



**NOTRE DAME**  
Living | Loving | Learning

**Combined  
Three Year Education Plan (3 YEP)  
2019 - 2020 to 2021 - 2022  
&  
Annual Education Results Report 2018 - 2019**



66 South Park Drive  
Leduc AB T9E 7J1  
Phone: 780.986.9300  
Fax: 780.986.9322  
<http://nd.starcatholic.ab.ca/>

# Principal's Message

Bonjour à Tous! Hello Everyone!

It is our mission at Ecole Notre Dame School to provide each child with the highest quality learning experience in a safe and caring community, all within a Catholic context. We are a proud member of St. Thomas Aquinas Roman Catholic Schools. The division theme for 2019-2020 is "Live the Way." Every child is a product of God's grace, and our duty is to enrich the God-given gifts in all of us to shine our light on others in our school, our community, our world.

The dedicated staff of our dual track school (French Immersion, ECS - Grade 4 and English, PreK - 6) strives to provide a safe and caring environment where all members of our school family are welcomed and belong. Our staff is excited to work and grow with every child, by lighting the path and giving our students the tools and opportunities to lead others. We continue to offer Athletic Excellence programming. Students who are not involved in AE participate in Career and Technology Foundations. Included in this is Genius Hour and Coding, STEM, as well as Drama and Art. Religious education and evangelization are priorities at our catholic school. Our students are building their Catholic faith with our religious education resource "Growing in Faith, Growing in Christ." This program reflects the content of faith expressed in the Catechism of the Catholic Church. Classes all have an opportunity to participate in, and regularly lead, masses, liturgies, and celebrations that happen on a regular basis at our school.

Our parents/guardians are directly involved as partners in their child's education. There are many opportunities for parents to volunteer in the school as well. Teams of parent volunteers arrive at our school weekly to provide our hot lunch program to students. Parents regularly engage in both out-of-school and in-school field trips, such as swimming, sports fun day, picture day, Lice Busters program, to name a few. When we work together, our students reap the benefits of "Living, Loving, and Learning."

## School Profile

Principal: Monique Tellier-Phillips

Vice Principal(s): Colette Chamulka

Phone: 780.986.9300

Student Population: 387

Fax: 780.986.9322

Number of Teachers: 20 Full Time Equivalent (FTE)

Email: [monique.phillips@starcatholic.ab.ca](mailto:monique.phillips@starcatholic.ab.ca)  
[colette.chamulka@starcatholic.ab.ca](mailto:colette.chamulka@starcatholic.ab.ca)

Number of Support Staff: 13FTE

Webpage: <http://nd.starcatholic.ab.ca>

Grades Served: Preschool, K-6



## Emerging Issues and Trends

Growing leadership capacity is an area that has been a need for a few years. This applies to both teaching staff and students. Our goal this year is to get more staff and students involved in leading the assemblies, clubs, activities, celebrations, and in-class responsibilities, such as Student of the Week.

Sustaining our Athletic Excellence Program with the introduction of Grade 4 French Immersion students was a challenge that needed to be addressed. The reason was that the number of blocks that it was offered (6 per week), would not have allowed the

French Immersion students to participate. The majority of their instruction is taught in French and the Athletic Excellence teacher speaks only English. The program is very valuable to its participants, as it builds confidence, respect, and teamwork, but it could not continue to function as it had been. Revising the AE schedule this year meant we were able to accommodate both English and French students alike.

Parents brought up the fact that last winter saw record numbers of indoor recesses. They proposed adding a third recess in the afternoon to increase the chances of students getting out for at least one recess during the colder days. This would mean re-vamping the daily timetable and supervision schedules to allow for this possibility.

The idea of hiring a Family School Liaison Worker (FSLW) in place of a School Counsellor was discussed with staff and parents in the spring of last year. The rationale for wanting to hire an FSLW was because of the area of specialization: a degree specific to Psychology or Social Work, which was felt to be a priority.

Over the past few years we have ended up with one very large English ECS class, and one very large French ECS class. For example, this year we had 29 students in English and 25 students in French. Combined, this would be 54 students. In ECS, this could normally be divided into three classes of 18 students each. This is more challenging to address when the classes are both English and French.

Professional Learning Communities (PLC) provision has changed in that they are completely embedded as of this year. PLC blocks are covered internally, at no extra cost to the school.

Expanding our student awards to include a monthly Virtue award specific to our Catholic faith was a goal for this upcoming year. Additionally, inviting parents to our assemblies to witness children as they receive the Virtue of the Month award fosters community building.

Making connections with parents earlier in the year is something that we view as a priority and are working to facilitate this. Being proactive and communicating with families to share both positive comments or areas of need paves the way for open communication throughout the year. Contact with parents should be initiated by teachers before the first reporting period.

### **Strategies to Address Issues and Trends**

Some of our staff are pursuing graduate studies in educational leadership. This is proving already to be beneficial in that they are assisting with Designate Principal duties. To build leadership capacity among students, these same teachers are getting their students involved with leading assemblies and setting up for masses, celebrations, and assemblies. Currently, we have a number of teachers committed to emceeding upcoming assemblies this year, and, in division two, students are coached to assist with this role as well. This is very positive!

The timetable changed to a more balanced day, with the same number of instructional minutes in the morning as in the afternoon. With this new timetable, students get a recess break after every 80 minutes. The short recess breaks happen in the morning and in the afternoon. The long recess occurs at lunch hour. The supervision schedule expanded and was tweaked, as well, as a result of a third recess break.

The AE Program was able to allow for inclusion of the French Immersion students by reducing its blocks to only four 40-minute blocks per week. The number of French Instructional minutes the students in Grades 4 – 6 require are met with the reduced number of blocks in English instruction in Athletics Excellence. This needed to happen, also, for the program to sustain itself (i.e. French students need to be included).

A FSLW was hired at .42 for this school year. She is working the same number of hours that our Vice Principal had previously been for counselling each week (approx. 17 blocks). This move has proven to be an excellent one in that the VP is not in a dual-role position this current year. To replace the counselling portion that was in place in previous years, the FSLW is servicing students for 17 blocks. Our FSLW applies her knowledge and understanding of the reciprocal influences of home, school, and community to intervene for our students' success.

To address the large ECS classes, we divided the English class so it averages 14.5 students per class. The full French class is still at 25 students; however, we have an Educational Assistant to support the teacher in the class.

PLCs are facilitated for Division One teachers when students attend Music classes. The Principal teaches all students one block per week in the chapel, with two Educational Assistants present. The students learn the upcoming celebrations, ceremonies, and Mass music. If the Principal is unavailable to teach during that block, the Designated Principal is assigned to teach the group Character Education. PLCs for Division Two take place while the Athletics Excellence students are away for two blocks on Tuesday and Thursday afternoon. While the remaining students participate in Career and Technology Foundations classes, PLC time is made available for the teachers at each grade level to meet. As well, our French Immersion teachers meet in their PLC for French Language Arts and French Cultural event preparation once per week. Their PLC time occurs once per week, when the Principal does French Reading Buddy groups in the chapel. Review of the French songs students are learning in class is also done during this time.

A Virtue of the Month recognition program was introduced last year. To add an important component to it this year, we have included a Virtue Award which is given to

one student from each class at our monthly assembly. For example, the month of November had a theme of “peace”. Each home room teacher nominated a student who modeled being peaceful toward others. Parents were called to let them know their child would be receiving this award. It is wonderful to see so many parents attending our assemblies to see their child receive this special, faith-based, Catholic award. And it is also great to see staff taking a role in permeating the virtue and personally presenting the award to their student at the monthly assembly.

We made a change this year and moved our first interview evening to mid-October to allow for IPP meetings and specific student concerns to be addressed. The bulk of the parent population tends to come in during interviews after the first reporting period, so teachers are quite booked up at that time. Then, in the spring, after the second reporting period, fewer parents tend to attend the parent-teacher interviews. So, after the second reporting period, we will have one interview evening instead of two.

**Combined 2019 Accountability Pillar Overall Summary**

Measure Category	Measure	École Notre Dame School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	93.5	90.8	90.9	89.0	89.0	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	92.2	80.8	82.8	82.2	81.8	81.9	Very High	Improved	Excellent
	Education Quality	98.8	94.8	93.9	90.2	90.0	90.1	Very High	Improved	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.6	2.3	2.9	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.1	78.0	77.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	74.5	86.5	82.9	73.8	73.6	73.6	Intermediate	Declined	Issue
	PAT: Excellence	11.3	17.9	21.8	20.6	19.9	19.6	Low	Declined	Issue
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.3	55.7	55.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	64.8	63.4	62.2	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	59.0	58.7	58.7	n/a	n/a	n/a
	Work Preparation	95.0	76.5	79.9	83.0	82.4	82.6	Very High	Improved	Excellent
	Citizenship	87.8	84.1	84.9	82.9	83.0	83.5	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	95.1	79.3	81.7	81.3	81.2	81.1	Very High	Improved	Excellent
Continuous Improvement	School Improvement	94.7	75.6	84.9	81.0	80.3	81.0	Very High	Improved Significantly	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. 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 those school authorities affected by these events.
7. Aggregated Diploma results are a weighted average of percent 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; and Social Studies 30-2.
8. 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 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations 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 those school authorities affected by these events.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
11. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.



