

ANNUAL EDUCATION RESULTS REPORT 2015-2016 and SCHOOL EDUCATION PLAN (2016-2017 – 2018-2019)

Bishop Carroll High School

Alberta Education requires all schools to maintain an education plan that reflects and aligns with the district's 3 Year Plan. These plans are cyclical and fluid and are to be considered "living documents".

- The **Annual Education Results Reports (AERR)** is the evaluation for all the desired and specific outcomes identified in the school plan. It is in the AERR that schools report their assessment of progress as it relates to the school's past performance and achievement of targets. The AERR appears first followed by the 3 Year Plan to reflect the cyclical planning process. There should be a strong connection between the AERR and the School Education Plan.
- The **School Education Plans** are to reflect the adjustment of strategies and targets for each year.
- **Target setting** means establishing **outcomes** that arise from the analysis of current measures and performance at the school and district level and are expressed qualitatively.
- **Outcomes** are measurable statements of what you seek to achieve. In broad terms, they answer the question, "What will this look like when we get to where we want to be?"

Some guiding questions are:

- How can the school build on its current practice in empowering every student to be an engaged thinker and an ethical citizen with an entrepreneurial spirit? What needs to be enhanced? What is less effective and can therefore be decreased?
- Is the school participating in new initiatives that may positively impact future school results?
- What measures are collected to indicate that we are being successful?
- Have strategies been developed to address the academic theme "Success for all students" with the focus on assessment and student wellness? Do the strategies encompass the Board priorities of academic excellence (diploma results in humanities), student wellness (mental health/resiliency) and FNMI (eliminating the gap between FNMI and non-FNMI student results)?
- Have strategies been developed to address the faith theme, "Be merciful, just as your Father is merciful." with a focus on the Board's priority of faith formation (staff and students)?
- Have strategies been developed to address any issues or concerns as indicated on the Accountability Pillar report?
- Will the identified strategies meet the targets in a systematic and timely manner?
- What learnings can be included based on the 2016-2017 district focus books:
 - Small Things – Dr. Gerry Turcotte
 - A Year of Mercy with Pope Francis: Daily Reflections
 - Dear Pope Francis

THE SCHOOL'S VISION/MISSION STATEMENT

We, the Bishop Carroll High School Catholic Community, commit to providing a student-centered educational journey which fosters authentic personal growth. We challenge each individual to be a lifelong learner, to embrace a passion for life, and to share his or her gifts for the benefit of our global community.

SCHOOL COUNCIL INVOLVEMENT

The feedback from our parents is important to our continuous improvement and in our ability to remain relevant with so many choices of schools in our city. On Wednesday, November 2, during our regularly scheduled meeting, parents were presented with our diploma exam results, Accountability Pillar data and informed about our goal to attain a 90% 3-year completion rate (June 2015 data: 87.3%) . The parents would again like us to focus on access to teachers via seminars or one-to-one support in the resource centres and increased access to tools for time management to assist students in their planning and goal setting.

ANNUAL EDUCATION RESULTS REPORT 2015-2016

DISTRICT VISION STATEMENT: FAITH

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

LOCAL DESIRED OUTCOME ONE:
Catholicity is enhanced and supported within the district.

ANNUAL EDUCATION RESULTS REPORTING for:						
LOCAL SPECIFIC OUTCOME 1.1: The school district models the social teachings of the Catholic church by promoting justice, loving kindness and walking humbly with God.						
Performance Measure For AERR	Number of projects					
Total number of service acts as indicated within the context of the Catholic Community of Caring survey.	(Write in the number of projects reported to Bonnie Landry.)					
Performance Measure For AERR	Results (in percentages)					
Percentage of parents/legal guardians who agree and strongly agree with the following statement from the annual District Satisfaction Survey: <ul style="list-style-type: none"> The Religious Education program at the school supports me in teaching my child(ren) the Catholic faith. The Religion Program, and the Catholic perspective across the curriculum, has positively influenced my child's moral decision making. (e.g. citizenship, social justice, environmental stewardship, etc.) 			2015	2016	Target 2017	
	Statement #1		School	79	83	90
			District	89.4	91.6	91.7
	Statement #2		School	n/a	84	90
			District	93.6	91.0	91.1
<p><u>Comment</u> on Results for Local Specific Outcome 1.1 (The school district models the social teachings of the Catholic church by promoting justice, loving kindness and walking humbly with God.)</p> <p><i>(Contextual information, factors affecting results, analysis of results). Include service learning projects, their success, and how they promoted justice, kindness and walking humbly with God, percentage of students achieving the acceptable standard on district-developed Religious Education assessment instruments at grades 5, 8 and 12 levels as applicable to your school, Tell Them From Me survey data, faith exemplars, etc.)</i></p> <p>As a Catholic Community of Caring, Bishop Carroll students have a long history of supporting those within our school community and outside with tremendous care, love and kindness. Furthermore, the Shepherd Leader (as presented by authors McCormick and Davenport) provides us with many new insights into the leadership model. Through several clubs such as Youth For Justice, Youth Volunteer Corps and Spectrum Club and many others, students recognize their obligation to attend to the needs of others and to see all people in the likeness and image of Our Creator. Students host an annual Fair Trade Faire that promotes the rights of those in developing nations, particularly those countries where women are marginalized; students make sandwiches for those entering the workforce and fill socks with necessary hygiene and personal items. Veterans are also prominent in our social justice work with food drives centred around Remembrance Day and at other times during the year.</p> <p>Our students are renowned for supporting larger, global projects such as recently raising funds to provide school supplies to the town of Rousseau in Haiti where twin sisters at our school are from.</p>						

They were returning to meet their biological mother and family members and able to bring supplies directly to the area recently devastated in flooding by Hurricane Matthew. We are proud of our consciousness-raising activities that are aligned with our catholic faith and teachings.

ANNUAL EDUCATION RESULTS REPORTING for:

LOCAL SPECIFIC OUTCOME 1.2: The school district builds student wellness through the ongoing development of the Catholic Community of Caring within the school climate and culture.

Performance Measure For AERR		Results (in percentages)		
Percentage of parents/legal guardians who agree and strongly agree with the following statement from the annual District Satisfaction Survey: <ul style="list-style-type: none"> Catholic Church teachings and practices are reinforced through the culture and climate of my child's school. 		2015	2016	Target 2017
	School	89	92	94
	District	93.4	92.6	92.7

Comment on Results for **Local Specific Outcome 1.2** (The school district builds student wellness through the ongoing development of the Catholic Community of Caring within the school climate and culture.)

(Contextual information, factors affecting results, analysis of results). Include Catholic Community of Caring Plan; Tell Them From Me survey regarding how students face problems and life's challenges; student wellness initiatives/projects, etc.)

The culture and climate of our school is exemplary as our students are involved in many social justice activities, weekly mass is offered in our chapel and catholic symbols and traditions permeate our school. Furthermore, we have a high degree of acceptance for diversity in our school as evidenced by the ongoing work of the Spectrum Club and its immediate, widespread acceptance by students and families alike. We also draw many students from all over the city who seek the safe environment we offer.

