

# ANNUAL EDUCATION RESULTS REPORT 2016-2017 and SCHOOL EDUCATION PLAN (2017-2018 – 2019-2020)

## 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?"

### **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 parent community is important in maintaining open lines of communication and working collaboratively to ensure continuous school improvement. On Monday, November 6, 2017, during our regularly scheduled School Council meeting, we reviewed the previous school year plan and shared improvements and areas of growth as we work to develop our current three-year plan. Feedback from our discussions is reflected throughout this document.

# ANNUAL EDUCATION RESULTS REPORT 2016-2017

## 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.**

<b>ANNUAL EDUCATION RESULTS REPORTING for:</b>	
<b>LOCAL OUTCOME 1.1:</b> The school models the social teachings of the Catholic church by both receiving and giving mercy and engaging in the works of mercy.	
<b>Performance Measure For AERR</b>	<b>Number of projects</b>
Total number of service acts as indicated within the context of the Catholic Community of Caring survey.	6
<u>Comment</u> on Results for <b>Local Outcome 1.1</b> (The school models the social teachings of the Catholic church by both receiving and giving mercy and engaging in the works of mercy.)	
<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. Through several clubs such as Youth For Justice, Youth Volunteer Corps, Spectrum Club, Who's Frank?, Student Council, Knitting 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 Fair that promotes the rights of those in developing nations, particularly those countries where women are marginalized. Veterans are also prominent in our social justice work with food drives centered around Remembrance Day and at other times during the year.</p>	

<b>ANNUAL EDUCATION RESULTS REPORTING for:</b>	
<b>LOCAL OUTCOME 1.2:</b> The school fosters faith formation of staff by increasing knowledge, understanding and practice of the faith.	
<u>Comment</u> on Results for <b>Local Outcome 1.2</b> (The school fosters faith formation of staff by increasing knowledge, understanding and practice of the faith.)	
<p>Faith formation of staff is a very personal journey and a process that is ongoing for each of us. Throughout the 2016-2017 school year staff participated in theological reflections during each of the professional days. As well in each of the school celebrations, liturgies and Masses staff were provided shot reflections to share with their students. The process of sharing and discussing this with their students has also provided personal reflection. Much of our work is spent focused upon our students and not necessarily ourselves as people of faith. Taking time to stop and focus upon ourselves and our staff will be a continuing goal in this three-year plan.</p>	

## ANNUAL EDUCATION RESULTS REPORTING for:

**LOCAL OUTCOME 1.3:** The school fosters faith formation of students by increasing knowledge, understanding and practice of the faith.

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:		2016	2017	Target 2018	
		<ul style="list-style-type: none"> <li>The Religious Education program at the school supports me in teaching my child(ren) the Catholic faith.</li> </ul>	<b>Statement #1</b>	<b>School</b>	<b>83</b>
	<b>District</b>		<b>91.6</b>	<b>91.4</b>	<b>91.5</b>
<ul style="list-style-type: none"> <li>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.)</li> </ul>	<b>Statement #2</b>	<b>School</b>	<b>84</b>	<b>86.7</b>	<b>89</b>
		<b>District</b>	<b>91.0</b>	<b>91.2</b>	<b>91.3</b>
<ul style="list-style-type: none"> <li>I am satisfied with the collaboration between my child's school, parish and home in preparing my child to receive the sacraments of the Catholic church. (i.e. baptism, first holy communion, first reconciliation and confirmation)</li> </ul>	<b>Statement #3</b>	<b>School</b>	<b>n/a</b>	<b>78.1</b>	<b>80</b>
		<b>District</b>	<b>n/a</b>	<b>85.8</b>	<b>85.9</b>

Comment on Results for Local Outcome 1.2 (The school fosters faith formation of students by increasing knowledge, understanding and practice of the faith.)

During this 2017-2018 school year a great deal of work has already taken place within the Religious Education department to increase student engagement and the cross-curricular connections that can be made with other subject area departments. Working closely with Instructional Services personnel to ensure accurate programming and assessment is in place began in August and September of 2017. Opportunities for interactive field trips and engaging guest presenters have been explored and booked for the school year. Highlighting the bi-weekly Mass held in our school chapel, ensuring the chapel is open and available to all students and working with the school chaplain to be visible and engaged with students are an ongoing means of increasing faith formation for our students. A school visit by the new Bishop, Bishop McGrattan, was a powerful means of highlighting our faith and engaging students in conversation. 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. We will continue to offer this program and increase its visibility within the school community. Other improvements will occur in our grade 10 retreat that is held at the beginning of each school year.

## ANNUAL EDUCATION RESULTS REPORTING for:

**LOCAL OUTCOME 1.4:** The school 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"> <li>Catholic church teachings and practices are reinforced through the culture and climate of my child's school.</li> </ul>		2016	2017	Target 2018
	<b>School</b>	92	86.7	89
	<b>District</b>	92.6	92.3	92.4

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

Continuing to improve the culture and climate of our school by highlighting and recognizing the many social justice activities students are involved in. The Bishop Carroll school community demonstrates a high degree of acceptance for diversity. This is evidenced by the ongoing work of the Spectrum Club and the increased participation in this group of socially active and involved students. The school continues to draw many students from all over the city who seek the safe environment offered.