## Measure Evaluation Reference

### Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that remain consistent over time. The Standards are calculated by taking the 3-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate	0.00 - 47.98	47.98 - 55.78	55.78 - 68.95	68.95 - 74.96	74.96 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

#### Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

### Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

### Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

### Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)



**Divisional Goal: Growing Catholic Identity**

Measure Category	École Notre Dame School			St. Thomas Aquinas RCSSD		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
<b>Parent Survey</b>						
My child's school upholds the dignity of every student as a child of God.	88	89	90.5	89	91	90.7
I am pleased with the opportunity my child has, to pray and to grow in his or her faith.	88	86	91.5	90	92	92
My child learns about faith throughout the school day, not just in religion class.	81	76	80.3	78	82	80.7
The staff at the school, through their words and actions, help students to better know God.	83	75	80	80	82	81.3
The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice.	93	92	89	85	86	85
<b>Staff Survey</b>	<b>Current Result</b>	<b>Prev Year Result</b>	<b>Prev 3 Year Average</b>	<b>Current Result</b>	<b>Prev Year Result</b>	<b>Prev 3 Year Average</b>
Staff at school uphold the dignity of every student as a child of God.	100	100	99	98	98	98
The school provides students with opportunities to pray and to grow in their faith.	100	100	100	99	98	98.7
Staff at the school take the opportunity to permeate and infuse faith into what they teach.	100	100	99	96	92	94.7
Staff at the school, through their words and actions, help students to better know Christ.	100	90	94.7	98	95	95.7
The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice.	100	100	100	97	98	98
<b>Student Survey</b>	<b>Current Result</b>	<b>Prev Year Result</b>	<b>Prev 3 Year Average</b>	<b>Current Result*</b>	<b>Prev Year Result</b>	<b>Prev 3 Year Average</b>
The adults in my school treat me with respect.	80	86	81.3	83   73	87   78	84   75
We pray as a class or school every day.	91	93	87	94   82	95   87	93   86
Teachers talk about faith in other classes, not just religion class.	69	77	68	73   62	84   72	76   66
The adults at my school help me, by their words and actions, to better know God.	81	81	80.8	81   56	84   64	82   60
My school organizes activities to help people who are in need, such as, support a foodbank or collect clothes	80	89	84.5	88   86	95   86	89   82
<b>Aggregate Measure</b>	<b>Current Result</b>	<b>Prev Year Result</b>	<b>Prev 3 Year Average</b>	<b>Current Result</b>	<b>Prev Year Result</b>	<b>Prev 3 Year Average</b>
Mark 1: Dignity and Respect	89.3	91.6	90.3	88.3	90.5	89.4
Mark 2: Opportunities for Prayer	93	93	92.8	92.3	93.7	93.4
Mark 3: Permeation of Faith	83.3	84.3	82.4	80.5	84	82.1
Mark 4: Witnessing to the Gospel	88	82	85.2	82.2	83.7	82.7
Mark 5: Charity and Social Justice	91	93.6	91.2	89.7	91.5	89.5

\*Grades 4-6 | Grades 7-12

Excellent 86-100	Good 81-85	Intermediate 76-80	Issue 71-75	Concern 0-70
------------------	------------	--------------------	-------------	--------------

***Divisional Goal: Growing Catholic Identity Continued***

**Faith Strategy Example #1:**

One of the student survey question results was down from the previous year: “Teachers talk about faith in other classes, not just religion class.” The previous score was 77%; the past year was 69%, and the previous 3-year average was 68%.

Staff will share their faith stories with their class, outside of Religion class, using some of the following questions to guide their stories:

- Who are the people who helped guide your faith journey? How did they do that?
- Describe some meaningful moments of your faith journey? What made them significant?
- How has your faith been reflected in your work, your hobbies, and your choices at various times in your life?
- In what ways has your faith guided and supported you over your lifetime? How has your church/faith community guided and supported you?

The goal is to share some examples of God in action, in ways that are personal and engaging to students.

At the annual Reveillon, before Christmas, French Immersion staff share with students the Catholic French tradition of celebrating Christ’s birth, at and after Midnight Mass.

Administration will introduce staff, one of our monthly staff meetings, to the “Welcome to the Permeation Project.” This document was developed over fifteen years ago by ECSD, yet it remains a valuable source of information on how to permeate our Catholic faith across the curriculum, as opposed to confining it to religion classes with our students. Staff members will be divided into groups to peruse Parts I, II, and III. Groups will reflect upon, and later share, the permeation suggestions that are presented in each part of the project. The suggestions for permeation will potentially give new depth to the current practices of permeation we engage in as a school.

Administration will share copies of the book “Why I Love Being Catholic” by Matthew Kelly. This book is a compilation of faith stories shared by Catholics that are inspirational and thought-provoking. By exploring the book together as a staff this year, our goal is to inspire staff to reflect on their own faith journey and, in turn, share their stories with each other and with our students.

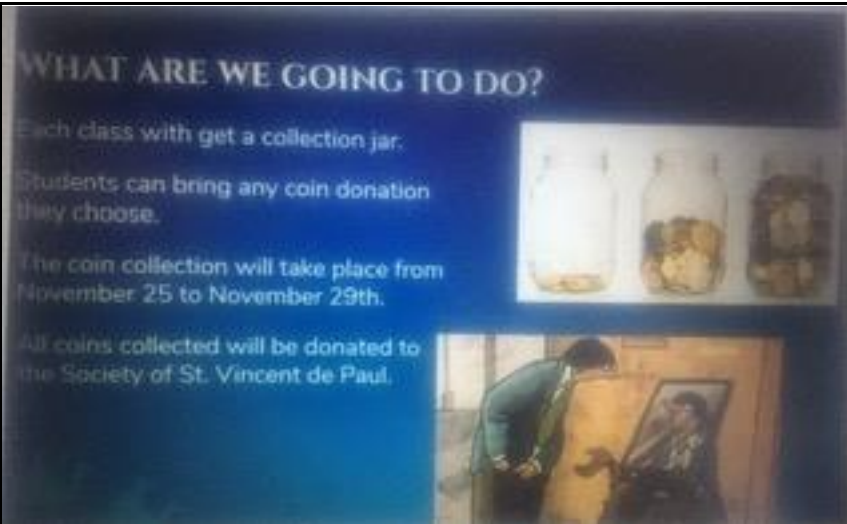
**Link to Board Priority – Key Indicator:**

Students learn about what it means to live in a relationship with Jesus Christ.  
Outcome: Students will hear and learn about how adults live their lives guided by faith and the church.

**Faith Strategy Example #2:**

“My school organizes activities to help people who are in need, such as, support a foodbank or collect clothes”. Students surveyed indicated an 80% satisfaction to this, while results showed 89% the previous year. Strategies to remedy this will be to ensure that students are not only informed about the school community’s efforts to help people who are in need, but to also be more actively involved. For example, specific grades will be responsible for admin. approved charitable initiatives and will be in charge of promoting and spreading awareness so that all students are involved. Having students take leadership and promote their projects encourages ownership and a collective responsibility toward faith-based goals that serve others. The Coins for Christ campaign to support St. Vincent de Paul/St. Michael’s Parish provided a valuable opportunity for classes to contribute coins to a class jar and support a cause that helps local families in need. It allowed students to promote awareness of this charitable organization and their good works by visiting all classes and sharing information on the organization and school project with a Google slide presentation. In addition, division two students designed Christmas cards with special messages for the society to place their gift cards in and deliver to families receiving them. Projects such as this one really advance the goal of building empathy for others less fortunate and foster an attitude of selflessness among students. Some of the other annual campaigns at our school to help people in need include: Tree of Warmth, Holy Childhood Privilege Day, and Drive Away Hunger.

Using the following verse as a guide throughout any project will also help students to understand the “why” of their projects: “The Spirit of the Lord is upon me, because he has anointed me to bring good news to the poor, he has sent me to proclaim release to the captives and recover sight to the blind, to let the oppressed go free, to proclaim the year of the Lord’s favour. (*Luke 4:18-19*)



Link to Board Priority – Key Indicator:

Staff and students witness the gospel.

Outcome: Staff and students understand Catholic social teaching and witness the Gospel through acts of Social Justice and Charity.

## Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	89.9	84.6	77.6	86.5	74.5	87	Intermediate	Declined	Issue	88	89	90
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	20.3	28.1	19.4	17.9	11.3	20	Low	Declined	Issue	21	22	23

### Comment on Results

*(an assessment of progress toward achieving the target)*

Social Studies and English Language Arts were the subject areas that we achieved best in. We rated "high" achievement in acceptable standard and good overall. However, in all other subjects, especially Math and Science, we declined in achievement. Math is of the most concern, with a significant decline in results. Science also showed declined achievement and is an area of focus for improvement.

In examining the math Grade 6 achievement test results, the data indicates that a considerable number of items from the Number strand, in particular Arithmetic Operations, need attention. It is noteworthy that 19 out of the 25 questions, in this particular strand, are categorized as low-complexity items. Both the Statistics and Probability and Patterns and Relations strands, while not as pronounced as Number, did show a couple of areas of need to address as well.

Strategies that will prove beneficial in addressing the math areas that presented challenges for some students are:

- continued systematic and explicit core instruction
- solidify all arithmetic operations
- increase use of manipulatives in mathematics
- vary the complexity of test item questions (i.e. low, medium, high)
- mirror the Provincial Achievement test for all exams
- vary choice of task to increase engagement
- identify outcomes for exam questions (ex: N.3)
- collaborate with grade partners and previous grade teachers (vertical planning/collaboration)
- provide regular specific feedback to students that is focused on what would yield improvement in math
- use personal stories to explore with students outcomes around statistics and probability
- focus on math problem solving (stamina, 2 step and multi-step questions)

The Science Achievement Test scores demonstrated that certain skills such as inferencing and evaluating in science could be addressed for improvement. The data indicated, as well, that the science Knowledge scores on certain topic items were somewhat lower than provincial average.

