

Combined 3-Year Education Plan and Annual Education Results Report (AERR) for Father Leonard Van Tighem School (2019-20)

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Father Leonard Van Tighem School provides a Catholic Education from Pre-Kindergarten to Grade Nine in the Westside community of Lethbridge. The school is closely linked with St. Martha's Parish in West Lethbridge as well as Children of St. Martha School (K-6) and St. Patrick Fine Arts (K-6) that send students to the Junior High Program. We are part of the greater community of Holy Spirit Catholic Schools. As of September 30, our enrollment from Kindergarten to Grade 9 was 614 students and an additional 55 students in our Early Learning Program. Within our K to 9 programs, our staff includes 27.50 FTE teachers, 8 FTE educational assistants, and 10 FTE support staff. We also have an active parent community and a supportive School Council.

We are proud to be part of a Catholic Education system. Other than our rich religious education program, we follow a three-year faith plan entitled *Making Our Mark: Journey of an Intentional Discipline*. This year our focus is on *Beginning the Journey, Revelation, Be mindful...Be prayerful*.

Mission and Vision Statements:

- **Mission** - Father Leonard Van Tighem School is a Catholic learning community dedicated to the holistic development of all our students while preparing them to be responsible citizens and disciples.
- **Vision** – Father Leonard Van Tighem School is a Christ-centered learning community dedicated to excellence for all.

FLVT Continuous Improvement Plan 2019 - 2020

Priority 1: Staff and students will grow in their faith and experience the richness of Catholic Education.

Goal: By 2020, staff and students will demonstrate growth in understanding of their faith and the Van Tighem Virtues.

2019 – 2020	Measures
<ul style="list-style-type: none"> • Implement the 3-Year Faith Plan: Making Our Mark: Journey of an Intentional Disciple <ul style="list-style-type: none"> ○ Year One: Beginning the Journey, Revelation, Be mindful...Be prayerful... <ul style="list-style-type: none"> ▪ Focus on sacred space, parts of Mass, use of Youth Ministry from parish, Adoration ▪ Modeling prayer throughout the year ▪ Be Mindful...Be Prayer to permeate school events, liturgies, and classroom learning activities ▪ Staff rotation for morning prayer, faith inventories ○ Year Two: Transformed by the Journey, Transformation, Be grateful...Be gracious ○ Year Three: Together on the Journey, Awakening, Be committed...Be accountable... • Virtues Focus <ul style="list-style-type: none"> ○ Continue to focus on the HAWKS virtues to school faith life and culture ○ Continue Positive Referrals of HAWKS cards and coupons • Continue GIFT <ul style="list-style-type: none"> ○ Continue to focus on Scripture, Prayer, and 3Ts of time, treasure, and talents. • New Religion Program <ul style="list-style-type: none"> ○ Introduce new Grade 6 program ○ Collaborate with Grade 1-6 teachers regarding Religion Program • Partnership with Parish <ul style="list-style-type: none"> ○ Improve Religious Ed program and retreats ○ Continue Mass at school and at Church, focus on Sacred Space (starting Mass with a Rosary) • Professional Development - LIFE Framework • School Collaborative Days - competencies and our faith 	<ul style="list-style-type: none"> • Observations of # of Youth Minister visits • Reflection of liturgies and Masses • Our School survey • Local survey • Accountability Pillar Report • Teacher observation plan • Staff/adm to reflect on all strategies - Green, Yellow, Red • # of social action projects • # of Virtue Vouchers

Priority 2: All students will develop literacy and numeracy skills that will prepare them for a changing future. **Goal:** By 2020, students will demonstrate growth in reaching grade level of achievement in literacy and numeracy skills.

2019- 2020	Measures
<ul style="list-style-type: none"> • Professional development activities to build knowledge and understanding of a Concept-Based Curriculum • Strengthen Literacy and Numeracy <ul style="list-style-type: none"> ○ Implement Collaborative Response Model in Division I classes. Division II in the future. ○ Continue to identify areas of needs and implement appropriate Learning Sprints ○ Strengthen Fountas and Pinnell assessment and implement Fountas and Pinnell Intervention Kits in Div I/II. Introduce F and P for students at risk in Grade 7 ○ Continue 'Spiral Reviews' in JH Math ○ Pilot FLVT Class in Grade 8 and 9 (Projects using competencies and priorities - F - FNMI, L - Literacy and Numeracy, V - Values and Faith, T - Time) • Implement School Wellness Plan <ul style="list-style-type: none"> ○ Develop a sensory space ○ Grade 9 Headstrong Program 	<ul style="list-style-type: none"> • Use of Dossier data • Reflect on F and P implementation • Analyze F and P results • Ongoing diagnostic and culminating assessments • PAT results • Common Math assessment results • Accountability Pillar results • Our School Survey results • Grade 3 SLA results

<ul style="list-style-type: none"> • Implement Edwin Pilot (hardware and software) • 1 to 1 Chromebook Initiative <ul style="list-style-type: none"> ○ Professional development regarding Google Suite • Professional Developments regarding new professional standards <ul style="list-style-type: none"> ○ TQS - Teacher Quality Standards and LQS – Leadership Quality Standard 	<ul style="list-style-type: none"> • Reflect with staff and students about FLVT Pilot Class
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Priority 3: First Nations, Metis, and Inuit students will equitable student outcomes.