SCHOOL EDUCATION PLAN (2015-2016 – 2017-2018)

DISTRICT VISION STATEMENT: FAITH

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

LOCAL OUTCOME ONE:

Catholicity is enhanced and supported within the district.

LOCAL OUTCOME ONE: Catholicity is enhanced and supported within the district.

The Catholic Community of Caring plan is embedded in this section and focuses on the 2016-2017 faith theme, “Be merciful, just as your Father is merciful.” Include how your school will:

- Engage in the theme, “Be merciful, just as your Father is merciful”, by focusing on how mercy is both received from God and how we give mercy to others.
- Continue to promote mercy and justice through social justice initiatives—[corporal and spiritual works of mercy](#) and [Catholic social teachings](#).
- Continue to foster faith formation of staff and students through participation in prayer and liturgy, professional learning, retreats, pilgrimages and other formation activities.
- Continue to build student wellness through school climate and culture, aligned with the Catholic Community of Caring values (faith, caring, respect, responsibility, trust and family).

LOCAL OUTCOME 1.1: The school district models the social teachings of the Catholic church by both receiving and giving mercy and engaging in works of mercy.

2016-2017 School Outcome(s):

Initiatives/Projects:	Strategies:	Measure:
<ul style="list-style-type: none"> • Permeate school culture with Catholic values and increase the number of symbols of our faith throughout the school. • Me to We Participation (3 year commitment) • Student involvement in Youth 4 Justice • Grade 10 retreat moved to the first week of school so that students could connect sooner and we create an immediate sense of belonging. • To continue to focus on living the Gospel values and building a community of caring <p>To continue community involvement in acts of mercy as denoted in our district theme for 2016-17</p>	<ul style="list-style-type: none"> • One global activity; one local activity per year • “WE DAY” participation • Fair Trade Fair / CCODP • Think Global Act Local • Spirit Week (building Community) • Daily prayer in T.A. • Extended prayers intermittently over intercom • Individual T.A. prayer sessions in chapel • School wide celebrations • Grade 10 & 12 retreats • Anti-bullying workshops / seminars • Praying for and supporting any staff with illnesses or family deaths 	<ul style="list-style-type: none"> • Fair Trade Fair (Annual event—this year: December 2016) • Consciousness Raised • Veterans Food bank November 2-10, 2016 • Parent Satisfactory Survey • Raised \$2,200 and over \$300 in school supplies in <u>four school days</u> to raise funds to provide support in Rouseau, Haiti

	<ul style="list-style-type: none"> • Religious Education 35 mandatory for students to formally graduate from BCHS • Ensuring that students' written work corresponds with Catholic values • Ensure visible signs of Catholicity in our school (banners, crosses, posters, etc.) • Continue to liaise and work with MRU to continue to offer grade 10 retreats with a focus on 'belonging' for all grade 10 students. • Continue to support Youth for Justice and Youth Volunteer Corps activities. • Digital Citizenship participation and integration into SDL curriculum 	
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LOCAL OUTCOME 1.2: The school district fosters faith formation of staff by increasing knowledge, understanding and practice of faith.

2016-2017 School Outcome(s):

Initiatives/Projects:	Strategies:	Measure:
<ul style="list-style-type: none"> • Theological Reflection • Greater emphasis placed upon pre-liturgy and mass preparation 	<ul style="list-style-type: none"> • November 14-PD Day—teachers reflected on a passage from scripture, then, using clay, created symbols of their faith and an important piece of scripture, a homily or a story that influenced their life. They then shared the symbolism of their work with others which was insightful and in some cases emotional. • During the days leading up to our school-wide 	<ul style="list-style-type: none"> • Teachers are asked to consider something similar with their TA groups—without clay but can be done with the reflection and sharing component. • We have always been very pleased with student participation at our masses and liturgies, however, we

	celebrations and masses, have TA's do a reflection and speak to the important parts of the mass and their meaning	would like to see a noticeable increase in understanding from students as to their knowledge of the mass to further enrich their faith formation.
LOCAL OUTCOME 1.3: The school district fosters faith formation of students by increasing knowledge, understanding and practice of faith.		
2016-2017 School Outcome(s):		
Initiatives/Projects:	Strategies:	Measure:
<ul style="list-style-type: none"> Year Four-Partner with Mount Royal University to promote, "Who is Frank?" (as in "honest") a public awareness campaign about bullying. Last year, BCHS students collaborated with Grade 1 students from St. James School to create a Who's Frank children's book suitable for publishing Year Four-Youth Alpha Program—a 10-session course that sees students delve deeper into their faith with the help of peer and adult facilitators from St. Michael Parish. Student leaders familiar with the program are also acting in a leadership capacity this year. Healthy Active School Symposium—student leadership—March 8, 2017 	<ul style="list-style-type: none"> A joint effort between students from BCHS and students from MRU who are part of the faculties of English and Interior Design. Youth Alpha is a program supported by the catholic diocese designed to bring students together for 10 weekly sessions in order for students to dialogue about their faith and where they are in their personal understanding of Christ. Co-facilitated by our school chaplain and members from St. Michael Parish. This program is supported in full by the catholic diocese and Bishop Henry Self-Directed Learning 15 units that attend to time management, working in a self-directed environment, and specifically, how to be resilient when faced with anxiety over present and future workload expectations. 	<ul style="list-style-type: none"> The success of "Who's Frank?" will be based upon qualitative feedback from students from both BCHS and MRU. By design, the "Who Is Frank?" will stretch out into JH schools in our system in subsequent. It's efficacy in bringing awareness to digital citizenship and bullying of all sorts will be measured thereafter. Alpha: (Oct. 2016)-22 students are currently enrolled. We were oversubscribed thus are looking at offering a second session next semester.

LOCAL OUTCOME 1.4: The school district builds student wellness through the ongoing development of the Catholic Community of Caring within the school climate and culture.

2016-2017 School Outcome(s):

Initiatives/Projects:	Strategies:	Measure:
<ul style="list-style-type: none"> • Year Three-Partner with Mount Royal University to promote, “Who is Frank?” (as in “honest”) a public awareness campaign about bullying. Last year, BCHS students collaborated with Grade 2 students from St. Andrew School to create a Who’s Frank children’s book suitable for publishing • Year Three-Youth Alpha Program—a 10-session course that sees students delve deeper into their faith with the help of peer and adult facilitators from St. Michael Parish • Healthy Active School Symposium—student leadership. 	<ul style="list-style-type: none"> • A joint effort between students from BCHS and students from MRU who are part of the faculties of English and Interior Design. • Youth Alpha is a program supported by the catholic diocese designed to bring students together for 10 weekly sessions in order for students to dialogue about their faith and where they are in their personal understanding of Christ. Co-facilitated by our school chaplain and members from St. Michael Parish. This program is supported in full by the catholic diocese and Bishop Henry • Self-Directed Learning 15 units that attend to time management, working in a self-directed environment, and specifically, how to be resilient when faced with anxiety over present and future workload expectations. 	<ul style="list-style-type: none"> • The success of “Who’s Frank?” will be based upon qualitative feedback from students from both BCHS and MRU. • By design, the “Who Is Frank?” will stretch out into JH schools in our system in subsequent. It’s efficacy in bringing awareness to digital citizenship and bullying of all sorts will be measured thereafter. • Alpha: (Oct. 2015)-40 students are currently enrolled. We were oversubscribed thus are looking at offering a second session next semester.

