
Combined 3-Year Education Plan and Annual Education Results Report (AERR) for Father Leonard Van Tighem School (2018-19)

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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 (www.stmarthas.ca) 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 565 students. 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, which includes a supportive School Council and Parent Society.

The curriculum includes the core subjects of Language Arts, Math, Science, Social Studies & Religion as well as a variety of complementary subjects at the elementary & junior high levels (e.g. Health, Music, Drama, Art, etc.). Special programs are available for students requiring extra help in academic areas. A broad co-curricular program is designed to encourage student activity in athletics and the arts.



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 entitle *Growing in Faith Together – GIFT*. This year our focus in on *Sharing Our Bounty: Time, Treasures and Talents*.

Our School Prayer:

In 2012, Mrs. Joan Rogers revised the prayer into a shorter version that reflects the attributes of a hawk:



God give me
clear eyes,
a faithful heart,
and courage to soar.

Saint Kateri
Pray for us.

Our Patron Saint:

Saint Kateri Tekakwitha was canonized on September 21, 2012 by Pope Benedict XVI. She lived a life dedicated to prayer, penitential practices, and cared for the sick and aged. She is

patroness of the environment and ecology, and her feast day is July 14. In 2012, as part of our Faith Plan theme "Taking our Place at the Table", we adopted Saint Kateri as our patron saint.

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 disciplines.
- **Vision** – Father Leonard Van Tighem School is a Christ-centered learning community dedicated to excellence for all.

Virtues:

Our Van Tighem Virtues guide our code of conduct at the school and we have rooted them in Jesus' words to us: "This is my commandment, that you love one another as I have loved you" John 15:12.

Each Van Tighem Virtue is tied to the cardinal and theological virtues of the Catholic Church. The [Catechism of the Catholic Church](#) states that a virtue is a habitual and firm disposition to do good. It allows the person to not only perform good acts, but to give the best of himself (1803).

To help remember our Virtues we have used our HAWKS name as an acronym:



Honest - I am sincere, truthful and trustworthy. (Tied to Prudence)

Accepting - I accept that everyone is unique and made in the image and likeness of God. (Tied to Fortitude)

Wise - I speak up for myself and others even when it may not be popular. (Tied to Justice)

Kind - I treat people with dignity and respect all rights and property. (Tied to Justice)

Spiritual - I follow the example Jesus taught us in the way I think, speak, and act. (Tied to Charity)

FATHER LEONARD VAN TIGHEM, o.m.i.:

The school is named in honor of Father Van Tighem, a priest belonging to the order of the Oblates of Mary Immaculate. He was born in Meulebeke, Belgium, on June 13th, 1851.

His first assignment was in Fort MacLeod (1883-1888), and he became pastor of Lethbridge (1888-1889). He had already said the first Mass ever in Lethbridge in 1882, built the Church in

Lethbridge in 1886 and become its first resident priest in 1887. Fr. Leonard Van Tighem died suddenly in Taber, Alberta, on March 10th, 1917. He was buried in the Oblate Cemetery in St. Albert and a memorial plaque has been erected in his memory in front of St. Patrick's Church in Lethbridge.

SCHOOL LOGOS:

The F.L.V.T. "F" Logo:



The "F" was created for our school by Mrs. Hay, the first year our school doors opened and represents our community values.

- All four letters of the school name F.L.V.T. are incorporated into the logo.
- The "F" was designed to look like a torch to represent excellence.
- The "T" was designed to represent a Cross and the hawk feathers to include our school mascot.
- The letters "L", "V" and "T" combine to form a triangle representing the home, school and church working together for our children.

The F.L.V.T. Athletic Logo:



The first year Father Leonard Van Tighem School opened, staff and students noticed a hawk had taken residence in our pond area. As a result, staff and students thought it would be a natural transfer to have our sports teams represented by such a magnificent bird.

FLVT Continuous Improvement Plan 2018 - 2019 (submitted October 15, 2018):

- This is the third year of a 2016 – 19 Continuous Improvement Plan, please see www.holyspirit.ab.ca/flvt for the previous two years.

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

Goal: By 2019, staff and students will demonstrate a growth in understanding of their faith and the Van Tighem Virtues.

Strategies	Measures
<ul style="list-style-type: none"> • Continue implementation of the new religious education program (now K to 5) • Continuation of ‘Rooted in Christ - Scripture’ and ‘Growing in Spirit - Prayer’ <ul style="list-style-type: none"> ○ Tying Virtues to share the Good News/Prayer ○ Using ‘Holy Heroes’ and weekly Gospel readings to share the Good News ○ Continue to expose students/staff to a variety of prayers • Virtues Focus <ul style="list-style-type: none"> ○ Virtues Matrix ○ Introduce Positive Referrals - Virtues - Hawkeye: <ul style="list-style-type: none"> ▪ JH LA - compliment cards ▪ Positive Referral System - HAWKS coupons • Sharing Our Bounty - Sharing our 3Ts of time, treasure, and talents: <ul style="list-style-type: none"> ○ Virtues Student Retreat in 2018 ○ Social justice projects (Chalice and Holy Childhood) ○ JH - Talent/Variety Show to showcase student talents ○ JH - Talking circles/medicine wheel ○ Focus during school activities and professional development days ○ Staff - Social Justice project 	<ul style="list-style-type: none"> • Weekly Gospel reading • Survey students and staff regarding focus on virtues • Number of HAWKS Coupons • # of social justice and 3Ts projects/events • Our School Survey • Accountability Survey

Priority 2: All students will develop literacy and numeracy skills that will prepare them for a changing future.

Goal: By 2019, students will demonstrate growth in reaching grade level of achievement in literacy and numeracy skills.

Strategies	Measures
<ul style="list-style-type: none"> • Agile Learning Sprints in literacy or numeracy in all Learning Teams: <ul style="list-style-type: none"> ○ K-2, 3-4, 5-6, JH Teams in Social, Science, LA and Math 	<ul style="list-style-type: none"> • Reflect on F and P implementation • Analyze F and P results

<ul style="list-style-type: none"> ○ Fountas and Pinnell implementation in Division I and II with the support of Division Supports (Learning Coaches) <ul style="list-style-type: none"> ▪ Levelling of library resources • Learning strategies to support literacy and numeracy: <ul style="list-style-type: none"> ○ Embed support games and activities into grade 8 & 9 Wellness class for 75 minutes weekly ○ Ongoing improvements for JH Reading Cafe Day ○ JH focus on reading comprehension, vocab, and reading strategies ○ Build on basic numeracy skills and multi-step problem solving (with and without assistive technology) ○ Build on basic literacy skills, especially in Division I with focus on sight words, phonics, and comprehension ○ Use of Fountas and Pinnell Intervention Kits, especially in Div I & II ○ JH Religion - Analyze and reflect on Scripture (parables) ○ JH - Use of assistive technology and resources - Edwin Pilot ○ JH Math - Creating and implementing spiral exams & reviews • Collaborative staff PD with SJS/St. Cath/SFJH (Nov 13) and OLA/SJS/St. Cath/SFJH (May 21) 	<ul style="list-style-type: none"> • # of Sprints • Ongoing diagnostic and culminating assessments • CAT4 results • PAT results • Common Math assessment results • Accountability Pillar results • Our School Survey results
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Priority 3: First Nations, Metis, and Inuit students will achieve equitable student outcomes.