Goal: By 2020 First Nations, Metis and Inuit students will feel a better sense of belonging and all students and staff will have a greater understanding of culture, traditions and ceremonies.

2019 – 2020	Measures
<ul style="list-style-type: none"> • Infuse First Nations culture and events throughout the year: <ul style="list-style-type: none"> ○ Continue Orange Shirt Day and We Are All Treaty People poster contest ○ Regular student and staff smudging ○ Increase the use of First Nations, Metis, and Inuit content in lessons ○ Increase the use of First Nations Worker within the classroom including First Nations games/PE activities ○ Improve on JH Blackfoot Class ○ Support Blackfoot Language - Word of the week ○ Improve First Nations Parent Night • Professional Development activities for staff: <ul style="list-style-type: none"> ○ PD Activities - Dimension 5 of TQS and LQS ○ ATA Walking Together sessions - Learning Pebbles: Activities to Support Educators on the Path to Reconciliation ○ ATA Walking Together sessions ○ Study of 'Indian Horse' or 'First Contact' series 	<ul style="list-style-type: none"> • # of school infused events • Our School Survey results • Accountability Survey results • Staff/Student Survey regarding First Nations growth • Checklist of events • Monitor First Nations attendance using Dossier

Combined 2019 Accountability Pillar Overall Summary

Measure Category	Measure	Father Leonard Van Tighem Sch			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	92.2	92.1	91.0	89.0	89.0	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	87.1	87.8	83.5	82.2	81.8	81.9	Very High	Maintained	Excellent
	Education Quality	92.2	91.7	88.6	90.2	90.0	90.1	Very High	Improved	Excellent
	Drop Out Rate	0.3	1.3	1.3	2.6	2.3	2.9	Very High	Maintained	Excellent
	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	78.5	79.5	77.7	73.8	73.6	73.6	Intermediate	Maintained	Acceptable
	PAT: Excellence	21.5	12.3	15.5	20.6	19.9	19.6	High	Improved	Good
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	79.5	84.5	80.0	83.0	82.4	82.6	High	Maintained	Good
	Citizenship	82.3	86.4	85.3	82.9	83.0	83.5	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	83.5	80.2	78.6	81.3	81.2	81.1	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	81.3	86.1	81.2	81.0	80.3	81.0	Very High	Maintained	Excellent

Summary:

- Excellent rating in Safe and Caring, Program of Studies, Education Quality, Drop Out Rate, Citizenship, Parental Involvement, School Improvement
- Good rating in Work Preparation

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	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).	77.0	76.8	77.0	79.5	78.5	80	Intermediate	Maintained	Acceptable	81	82	83
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	19.2	20.4	13.8	12.3	21.5	22	High	Improved	Good	23	24	25

Comment on Results

(an assessment of progress toward achieving the target)

- In the Acceptable Category Father Leonard Van Tighem School was above the provincial average in all the Grade 6 PATs and in all the Grade 9 PATs except for Math 9.
- The Excellence Category has increased and is above the provincial average.

Strategies See our Continuous Improvement Plan

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2020	2021	2022
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.6	2.7	0.0	1.3	0.3	0	Very High	Maintained	Excellent	0	0	0

Comment on Results

(an assessment of progress toward achieving the target)

- Our school continues to reach the Excellence Standard

Strategies See our Continuous Improvement Plan

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	80.0	83.1	86.4	86.4	82.3	84	Very High	Maintained	Excellent	85	86	87

Comment on Results

(an assessment of progress toward achieving the target)

- Father Leonard Van Tighem School has continued to have a Very High rating and has maintained an Excellent rating.

Strategies See our Continuous Improvement Plan

Local Literacy Data

Fountas and Pinnell

2019-20 (end of year testing will be limited to those students that were struggling, Gr. 7 beginning of year testing was limited to potential struggling students)

Grade	# of students	Meets Expectations	Approaching Expectations	Not Yet Expectations
1	Beginning of Year	44	0	0
	End of Year			
2	Beginning of Year	18	8	20
	End of Year			
3	Beginning of Year	15	23	8
	End of Year			
4	Beginning of Year	31	5	10
	End of Year			
5	Beginning of Year	34	7	14
	End of Year			
6	Beginning of Year	16	14	19
	End of Year			
7	Beginning of Year	-	-	42
	End of Year			
All Grades	Beginning of Year	158	57	113
	End of Year			

Summary:

- Overall, minority of students are meeting expectations
- Majority of Grade 1, 4, and 5 students are meeting expectations
- Large group of Grade 3 students are approaching expectations
- Significant group of Grade 2 and 6 students are not yet meeting expectations

Local Numeracy Data

Common Math Assessments

Summary:

Grade	June 2018 %			June 2019 %			Trend from prior year
	At Grade Level	Approaching Grade Level	Not Yet at Gr. Level	At Grade Level	Approaching Grade Level	Not Yet at Gr. Level	
1	94.4	5.6	0	78	17	5	
2	92.1	0	7.9	97.5	0	2.5	Up
3	72.3	10.6	17.0	75.0	13.6	11.4	Down
4	91.3	6.5	2.2	92.6	3.7	3.7	Up
5	78.6	14.3	7.1	80.4	10.9	8.7	Down
6	52.2	15.2	32.6	54.8	16.7	28.6	Down
7	68.9	22.2	8.9	53.8	26.4	19.8	Up
8	51.4	32.4	16.2	69.1	18.1	12.8	Up
9	42.3	32.1	25.6	45.7	32.9	21.4	Down

