

SCHOOL-BASED

ANNUAL EDUCATION RESULTS REPORT

2018-2019

and

THREE-YEAR PLAN

2019-2020 to 2021-2022

Name of School: **Guardian Angel School**

In meeting Alberta Education requirements, all schools report on their results and maintain an education plan that aligns with the [Calgary Catholic School District's Combined Annual Education Results Report and Three-Year Plan \(Combined AERR/3YEP\)](#).

These cyclical plans are living documents.

The **Annual Education Results Reports (AERR)** is the evaluation of the outcomes identified in the previous year's school-based AERR. In the AERR, schools report their assessment of past performance and achievement of targets. The AERR outlines what the school planned for the previous school year and indicates the success of its initiatives/projects and of the strategies used.

Based on the analysis of the previous year's school-based AERR, the **Three-Year Education Plan (3YEP)** reflects the adjustment of strategies and targets for the current school year.

The **AERR** and **Three-Year Education Plan** reflect a three-year cycle: "as one year is completed another is added, rolling the plan forward" as identified by [Alberta Education](#) in its *School Authority Planning and Reporting* document. In other words, schools reflect on the *previous* school year, review outcomes for the *current* school year, and collect data to be reviewed for the *next* school year.

A **target** is a desired level of performance to be obtained by the end of the current school year. The goal is to maintain or better the previous year's level of performance at the school level. Alberta Education requires schools to report on the targets they set in the previous year.

Outcomes are measurable statements to be achieved. In broad terms, they answer the question, "What will this look like when we get to where we want to be?"

Strategies are actions that schools undertake to achieve the desired outcomes.

Measures, such as surveys and provincial exams, are used to assess the strategies employed and determine whether the outcome has been met.

CCSD Faith Theme: "Ask and it will be given you;
search, and you will find;
knock, and the door will be opened for you." (Matthew 7:7)

CCSD Academic Theme: Champions of Students

Calgary Catholic School District Vision Statements

The district has developed the following overall focus to guide decision-making and activities.

FAITH:

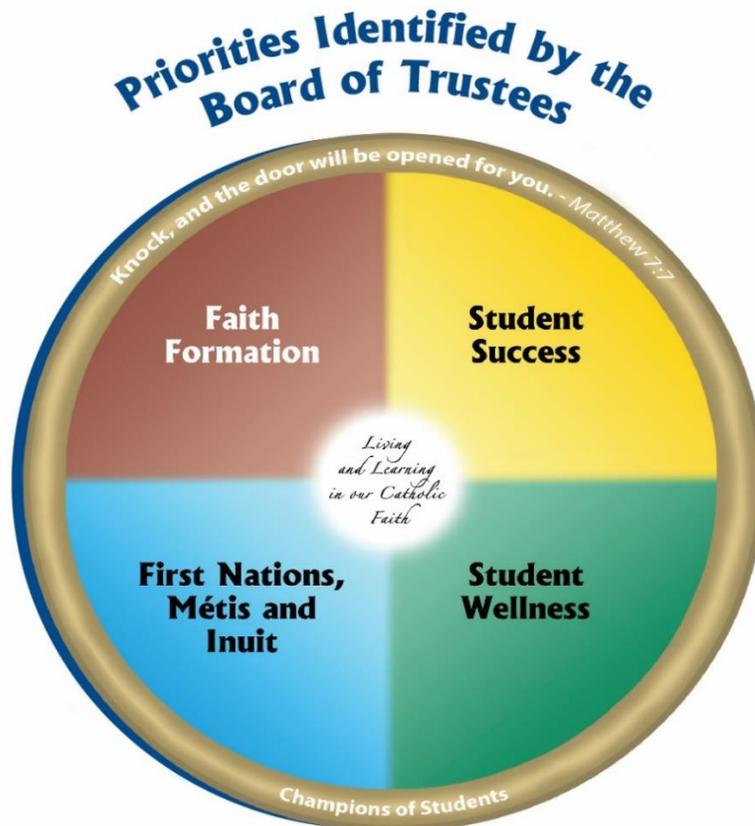
Our Catholic schools demonstrate their constitutional right to provide and support the development, permeation and modeling of our faith.

