

High School

SCHOOL EDUCATION PLAN (2014-2015 – 2016-2017)
and
ANNUAL EDUCATION RESULTS REPORT
2013-2014

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 **School Education Plans** are to reflect the adjustment of strategies and targets for each year.
- The **Annual Education Results Reports (AERR)** is the evaluation for all the goals and 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.
- **Target setting** means establishing **outcomes** that arise from the analysis of current measures and performance at the school and district level.

Some guiding questions are:

- What are you as a school currently doing to empower every student to become an engaged thinker, and ethical citizen with an entrepreneurial spirit?
- How can you build on what you as a school are currently doing to empower every student to be an engaged thinker, and ethical citizen with an entrepreneurial spirit? What do you need to do more of? What do you need to do less of?
- Will the identified strategies meet the targets in a systematic and timely manner?
- Have strategies been developed to address engaging all students for success at the school?
- Have strategies been developed to address any issues or concerns as indicated on the Accountability Pillar report?
- What action plans will support Literacy Connections = success for all students?
- What learnings can be included based on the 2014-15 district focus books:
 - ***The Hidden Power of Kindness*** by Lawrence G. Lovasik
 - ***Visible Learning and the Science of How We Learn*** by John Hattie and Gregory Yates
 - ***Student-Centered Leadership*** by Viviane Robinson
 - ***Ten Things that Matter from Assessment to Grading*** by Tom Schimmer

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 School Council provided feedback in relation to the 3E's of Inspiring Education. They responded to how their children either represent being Engaged Thinkers as Ethical Citizens with an Entrepreneurial Spirit or how they wanted our staff to attend to the 3E's in their instruction. Examples include thought-provoking question technique, one-to-one teacher support, experiential learning, taking student independent study skills and applying them to authentic, life situations.

DISTRICT VISION STATEMENT: FAITH

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

LOCAL GOAL ONE: Enhance and Support Catholicity within the District

ANNUAL EDUCATION RESULTS REPORTING for:	
LOCAL OUTCOME 1.1: The school district models the social teachings of the Catholic church by promoting justice.	
Performance Measure For AERR	Number of projects
Total number of service acts as indicated within the context of Monitoring Report E-3: Contributors to Society	
<u>Comment</u> on Results for Local Outcome 1.1 (The school district models the social teachings of the Catholic church by promoting justice.)	
<small>(Contextual information, factors affecting results, analysis of results). Include service learning projects, their success, and how they promoted justice, etc.)</small>	
<p>“Love Kindness” is this year’s district faith theme and will conclude next school year with the end of the passage, “...and walk humbly with your God,” (Micah 6:8). Youth For Justice (Y4J) is a group of students and teachers that live their faith by doing acts of justice in previous years, is present this year and is a cornerstone of our faith and school.</p> <p>Last school year, BCHS piloted the Youth Alpha Program which has been popular with many adult groups across Canada. With Bishop Henry’s approval, we are again offering the program (10 weekly sessions) from October-December 2014. At present it is over-subscribed so we are looking to offer a second session next semester. It includes facilitation by adult members from St. Michael Parish with student-facilitators now being trained. The school-based lead is school chaplain, Barbara Fabjian-Waddell.</p> <p>Naturally, our requirement that all students at BCHS take Religious Studies 15, 25 and 35 in order to meet our graduation requirements is still an expectation. We are pleased with our RS 35 results. One goal this year is to further the appearance of symbols of our faith throughout the school, continue our evangelization efforts through the aforementioned programs and through daily prayer, and to refresh the chapel furniture to ensure that it is a contemporary and inviting place to pray and reflect. We have ordered a new processional cross, candles and ambo from local carver extraordinaire, Al Gerritsen.</p>	

ANNUAL EDUCATION RESULTS REPORTING for:			
LOCAL OUTCOME 1.2: The school district builds resiliency 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 who agree and strongly agree with the following statement from the annual parent satisfaction survey:		2013	2014
<ul style="list-style-type: none"> • Church teachings and Christian values are reinforced through the culture and climate of my child’s school. 	School	92%	n/a
	District	96.6%	93.9%

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

(Contextual information, factors affecting results, analysis of results). Include Religion Education Achievement assessment results (Gr. 5, 8, 12) as applicable to your school; Catholic Community of Caring Plan; Tell Them From Me survey regarding how students face problems and life's challenges; resiliency initiatives/projects, etc.)

The sample size returned is too small (n=4) to report a true result of our work. A survey for current Grade 11 & 12 parents will be completed in November 2014 and an update provided in December 2014.

THREE YEAR EDUCATION PLANNING for:

LOCAL GOAL ONE: Enhance and support Catholicity within the district.