Goal: By 2019 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.

Strategies	Measures
<ul style="list-style-type: none"> • Infuse First Nations culture and events throughout the year: <ul style="list-style-type: none"> ○ Participate in Orange Shirt Day ○ We Are All Treaty People poster contest ○ Regular student and staff smudging ○ Increase use of First Nations, Metis, and Inuit content in lessons ○ Increase use of First Nations Worker within the classroom ○ Pair First Nations values with HAWKS Virtues • Professional Development activities for staff: <ul style="list-style-type: none"> ○ ATA Walking Together sessions - Braiding Stories with SFJH and Walking in Our Footsteps with SFJH/ESM ○ Study of 'Indian Horse' ○ PD activities during site PD Days 	<ul style="list-style-type: none"> • # of school infused events • Our School Survey results • Accountability Survey results • Staff/Student Survey regarding First Nations growth

Combined 2018 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	92.1	90.9	88.7	89.0	89.5	89.4	Very High	Improved	Excellent
Student Learning Opportunities	Program of Studies	87.8	81.6	80.8	81.8	81.9	81.7	Very High	Improved	Excellent
	Education Quality	91.7	86.9	85.5	90.0	90.1	89.9	Very High	Improved Significantly	Excellent
	Drop Out Rate	1.3	0.0	1.1	2.3	3.0	3.3	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	n/a	n/a	n/a	78.0	78.0	77.0	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	79.5	77.0	76.9	73.6	73.4	73.3	Intermediate	Maintained	Acceptable
	PAT: Excellence	12.3	13.8	17.8	19.9	19.5	19.2	Low	Declined	Issue
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.7	83.0	83.0	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.2	22.2	21.7	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	55.7	54.9	54.7	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	63.4	62.3	61.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	58.7	57.9	59.0	n/a	n/a	n/a
	Work Preparation	84.5	77.6	75.4	82.4	82.7	82.4	High	Improved	Good
	Citizenship	86.4	86.4	83.1	83.0	83.7	83.7	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	80.2	77.9	77.1	81.2	81.2	81.0	High	Maintained	Good
Continuous Improvement	School Improvement	86.1	83.0	76.1	80.3	81.4	80.7	Very High	Improved Significantly	Excellent

* Results are from the 2017-18 school-year

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	64.3	77.0	76.8	77.0	79.5	82	Intermediate	Maintained	Acceptable	83	84	85
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	11.0	19.2	20.4	13.8	12.3	15	Low	Declined	Issue	16	17	18

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 is definitely an area of issue for our school.

Strategies

- Enhance the structure of our intervention program by focusing numeracy and literacy by each Learning Team creating 'Learning Sprints'.
- Use of divisional learning coaches.
- Analyze CAT4 standardized assessment.
- Analyze math common assessment.
- Continue to expand the use of Fountas and Pinnell
- As per our Continuous Improvement Plan, emphasize our rich Catholic Identity. This includes our current focus of *Sharing our Bounty* as part of our three-year faith plan of *Growing in Spirit Together – GIFT*.
- As per our Continuous Improvement Plan, improve student learning in numeracy and literacy and better meet the needs of our First Nations, Metis and Inuit learners.
- Do a study of the movie of 'Indian Horse.'
- Participate in ATA Workshops – Walking Together.
- Expand student and staff exposure to Blackfoot culture.
- Improving Instructional Supports Plans.
- Making our Learning Teams a driving force in our school's implementation of our Continuous Improvement Plan.
- Expand our practice of Agile Learning and Learning Sprints.
- Focus on improving excellence during Learning Team time.
- Make our CIP the driving document in our school.
- Introduce HAWKS incentive program.
- Continue VIRTUES focus.
- Send out positive HAWKS postcards to students.
- Introduce a Talent Show to our community.
- Strengthen collaboration with other Holy Spirit Catholic Schools.
- Improve Mental Health professional development with all staff by implementing Go To Educator program and Gr. 9 Mental Health Curriculum.
- Implement Grade 7 Edwin Pilot.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2018	Achievement	Improvement	Overall	2019	2020	2021
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.0	0.6	2.7	0.0	1.3	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

- Continue to track student attendance and create a Learning Sprint to address attendance concerns.
- Introduce HAWKS incentive program.
- Send out positive HAWKS postcards to students.
- Strengthen collaboration with other Holy Spirit Catholic Schools.
- Improve Mental Health professional development with all staff by implementing Go To Educator program and Gr. 9 Mental Health Curriculum.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	88.4	80.0	83.1	86.4	86.4	88	Very High	Maintained	Excellent	89	90	91
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.	81.8	70.7	77.8	77.6	84.5	88	High	Improved	Good	89	90	91

Comment on Results

(an assessment of progress toward achieving the target)

- Father Leonard Van Tighem School has increased the rating to a Good rating and has maintained an Excellent rating.

Strategies

- Continue the EYE Assessment program in ELP and Kindergarten.
- Share our VIRTUES Code of Conduct and Discipline Procedures with School Council.
- Monitor the development of ISPs for all coded students in ELP – Grade 9.
- Continue to make our Virtues a focus of our Continuous Improvement Plan.
- As per our Continuous Improvement Plan, emphasize our rich Catholic Identity.
- As per our Continuous Improvement Plan, improve student learning in numeracy and literacy and to better meet the needs of our First Nations, Metis, and Inuit learners.
- Introduce a HAWKS incentive program to promote actions showing our Virtues program.
- Continue to use divisional learning coaches.
- Plan a Wellness Day.
- Continue to focus on our faith in our classroom and the modelling of Christ using our faith plan (*GIFT – Growing in Faith Together*). This year's theme is *Sharing our Bounty: Time, Treasures, and Talents*.
- Effectively transition our grade 6 students to Jr. High.
- Continue to do social justice projects ensuring there is a tie to our faith.
- Improve the delivery of our complementary courses.
- Allow Grade 6s and 9s to assume leadership roles in our school – assemblies, canteen, social justice projects.
- Increase focus on new teaching quality standards. Done during Learning Team meetings.
- Participate in ATA Workshops – Walking Together.
- Introduce a Career Awareness Day in January.
- Expand our practice of Agile Learning and Learning Sprints.
- Introduce We Are All Treaty People poster contest.
- Send out positive HAWKS postcards to students.
- Introduce a Talent Show to our community.
- Strengthen collaboration with other Holy Spirit Catholic Schools.
- Improve Mental Health professional development with all staff by implementing Go To Educator program and Gr. 9 Mental Health Curriculum.
- Continue Spring Production.
- Implement Grade 7 Edwin Pilot.