## SCHOOL EDUCATION PLAN (2017-2018 – 2019-2020)

### 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 2017-2018 faith theme, "Ask, and it will be given you." Include how your school will engage in the theme by focusing on how we as servants of God are always called to discern His will, and through prayer we develop a closer relationship with Him who loves us.

- Continue to promote mercy and justice through social justice initiatives—[corporal and spiritual works of mercy](#) and [Catholic social teachings](#) and by permeating these teachings throughout the curriculum.
- 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 engaging in works of mercy, and by permeating these teachings throughout the curriculum.

**2017-2018 School Outcome(s):** Increase collaboration among groups and clubs and connection to all curricular areas.

Initiatives/Projects:	Strategies:	Measure:
<ul style="list-style-type: none"> <li>• Permeate school culture with Catholic values and increase the number of symbols of our faith throughout the school.</li> <li>• Continue with Me to We Participation (3 year commitment)</li> <li>• Highlight student involvement in Youth 4 Justice</li> <li>• Grade 10 retreat moved to the first week of school so that students could connect sooner, and we create an immediate sense of belonging.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a permanent main entrance Faith display showcasing school namesake Bishop Carroll.</li> <li>• Assess and ensure all spaces have visible symbols of our faith.</li> <li>• Publish works of mercy occurring within the school and connect like-minded groups to work in collaboration with one another.</li> <li>• Provide time in each CT meeting for departmental sharing to encourage greater collaboration on works of mercy.</li> <li>• As admin link groups such as Y4J, Spectrum, Student Council, service works by athletic teams, etc.</li> <li>• One global activity; one local activity per year</li> <li>• Encourage “WE DAY” participation as a family activity rather than school activity.</li> <li>• Fair Trade Fair / CCODP</li> <li>• Spirit Week (building Community)</li> <li>• Daily prayer in T.A. group cued by administration in AM announcements.</li> <li>• Extended prayers weekly over intercom</li> <li>• Individual T.A. prayer sessions in chapel</li> <li>• School wide celebrations</li> <li>• Grade 10 &amp; 12 retreats</li> <li>• Anti-bullying workshops / seminars</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback and survey results commenting on visible signs of faith within the school building.</li> <li>• Number of groups working together on service projects.</li> <li>• Feedback from CT meetings and opportunities for cross curricular service projects.</li> <li>• Participation and feedback on the Fair Trade Fair</li> <li>• Parent Satisfactory Survey</li> </ul>

**LOCAL OUTCOME 1.2:** The school district fosters faith formation of staff by increasing knowledge, understanding and practice of faith.

**2017-2018 School Outcome(s):** The school fosters faith formation of staff and school leaders by increasing knowledge, understanding and practice of faith.

<b>Initiatives/Projects:</b>	<b>Strategies:</b>	<b>Measure:</b>
<ul style="list-style-type: none"> <li>• Increased community involvement in prayer and demonstration of Faith</li> <li>• Increased staff participation in weekly school Mass</li> <li>• Theological Reflection during professional development opportunities, both district scheduled as well as those embedded within the school timetable.</li> <li>• Increasing staff knowledge and understanding of the importance of Catholic education</li> <li>• Greater emphasis placed upon pre-liturgy and mass preparation</li> </ul>	<ul style="list-style-type: none"> <li>• Introducing whole school prayer facilitated by admin each Wednesday over the intercom. Increasing this in semester two to two days per week.</li> <li>• Work with the Religion department to have greater attendance at weekly school mass.</li> <li>• Guest speakers and activity facilitators to lead staff in prayer and reflection.</li> <li>• During the days leading up to our school-wide celebrations and masses, have TA's do a reflection and speak to the important parts of the mass and their meaning</li> <li>• Reviewing important current catholic documents and articles highlighting the importance of catholic education. This will occur in PD days as well as staff meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from staff, students and parents within Satisfaction Surveys.</li> <li>• Number of staff and students attending weekly mass.</li> <li>• Feedback from staff regarding their level of knowledge and ability to speak to the importance of catholic education.</li> </ul>

**LOCAL OUTCOME 1.3:** The school district fosters faith formation of students by increasing knowledge, understanding and practice of faith.

**2017-2018 School Outcome(s):** The school fosters faith formation of students by increasing knowledge, understanding and practice of faith.

<b>Initiatives/Projects:</b>	<b>Strategies:</b>	<b>Measure:</b>
<ul style="list-style-type: none"> <li>• Highlight the weekly school mass.</li> <li>• Increase opportunities for cross curricular work to occur with the Religious Studies department.</li> <li>• Further support and highlight the variety of field trips occurring cross-curricular between Religious Education department and other core subject areas.</li> <li>• Continue to support and highlight Youth Alpha</li> </ul>	<ul style="list-style-type: none"> <li>• Advertise school Mass in all communicators (TV screens, communicator, website, twitter, Remind app, etc.)</li> <li>• Provide sharing time during bi-weekly CT meetings to encourage opportunities for departments to connect with Religious Education.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of students attending school mass</li> <li>• Number of cross curricular projects occurring with Religious Studies.</li> <li>• Number of students participating in Alpha: (2016-22 students were enrolled.)</li> </ul>

<p>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.</p>		
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**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.

