



EDMONTON CATHOLIC SCHOOLS

Our Lady of Mount Carmel School

Plan for Continuous Growth

2018-21

Act justly, love tenderly, walk humbly with your God. (Micah 6:8)

School Mission

Our mission is to provide an education which embodies the Catholic faith principles of nurturing, acceptance, respect, and love.

School Vision

Together our students will seek the balance between:

- Self-sufficiency and Dependency
- Community and Self-interest
- Social Action and Social Justice

School Charism

Looking to Mary as our model and guide, our school community will endeavour to seek an ever-deeper faith rooted in the person of Jesus Christ.

School Context

Our Lady of Mount Carmel is a Kindergarten to Grade 9 School with 386 students, 220 in K-6 and 166 in Junior High. It is in the Queen Alexandra community, part of historical Old Strathcona situated in south-central Edmonton, and is housed in a sizeable facility, part of which dates to 1925. The Early Learning Kindergarten class is a full-day program. Beyond that, our Elementary component consists of one class each in Grades 1, 2, & 3 class, a straight Grade 4 class, a combined Grade 4/5 class, a straight Grade 5 class, and two classes in Grade 6. Our JH has six homerooms, two in each of Grade 7, 8, & 9.

Going back a decade or more, Mount Carmel experienced very low enrollment and was under threat of closure. To counter this trend, Academies were established, and we currently have four: Hockey, Soccer, Performing Arts, and Recreation. In addition, we have an Elite Athlete Program that provides flexible programming to high-level athletes in Grades 4-9. With about 245 students from Grades 3-9 registered in these five programs of choice, the future is promising as we have become a destination school for many south Edmonton families. That being said, enrollment is still challenging as the Academies cost anywhere between \$1200 and \$2600/year and the weak economy has had an impact. Transportation can also be an issue as some of our children are on yellow busses for over two hours a day. The students attending Our Lady of Mount Carmel School come from a wide range of nationalities, family structures, and socio-

economic statuses. We have forty-five students who have self-identified as First Nation, Inuit, or Metis and fifty-five who are English Language Learners in their first five years in Canada.

Review of Previous Year's Goals

Goal	Achieved/Continue Modify	Evidence/Data used
Provide a sound, well-rounded education grounded in Catholic values	Continue a revised version	District Satisfaction Surveys, Accountability Pillar, PAT Raw and Regression Results, Tell Them from Me/Our School
Develop a shared vision of student success in mind, body, & spirit	Continue a revised version	District Satisfaction Surveys, Accountability Pillar, PAT Raw and Regression Results, Tell Them from Me/Our School
Access school, district, and community resources to provide a holistic, quality education to our First Nations, Métis, and Inuit students	Continue a revised version	District Satisfaction Surveys, Accountability Pillar, PAT Raw and Regression Results, Tell Them from Me/Our School
Encourage and support ongoing teacher and administrator professional growth	Continue a revised version	District Satisfaction Surveys, Accountability Pillar, PAT Raw and Regression Results, Tell Them from Me/Our School

Data Analysis

Areas to celebrate

Accountability Pillar	<ul style="list-style-type: none"> • <u>Safe and Caring, Education Quality, Drop Out Rate, Citizenship and Parental Involvement</u>, have all stayed at “Excellent”. • <u>Program of Studies, PAT: Acceptable and Work Preparation</u> have all improved from “Good” to “Excellent” • <u>PAT: Excellence</u> has remained at “Good”. • To summarize, of our ten Overall Measure Evaluations, eight are “Excellent” and two are “Good”.
District Satisfaction Survey	<p>Our five parent scores that are the highest are:</p> <ul style="list-style-type: none"> ○ +8.9 Parents are pleased with the school’s inclusive education efforts

