

ANNUAL EDUCATION RESULTS REPORT 2017-2018 and SCHOOL EDUCATION PLAN (2018-2019 – 2020-2021)

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 5, 2018, 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. Input from our discussions is reflected throughout this document.

ANNUAL EDUCATION RESULTS REPORT 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.

ANNUAL EDUCATION RESULTS REPORTING for:	
LOCAL OUTCOME 1.1: The school models the social teachings of the Catholic church by engaging in works of mercy, and by permeating these teachings throughout the curriculum.	
Performance Measure For AERR	Number of projects
Total number of service acts as indicated within the context of the Catholic Community of Caring survey.	8
<u>Comment</u> on Results for Local Outcome 1.1 (The school models the social teachings of the Catholic church by engaging in works of mercy, and by permeating these teachings throughout the curriculum.)	
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 other spontaneous events, 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. Veterans are also prominent in our social justice work with food drives centered around Remembrance Day and at other times during the year.	

ANNUAL EDUCATION RESULTS REPORTING for:	
LOCAL OUTCOME 1.2: The school fosters faith formation of staff and school leaders by increasing knowledge, understanding and practice of the faith.	
<u>Comment</u> on Results for Local Outcome 1.2 (The school fosters faith formation of staff and school leaders by increasing knowledge, understanding and practice of the faith.)	
Faith formation of staff is a personal journey that is ongoing. Throughout the 2017-2018 school year staff participated in theological reflections during each of the professional days and staff meetings. In addition, simple concrete activities were added to provide tangible reminders of our faith and our journey together. The process of sharing these experiences and discussions has led to deeper faith experience for all. 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. This 2018-2019 school year we have added exploring the various means of personal prayer to our discussions. Each staff gathering begins with a short reading from a reflective prayer book and then quiet time provided for personal reflection.	

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.

Percentage of parents/legal guardians who agree and strongly agree with the following statements from the annual District Satisfaction Survey:

- The Religious Education program at the school supports me in teaching my child(ren) the Catholic faith.

	2017		2018		Target 2019 (percentage)
	N	%	N	%	
School	128	83.6	108	88.9	91.1
District	4,946	91.4	3,744	91.1	91.2

- The Religious Education 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.)

	2017		2018		Target 2019 (percentage)
	N	%	N	%	
School	128	86.7	108	83.3	90.2
District	4,946	91.2	3,744	90.2	90.3

- 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)

	2017		2018		Target 2019 (percentage)
	N	%	N	%	
School	128	78.1	108	77.8	84.5
District	4,946	85.8	3,744	84.5	84.6

Comment on Results for **Local Outcome 1.3** (The school fosters faith formation of students by increasing knowledge, understanding and practice of the faith.)

A great deal of work is required in this area. As a school community we have worked to highlight the school chapel, weekly mass, school wide liturgies, youth faith groups and religious studies retreats this past school year. These initiatives have been shared at school council meetings.

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.

Percentage of parents/legal guardians who agree and strongly agree with the following statement from the annual District Satisfaction Survey:

- Catholic church teachings and practices are reinforced through the culture and climate of my child’s school.

	2017		2018		Target 2019 (percentage)
	N	%	N	%	
School	128	86.7	108	90.7	91.1
District	4,946	92.3	3,744	91.1	91.2

Comment on Results 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.)

Several mental health initiatives and student groups exist within the Bishop Carroll School community. In this past year we have held mandatory large group sessions for each grade level group focusing upon student wellness and the supports available within the school community.

SCHOOL EDUCATION PLAN (2018-2019 – 2020-2021)

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.

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.

2018-2019 School Outcome(s): The school models the social teachings of the Catholic church by engaging in works of mercy, and by permeating these teachings throughout the curriculum.

Initiatives/Projects:	Strategies:	Measure:
<ul style="list-style-type: none"> Catholic Community of Caring 	<ul style="list-style-type: none"> Numerous Food Drives for various organizations Knitting clubs providing warm winter accessories for those in need. Winter clothing drives Book drives Ensure opportunities are promoted and advertised in prominent areas of the school and through social media 	<ul style="list-style-type: none"> Feedback and survey results commenting on visible signs of faith within the school building. Number of groups working together on service projects. Parent Satisfactory Survey

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

2018-2019 School Outcome(s): The school fosters faith formation of staff and school leaders by increasing knowledge, understanding and practice of the faith.