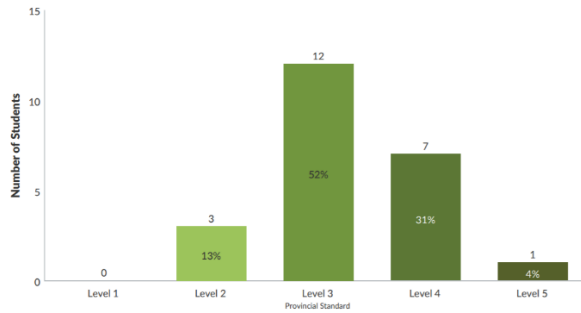
Summary:

- Grades 2, 4, 7, 8 increased from previous year
- Grades 3, 5, 6, 9 decreased from previous year

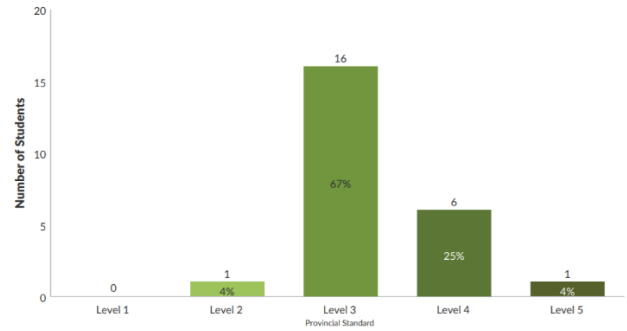
Provincial Grade 3 Student Learning Assessments (October 2019)

Numeracy

Numeracy 3 - Class Report - Grade 3 SLA Assessment 2019-20

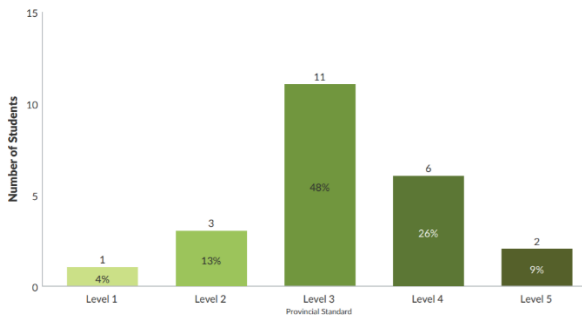


Numeracy 3 - Class Report - Grade 3 SLA Assessment 2019-20

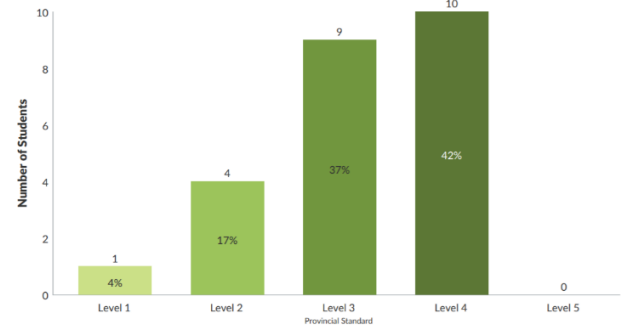


Literacy

English Literacy 3 - Class Report - Grade 3 SLA Assessment 2019-20



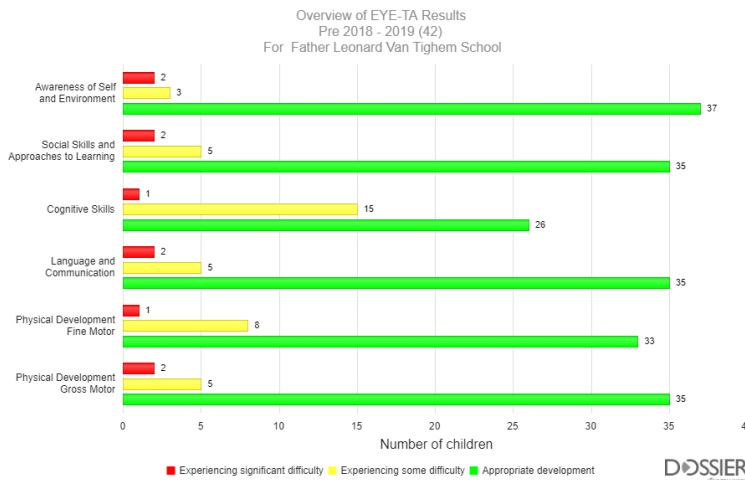
English Literacy 3 - Class Report - Grade 3 SLA Assessment 2019-20



Summary:

- Most of our students are at or above the provincial standard in Grade 3 Literacy and Numeracy

Kindergarten Assessment



Summary:

- Majority of students are at the appropriate development level

Outcome Two: First Nations, Métis, and Inuit students in Alberta 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 self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	*	21.4	52.3	41.7	42.9	50	Very Low	Maintained	Concern	55	60	65
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).	*	0.0	4.5	0.0	0.0	5	Very Low	Maintained	Concern	5	10	15

Comment on Results

- First Nations, Metis, and Inuit student results are below provincial averages and are a concern. One factor affecting student results is student attendance.