	<ul style="list-style-type: none"> ○ +2.2 Parents feel they are involved in school and learning decisions ○ +2.0 Parents believe the school demonstrates care for the environment ○ +1.2 Parents believe school respects parent role of primary educator ○ +1.1 Parents are impressed with the importance the school places on daily prayer and celebrations <p>Our five student scores that are the highest are:</p> <ul style="list-style-type: none"> ○ +3.2 Div 2 students know how well they are doing in school ○ +3.0 Div 2 students are happy with how much they are learning ○ +2.6 Div 2 students can make choices about their learning ○ +1.8 Div 2 students are happy with school activities ○ +1.8 Div 2 students are challenged to do their best <p>Our five staff scores that are the highest are:</p> <ul style="list-style-type: none"> ○ +7.5 Staff are satisfied with the way student discipline is handled in the school ○ +4.4 Staff believe they have the resources required for their job ○ +3.7 Staff believe care and concern for others is evident in day-to-day interactions at our school ○ +2.6 Staff believes our school provides differentiated learning experiences for all students ○ +2.6 Staff believes our school focuses on continuous improvement through data analysis
Regression Analysis	<ul style="list-style-type: none"> ● Grade 6 Math and Grade 6 Social earned an “Equal” ● Grade 9 LA earned an “Equal” ● Grade 9 Math, Grade 9 Science, & Grade 9 Social earned a “Plus”
PAT/Diploma analysis	<ul style="list-style-type: none"> ● In Grade 6, our PAT results exceeded those of the province in the <u>Acceptable Standard</u> in Math, Science, and Social ● In Grade 9, our PAT results exceeded those of the province in the <u>Acceptable Standard</u> in all four subjects ● In Grade 6, our PAT results exceeded those of the province in <u>Standard of Excellence</u> in Math ● In Grade 9, our PAT results exceeded those of the province in <u>Standard of Excellence</u> in Math, Science, and Social.
Our School Survey (aka Tell Them from Me)	<ul style="list-style-type: none"> ● Our Elementary students exceed the District average in the following categories: <ul style="list-style-type: none"> ✓ Participating in Sports

	<ul style="list-style-type: none"> ✓ Having a positive sense of belonging ✓ Experiencing positive relationships ✓ Watching less TV ✓ Spending less time on computers and video games ✓ Valuing student outcomes ✓ Completing homework in a positive and timely manner ✓ Displaying positive behavior at school ✓ Interested and motivated in their studies ✓ Trying hard to succeed in their learning ✓ Meeting or exceeding Canada’s food guide ✓ Consuming less than 5 sweet or fatty foods per day ✓ Engaging in moderate physical activity ✓ Engaging in intense physical activity ✓ Feeling safe at school and going to and from ✓ Positive Learning Climate ✓ Exploring their love and service to community <ul style="list-style-type: none"> • Our Junior High students exceed the District average in the following categories: <ul style="list-style-type: none"> ✓ Participating in Sports ✓ Having a sense of belonging ✓ Having positive relationships ✓ Spending less time watching TV ✓ Spending less time on phones ✓ School Attendance ✓ Trying hard to succeed in their learning ✓ Experiencing less anxiety ✓ Experiencing less depression ✓ Positive self-esteem ✓ Meeting or exceeding Canada’s food guide ✓ Consuming less than 5 sweet or fatty foods per day ✓ Engaging in moderate physical activity ✓ Engaging in intense physical activity ✓ Grades in LA, Math, and Science
<p>5 Marks of Catholic School Identity Assessment</p>	<p><u>Mark Two – Imbued with a Catholic Worldview</u></p> <ul style="list-style-type: none"> ✓ Front entrance has the cross and a statue of Mary as focal points ✓ Numerous Catholic symbols displayed prominently throughout our school and in classrooms ✓ The doors near the front entrance that open to our inner courtyard are themed Walking Together in God’s Love ✓ Daily student prayers and traditional prayers on our morning broadcast