Initiatives/Projects:	Strategies:	Measure:
<ul style="list-style-type: none"> Increased community involvement in prayer and demonstration of Faith Increased staff and student participation in weekly school Mass Increasing staff knowledge and 	<ul style="list-style-type: none"> Introducing whole school prayer facilitated by admin each Wednesday over the intercom. Increasing this in semester two to two days per week. Assigned Teacher Advisor groups for weekly masses 	<ul style="list-style-type: none"> Feedback from staff, students and parents within Satisfaction Surveys. Number of staff and students attending weekly mass. Feedback from staff regarding their level of knowledge and ability to speak to the importance of catholic education.

<ul style="list-style-type: none"> • understanding of the importance of Catholic education 	<ul style="list-style-type: none"> • Guest speakers and activity facilitators to lead staff in prayer and reflection. • Reviewing important current catholic documents and articles highlighting the importance of catholic education. This will occur in PD days as well as staff meetings 	<ul style="list-style-type: none"> •
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LOCAL OUTCOME 1.3: The school district fosters faith formation of students by increasing knowledge, understanding and practice of the faith.

2018-2019 School Outcome(s): The school fosters faith formation of students by increasing knowledge, understanding and practice of the faith.

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

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.

2018-2019 School Outcome(s): The school builds student wellness through the ongoing development of the Catholic Community of Caring within the school climate and culture.

Initiatives/Projects:	Strategies:	Measure:
<ul style="list-style-type: none"> • Providing students a greater voice in school • Partnership with Mount Royal University to 	<ul style="list-style-type: none"> • Monthly Open Student Council meetings. This will allow for increased sharing of information and gathering feedback form students. 	<ul style="list-style-type: none"> • The number of students attending Open Student Council Meetings on Bi-monthly basis.

<p>promote, “Who is Frank?” a public awareness campaign about bullying.</p> <ul style="list-style-type: none"> • 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 • Grade 10 welcome to Bishop Carroll retreat • Modifying Orientation week to include greater student mentorship opportunities 	<ul style="list-style-type: none"> • Continuing to support the work of Student Services with Who’s Frank campaign. • 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. 	<ul style="list-style-type: none"> • Feedback from students and parents through Survey results. • The success of “Who’s Frank?” will be based upon qualitative feedback from students from both BCHS and MRU. • Number of students participating in Alpha: • Feedback form staff and students on the effectiveness of the grade 10 retreat and overall orientation week activities
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ANNUAL EDUCATION RESULTS REPORT 2017-2018

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 2018 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	94	93.2	94.3	Very High	Maintained	Excellent
CCSD	87.8	89.3	89.4	High	Declined Significantly	Issue
Province	89.0	89.5	89.4	Very High	Declined Significantly	Acceptable

Performance Measure For AERR	Results (in percentages)						Target
	Overall (required)	2014	2015	2016	2017	2018	2019
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	93.2	95	94.7	93.2	94	94.01
	CCSD	89.8	89.1	89.7	89.3	87.8	89.0
	Province	89.1	89.2	89.5	89.5	89.0	

* Data provided by Alberta Education October 2018.

Percentage of parents/legal guardians who agree and strongly agree with the following statement from the annual District Satisfaction Survey:

- The school is a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.

	2017		2018		Target 2019 (percentage)
	N	%	N	%	
School	128	94.5	108	95.3	95.4
District	4,946	91.6	3,744	91.1	91.2

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

The culture and climate within Bishop Carroll High School is rooted in the significance of positive relationships. This focus on positive relationships creates a trusting environment where all opinions are respected where students, parents and staff have a voice.

ANNUAL EDUCATION RESULTS REPORTING for LOCAL OUTCOME 3.2:

The school optimizes resources to meet the diverse learning needs of all students.

Comment on Results for **Local Outcome 3.2** (The school optimizes resources to meet the diverse learning needs of all students.)