The Catholic Community of Caring plan is embedded in this section and focuses on “Love Kindness”, the 2014-2015 part of the three year faith theme, “Do Justice, Love Kindness, Walk Humbly with God.” Include how your school will:

- Build “Love Kindness” by focusing on the hallmarks of kindness within our faith – mercy, forgiveness, generosity, encouragement, consideration for others and giving without expecting anything in return-- and promoting the simple rules provided on page 12 of the book *The Hidden Power of Kindness*.
- Continue to promote justice through involvement in social justice initiatives—[corporal and spiritual works of mercy](#) and [Catholic social teachings](#).
- Continue to build resiliency through 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 promoting justice and loving kindness.

2014-2015 School Goal(s):

Initiatives/Projects:	Strategies:	Measure:
<ul style="list-style-type: none"> • Permeate school culture with Catholic values and increase the number of symbols of our faith throughout the school. • Me to We Participation (3 year commitment) • Student involvement in Youth 4 Justice • Grade 10 retreat moved to the first week of school so that students could connect sooner and we create an immediate sense of belonging. • To continue to focus on living the Gospel values and building a community of caring. • To continue community involvement such as Hands & Feet of BC, Linkages and Youth 4 Justice. 	<ul style="list-style-type: none"> • One global activity; one local activity per year • “WE DAY” participation • Fair Trade / CCODP • Think Global Act Local • Spirit Week (building Community) • Daily prayer in T.A. • Extended prayers intermittently over intercom • Individual T.A. prayer sessions in chapel • School wide celebrations • Grade 10/12 retreats • Bullying workshops / seminars • Praying for and supporting any staff with illnesses or family deaths • Religious Studies 35 mandatory for students to formally graduate from BCHS • Ensuring that students’ written work corresponds with Catholic values • Ensure visible signs of Catholicity in our school (banners, crosses, posters, etc.) • Continue to liaise and work with MRU to continue to offer grade 10 retreats with a focus on ‘belonging’ for all grade 10 students. • Continue to support Youth for Justice and Youth Volunteer Corps activities. • Promote and support the work of the “Hands and Feet of Bishop Carroll Program”. • Digital Citizenship participation and integration into F2S curriculum. 	<ul style="list-style-type: none"> • Fair Trade Faire (Annual event—this year: December 2014) • Consciousness Raised • Veterans Food bank November 3-7, 2014 • Parent Satisfactory Survey • Raised \$10,000+ last year to build a school in Ghana • Had a week long fundraiser for victims of Typhoon Haiyan • Special prayers offered over the PA for the repose of the souls of soldiers Patrice Vincent and Nathan Cirillo (Oct. 2014)

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

2014-2015 School Goal(s):

Initiatives/Projects:	Strategies:	Measure:
<ul style="list-style-type: none"> • Year Two-Partner with Mount Royal University to promote, "Who is Frank?" (as in "honest") a public awareness campaign about bullying. Last year, the day was held on Feb. 26 with the theme, "It's not just a day, it's a way," (of acting thereafter). • Year Two-Youth Alpha Program • Joint grant application with St. Joan of Arc—"The Breathing Room"—resiliency education and training in conjunction with MRU. 	<ul style="list-style-type: none"> • A joint effort between students from BCHS and students from MRU who are part of the faculties of English and Interior Design. • Youth Alpha is a program supported by the catholic diocese designed to bring students together for 10 weekly sessions in order for students to dialogue about their faith and where they are in their personal understanding of Christ. Co-facilitated by our school chaplain and members from St. Michael Parish. Bishop Henry attended last year's final session and gave it his blessing for continuation. • F2S units that attend to time management, working in a self-directed environment, and specifically, how to be resilient when faced with anxiety over present and future workload expectations. 	<ul style="list-style-type: none"> • The success of "Who's Frank?" will be based upon qualitative feedback from students from both BCHS and MRU; faculty members from the English and Interior Design Departments (MRU) and from staff at BCHS. • By design, the "Who Is Frank?" will stretch out into JH schools in our system in subsequent. It's efficacy in bringing awareness to digital citizenship and bullying of all sorts will be measured thereafter. • Alpha: (Oct. 2014)-40 students are currently enrolled. We were oversubscribed thus are looking at offering a second session next semester.

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 GOAL FOUR: Engaged and Effective Governance

ANNUAL EDUCATION RESULTS REPORTING for LOCAL OUTCOME 4.1: The school district strengthens communication with parents and the parental role in decision-making.				
Performance Measure For AERR		Results (in percentages)		
Percentage of parents who agree and strongly agree with the following statement from the annual parent satisfaction survey: <ul style="list-style-type: none"> • I am satisfied with opportunities to be involved in decisions about my child's education. 		2013	2014	
		School	92%	n/a
		District	90.4%	90.6%
<p><u>Comment</u> on Results for Local Outcome 4.1 (The school district strengthens communication with parents and the parental role in decision-making.)</p> <p><small>(Contextual information, factors affecting results, analysis of results). Indicate ways in which your school strengthened communication with parents and the parental role in decision-making.</small></p>				
The sample size returned is too small (n=4) to report a true result of our work. A survey for current Grade 11 & 12 parents will be completed in November 2014 and an update provided in December 2014.				