	<ul style="list-style-type: none"> ✓ Prayer centres in the front entrance, the office, learning resource area and in each classroom ✓ Liturgical cloths for every classroom’s prayer centre ✓ Liturgical calendars displayed in key areas around school ✓ Excellent and fruitful relationship with Parish that strongly supports sacramental preparation ✓ Tuesday morning Masses at St. Anthony Parish attended by two classes each week (each class goes twice a year) ✓ Five school wide Masses at St. Anthony – Thanksgiving, Christmas, Ash Wednesday, Easter, and Year End ✓ Two Reconciliation Celebrations in gym - Advent and Lent ✓ Twice weekly visits to one Elem and one JH class by Brother JD <p><u>Mark Four – Sustained by Gospel Witness</u></p> <ul style="list-style-type: none"> ✓ Junior High Homeroom teachers provide Religious instruction and witness to Homeroom students ✓ Meaningful permeation in all subject areas ✓ Morning prayers written by students ✓ All teachers directly involved in our liturgical celebrations ✓ Each teacher asked to make one of the three goals in their Professional Growth Plans a faith-based goal ✓ Strong bonds of mentorship and respect among students and staff ✓ Staff interviews include a faith component query ✓ Elementary students participating in Parish-led Sacramental preparation classes for Reconciliation and First Communion ✓ Teachers get one Thursday afternoon a month for their CCPLC’s (Christ-Centred Professional Learning Communities) ✓ Teachers get one Thursday afternoon a month for CCIT (Christ-Centred Individual Time) <p><u>Mark Five – Shaped by Spirituality of Communion</u></p> <ul style="list-style-type: none"> ✓ Prayers before staff meetings and staff meals ✓ Mission statement and Treaty Acknowledgement read by Principal during Friday broadcast ✓ Administrative roles clearly articulated and communicated
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	<ul style="list-style-type: none"> ✓ School Council has well-attended monthly meetings and its members, along with other parent volunteers, are active in supporting the school ✓ School Chaplains work collaboratively with the rest of the staff to sustain and nurture our Catholic culture
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Areas to target for growth

Data Source	Measures	Goals in response to data
Accountability Pillar	<ul style="list-style-type: none"> • School Improvement has declined from “Excellent” to “Good”. 	<p>Goal 2: Develop a shared vision of student success in mind, body, & spirit</p> <ul style="list-style-type: none"> ✓ Use Jump Math in Grades 3-5 ✓ Increase Literacy Intervention efforts on those students below grade level ✓ Purchase additional Chrome books for JH
District Satisfaction Survey	<p>Our five parent scores that are the lowest are:</p> <ul style="list-style-type: none"> ○ -10.9 Parent response rate ○ -9.7 My child is developing reading and writing skills that will prepare them for the future. ○ -9.6 I am satisfied that my child's school uses a variety of methods to help him/her learn ○ -9.5 At school my child is developing technology skills that enhance his or her learning ○ -7.3 Parent level of satisfaction with the cleanliness of the school <p>Our five student scores that are the lowest are:</p> <ul style="list-style-type: none"> ○ -39.8 Div 3 students - I am given the opportunity to communicate my learning through a variety of media ○ -28.5 Div 3 students - My school gives me the opportunity to use a variety of technology tools 	<ul style="list-style-type: none"> ✓ Will provide incentive to increase parent survey response rates as other schools have (a draw) ✓ Increased parent response will provide us with more accurate data ✓ Our teachers are using CCPLC afternoons to broaden their teaching methods ✓ We are increasing our availability of chromebooks in Div 1 & 2 ✓ Principal will meet regularly with Head Custodian review status of school cleanliness <p>Goal 4: Encourage and support ongoing teacher and administrator professional growth</p> <ul style="list-style-type: none"> ✓ JH teachers are working with ECSD Consultants regarding students demonstrating their learning