Awareness and understanding of the resources available within the Bishop Carroll School community to meet the needs of diverse learners is an ongoing focus for administration and staff. Reimagining of the academic resource centers, redeployment of staff to ensure student needs are more effectively met, and increased access to onsite resources have made positive impacts upon student success.

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.

ANNUAL EDUCATION RESULTS REPORTING for LOCAL OUTCOME 5.2:

Parents/legal guardians have confidence that the school 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 2018 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	83.1	81.8	84	Very High	Maintained	Excellent
CCSD	80.9	79.6	79.6	High	Improved	Good
Province	81.2	81.2	81.0	High	Maintained	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)	2014	2015	2016	2017	2018	2019
	School	77	83.2	87.1	81.8	83.1	83.2
	CCSD	80.1	79.6	79.7	79.6	80.9	81.2

	Province	80.6	80.7	80.9	81.2	81.2	
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* Data provided by Alberta Education October 2018.

- 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 2018 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	79.9	87.9	84.6	High	Declined	Issue
CCSD	76.7	80.0	79.6	High	Declined Significantly	Issue
Province	80.3	81.4	80.7	High	Declined Significantly	Issue

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)	2014	2015	2016	2017	2018	2019
	School	83.8	83.6	82.2	87.9	79.7	79.8
	CCSD	79.4	79.1	79.7	80.0	76.7	80.3
	Province	79.8	79.6	81.2	81.4	80.3	

* Data provided by Alberta Education October 2018.

- 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 2018 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	91.6	91.4	91.9	Very High	Maintained	Excellent
CCSD	89.4	89.7	89.6	High	Maintained	Good
Province	90.0	90.1	89.9	Very High	Improved	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)	2014	2015	2016	2017	2018	2019
	School	89.6	92.7	91.7	91.4	91.6	91.7
	CCSD	89.8	89.2	89.8	89.7	89.4	90.0
	Province	89.2	89.5	90.1	90.1	90.0	

* Data provided by Alberta Education October 2018.

Comment on Results for **Local Outcome 5.2:** (Parents/legal guardians have confidence that the school is well governed and managed.)

Parent/legal guardian play an integral role in the education of their children. During all School Council meetings parents are informed on school procedures, issues and solutions. They are included in the conversations and understand the rational behind decisions made at the school level. Consistent communication is a focus for administration to ensure that parents are up to date and knowledgeable in terms of school decisions and operating procedures.

ANNUAL EDUCATION RESULTS REPORTING for LOCAL OUTCOME 5.3:

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

Percentage of parents/legal guardians who agree and strongly agree with the following statement from the annual District Satisfaction Survey:

- 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.)

	2017		2018		Target 2019 (percentage)
	N	%	N	%	
School	128	89.8	108	88.9	89.7
District	4,946	90.3	3,744	89.7	89.8

Comment on Results for **Local Outcome 5.3** (The school strengthens engagement with parents/legal guardians and the parental role in decision-making.)

Ongoing communication and open lines of communication lead to an increased understanding of school decisions and provide the opportunity for parents and legal guardians to provide feedback in an informed objective manner.

SCHOOL EDUCATION PLAN (2018-2019 – 2020-2021)

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 respects diversity and promotes inclusion.

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

2018-2019 School Outcome(s): All students are supported in a respectful, caring and faith-filled environment.

Initiatives/Projects:	Strategies:	Measure:
<ul style="list-style-type: none"> • Observation of Bullying Awareness and Prevention week • Youth for Justice group highlighted • Wellness campaigns offered through student services department (Spectrum club, Mental health Wellness club, Who's Frank, etc.) • Annual Mental Health Symposium 	<ul style="list-style-type: none"> • Student council representatives to promote and support week long activities • Kick off breakfast for school community to begin the week • School specific pink t-shirt sales the week prior • Daily announcements on intercom, daily communicator for students and included in Parent weekly messenger. • Highlight on school website and on Brightspace • Club day to highlight opportunities for involvement in school and groups that offer support • Increased use of social media to promote our school and to celebrate the many accomplishments of our staff and students. • 	<ul style="list-style-type: none"> • Our School Survey results • Accountability Pillar results • Feedback from students, staff and parents in regard to incidents and level of acceptance and respect in the school community

LOCAL OUTCOME 3.2: The district staff will be champions for each and every student in the school district.