Strategies See our Continuous Improvement Plan

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.	79.6	81.1	81.6	87.8	87.1	90	Very High	Maintained	Excellent	91	92	93

Comment on Results

(an assessment of progress toward achieving the target)

- Father Leonard Van Tighem has a growing and an Excellent rating in this outcome.

Strategies See our Continuous Improvement Plan

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.	85.2	90.0	90.9	92.1	92.2	93	Very High	Maintained	Excellent	94	95	96
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	82.2	87.3	86.9	91.7	92.2	93	Very High	Improved	Excellent	94	95	96
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.	70.7	77.8	77.6	84.5	79.5	83	High	Maintained	Good	84	85	86
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	75.9	77.6	77.9	80.2	83.5	84	Very High	Maintained	Excellent	85	86	87
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.	70.9	74.6	83.0	86.1	81.3	83	Very High	Maintained	Excellent	84	85	86

Comment on Results

(an assessment of progress toward achieving the target)

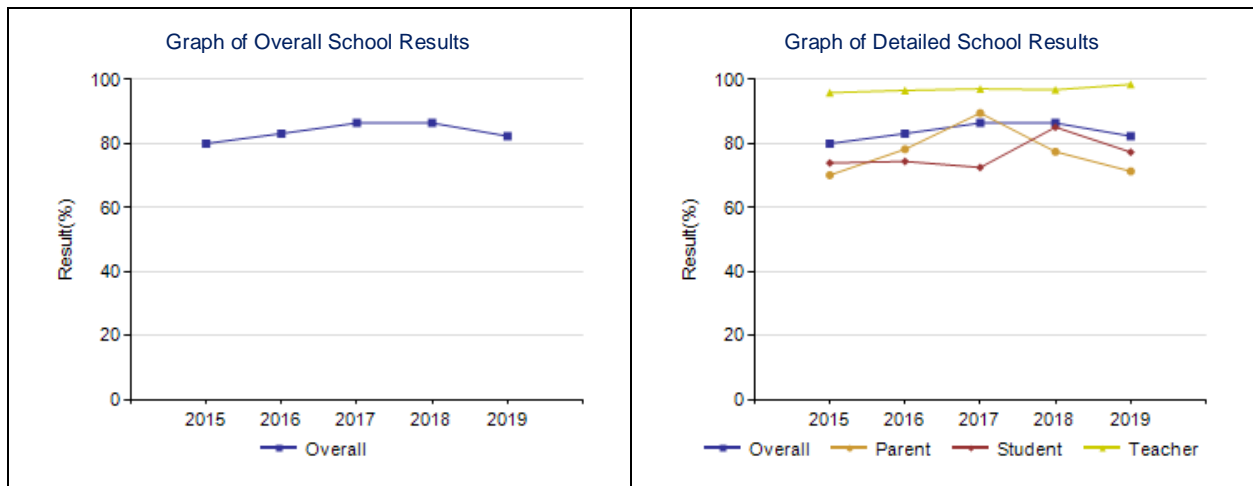
- Father Leonard Van Tighem School has improved in all aspects of this outcome to be given a Good and an Excellent Rating.
- High and Good ratings are affected by 'don't know' responses.