Strategies that will be used to address areas of focus in science are as follows:

- use photographs or objects and have students practice making observations/inferences  
ex: Observation: An apple has a missing chunk. Inference: Someone took a bite out of the apple.
- provide ample ongoing opportunities for students to share their scientific knowledge
- vary the complexity of test item questions (i.e. low, medium, high)
- continue to build/discriminate among scientific vocabulary: identify, classify, evaluate, infer, etc.
- create common assessments
- provide regular specific feedback to students that is focused on what would yield improvement in science

Strategies that will prove beneficial in addressing the language arts areas of need:

- focus particularly on transitions to create a sense of flow in paragraph writing (organization of a news article)
- utilize more informational and nonfiction reading (looking at text organization)
- focus on inference and synthesizing for advancing reading strategies
- explore poetry more in depth in the development of metaphor (figurative language)
- provide regular specific feedback to students that is focused on what would yield improvement in language arts skills
- vary the complexity of test item questions (i.e. low, medium, high)

:

### **Strategies**

School wide Response to Intervention will assist students that have specific areas of need in numeracy and literacy. The teachers in both Grades 5 and 6 will be using Newsela, an Instructional Content Platform for reading engagement, to increase exposure to informational and article texts. They will also be adding multiple choice questions to all tests throughout the year. Teachers are designating time to practice

problem solving and calculations at least once per week throughout the year. This can be facilitated through Learning Buddies sessions where math games are played for a portion of the time to reinforce numeracy concepts. Parents at our school will engage students in a Math Games evening which is a fun and motivational way for students to build their math fluency.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. 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 those school authorities affected by these events.



Outcome One: Alberta’s students are successful (continued)

Outcome One: Alberta’s students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	87.8	86.5	84.1	84.1	87.8		Very High	Maintained	Excellent			

**Comment on Results**

*(an assessment of progress toward achieving the target)*

Active citizenship allows our students to get involved in our local community. There are a multitude of ways in which students can get involved in citizenship.

**Strategies**

Our Playground Pals program allows students in Grades 4–6 to assist younger students with equipment organization, sign out and with helping them play games. They also help with indoor recess days by visiting classrooms and leading exercises. A school-wide program we also find motivating for students is “Bucket Fillers.” Students who have done something kind for someone else have their name put into a “Bucket” and four names are drawn weekly and announced on the intercom. It allows them each to receive a bracelet that says, “I am a Bucket Filler.” Another way students become active citizens is by getting involved in the AMA Safety School Patrol program. Students from Grades 4–6 can participate. This allows students to fill the much-needed role of ensuring that community members and fellow students can cross the road safely before and after school. Students are expected to be responsible for arriving on time and adhering to a schedule and working together as a team in setting up and dismantling the materials used for patrolling each day.

Other ways that our students are actively involved in providing for others is through their involvement in the annual Terry Fox Run, Drive Away Hunger, Remembrance Day involvement, Toonies for Movember, Coins for Christ, Wreath of Warmth, Soup for the Soul (Leduc Food Bank donation), Lenten Project with Leduc HUB, Holy Childhood Association Day, Jackets for Jesus/Coats for Christ, Christmas cards made by students for St. Vincent de Paul Society, as well as Jump Rope for Heart.

**Notes:**

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

## Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful

(Results and evaluations for First Nations, Métis and Inuit measures are required for Public/Separate/Francophone schools only)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	*	*	70.0	*	58.3	67	Very Low	Maintained	Concern	68	69	70
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	*	*	12.5	*	8.3	9	Very Low	Maintained	Concern	10	11	12
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

### Comment on Results

(an assessment of progress toward achieving the target)

Our overall Grade 6 Achievement Test results declined, so it is not surprising that First Nations, Metis and Inuit measures are also low. Of the past five years, data has been suppressed for three of the five. We acknowledge the importance of staff working together to analyze data and understand where learning gaps lie within this population of students.

### Strategies

Response to Intervention allows for our students to have access to grade level instruction, in addition to having the opportunity to receive targeted instruction in areas of difficulty in numeracy and literacy. It is important that we, as a school, continue to nurture a learning environment that is safe and inclusive for Indigenous students so that they feel a sense of belonging at school. Optimal inclusive learning environments enhance academic achievement and success and reflect a belief that ALL students can achieve high standards.

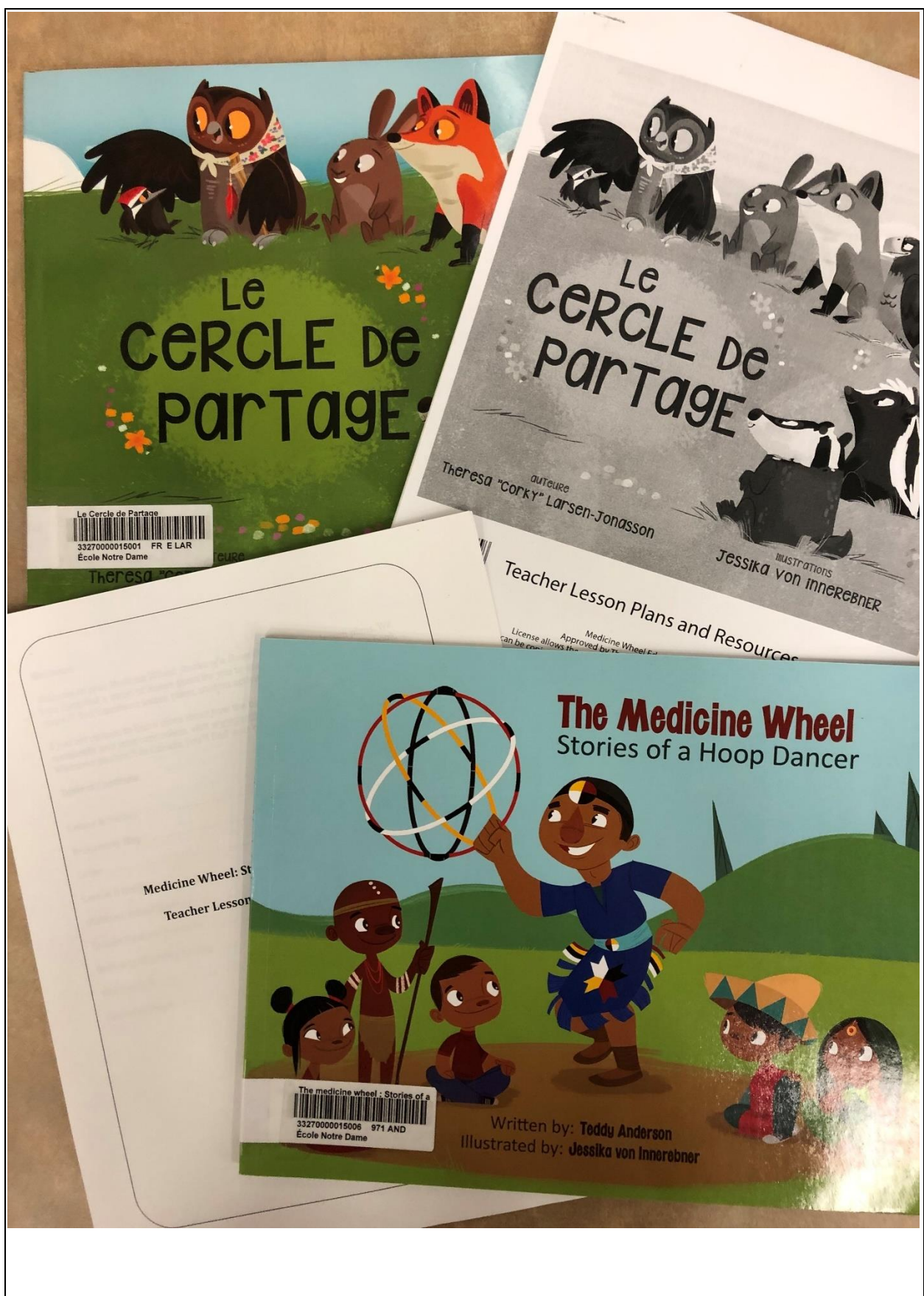
With regard to academic achievement of Aboriginal students, there are many aspects of their culture that influence or mediate how well they learn at school. Some strategies/approaches that have been identified as positively influencing the academic success of Indigenous students, and that we encourage are:

- Storytelling (sharing an oral tradition)
- Talking/problem-solving circles (as a means to conflict resolution)
- Infusion of Aboriginal content (First Nations literature in Learning Commons)

- Relationship building (warmth and respect toward Aboriginal learners and their culture)

Engage teachers in PD that builds capacity to grow foundational knowledge of First Nations, Metis, and Inuit amongst staff. ERLC PD – Building Indigenous Foundational Knowledge Through a Community of Practice. “The lack of Aboriginal cultural knowledge in school curricula and among teachers has been identified as one of the crucial factors in school failure...” (Battiste, 2000)

Grow Ecole Notre Dame School’s collection of Indigenous literature (Medicine Wheel Education) plus teacher lesson plans. This school year we have added almost sixty new titles of Indigenous books into our Learning Commons.



Erect the teepee (potentially in the courtyard) so that it remains set up throughout the year. Use it as a gathering place for telling stories (protocol considered) and as another symbol of inclusiveness for our general school population, but for our First Nations, Metis, Inuit people in particular.

Continue to incorporate Indigenous themes across our curriculum, such as the singing of Silent Night in Cree language during our Christmas concert.

Make a concerted effort to acknowledge our identified FNMI students and be sensitive to their unique learning styles and needs.

Track attendance of our identified FNMI students and address any attendance issues as school absenteeism from a young age has significant negative consequences that can last a lifetime.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. 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 those school authorities affected by these events.
5. Aggregated Diploma results are a weighted average of percent 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; and Social Studies 30-2.
6. 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 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations 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 those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
- 9.
- 10.





11.