**2017-2018 School Outcome(s):** The school builds student wellness through the ongoing development of the Catholic Community of Caring within the school climate and culture.

<b>Initiatives/Projects:</b>	<b>Strategies:</b>	<b>Measure:</b>
<ul style="list-style-type: none"> <li>• Providing students a greater voice in school</li> <li>• Partnership with Mount Royal University to promote, “Who is Frank?” a public awareness campaign about bullying.</li> <li>• Continue to support the 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</li> <li>• Grade 10 welcome to Bishop Carroll retreat</li> <li>• Modifying Orientation week to include greater student mentorship opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly Open Student Council meetings. This will allow for increased sharing of information and gathering feedback form students.</li> <li>• Continuing to support the work of Student Services with Who’s Frank campaign..</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• The number of students attending Open Student Council Meetings on Bi-monthly basis.</li> <li>• Feedback from students and parents through Survey results.</li> <li>• The success of “Who’s Frank?” will be based upon qualitative feedback from students from both BCHS and MRU.</li> <li>• Number of students participating in Alpha:</li> <li>• Feedback form staff and students on the effectiveness of the grade 10 retreat and overall orientation week activities.</li> </ul>

# ANNUAL EDUCATION RESULTS REPORT 2016-2017

## 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.

### ANNUAL EDUCATION RESULTS REPORTING for LOCAL OUTCOME 3.1:

All students are supported in a respectful, caring and faith-filled environment.

#### 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 2017 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	93.2	94.7	94.3	Very High	Maintained	Excellent
CCSD	89.3	89.7	89.5	Very High	Maintained	Excellent
Province	89.5	89.5	89.3	Very High	Improved Significantly	Excellent

Performance Measure For AERR	Results (in percentages)						Target
	Overall (required)	2013	2014	2015	2016	2017	2018
Percentage of teacher, parent and student agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	School	91.4	93.2	95	94.7	93.2	93.5
	CCSD	88.9	89.8	89.1	89.7	89.3	89.5
	Province	89.0	89.1	89.2	89.5	89.5	

\* Data provided by Alberta Education October 2017.

Comment on Results for Local Outcome 3.1 (All students are supported in a respectful, caring and faith-filled environment.)

The work of all staff includes a continuous focus on creating safe, welcoming, caring school community. The nature of the school community in that Bishop Carroll is not a designated school for any one geographical area of the city ensures that the culture and climate is always a topic of concern. An intentionality surrounds all activities and initiatives to create this positive school climate.

## PROVINCIAL OUTCOME FIVE:

Alberta's education system is well governed and managed.

### ANNUAL EDUCATION RESULTS REPORTING for LOCAL OUTCOME 5.1:

The Board of Trustees provide visionary leadership to ensure the district is well governed and managed.

#### 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 2017 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	81.9	87.1	84	High	Maintained	Good
CCSD	79.6	79.7	79.8	High	Maintained	Good
Province	81.2	80.9	80.7	High	Improved Significantly	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)	2013	2014	2015	2016	2017	2018
	School	79.9	77	83.2	87.1	81.9	82
	CCSD	80.5	80.1	79.6	79.7	79.6	81.2
	Province	80.3	80.6	80.7	80.9	81.2	

\* Data provided by Alberta Education October 2017.

- 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 2017 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation			
				Achievement	Improvement	Overall	
School	87.9	82.2	84.6	Very High	Improved Significantly	Excellent	
CCSD	80.0	79.7	79.4	High	Improved	Good	
Province	81.4	81.2	80.2	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	Overall (required)	2013	2014	2015	2016	2017	2018
	School	84.2	83.8	83.6	82.2	87.9	88

improved or stayed the same the last three years.	CCSD	78.7	79.4	79.1	79.7	80.0	81.4
	Province	80.6	79.8	79.6	81.2	81.4	

\* Data provided by Alberta Education October 2017.

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

<b>CURRENT MEASURES: Education Quality</b>						
3 Year Plan	Current Result 2017 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	91.4	91.7	91.9	Very High	Maintained	Excellent
CCSD	89.7	89.8	89.6	Very High	Maintained	Excellent
Province	90.1	90.1	89.6	Very High	Improved Significantly	Excellent

Performance Measure For AERR	Results (in percentages)						Target
	Overall (required)	2013	2014	2015	2016	2017	2018
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	School	90.2	89.6	92.7	91.7	91.4	91.6
	CCSD	89.3	89.8	89.2	89.8	89.7	90.1
	Province	89.8	89.2	89.5	90.1	90.1	

\* Data provided by Alberta Education October 2017.

## ANNUAL EDUCATION RESULTS REPORTING for LOCAL OUTCOME 5.2:

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

Performance Measure For AERR	Results (in percentages)			
	2016	2017	Target 2018	
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"> <li>• 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.)</li> </ul>	School	96	89.8	91
	District	90.2	90.3	90.4

Comment on Results for **Local Outcome 5.2** (The school strengthens engagement with parents/legal guardians and the parental role in decision-making.)