Data from the 2017-18 School Year:

Summary of Fountas and Pinnell Results (Literacy)

- Grade 1 showed the majority of students meeting expectations
- Grade 2 showed the majority of students not meeting expectation in the fall, but the majority of students meet expectations in the spring
- Grade 3 showed the majority of students meeting expectations

Summary of Canadian Achievement Test – CAT4 (Literacy)

- Grade 4 – Above Canadian Norms in Reading, Vocabulary, Writing Conventions (well above), Spelling
- Grade 5 – Well above Canadian Norms in Reading, Vocabulary, Writing Conventions, Spelling
- Grade 6 – Above Canadian Norms in Reading, Vocabulary, Spelling. Just below the norm in Writing Conventions
- Grade 7 – Well above Canadian Norms in Reading, Vocabulary, Writing Conventions, Spelling
- Grade 8 – Above Canadian Norms in Reading (well above), Vocabulary (well above), Writing Conventions, Spelling
- Grade 9 – Above Canadian Norms in Reading, Vocabulary, Writing Conventions, Spelling (well above)

Summary of Division Common Math Assessments (Numeracy)

- Grade 1 - 95% at grade level
- Grade 2 - 92% at grade level
- Grade 3 - 72% at grade level
- Grade 4 - 91% at grade level
- Grade 5 - 79% at grade level
- Grade 6 - 52% at grade level
- Grade 7 - 69% at grade level (8% below grade level)
- Grade 8 - 51% at grade level (16% below grade level)
- Grade 9 - 42% at grade level (25% below grade level)

Outcome Two: Alberta's education system supports First Nations, Métis, and Inuit students' success

Strategies

- Enhance the structure of our intervention program (Learning Sprints).
- Do a study of the movie of 'Indian Horse.'
- Use of divisional learning coaches.
- Analyze CAT4 standardized assessment and math common assessment.
- Increase the use of Fountas and Pinnell.
- As per our Continuous Improvement Plan, emphasize our rich Catholic Identity.
- As per our Continuous Improvement Plan, improve student learning in numeracy and literacy and better meet the needs of our First Nations, Metis and Inuit learners.
- Increase our use of our First Nations Worker and First Nations Divisional Principal.
- Focus on Instructional Support Plans.
- Focus on numeracy and literacy in Division I/II/III Learning Team time.
- Strengthen our Blackfoot Culture program.
- Expand staff and student knowledge of Blackfoot culture.
- Participate in ATA Workshops – Walking Together.
- Continue to build relationships with our FNMI community.
- Increase visual presence of our First Nation Worker in to help build student relationships.
- Continue to monitor First Nation attendance.
- Continue to increase home contact via regular communication tools and home visits.
- Increase First Nations content in all our classrooms.
- Plan and implement a First Nations Heritage Day.
- Plan a Wellness Day.
- Expand Agile Learning and Learning Sprints.
- Introduce HAWKS incentive program.
- Continue VIRTUES focus.
- Introduce We Are All Treaty People poster contest.
- Send out positive HAWKS postcards to students.
- Introduce a Talent Show to our community.
- Strengthen collaboration with other Holy Spirit Catholic Schools.
- Improve Mental Health professional development with all staff by implementing Go To Educator program and Gr. 9 Mental Health Curriculum.
- Implement Grade 7 Edwin Pilot.

Outcome Three: Alberta’s education system respects diversity and promotes inclusion

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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.	91.5	85.2	90.0	90.9	92.1	93	Very High	Improved	Excellent	94	94.5	95

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

- Enhance the structure of our intervention program (Learning Sprints).
- Begin a movie study of ‘Indian Horse’.
- Continue to focus on improving Inclusive strategies in the school.
- Use of divisional learning coaches.
- Review of the Inclusive Education Indicators.
- Analyze a variety of standardized results in Fountas and Pinnell, CAT4, PATs, and Common Math Assessments.
- Streamline the referral process.
- Effectively use the Behavioural Specialist Support Team.
- Improve the communication and delivery of Instructional Support Plans.
- Effectively supervise Educational Assistants.
- Continue the use of Cognitive Coaching in the supervision of staff.
- Inclusive Education Coordinator to collaborate with other coordinators.
- As per our Continuous Improvement Plan, emphasize our rich Catholic Identity.
- As per our Continuous Improvement Plan, improve student learning in numeracy and literacy and better meet the needs of our First Nations, Metis and Inuit learners.
- Participate in ATA Workshops – Walking Together.
- Plan a Wellness Day.
- Work closely with Student Services Team.
- Regularly consult with Family School Liaison Counselor.
- Focus on numeracy and literacy in Division I/II/III Learning Team time.
- Fountas & Pinnell Professional Development to increase the effectiveness of the program.
- Creating time during Professional Development Days for Educational Assistants and Teachers to communicate.
- Expand Agile Learning and Learning Sprints.
- Introduce HAWKS incentive program.
- Continue VIRTUES focus.
- Introduce We Are All Treaty People poster contest.
- Send out positive HAWKS postcards to students.
- Introduce a Talent Show to our community.
- Strengthen collaboration with other Holy Spirit Catholic Schools.
- Improve Mental Health professional development with all staff by implementing Go To Educator program and Gr. 9 Mental Health Curriculum.
- Implement Grade 7 Edwin Pilot.

Outcome Four: Alberta has excellent teachers, and school and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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.	82.9	79.6	81.1	81.6	87.8	89	Very High	Improved	Excellent	91	93	95

Comment on Results

(an assessment of progress toward achieving the target)

- Father Leonard Van Tighem School has an Excellent rating in this outcome.

Strategies

- As per our Continuous Improvement Plan, emphasize our rich Catholic Identity.
- As per our Continuous Improvement Plan, improve student learning in numeracy and literacy and better meet the needs of our First Nations, Metis and Inuit learners.
- Improve our delivery of our Complementary Courses.
- Use of "Our School" survey data.
- Use our local survey data.
- Use of divisional learning coaches.
- Focus on Learning Teams.
- Use of Cognitive Coaching
- Expand Agile Learning and Learning Sprints.
- Participate in ATA Workshops – Walking Together.
- Use of "ThoughtExchange" for parental input.
- Focus on our Virtues Program in Catholic Education, mainly by implementing our Faith Plan.
- Plan a Wellness Day.
- Regularly engage our parents informally and formally (School Council).
- Introduce HAWKS incentive program.
- Send out positive HAWKS postcards to students.
- Introduce a Talent Show to our community.
- Strengthen collaboration with other Holy Spirit Catholic Schools.
- Improve Mental Health professional development with all staff by implementing Go To Educator program and Gr. 9 Mental Health Curriculum.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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.	83.8	70.9	74.6	83.0	86.1	87	Very High	Improved Significantly	Excellent	88	89	90
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	82.3	75.9	77.6	77.9	80.2	82	High	Maintained	Good	84	86	88
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	94.0	82.2	87.3	86.9	91.7	92	Very High	Improved Significantly	Excellent	93	92.5	93

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.