RELATIONSHIPS:

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

EXCELLENCE IN TEACHING AND LEARNING:

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



THE SCHOOL'S VISION STATEMENT

The school has developed the following overall focus to guide decision-making and activities.

Mission Statement:

At Guardian Angel School, our Catholic faith permeates everything we do. Each child is loved and respected as they engage in the process of becoming all that God desires for them. An angel accompanies and guides each of us as we journey together.

Motto:

“Grow, Guard, Guide.”

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.

In guiding the direction for Guardian Angel School our administrative team met with our School Council in September and October. We shared results of the Parent Satisfaction Survey, the Annual Results Report and Achievement Tests results with our Council and worked through each part of our plan in our October meeting. The Council provided us with feedback and recommendations.

Monthly newsletters to the community asked for individual parent input in looking at what they would like to see as areas to focus on. During our monthly volunteer orientations in September and October, input was requested from parents on the direction of the school.

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.

- St. Vincent De Paul Food Hampers – Families provided food items to assist with families in St. Michael Catholic Community
- Terry Fox Run – Students brought in financial donations during the school's Terry Fox Run
- Poppy Fund – During November families made donations to the Poppy Fund
- Supporting Calgary Catholic KARA program – Collections of items for infants were done during Advent and Lent to assist with the KARA program helping young parents in our district.
- Mission Mexico – Students made financial donations during Christmas and Easter to a guessing challenge. The funds collected were sent on to Mission Mexico
- Jacket Racket – Gently used coats, ski-pants and boots were collected and passed on to Jacket Racket to be given to needy families in the greater community.

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 on both surveys indicate there is a strong of feeling of a Catholic Community at Guardian Angel School. 125 students completed the “Our School Survey” and the results clearly indicated that prayer and activities such as social justice projects are valued and participated in by students. On the Parent Satisfaction Survey 30 parents from the community completed the survey. From the small sample obtained about 87% of parents felt the work done in faith development of the school supported the Church and this would include social justice projects.

It was agreed on in September 2018 that the school would be very careful in selecting projects that had meaning to students and that we would also be very cognizant of the financial demands on families. The current reality was the school was aggressively fundraising to build a playground and the financial environment was also tough in the community. The School Council felt it was important to keep this in mind and explore more social justice activities in the 2019 – 2020 school year.

The parish was present at all liturgical celebrations and made available reconciliation for students during Advent and Lent. We attended a year end mass at the church. We are looking to really focus on use of the NET Team in the coming school year as we are now familiar with opportunities we can explore. The school recognized each student who had received a sacrament during the school year. Catholic Community of Caring projects centered around the parables and were very well received by students and staff. Weekly assemblies were used to practice for liturgies and discuss the importance of our faith and building community.

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.

Every class was involved in the preparation of liturgies in the school and parents were always invited. As a staff we attended mass at St. Michael Catholic Community and broke bread with the community. At the beginning of the year we met with the parish staff discussing how we could make liturgies meaningful and respectful of the Catholic traditions.

Staff led prayers at our staff meetings sharing the meaning of prayer to them and demonstrating how they pray. Staff met for prayer sessions when members our community seemed to be in need of support. Students took turns reading their own prayers over the intercom on a daily basis.

We continued discussing the document "The Excellent Catholic Teacher" and staff were introduced to the "Youcat". This publication will provide staff with the recent interpretations of the Catechism of the Catholic Church.

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	na	na	30	87	88.1
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	na	na	30	83	88.1
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	na	na	30	80	82.1
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.

At Guardian Angel School we look to have our students actively involved in their faith development. This is achieved by: students taking part in daily religion classes, leading the school in liturgy (monthly), participation in daily prayer, student meaningful involvement in social justice projects, buddy groups, Catholic Community of Caring activities and focusing on events that encourage inclusion.

Our results on the Religious Education Assessment demonstrated a significant increase in student knowledge about their faith increasing the average from 77.5% to 85%. The student's individual projects were of a higher standard with 48% of the students reaching the level of excellence.