Strategies

- See our Continuous Improvement Plan

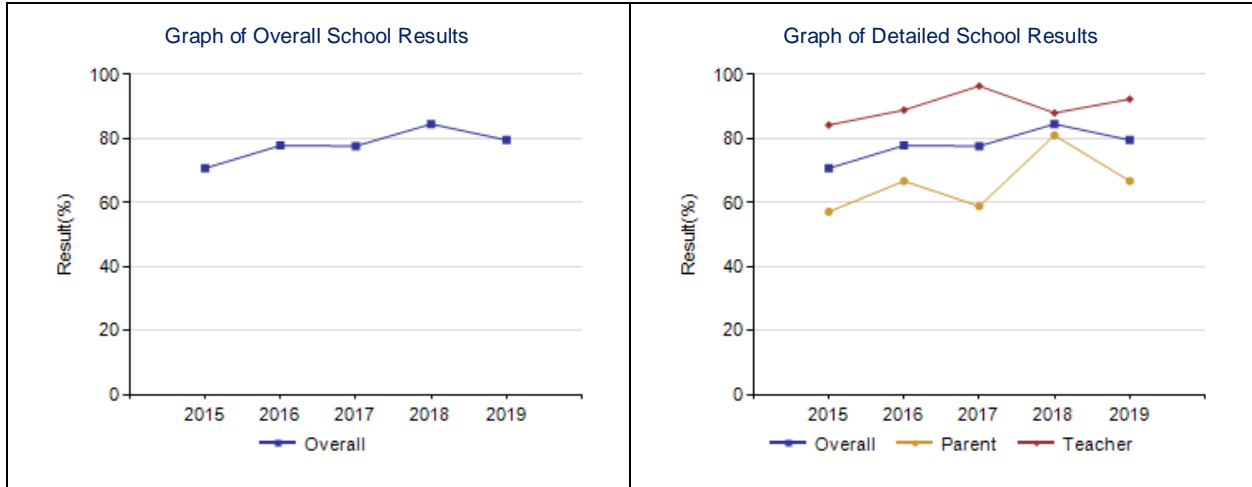
Citizenship – Measure Details

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



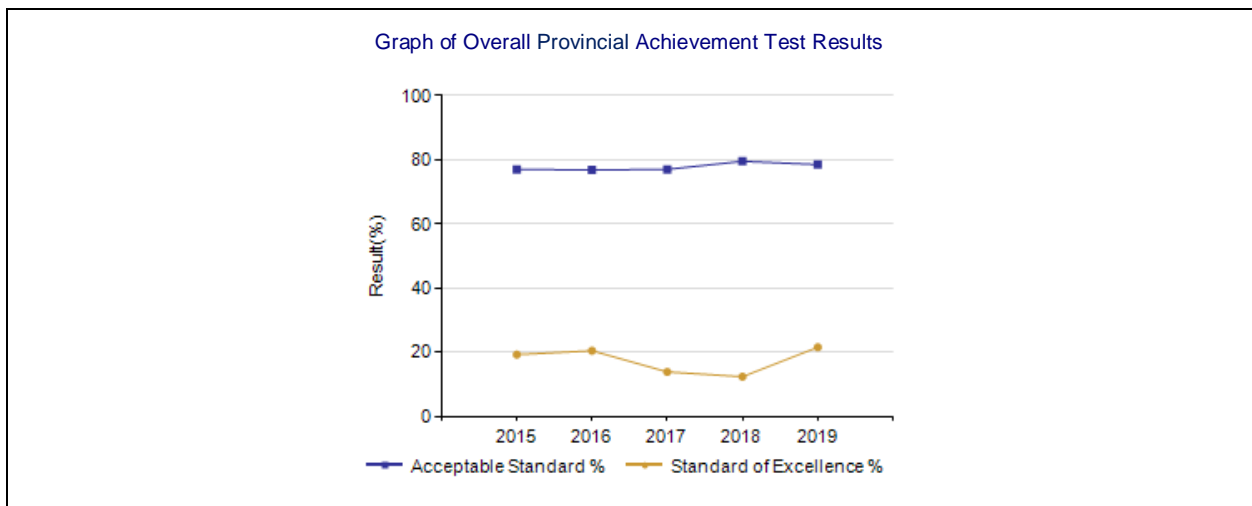
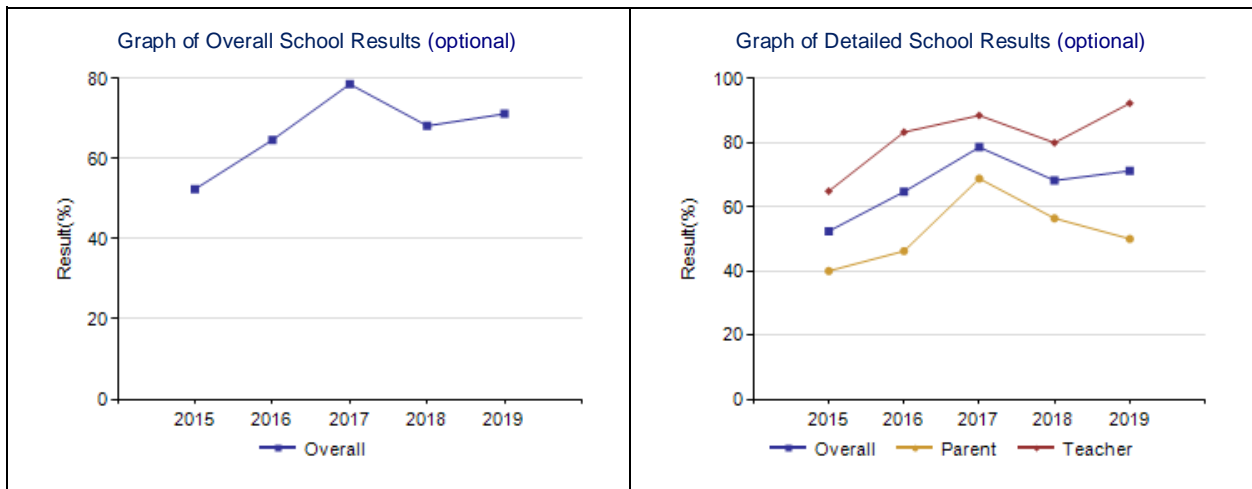
Work Preparation – Measure Details

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.