2018-2019 School Outcome(s): The school staff will be champions for each and every student in the school.

Initiatives/Projects:	Strategies:	Measure:

<ul style="list-style-type: none"> • Championing Initiative • 	<ul style="list-style-type: none"> • The role of Teacher Advisor in Self-directed learning environment is foundational to the success of the student. Closing the gap between effective and less effective Teacher Advisors while maintaining professional boundaries continues to be the focus of embedded professional development • Monthly administration check-in with teachers in terms of the struggles and success of individual advisees. • Creation of minimum standard for an effective Teacher Advisor by staff. • Promoting and strongly encouraging parent communication and interaction with subject area teachers. 	<ul style="list-style-type: none"> • Our School Survey results • Accountability Pillar results • Feedback from students, staff and parents regarding their relationship with the Teacher Advisor. • Decrease in requests for Teacher Advisor changes • Increased parent-teacher professional relationships
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<p>LOCAL OUTCOME 3.3: The district optimizes resources to meet the diverse learning needs of all students.</p>		
<p>2018-2019 School Outcome(s): The school optimizes resources to meet the diverse learning needs of all students.</p>		
<p>Initiatives/Projects:</p>	<p>Strategies:</p>	<p>Measure:</p>
<ul style="list-style-type: none"> • Restructuring of Diverse learning team. • Enhanced understanding and usage of CLEVR • Creation of varied learning spaces to meet needs of all learners. • Building awareness and understanding surrounding the appropriate procedures in place to support diverse learning students • 	<ul style="list-style-type: none"> • Professional development opportunities in diverse learning for all staff • Continual Assessment of the Diverse Learning supports within the school community. • Creation of tracking binders for each student to be used by all Teacher Advisors • Students formally assigned to support staff as learning support coaches • Utilizing Brightspace to upload learning guides and resources to ensure all students have access to resources in addition to print material • Work closely with Instructional Services Diverse Learning consultants to close the loop on the referral process to ensure needs are being met. • Provide ongoing training for all teachers on the use of 	<ul style="list-style-type: none"> • Results from student surveys, specifically the Our School survey • Feedback from staff and students on the use of the Academic Resource Centre, learning coaches and tracking binders. • All LSPs recorded within CLEVR • Number of students utilizing new learning spaces. • Number of students utilizing interactive learning guides

	<p>CLEVR to create and record student learner profiles.</p> <ul style="list-style-type: none"> • Cumulative record session led by DLT team during a professional day to support teachers in the review of cumulative records and its appropriate contents • Introduction of new collaborative learning space on 3rd floor in addition to only offering individual quiet spaces. • Specific spaces identified throughout the building that are 'reserved' for individuals with identified learning needs. • Each department will modify, update and upload revised learning guides to differentiate for all learners. 	
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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.

2018-2019 School Outcome(s): Parents/legal guardians have confidence that the school is well managed.

Initiatives/Projects:	Strategies:	Measure:
<ul style="list-style-type: none"> • School Council as partners in discussion and advisory in decision-making • Ensure parents are consistently informed of school events and activities. • Ensure parents have accurate updated information on their child's progress. • Ensuring attendance is recorded in AM and PM • Increased visibility of Administration in terms of supervision of students • 	<ul style="list-style-type: none"> • Agenda for all School Council meetings co-created with executive and shared with school community to encourage greater attendance and discussion. • School Council meetings include representation and reports from administration, student council, athletic society and music society as well as the chair of council to ensure parents are informed on school wide in. • Weekly Bishop Carroll Communicator posted on Brightspace and school website rather than shared only with students during TA check-in. • Introduce a Parent Weekly News that highlights events and activities for the upcoming week. This would be in addition to the quarterly newsletter. • Learn to use Brightspace stations at each parent evening, including links to Brightspace in all communication with home • Use of new school specific progress reports that share progress as well as updates on weekly teacher advisor meetings. • Ongoing follow up with student attendance • Scheduling parking lot, learning commons and general walking meetings for administration. 	<ul style="list-style-type: none"> • Survey results from parents • Increase in attendance at school Council meetings • Improved student attendance • Feedback from staff and students in regard to administration visibility throughout the building •