**Outcome Three: Alberta has excellent teachers, school leaders, and school authority leaders**

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
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.	90.8	84.5	83.0	80.8	92.2		Very High	Improved	Excellent			

**Comment on Results**

*(an assessment of progress toward achieving the target)*

We reached our highest results over the past five years in this measure. This is due to the number of opportunities we offer at our school, including clubs and extracurricular activities, which allow for a variety of experiences. This school year we have also started Career and Technology Foundations which allows even more to do during the school day for our Div. I students.

**Strategies**

Some of our popular clubs are the Art, Pokemon, French, and Cartooning. We also have forty-five students involved in our Athletics Excellence Program. This year we implemented a variety of Career and Technology Foundations classes: Literature Based Art, Genius Hour/Coding, Drama, and STEM. In addition to all of this, we are continuing with French Immersion programming, adding Grade 4 this year, Grade 5 next year, and Grade 6 the following year.

**Notes:**

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.



## Outcome Four: Alberta’s education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	92.0	91.0	91.0	90.8	93.5		Very High	Maintained	Excellent			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	96.8	91.2	95.6	94.8	98.8		Very High	Improved	Excellent			
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	81.1	83.3	80.0	76.5	95.0		Very High	Improved	Excellent			
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter and private school authorities that do not have grades 10-12.)</i>	70.9	65.1	65.8	62.4	90.6		n/a	n/a	n/a			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child’s education.	87.5	88.8	76.9	79.3	95.1		Very High	Improved	Excellent			
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	96.2	90.6	88.6	75.6	94.7		Very High	Improved Significantly	Excellent			

### Comment on Results

*(an assessment of progress toward achieving the target)*

There was improvement in four out of five performance measures. A jump of almost 28% came in the area of the school and schools in the jurisdiction improving or staying the same the last three years. Also, improvement by over 15% came in the area of satisfaction with parental involvement in decisions about their child’s education. Up 19% was the 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. Safety, care, respect, and fairness all continue to be rated very high at Ecole Notre Dame School.

### Strategies

We are into the second year of our Virtues Program. Through the program, we recognize students for working on the Virtue of the Month, which includes the following: love, empathy, peace, self-control, respect, kindness, acceptance, and fairness.

Our teachers are well-versed in using Differentiated Instruction to meet the needs of individual students. As well, we used Response to Intervention to ensure that students get the extra assistance they may need in Numeracy and Literacy. We also make sure that students are never taken out of grade level Mathematics and English Language Arts / French Language Arts to receive intervention in these same subjects. By staying in class during these core subjects, they do not miss out on core instruction.

Our School Council and our Parents at Notre Dame Association (PANDA) are a well-informed group of people who ask excellent questions at meetings. The group of parents is growing each year, which is great in that they communicate any thoughts, feedback, and ideas at our monthly meetings. They have also paid for speakers that come in to speak on current topics. They have bought musical instruments for the students and have helped in a variety of capacities in the classrooms, such as with our Hot Lunch Program. They organize fundraisers for specific needs, such as the sports equipment for Playground Pals, and other projects that benefit students.

Notes:

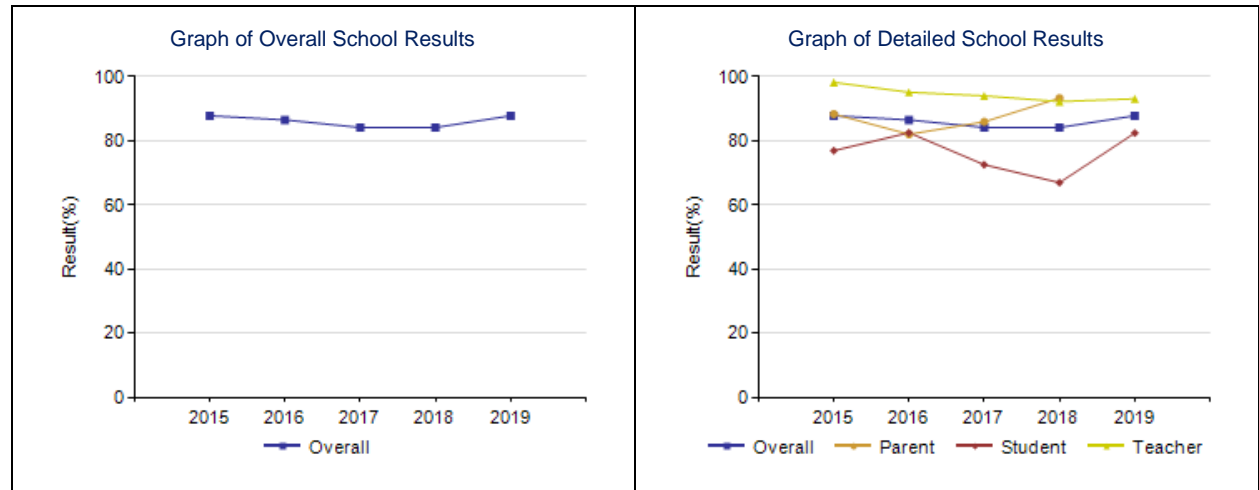
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

## **APPENDIX – Measure Details (OPTIONAL)**

The following pages include tables and graphs that provide detailed data for the performance measures. Schools may include these under each measure/outcome to provide context and help in interpreting the results.

**Citizenship – Measure Details**

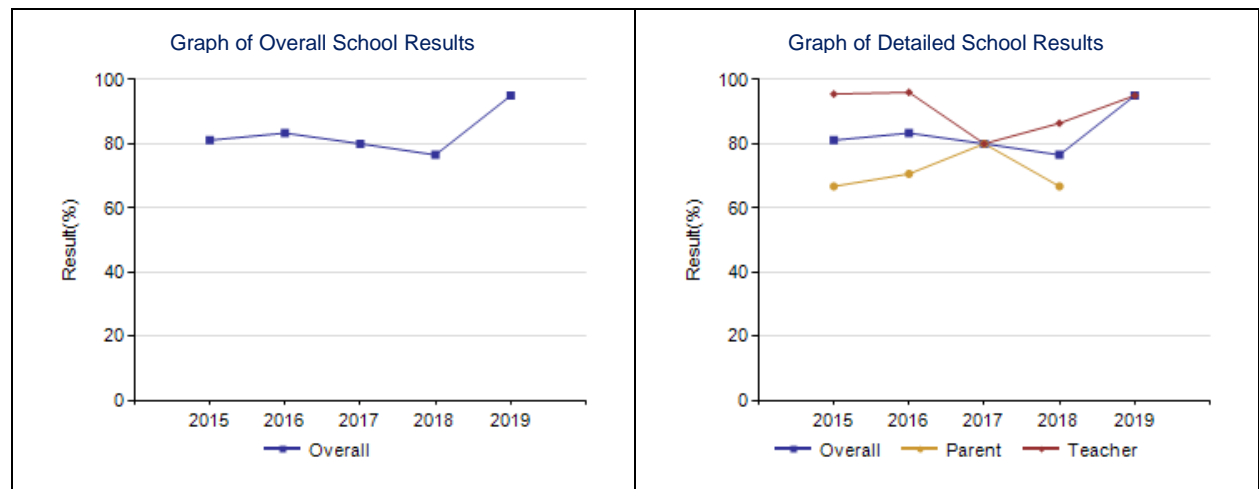
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	87.8	86.5	84.1	84.1	87.8	85.4	85.3	86.7	85.0	87.0	83.5	83.9	83.7	83.0	82.9
Teacher	98.2	95.1	94.0	92.2	93.1	98.2	96.8	97.2	94.7	97.0	94.2	94.5	94.0	93.4	93.2
Parent	88.3	82.0	85.9	93.3	*	81.6	84.1	87.5	88.1	85.7	82.1	82.9	82.7	81.7	81.9
Student	76.9	82.5	72.5	66.9	82.4	76.5	75.1	75.2	72.1	78.3	74.2	74.5	74.4	73.9	73.5



- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

**Work Preparation – Measure Details**

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.															
	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	81.1	83.3	80.0	76.5	95.0	85.6	85.2	86.8	86.3	86.2	82.0	82.6	82.7	82.4	83.0
Teacher	95.5	96.0	80.0	86.4	95.0	93.6	93.9	92.9	92.9	98.2	89.7	90.5	90.4	90.3	90.8
Parent	66.7	70.6	80.0	66.7	*	77.6	76.5	80.7	79.6	74.2	74.2	74.8	75.1	74.6	75.2

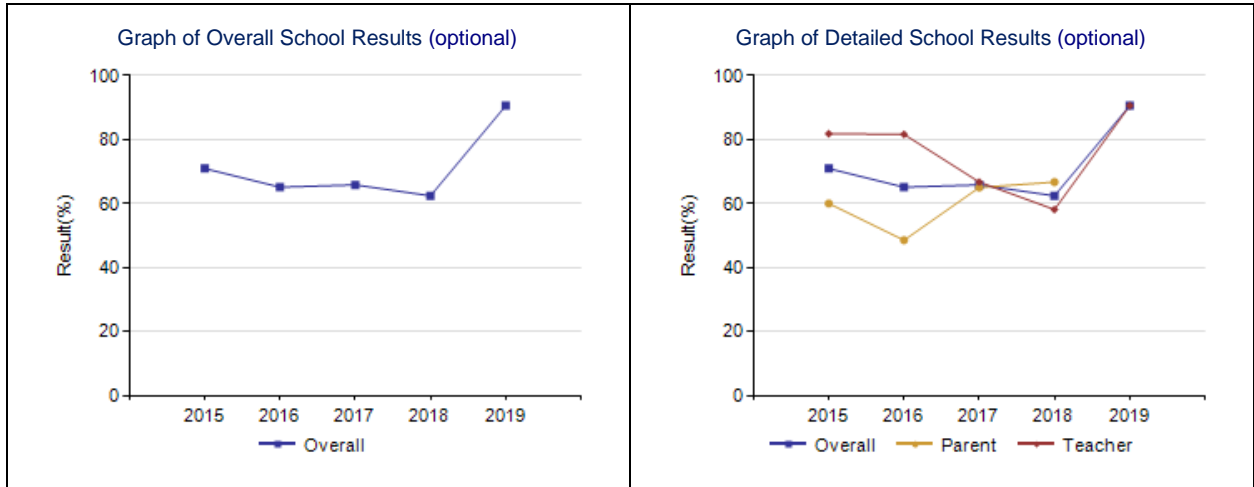


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

**Lifelong Learning – Measure Details (OPTIONAL)**

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	70.9	65.1	65.8	62.4	90.6	75.9	73.6	78.6	77.0	76.9	70.0	70.7	71.0	70.9	71.4
Teacher	81.8	81.6	66.7	58.1	90.6	84.4	82.8	86.9	85.4	91.1	76.0	77.3	77.3	77.8	78.8
Parent	60.0	48.5	65.0	66.7	*	67.5	64.4	70.3	68.5	62.7	64.0	64.2	64.8	64.0	64.0