Our students in grades 2 and 6 were involved in retreats focusing on the sacraments held at the school in support of the work being done at the parish. Our grade 6 students also take part in a year end retreat facilitated by the staff and Michael Chiasson. This year we also included parents in a night presentation as a follow-up with Michael Chiasson.

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	na	na	30	87	87.1
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.

As we reviewed with School Council the feedback provided in the Satisfaction Survey the comments highlighted the caring nature of the school. Very little feedback was provided on how we could increase the connection between the teaching of the Church and school climate (30 parents completed the survey with 4 families feeling we could improve).

In referring to the Our School Survey students indicated a strong appreciation for prayer and felt class activities helped bring them closer to God. As we move ahead we are looking at providing more opportunities for students to explore their faith in different ways. This will include more social justice projects, greater visibility of the parish and the use of the NET Team. Students will meet with buddy classes for other events to establish a community of caring often sharing gifts and talents with each other. Our goal is to have students actively involved in their faith life while increasing their knowledge.

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):
Catholic Community of Caring	<ul style="list-style-type: none"> • Social Justice projects for students including: St. Vincent de Paul, Terry Fox Run, Veterans Poppy Fund, Either Food Bank Birthday Program or Brown Bag Lunches, Supporting Sacred Heart School (Pizza Days and funding for presentations) • Focus on building Champions into our culture through getting to know each other better • Daily Led Student Prayers on the intercom • Exploring the fruits of the Holy Spirit • Providing meaningful symbols of our faith journey • Providing funding for a bus for another school so they can attend mass at St. Michael Catholic Community 	<ul style="list-style-type: none"> • Results of parent satisfaction survey • Student Voice Survey • Participation in Fundraising and Guardian Angel activities

<p>Weekly Hymn Sings</p>	<ul style="list-style-type: none"> • Staff donating to Toy Mountain for Christmas • Preparation for school liturgies – focus on the music ministry • Review of current needs of the school and teaching each other modeling our faith • Sharing information on school activities that model our faith • Focusing on special themes such as Champions, Growth Mindset, Anti-Bully Awareness, Aboriginal Week, meanings of Advent and Lent • Use of the NET Team providing support in music and student programs creating a closer link with the parish 	<ul style="list-style-type: none"> • Results of parent satisfaction survey • Student Voice Survey • Student participation in liturgical choir
<p>Parish Connections</p>	<ul style="list-style-type: none"> • Developing a working relationship with the Parish Net Team during weekly assemblies, class retreats • Supporting Parish events and assisting with communication to the community • Joint retreats with the parish for Sacramental Preparation • Confirmation social justice project for candidates • A monthly mass said for the school at St. Michael Catholic Community • Increased visibility in the school by the parish • Parish survey in Sept. on how we can encourage attendance at mass 	<ul style="list-style-type: none"> • Feedback from teachers • School Satisfaction Survey • Year end meeting with parish looking at how mass attendance has been impacted and their view of connection of the school

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):
Staff Faith Formation	<ul style="list-style-type: none">• District Opening Mass and Faith Day• Staff PD with Michael Chiasson• School Liturgical Preparations and Masses• Staff representation at district CCC meetings• Staff sharing what prayer means to them – staff led prayer at staff meetings• Attending Mass at St. Michael Catholic Community as staff• A staff retreat with the parish NET Team• Exploration of the “Youcat”• Establishment of a Staff Wellness room and prayer area	<ul style="list-style-type: none">• Teacher feedback and participation

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):
Catholic Community of Caring	<ul style="list-style-type: none"> • Social Justice projects for students including: St. Vincent de Paul, Terry Fox Run, Veterans Poppy Fund, Calgary Food Bank Birthdays or Brown Bag... • Daily Led Student Prayers • Regular visits with the Parish Priest • Buddy Groups • Student Spirit Team • Student input into social justice projects. • CCC Buddy Activities • Student participation in liturgies (expand to choir and a closer format representing a mass at church) • Retreats planned in conjunction with St. Michael Catholic Community for Sacraments • Grade 6 retreat with Michael Chiasson • Living Rosary involving entire school in May • Staff modeling liturgy for students – Responsible for opening liturgy • Recognition of students who receive Sacraments • Class retreats with the NET Team 	<ul style="list-style-type: none"> • Student Voice results • Number of activities • Buddy Participation