LOCAL OUTCOME 5.3: The school district strengthens engagement with parents/legal guardians and the parental role in decision-making.		
2018-2019 School Outcome(s): The school strengthens engagement with parents/legal guardians and the parental role in decision-making.		
Initiatives/Projects:	Strategies:	Measure:
<ul style="list-style-type: none"> • School Council participation in discussion and decision-making • Increased communication with parents. • Educating parents on the use of Brightspace to ensure accurate updates on progress. • Ensuring attendance is recorded in AM and PM • Increased visibility of Administration in terms of supervision of students • 	<ul style="list-style-type: none"> • 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. • Weekly Bishop Carroll Communicator posted on Brightspace and school website rather than shared only with students during TA check-in. • Learn to use Brightspace stations at each parent evening, including links to Brightspace in all communication with home • Ongoing follow up with student attendance • Scheduling parking lot, learning commons and general walking meetings for administration. 	<ul style="list-style-type: none"> • Survey results from parents • Increase in attendance at school Council meetings • Improved student attendance • Feedback from staff and students in regard to visibility •

ANNUAL EDUCATION RESULTS REPORT 2017-2018

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 2018 Measure Evaluation		
	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)	91.8	91.7	92.1	Very High	Maintained	Excellent
Overall percentage of students who achieved the acceptable standard on Diploma Examinations (District)	86.4	85.4	84.7	High	Improved Significantly	Good
Overall percentage of students who achieved the acceptable standard on Diploma Examinations (Province)	83.7	83.0	83.0	Intermediate	Improved Significantly	Good

Student Learning Achievement (10-12)	(Percentage)			October 2018 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)	43	38.1	37.9	Very High	Improved	Excellent
Overall percentage of students who achieved the standard of excellence on Diploma Examinations (District)	25.3	22.7	22.0	Very High	Improved Significantly	Excellent
Overall percentage of students who achieved the standard of excellence on Diploma Examinations (Province)	24.2	22.2	21.7	Very High	Improved Significantly	Excellent

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

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		2018 (Percentage)		Previous 3 Year Average (Percentage)	
		Acceptable	Excellence	Acceptable	Excellence
English Language Arts 30-1	School	93.6	23.7	95.2	21.2
	CCSD	89.1	11.2	88.0	9.7
	Prov.	87.5	13.2	86.6	11.3
English Language Arts 30-2	School	81.3	12.5	95.1	12.7
	CCSD	86.4	9.9	87.7	8.5
	Prov.	88.0	13.1	89.1	11.7
French Language Arts 30-1	School	NA	NA	NA	NA
	CCSD	96.8	13.5	92.8	9.3
	Prov.	93.8	11.0	94.6	9.3
Mathematics 30-1	School	87	47.1	83.6	37.7
	CCSD	81.8	35.4	75.9	27.9
	Prov.	77.8	35.3	73.3	29.4
Mathematics 30-2	School	83.1	16.9	82.4	16.3
	CCSD	77.4	17.1	77.5	16.0
	Prov.	74.2	16.4	74.7	16.1
Social Studies 30-1	School	92.2	32.8	94.8	28.4
	CCSD	88.3	17.9	87.0	14.7
	Prov.	86.2	17.7	86.0	15.1
Social Studies 30-2	School	96.2	39.4	96	44.8
	CCSD	82.1	16.9	84.0	18.2
	Prov.	78.8	12.2	81.0	12.7
Biology 30	School	93.2	60.8	95	58.2
	CCSD	90.6	42.0	88.5	34.9
	Prov.	86.6	36.6	85.0	32.6
Chemistry 30	School	91.6	60.2	89.9	52.6
	CCSD	89.6	42.0	84.6	39.4
	Prov.	83.6	38.3	82.3	35.8
Physics 30	School	96.4	83.6	99.3	79.6
	CCSD	90.7	50.5	87.6	41.7
	Prov.	86.2	43.6	85.1	39.1
Science 30	School	96.9	43.8	91.6	41.1
	CCSD	86.2	30.7	83.3	23.8
	Prov.	85.4	31.5	84.4	27.6

