %	2017 %	2018 %	2019 Target %
School	64.9	59.3	51.7	69.7	55.6	63.8
CCSD	64.0	64.5	63.7	64.2	63.7	63.8
Province	54.4	54.6	54.9	55.7	56.3	

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	80.4	81.5	81.8	High	Declined	Acceptable
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	87.3	86.1	83.4	81.5	80.4	82.9
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	76.8	76.8	77.2	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

	2015 %	2016 %	2017 %	2018 %	2019 %	2020 Target %
Overall						
School	80.6	69.1	77.8	76.8	76.8	83.0
CCSD	78.5	79.7	80.6	79.9	81.0	83.0
Province	82.0	82.6	82.7	82.4	83.0	

School Local Outcome: (Elementary/Junior High)

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

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

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

ELA:

1. An emphasis on research and peer dialogue as a method to improve student comprehension.
 - teaching sprint activities will support writing when focused on free thinking and exploration of topics in English Language Arts. The transfer of topic knowledge into a structured format will help expand vocabulary and argumentative capability.

Science:

1. To change assessment practices (increased reassessment opportunities).
 - Refine gradebooks,
 - establish common assessments between teachers of the same course

Social Studies:

1. To enhance and improve how students demonstrate their understanding of source analysis questions.
 - Implementation of peer evaluation
 - An increase in the frequency of source analysis
 - Focused FLEX session to pinpoint students who are struggling

Mathematics:

1. To increase achievement levels on the mental math component of the PAT.
 - Using AB Ed released questions to build comparable non-calculator assessments.
 - Building a non-calculator assessment for each unit.
 - Increased focus on basic skills
 - Increased focus on terminology
 - Linking content from each topic together.
 - Use of FLEX sessions - to focus on directing words.

School Local Outcome: (High School)

Students achieve student learning outcomes.

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

Schools have completed Analysis Packages for all Diploma Examinations 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.

ELA

1. A continued effort to increase comprehension and writing performance. The focus will be to utilize a more consistent expectation of grade level vocabulary and value of student work in ELA and Social in a cross-curricular approach. The overall goal will be to increase the Diploma Standard of Excellence and Acceptable standard of the St. Martin de Porres School.

2. To focus on ELA 10-2: driving conversation around appropriate texts, questioning techniques and blueprinting of exams.
 - A new final exam has been developed
 - Unit exams have been blueprinting
 - All 10-2 teachers are using common texts
 - Materials were developed for the common texts and put into us

Science:

1. To change assessment practices (increased reassessment opportunities) with the result of having a larger differential between the school awarded mark and the diploma mark.
 - Devoted an entire PD day collaborating on assessments
 - Refine gradebooks, establish common assessments between teachers of the same course
 - Where possible more than one teacher will teach the same course to encourage collaboration.

Social Studies:

1. To enhance and improve how students demonstrate their understanding of source analysis questions. The end result is to improve the Standard of excellence by 1%
 - Increased department focus on using AB Ed rubrics and exemplars
 - Implementation of peer evaluation
 - An increase in the frequency of source analysis (weekly)
 - Focused FLEX session to pinpoint students who are struggling

Mathematics:

1. To meet or exceed provincial average for acceptable standard in both streams.
 - Increased focus on basic skills
 - Increased focus on terminology
 - Linking content from each topic together.
 - Use of FLEX sessions - to focus on directing words.

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.

Overall evaluations can only be calculated if both improvement and achievement evaluations are available. Achievement and Improvement are now fully in place for the Rutherford Scholarship Eligibility Rate.

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.

Aggregated Diploma results are a weighted average of per cent meeting Standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016-2017 school year. Alberta Education does not comment on province-wide trends until it has five years of equated examination data.

Participation in Provincial Achievement Tests and Diploma Examinations were 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.

Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.

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.

2016 results for 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Attrition for 2017/2018, which is a component of the calculations for High School Completion, High School Transition, Diploma Exam Participation Rate, and Drop Out rate, is estimated using data from Statistics Canada's 2017 Population Estimates, obtained from the most recent Canadian Census.