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

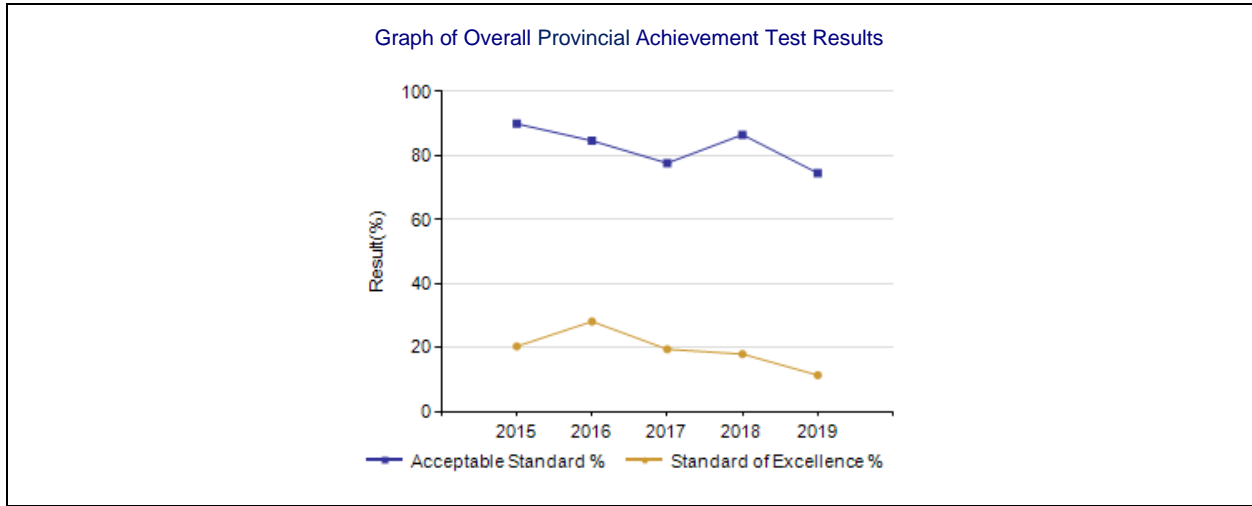
**Provincial Achievement Test Results – Measure Details**

PAT Course by Course Results by Number Enrolled.		Results (in percentages)										Target	
		2015		2016		2017		2018		2019		2019	
		A	E	A	E	A	E	A	E	A	E	A	E
		English Language Arts 6	School	91.9	20.3	88.9	27.2	87.9	13.8	93.7	14.3	86.8	7.5
Authority	87.4		21.9	88.1	22.6	92.3	13.8	92.9	16.3	91.1	15.6		
Province	82.8		19.5	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8		
French Language Arts 6 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	*	*	100.0	27.3	92.3	0.0	87.1	12.9	92.0	16.0		
	Province	87.5	13.6	87.7	14.2	85.1	13.5	85.2	12.3	87.7	15.7		
Français 6 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	89.0	15.0	91.4	17.2	92.1	21.6	93.3	23.1	90.3	24.6		
Mathematics 6	School	85.1	10.8	81.5	14.8	70.7	8.6	76.2	6.3	54.7	1.9	80	15
	Authority	78.1	13.3	76.5	12.6	73.4	8.1	76.8	10.8	75.6	12.2		
	Province	73.2	14.1	72.2	14.0	69.4	12.6	72.9	14.0	72.5	15.0		
Science 6	School	97.3	35.1	85.2	38.3	77.6	34.5	90.5	28.6	75.5	18.9	80	25
	Authority	86.4	28.9	84.2	29.0	85.5	29.3	86.6	27.6	83.6	25.0		
	Province	76.3	25.3	78.0	27.1	76.9	29.0	78.8	30.5	77.6	28.6		
Social Studies 6	School	85.1	14.9	82.7	32.1	74.1	20.7	85.7	22.2	81.1	17.0	82	20
	Authority	79.7	17.6	72.6	21.3	80.1	15.8	82.1	21.1	81.7	17.8		
	Province	69.8	18.1	71.4	22.0	72.9	21.7	75.1	23.2	76.2	24.4		
English Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	82.6	15.6	83.3	12.4	85.3	18.2	80.8	12.8	76.2	13.6		
	Province	75.6	14.4	77.0	15.2	76.8	14.9	76.1	14.7	75.1	14.7		
K&E English Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	*	*	50.0	10.0	66.7	11.1	*	*	50.0	0.0		

	Province	63.0	4.5	59.8	6.2	58.8	5.9	55.7	5.9	57.4	5.4		
French Language Arts 9 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	71.4	0.0		
	Province	85.8	10.1	83.0	10.8	83.1	11.2	81.4	9.8	82.9	12.3		
Français 9 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	88.5	20.2	86.4	26.8	88.9	26.1	82.7	22.3	88.6	26.0		
Mathematics 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	76.6	19.8	78.3	17.0	80.0	23.1	64.6	11.8	60.9	19.9		
	Province	65.3	17.9	67.8	17.5	67.2	19.0	59.2	15.0	60.0	19.0		
K&E Mathematics 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	66.7	33.3	64.3	7.1	61.5	15.4	50.0	0.0	58.8	5.9		
	Province	60.9	14.4	61.2	13.0	57.5	13.3	57.4	13.6	59.6	13.2		
Science 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	83.9	26.5	76.9	19.7	81.0	26.0	79.1	20.9	76.5	24.1		
	Province	74.1	22.8	74.2	22.4	74.0	21.4	75.7	24.4	75.2	26.4		
K&E Science 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	*	*	60.0	10.0	88.9	0.0	*	*	57.1	0.0		
	Province	64.5	15.1	63.8	14.3	63.9	13.3	64.6	12.3	61.7	10.7		
Social Studies 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	81.2	30.5	71.4	20.9	73.6	27.5	67.7	22.6	66.7	17.3		
	Province	65.1	19.8	64.7	18.0	67.0	20.2	66.7	21.5	68.7	20.6		
K&E Social Studies 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	*	*	60.0	20.0	50.0	0.0	*	*	*	*		
	Province	57.3	11.2	58.0	11.6	56.3	12.7	55.2	14.2	55.9	15.0		

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. 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 those school authorities affected by these events.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.

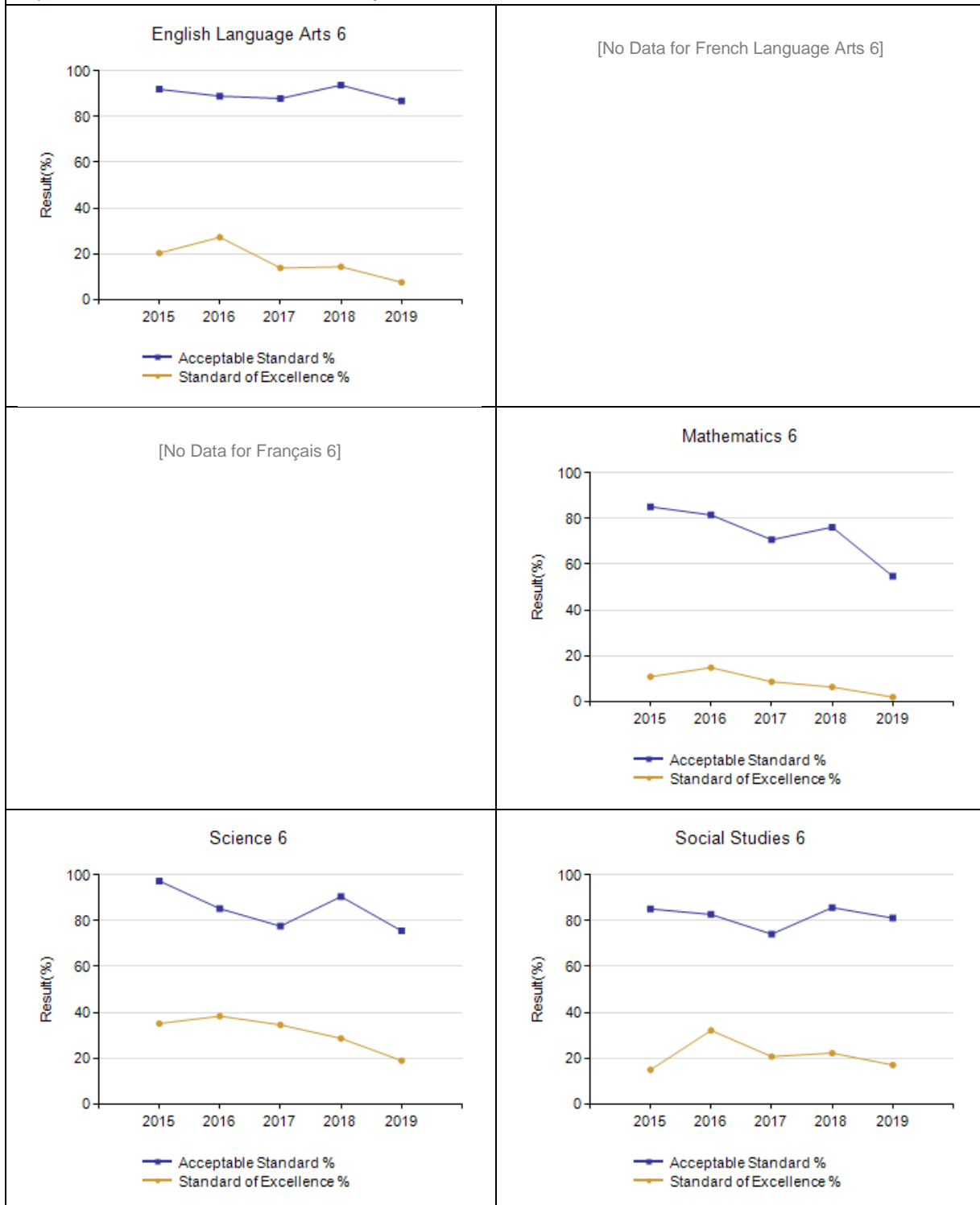


Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. 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 those school authorities affected by these events.