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):
Catholic Community of Caring	<ul style="list-style-type: none"> • Social Justice projects for students including: St. Vincent de Paul, Terry Fox Run, Veterans Poppy Fund, Mission Mexico, Food Bank Birthday Program, Jacket Racket, Assisting Sacred Heart School • Daily Led Student Prayers • Regular visits with the Parish Priest • Buddy Groups • Student Spirit Team • Student input into social justice projects. • Student attendance at Wellness Conference • Exploration of the fruits of the Holy Spirit with Buddy Classed • Establishment of a Student Wellness and Prayer Room 	<ul style="list-style-type: none"> • (e.g. CCSD Student Voice Survey, District Satisfaction Survey, etc.) • Number of activities • Parent Satisfaction Survey • Use of Wellness and Prayer Room
School Liturgies	<ul style="list-style-type: none"> • Student participation in liturgies • Mass at St. Michael Catholic Community • Parent Led Epiphany Liturgy • Staff Led Opening Liturgy • Reconciliation provided to students during Advent and Lent, NET Team doing presentations of Reconciliation 	<ul style="list-style-type: none"> • Student and parent participation in liturgies
Guardian Angel Champions	<ul style="list-style-type: none"> • Guardian Angel Champion Activities – making sure students 	<ul style="list-style-type: none"> • A champion for every student – recorded

<p>Student Safety</p>	<p>know the staff and making it a part of our culture to interact with students outside of the classroom – intramural, school events and in the lunchroom</p> <ul style="list-style-type: none"> • Introduction of staff to students • Individual identification by students of their Champions • Each grade covers the Kids in the Know Program • S4 classroom presentations for each class • Monthly “Fireside Chats” focus on student safety, respect and student feedback 	<ul style="list-style-type: none"> • Student feedback through “Student Voice” and input given at “Fireside Chats”
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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	90.5	95.2	na	Very High	Declined	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	na	na	na	95.2	90.5	90.6
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	na	na	26	87	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.

Feedback from our community including parents and students feel that the school is extremely safe and that our staff do an excellent job in treating students fairly and taking time to make sure students are heard from. The concern with the students and parents, mainly have to do with students treating each other with respect. In response to this we have made this a major focus of supervision and our “fireside chats”. Students have said disrespect mostly occurs in competitive situations including sports or in friendship triangles. We are meeting frequently with students giving them strategies to work with this and being more proactive with concerns as they first present themselves.

Staff are making efforts to be very visible to students and parents making them feel welcome and part of our school. Staff are providing more opportunities for parents to come into the school and be an active part of our community. We continue to use “Growth Mindset” as a foundation for our students to build on. This encourages continuous improvement and a “not yet attitude” rather than a “I can’t attitude”.

Our neighborhood is becoming increasingly culturally diverse and we see a greater need in bridging a gap as students arrive from other areas of the world. We are very proud of the way our students invite new families into our community and make them feel at home. If there are learning gaps that we see, we are quick to look at modifications we can make for students, so their needs are best met. This is accomplished by using the talent of our staff on our School Resource Team. If required referrals to district specialists and directly involving parents in discussions of instructional planning.

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	119	95	95.1
CCSD	13,803	88.6	88.7
<u>Secondary:</u>	N	%	%
School	na	na	na
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.

At Guardian Angel School we are very committed to the concept of students making connections with adults in our building. Some of the strategies we are using include having students taught by more than one teacher for different subject introducing them to more staff members. Circulating supervision duties again increasing contact with different staff members.

Staff look for opportunities to dialogue with students expressing interest in student lives and interests. We are looking at having students involved in more out of class activities interacting with staff to build connections with them.