ANNUAL EDUCATION RESULTS REPORTING for PROVINCIAL OUTCOME 4.1:
The education system demonstrates collaboration and engagement.

REQUIRED PROVINCIAL PERFORMANCE MEASURES AND DATA

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

CURRENT MEASURES: Parental Involvement					
3 Year Plan	Current Result 2014	Previous 3-yr. Average	Measure Evaluation		
			Achievement	Improvement	Overall
School	77%	83.6%	Intermediate	Declined	Issue
CCSD	80.1%	80.1%	High	Maintained	Good
Province	80.6%	80.0%	High	Improved Significantly	Good

Performance Measure For AERR			Results (in percentages)				Target
Percentage of teachers and parent satisfaction with parental involvement in decisions about their child's education.			2011	2012	2013	2014	2015
	Overall (required)	School	86.7	84.3	79.9	77	84
		CCSD	79.7	80.1	80.5	80.1	
		Province	79.9	79.7	80.3	80.6	

* Data provided by Alberta Education October 2014.

- 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 2014	Previous 3-yr. Average	Measure Evaluation		
			Achievement	Improvement	Overall
School	89.6%	91.6%	High	Maintained	Good
CCSD	89.8%	89.3%	Very High	Improved	Excellent
Province	89.2%	89.5%	High	Declined Significantly	Issue

Performance Measure For AERR			Results (in percentages)				Target
Percentage of teachers, parents and students satisfied with the overall quality of basic education.			2011	2012	2013	2014	2015
	Overall (required)	School	92.8	91.6	90.2	89.6	94
		CCSD	89.4	89.2	89.3	89.8	
		Province	89.4	89.4	89.8	89.2	

* Data provided by Alberta Education October 2014.

Comment on Results for **Provincial Outcome 4.1 (The education system demonstrates collaboration and engagement.)**

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

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

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

- Desire 2 Learn
- Parent newsletter (feedback form)
- School Council
- Tell Them From Me (student feedback—surveyed annually in November and April)
- Parent Satisfaction Survey
- School Forums
- Open Door Policy
- Parent e-mails
- Twitter: @NeilOF12 (principal)
- School Facebook Page: <https://www.facebook.com/bishopcarrollhighschool>

ANNUAL EDUCATION RESULTS REPORTING for PROVINCIAL OUTCOME 4.2:
Schools and communities have access to safe and healthy learning environments.

REQUIRED PROVINCIAL PERFORMANCE MEASURES AND DATA

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

CURRENT MEASURES: Safe and Caring					
3 Year Plan	Current Result 2014	Previous 3-yr. Average	Measure Evaluation		
			Achievement	Improvement	Overall
School	93.2%	92.7%	Very High	Maintained	Excellent
CCSD	89.8%	89.0%	Very High	Improved Significantly	Excellent
Province	89.1%	88.6%	Very High	Improved Significantly	Excellent

Performance Measure For AERR			Results (in percentages)				Target
Percentage of teacher, parent and student agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.			2011	2012	2013	2014	2015
	Overall (required)	School	92.8	93.9	91.4	93.2	95
		CCSD	88.9	89.1	88.9	89.8	
		Province	88.1	88.6	89.0	89.1	

* Data provided by Alberta Education October 2014.

- 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 2014	Previous 3-yr. Average	Measure Evaluation		
			Achievement	Improvement	Overall
School	83.8%	84.9%	Very High	Maintained	Excellent
CCSD	79.4%	79.7%	High	Maintained	Good
Province	79.8%	80.2%	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.			2011	2012	2013	2014	2015
	Overall (required)	School	85.9	84.7	84.2	83.8	87
		CCSD	80.3	80.3	78.7	79.4	
		Province	80.1	80.0	80.6	79.8	

* Data provided by Alberta Education October 2014.

Comment on Results for Provincial Outcome 4.2 (Students and communities have access to safe and healthy learning environments.)

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

See table below.

**THREE YEAR EDUCATION PLANNING for:
PROVINCIAL GOAL FOUR: Engaged and Effective Governance**

LOCAL OUTCOME 4.1: The school district strengthens communication with parents and the parental role in decision making.