The Teacher Advisory is one of five pillars inherent to Bishop Carroll High School and its self-directed model of learning. 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. 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. A healthy active School Council ensures that information regarding provincial, district and school initiatives are shared and discussed on a regular basis.

## SCHOOL EDUCATION PLAN (2017-2018 – 2019-2020)

### 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.**

**LOCAL OUTCOME 3.1:** All district students are supported in a respectful, caring and faith-filled environment.

**2017-2018 School Outcome(s):** Students are supported in a respectful, caring and faith-filled environment.

<b>Initiatives/Projects:</b>	<b>Strategies:</b>	<b>Measure:</b>
<ul style="list-style-type: none"> <li>• Championing Initiative</li> <li>• Self-directed learning, by design, sees the parent very much involved in the learning process for their child.</li> <li>• Increased use of social media to promote our school and to celebrate the many accomplishments of our staff and students.</li> <li>• Assessment and restructuring of the Diverse Learning supports within the school community.</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on role of Teacher Advisor throughout embedded Professional development</li> <li>• Highlight Champions in staff meetings and professional development opportunities</li> <li>• Increased utilization of Brightspace by parents and students as accurate record of progress.</li> <li>• Revising current report on progress to provide more anecdotal information to parents, documenting the teacher advisor meetings</li> <li>• Ensure regular meetings of School Council, Music Society and Athletic Society with a focus on the advisory role.</li> <li>• weekly parent information Communicator e-mailed, posted on Brightspace and school website.</li> <li>• quarterly newsletters to parents emailed, posted on school website.</li> </ul>	<ul style="list-style-type: none"> <li>• Parent satisfaction with the information contained in the monthly report.</li> <li>• Feedback to TA's via e-mail, phone conversation and face-to-face meetings.</li> <li>• Parent feedback in the Accountability Pillar Survey and the district parent satisfaction survey.</li> <li>• Survey and anecdotal feedback from parents about our staff, our school, our successes and areas in need of attention.</li> <li>• Parent involvement in school council, societies and other supports to the school.</li> </ul>

**LOCAL OUTCOME 3.2:** The district optimizes resources to meet the diverse learning needs of all students.

<b>2017-2018 School Outcome(s):</b> The school optimizes resources to meet the diverse learning needs of all students.		
<b>Initiatives/Projects:</b>	<b>Strategies:</b>	<b>Measure:</b>
<ul style="list-style-type: none"> <li>• Reassessment and restructuring of Diverse learning team.</li> <li>• Use of CLEVR to digitize LSP to support diverse learners.</li> <li>• Creation of varied learning spaces to meet needs of all learners.</li> <li>• Utilizing Brightspace to upload learning guides and resources to ensure all students have access to resources beyond print material.</li> </ul>	<ul style="list-style-type: none"> <li>• New DLCT reviewing procedures in pace to support diverse learning students</li> <li>• Creation of tracking binders for each student</li> <li>• Students formally assigned to support staff as learning coaches</li> <li>• Work closely with Instructional Services Diverse needs consultants to close the loop on the referral process to ensure needs are being met.</li> <li>• Provide ongoing training for all teachers on the use of CLEVR to create and record student learner profiles.</li> <li>• Introduction of new collaborative learning space on 1<sup>st</sup> floor as opposed to only offering individual quiet spaces.</li> <li>• Each department will modify, update and upload revised learning guides to support all learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Results from student surveys, specifically the Our School survey</li> <li>• Feedback from staff and students on the use of the Academic Resource Centre, learning coaches and tracking binders.</li> <li>• All LSPs recorded within CLEVR</li> <li>• Number of students utilizing new learning spaces.</li> <li>• Number of students utilizing online learning guides.</li> </ul>

**PROVINCIAL OUTCOME FIVE:**  
**Alberta’s education system is well governed and managed.**

**LOCAL OUTCOME 5.1:** The Board of Trustees provide visionary leadership to ensure the district is well governed and managed.

**LOCAL OUTCOME 5.2:** All district stakeholders have confidence that the district is well governed and managed.

<b>2017-2018 School Outcome(s):</b> Parents/legal guardians have confidence that the school is well managed.		
<b>Initiatives/Projects:</b>	<b>Strategies:</b>	<b>Measure:</b>
<ul style="list-style-type: none"> <li>• School Council participation in discussion and decision-making</li> <li>• Increased communication with parents.</li> </ul>	<ul style="list-style-type: none"> <li>• Agenda for all School Council meetings shared with entire community to encourage greater attendance and discussion. At each meeting a thorough administration report is provided.</li> </ul>	<ul style="list-style-type: none"> <li>• Survey results from parents</li> <li>• Increase in attendance at school Council meetings</li> <li>• Improved student attendance</li> <li>• Feedback form staff and students in regards to visibility</li> </ul>

<ul style="list-style-type: none"> <li>• Educating parents on the use of Brightspace to ensure accurate updates on progress.</li> <li>• Ensuring attendance is recorded in AM and PM</li> <li>• Increased visibility of Administration in terms of supervision of students</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly Bishop Carroll Communicator posted on Brightspace and school website rather than shared only with students during TA check-in.</li> <li>• Learn to use Brightspace stations at each parent evening, including links to Brightspace in all communication with home</li> <li>• Ongoing follow up with student attendance</li> <li>• Scheduling parking lot, learning commons and general walking meetings for administration.</li> <li>•</li> </ul>	
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## ANNUAL EDUCATION RESULTS REPORT 2016-2017