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

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

Student Learning Achievement (K-9)	%			October 2019 Measure Evaluation		
	Current Result (2019)	Prev. Year Result	Prev. 3 Yr. Average	Achievement	Improvement	Overall
<u>Acceptable Standard:</u>						
School	n/a	53.3	53.3	Very Low	n/a	n/a
CCSD	51.2	54.2	56.5	Very Low	Declined	Concern
Province	54.0	51.7	51.9	Very Low	Improved Significantly	Acceptable
<u>Standard of Excellence:</u>						
School	n/a	3.3	3.3	Very Low	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

Diploma Examinations

Overall percentage of self-identified First Nations, Métis and Inuit students who achieved the acceptable standard and the overall percentage of self-identified First Nations, Métis And Inuit students who achieved the standard of excellence on Diploma Examinations:

Student Learning Achievement (10-12)	%			October 2019 Measure Evaluation		
	Current Result (2019)	Prev. Year Result	Prev. 3 Yr. Average	Achievement	Improvement	Overall
<u>Acceptable Standard:</u>						
School	93.8	89.3	91.5	Very High	Improved	Excellent
CCSD	82.3	85.4	85.1	Intermediate	Maintained	Acceptable
Province	77.2	77.1	76.7	Low	Maintained	Issue
<u>Standard of Excellence:</u>						
School	25.0	3.6	14.3	High	Improved Significantly	Good
CCSD	14.6	14.4	14.0	Intermediate	Maintained	Acceptable
Province	11.4	11.0	10.6	Low	Maintained	Issue

First Nations, Métis and Inuit

MEASURE: High School Completion Rate

High School Completion Rate (3 Yr.) – Accountability Pillar Overall Summary

Percentage of self-identified First Nations, Métis and Inuit students who completed high school within three years of entering Grade 10:

	Current Result (2018) %	Prev. Year Result %	Prev. 3 Yr. Average %	Measure Evaluation		
				Achievement	Improvement	Overall
School	100	n/a	100	Very High	Maintained	Excellent
CCSD	82.2	70.4	75.7	Very High	Improved	Excellent
Province	56.6	53.3	52.4	Very Low	Improved Significantly	Acceptable

High School Completion Rates – Measure History (3 Year Completion)

	2014 %	2015 %	2016 %	2017 %	2018 %	2019 Target %
School	n/a	n/a	100	n/a	100	100
CCSD	61.1	75.7	80.8	70.4	82.2	82.3
Province	47.7	50.2	53.7	53.3	56.6	

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	0	3.8	1.3	Very High	Improved	Excellent
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	0	0	0	3.8	0	0
CCSD	3.0	5.6	2.6	1.0	3.3	3.2
Province	7.0	6.1	5.8	4.8	5.4	

First Nations, Métis and Inuit

MEASURE: Transition Rate

High School to Post-Secondary Transition Rate (6 Yr.) – Accountability Pillar Overall Summary

Percentage of self-identified First Nations, Métis And Inuit students in the Grade 10 cohort who have entered a post-secondary-level program at an Alberta post-secondary institution or registered in an Alberta apprenticeship program within 6 years of entering Grade 10:

	Current Result (2018) %	Prev. Year Result %	Prev. 3 Yr. Average %	Measure Evaluation		
				Achievement	Improvement	Overall
School	n/a	n/a	n/a	n/a	n/a	n/a
CCSD	54.2	50.5	46.2	Intermediate	Improved	Good
Province	34.2	33.0	32.8	Very Low	Improved	Issue

High School to Post-Secondary Transition Rates (6 Year) – Measure History

	2014 %	2015 %	2016 %	2017 %	2018 %	2019 Target %
School	n/a	n/a	n/a	n/a	n/a	n/a
CCSD	48.0	43.3	44.9	50.5	54.2	54.3
Province	33.0	33.5	31.8	33.0	34.2	

MEASURE: Rutherford Scholarship Eligibility

Rutherford Scholarship Eligibility Rate – Accountability Pillar Overall Summary

Percentage of self-identified First Nations, Métis And Inuit Grade 12 students eligible for the Rutherford Scholarship:

	Current Result (2018) %	Prev. Year Result %	Prev. 3 Yr. Average %	Measure Evaluation		
				Achievement	Improvement	Overall
School	57.1	n/a	n/a	Intermediate	n/a	n/a
CCSD	50.0	47.8	47.8	Low	Maintained	Issue
Province	37.1	35.9	34.0	Very Low	Improved Significantly	Acceptable

Rutherford Scholarship Eligibility Rate – Measure History

	2014 %	2015 %	2016 %	2017 %	2018 %	2019 Target %
School	n/a	n/a	n/a	n/a	57.1	57.2
CCSD	n/a	43.2	52.5	47.8	50.0	50.1
Province	n/a	31.9	34.2	35.9	37.1	

Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.

**First Nations, Métis and Inuit
MEASURE: Participation Rate**

Diploma Exam Participation Rate (4+ Exams) – Accountability Pillar Overall Summary						
Percentage of students who write four or more Diploma Exams by the end of their third year of high school (calculated by tracking Grade 10 students for three years):						
	Current Result (2018) %	Prev. Year Result %	Prev. 3 Yr. Average %	Measure Evaluation		
				Achievement	Improvement	Overall
School	22.2	n/a	19.4	Very Low	Improved	Issue
CCSD	41.5	36.6	37.2	Low	Maintained	Issue
Province	24.6	24.4	22.3	Very Low	Improved Significantly	Acceptable

Diploma Examination Participation Rate (4+ Exams) – Measure History						
Overall	2014 %	2015 %	2016 %	2017 %	2018 %	2019 Target %
School	n/a	n/a	16.7	n/a	22.2	41.6
CCSD	29.6	40.5	34.4	36.6	41.5	41.6
Province	21.0	20.7	21.8	24.4	24.6	

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

- Orange Shirt Day – September 30
- Métis Week – November 12-18, 2020
- Indigenous Peoples Day – June 21

St. Martin de Porres school data within these categories is 'just' high enough to be factored into the 'Measure Evaluation Reference' by Alberta Education standards, whereas some years we have not had enough students to report at all. With only 3 Junior High students and 6 High School students to create our data, this is a low number of students from which we can draw significant conclusions from. Because our FNMI population size is small, data fluctuations and swings from year to year are expected. Despite these factors, St. Martin de Porres School is working diligently to maintain our alignment with both our District and Provincial direction to address, recognize and implement initiatives to bring about increased awareness and intentional practice with respect to Indigenous culture and student needs.

This year we will/or have already participated in the following initiatives/projects:

- Orange Shirt Day – September 30 (orange wear, TA activities, Front Entrance Display, student learning sessions, etc.)
- We offer Aboriginal Studies in each semester for our High School students
- Students will have the opportunity to participate in the FNMI graduation ceremony by our school district
- We will acknowledge and celebrate Indigenous Peoples Day – June 21
- Staff will continue in their own professional development this year in the following ways:

- Embedded PD with FNMI Team leading a 'smudge' on the following dates:
- Students will participate in the Blanket ceremony
- Staff April PD will have staff engage/participate in a Sweat Lodge on the Tsuu T'ina Reserve

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	77.3	65.6	71.9	Intermediate	Improved Significantly	Good
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	71.6	81.3	72.7	65.6	77.3	82.2
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

Professional Development for the 2018-2019 year was intentionally designed around our District's 4 priorities and our school plan: Student Success, Student Wellness, Faith Formation and First Nations, Métis, Inuit learning. Specifically, this included:

- Inclusive Education Workshop
- 'Spread the Love' staff community service initiative
- Guest speaker, Sr. Madeleine guiding staff on the year's current Faith theme "Search and you will find" – strategies on how to integrate into daily practice
- Collaborative Diploma and PAT analysis to set school and department goals focused on best practices supported by Instructional Services
- How to run Effective TAs – regular sharing and feedback at staff meetings and PD days addressing champions initiative, attendance improvement, personalized learning opportunities, and building effective relationships
- Staff Medicine Wheel PD led by Instructional Services IS personnel so that teachers could bring this activity to their TA groups on Aboriginal Day
- Staff member trained in blanket exercise in order to be able to provide this experience in-house
- Staff selection of teaching assignment relevant PD opportunities via Thrive for district and ATA PD days
- Guest teacher to support blueprinting and effective formative assessments goal in our school plan.