ANNUAL EDUCATION RESULTS REPORT 2015-2016

DISTRICT VISION STATEMENT: RELATIONSHIPS

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

PROVINCIAL DESIRED OUTCOME THREE:

Alberta’s education system is governed effectively.

ANNUAL EDUCATION RESULTS REPORTING for LOCAL SPECIFIC OUTCOME 3.1:

The school district strengthens communication with parents/legal guardians and the parental role in decision-making.

Performance Measure For AERR		Results (in percentages)		
Percentage of parents/legal guardians who agree and strongly agree with the following statement from the annual District Satisfaction Survey: <ul style="list-style-type: none"> • I am satisfied with information received from the district informing me about opportunities which allow me to be informed about my child’s education. (Connections newsletter, website, social media, Parent/Trustee forums, etc.) 		2015	2016	Target 2017
	School	91	96	98
	District	90.5	90.2	90.3

Comment on Results for **Local Specific Outcome 3.1** (The school district strengthens communication with parents/legal guardians and the parental role in decision-making.)

(Contextual information, factors affecting results, analysis of results). Indicate ways in which your school strengthened communication with parents/legal guardians and the parental role in decision-making.

The Teacher Advisory is one of five pillars inherent to author and founder, **J. Lloyd Trump’s**, self-directed learning model. Of the five pillars, this is the most important because it is predicated on strong, positive, working relationships with students on a daily basis and then extending that relationship to parents. Our goal is to be as Pope Francis cites in Jeffrey Krames’, Leading With Humility, “We need to practice the art of listening [to our students] which is more than simply hearing,” (p.25).

In order to promote ongoing communication and listening for understanding, parents receive progress reports once a month (or more frequently if required) in order to ensure they are maintaining their role as *primary educators* of their children. Our self-directed learning model would not be feasible without direct input from parents about their child’s progress.

ANNUAL EDUCATION RESULTS REPORTING for PROVINCIAL SPECIFIC OUTCOME 3.1:

The education system demonstrates collaboration and engagement.

REQUIRED PROVINCIAL PERFORMANCE MEASURES AND DATA

- Overall teacher and parent satisfaction with parental involvement in decisions about their child's education. (Required Provincial Accountability Measure)

CURRENT MEASURES: Parental Involvement						
3 Year Plan	Current Result 2016 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	87.1	83.2	80.0	Very High	Improved	Excellent
CCSD	79.7	79.6	80.1	High	Maintained	Good
Province	80.9	80.7	80.5	High	Improved	Good

Performance Measure For AERR	Results (in percentages)						Target
Percentage of teacher and parent satisfaction with parental involvement in decisions about their child's education.	Overall (required)	2012	2013	2014	2015	2016	2017
	School	84.3	79.9	77.0	83.2	87.1	90.0
	CCSD	80.1	80.5	80.1	79.6	79.7	80.9
	Province	79.7	80.3	80.6	80.7	80.9	

* Data provided by Alberta Education October 2016.

- Overall teacher, parent and student satisfaction with the overall quality of basic education. (Required Provincial Accountability Measure)

CURRENT MEASURES: Education Quality						
3 Year Plan	Current Result 2016 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	91.7	92.7	90.8	Very High	Maintained	Excellent
CCSD	89.8	89.2	89.4	Very High	Improved	Excellent
Province	90.1	89.5	89.5	Very High	Improved Significantly	Excellent

Performance Measure For AERR	Results (in percentages)						Target
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	Overall (required)	2012	2013	2014	2015	2016	2017
	School	91.6	90.2	89.6	92.7	91.7	93.0
	CCSD	89.2	89.3	89.8	89.2	89.8	90.1
	Province	89.4	89.8	89.2	89.5	90.1	

* Data provided by Alberta Education October 2016.

Comment on Results for Provincial Specific Outcome 3.1 (The education system demonstrates collaboration and engagement.)

(Contextual information, factors affecting performance, analysis of results). Indicate whether the target was achieved, factors that influenced the results, actions taken to improve results to date and in the future. If results on Accountability Pillar measures have an improvement evaluation of "Improved" or "Improved significantly," identify the strategies or actions taken by the authority (or school) that may have contributed to this improvement.

We have demonstrated a consistent level of collaboration and engagement with our parents and students. Platforms like Brightspace (D2L), Twitter, Facebook and newsletters encourage parent and student involvement, collaboration and engagement.

Bishop Carroll High School offers continuous opportunities for students and parents to voice their ideas, support and concerns, and to be actively involved in decisions affecting their children's education. The following are some of these avenues:

- Brightspace
- Parent newsletter (feedback form)
- School Council
- Our School (formerly the Tell Them From Me--student feedback—surveyed annually in November)
- Parent Satisfaction Survey
- School Forums
- Open Door Policy
- Parent e-mails
- Twitter: @NeilOF12 (principal)
- School Facebook Page: <https://www.facebook.com/bishopcarrollhighschool>

ANNUAL EDUCATION RESULTS REPORTING for PROVINCIAL SPECIFIC OUTCOME 3.2:

Students and communities have access to safe and healthy learning environments.

REQUIRED PROVINCIAL PERFORMANCE MEASURES AND DATA

- Overall teacher, parent, and student agreement that students are safe at school, are learning the importance of caring for others, learning respect for others, and are treated fairly at school. (Required Provincial Accountability Measure)

CURRENT MEASURES: Safe and Caring						
3 Year Plan	Current Result 2016 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	94.7	95.0	93.2	Very High	Improved	Excellent
CCSD	89.7	89.1	89.3	Very High	Improved	Excellent
Province	89.5	89.2	89.1	Very High	Improved Significantly	Excellent

Performance Measure For AERR	Results (in percentages)						Target
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.	Overall (required)	2012	2013	2014	2015	2016	2017
	School	93.9	91.4	93.2	95.0	94.7	96.0
	CCSD	89.1	88.9	89.8	89.1	89.7	
	Province	88.6	89.0	89.1	89.2	89.5	

* Data provided by Alberta Education October 2016.

- Overall percentage of teachers, parents, and students indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years. (Required Provincial Accountability Measure)

CURRENT MEASURES: School Improvement						
3 Year Plan	Current Result 2016 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	82.2	83.6	83.9	Very High	Maintained	Excellent
CCSD	79.7	79.1	79.0	High	Improved	Good
Province	81.2	79.6	80.0	Very High	Improved Significantly	Excellent

Performance Measure For AERR	Results (in percentages)						Target
Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	Overall (required)	2012	2013	2014	2015	2016	2017
	School	84.7	84.2	83.8	83.6	82.2	87.0
	CCSD	80.3	78.7	79.4	79.1	79.7	81.2
	Province	80.0	80.6	79.8	79.6	81.2	

* Data provided by Alberta Education October 2016.