	<ul style="list-style-type: none"> ○ -23.4 Div 3 students - I am satisfied with the variety of complementary courses (options) that are offered. ○ -18.5 Div 3 students - My religion classes make the Catholic faith meaningful to me. ○ -17.9 Div 3 students - I have opportunity to participate in Social Justice activities. <p>Our five staff scores that are the lowest are:</p> <ul style="list-style-type: none"> ○ -23.3 Our school is providing the necessary supports for children with special needs. ○ -15.3 Our staff works as a team in our school/department. ○ -7.6 School/department finances are being allocated in keeping with our core value of fairness ○ -7.2 School professional development provides me with an opportunity to improve my work skills. 	<ul style="list-style-type: none"> ✓ We will participate in the District “Hour of Code” initiative ✓ New CTF teachers for technology and construction ✓ The two lowest student scores can at least in part be due to the introduction of student cell phone usage restrictions ✓ We have many chromebooks and a computer lab that are used as needed ✓ Our JH population is small, & we have four Academies. We have two blocks of a.m. options and the p.m. academies are essentially “Options”. Our Reg Program JH students have an excellent p.m. program with both Foods and Construction offered ✓ JH teachers have been made aware of the low score regarding meaningful Div 3 religion classes and, with Admin support, are addressing it ✓ Religious from St. Anthony’s Parish are now offering weekly sessions to supplement program ✓ Student Social Justice opportunities have been, & will continue to be, increased <p>Goal 2: Develop a shared vision of student success in mind, body, & spirit</p> <p>Sub Goal c) Provide ongoing and meaningful supports for students currently below grade level.</p> <ul style="list-style-type: none"> ✓ We have a new Learning Coach this year; have added a student supports
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	<ul style="list-style-type: none"> ○ -3.7 The approach to conflict management with adults in our school/site is reflective of our core values 	<p>item to staff meeting agendas and are holding separate inclusive meetings</p> <ul style="list-style-type: none"> ✓ Our Inclusive Consultant will offer an Inservice to staff on a Thursday afternoon ✓ Teachers are given a monthly CCPLC Thursday afternoon ✓ Until this year, school has been in yearly deficit; new T desktops purchased for all who requested
Regression Analysis	<ul style="list-style-type: none"> ● Grade 6 Science earned an “Equal” this year after receiving a “Plus” last year ● Grade 6 LA earned a “Minus” (writing has been ID’d as the issue) 	<p>Goal 2: Develop a shared vision of student success in mind, body, & spirit</p> <ul style="list-style-type: none"> ✓ Have returned to one Science teacher for both G6 classes; ✓ Targeting writing with journaling, essay writing, letter writing, school wide Write-Ons (twice per year) ✓ Grade 6 teachers are creating and assigning a wider variety of activities to move students to the next level
PAT/Diploma analysis	<ul style="list-style-type: none"> ● In Grade 6, our LA PAT results were very slightly below those of the province in the <u>Acceptable Standard</u> (0.8%) ● In Grade 6, our LA, Science, & Social PAT results were below those of the province in the <u>Standard of Excellence</u> ● In Grade 9, our LA PAT results were 2% below those of the province in the <u>Acceptable Standard</u> 	
Our School Survey (aka Tell Them from Me)	<p>Our Elementary students were below the District average in the following categories:</p> <ul style="list-style-type: none"> ○ -12% - Student Participation in School Clubs ○ -0.1 hr- reading books during a typical week day ○ -0.1 hr- doing homework during a typical week day ○ -0.1/10 - Positive Teacher-Student Relations ○ -0.1/10 - Expectations for Success ○ -4% - Religious celebrations and prayer are important (still at 91%) ○ -4% - Catholic school helped them to explore their love of 	<ul style="list-style-type: none"> ✓ This unique school with four academies and an elite athlete program cannot offer elementary students everything that perhaps other schools do; further, our Elem is medium sized at best ✓ Other elementary negative scores are not concerning statistically <p>Goal 2: Develop a shared vision of student success in mind, body, & spirit</p> <p>Sub Goal a) Create a healthy, holistic environment focusing on mental health, physical fitness, and academic rigour</p>

	<p>God and service to community (still at 88%)</p> <p>Our Junior High students were below the District average in the following categories:</p> <ul style="list-style-type: none"> ○ -1% - Student Participation in School Clubs ○ -0.1 hr- reading books during a typical week day ○ -0.2 hr- working part-time typical week day ○ -0.1 hr- volunteering typical week day ○ -1% - Valuing school outcomes ○ -1% - Completing HW with a positive attitude in a timely manner ○ -0.2 hr- doing homework during a typical week day ○ -6% - Interested and motivated in their learning ○ + 7% - Bullying, Exclusion, and Harassment ○ -4% - Feeling safe attending school ○ -0.7/10 - Positive Teacher-Student Relations ○ -0.7/10 - Positive Learning Environment ○ -0.5/10 - Expectations for Success ○ -1% - Students planning to finish High School ○ -5% - Students planning to finish High School and pursue a trade ○ -1% - Students planning to finish High School and pursue a trade ○ -2% - Religious celebrations and prayer are important at their school ○ -12% - Attending a Catholic School helped them to explore their love of God and service to community 	<ul style="list-style-type: none"> ✓ For our JH students, there are two concerning negative scores in particular ✓ A. The bullying, exclusion, and harassment score is reduced from last year (when it was +9%). The situation appears to be improving so we will continue to work very hard with students, staff, and teachers to address this issue with measures that include: <ul style="list-style-type: none"> ✓ Weekly STAY Officer presentations ✓ Half-time FSLW onsite to provide support here and to inform families of resources in the community ✓ Increased outdoor and indoor supervision by ✓ Increased Admin and STAY Officer presence in hallways before and after school and during class changes ✓ Healthier choices in school canteen ✓ B. The -12% in the attending a Catholic School helps JH students to explore their love of God and service to the community category is the other one that we are addressing. JH teachers are adjusting their religious programs and we are offering additional social justice opportunities. Our measure of 70% is 6% higher than it was a few years ago so the benefits of having HR teachers
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		instruct their class each day in Block 1, having students attend special “teaching Masses” two Tuesdays per year, and holding two annual Reconciliation events are paying dividends.
5 Marks of Catholic School Identity Assessment	<u>Mark Three – Animated by a Faith-Infused Curriculum</u> With all teachers providing religious instruction, assignments, and outcomes will continuously improve	Goal 1: Provide a sound, well-rounded education that is grounded in Catholic values This goal targets the areas listed that we need to grow and improve in. <ul style="list-style-type: none"> ✓ Grades 1–5 effectively implement new Religion curriculum ✓ Faith component in all staff meetings