Graph of Provincial Achievement Test Results by Course



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. 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 those school authorities affected by these events.
3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		École Notre Dame School								Alberta			
		Achievement		Improvement		Overall		Prev 3 Year Average		2019		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%	
English Language Arts 6	Acceptable Standard	High	Maintained	Good	53	86.8	67	90.2	54,820	83.2	49,573	82.9	
	Standard of Excellence	Low	Declined	Issue	53	7.5	67	18.4	54,820	17.8	49,573	19.1	
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,559	87.7	3,122	86.0	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,559	15.7	3,122	13.3	
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	663	90.3	574	92.2	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	663	24.6	574	20.6	
Mathematics 6	Acceptable Standard	Very Low	Declined Significantly	Concern	53	54.7	67	76.1	54,778	72.5	49,502	71.5	
	Standard of Excellence	Very Low	Declined	Concern	53	1.9	67	9.9	54,778	15.0	49,502	13.5	
Science 6	Acceptable Standard	Low	Declined	Issue	53	75.5	67	84.4	54,879	77.6	49,520	77.9	
	Standard of Excellence	Intermediate	Declined	Issue	53	18.9	67	33.8	54,879	28.6	49,520	28.9	
Social Studies 6	Acceptable Standard	High	Maintained	Good	53	81.1	67	80.9	54,802	76.2	49,511	73.1	
	Standard of Excellence	Intermediate	Declined	Issue	53	17.0	67	25.0	54,802	24.4	49,511	22.3	
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	47,465	75.1	45,363	76.6	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	47,465	14.7	45,363	14.9	
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,569	57.4	1,551	58.1	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,569	5.4	1,551	6.0	
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,811	82.9	2,758	82.5	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,811	12.3	2,758	10.6	
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	396	88.6	380	86.0	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	396	26.0	380	25.1	
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,764	60.0	44,959	64.7	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,764	19.0	44,959	17.1	
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,190	59.6	2,007	58.7	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,190	13.2	2,007	13.3	
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	47,489	75.2	45,363	74.6	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	47,489	26.4	45,363	22.7	
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,536	61.7	1,520	64.1	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,536	10.7	1,520	13.3	
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	47,496	68.7	45,366	66.1	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	47,496	20.6	45,366	19.9	
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,466	55.9	1,501	56.5	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,466	15.0	1,501	12.8	

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. 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 those school authorities affected by these events.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.

**Measure Evaluation Reference - Achievement Evaluation**

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that remain consistent over time. The Standards are calculated by taking the 3-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th, and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
French Language Arts 6 année	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
Mathematics 6	Acceptable Standard	0.00 - 63.91	63.91 - 70.73	70.73 - 79.61	79.61 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 8.53	8.53 - 11.31	11.31 - 18.13	18.13 - 25.17	25.17 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
Social Studies 6	Acceptable Standard	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
	Standard of Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 100.00
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
K&E English Language Arts 9	Acceptable Standard	0.00 - 29.97	29.97 - 53.86	53.86 - 76.19	76.19 - 91.85	91.85 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 0.30	0.30 - 10.00	10.00 - 20.31	20.31 - 100.00
French Language Arts 9 année	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Mathematics 9	Acceptable Standard	0.00 - 52.42	52.42 - 60.73	60.73 - 73.88	73.88 - 78.00	78.00 - 100.00
	Standard of Excellence	0.00 - 8.18	8.18 - 12.49	12.49 - 18.10	18.10 - 24.07	24.07 - 100.00
K&E Mathematics 9	Acceptable Standard	0.00 - 28.14	28.14 - 53.85	53.85 - 75.83	75.83 - 94.44	94.44 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 6.07	6.07 - 20.43	20.43 - 31.67	31.67 - 100.00
Science 9	Acceptable Standard	0.00 - 50.57	50.57 - 60.14	60.14 - 72.50	72.50 - 76.89	76.89 - 100.00
	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.81	11.81 - 15.85	15.85 - 100.00
K&E Science 9	Acceptable Standard	0.00 - 38.75	38.75 - 59.30	59.30 - 78.33	78.33 - 87.58	87.58 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 7.47	7.47 - 21.41	21.41 - 40.82	40.82 - 100.00
Social Studies 9	Acceptable Standard	0.00 - 56.26	56.26 - 62.27	62.27 - 74.04	74.04 - 79.85	79.85 - 100.00
	Standard of Excellence	0.00 - 10.03	10.03 - 12.78	12.78 - 19.76	19.76 - 24.03	24.03 - 100.00
K&E Social Studies 9	Acceptable Standard	0.00 - 38.79	38.79 - 53.82	53.82 - 72.42	72.42 - 84.88	84.88 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.71	5.71 - 17.19	17.19 - 36.26	36.26 - 100.00

Notes:

1. The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

**Improvement Table**

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

**Overall Evaluation Table**

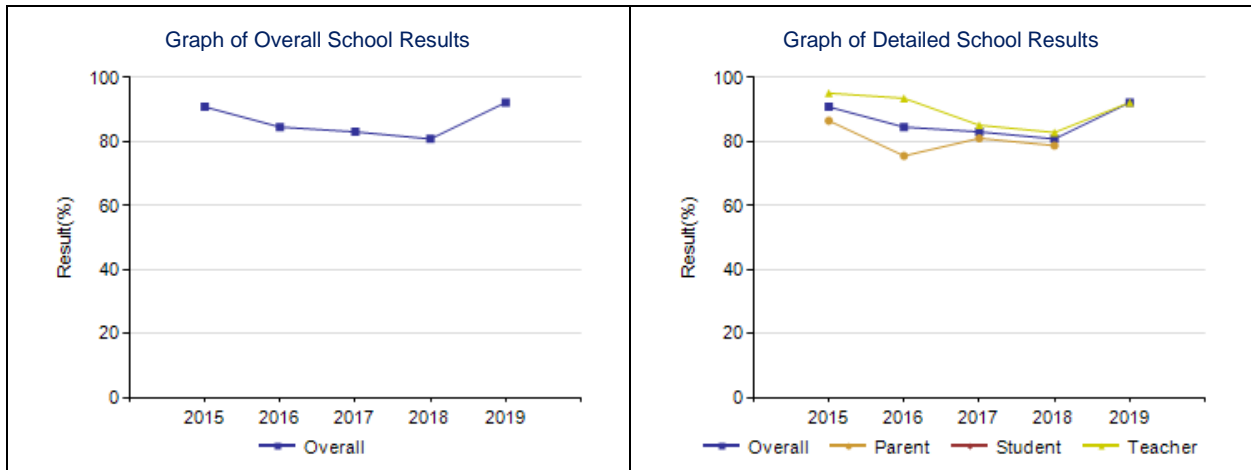
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

**Program of Studies – Measure Details**

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.

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	90.8	84.5	83.0	80.8	92.2	76.3	77.8	78.6	80.6	83.6	81.3	81.9	81.9	81.8	82.2
Teacher	95.1	93.5	85.1	82.8	92.2	86.3	87.6	88.1	88.3	91.7	87.2	88.1	88.0	88.4	89.1
Parent	86.5	75.5	81.0	78.7	*	72.5	77.1	74.5	80.4	79.1	79.9	80.1	80.1	79.9	80.1
Student	n/a	n/a	n/a	n/a	n/a	70.0	68.6	73.2	73.2	80.0	76.9	77.5	77.7	77.2	77.4



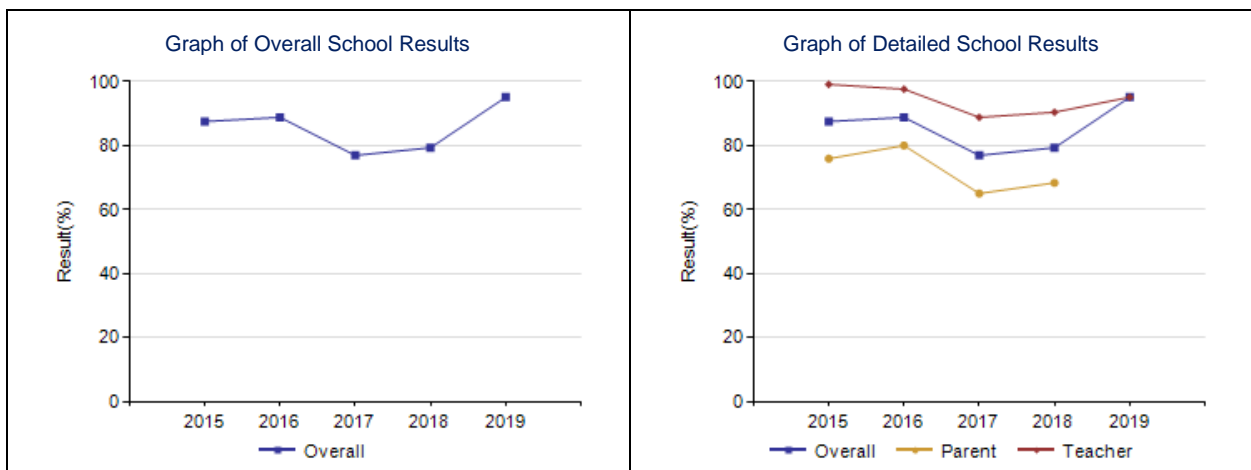
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