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 2017 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	85.5	87.5	85.2	Very High	Maintained	Excellent
CCSD	86.3	85.7	84.7	Very High	Improved Significantly	Excellent
Province	78.0	78.0	77.0	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)	2013	2014	2015	2016	2017	2018
	School	79.7	81	87.1	87.5	85.5	86.3
	CCSD	81.5	83.8	84.5	85.7	86.3	86.4
	Province	75.3	76.5	76.5	78.0	78.0	

* Data provided by Alberta Education October 2018. (2018 results will be available May 2019.)

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

CURRENT MEASURES: Drop Out Rate						
3 Year Plan	Current Result 2017 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	0.6	0.9	0.8	Very High	Maintained	Excellent
CCSD	1.0	1.3	1.6	Very High	Improved Significantly	Excellent
Province	2.3	3.0	3.3	Very High	Improved Significantly	Excellent

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)	2013	2014	2015	2016	2017	2018
	School	1.3	0.8	0.9	0.9	.06	0.5
	CCSD	1.6	1.8	1.5	1.3	1.0	0.9
	Province	3.3	3.5	3.2	3.0	2.3	

* Data provided by Alberta Education October 2018. (2018 results will be available May 2019.)

- 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 2017 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	68.6	72.3	71	Very High	Maintained	Excellent
CCSD	70.4	69.0	69.6	Very High	Maintained	Excellent
Province	58.7	57.9	59.0	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)	2013	2014	2015	2016	2017	2018
	School	78.6	73.7	66.9	72.3	68.6	70.4
	CCSD	69.4	68.9	71.0	69.0	70.4	70.5
	Province	59.0	59.7	59.4	57.9	58.7	

(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 2018. (2018 results will be available May 2019.)

- 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 2017 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	91.6	89.2	89.5	NA	Maintained	NA
CCSD	67.1	66.1	65.9	n/a	Improved	n/a
Province	63.4	62.3	61.5	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)	2013	2014	2015	2016	2017	2018
	School	n/a	n/a	89.7	89.2	91.6	91.7
	CCSD	n/a	n/a	65.7	66.1	67.1	67.2
	Province	n/a	n/a	60.8	62.3	63.4	

* Data provided by Alberta Education October 2018. (2018 results will be available May 2019.)

Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results prior to 2015 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 2017 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	65.4	60.2	61.5	High	Improved	Good
CCSD	64.2	63.7	64.0	High	Maintained	Good
Province	55.7	54.9	54.7	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)	2013	2014	2015	2016	2017	2018
	School	49.6	57.4	66.9	60.2	65.4	65.5
	CCSD	46.8**	64.0	64.5	63.7	64.2	64.3
	Province	50.1	54.4	54.6	54.9	55.7	

* Data provided by Alberta Education October 2018. (2018 results will be available May 2019)

** 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 2018 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	91	91.2	92.1	Very High	Maintained	Excellent
CCSD	82.5	84.4	84.7	Very High	Declined Significantly	Acceptable
Province	83.0	83.7	83.7	Very High	Declined Significantly	Acceptable

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)	2014	2015	2016	2017	2018	2019
	School	89.3	93	92.1	91.2	91	91.01
	CCSD	85.2	84.8	84.8	84.4	82.5	83.0
	Province	83.4	83.5	83.9	83.7	83.0	

* Data provided by Alberta Education October 2018.

- 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 2018 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	87.8	88.7	89.6	Very High	Maintained	Excellent
CCSD	79.9	80.6	79.6	High	Maintained	Good
Province	82.4	82.7	82.4	High	Maintained	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)	2014	2015	2016	2017	2018	2019
	School	79.2	91.8	88.3	88.7	87.8	87.9
	CCSD	79.5	78.5	79.7	80.6	79.9	82.4
	Province	81.2	82.0	82.6	82.7	82.4	

* Data provided by Alberta Education October 2018.