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 	<ul style="list-style-type: none"> • Use of subject-specific school vocabulary word-walls in classrooms • Assessing student reading levels utilizing the Fountas and Pinnell levelled literacy process. • To obtain and purchase relevant sources of literature respecting and acknowledging the lived history and contributions to society – largely relating to our large FNMI population • Program implementation – small group intensive reading recovery for students that have been identified as below grade level. • Continue to promote success for all students by providing teachers with the necessary literacy-based PD • Scaffolding student's reading comprehension skills (Grades 7-12) 	<ul style="list-style-type: none"> • CCSD Student Voice Survey • Alberta Education Accountability Pillar Survey • Provincial Achievement Tests

	<ul style="list-style-type: none"> • Focus on Visual literacy and the linked passages that go with these questions. • Students (particularly Diverse Learners) will use the necessary assistive technology to ensure success 	
<ul style="list-style-type: none"> • Numeracy Initiative/Project 	<ul style="list-style-type: none"> • Mental Math activities • Developing cross curricular writing standards. • Interdisciplinary activities/assignments • Continue to promote and provide opportunities for regularly scheduled tutorials within FLEX to support extra help and enrichment • Provide teachers with the planning time/PD necessary to develop cross curricular assignments and assessment strategies • Utilization of math programs such as Mathletics • Use CCSD consultants as a resource and guide for math teachers as well as collaborate with our math department to analyze both delivery of instruction and results based on achievement • Work with teachers to ensure they employ multiple strategies for teaching and learning 	<ul style="list-style-type: none"> • CCSD Student Voice Survey • Alberta Education Accountability Pillar Survey • Provincial Achievement Tests • Completed Professional Development • Qualifiers and guiding principles are present in teachers' long and short-range planning

School Local Outcome (High School):

Students achieve student learning outcomes.

Initiatives/Projects:	Strategies:	Measure(s):
<ul style="list-style-type: none"> • High School Redesign • The development of both Formative and Summative Assessment opportunities for students • Embedded Professional Development • FLEX Blocks • Assessment Centre • Supporting Student Mental Health • Faith Formation for Staff/Students 	<ul style="list-style-type: none"> • Professional Growth Plans will contain elements of High School Redesign and our Champions Project. • Teachers to work with our High School Redesign CT to reflect on past, current and future practices • PD embed in every staff meeting • Department Presentations • Embedded PD sessions run concurrently with FLEX • Guest presenters to speak to our students and our school community • Future Student Sacrament program • ZAP Rooms 	<ul style="list-style-type: none"> • CCSD Student Voice Survey • Alberta Education Accountability Pillar Survey • Diploma Examinations • Student Voice Survey • Diploma Examinations • Accountability Pillar Results

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 • Indigenous Peoples Day - June 21 • SMDP Embedded PD plan dates - June 21 • Professional Development Days - June 21 	<ul style="list-style-type: none"> • Student school-wide participation in the initiatives/projects brought forward throughout the year 	<ul style="list-style-type: none"> • CCSD Student Voice Survey, • AB Ed. Accountability Pillar Survey, PATs, Diploma Examinations • Formative feedback from Staff around Embedded PD dates

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"> • Though the SMDP Embedded PD plan and through additional opportunities within staff meeting times, each of these initiatives is addressed: • Neuroscience • Concept-based pedagogy • TQS/LQS competency areas • Indigenous Awareness • 7 Habits of Highly Effective People 	<ul style="list-style-type: none"> • A comprehensive Embedded PD plan was established and is actioned 2 times/week with interdisciplinary groupings of teachers (from various departments), Unifor Support Staff members and CUPE 	<ul style="list-style-type: none"> • AB Ed. Accountability Pillar Survey • Formative assessment provided by the staff