### 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.

**ANNUAL EDUCATION RESULTS REPORTING for PROVINCIAL OUTCOME ONE: Alberta's Students are successful.**

- Overall percentage of students who achieved the acceptable standard and overall percentage of students who achieved the standard of excellence on Diploma Examinations. (Required Provincial Accountability Measure)

Student Learning Achievement (10-12)	(Percentage)			October 2017 Measure Evaluation		
	Current Result	Prev Year Result	Prev. 3-yr Average	Achievement	Improvement	Overall
Overall percentage of students who achieved the <b>acceptable standard</b> on Diploma Examinations ( <b>School</b> )	91.7	90.8	92.1	Very High	Maintained	Excellent
Overall percentage of students who achieved the <b>acceptable standard</b> on Diploma Examinations ( <b>District</b> )	85.4	84.2	84.2	High	Improved	Good

Overall percentage of students who achieved the <b>acceptable standard</b> on Diploma Examinations ( <b>Province</b> )	83.0	82.7	83.1	Intermediate	Maintained	Acceptable
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Student Learning Achievement (10-12)	(Percentage)			October 2017 Measure Evaluation		
	Current Measures	Current Result	Prev Year Result	Prev. 3-yr Average	Achievement	Improvement
Overall percentage of students who achieved the <b>standard of excellence</b> on Diploma Examinations ( <b>School</b> )	38.1	35.8	37.9	Very High	Maintained	Excellent
Overall percentage of students who achieved the <b>standard of excellence</b> on Diploma Examinations ( <b>District</b> )	22.7	21.3	21.2	High	Improved Significantly	Good
Overall percentage of students who achieved the <b>standard of excellence</b> on Diploma Examinations ( <b>Province</b> )	22.2	21.2	21.5	High	Improved Significantly	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, Mathematics 30-1, Mathematics 30-2, 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

<i>Percentage of students who achieved the Acceptable Standard and the percentage who achieved the Standard of Excellence on Diploma Examinations.</i>					
Diploma Exam Results Course By Course		2017 (Percentage)		Previous 3 Year Average (Percentage)	
		Acceptable	Excellence	Acceptable	Excellence
English Language Arts 30-1	School	94.8	17.6	94.9	22.5
	CCSD	88.6	9.2	88.0	10.0
	Prov.	86.5	11.7	87.0	11.3
English Language Arts 30-2	School	94.4	5.6	95.7	18.3
	CCSD	88.0	8.0	87.4	8.8
	Prov.	89.5	11.4	89.2	12.2
French Language Arts 30-1	School	NA	NA	NA	NA
	CCSD	93.5	8.9	94.7	11.4
	Prov.	94.7	9.4	95.3	11.0
Mathematics 30-1	School	81	39.8	86.2	37.8
	CCSD	76.8	27.6	76.1	27.7
	Prov.	73.1	30.7	74.0	28.5
	School	78.4	10.1	86.4	19.2

<b>Mathematics 30-2</b>	<b>CCSD</b>	78.4	15.5	75.3	16.1
	<b>Prov.</b>	74.7	15.9	73.6	15.8
<b>Social Studies 30-1</b>	<b>School</b>	<b>96.3</b>	<b>30.7</b>	<b>93.4</b>	<b>25.2</b>
	<b>CCSD</b>	87.6	15.2	86.7	13.7
	<b>Prov.</b>	86.0	14.8	85.9	14.9
<b>Social Studies 30-2</b>	<b>School</b>	<b>96.4</b>	<b>42.2</b>	<b>95.8</b>	<b>43.5</b>
	<b>CCSD</b>	83.7	20.5	84.7	17.2
	<b>Prov.</b>	80.6	12.6	82.1	13.5
<b>Biology 30</b>	<b>School</b>	<b>94.5</b>	<b>62.7</b>	<b>94.5</b>	<b>55.2</b>
	<b>CCSD</b>	89.3	37.1	87.5	33.1
	<b>Prov.</b>	84.2	32.3	85.4	32.4
<b>Chemistry 30</b>	<b>School</b>	<b>91.4</b>	<b>54.9</b>	<b>90.7</b>	<b>51.7</b>
	<b>CCSD</b>	86.4	43.1	82.9	36.6
	<b>Prov.</b>	83.1	38.6	81.7	34.6
<b>Physics 30</b>	<b>School</b>	<b>100</b>	<b>79.2</b>	<b>98.5</b>	<b>79</b>
	<b>CCSD</b>	91.5	45.2	84.6	38.3
	<b>Prov.</b>	85.7	41.8	84.3	36.6
<b>Science 30</b>	<b>School</b>	<b>91.4</b>	<b>34.3</b>	<b>92.9</b>	<b>39.2</b>
	<b>CCSD</b>	83.2	24.0	83.7	22.1
	<b>Prov.</b>	84.9	28.4	84.4	26.6
<b>Notes:</b>					
"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)

<b>CURRENT MEASURES: High School Completion Rate (3 yr.)</b>						
3 Year Plan	Current Result 2016 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	87.5	87.1	82.6	Very High	Improved	Excellent
CCSD	85.7	84.5	83.3	Very High	Improved Significantly	Excellent
Province	77.9	76.5	76.1	High	Improved Significantly	Good

Performance Measure For AERR	Results (in percentages)						Target
	Overall (required)	2012	2013	2014	2015	2016	2017
Percentage of students who completed high school within three years of entering Grade 10.	School	78.4	79.7	81	87.1	87.5	87.7
	CCSD	82.3	81.5	83.8	84.5	85.7	85.8
	Province	74.8	75.3	76.5	76.5	77.9	

\* Data provided by Alberta Education October 2017. (2017 results will be available May 2018.)