2014-2015 School Goal(s):

Initiatives/Projects:	Strategies:	Measure:
<ul style="list-style-type: none"> • Self-directed learning, by design, sees the parent very much involved in the learning process for their child but in a gradually reduced role as a final goal. Parents are informed about student progress through an in-house “Progress Report” that is e-mailed to parents after the student has their weekly meeting with the Teacher Advisor. Most often, it is sent once-a-month so that demonstrable gains can be acknowledged. • Increased use of social media to promote our school and to celebrate the many accomplishments of our staff and students. • While not new, our JH school visits, hosting of athletic tournaments, inviting of JH students to fine arts events, etc. are means through which interested parents can learn more about self-directed learning and the benefits gained by students in this environment • Course selection guides—at the ready for parents to peruse and disseminated to all JH schools so that have ready access to information about BCHS. 	<ul style="list-style-type: none"> • Learning Report created by BCHS teacher synchronizes with D2L so that progress and achievement can be viewed and future short and long term goals are transparent. • Provide School Council with the opportunity to participate in the development of the three year school plan. • Invite and respond to parent input through newsletters and e-mails. • Ensure regular meetings of School Council, Music Society and Athletic Society with a focus on the advisory role. • # of meetings and notes from each meeting including an annual review report. • Feedback from parents involved in the various councils and societies. • Continue sending weekly or monthly parent information e-mails and use of • Continue sending quarterly newsletters to parents and school board • Open the lines of communication by having parents freely communicate back to the school by using e-mail (Bishop Carroll Mailbox) 	<ul style="list-style-type: none"> • Parent satisfaction with the information contained in the report. Feedback to TA’s via e-mail, phone conversation and face-to-face meetings. • Parent feedback in the Accountability Pillar Survey and the district parent satisfaction survey. • Enrolment numbers are maintained at their current number of 1243 (same level as 2013-14) • Survey and anecdotal feedback from parents about our staff, our school, our successes and areas in need of attention. • Parent involvement in school council, societies and other supports to the school.

PROVINCIAL OUTCOME 4.1: The education system demonstrates collaboration and engagement.

2014-2015 School Goal(s):

Initiatives/Projects:	Strategies:	Measure:
<ul style="list-style-type: none"> • New Parent Orientation- September 10, 2014 • School Council AGM held the same evening to increase participation • Career Speed Dating- November 18, 2014 	<ul style="list-style-type: none"> • Parents of students new to BCHS attend a meeting so that they can learn about the self-directed learning model with some kind of context after Orientation Week • Acclamations and elections were held for Executive positions • Graduates and parents of BCHS students come to BCHS to share where they are in their careers and how the pillars of self-directed learning helped them get to where they are and/or what attributes employers are looking for in their future employees/co-workers 	<ul style="list-style-type: none"> • Parent satisfaction (anecdotal) at the end of the evening. Ways in which we can improve for next year will be sought. • All positions were filled by the end of the evening • Number of graduates and parents who sign up and number of students who join in the activity • Feedback about the knowledge shared and the learning gained; next steps in what to do with that knowledge

PROVINCIAL OUTCOME 4.2: Students and communities have access to safe and healthy learning environments.

2014-2015 School Goal(s):

Initiatives/Projects:	Strategies:	Measure:
<ul style="list-style-type: none"> • Being a people and school of faith we have Jesus as our role model; we have the ultimate being in whom we should emulate. We learn more of His words through our Religious Studies 15, 25, 35 programs. • Bishop Carroll High School promotes a safe and caring community by educating all stakeholders (students, teachers and parents) that as humans we are born with dignity and worth as we are created in the image and likeness of God. The following are ways we promote a safe and caring community: <ul style="list-style-type: none"> • The self-directed model offered at Bishop Carroll brings with it a high expectation for personal accountability---not just academically, but socially and spiritually. By respecting each students' personal strengths and shortcomings, students learn that they are respected by their teachers, parents and peers and act accordingly. • The "Bishop Carroll" way. One will find similar positive cultures in Canadian Coalition for Self-Directed Learning schools across Canada (seven members in 2014-15 with two additional school coming aboard in 2015-16). • The Teacher Advisory at BCHS is the cornerstone of the self-directed model as TA's get to know each of their advisees through weekly meetings in order to plan goals, review progress and build positive, working relationships. • Resource officer and resource team are available to support and assist when needed. 	<ul style="list-style-type: none"> • Messaging is provided at the opening address and throughout the year that demonstrates our faith and what behaviors and conduct are expected. • Individualized Scheduling—one of the 5 Pillars of Self-Direction, the fact that each learner can make choices each day about how they want to attend to their individual learning needs speaks to respectful, healthy and caring learning environment; when an adolescent demonstrates maturity and growth in their learning that they have directed, then they feel confident and successful in later pursuits—post-secondary or workforce. 	<ul style="list-style-type: none"> • Culture and climate—what do people feel when they enter our school. • Safe and Caring measure in the Accountability Pillar survey and district parent satisfaction survey • Enrolment numbers are indicative of parents and students making a choice predicated on a safe and caring environment.