**Parental Involvement – Measure Details**

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	87.5	88.8	76.9	79.3	95.1	80.0	82.4	84.4	84.9	84.9	80.7	80.9	81.2	81.2	81.3
Teacher	99.1	97.6	88.8	90.4	95.1	90.9	90.2	92.3	90.7	95.2	88.1	88.4	88.5	88.9	89.0
Parent	75.9	80.0	65.0	68.3	*	69.1	74.7	76.5	79.0	74.6	73.4	73.5	73.9	73.4	73.6



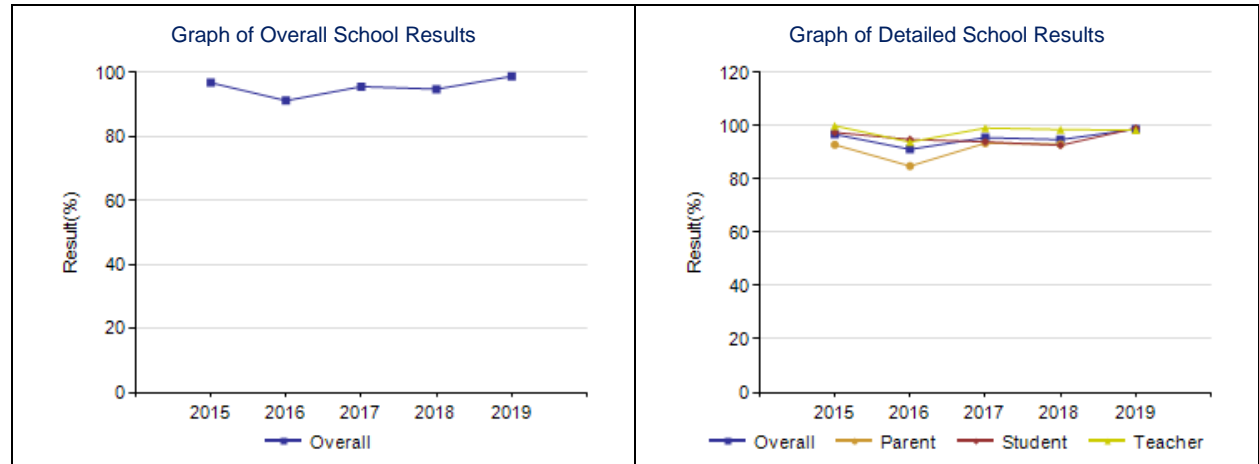
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

**Education Quality – Measure Details**

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

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	96.8	91.2	95.6	94.8	98.8	91.2	90.5	92.8	92.5	92.2	89.5	90.1	90.1	90.0	90.2
Teacher	100.0	93.9	99.2	98.6	98.4	97.6	96.3	97.9	96.9	98.2	95.9	96.0	95.9	95.8	96.1
Parent	92.9	84.9	93.5	93.1	*	86.3	87.4	91.5	92.3	88.1	85.4	86.1	86.4	86.0	86.4
Student	97.5	94.9	94.0	92.7	99.1	89.8	87.8	88.9	88.3	90.1	87.4	88.0	88.1	88.2	88.1



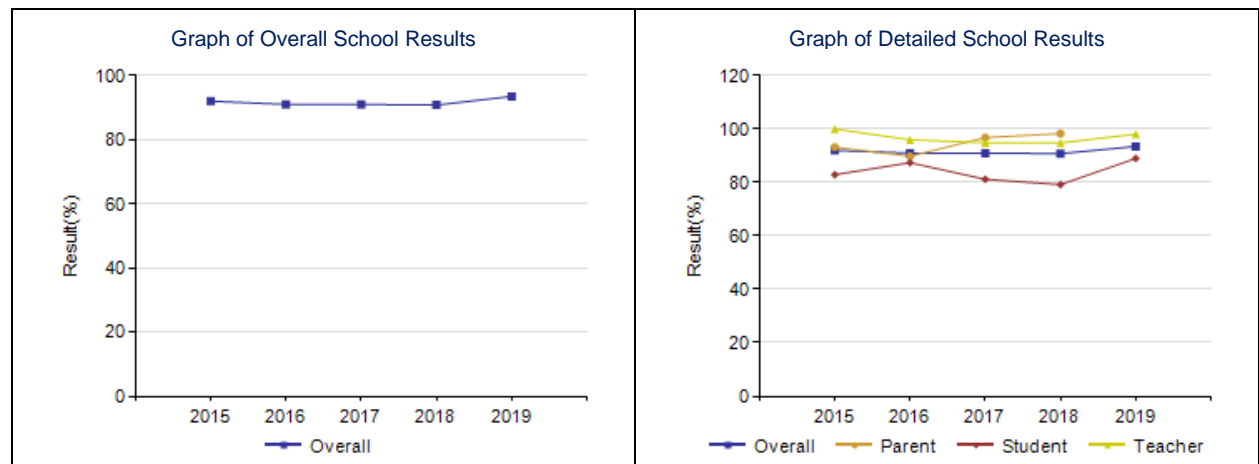
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

**Safe and Caring – Measure Details**

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

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	92.0	91.0	91.0	90.8	93.5	91.0	89.7	91.5	90.7	91.8	89.2	89.5	89.5	89.0	89.0
Teacher	100.0	96.0	94.9	94.8	98.1	97.4	96.4	96.7	95.7	98.1	95.4	95.4	95.3	95.0	95.1
Parent	93.2	89.8	96.8	98.3	*	89.0	88.8	92.6	94.0	91.9	89.3	89.8	89.9	89.4	89.7
Student	82.9	87.4	81.2	79.2	89.0	86.5	84.0	85.3	82.5	85.5	83.0	83.4	83.3	82.5	82.3



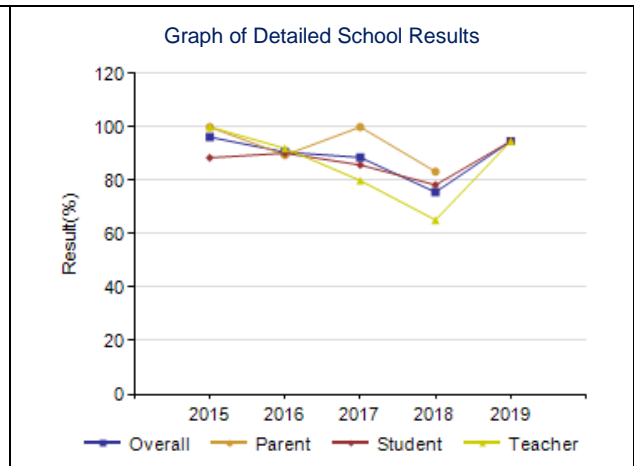
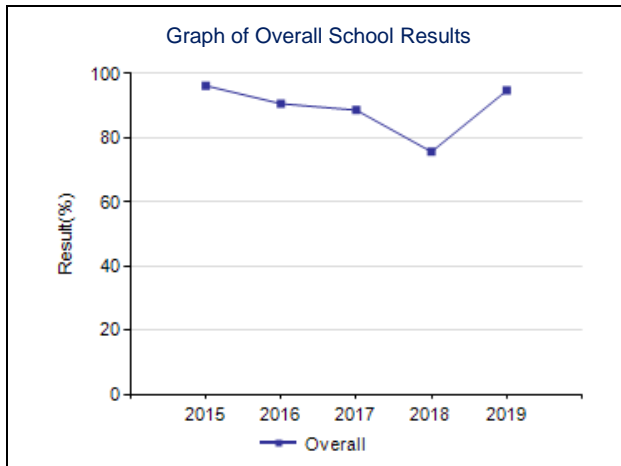
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

**School Improvement – Measure Details**

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

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	96.2	90.6	88.6	75.6	94.7	82.9	82.4	84.1	81.4	87.2	79.6	81.2	81.4	80.3	81.0
Teacher	100.0	92.0	80.0	65.2	94.7	86.5	87.6	87.6	81.3	95.0	79.8	82.3	82.2	81.5	83.4
Parent	100.0	89.5	100.0	83.3	*	79.9	78.8	82.8	84.1	81.5	78.5	79.7	80.8	79.3	80.3
Student	88.5	90.2	85.8	78.3	94.7	82.4	80.7	81.7	78.9	84.9	80.7	81.5	81.1	80.2	79.4



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.