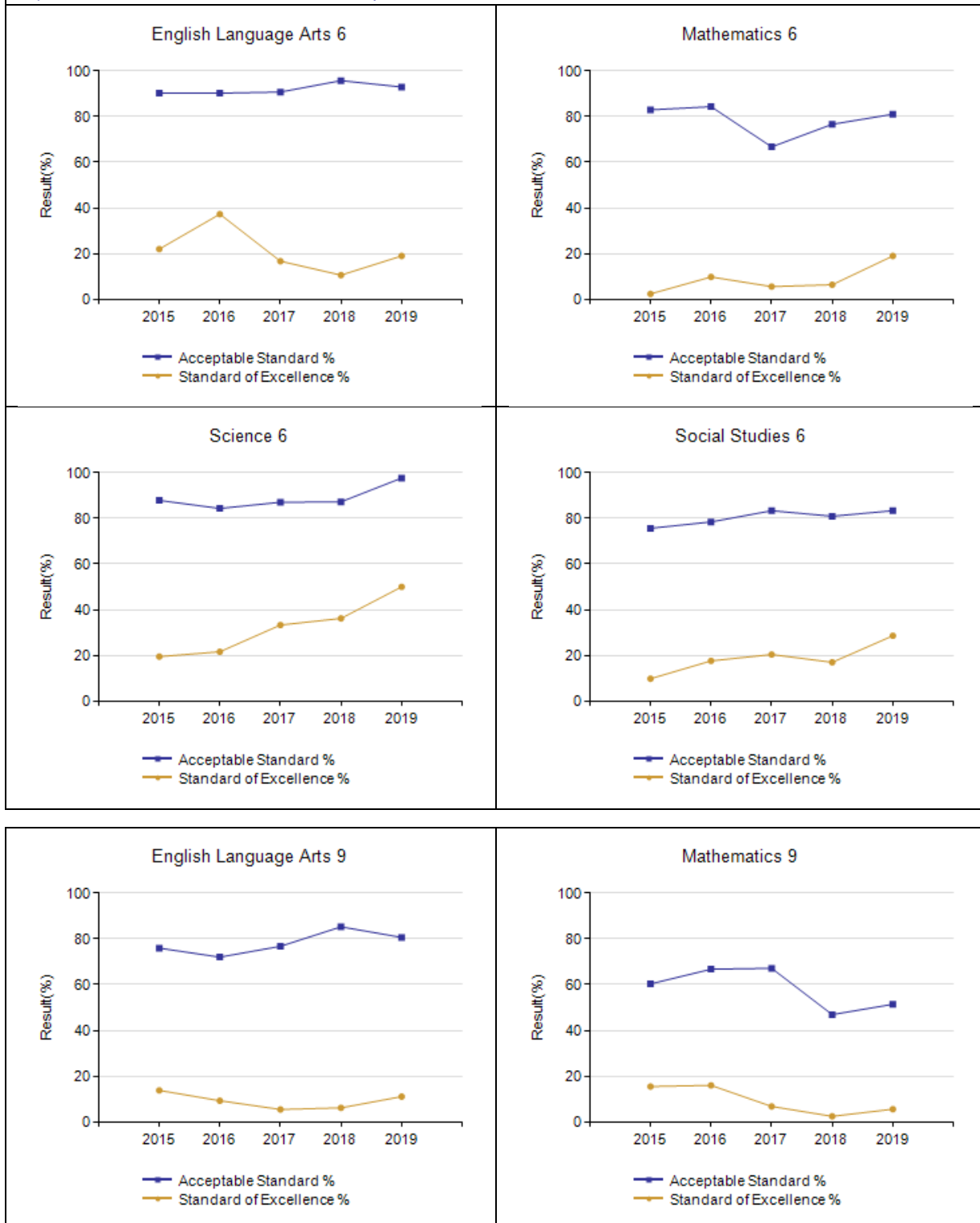


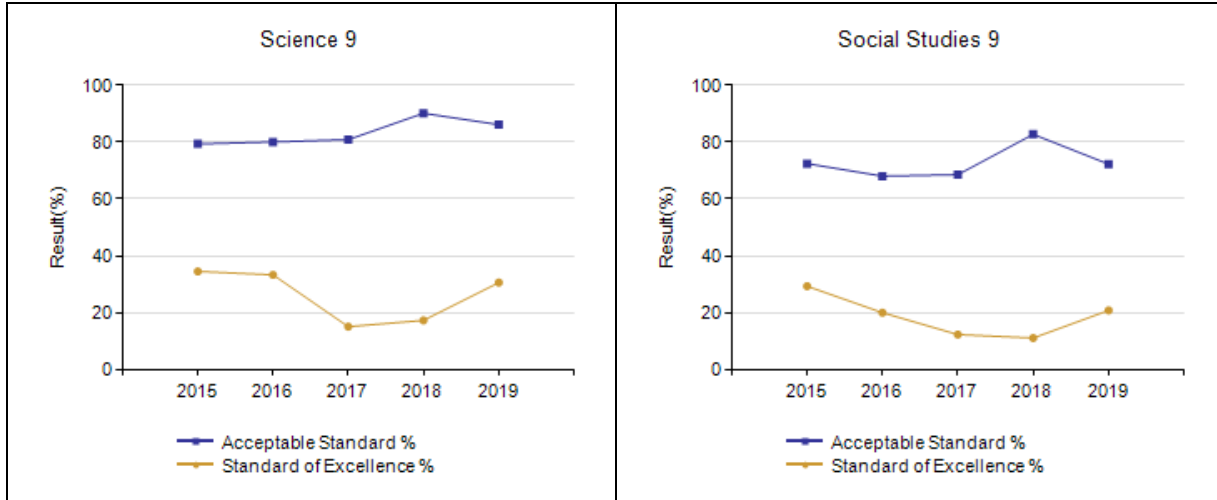
Lifelong Learning – Measure Details (OPTIONAL)