It is our goal that each student has a number of, adults they feel they have connections with and can share stories with or get help from. We are very proud of the work our staff does in making these 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.

In the classroom our staff make every attempt to try and meet the individual needs of each child. This includes adjusting programs when needed to best meet the learning styles and needs of each child. In our use of aid time, we try to have the students become independent of teaching assistants using them as “coaches” not “crutches” in helping them learn. We have added to our resource base each year trying to meet the needs of our students. Most recently we have added to our Chromebook inventory allowing greater access for all our students.

We use our Diverse Learning teacher to provide “clinics” to assist students who need some small group assistance. Our teachers will also break students into learning groups so small group instruction can be used. We utilize the expertise of our Instructional Services team assisting in providing program input for diverse learners and also professional development for our staff.

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	80	86.8	na	High	Maintained	Good
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	na	na	na	86.8	80	81.3
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	93.5	77.5	na	Very High	Improved Significantly	Excellent
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	na	na	na	77.5	93.5	93.6
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	92.8	95.2	na	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	na	na	na	95.2	92.8	92.9
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.).

At Guardian Angel School our entire staff take time to make sure there is effective communication between home and school. This really assists us in making sure parents are well informed. We contact parents on a regular basis and make sure we are available should they need assistance. Our active volunteer program provided excellent opportunities for parents to see the school in action and better understand what work we do with our students. We have a strong communication network through weekly newsletters and classroom news. Our School Council Meetings provide a time to have parents provide feedback to the school and assist in guiding our direction.

Through our survey results it is clear our stakeholders feel that our school is well managed and see our students as being our main concern. It is noted that stakeholders are seeing continuous improvement as we build on our school programming. Parents have indicated at times they do not have as much say as they would like in the direction of programming for students beyond what can be accomplished at the school. This is directly related to the complexity of student needs and the finite number of resources. We will continue to work at the school level and as a district to do all we can to best meet the needs of our students.

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	na	na	30	87	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.).

As a school we pass on district information with our newsletters. Our parents have taken advantage of some of the offerings such as Trustee Forums, community building events and parent information provided. Feedback from attending these events have been very positive. At the current time it appears we are meeting the needs of our parents.

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):
<p>Observation of Bullying Awareness and Prevention week</p> <p>Students are recognized for their individuality</p> <p>Start Smart Stay Safe (S4) program Intramural Programs</p> <p>Recognizing diversity in student interests</p> <p>Parish Involvement</p>	<ul style="list-style-type: none"> • School assembly and “fire side chats” with individual classes with a focus on respect of our fellow students. • Students recognized at assemblies for contributions to school community • Connections with Constable visible in the school and with patrols • Individual class visits • Social Justice Leaders, Patrols, Spirit Club, Maker Space, Art Club, Homework Club, Milk Assistance, Intramurals • Visibility in the school • Attendance at liturgies and school events • Involvement of the NET Team • Confirmation Leadership Project 	<ul style="list-style-type: none"> • Impact on student behavior • ARR survey • Student Involvement Our School Survey

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):
Establishing connections with adults in the building	<ul style="list-style-type: none"> • Staff sharing their interests with students through informal meeting and formal presentations • Champions a focus of “Fire Side Chats”, discussing how to make connections 	<ul style="list-style-type: none"> • Student Voice Survey • Number of students with Champions and how many each child has • Parent feedback
Survey of students identifying connections	<ul style="list-style-type: none"> • Student’s use a computer program twice during year having them identify their champions and sharing the results with staff to build on relationships 	
Community building activities like class sharing and buddy groups to give time to build relationships	<ul style="list-style-type: none"> • Visible display of staff and their interests • Buddy groups, class presentations of learning 	
Establishing Champions as part of our culture	<ul style="list-style-type: none"> • Language used throughout school year and references to Champions • Staff purposefully meeting with students outside regular instructional time to build on relationships • Regular discussion about Champions at School Council and in school communications • School events family dances and craft nights • Follow-up with students who do not have Champions helping them to build connections 	