Goals

Goal 1: Provide a sound, well-rounded education grounded in Catholic values	
District Correlation: <i>Live and enhance the distinctiveness of Catholic education</i>	
Strategy Arrange for every student to be immersed in the parish life at the nearby St. Anthony’s Church to help them discern for themselves the benefits of religious involvement	
Actions	Measures/Evidence of effectiveness
Schedule all students to attend two “teaching” Masses with Fr. Jobi at St. Anthony Parish with their class and one other class	Increased participation of students during our Masses
Bring entire school to St. Anthony Parish for five Masses – Thanksgiving, Christmas, Ash Wednesday, Easter, and Year-End	Better student understanding of the Catholic Faith as evidenced by both formative and summative assessments
Have twice yearly onsite Reconciliation Celebrations for our G3-9 students (Advent and Lent)	Seeing students participating in the Sacramental life of the Church
Collaborate with the Parish regarding student Sacramental Preparation	More students receiving their first reconciliation and first communion in Div 1 and 2
Design school front entrance to increase the number of Religious symbols including a “Walking together in God’s Love” display	Each division engages in meaningful Social Justice activities Palpable/discernible Catholic atmosphere in our school
Arrange for Elementary teachers to attend Professional development on the new religious curriculum	

<p>Have children “Walk Together in God’s Love” by working together on a variety of Social Justice programs including 3-4 food drives to support our families in need and keep our Parish food bank well-stocked</p>	<p>Better understanding of the Catholic Faith among our students as evidenced in both formative and summative assessments Improved District Satisfaction Surveys, Accountability Pillar, Tell Them from Me/Our School</p>
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Review Date 1: Feb 15, 2019

Review Date 2: May 31, 2019

<p>Goal 2: Develop a shared vision of student success in mind, body, & spirit</p>	
<p>District Correlation: <i>ECSD students are successful</i></p>	
<p>Sub Goal a) Create a healthy, holistic environment focusing on mental health, physical fitness, and academic rigour</p>	
<p><u>Strategy</u> Immerse staff in District PD opportunities and constantly reinforce with them that our focus must always be that our students achieve at or near their individual potential in all areas</p>	
<p><u>Actions</u> Have each staff member engage in at least three professional development opportunities during the school year Encourage teachers to have regular physical literacy breaks in their classrooms Introduce relaxation and breathing activities in the classroom to lessen anxiety Daily PE for all students scheduled in timetable Purchasing extra equipment to promote games and activities during the morning (Elem only) and lunch recess (K-9)</p>	<p><u>Measures/ Evidence of effectiveness</u> Teachers will increase their efficacy in specific areas of their choice and share their strengths with colleagues Accountability Surveys Teachers will share a physical literacy activity with other staff at meetings Lower reported student anxiety Improved District Satisfaction Survey Results, Accountability Pillar, PAT Raw and Regression Results, Tell Them from Me/Our School</p>
<p>Sub Goal b) Improve literacy and numeracy skills among our students</p>	
<p><u>Strategy</u> Provide teachers with the resources needed to effectively meet the diverse literacy and numeracy needs of all their students</p>	
<p><u>Actions</u> Work with School Council to purchase non-basic resources to promote literacy including additional novel sets.</p>	<p><u>Measures/Evidence of effectiveness</u> Teachers confirm to Admin that they have all the English</p>