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

<b>CURRENT MEASURES: Drop Out Rate</b>						
3 Year Plan	Current Result 2016 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	0.9	0.9	1	Very High	Maintained	Excellent
CCSD	1.3	1.5	1.7	Very High	Improved Significantly	Excellent
Province	3.0	3.2	3.3	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)	2012	2013	2014	2015	2016	2017
	School	0.7	1.3	0.8	0.9	0.9	0.7
	CCSD	1.6	1.6	1.8	1.5	1.3	1.2
	Province	3.6	3.3	3.5	3.2	3.0	

\* Data provided by Alberta Education October 2017. (2017 results will be available May 2018.)

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

<b>CURRENT MEASURES: Transition Rate (6 yr.)</b>						
3 Year Plan	Current Result 2016 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	72.3	66.9	73.1	Very High	Maintained	Excellent
CCSD	69.0	71.0	69.8	Very High	Maintained	Excellent
Province	57.9	59.4	59.3	High	Declined Significantly	Issue

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)	2012	2013	2014	2015	2016	2017
	School	80.9	78.6	73.7	66.9	72.3	72.5
	CCSD	71.0	69.4	68.9	71.0	69.0	69.1
	Province	59.3	59.0	59.7	59.4	57.9	

(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 2017. (2017 results will be available May 2018.)

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

<b>CURRENT MEASURES: Rutherford Scholarship Eligibility Rate</b>						
3 Year Plan	Current Result 2016 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	89.7	89.2	89.7	n/a	Maintained	n/a
CCSD	66.1	65.7	65.7	n/a	Maintained	n/a
Province	62.3	60.8	60.8	n/a	Improved Significantly	n/a

Performance Measure For AERR	Results (in percentages)						Target
Percentages of Grade 12 students eligible for the Rutherford Scholarship.	Overall (required)	2012	2013	2014	2015	2016	2017
	School	n/a	n/a	n/a	89.7	89.2	89.4
	CCSD	n/a	n/a	n/a	65.7	66.1	66.2
	Province	n/a	n/a	n/a	60.8	62.3	

\* Data provided by Alberta Education October 2017. (2017 results will be available May 2018.)

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)

<b>CURRENT MEASURES: Diploma Exam Participation Rate (4+ Exams)</b>						
3 Year Plan	Current Result 2016 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	60.2	66.9	62.1	High	Maintained	Good
CCSD	63.7	64.5	64.2	High	Maintained	Good
Province	54.9	54.6	53.1	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)	2012	2013	2014	2015	2016	2017
	School	55.4	49.6	57.4	66.9	60.2	62
	CCSD	65.5	46.8**	64.0	64.5	63.7	63.8
	Province	55.9	50.1	54.4	54.6	54.9	

\* Data provided by Alberta Education October 2017. (2017 results will be available May 2018.)

\*\* 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)

<b>CURRENT MEASURES: Citizenship</b>						
3 Year Plan	Current Result 2017 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	91.2	92.1	91.5	Very High	Maintained	Excellent
CCSD	84.4	84.8	85.0	Very High	Declined	Good
Province	83.7	83.9	83.6	Very High	Maintained	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)	2013	2014	2015	2016	2017	2018
	School	89	89.3	93	92.1	91.2	91.4
	CCSD	83.7	85.2	84.8	84.8	84.4	84.5
	Province	83.4	83.4	83.5	83.9	83.7	

\* Data provided by Alberta Education October 2017.

- 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)

<b>CURRENT MEASURES: Work Preparation</b>						
3 Year Plan	Current Result 2017 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	88.7	88.3	86.5	Very High	Maintained	Excellent
CCSD	80.6	79.7	79.2	High	Improved	Good
Province	82.7	82.6	81.9	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)	2013	2014	2015	2016	2017	2018
	School	84.4	79.2	91.8	88.3	88.7	88.9
	CCSD	76.8	79.5	78.5	79.7	80.6	82.7
	Province	80.3	81.2	82.0	82.6	82.7	

\* Data provided by Alberta Education October 2017.

<u>Comment</u> on Results for <b>Provincial Outcome One</b> : Alberta's students are successful.
<u>Comment</u> on Results for School Outcomes: Students achieve student learning outcomes. (High School)

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 student's individual learning needs based upon their interests and personal challenges. To further increase the graduation rates we have instituted monthly Teacher Advisor meetings to review student progress and ensure students are on track to meet graduation requirements for 2018.