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 GOAL ONE: An Excellent Start to Learning (Schools with pre-school/kindergarten only)

PROVINCIAL GOAL TWO: Success for Every Student

ANNUAL EDUCATION RESULTS REPORTING for PROVINCIAL OUTCOME 2.1:
Students achieve student learning outcomes.

REQUIRED PROVINCIAL PERFORMANCE MEASURES AND DATA

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

Current Measures	Current Result	Prev. 3-yr Average	October 2014 Evaluation		
			Achievement	Improvement	Overall
Overall percentage of students who achieved the Acceptable Standard on Diploma Examinations (School)	92.4%	92.3%	Very High	Maintained	Excellent
Overall percentage of students who achieved the Acceptable Standard on Diploma Examinations (District)	85.6%	82.9%	High	Improved Significantly	Good
Overall percentage of students who achieved the Acceptable Standard on Diploma Examinations (Province)	85.4%	83.4%	Intermediate	Improved Significantly	Good
Overall percentage of students who achieved the Standard of Excellence on Diploma Examinations (School)	36.1%	35.3%	Very High	Maintained	Excellent
Overall percentage of students who achieved the Standard of Excellence on Diploma Examinations (District)	19.7%	18.7%	High	Improved	Good
Overall percentage of students who achieved the Standard of Excellence on Diploma Examinations (Province)	21.0%	19.1%	High	Improved Significantly	Good

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. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1 and Social Studies 30-2.

Diploma Exams

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

		2014		Prev. 3 Yr. Average	
		A	E	A	E
English Language Arts 30-1	School	93.1	21.8	92.8	20.1
	CCSD	87.5	10.0	84.1	9.2
	Prov.	87.1	11.7	85.4	10.6
English Language Arts 30-2	School	96.2	23.1	97.4	12.6
	CCSD	86.5	8.9	86.8	6.8
	Prov.	89.7	13.1	89.1	10.2
Social Studies 30-1	School	92.1	21.1	91.9	28.5
	CCSD	86.7	12.2	85.5	15.4
	Prov.	85.5	14.2	84.8	15.6
Social Studies 30-2	School	95.5	39.3	94.5	34.2
	CCSD	85.6	17.5	83.8	17.6
	Prov.	83.9	14.8	83.6	14.5
Math 30-1	School	88.5	39.7	96.8	56.3
	CCSD	77.0	26.3	83.6	38.7
	Prov.	74.6	27.2	80.4	35.4
Math 30-2	School	90.4	19.2	82.6	13
	CCSD	72.1	15.8	69.4	8.5
	Prov.	71.3	15.0	68.9	9.6
Biology 30	School	93.2	53.4	93.8	51
	CCSD	86.1	31.5	82.9	31.2
	Prov.	85.2	31.7	82.7	30.0
Chemistry 30	School	93	51.4	87.9	43.9
	CCSD	80.9	34.3	77.9	29.1
	Prov.	81.3	35.0	76.8	29.2
Physics 30	School	97.5	77.5	95.7	51.9
	CCSD	82.4	34.7	81.7	30.2
	Prov.	83.0	34.1	83.0	29.4
Science 30	School	95	25	92.9	40.2
	CCSD	84.3	18.9	75.6	18.2
	Prov.	85.1	25.5	81.4	22.9
French Language Arts 30-1	School	n/a	n/a	n/a	n/a
	CCSD	99.3	15.2	94.6	11.2
	Prov.	96.5	14.5	95.4	13.4

Notes:

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

For all Diploma Exams, schools complete Analysis Packages to address specific strategies and goals 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 2013	Previous 3-yr. Average	Measure Evaluation		
			Achievement	Improvement	Overall
School	80.1%	76.3%	High	Improved	Good
CCSD	81.0%	80.2%	High	Maintained	Good
Province	74.9%	73.8%	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.			2010	2011	2012	2013	2014
	Overall (required)	School	78.6	80.4	81.8	80.1	83.0
		CCSD	78.6	80.4	81.8	81.0	
		Province	72.6	74.1	74.8	74.9	

* Data provided by Alberta Education October 2014. (2014 results will be available May 2015.)