Comment on Results for **Provincial Outcome One**: Alberta's students are successful.

Comment on Results for School Outcomes: Students achieve student learning outcomes. (High School)

Bishop Carroll High School 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.

Comment on Results for **Provincial Outcome One**: Alberta's students are successful.

Comment on Results for School Outcomes: Literacy and numeracy is focused on as a means to achieve success for all students.(Elementary/Junior High)

NA

PROVINCIAL OUTCOME TWO: The systemic education 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 systemic education 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 2018 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)	84.4	93.3	91	Intermediate	Maintained	Acceptable
Overall percentage of self-identified FNMI students who achieved the acceptable standard on Diploma Examinations (District)	85.4	87.7	83.8	High	Maintained	Good
Overall percentage of self-identified FNMI students who achieved the acceptable standard on Diploma Examinations (Province)	77.1	77.1	76.6	Low	Maintained	Issue
Overall percentage of self-identified FNMI students who achieved the standard of excellence on Diploma Examinations (School)	50	33.3	28.6	Very High	Improved	Excellent
Overall percentage of self-identified FNMI students who achieved the standard of excellence on Diploma Examinations (District)	14.4	13.5	13.3	Intermediate	Maintained	Acceptable
Overall percentage of self-identified FNMI students who achieved the standard of excellence on Diploma Examinations (Province)	11.0	10.7	10.3	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)

CURRENT MEASURES: High School Completion Rate (3 yr.)						
3 Year Plan	Current Result 2017 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	NA	90	78	n/a	n/a	n/a
CCSD	70.4	80.8	72.6	Intermediate	Maintained	Acceptable
Province	53.3	53.7	50.5	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)	2013	2014	2015	2016	2017	2018
	School	58.3	NA	66.7	90	NA	70.4
	CCSD	60.5	61.1	75.7	80.8	70.4	70.5
	Province	45.6	47.7	50.2	53.7	53.3	

* Data provided by Alberta Education October 2018. (2018 results will be available May 2019.)

- 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 2017 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	0	0	2.6	Very High	Maintained	Excellent
CCSD	1.0	2.6	3.7	Very High	Improved Significantly	Excellent
Province	4.8	5.8	6.3	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)	2013	2014	2015	2016	2017	2018
	School	0	7.7	0	0	0	0
	CCSD	3.6	3.0	5.6	2.6	1.0	0.9
	Province	7.1	7.0	6.1	5.8	4.8	

* Data provided by Alberta Education October 2018. (2018 results will be available May 2019.)

- 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 2017 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	NA	63.8	59.6	n/a	n/a	n/a
CCSD	50.5	44.9	45.4	Intermediate	Maintained	Acceptable
Province	33.0	31.8	32.8	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)	2013	2014	2015	2016	2017	2018
	School	NA	55.4	NA	63.8	NA	50.5
	CCSD	63.1	48.0	43.3	44.9	50.5	50.6
	Province	33.4	33.0	33.5	31.8	33.0	

(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 2018. (2018 results will be available May 2019.)

- 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 2017 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	NA	80	77.5	n/a	n/a	n/a
CCSD	47.8	52.5	47.9	n/a	Maintained	n/a
Province	35.9	34.2	33.0	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)	2013	2014	2015	2016	2017	2018
	School	n/a	n/a	75	80	NA	47.9
	CCSD	n/a	n/a	43.2	52.5	47.8	47.9
	Province	n/a	n/a	31.9	34.2	35.9	

* Data provided by Alberta Education October 2018. (2018 results will be available May 2019.)

Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results prior to 2015 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 2017 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	NA	50	58.3	n/a	n/a	n/a
CCSD	36.6	34.4	34.9	Low	Maintained	Issue
Province	24.4	21.8	21.2	Very Low	Improved Significantly	Acceptable

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)	2013	2014	2015	2016	2017	2018
	School	33.3	NA	66.7	50	NA	36.7
	CCSD	22.1	29.6	40.5	34.4	36.6	36.7
	Province	19.1	21.0	20.7	21.8	24.4	

* Data provided by Alberta Education October 2018. (2018 results will be available May 2019.)

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

Our efforts to support all learners, especially those identified as FMNI, 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 success.