Comment on Results for Provincial Specific Outcome 3.2 (Students and communities have access to safe and healthy learning environments.)

(Contextual information, factors affecting performance, analysis of results). Indicate whether the target was achieved, factors that influenced the results, actions taken to improve results to date and in the future. If results on Accountability Pillar measures have an improvement evaluation of "Improved" or "Improved significantly," identify the strategies or actions taken by the authority (or schools) that may have contributed to this improvement.

- Being a people and school of faith we have Jesus as our role model; we have the ultimate being in whom we should emulate. We learn more of His words through our Religious Studies 15, 25, 35 programs.
- Bishop Carroll High School promotes a safe and caring community by educating all stakeholders (students, teachers and parents) that as humans we are born with dignity and worth as we are created in the image and likeness of God. The following are ways we promote a safe and caring community:
- The self-directed model offered at Bishop Carroll brings with it a high expectation for personal accountability---not just academically, but socially and spiritually. By respecting each students' personal strengths and shortcomings, students learn that they are respected by their teachers, parents and peers and act accordingly.
- The "Bishop Carroll" Way. One will find similar positive cultures in Canadian Coalition for Self-Directed Learning schools across Canada (eight current members in 2016-17).
- The Teacher Advisory at BCHS is the cornerstone of the self-directed model as TA's get to know each of their advisees through weekly meetings in order to plan goals, review progress and build positive, working relationships.
- Resource officer and resource team are available to support and assist when needed.

SCHOOL EDUCATION PLAN (2016-2017 – 2018-2019)

DISTRICT VISION STATEMENT: RELATIONSHIPS

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

PROVINCIAL OUTCOME THREE:

Alberta’s education system is inclusive.

2016-2017 School Outcome(s):

Initiatives/Projects:	Strategies:	Measure:
<ul style="list-style-type: none"> • Self-directed learning, by design, sees the parent very much involved in the learning process for their child but in a gradually reduced role as a final goal. Parents are informed about student progress through an in-house “Progress Report” that is e-mailed to parents after the student has their weekly meeting with the Teacher Advisor. Most often, it is sent once-a-month so that demonstrable gains can be acknowledged. • Increased use of social media to promote our school and to celebrate the many accomplishments of our staff and students. • While not new, our JH school visits, hosting of athletic tournaments, inviting of JH students to fine arts events, etc. are 	<ul style="list-style-type: none"> • Learning Report created by BCHS teacher synchronizes with D2L so that progress and achievement can be viewed and future short and long term goals are transparent. • Provide School Council with the opportunity to participate in the development of the three year school plan. • Invite and respond to parent input through newsletters and e-mails. • Ensure regular meetings of School Council, Music Society and Athletic Society with a focus on the advisory role. • # of meetings and notes from each meeting including an annual review report. • Feedback from parents involved in the various councils and societies. • Continue sending weekly or monthly parent information e-mails • Continue sending quarterly newsletters to parents and school board • Open the lines of communication by having parents freely 	<ul style="list-style-type: none"> • Parent satisfaction with the information contained in the report. Feedback to TA’s via e-mail, phone conversation and face-to-face meetings. • Parent feedback in the Accountability Pillar Survey and the district parent satisfaction survey. • Enrolment numbers are maintained at their current number of 1328 (an increase of 38 students from 2015-16) • Survey and anecdotal feedback from parents about our staff, our school, our successes and areas in need of attention. • Parent involvement in school council, societies and other supports to the school.

<p>means through which interested parents can learn more about self-directed learning and the benefits gained by students in this environment</p> <ul style="list-style-type: none"> • Course selection guides—at the ready for parents to peruse and disseminated to all JH schools so that have ready access to information about BCCHS. 	<p>communicate back to the school by using e-mail (Bishop Carroll Mailbox)</p>	
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PROVINCIAL OUTCOME FIVE:

The education system is well governed and managed.

LOCAL OUTCOME 5.1: The school district strengthens communication with parents/legal guardians and the parental role in decision-making.

2016-2017 School Outcome(s):

Initiatives/Projects:	Strategies:	Measure:
<ul style="list-style-type: none"> • Self-directed learning, by design, sees the parent very much involved in the learning process for their child but in a gradually reduced role as a final goal. Parents are informed about student progress through an in-house “Progress Report” that is e-mailed to parents after the student has their weekly meeting with the Teacher Advisor. Most often, it is sent once-a-month so that demonstrable gains can be acknowledged. • Increased use of social media to promote our school and to celebrate the many accomplishments of our staff and students. • While not new, our JH school visits, hosting of athletic tournaments, inviting of JH students to fine arts events, etc. are means through which interested parents can learn more about self-directed learning 	<ul style="list-style-type: none"> • Learning Report created by BCHS teacher synchronizes with Brightspace so that progress and achievement can be viewed and future short and long term goals are transparent. • Provide School Council with the opportunity to participate in the development of the three year school plan. • Invite and respond to parent input through newsletters and e-mails. • Ensure regular meetings of School Council, Music Society and Athletic Society with a focus on the advisory role. • # of meetings and notes from each meeting including an annual review report. • Feedback from parents involved in the various councils and societies. • Continue sending weekly or monthly parent information e-mails • Continue sending quarterly newsletters to parents and school board • Open the lines of communication by having parents freely communicate back to the school by using e-mail (Bishop Carroll Mailbox) 	<ul style="list-style-type: none"> • Parent satisfaction with the information contained in the report. Feedback to TA’s via e-mail, phone conversation and face-to-face meetings. • Parent feedback in the Accountability Pillar Survey and the district parent satisfaction survey. • Enrolment numbers are maintained at their current number of 1290 (an increase of 45 students from 2014-15) • Survey and anecdotal feedback from parents about our staff, our school, our successes and areas in need of attention. • Parent involvement in school council, societies and other supports to the school.

<p>and the benefits gained by students in this environment</p> <ul style="list-style-type: none"> • Course selection guides—at the ready for parents to peruse and disseminated to all JH schools so that have ready access to information about BCHS. 		
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PROVINCIAL OUTCOME 5.1: The education system is well governed and managed.		
2016-2017 School Outcome(s):		
Initiatives/Projects:	Strategies:	Measure:
<ul style="list-style-type: none"> • New Parent Orientation- September 14, 2016 • School Council AGM held the same evening to increase participation • Career Speed Dating- March 2, 2017 • 	<ul style="list-style-type: none"> • Parents of students new to BCHS attend a meeting so that they can learn about the self-directed learning model with some kind of context after Orientation Week • Acclamations and elections were held for Executive positions • Graduates and parents of BCHS students come to BCHS to share where they are in their careers and how the pillars of self-directed learning helped them get to where they are and/or what attributes employers are looking for in their future employees/co-workers 	<ul style="list-style-type: none"> • Parent satisfaction (anecdotal) at the end of the evening. Ways in which we can improve for next year will be sought. • All positions were not filled by the end of the evening and carried over to the November 2nd meeting. • Number of graduates and parents who sign up and number of students who join in the activity • Feedback about the knowledge shared and the learning gained; next steps in what to do with that knowledge •

ANNUAL EDUCATION RESULTS REPORT 2015-2016

DISTRICT VISION STATEMENT: EXCELLENCE IN TEACHING AND LEARNING

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

PROVINCIAL DESIRED OUTCOME ONE: Every student is successful.