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 opportunities in diverse learning for staff • Organizing the availability of resources for easy student access • Providing PD activities that relate to the needs of the staff and students 	<ul style="list-style-type: none"> • Housing district Instructional Service Team members providing easy access for staff to access support • Use of ePD site to advance knowledge in areas identified as need • Use of technology team to provide inservicing on using technology as a teaching and learning tool • Setting up of an inventory and sign out system for use of shared resources for use with to advance learning • Ordering of materials that would assist diverse learners such as chrome books, fidget toys, flexible seating and noise cancelling headphones • “What do Students want Parents and Staff to Know About Them”, student wellness, Michael Chiasson • LSP and ELL coding and LSP development • Indigenous Culture and Understanding – Tipi Building • Working with Student Behavior and Trauma – Sara Dean • Exploring the “Youcat” – Fr. Pilmiken • Staff Retreat – NET Team • Exploring Barbara Maraconda, Part II school organization • MIPI math assessment 	<ul style="list-style-type: none"> • Teacher Feedback • Staff Growth Plans • Use of materials and student feedback

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"> • Frequent communication of school happenings keeping parents informed • Educational component at all School Council Meetings • Community Building Activities • Timely communication with parents, involving occurrences that have a direct impact on a student 	<ul style="list-style-type: none"> • Angel Notes (weekly heads up as to what is happening and summary of what has taken place at school) • Monthly Newsletter highlighting longer term projects and goals as well as reports on projects • Twitter "Tweets" • Lobby display (LCD) • School Website • Parents invited to Trustee Forums • Principal Report updates school performance or reports on school and district initiatives • Teacher representative reports on student activities • Family Dance, Academic Interactive Night, Book Fair, Christmas Craft Night • Hymn Sing Celebrations for special events (Halloween, Remembrance Day, Christmas, Easter... • Calls home for any injury that we feel may have a more serious nature or involve the head or blood 	<ul style="list-style-type: none"> • Attendance at meetings and parent feedback at the meetings • Satisfaction Surveys • Newsletter feedback forms • Feedback at event • Event specific feedback forms • Parent Feedback

<ul style="list-style-type: none"> • Rigorous Occupational Health and Safety Program 	<ul style="list-style-type: none"> • Call home for concerns with discipline or friendships • Informing childcare provider if injury occurs to ensure continual monitoring • Increased communication home about discipline issues and logging of events • Training of staff in relation to what their roles are • Updating on staff training • Establishment of a committee to meet monthly to examine areas of concern and prevention • Working closely with appropriate authorities to develop plans for emergency situations • Vigorous supervision schedule to ensure students safety 	<ul style="list-style-type: none"> • Staff confidence in performing their jobs • Timely reporting of incidents • Feedback from specialist i.e. CPS and fire department • Number of student safety incidents and follow through
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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"> • Establishing an active volunteer program • Inviting parents to become actively involved in school activities and providing advice to administration • Parent involvement in student learning and school operation 	<ul style="list-style-type: none"> • Hold monthly volunteer sessions to encourage parent involvement • Include as part of the volunteer orientation information on key initiatives in the school and GrACE • Actively seek parents to become more involved in school activities • Increasing School Council Involvement in the school • Each class holds an event to invite parents into the class to showcase student learning • Academic Night 	<ul style="list-style-type: none"> • Number of volunteers • Feedback at orientation sessions • Number of parents taking on active role in school events • Satisfaction surveys • Parent attendance at class events

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	83.1	95.2	na	High	Declined	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	28.8	39.3	na	Very High	Maintained	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	97.2	33.3	na	na
	CCSD	96.0	22.4	89.6	17.4
	Prov.	91.9	19.6	84.9	16.7
English Mathematics	School	94.1	20.6	na	na
	CCSD	86.8	16.6	72.8	22.5
	Prov.	79.4	16.4	66.5	20.8
English Science	School	89.2	29.7	na	na
	CCSD	91.9	36.8	87.5	31.7
	Prov.	85.9	32.4	84.1	29.7
English Social Studies	School	89.2	43.2	na	na
	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	na	na	na	n/a	n/a	n/a
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	na	na	na	na	na	na
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	86	90.5	na	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	na	na	na	90.5	86	86.1
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	77.3	87.1	na	Intermediate	Declined	Issue
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	na	na	na	87.1	77.3	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.