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

CURRENT MEASURES: Drop Out Rate					
3 Year Plan	Current Result 2013	Previous 3-yr. Average	Measure Evaluation		
			Achievement	Improvement	Overall
School	1.0	0.7	Very High	Maintained	Excellent
CCSD	1.6%	1.8%	Very High	Improved	Excellent
Province	3.3%	3.6%	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.			2010	2011	2012	2013	2014
	Overall (required)	School	1.0	0.3	0.7	1.0	0.5
		CCSD	2.3	1.5	1.5	1.6	
		Province	4.2	3.2	3.5	3.3	

* Data provided by Alberta Education October 2014. (2014 results will be available May 2015.)

- 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 2013	Previous 3-yr. Average	Measure Evaluation		
			Achievement	Improvement	Overall
School	78.5%	77.9%	Very High	Maintained	Excellent
CCSD	69.5%	69.9%	Very High	Maintained	Excellent
Province	59.2%	59.1%	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.			2010	2011	2012	2013	2014
	Overall (required)	School	76.7	76.2	80.9	78.5	81.0
		CCSD	69.4	69.0	71.2	69.5	
		Province	59.3	58.4	59.5	59.2	

(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 2014. (2014 results will be available May 2015.)

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

CURRENT MEASURES: Rutherford Scholarship Eligibility Rate (Revised)					
3 Year Plan	Current Result 2013	Previous 3-yr. Average	Measure Evaluation		
			Achievement	Improvement	Overall
School	89.4%	84.2%	Very High	Improved	Excellent
CCSD	63.8%	64.4%	High	Maintained	Good
Province	60.9%	60.8%	High	Maintained	Good

Performance Measure For AERR			Results (in percentages)				Target
Percentages of Grade 12 students eligible for the Rutherford Scholarship.			2010	2011	2012	2013	2014
	Overall (required)	School	85.5	83.8	83.1	89.4	91.0
		CCSD	62.4	65.6	65.2	63.8	
		Province	59.6	61.5	61.3	60.9	

* Data provided by Alberta Education October 2014. (2014 results will be available May 2015.)

- 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 2013	Previous 3-yr. Average	Measure Evaluation		
			Achievement	Improvement	Overall
School	49.9%	59.0%	n/a	n/a	n/a
CCSD	47.1%	64.6%	n/a	n/a	n/a
Province	50.5%	55.9%	Intermediate	Declined Significantly	Issue

n/a – Participation in Diploma Exams was impacted by the flooding in June 2013.

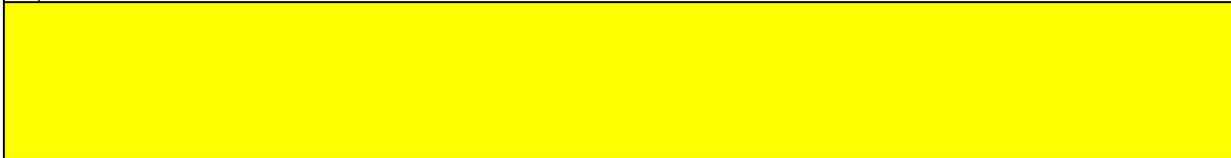
Diploma Participation Rate is the percentage of students who write four or more Diploma Examinations by the end of their third year of high school. It is calculated by tracking Grade 10 students for three years and is adjusted by attrition.

Performance Measure For AERR			Results (in percentages)				Target
Diploma examination participation rate: Percentages of students who have written four or more Diploma exams by the end of their third year of high school.			2010	2011	2012	2013	2014
	Overall (required)	School	63.8	57.4	55.9	49.9	52.0
		CCSD	63.7	64.5	65.6	47.1	
		Province	54.9	56.2	56.6	50.5	

* Data provided by Alberta Education October 2014. (2014 results will be available May 2015.)

Comment on Results for Provincial Outcome 2.1: Students achieve student learning outcomes.)

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



ANNUAL EDUCATION RESULTS REPORTING for PROVINCIAL OUTCOME 2.2:
Students demonstrate proficiency in literacy and numeracy. (Elementary/Junior High only)

ANNUAL EDUCATION RESULTS REPORTING for PROVINCIAL OUTCOME 2.3:
Students demonstrate citizenship and entrepreneurship.

REQUIRED PROVINCIAL PERFORMANCE MEASURES AND DATA

- 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 2014	Previous 3-yr. Average	Measure Evaluation		
			Achievement	Improvement	Overall
School	89.3%	90.7%	Very High	Maintained	Excellent
CCSD	85.2%	83.6%	Very High	Improved Significantly	Excellent
Province	83.4%	82.6%	Very High	Improved Significantly	Excellent

Performance Measure For AERR		Results (in percentages)					Target
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.			2011	2012	2013	2014	2015
	Overall (required)	School	90.9	92.3	89.0	89.3	93.0
		CCSD	83.4	83.7	83.7	85.2	
		Province	81.9	82.5	83.4	83.4	

* Data provided by Alberta Education October 2014.