ANNUAL EDUCATION RESULTS REPORTING for PROVINCIAL SPECIFIC OUTCOME 1.1:

Students achieve student learning outcomes.

REQUIRED PROVINCIAL PERFORMANCE MEASURES AND DATA

- Overall percentage of students who achieved the Acceptable Standard and overall percentage of students who achieved the Standard of Excellence on Diploma Examinations (overall results). (Required Provincial Accountability Measure)

Student Learning Achievement (10-12)	(Percentage)			October 2016 Measure Evaluation		
Current Measures	Current Result	Prev Year Result	Prev. 3-yr Average	Achievement	Improvement	Overall
Overall percentage of students who achieved the Acceptable Standard on Diploma Examinations (School)	95.5	93.7	94.0	Very High	Improved	Excellent
Overall percentage of students who achieved the Acceptable Standard on Diploma Examinations (District)	86.5	86.1	86.0	Intermediate	Maintained	Acceptable
Overall percentage of students who achieved the Acceptable Standard on Diploma Examinations (Province)	85.0	85.2	85.1	Intermediate	Maintained	Acceptable

Student Learning Achievement (10-12)	(Percentage)			October 2016 Measure Evaluation		
	Current Result	Prev Year Result	Prev. 3-yr Average	Achievement	Improvement	Overall
Overall percentage of students who achieved the Standard of Excellence on Diploma Examinations (School)	37.5	40.8	36.8	Very High	Maintained	Excellent
Overall percentage of students who achieved the Standard of Excellence on Diploma Examinations (District)	21.2	21.1	20.4	High	Maintained	Good
Overall percentage of students who achieved the Standard of Excellence on Diploma Examinations (Province)	21.0	21.0	20.5	High	Improved	Good

Aggregated Diploma results are a weighted average of per cent 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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1 and Social Studies 30-2. Current and historical Diploma results have been adjusted to reflect change in data source system.

Diploma Examinations

Percentage of students who achieved the Acceptable Standard and the percentage who achieved the Standard of Excellence on Diploma Examinations.

Diploma Exam Results Course By Course		2016 (Percentage)		Previous 3 Year Average (Percentage)	
		Acceptable	Excellence	Acceptable	Excellence
English Language Arts 30-1	School	94.6	18.4	94.5	22.9
	CCSD	87.2	9.2	87.2	9.5
	Prov.	86.8	10.7	86.7	11.2
English Language Arts 30-2	School	96.4	21.4	94.3	13.7
	CCSD	87.2	9.5	86.8	7.9
	Prov.	89.1	12.3	89.3	11.7
French Language Arts 30-1	School	N/A	N/A	N/A	N/A
	CCSD	90.8	10.6	95.6	9.9
	Prov.	93.8	8.7	95.8	12.3
Mathematics 30-1	School	82.9	33.8	90.8	45.6
	CCSD	73.0	25.4	79.9	32.3
	Prov.	70.7	25.9	77.4	31.8
Mathematics 30-2	School	81.9	15.3	86.6	18.4
	CCSD	77.8	16.1	72.8	13.6
	Prov.	75.4	16.8	71.6	13.4
Social Studies 30-1	School	90.1	24.5	93.4	25.4
	CCSD	86.8	14.5	86.1	13.5
	Prov.	84.9	14.3	86.0	15.2
Social Studies 30-2	School	95.7	39.8	96.3	43.0
	CCSD	85.3	16.8	83.0	16.8
	Prov.	81.1	13.1	82.5	13.7
Biology 30	School	93.7	56.1	94.5	54.3
	CCSD	88.4	33.9	86.3	33.3
	Prov.	85.1	32.4	85.2	32.3
Chemistry 30	School	89.0	54.3	91.8	49.8
	CCSD	83.6	36.9	82.9	36.0
	Prov.	81.5	34.5	80.8	33.7
Physics 30	School	100.0	89.4	98.5	71.5
	CCSD	87.5	45.0	82.2	34.3
	Prov.	85.8	39.8	82.9	33.5
Science 30	School	88.9	44.4	91.8	38.6
	CCSD	84.0	24.6	82.7	21.4
	Prov.	84.4	27.6	84.3	25.9

Notes:

"A" = Acceptable; "E" = Excellence – the percentages achieving the Acceptable Standard include the percentages achieving the Standard of Excellence.

For all Diploma Examinations, schools complete Analysis Packages to address specific strategies and outcomes based on results. The Analysis Packages provide opportunities for individual teachers and divisional groups to reflect on achievement data and set priorities for instruction.

- High school completion rate of students within three years of entering Grade 10. (Required Provincial Accountability Measure)

CURRENT MEASURES: High School Completion Rate (3 yr.)						
3 Year Plan	Current Result 2015 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	87.1	81.0	79.7	Very High	Improved Significantly	Excellent
CCSD	84.5	83.8	82.5	Very High	Improved Significantly	Excellent
Province	76.5	76.5	75.5	High	Improved Significantly	Good

Performance Measure For AERR	Results (in percentages)						Target
Percentage of students who completed high school within three years of entering Grade 10.	Overall (required)	2011	2012	2013	2014	2015	2016
	School	80.4	81.8	80.1	79.9	87.1	90.0
	CCSD	80.7	82.3	81.5	83.8	84.5	
	Province	74.2	74.8	75.3	76.5	76.5	

* Data provided by Alberta Education October 2016. (2016 results will be available May 2017.)

- Annual drop out rate of students aged 14 to 18. (Required Provincial Accountability Measure)

CURRENT MEASURES: Drop Out Rate						
3 Year Plan	Current Result 2015 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	0.9	0.8	0.9	Very High	Maintained	Excellent
CCSD	1.5	1.8	1.7	Very High	Improved	Excellent
Province	3.2	3.5	3.5	High	Improved Significantly	Good

The annual drop out rate is the percentage of students aged 14-18 in a given school year who leave the school system without having met the requirements for high school completion and who are not in the education system, including post-secondary and apprenticeship programs in the subsequent school year.

Performance Measure For AERR	Results (in percentages)						Target
Drop Out Rate - annual dropout rate of students aged 14 to 18.	Overall (required)	2011	2012	2013	2014	2015	2016
	School	0.3	0.7	1.0	0.6	0.9	0.4
	CCSD	2.1	1.6	1.6	1.8	1.5	
	Province	3.8	3.6	3.3	3.5	3.2	

* Data provided by Alberta Education October 2016. (2016 results will be available May 2017.)