## Professional Development Plan 2019-2020

### SCHOOL: École Notre Dame School

*Priorities identified from Alberta Education, STAR Catholic or School Needs: Curriculum Pedagogy, Mental Health, French Immersion PD, First Nations Metis Inuit, Faith*

*PD for Educ. Assistants in GREEN, if different from teachers*

*Faith PD in BLUE*

Month	Date	AB Ed Focus District Focus School Focus- TYEP?	8:30-10:15	10:30 - 12:00	1:00 - 3:30
August	27th	<u>District Focus:</u> Key Priority 1, Goal 3 and 4- Staff and students Witness the Gospel. Strong Home School, and Parish Partnerships.	<ul style="list-style-type: none"> <li>Mass at St. Michael's Leduc</li> <li>Opening Staff Meeting</li> </ul>		Teacher Preparation Time
August	28	<u>District Focus:</u> Key Priority 3, Goal 2 - A focus on student mental health and wellbeing Key Priority 2, Goal 1 - Continue to build and develop staff capacity	<ul style="list-style-type: none"> <li>Mental Health Professional Development with Chris Kish - Building Strong, Resilient Students</li> <li>Tier 3 EA's PD with Diane Pichonsky focus- assisting students with medical needs</li> </ul>		<ul style="list-style-type: none"> <li>Teacher Preparation Time</li> <li>Meet the Staff evening (4:30pm-6:00pm)</li> </ul>
August	29th	<u>District Focus:</u> Key Priority 1, Goal 1 - Staff are provided with faith formation opportunities	Division Opening Faith Day: Sister Marie- Therese Leger (Keynote) <ul style="list-style-type: none"> <li>Faith sessions</li> </ul>		
September	16	<u>District Focus:</u> Key Priority 2, Goal 1 - Continue to build and develop staff capacity	N/A	Diabetic information session for any staff members working with students with Diabetes	



<p><b>September</b></p>	<p><b>20</b></p>	<p><u>School Focus:</u> FSLW role and procedures  <u>School Focus:</u> Behavioural Monitoring and procedures  <u>TQS 4:</u> establishing inclusive learning environments.  <u>TQS 2:</u> A teacher engages in career long professional learning and ongoing critical reflection to improve teaching and learning_</p>	<p>Introduction of new FSLW, Suzi Neurauter session to inform teachers of what she does and does not do, referral procedures for SIT team and FSLW. Admin review of Moment of Choice form and review of office referral document.</p>	<ul style="list-style-type: none"> <li>• Individual Program Plan development</li> <li>• Teacher Professional Growth Planning</li> </ul>
<p><b>October</b></p>	<p><b>21</b></p>	<p><u>School Focus and TQS 3:</u> French Immersion Math PD; A teacher applies a current and comprehensive repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student  <u>District Focus:</u> Key Priority 1, Goal 1- Staff are provided with faith formation opportunities  Key Priority 2, Goal 2: Foster a culture of collaboration and leadership development.  Key Priority 3, Goal 2: A focus on student mental health and</p>	<ul style="list-style-type: none"> <li>• Faith Development: Sharing Love Through Gratitude (session to be run by REC person Natalie Painchaud 8:45</li> <li>• Mental Health Literacy 9:15 - 11:45</li> </ul>	<ul style="list-style-type: none"> <li>• Renee Michaud 1 - 3:30 at ENDS - CANCELLED</li> <li>• Early Literacy</li> </ul>
<p><b>October</b></p>	<p><b>25th</b></p>	<p><u>District Focus:</u> Key Priority 3, Goal 3 - A focus on students with learning challenges</p>	<p>Learning Day - "Response to Intervention"</p>	
<p><b>November</b></p>	<p><b>13th</b></p>	<p><u>District Focus:</u> Key Priority 3, Goal 2 - A focus</p>	<p>Mental Health Literacy Professional Development facilitated by trainers from October PD in Wetaskiwin. 8:30 - 3:30 at Ecole</p>	

		on student mental health and wellbeing Key Priority 2, Goal 1 - Continue to build and develop staff capacity	Notre Dame School chapel for all Leduc school's staff.	
<b>December</b>	<b>6th;</b>	<u>TQS 2:</u> A teacher engages in career long professional learning and ongoing critical reflection to improve teaching and learning.  <u>District Focus:</u> Key Priority 2, Goal 1 - Continue to build and develop staff capacity	<ul style="list-style-type: none"> <li>ATA Institute day- teacher directed PD - organized by ATA Local #45</li> <li>Educational Assistants will receive PD relevant to their work with students.</li> </ul>	
<b>January</b>	<b>31</b>	<u>TQS 3,4e,5c:</u>  <u>District Focus:</u> Key Priority 2, Goal 1 & 2- continue to build and develop staff capacity: foster a culture of collaboration and leadership development. Key priority 3, Goal 1- First Nation, Metis and Inuit students are successful.	<ul style="list-style-type: none"> <li>Curriculum pedagogy at Fr. Leduc with and Leduc and area schools (Session run by: Chris Zarski). <i>All 4 sessions are designed for all grades. Concept based is a pedagogy and given the new curriculum is on hold for a bit, the focus is less about reading the actual new Curriculum and more on understanding good practice. The 4 sessions were designed to be progressive in nature. Session 1 will have a speaker, Tiffanee Brown, run through what Concept based is and set up the foundations for a teacher at any grade/subject to start. Session 2 would drill further into understanding the practice, Session 3 we would like to bring in Rachel French who would discuss how to write a unit to follow the pedagogical practice and session 4 would be finishing session 3 and assessment. Session 3 is a big one to fit with 1 and 2.</i></li> </ul>	<ul style="list-style-type: none"> <li>Grade level PLC with END, ASAA and FLCS</li> <li>French Immersion Teacher PD - Renee Michaud (Math Focus) at END</li> </ul>
<b>February</b>	<b>6-7</b>	<u>TQS 2:</u> A teacher engages in career long professional learning and ongoing critical reflection to improve teaching and learning.	Teachers' Convention	

<p><b>March</b></p>	<p><b>20th</b></p>	<p><u>TQS 3,4e,5c:</u>  <u>District Focus:</u> Key Priority 2, Goal 1 &amp; 2- continue to build and develop staff capacity: foster a culture of collaboration and leadership development. Key priority 3, Goal 1- First Nation, Metis and Inuit students are successful.</p>	<ul style="list-style-type: none"> <li>Curriculum pedagogy at Fr. Leduc with and Leduc and area schools organized by Chris Zarski. See January, which describes all four sessions.</li> </ul>		<ul style="list-style-type: none"> <li>Grade level PLC with END, ASAA and FLCS</li> <li>French Immersion Teacher PD - Renee Michaud (Math Focus) at END</li> </ul>
<p><b>April</b></p>	<p><b>24th</b></p>	<p><u>TQS 3,4e,5c:</u>  <u>District Focus:</u> Key Priority 2, Goal 1 &amp; 2- continue to build and develop staff capacity: foster a culture of collaboration and leadership development. Key priority 3, Goal 1- First Nation, Metis and Inuit students are successful.</p>	<ul style="list-style-type: none"> <li>Curriculum pedagogy at Fr. Leduc with and Leduc and area schools organized by Chris Zarski. See January, which describes all four sessions.</li> </ul>		<ul style="list-style-type: none"> <li>Grade level PLC with END, ASAA and FLCS</li> <li>French Immersion Teacher PD - Renee Michaud (Math Focus) at END</li> </ul>
<p><b>May</b></p>	<p><b>15th</b></p>	<p><u>District Focus:</u> Key Priority 1, Goal 3- Staff and students witness the Gospel Key Priority 1, Goal 1 Staff is provided with faith formation opportunities Key Priority 2, Goal 2: Foster a culture of collaboration and leadership development</p>	<ul style="list-style-type: none"> <li>Faith Development: Showing love to our neighbours run by Natalie Painchaud 8:45</li> <li>Service Work until noon</li> <li>Board Sponsored lunch (12pm - 1pm) in Chapel</li> <li>Activity in the afternoon</li> </ul>		<ul style="list-style-type: none"> <li>French Immersion Teacher PD - Renee Michaud (Math Focus) at ENDlp</li> </ul>
<p><b>June</b></p>	<p><b>5</b></p>	<p><u>District Focus:</u> Key Priority 1, Goal 1 Staff is provided with faith formation opportunities</p>	<p>Teacher Meeting</p> <ul style="list-style-type: none"> <li>Faith Development: Open yourself to God's Love</li> </ul>	<p>IPP work/Transition meetings</p>	<p>Vertical PLC planning meeting</p>

		Key Priority 2, Goal 2 - foster a culture of collaboration and leadership development. Key Priority 2, Goal 2: Foster a culture of collaboration and leadership development.	(session to be run by SLT)		
<b>June</b>	<b>29</b>		Year end teacher meeting	Report Card Filing. Teacher work time	

## Liturgies and Masses for 2019-2020

<b>Date</b>	<b>Time</b>	<b>Where</b>	<b>Details</b>
Aug 27	9:00	St. Michael	Staff Mass
Aug 29	all day	St. Andre	Divisional
Sept 10	10:30	Notre Dame	Opening school Mass
Sept 11	1:00	St. Michael	Priest/Admin Meeting
Sept 26	9:30	St. Michael	Gr. 4 Bible Commissioning <ul style="list-style-type: none"> <li>• book hall</li> <li>• invite Knights and CWL</li> </ul>
Oct 9	10:30	Notre Dame	Thanksgiving Mass
Dec 2	9:00	Notre Dame	Advent Week One Celebration
Dec 9	9:00	Notre Dame	Advent Week Two Celebration
Dec 12	12:30-3:00	Notre Dame	Reconciliation (Penitential Rite)
Dec 18	10:30	Notre Dame	Advent Mass
Feb 26	10:30	Notre Dame	Ash Wednesday
Mar 12	12:30-3:00	Notre Dame	Reconciliation (Penitential Rite)
Mar 19	12:30-3:00	Notre Dame	Reconciliation (Penitential Rite)
April 11	10:30	Notre Dame	Stations of the Cross - Tableau
April 17	9:30	St. Michael	Notre Dame Easter Mass
May 11	10:30	Notre Dame Gym	Living Rosary
June 10	10:30	Notre Dame	Closing Mass

# *Budget Report*