- 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 2014	Previous 3-yr. Average	Measure Evaluation		
			Achievement	Improvement	Overall
School	79.2%	85.7%	High	Declined	Acceptable
CCSD	79.5%	77.7%	High	Improved Significantly	Good
Province	81.2%	80.0%	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.			2011	2012	2013	2014	2015
	Overall (required)	School	88.5	84.2	84.4	79.2	85.0
		CCSD	78.5	77.9	76.8	79.5	
		Province	80.1	79.7	80.3	81.2	

* Data provided by Alberta Education October 2014.

Comment on Results for Provincial Outcome 2.3 (Students demonstrate citizenship and entrepreneurship.)

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



ANNUAL EDUCATION RESULTS REPORTING for PROVINCIAL OUTCOME 2.4:
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). If you are unsure if your school has sufficient data available, on the extranet, go to:

1. Accountability Pillar
2. Accountability Reports
3. School name and code #
4. School FNMI report
5. Overall Summary

If there is no data there, your numbers are insufficient so this section can be omitted from your school plans.)

PROVINCIAL PERFORMANCE MEASURES AND DATA

- 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)

Current Measures	Current Result	Prev. 3-yr Average	October 2014 Evaluation		
			Achievement	Improvement	Overall
Overall percentage of self-identified FNMI students who achieved the Acceptable Standard on Diploma Examinations (School)	n/a	n/a	n/a	n/a	n/a
Overall percentage of self-identified FNMI students who achieved the Acceptable Standard on Diploma Examinations (District)	81.1%	78.6%	Intermediate	Maintained	Acceptable
Overall percentage of self-identified FNMI students who achieved the Acceptable Standard on Diploma Examinations (Province)	78.2%	75.7%	Low	Improved Significantly	Good
Overall percentage of self-identified FNMI students who achieved the Standard of Excellence on Diploma Examinations (School)	n/a	n/a	n/a	n/a	n/a
Overall percentage of self-identified FNMI students who achieved the Standard of Excellence on Diploma Examinations (District)	7.5%	9.5%	Very Low	Maintained	Concern
Overall percentage of self-identified FNMI students who achieved the Standard of Excellence on Diploma Examinations (Province)	10.4%	8.0%	Low	Improved Significantly	Good

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. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1 and Social Studies 30-2.

- 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 2013	Previous 3-yr. Average	Measure Evaluation		
			Achievement	Improvement	Overall
School	n/a	n/a	n/a	n/a	n/a
CCSD	57.4%	59.2%	Low	Maintained	Issue
Province	43.6%	40.8%	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.			2010	2011	2012	2013	2014
	Overall (required)	School					
		CCSD	56.4	57.3	63.9	57.4	
		Province	38.2	40.2	43.9	43.6	

* Data provided by Alberta Education October 2014. (2014 results will be available May 2015.)

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- 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 2013	Previous 3-yr. Average	Measure Evaluation		
			Achievement	Improvement	Overall
School	n/a	n/a	n/a	n/a	n/a
CCSD	3.7%	4.6%	High	Maintained	Good
Province	7.8%	9.3%	Low	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 (required).			2010	2011	2012	2013	2014
	Overall (required)	School					
		CCSD	4.0	3.8	5.2	3.7	
		Province	10.4	9.0	8.5	7.8	

* Data provided by Alberta Education October 2014. (2014 results will be available May 2015.)

- 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 2013	Previous 3-yr. Average	Measure Evaluation		
			Achievement	Improvement	Overall
School	n/a	n/a	n/a	n/a	n/a
CCSD	65.6%	47.8%	High	Improved Significantly	Good
Province	32.1%	31.2%	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.			2010	2011	2012	2013	2014
	Overall (required)	School					
		CCSD	40.8	56.6	46.0	65.6	
		Province	31.2	30.2	32.2	32.1	

(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 2014. (2014 results will be available May 2015.)

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

CURRENT MEASURES: Rutherford Scholarship Eligibility Rate (Revised)					
3 Year Plan	Current Result 2013	Previous 3-yr. Average	Measure Evaluation		
			Achievement	Improvement	Overall
School	n/a	n/a	n/a	n/a	n/a
CCSD	32.9%	44.2%	Very Low	Declined	Concern
Province	33.0%	33.9%	Very Low	Maintained	Concern

Performance Measure For AERR			Results (in percentages)				Target
Percentages of self-identified FNMI Grade 12 students eligible for the Rutherford Scholarship.			2010	2011	2012	2013	2014
	Overall (required)	School					
		CCSD	45.5	47.7	39.4	32.9	
		Province	32.1	34.4	35.1	33.0	

* Data provided by Alberta Education October 2014. (2014 results will be available May 2015.)