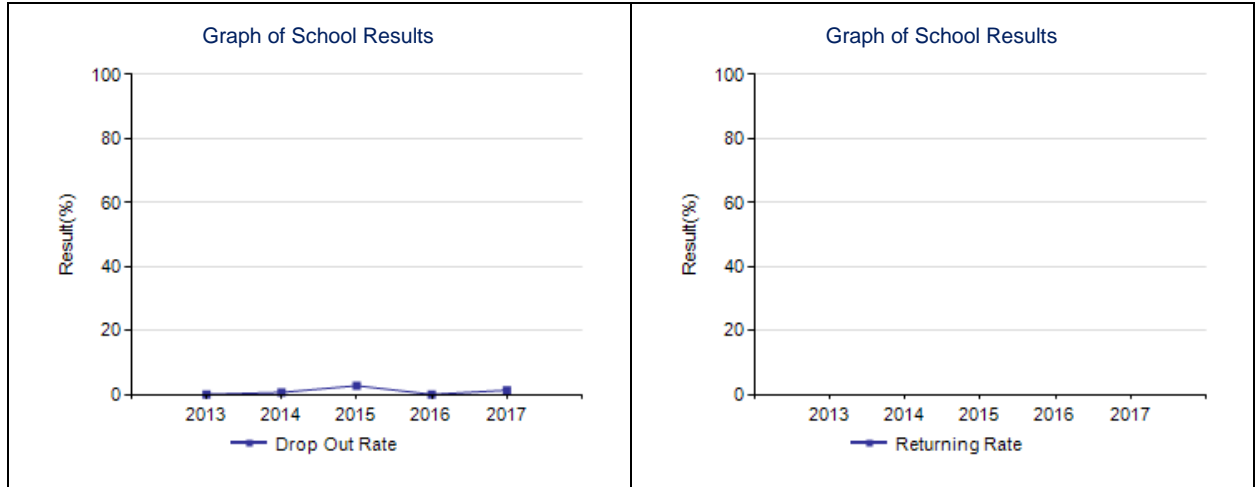
Strategies

- As per our Continuous Improvement Plan, emphasize our rich Catholic Identity.
- As per our Continuous Improvement Plan, improve student learning in numeracy and literacy and better meet the needs of our First Nations, Metis and Inuit learners.
- Participate in ATA Workshops – Walking Together.
- Plan a Wellness Day.
- Use of divisional learning coach.
- Use of “Our School” survey data.
- Use our local survey data.
- Use of “ThoughtExchange” and google forms with staff, students, and parents.
- Focus on our Virtues program in Catholic Education by implementing our Faith Plan.
- Regular consultation with our School Council.
- Regular consultation with individual parents.
- Regular consultation with our Parent Society.
- Regular teacher collaboration during staff meetings, Learning Teams, and Professional Learning Days.
- Continue to use Twitter, Facebook, and blogging as a collaborative tool.
- Send out positive HAWKS postcards to students.
- Introduce HAWKS incentive program.
- Strengthen collaboration with other Holy Spirit Catholic Schools.
- Improve Mental Health professional development with all staff by implementing Go To Educator program and Gr. 9 Mental Health Curriculum.
- Implement Grade 7 Edwin Pilot.

Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Drop Out Rate	0.0	0.6	2.7	0.0	1.3	3.6	2.5	1.8	2.8	1.6	3.3	3.5	3.2	3.0	2.3
Returning Rate	*	n/a	*	*	n/a	27.5	23.8	24.6	22.7	14.3	20.7	20.9	18.2	18.9	19.9



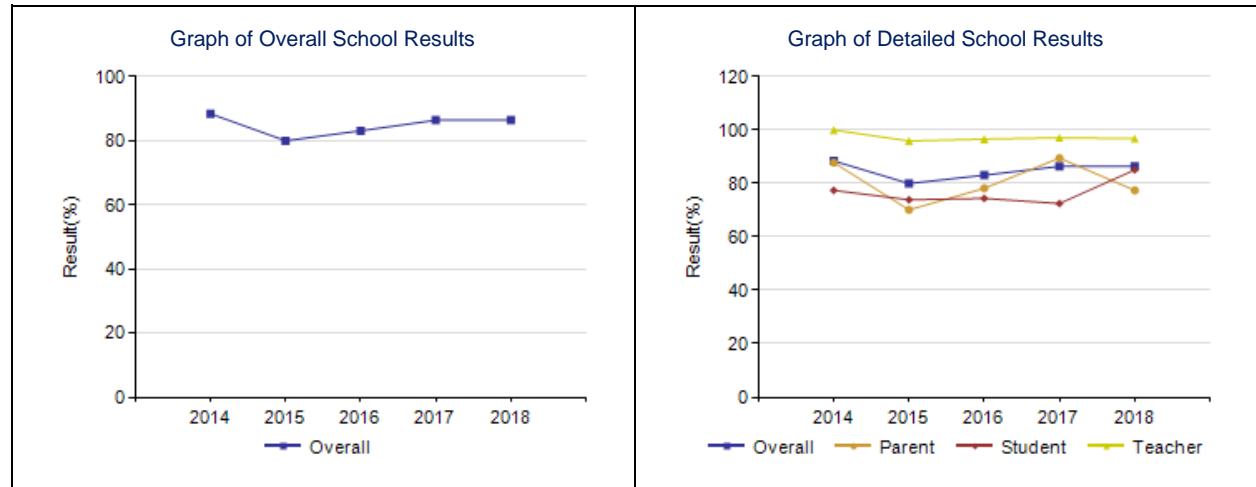
Notes:

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

Citizenship – Measure Details

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

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	88.4	80.0	83.1	86.4	86.4	85.4	85.3	85.8	87.4	86.5	83.4	83.5	83.9	83.7	83.0
Teacher	100.0	95.9	96.6	97.1	96.8	96.8	98.4	98.4	96.8	96.7	93.8	94.2	94.5	94.0	93.4
Parent	87.8	70.1	78.2	89.5	77.4	85.5	83.2	82.9	86.6	84.4	81.9	82.1	82.9	82.7	81.7
Student	77.4	73.9	74.4	72.5	85.1	73.9	74.2	76.1	78.8	78.5	74.5	74.2	74.5	74.4	73.9

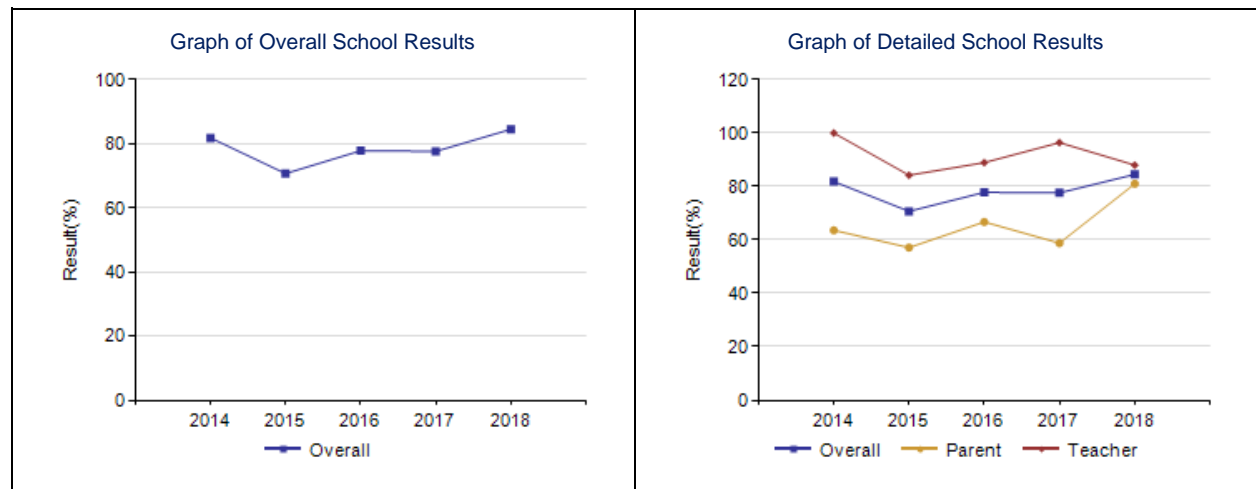


- Notes:
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 2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	81.8	70.7	77.8	77.6	84.5	84.5	82.1	83.3	84.6	86.2	81.2	82.0	82.6	82.7	82.4
Teacher	100.0	84.2	88.9	96.4	88.0	92.8	92.0	91.7	92.2	94.1	89.3	89.7	90.5	90.4	90.3
Parent	63.6	57.1	66.7	58.8	81.0	76.2	72.1	74.9	76.9	78.4	73.1	74.2	74.8	75.1	74.6