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



Graph of Provincial Achievement Test Results by Course



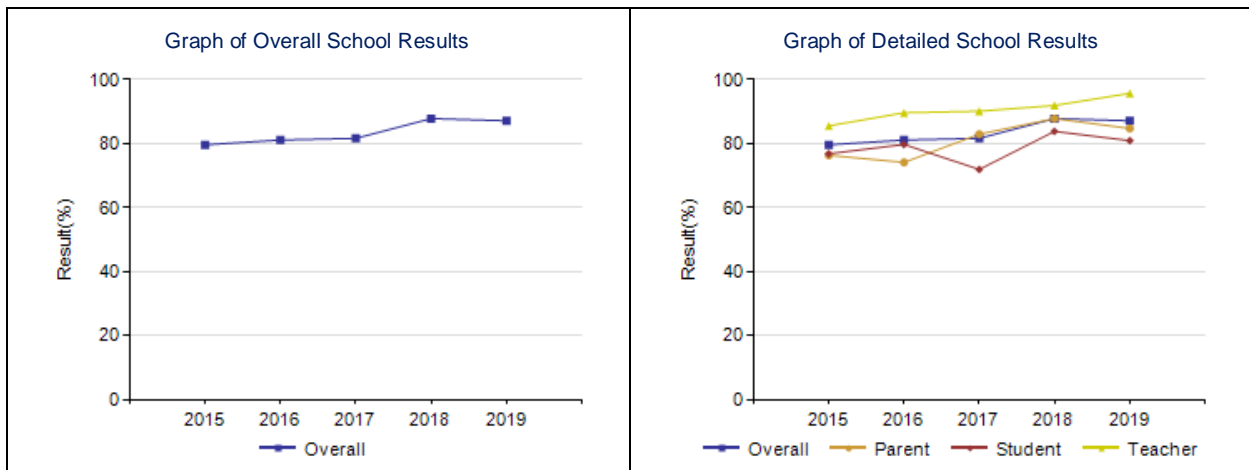


Summary:

- PATs
 - Positive results in Acceptable, especially in Grade 6 and Social/Science Grade 9
 - Higher than provincial avg in 5 of 8 PATs: ELA 6, Math 6, Science 6, Science 9, Social 9
 - Within 1% of provincial avg in Social 6 and ELA 9
 - Positive results in Excellence
 - Higher than provincial avg in 5 of 8 PATs: Math 6, Science 6, Social 6, Science 9, Social 9
 - Within 1% of provincial avg in ELA 6
 - Science 6 – 50% Excellence
 - Improvement needed in Math 9 in Acceptable and Excellence, mainly due to Part A

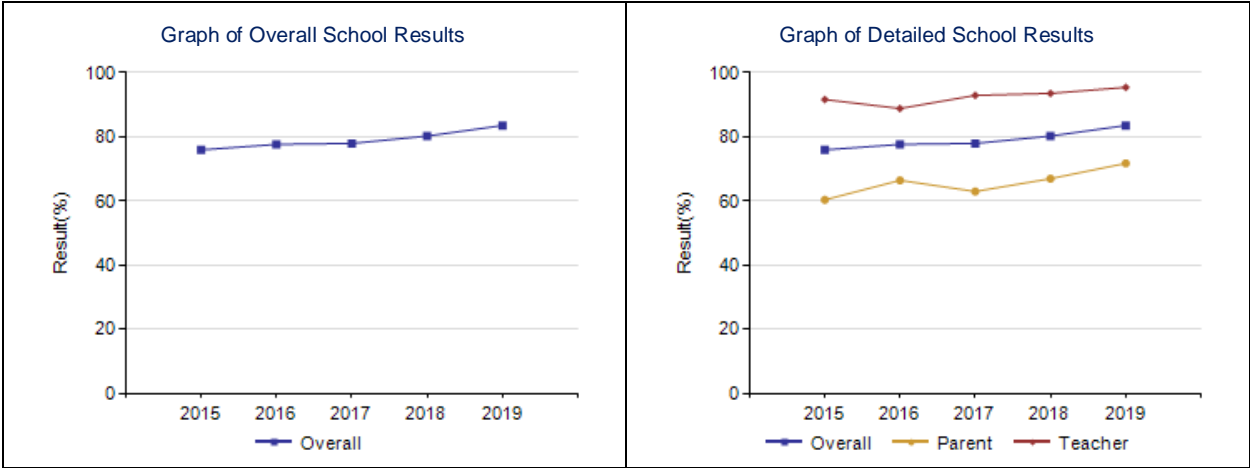
Program of Studies – Measure Details

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.