**PROVINCIAL DESIRED OUTCOME TWO:** The achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated.

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

**ANNUAL EDUCATION RESULTS REPORTING for PROVINCIAL OUTCOME TWO:** The achievement gap between First Nations, Métis and Inuit (FNMI) students and all other 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 2017 Evaluation		
	Current Result	Prev Year Result	Prev 3-Yr Average	Achievement	Improvement	Overall
Overall percentage of self-identified FNMI students who achieved the <b>acceptable standard</b> on Diploma Examinations ( <b>School</b> )	93.3	89.3	89.9	Very High	Maintained	Excellent
Overall percentage of self-identified FNMI students who achieved the <b>acceptable standard</b> on Diploma Examinations ( <b>District</b> )	87.7	82.1	81.1	High	Improved	Good
Overall percentage of self-identified FNMI students who achieved the <b>acceptable standard</b> on Diploma Examinations ( <b>Province</b> )	77.1	76.1	76.3	Low	Maintained	Issue

Student Learning Achievement (10-12)	(Percentages)			October 2017 Evaluation		
	Current Result	Prev Year Result	Current Measures	Current Result	Prev Year Result	Current Measures

Overall percentage of self-identified FNMI students who achieved the <b>standard of excellence</b> on Diploma Examinations <b>(School)</b>	33.3	28.6	26.2	<b>Very High</b>	<b>Maintained</b>	<b>Excellent</b>
Overall percentage of self-identified FNMI students who achieved the <b>standard of excellence</b> on Diploma Examinations <b>(District)</b>	13.5	14.0	12.3	Intermediate	Maintained	Acceptable
Overall percentage of self-identified FNMI students who achieved the <b>standard of excellence</b> on Diploma Examinations <b>(Province)</b>	10.7	10.2	10.2	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, Mathematics 30-1, Mathematics 30-2, 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)

<b>CURRENT MEASURES: High School Completion Rate (3 yr.)</b>						
3 Year Plan	Current Result 2016 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	90	66.7	62.5	Very High	Improved	Excellent
CCSD	80.8	75.7	65.8	High	Improved Significantly	Good
Province	53.6	50.2	47.8	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)	2012	2013	2014	2015	2016	2017
	School	n/a	58.3	n/a	66.7	90	90.2
	CCSD	62.5	60.5	61.1	75.7	80.8	80.9
	Province	45.8	45.6	47.7	50.2	53.6	

\* Data provided by Alberta Education October 2017. (2017 results will be available May 201)

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

<b>CURRENT MEASURES: Drop Out Rate</b>						
				Measure Evaluation		

3 Year Plan	Current Result 2016 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Achievement	Improvement	Overall
School	0	0	2.6	Very High	Maintained	Excellent
CCSD	2.6	5.6	4.1	Very High	Improved	Excellent
Province	5.8	6.1	6.7	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)	2012	2013	2014	2015	2016	2017
	School	0	0	7.7	0	0	0
	CCSD	4.8	3.6	3.0	5.6	2.6	2.5
	Province	7.4	7.1	7.0	6.1	5.8	

\* Data provided by Alberta Education October 2017. (2017 results will be available May 2018.)

- 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 2016 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	63.8	n/a	55.4	High	Maintained	Good
CCSD	44.9	44.3	51.5	Low	Maintained	Issue
Province	31.8	33.5	33.3	Very Low	Declined	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)	2012	2013	2014	2015	2016	2017
	School	n/a	n/a	55.4	n/a	63.8	63.9
	CCSD	49.0	63.1	48.0	43.3	44.9	45.0
	Province	33.4	33.4	33.0	33.5	31.8	

(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)

<b>CURRENT MEASURES: Rutherford Scholarship Eligibility Rate</b>						
3 Year Plan	Current Result 2016 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	80	75	75	n/a	Maintained	n/a
CCSD	52.5	43.2	43.2	n/a	Improved	n/a
Province	34.2	31.9	31.9	n/a	Improved Significantly	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)	2012	2013	2014	2015	2016	2017
	School	n/a	n/a	n/a	75	80	80.2
	CCSD	n/a	n/a	n/a	43.2	52.5	52.6
	Province	n/a	n/a	n/a	31.9	34.2	

\* Data provided by Alberta Education October 2017. (2017 results will be available May 2018.)

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)

<b>CURRENT MEASURES: Diploma Exam Participation Rate (4+ Exams)</b>						
3 Year Plan	Current Result 2016 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	50	66.7	66.7	Intermediate	Maintained	Acceptable
CCSD	34.4	40.5	35.1	Low	Maintained	Issue
Province	21.8	20.7	20.3	Very Low	Improved	Issue

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
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.	Overall (required)	2012	2013	2014	2015	2016	2017
	School	n/a	33.2	n/a	66.7	50	50.2
	CCSD	27.9	22.1	29.6	40.5	34.4	34.5
	Province	21.2	19.1	21.0	20.7	21.8	

\* Data provided by Alberta Education October 2017. (2017 results will be available May 2018.)

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

Our efforts to support all 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 provided with differentiated learning materials and provide an alternate testing environment as needed by students, through this support, students are able to navigate their learning focusing on their strengths while receiving ample support for their various needs with tremendous success.