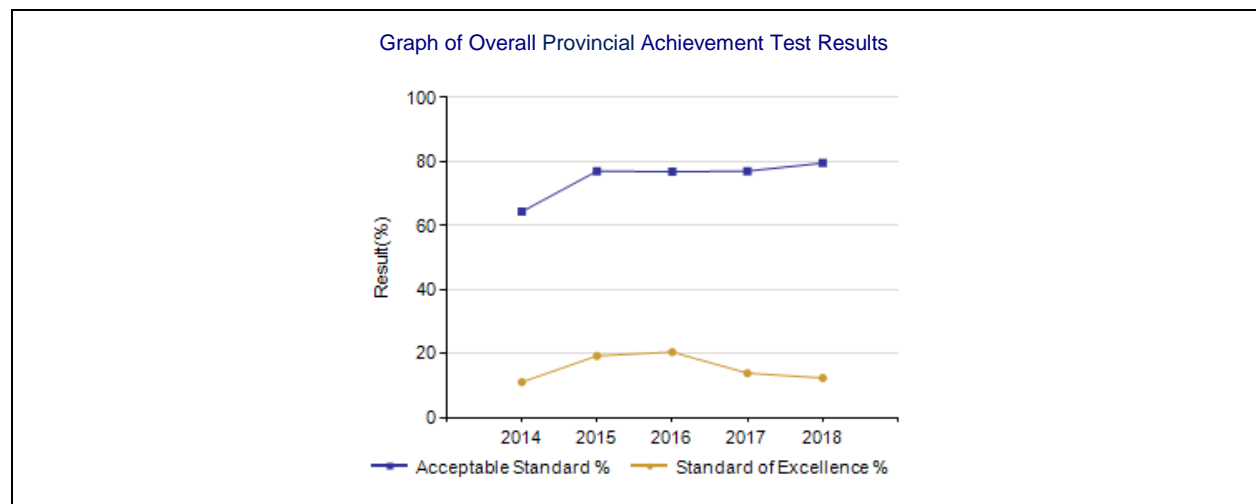
- Notes:
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Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2014		2015		2016		2017		2018		2018	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	78.7	6.4	90.2	22.0	90.2	37.3	90.7	16.7	95.7	10.6	96	15
	Authority	79.5	16.8	82.0	14.9	83.9	19.9	84.8	15.5	86.4	11.6		
	Province	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9		
Mathematics 6	School	70.2	8.5	82.9	2.4	84.3	9.8	66.7	5.6	76.6	6.4	80	15
	Authority	66.2	9.2	67.9	9.4	68.2	9.2	70.4	9.8	68.0	7.9		
	Province	73.5	15.4	73.2	14.1	72.2	14.0	69.4	12.6	72.9	14.0		
Science 6	School	57.4	10.6	87.8	19.5	84.3	21.6	87.0	33.3	87.2	36.2	90	15
	Authority	66.8	16.8	71.3	15.4	75.3	15.8	78.0	24.5	70.8	22.7		
	Province	75.9	24.9	76.3	25.3	78.0	27.1	76.9	29.0	78.8	30.5		
Social Studies 6	School	53.2	6.4	75.6	9.8	78.4	17.6	83.3	20.4	80.9	17.0	85	15
	Authority	60.4	9.2	61.9	11.7	66.1	11.9	72.8	17.7	71.7	13.3		
	Province	70.4	16.6	69.8	18.1	71.4	22.0	72.9	21.7	75.1	23.2		
English Language Arts 9	School	65.9	9.1	75.9	13.8	72.0	9.3	76.7	5.5	85.2	6.2	88	15
	Authority	79.0	11.3	74.7	13.3	78.1	12.5	78.8	13.9	86.5	14.9		
	Province	76.3	15.0	75.6	14.4	77.0	15.2	76.8	14.9	76.1	14.7		
Mathematics 9	School	61.4	11.4	60.3	15.5	66.7	16.0	67.1	6.8	46.9	2.5	67	15
	Authority	68.9	9.4	61.8	15.0	67.0	14.9	72.2	14.5	57.9	14.6		
	Province	67.1	17.3	65.3	17.9	67.8	17.5	67.2	19.0	59.2	15.0		
Science 9	School	68.2	20.5	79.3	34.5	80.0	33.3	80.8	15.1	90.1	17.3	92	20
	Authority	78.6	21.7	77.4	22.6	75.9	21.9	76.3	19.2	82.9	23.0		
	Province	73.2	22.1	74.1	22.8	74.2	22.4	74.0	21.4	75.7	24.4		
Social Studies 9	School	59.1	15.9	72.4	29.3	68.0	20.0	68.5	12.3	82.7	11.1	85	15
	Authority	70.0	15.2	71.1	21.5	69.1	17.6	73.8	20.8	80.2	22.6		
	Province	65.5	19.9	65.1	19.8	64.7	18.0	67.0	20.2	66.7	21.5		

Notes:

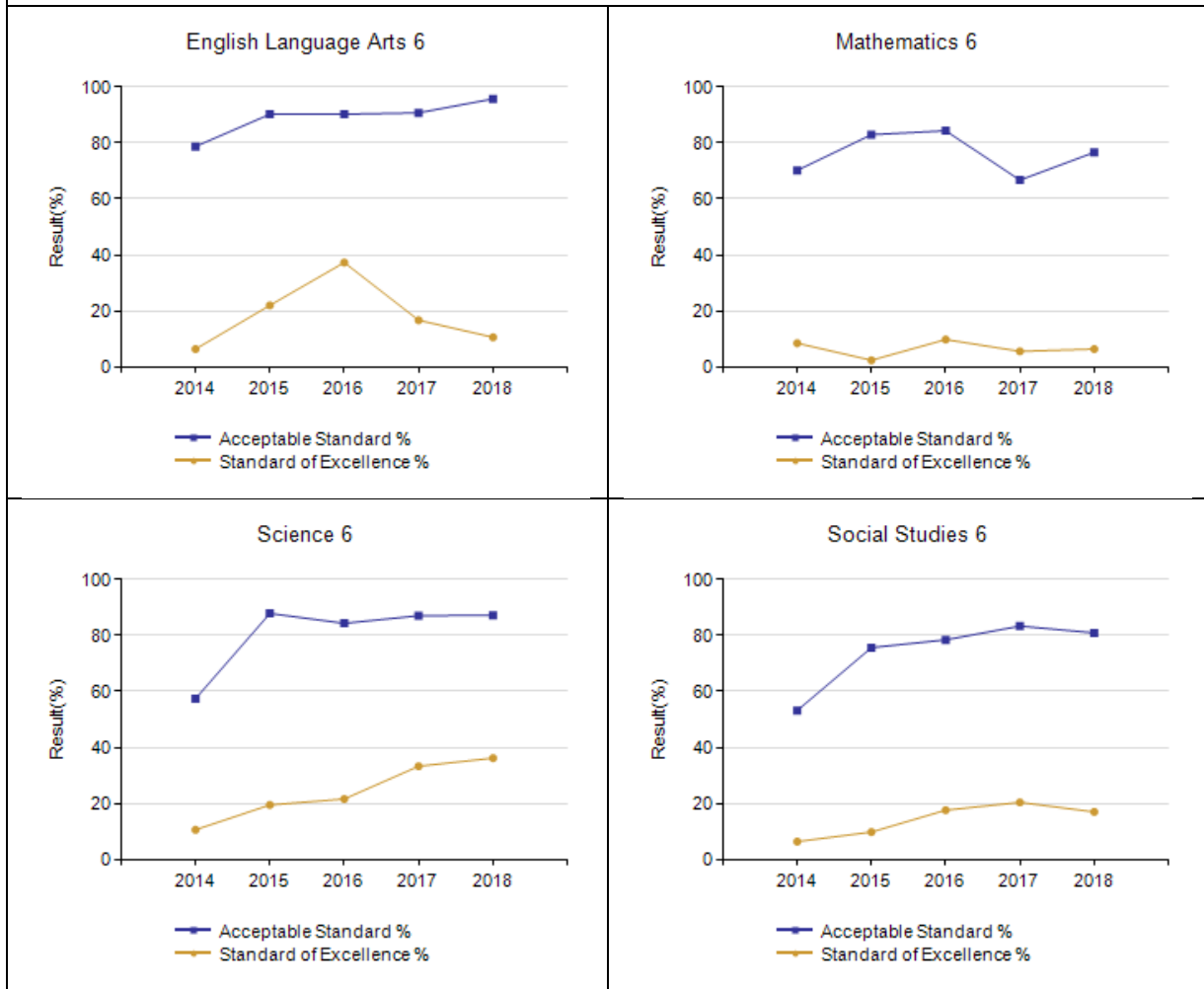
1. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/2017 and Mathematics 9 in 2017/2018, respectively.



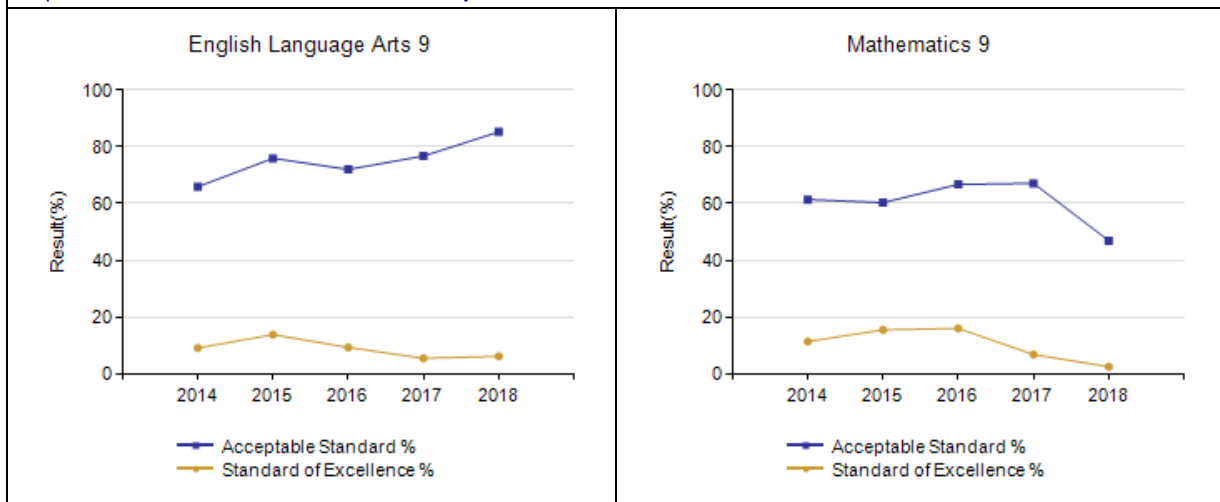
Notes:

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2. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

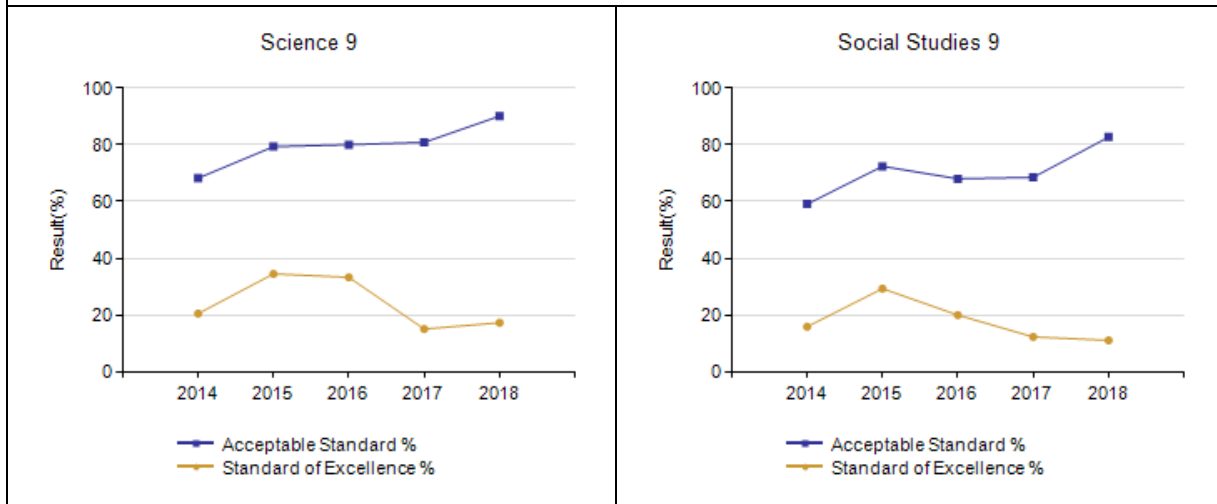
Graph of Provincial Achievement Test Results by Course



Graph of Provincial Achievement Test Results by Course



Graph of Provincial Achievement Test Results by Course



Notes:

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PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	Father Leonard Van Tighem Sch						Alberta				
		Achievement	Improvement	Overall	2018		Prev 3 Year Average		2018		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Very High	Improved	Excellent	47	95.7	49	90.4	51,540	83.5	48,248	82.7
	Standard of Excellence	Low	Declined	Issue	47	10.6	49	25.3	51,540	17.9	48,248	19.6
Mathematics 6	Acceptable Standard	Intermediate	Maintained	Acceptable	47	76.6	49	78.0	51,486	72.9	48,172	71.6
	Standard of Excellence	Very Low	Maintained	Concern	47	6.4	49	5.9	51,486	14.0	48,172	13.6
Science 6	Acceptable Standard	High	Maintained	Good	47	87.2	49	86.4	51,517	78.8	48,180	77.1
	Standard of Excellence	Very High	Improved	Excellent	47	36.2	49	24.8	51,517	30.5	48,180	27.1
Social Studies 6	Acceptable Standard	High	Maintained	Good	47	80.9	49	79.1	51,525	75.1	48,170	71.4
	Standard of Excellence	Intermediate	Maintained	Acceptable	47	17.0	49	15.9	51,525	23.2	48,170	20.6
English Language Arts 9	Acceptable Standard	High	Improved	Good	81	85.2	69	74.9	46,822	76.1	44,296	76.5
	Standard of Excellence	Low	Maintained	Issue	81	6.2	69	9.5	46,822	14.7	44,296	14.9
Mathematics 9	Acceptable Standard	Very Low	Declined Significantly	Concern	81	46.9	69	64.7	46,603	59.2	43,851	66.8
	Standard of Excellence	Very Low	Declined Significantly	Concern	81	2.5	69	12.8	46,603	15.0	43,851	18.1
Science 9	Acceptable Standard	Very High	Improved	Excellent	81	90.1	69	80.0	46,810	75.7	44,341	74.1
	Standard of Excellence	Very High	Declined	Good	81	17.3	69	27.6	46,810	24.4	44,341	22.2
Social Studies 9	Acceptable Standard	Very High	Improved	Excellent	81	82.7	69	69.6	46,840	66.7	44,267	65.6
	Standard of Excellence	Low	Declined	Issue	81	11.1	69	20.5	46,840	21.5	44,267	19.4

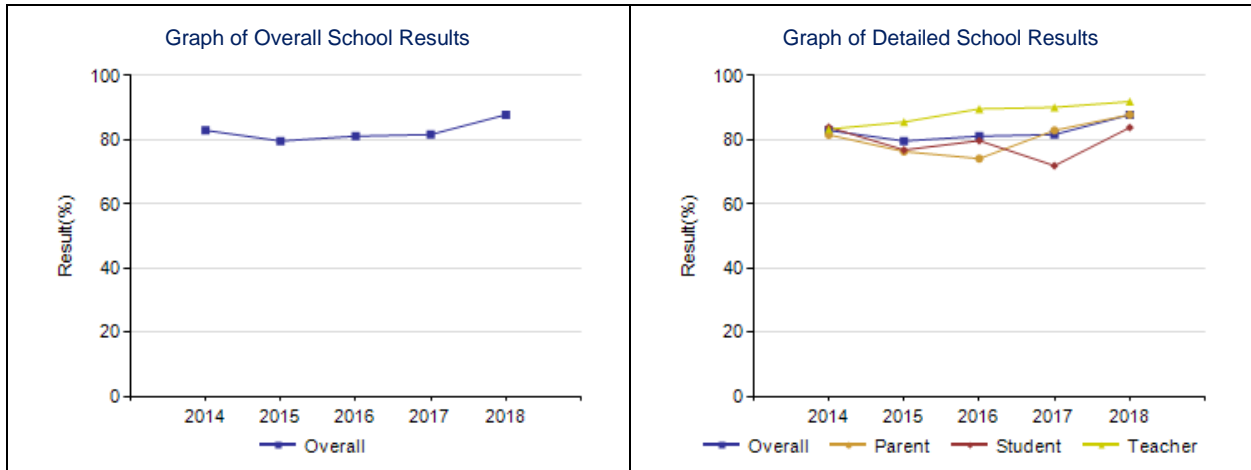
Overall Evaluation Table

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.

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.

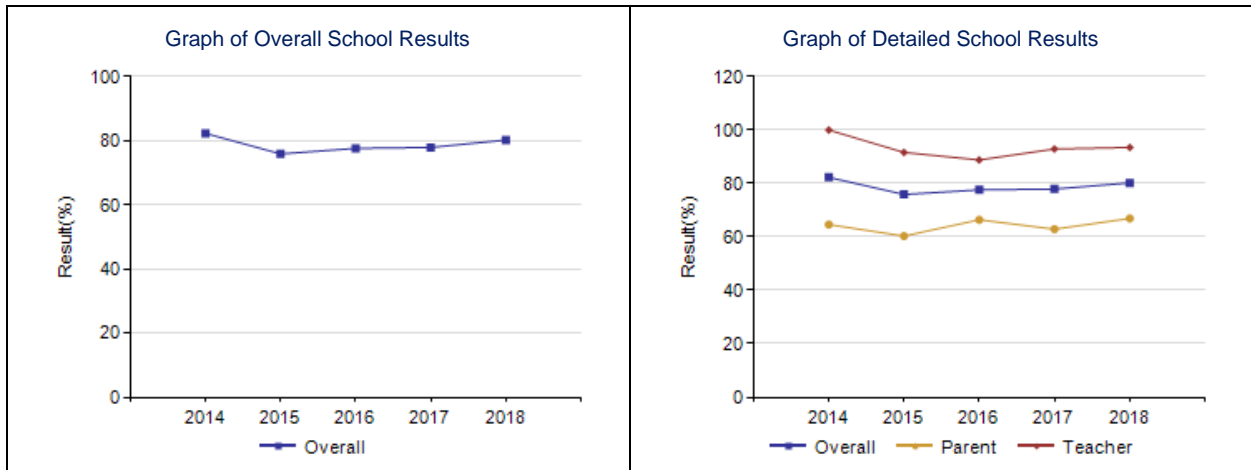
	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	82.9	79.6	81.1	81.6	87.8	84.8	84.0	82.6	83.1	87.3	81.3	81.3	81.9	81.9	81.8
Teacher	83.3	85.5	89.6	90.1	91.9	89.0	91.5	90.7	88.4	91.3	87.5	87.2	88.1	88.0	88.4
Parent	81.5	76.3	74.1	82.9	87.8	83.6	80.0	77.6	80.5	84.5	79.9	79.9	80.1	80.1	79.9
Student	83.9	76.8	79.7	71.9	83.8	81.7	80.4	79.6	80.6	86.1	76.6	76.9	77.5	77.7	77.2