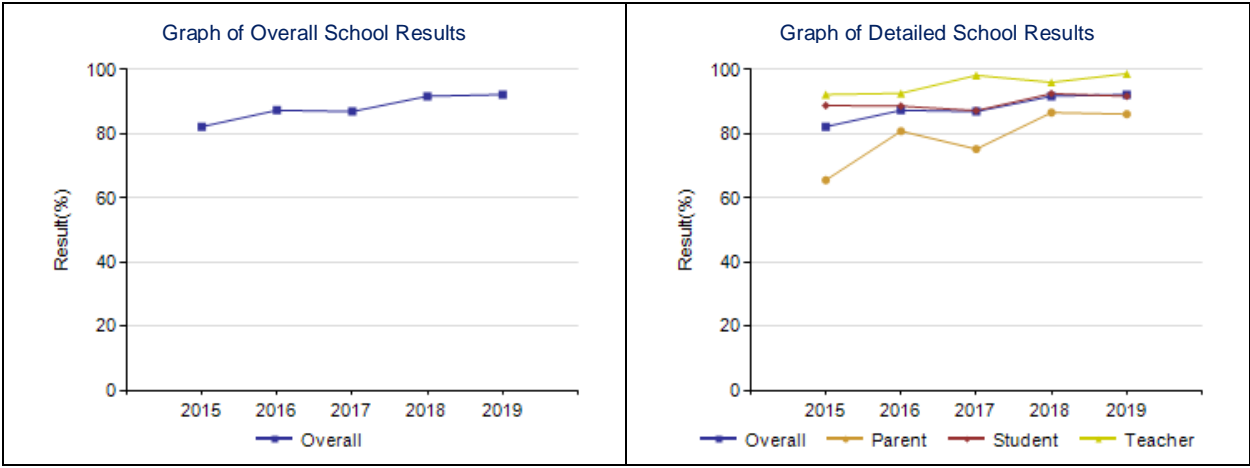
Parental Involvement – Measure Details

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



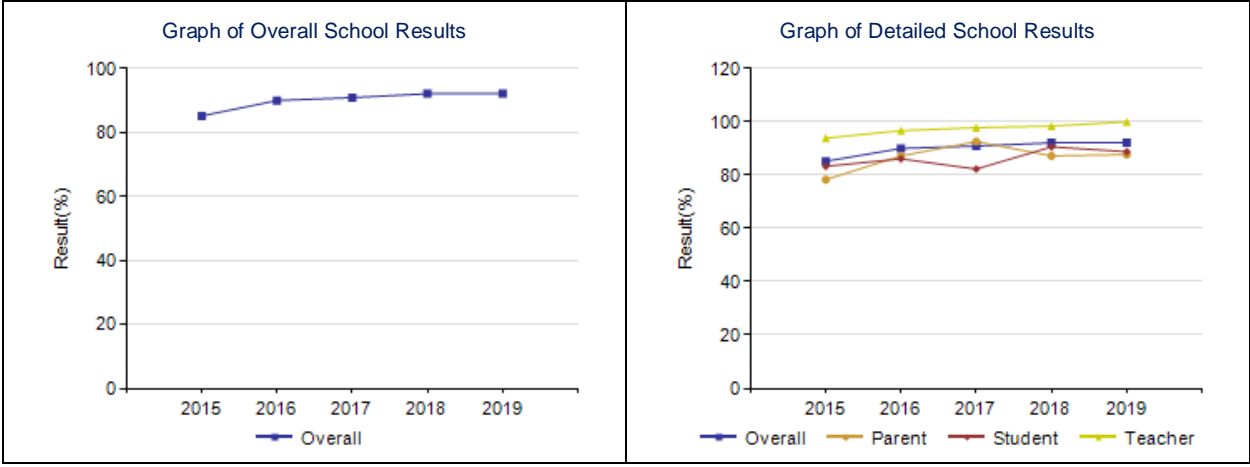
Education Quality – Measure Details

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



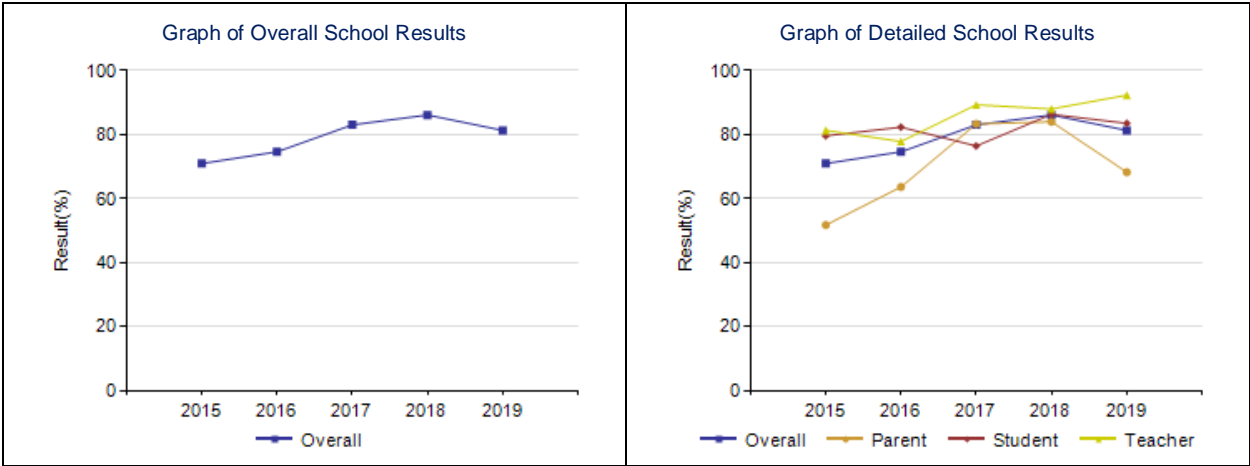
Safe and Caring – Measure Details

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 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.



Greg Kostiuk
Principal
Father Leonard Van Tighem School