We undertook a detailed analysis of our performance on Provincial Achievement Testing and looked for patterns of areas we could focus on. Realizing this is a picture of last years students we want to be sure we are focusing on covering all the outcomes and adjusting our teaching to the needs of the current group of students. In looking at each component of the various subjects we noticed no areas of major concerns. Our students had a solid understanding and performed well in all areas. We saw growth in some areas and a few areas of decline. Looking closely at the declines changing a cut score would have made a 12% - 15% difference so we did not miss the mark by much. It is too early to tell if our professional development is making a difference as we look at our entire population and improving their learning not just a single grade on single test.

We want to continue to develop each student not only academically but also as global citizens and in our faith traditions. We are doing very well in these areas and will continue to promote these skills. In looking at preparing students for work preparation many of our stakeholders tell us they do not know what those skills will be by the time their children graduate. We are committed to 20th Century Learning and working at developing skills in science, technology and group dynamics. Current research indicates this is what employers are starting to value.

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
<u>Acceptable Standard:</u>						
School	na	na	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
<u>Standard of Excellence:</u>						
School	na	na	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	na	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	na
CCSD	3.0	5.6	2.6	1.0	3.3	3.2
Province	7.0	6.1	5.8	4.8	5.4	

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

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

As a result of the low population of FNMI students in our school the results are not published. It is our intent that all students have their learning needs met as well as their cultural needs. Students with learning needs are all assessed and provided supports where needed. Our goal in alignment with the new Teaching Quality Standard is to educate our entire student population of the Indigenous history of Canada. Using some of their teaching traditions to establish a well-rounded, inclusive education program.

We acknowledge special occasions like Orange Shirt Day, Metis Week and Indigenous Peoples Day by teaching students why these days are recognized and through bringing in cultural activities for the students to experience. Our staff is provided professional development to increase their understanding of cultural history and teaching techniques used.

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	90.7	92.2	na	n/a	n/a	n/a
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	na	na	na	92.2	90.7	90.8
CCSD	82.8	82.4	82.8	82.8	81.9	82.2
Province	81.3	81.9	81.9	81.8	82.2	

Comments on the results for Outcome 4 as well as a review of the success of initiatives/projects and of the strategies used are provided below. These include the following initiatives/projects:

- Neuroscience
- Concept-based pedagogy
- TQS/LQS competency areas

We currently have a cohesive professional development plan in place at Guardian Angel School and we are working at increasing our skill levels in order to help the students we teach. Our plan is in alignment with the goals of our district and also working with the specific needs of our community. Key concepts of our plan include STEM learning and increasing our understanding of implementing concept-based learning. Faith formation with our staff and connecting with the parish is also a focus as we build on faith based education for our students. We have started to look at Neuroscience and the work done by Glenn Whitman and Ian Keller and having it fit into the classroom. Teachers and administrators have reviewed the new Quality Standard and their growth plans are in alignment with these focusing on improving our practice.

In offering our programs for students we are stressing the need for students to experience a wide variety of instructional strategies and a wide program offering. As the feedback from our stakeholders indicate we are successful in this goal. We are continuing to work on developing modules for our Div. II CTF program with a focus on varied instructional strategies, student choice and program variety.

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):
<p>Give students more exposure to improve content and organization in writing</p>	<ul style="list-style-type: none"> • Each classroom teacher in grade 1- 3 will facilitate Daily 5 • Classes will be provided support to their home reading program with classroom libraries and the on-line program Raz-Kids for Div. I students • Clinics provided through the DLT for students experiencing difficulties in literacy • Introduction of Barbara Mariconda resources for building on writing program phase II assigning certain strategies to each grade so all strategies are covered • Providing Chromebook access for students as a tool to build on writing skills • Revisiting formative assessment folders done in each grade. Putting together a profile that is meaningful to teachers and very workable in the school day. The portfolio created will include reading assessment, writing assessment, spelling assessment and we will be adding a math component 	<ul style="list-style-type: none"> • School Writing Prompt – achievement • Student Voice survey • Annual Results Report • Grade 6 PAT scores