PROVINCIAL 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 2018 (%)	Prev Year Result (%)	Prev 3-yr. Average (%)	Measure Evaluation		
				Achievement	Improvement	Overall
School	87.4	86.1	86.7	Very High	Maintained	Excellent
CCSD	82.8	82.8	82.7	Very High	Maintained	Excellent
Province	81.8	81.9	81.7	Very High	Maintained	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)	2014	2015	2016	2017	2018	2019
	School	84.1	86.5	87.6	86.1	87.4	87.5
	CCSD	83.8	82.8	82.4	82.8	82.8	82.9
	Province	81.3	81.3	81.9	81.9	81.8	

* Data provided by Alberta Education October 2018.

Comment on Results for **Provincial Outcome Four** (Alberta has excellent teachers, school and school authority leaders.)

Ongoing reference to the Teacher Quality Standard has ensured all teachers and school leaders are aware and practicing the standards in their daily work. Ensuring these standards are at the front of discussions surrounding practices and utilized within professional growth plans and professional performance evaluations ensures the standards are being met.

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

Bishop Carroll High School staff each year create 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 (2018-2019 – 2020-2021)

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.

2018-2019 School Outcome(s): Students achieve student learning outcomes. (High school)

Initiatives/Projects:	Strategies:	Measure:
<ul style="list-style-type: none">High School Redesign	<ul style="list-style-type: none">Utilizing High School redesign documents in faculty meetings and professional development opportunitiesEncouraging teaching staff to annual High School redesign conference and local meetingsContinually assessing where the overall school practice falls in the spectrum of creating a school culture where the elements of High School redesign are emphasizedIndividual teacher self-assessment in terms of where one's practice falls in the spectrum of creating a school culture where the elements of High School redesign are emphasized	<ul style="list-style-type: none">e.g., OurSCHOOLSurveyDiploma Examinations

SCHOOL EDUCATION PLAN (2018-2019 – 2020-2021)

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: Alberta's education system supports First Nations, Métis and Inuit students' success.		
2018-2019 School Outcome(s): 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.		
Initiatives/Projects:	Strategies:	Measure:
<ul style="list-style-type: none"> • Recognize Canada's National Aboriginal Day – June 21 • Recognize Orange Shirt Day - September 30 • Promote Aboriginal Studies 30 	<ul style="list-style-type: none"> • Include the Territorial Acknowledgement for school meetings as and Reconciliation Committee's outcomes • Ensure Aboriginal Studies 30 level course if ready for implementation in semester two • Support of district consultant in this area to provide interesting information and data to be shared with school community through our in house TV monitor displays. • Work with student council to support campaigns and other initiatives such as orange shirt day. • Use social media and in school communication tools to promote, celebrate and build awareness. • Provide student and staff field trips to local Aboriginal sites. 	<ul style="list-style-type: none"> • Our School Survey • Number of students completing Aboriginal Studies course. •

PROVINCIAL OUTCOME FOUR:

Alberta has excellent teachers, school leaders and school authority leaders.

2018-2019 School Outcome(s): A cohesive professional development plan is established.

Initiatives/Projects:	Strategies:	Measure:
<ul style="list-style-type: none">• Neuroscience• Concept-based curriculum• TQS/LQS competency areas	<ul style="list-style-type: none">• Utilizing current research in embedded professional development sessions• Providing all staff with current articles focusing on the areas of current research and understanding in the areas of learning and the brain.• All school-based admin participates in district level professional sessions offered in the area of concept- based curriculum.• Encourage and support staff to take advantage of opportunities for curriculum writing with Alberta Education.• Work with staff to support initiatives to deliver concept-based curriculum in the format of large group learning sessions for students• Review components/sections of TQS in annual school opening professional development meeting.• Participate in small group activities focusing on TQS• Using TQS in each professional growth plan conversation.• Reviewing LQS with all school based leaders and administrators	<ul style="list-style-type: none">• Feedback gathered from embedded professional development sessions• Number of teachers participating in writing curriculum at the provincial level• Number of staff involved in concept based projects at the school level• Number of students attending large group learning sessions