Parental Involvement – Measure Details

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

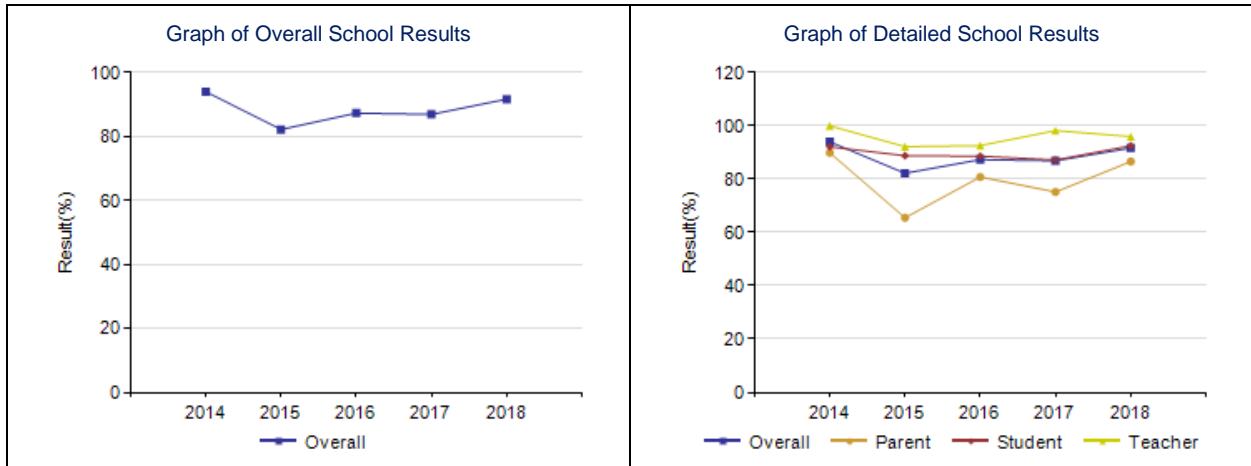
	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	82.3	75.9	77.6	77.9	80.2	83.2	85.3	83.3	82.9	85.0	80.6	80.7	80.9	81.2	81.2
Teacher	100.0	91.6	88.8	92.9	93.5	90.5	94.7	94.3	92.6	93.1	88.0	88.1	88.4	88.5	88.9
Parent	64.6	60.3	66.4	62.9	66.9	75.9	76.0	72.3	73.2	76.9	73.1	73.4	73.5	73.9	73.4



Education Quality – Measure Details

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

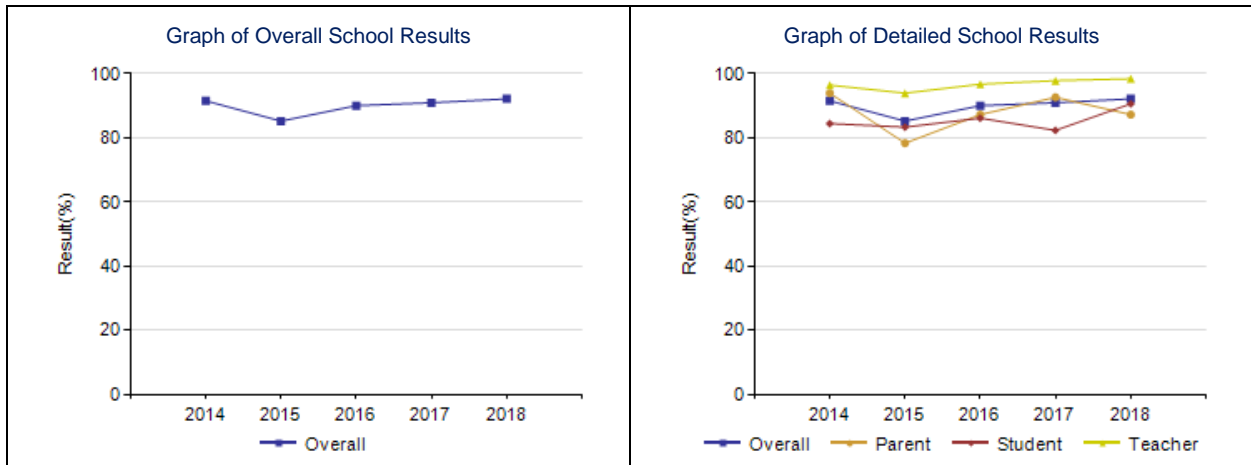
	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	94.0	82.2	87.3	86.9	91.7	91.0	90.7	90.4	92.2	93.1	89.2	89.5	90.1	90.1	90.0
Teacher	100.0	92.2	92.6	98.2	96.0	95.7	98.0	98.1	97.0	97.7	95.5	95.9	96.0	95.9	95.8
Parent	89.9	65.5	80.8	75.2	86.6	89.7	85.4	84.5	90.2	89.6	84.7	85.4	86.1	86.4	86.0
Student	92.1	88.8	88.6	87.2	92.5	87.4	88.7	88.5	89.5	91.9	87.3	87.4	88.0	88.1	88.2



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.

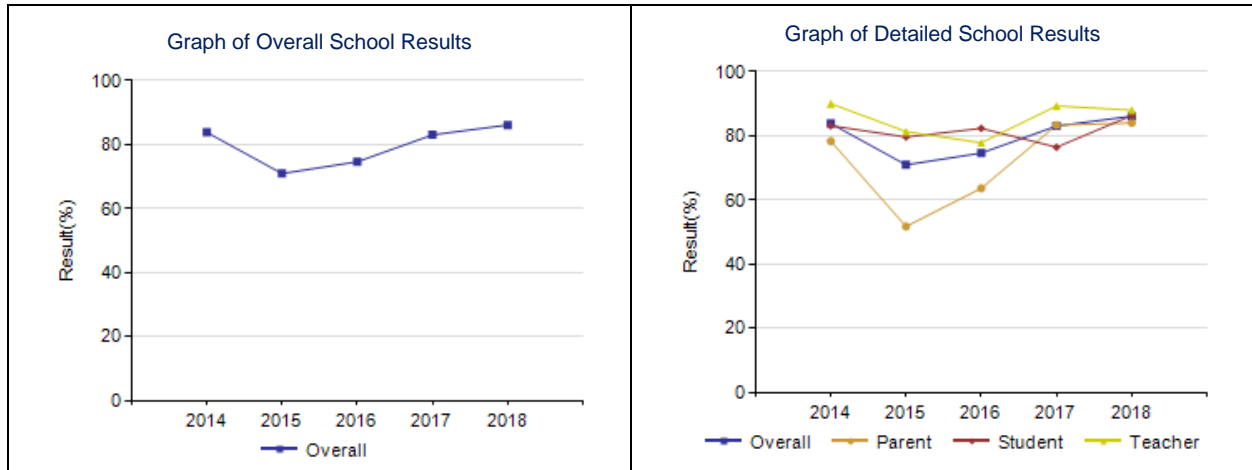
	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	91.5	85.2	90.0	90.9	92.1	90.1	90.0	90.9	91.8	92.2	89.1	89.2	89.5	89.5	89.0
Teacher	96.4	93.9	96.7	97.8	98.4	96.3	97.9	98.6	97.4	97.5	95.3	95.4	95.4	95.3	95.0
Parent	93.9	78.3	87.2	92.6	87.2	91.3	88.4	89.2	91.2	92.0	88.9	89.3	89.8	89.9	89.4
Student	84.4	83.3	86.1	82.3	90.6	82.7	83.6	84.8	86.7	87.0	83.1	83.0	83.4	83.3	82.5



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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	83.8	70.9	74.6	83.0	86.1	84.4	84.1	83.9	86.5	84.8	79.8	79.6	81.2	81.4	80.3
Teacher	90.0	81.3	77.8	89.3	88.0	88.3	86.6	91.2	88.8	89.4	81.3	79.8	82.3	82.2	81.5
Parent	78.3	51.7	63.6	83.3	84.0	82.5	81.7	76.4	85.1	78.5	77.0	78.5	79.7	80.8	79.3
Student	83.1	79.6	82.3	76.4	86.3	82.2	84.0	84.3	85.7	86.4	81.2	80.7	81.5	81.1	80.2



Notes:

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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.

Please contact Father Leonard Van Tighem School if you have any questions regarding this report.

Greg Kostiuk
Principal, Father Leonard Van Tighem School
November 14, 2018