	<ul style="list-style-type: none"> • Expanding our library collection looking at content specific titles along with student interest. 	
<p>Increase formative assessment of students to help guide grade level math instruction.</p> <p>Use of Google Chrome Books</p>	<ul style="list-style-type: none"> • Implementation of MIPI (Math Intervention Programing Instrument) year 2 • Providing access to the Mathletics Program for all Div. II students • A parent Academic Night in the spring • Students will have regular access to Google Read and Write and interactive programs for use in supporting learning • Each grade will be provided with a set of Chrome Books to assist in the learning process • Each class will be provided with a LOFT TV, interactive whiteboard • Assistive technology will be requested for students who require this in their daily work 	<ul style="list-style-type: none"> • (e.g. CCSD Student Voice Survey, AB Ed. Accountability Pillar Survey, PATs, etc.) <ul style="list-style-type: none"> • Individual student achievement in math and growth in their knowledge • Grade 6 PAT scores • e.g., Our School Survey • PATs • Amount of usage by sign-out of Chrome books • Number of students assigned assistive tech

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):
<p>Recognize Canada's National Indigenous Peoples Day – June 21 (Week)</p> <p>First Nations, Metis and Inuit perspectives and experiences, treaties and the history of the legacy of residential schools are taught.</p> <p>Provision of quality education meeting the need of our First Nations, Metis and Inuit students.</p> <ul style="list-style-type: none"> • Recognize Orange Shirt Day - September 30, Metis Week Nov. 12th – 15th and Indigenous Day. 	<ul style="list-style-type: none"> • Bringing in FNMI team during May 15th, PD Day to inservice staff on culture and traditions, Smudge and Tipi building • School wide project during the week of June 21st recognizing First Nations Culture, Tipi building • Focus on storytelling for teaching concepts to students • Acknowledgement of treaty lands • Use of district resources to supplement curriculum in all subject area • Administration contacts the families of each identified First Nations, Metis and Inuit families to inquire what additional assistance they may require • All students and staff wear orange shirts recognizing every child matters, bulletin board display and focus of Assembly Sept. 24 • Acknowledgement in announcements during 	<ul style="list-style-type: none"> • (e.g. CCSD Student Voice Survey, AB Ed. Accountability Pillar Survey, PATs, Diploma Examinations, etc.) • Staff feedback on PD activity • Student involvement and feedback on FNMI activities • At all meetings begin with territorial acknowledgement • Student exposure to the First Nations, Metis and Inuit people, their traditions and contributions

	<p>week of Nov. 12th – 15th about Metis Week.</p> <ul style="list-style-type: none">• Morning announcement describing the background of Orange Shirt Day, Metis Week and Indigenous Day, website link from District used in classrooms	<ul style="list-style-type: none">• Individual feedback by families and needs
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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):
Neuroscience	<ul style="list-style-type: none"> • Professional Reading provided to staff, focus on best practice. (base resource Neuroteach: Brain Science and the Future of Education). Staff to lead discussions who have done deeper research 	<ul style="list-style-type: none"> • Dialogue during staff meetings and feedback on articles shared • Adjustment in teaching practices
Concept-based curriculum	<ul style="list-style-type: none"> • Introduction of the proposed new curriculum • Introduction of Lynn Erickson's book Concept Based Curriculum and Instruction • Using the ideas of Concept Based Instruction in Making our Champions Program Cultural • Presentation by our school expert on Concept-based learning 	<ul style="list-style-type: none"> • Parent Feedback and the success of the Champion Program at Guardian Angel School. • Student Surveys on Champions.
TQS/LQS competency areas.	<ul style="list-style-type: none"> • Staff using the new TQS in development of growth plans and in their daily work • Administration using LQS in development of growth plans 	<ul style="list-style-type: none"> • Growth plans • Growth plans