- High school to post-secondary transition rate within six years of entering Grade 10. (Required Provincial Accountability Measure)

CURRENT MEASURES: Transition Rate (6 yr.)						
3 Year Plan	Current Result 2015 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	66.9	73.7	77.7	High	Declined Significantly	Issue
CCSD	71.0	68.9	69.8	Very High	Improved	Excellent
Province	59.4	59.7	59.3	High	Maintained	Good

Performance Measure For AERR	Results (in percentages)						Target
Percentage of students in the Grade 10 cohort who have entered a post-secondary-level program at an Alberta post-secondary institution or registered in an Alberta apprenticeship program within 6 years of entering Grade 10, adjusted for attrition.	Overall (required)	2011	2012	2013	2014	2015	2016
	School	76.2	80.9	78.5	74.6	66.9	77.0
	CCSD	69.2	71.0	69.4	68.9	71.0	
	Province	58.4	59.3	59.0	59.7	59.4	

(An estimate of out-of-province post-secondary enrollment is applied based on the numbers of funded Alberta students attending post-secondary institutions out of province.)

* Data provided by Alberta Education October 2016. (2015 results will be available May 2017.)

- Percentages of Grade 12 students eligible for a Rutherford Scholarship. (Required Provincial Accountability Measure)

CURRENT MEASURES: Rutherford Scholarship Eligibility Rate						
3 Year Plan	Current Result 2015 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	89.7	n/a	n/a	n/a	n/a	n/a
CCSD	65.7	n/a	n/a	n/a	n/a	n/a
Province	60.8	n/a	n/a	n/a	n/a	n/a

Performance Measure For AERR	Results (in percentages)						Target
Percentages of Grade 12 students eligible for the Rutherford Scholarship.	Overall (required)	2011	2012	2013	2014	2015	2016
	School	n/a	n/a	n/a	n/a	89.7	92
	CCSD	n/a	n/a	n/a	n/a	65.7	65.8
	Province	n/a	n/a	n/a	n/a	60.8	

* Data provided by Alberta Education October 2016. (2016 results will be available May 2017.)

Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.

- Percentage of students writing four or more Diploma Examinations within three years of entering Grade 10. (Required Provincial Accountability Measure)

CURRENT MEASURES: Diploma Exam Participation Rate (4+ Exams)						
3 Year Plan	Current Result 2015 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	66.9	57.4	56.4	Very High	Improved Significantly	Excellent
CCSD	64.5	64.0	64.7	High	Maintained	Good
Province	54.6	54.4	53.5	Intermediate	Improved Significantly	Good

Diploma Participation Rate is the percentage of students who write four or more Diploma Exams by the end of their third year of high school. It is calculated by tracking Grade 10 students for three years and is adjusted by attrition.

Performance Measure For AERR	Results (in percentages)						Target
Diploma examination participation rate: Percentages of students who have written four or more Diploma Exams by the end of their third year of high school.	Overall (required)	2011	2012	2013	2014	2015	2016
	School	57.4	55.9	49.9	57.1	66.9	70.0
	CCSD	64.2	65.5	46.8**	64.0	64.5	64.6
	Province	55.6	55.9	50.1	54.4	54.6	

* Data provided by Alberta Education October 2016. (2015 results will be available May 2016.)

** Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fire in May to June 2016. Caution should be used when interpreting trends over time both for the district and province.

- Overall teacher, parent and student agreement that students model the characteristics of active citizenship. (Required Provincial Accountability Measure)

CURRENT MEASURES: Citizenship						
3 Year Plan	Current Result 2016 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	92.1	93.0	90.4	Very High	Improved	Excellent
CCSD	84.8	84.8	84.6	Very High	Maintained	Excellent
Province	83.9	83.5	83.4	Very High	Improved Significantly	Excellent

Performance Measure For AERR	Results (in percentages)						Target
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	Overall (required)	2012	2013	2014	2015	2016	2017
	School	92.3	89.0	89.3	93.0	92.1	94.0
	CCSD	83.7	83.7	85.2	84.8	84.8	
	Province	82.5	83.4	83.4	83.5	83.9	

* Data provided by Alberta Education October 2016.

- Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school. (Required Provincial Accountability Measure)

CURRENT MEASURES: Work Preparation						
3 Year Plan	Current Result 2016 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	88.3	91.8	85.2	Very High	Maintained	Excellent
CCSD	79.7	78.5	78.3	High	Improved	Good
Province	82.6	82.0	81.1	High	Improved Significantly	Good

Performance Measure For AERR	Results (in percentages)						Target
Percentages of teachers and parents who agree that students are taught attitudes and behaviors that will make them successful at work when they finish school.	Overall (required)	2012	2013	2014	2015	2016	2017
	School	84.2	84.4	79.2	91.8	88.3	93.0
	CCSD	77.9	76.8	79.5	78.5	79.7	82.6
	Province	79.7	80.3	81.2	82.0	82.6	

* Data provided by Alberta Education October 2016.

Comment on Results for Provincial Specific Outcome 1.1: Students achieve student learning outcomes.)

(Contextual information, factors affecting performance, analysis of results). Indicate whether the target was achieved, factors that influenced the results, actions taken to improve results to date and in the future. If results on Accountability Pillar measures have an improvement evaluation of "Improved" or "Improved significantly," identify the strategies or actions taken by the authority (or schools) that may have contributed to this improvement.

Bishop Carroll High School has a 45-year history of attracting many high-academic, high cognitive students who avail themselves of the ability to learn, grow and extend their abilities through continuous progress, flexible scheduling and independent study.

Many students and their families choose Bishop Carroll High School primarily for the self-directed learning model which honors and dignifies each students individual learning needs based upon their interests and personal challenges. Many are elite athletes who perform on provincial and national level teams that require of them to be away for practice and competition. Others choose BCHS as they have specific medical and mental health needs that take them away from school for short, intermediate and long periods of time. Others simply learn at a pace different from what societal norms expect.

Given these aforementioned variables in life, our three-year completion rate annually hovers around 80% and improved significantly in 2015 to 87%. Our goal this year is to leap ahead even further by having 90% of our students graduate in three years. We are unable to control some of the aforementioned variables so we are focusing on those whose work habits are lacking, whose anxiousness needs addressing before attempting a specific subject area and who are disengaged with learning for myriad reasons. By reaching out and building stronger working, relationship with these students we intend to get these 40-50 students to graduate with the Class of 2017.

Given the integrity of the self-directed program model, Bishop Carroll students earn and are awarded a large volume of Rutherford (provincial) Scholarships coupled with many other university-entrance, fine arts, leadership, trade and athletic scholarships.

ANNUAL EDUCATION RESULTS REPORTING for PROVINCIAL SPECIFIC OUTCOME 1.2:

Students demonstrate a strong foundation in literacy and numeracy. (For Elementary and Junior High Schools only)

PROVINCIAL DESIRED OUTCOME TWO: Alberta has quality teaching and school leadership.

ANNUAL EDUCATION RESULTS REPORTING for PROVINCIAL SPECIFIC OUTCOME 2.1:

Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.

- Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, health and physical education. (Required Provincial Accountability Measure)

CURRENT MEASURES: Program of Studies						
3 Year Plan	Current Result 2016 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	87.6	86.5	85.8	Very High	Maintained	Excellent
CCSD	82.4	82.8	83.0	Very High	Declined	Good
Province	81.9	81.3	81.4	Very High	Improved Significantly	Excellent

Performance Measure For AERR	Results (in percentages)						Target
	Overall (required)	2012	2013	2014	2015	2016	2017
Percentages 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	86.6	86.8	84.1	86.5	87.6	90.0
	CCSD	82.1	82.5	83.8	82.8	82.4	82.5
	Province	80.7	81.5	81.3	81.3	81.9	

* Data provided by Alberta Education October 2016.

Comment on Results for **Provincial Specific Outcome 2.1** (Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.)

(Contextual information, factors affecting performance, analysis of results). Indicate whether the target was achieved, factors that influenced the results, actions taken to improve results to date and in the future. If results on Accountability Pillar measures have an improvement evaluation of "Improved" or "Improved significantly," identify the strategies or actions taken by the authority (or schools) that may have contributed to this improvement.

PROVINCIAL DESIRED OUTCOME 4.1: First Nations, Métis and Inuit (FNMI) students are successful.

(FNMI data is published only when there is a sufficient population of FNMI students (more than 6 students).

ANNUAL EDUCATION RESULTS REPORTING for PROVINCIAL SPECIFIC OUTCOME 4.1: The achievement gap between First Nations, Métis and Inuit students is eliminated.

- Overall percentage of self-identified FNMI students who achieved the Acceptable Standard and the overall percentage of self-identified FNMI students who achieved the Standard of Excellence on Diploma Examinations). (Required Provincial Accountability Measure)

Student Learning Achievement (10-12)	(Percentages)			October 2016 Evaluation		
	Current Result	Prev Year Result	Prev 3-Yr Average	Achievement	Improvement	Overall
Overall percentage of self-identified FNMI students who achieved the Acceptable Standard on Diploma Examinations (School)	91.7	93.3	92.5	Very High	Maintained	Excellent
Overall percentage of self-identified FNMI students who achieved the Acceptable Standard on Diploma Examinations (District)	84.9	81.8	82.3	Intermediate	Maintained	Acceptable
Overall percentage of self-identified FNMI students who achieved the Acceptable Standard on Diploma Examinations (Province)	78.2	78.3	77.3	Low	Maintained	Issue
Overall percentage of self-identified FNMI students who achieved the Standard of Excellence on Diploma Examinations (School)	29.2	26.7	28.0	Very High	Maintained	Excellent
Overall percentage of self-identified FNMI students who achieved the Standard of Excellence on Diploma Examinations (District)	13.8	11.5	9.9	Intermediate	Maintained	Acceptable
Overall percentage of self-identified FNMI students who achieved the Standard of Excellence on Diploma Examinations (Province)	10.0	9.5	9.4	Low	Maintained	Issue

Participation in Diploma Examinations was impacted by the flooding in June 2013, so caution should be used when interpreting trends over time for the province and district.

Aggregated Diploma results are a weighted average of per cent 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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1 and Social Studies 30-2. Current and historical Diploma results have been adjusted to reflect change in data source system.

- High school completion rate of self-identified FNMI students within three years of entering Grade 10. (Required Provincial Accountability Measure)

CURRENT MEASURES: High School Completion Rate (3 yr.)						
3 Year Plan	Current Result 2015 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	66.7	N/A	62.5	Intermediate	Maintained	Acceptable
CCSD	75.7	61.1	61.4	High	Improved Significantly	Good
Province	50.2	47.7	46.4	Very Low	Improved Significantly	Acceptable

Performance Measure For AERR	Results (in percentages)						Target
Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	Overall (required)	2011	2012	2013	2014	2015	2016
	School	37.5	N/A*	58.3	N/A*	66.7	80.0
	CCSD	57.1	62.5	60.5	61.1	75.7	75.8
	Province	42.3	45.8	45.6	47.7	50.2	

* Data provided by Alberta Education October 2016. (2016 results will be available May 2017.)

- Annual dropout rate of self-identified FNMI students aged 14 to 18. (Required Provincial Accountability Measure)

CURRENT MEASURES: Drop Out Rate						
3 Year Plan	Current Result 2015 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	0.0	7.7	2.6	Very High	Maintained	Excellent
CCSD	5.6	3.0	3.8	Intermediate	Declined	Issue
Province	6.1	7.0	7.2	Intermediate	Improved Significantly	Good

The annual drop out rate is the percentage of students aged 14-18 in a given school year who leave the school system without having met the requirements for high school completion and who are not in the education system, including post-secondary and apprenticeship programs in the subsequent school year.

Performance Measure For AERR	Results (in percentages)						Target
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18.	Overall (required)	2011	2012	2013	2014	2015	2016
	School	0.0	0.0	0.0	7.7	0.0	0.0
	CCSD	5.1	4.8	3.6	3.0	5.6	5.5
	Province	8.2	7.4	7.1	7.0	6.1	

* Data provided by Alberta Education October 2016. (2016 results will be available May 2017.)

- High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10. (Required Provincial Accountability Measure)

CURRENT MEASURES: Transition Rate (6 yr.)						
3 Year Plan	Current Result 2015 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	N/A*	55.4	55.4	n/a	n/a	n/a
CCSD	43.3	48.0	53.4	Low	Declined	Issue
Province	33.5	33.0	33.3	Very Low	Maintained	Concern

Performance Measure For AERR	Results (in percentages)						Target
Percentage of self-identified FNMI students in the Grade 10 cohort who have entered a post-secondary-level program at an Alberta post-secondary institution or registered in an Alberta apprenticeship program within 6 years of entering Grade 10, adjusted for attrition.	Overall (required)	2011	2012	2013	2014	2015	2016
	School	n/a	n/a	n/a	n/a	55.4	n/a
	CCSD	55.1	49.0	63.1	48.0	43.3	43.4
	Province	31.1	33.4	33.4	33.0	33.5	

(An estimate of out-of-province post-secondary enrollment is applied based on the numbers of funded Alberta students attending post-secondary institutions out of province.)

* Data provided by Alberta Education October 2016. (2016 results will be available May 2017.)

- Percentages of self-identified FNMI Grade 12 students eligible for a Rutherford Scholarship. (Required Provincial Accountability Measure)

CURRENT MEASURES: Rutherford Scholarship Eligibility Rate						
3 Year Plan	Current Result 2015 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	75.0	n/a	n/a	n/a	n/a	n/a
CCSD	43.2	n/a	n/a	n/a	n/a	n/a
Province	31.9	n/a	n/a	n/a	n/a	n/a

Performance Measure For AERR	Results (in percentages)						Target
Percentages of self-identified FNMI Grade 12 students eligible for the Rutherford Scholarship.	Overall (required)	2011	2012	2013	2014	2015	2016
	School	n/a	n/a	n/a	n/a	75.0	80.0
	CCSD	n/a	n/a	n/a	n/a	43.2	43.3
	Province	n/a	n/a	n/a	n/a	31.9	

* Data provided by Alberta Education October 2016. (2016 results will be available May 2017.)

Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.