<p>Hold a week-long Book Fair in November to help build excitement about reading and to get more books into the hands of children.</p> <p>Purchase Math Jump Resources for G3-5 students and teachers and online supports including Mathletics and IXL.</p> <p>Put an emphasis on learning basic facts in Elementary to enable students to develop a solid number sense with a strong foundation.</p>	<p>language resources they need for their students.</p> <p>Our G6 LA PAT Regression Analysis result goes from a minus to an equal or plus.</p> <p>Math PAT results, both raw and regression</p> <p>Students demonstrate strong number sense and are eager to enter fun math facts challenges.</p>
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Sub Goal c) Provide ongoing and meaningful supports for students currently below grade level.

Strategy Provide teachers with the resources they request/need to effectively meet the educational needs of inclusive students

<p><u>Actions</u></p> <p>Early in the school year, complete F&P and Math MIPI testing on all Elementary students to gauge where students currently are in their literacy and numeracy.</p> <p>Ensure classroom teachers are fully cognizant of the results and create a plan to address the needs of those below grade level.</p> <p>Schedule EA's to support these students in the classroom so that they can achieve the greatest improvement possible.</p> <p>For JH students, train them in using the Google Read and Write to assist them in writing exams and/or have readers available.</p> <p>Where required, and with parent consent and support, have WISC & WIAT testing done on students to increase our understanding of their learning profiles and to inform teachers and schools in future years.</p>	<p><u>Measures/ Evidence of effectiveness</u></p> <p>For all Mt Carmel students below grade level, there is a clear plan on what supports are needed to best support them.</p> <p>Year-end data clearly demonstrates that students below grade level at the start of the school year have improved or are now at grade level.</p> <p>Students being adapted and/or on PLP's or IPP's are attending school regularly and achieving at or near their potential.</p> <p>Improved District Satisfaction Surveys, Accountability Pillar, Tell Them from Me/Our School</p>
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Review Date 1: Feb 15, 2019

Review Date 2: May 31, 2019

Goal 3: Access school, district, and community resources to provide a holistic, quality education to our First Nations, Métis, and Inuit students

District Correlation: *ECSD supports First Nations, Metis and Inuit students' success*

Strategy Direct school resources, both human and material, to support all FNMI students to achieve at or near their academic and spiritual potential.

<u>Actions</u>	<u>Measures/ Evidence of effectiveness</u>
Honour and recognize the heritage and culture of our FNMI students by regularly speaking of its virtues, having the Principal read the Treaty 6 Acknowledgement on Friday broadcasts, and holding meaningful Indigenous cultural events onsite (Smudge ceremonies weekly or on request)	FNMI students express a strong connection to their school. Attendance among our FNMI students improves.
Bring FNMI students to special Masses at Sacred Hearts Church of the First Peoples and display First Nations art in our school.	Accountability Pillar PAT "Acceptable" results for our FNMI students remain at "Good" or improve and our "Excellence" results remain at "Acceptable" or improve.
Introduce activities through the Edu kits to enhance understanding and appreciation of FNMI culture.	
Ensure all FNMI students and families that are experiencing challenges are offered support by our FSLW Shauna Seitz. Schedule EA's and our EBS to spend one-on-one or small group time with FNMI students with a focus on literacy and numeracy.	Improved District Satisfaction Survey Results

Review Date 1: Feb 15, 2019

Review Date 2: May 31, 2019

Goal 4: Encourage and support ongoing teacher and administrator professional growth

District Correlation: *ECSD has excellent teachers, school and school district leaders*

Strategy Collaborate with teachers to create a Professional Development Plan designed to address their identified teaching needs and their student's learning needs.

<u>Actions</u>	<u>Measures/ Evidence of effectiveness</u>
Provide a Thursday afternoon Marian PD session for teachers at the Providence Centre	District Satisfaction Surveys,
Schedule PowerTeacher Pro Gradebook PD sessions for JH Teachers and one-on-one's with District Assessment Consultant	Teachers report that they are comfortable with this new means of communicating JH student learning
Staff meet with consultants to collaborate, share resources and knowledge; staff engages in various district PD activities	LA PAT Results
Arrange LA Consultant visits for teacher new to LA	

Review Date 1: Feb 15, 2019

Review Date 2: May 31, 2019