## PROVINCIAL DESIRED OUTCOME FOUR: Alberta has excellent teachers, school and school authority leaders.

### ANNUAL EDUCATION RESULTS REPORTING for PROVINCIAL OUTCOME FOUR:

Alberta has excellent teachers, school and school authority leaders.

- 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 2017 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	86.1	87.6	86.7	Very High	Maintained	Excellent
CCSD	82.8	82.4	83.0	Very High	Maintained	Excellent
Province	81.9	81.9	81.5	Very High	Improved Significantly	Excellent

Performance Measure For AERR	Results (in percentages)						Target
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.	Overall (required)	2013	2014	2015	2016	2017	2018
	School	86.9	84.1	86.5	87.6	86.1	86.3
	CCSD	82.5	83.8	82.8	82.4	82.8	82.9
	Province	81.5	81.3	81.3	81.9	81.9	

\* Data provided by Alberta Education October 2017.

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

Comment on Results for School Outcome: A cohesive professional development plan is established.

Bishop Carroll High School each year creates a cohesive professional development plan addressing individual department goals as well as whole school and district initiatives. These goals are practical and measurable thus appropriate for staff to accomplish. Each year a professional development committee is established consisting of administration and teaching staff to ensure all needs are met.

## SCHOOL EDUCATION PLAN (2017-2018 – 2019-2020)

### **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.**

**2017-2018 School Outcome(s): Students achieve student learning outcomes. (High school)**

<b>Initiatives/Projects:</b>	<b>Strategies:</b>	<b>Measure:</b>
<ul style="list-style-type: none"> <li>• Analyze data associated with our 3 Year Completion Rate</li> <li>• Implement and refine foundational principles for High School Redesign (provincial initiative)</li> <li>• Departmental reassessment policy created to support increased student learning</li> <li>• Mental Health and Well-Being</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing identification of students who are behind pace in any of the three years with a particular focus on those in grade 12.</li> <li>• Implementing academic probation for students not making progress</li> <li>• 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 learning.</li> <li>• Promote the relationship between subject area personnel and these learners by moving learning guides from library to subject area resource areas.</li> <li>• Departmental Coordinating Teachers reviewing and revising reassessment policies to ensure new learning occurs prior to retesting.</li> </ul>	<ul style="list-style-type: none"> <li>• Results of Our SCHOOL Survey</li> <li>• Diploma Examination Results</li> <li>• Reduction in students who are completing copious amounts of work in May-June</li> <li>• The number of students who request a reassessment due to increased success on exams following the first assessment</li> <li>• Results from reassessment showing improved student success.</li> </ul>

	<ul style="list-style-type: none"> <li>Using the principles of High School Re-Design, focus our professional development on:             <ol style="list-style-type: none"> <li>Rigorous and Relevant Curriculum—create and refresh unit packages that align with current Program of Studies outcomes and with student need</li> <li>Assessment: continue blueprinting exams to ensure congruency between learning guides, text books, on-line resources and assessment tools</li> </ol> </li> </ul>	
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## SCHOOL EDUCATION PLAN (2017-2018 – 2019-2020)

### 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.***

<p><b>PROVINCIAL OUTCOME TWO:</b> The systemic education achievement gap between First Nations, Métis and Inuit students and all other students is eliminated.</p>		
<p><b>2017-2018 School Outcome(s):</b> All students, teachers and school leaders will learn about First Nations, Métis and Inuit perspectives and experiences, treaties, and the history and legacy of residential schools.</p>		
<b>Initiatives/Projects:</b>	<b>Strategies:</b>	<b>Measure:</b>
<ul style="list-style-type: none"> <li>Increase awareness of FMNI within the school community</li> </ul>	<ul style="list-style-type: none"> <li>Recognize Canada’s National Aboriginal Day – June 21</li> <li>Recognize Orange Shirt Day</li> <li>Include the Territorial Acknowledgement for school meetings as and Reconciliation Committee’s outcomes</li> <li>Ensure Aboriginal Studies 30 level course if ready for implementation in semester two</li> </ul>	<ul style="list-style-type: none"> <li>Satisfaction and feedback from our FNMI families</li> <li>Enrollment in AB 30 course</li> </ul>

**PROVINCIAL OUTCOME FOUR:**  
**Alberta has excellent teachers, school and school authority leaders.**

**2017-2018 School Outcome(s):** A cohesive professional development plan is established.

<b>Initiatives/Projects:</b>	<b>Strategies:</b>	<b>Measure:</b>
<ul style="list-style-type: none"> <li>• Continue to provide opportunities for embedded professional development during the school day every second Friday.</li> <li>• Coordinating Teacher meetings to discuss efficiencies in place and debate current research and learning to attend to the emergent needs of the students.</li> <li>• Creation of effective PD committee representing the need of all staff</li> </ul>	<ul style="list-style-type: none"> <li>• Embedded Professional development focusing upon the effective Teacher Advisor.</li> <li>• Allocation of 0.5FTE Professional Development Coordinating teacher to support the learning needs of staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Satisfaction Survey results.</li> <li>• Feedback from staff in regards to meeting their specific learning needs</li> </ul>