- Percentage of self-identified FNMI students writing four or more Diploma Examinations within three years of entering Grade 10. (Required Provincial Accountability Measure)

CURRENT MEASURES: Diploma Exam Participation Rate (4+ Exams)						
3 Year Plan	Current Result 2015 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	66.7	*	58.3	Intermediate	Maintained	Acceptable
CCSD	40.5	29.6	28.8	Low	Improved	Acceptable
Province	20.7	21.0	20.4	Very Low	Maintained	Concern

Participation in Diploma Exams was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time both for the district and province.

Diploma Participation Rate is the percentage of students who write four or more Diploma Examinations by the end of their third year of high school. It is calculated by tracking Grade 10 students for three years and is adjusted by attrition.

Performance Measure For AERR	Results (in percentages)						Target
	Overall (required)	2011	2012	2013	2014	2015	2016
Diploma examination participation rate: Percentages of self-identified FNMI students who have written four or more Diploma Exams by the end of their third year of high school.	School	37.5	*	33.3	*	66.7	75.0
	CCSD	35.8	27.9	22.1	29.6	40.5	40.6
	Province	19.8	21.2	19.1	21.0	20.7	

* Data provided by Alberta Education October 2016. (2016 results will be available May 2017.)

Comment on Results for Provincial Specific Outcome 4.1: (The achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated.)

(Contextual information, factors affecting performance, analysis of results). Indicate whether the target was achieved, factors that influenced the results, actions taken to improve results to date and in the future. If results on Accountability Pillar measures have an improvement evaluation of "Improved" or "Improved significantly," identify the strategies or actions taken by the authority (or schools) that may have contributed to this improvement.

The number of students who identify as FNMI is below 10 each year thus their data is not disaggregated from the main data provided.

Our efforts to support struggling learners, English Language Learners and those with identified mental health/medical needs (i.e. anxiety) are supported through our Academic Resource Centre (A.R.C.) which has three teachers and five education assistants (learning coaches). Students who access ARC are given one-to-one support, are provide with differentiated learning materials and provide an alternate testing environment as needed by students, Through their support, students are able to navigate their learning focusing on their strengths while receiving ample support for their various needs with tremendous success.

SCHOOL EDUCATION PLAN (2016-2017 – 2018-2019)

DISTRICT VISION STATEMENT: EXCELLENCE IN TEACHING AND LEARNING

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

PROVINCIAL OUTCOME ONE: Alberta's students are successful.

2016-2017 School Outcome(s): Students achieve student learning outcomes. (High school)

Initiatives/Projects:	Strategies:	Measure:
<ul style="list-style-type: none"> • Analyze data associated with our 3 Year Completion Rate • Implement and refine foundational principles for High School Redesign (provincial initiative) • Mental Health and Well-Being 	<ul style="list-style-type: none"> • Early identification of students who are behind pace in any of the three years with a particular focus on those in grade 12. • Personalize invitations for those students to meet with a subject-area contact in order to make a plan that is feasible and honors pacing with more time to support • Promote the relationship between subject area personnel and these learners • Using the principles of High School Re-Design, focus our professional development on: <ol style="list-style-type: none"> 1. Rigorous and Relevant Curriculum—create and refresh unit packages that align with current Program of Studies outcomes and with student need 2. Assessment: continue blueprinting exams to ensure congruency 	<ul style="list-style-type: none"> • June 2016-goal: 90% three-year completion rate (would put us at the top of CCSD high schools and 14% above the provincial average for 2015) • Reduction in students who are completing copious amounts of work in May-June • Learning and how students learn keeps changing and so must we adapt in our delivery methods. Measure: the number of learning guides (per department) and other methods used to alter our practice in order to meet the needs of students • Reduce the number of students who request a reassessment due to increased success on exams following the first assessment (only a small number require reassessment, however, the time demand placed on teachers is increased as a result) • Qualitative: How Schimmer's book influences practice in our school; throughout the

	<p>between learning guides, text books, on-line resources and assessment tools</p> <ul style="list-style-type: none"> • Embedded PD: use of Tom Schimmer’s October 2015 CCSD Workshop video with his book “ Ten Things That Matter from Assessment to Grading in order to review and refine our focus on our assessment practices • Go-To Educator training— follow-up with further exploration and training for our October 2014 training 	<p>year, department members will share how our discussions about Schimmer have changed our practice for the better going forward.</p> <p>Identify where Teacher Advisors and support staff members need help in identifying students who need support, be it from Student Services, Instructional Services or external agency</p>
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SCHOOL EDUCATION PLAN (2016-2017 – 2018-2019)

DISTRICT VISION STATEMENT: EXCELLENCE IN TEACHING AND LEARNING

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

PROVINCIAL OUTCOME TWO:

The achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated.

Note: If there are no FNMI students in your school, focus on reducing the gap between diverse learners and the regular population of students.

2016-2017 School Outcome(s):

Initiatives/Projects:	Strategies:	Measure:
<ul style="list-style-type: none">• Recognize Canada's National Aboriginal Day – June 21• Read the Territorial Agreement aloud for school meetings as requested by district and as part of the Truth and Reconciliation Committee's outcomes	<ul style="list-style-type: none">• During graduation ceremonies and other prominent events, pay homage to our FNMI students and families by recognizing their heritage and its importance to our history	<ul style="list-style-type: none">• Satisfaction and feedback from our FNMI families

PROVINCIAL OUTCOME FOUR:

Alberta has excellent teachers, school and school authority leaders.

2016-2017 School Outcome(s): A cohesive professional development plan is established.

Initiatives/Projects:	Strategies:	Measure:
<ul style="list-style-type: none"> • We are fortunate to have several opportunities embedded into our work as teaching professionals. First, every second Friday teachers meet for 75-90 minutes for embedded professional development. This allows us to focus on areas for continuous improvement in instruction, assessment, technology • Coordinating Teachers of the school meet bi-weekly for our Instructional Leadership Group meeting. This allows us to create opportunities, discuss efficiencies in place and debate current research and learning and attend to the emergent needs of the school. In this way, our students benefit from the time we invest in collaboration, communication and continuous improvement. 	<ul style="list-style-type: none"> • This year we are focusing on assessment once again using author and educator, Tom Schimmer's book: Ten Things That Matter from Assessment to Grading. We will also employ the teachings of Dr. Dylan Wiliam following his presentation to the Instructional Leadership Network on October 27, 2016 • Our focus on cross-curricular opportunities continues with dual credit at the high school and university level. • Teachers are encouraged to explore myriad external opportunities—this year our students will participate in the Hour of Code on December 7. For more information please go to: https://code.org/learn 	<ul style="list-style-type: none"> • Improvement in student success on the first-writing of an assessment tool • Reduced teacher time in one-to-one reviews that can then be utilized helping student in the resource centres and in seminars • Reduced influx of work being submitted in May-June, 2017 • # of students who enroll in the Mt. Royal University, English 1101 (Creative Writing and Critical Thinking Course) in semester two—students receive dual credit: 5 additional high school credits and full credits for a first-year, post-secondary course. • # of students who enroll in the Mt. Royal University courses as Unclassified Students in January 2016 • # of extraordinary opportunities students have in order to enrich and enhance their learning