- 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 2013	Previous 3-yr. Average	Measure Evaluation		
			Achievement	Improvement	Overall
School	n/a	n/a	n/a	n/a	n/a
CCSD	26.5%	35.6%	n/a	n/a	n/a
Province	18.9%	20.0%	Very Low	Declined	Concern

n/a – Participation in Diploma Exams was impacted by the flooding in June 2013.

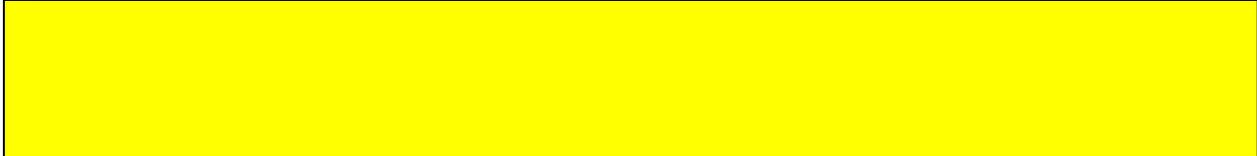
Diploma Participation Rate is the percentage of students who write four or more Diploma Examinations by the end of their third year of high school. It is calculated by tracking Grade 10 students for three years and is adjusted by attrition.

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.			2010	2011	2012	2013	2014
	Overall (required)	School					
		CCSD	40.1	34.9	31.9	26.5	
		Province	19.1	19.6	21.2	18.9	

* Data provided by Alberta Education October 2014. (2014 results will be available May 2015.)

Comment on Results for Provincial Outcome 2.4: (The achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated.)

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



**THREE YEAR EDUCATION PLANNING for:
PROVINCIAL GOAL TWO: Success for Every Student**

PROVINCIAL OUTCOME 2.1: Students achieve student learning outcomes.

2014-2015 School Goal(s):

Initiatives/Projects:	Strategies:	Measure:

PROVINCIAL OUTCOME 2.2: Students demonstrate proficiency in literacy and numeracy (Elementary/Junior High only)

PROVINCIAL OUTCOME 2.3: Students demonstrate citizenship and entrepreneurship

2014-2015 School Goal(s):

Initiatives/Projects:	Strategies:	Measure:
<ul style="list-style-type: none"> Self-direction, mastery learning and an understanding of a global economy are elements of our school model that give BCHS students an advantage in preparing them for the workforce or post-secondary study. Through self-direction, students are better prepared to be engaged thinkers in an “adult world” by learning to advocate for themselves, engaging in debate and discussion with professors or employers facilitated by their ongoing interactions with adults throughout their time at BCHS and are more attuned to how they themselves learn best—seeking to use this to their advantage in choosing a career path. A focus on mastery learning sees our students feeling confident and successful at the next level and provides them with strategies for problem solving and problem “finding” (yet another evolving 21st century skill) and key when making wise, ethical decisions. Finally, through the courses offered students are learning how to broaden their entrepreneurial spirit supported by technology and their ability to adapt in going from an informational age to a conceptual age. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

PROVINCIAL OUTCOME 2.4: The achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated.

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

2014-2015 School Goal(s):

Initiatives/Projects:	Strategies:	Measure:
•	•	•

PROVINCIAL GOAL THREE: Quality Teaching and School Leadership

ANNUAL EDUCATION RESULTS REPORTING for PROVINCIAL OUTCOME 3.1:

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

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

CURRENT MEASURES: Program of Studies					
3 Year Plan	Current Result 2014	Previous 3-yr. Average	Measure Evaluation		
			Achievement	Improvement	Overall
School	84.1%	86.4%	Very High	Maintained	Excellent
CCSD	83.8%	82.3%	Very High	Improved Significantly	Excellent
Province	81.3%	81.1%	High	Improved	Good

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.			2011	2012	2013	2014	2015
	Overall (required)	School	85.9	86.6	86.8	84.1	89.0
		CCSD	82.3	82.1	82.5	83.8	
		Province	80.9	80.7	81.5	81.3	

* Data provided by Alberta Education October 2014.

Comment on Results for Provincial Outcome 3.1 (Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.) *(Contextual information, factors affecting performance, analysis of results). Indicate whether the target was achieved, factors that influenced the results, actions taken to improve results to date and in the future. If results on Accountability Pillar measures have an improvement evaluation of "Improved" or "Improved significantly," identify the strategies or actions taken by the authority (or schools) that may have contributed to this improvement.*

We are fortunate to have several opportunities embedded into our work as teaching professionals. First, every second Friday teachers meet for 75-90 minutes for embedded professional development. This allows to focus on area for continuous improvement in instruction, assessment, and technology all with a particular this year on cross-curricular implications and dual credit at the high school and university level. Furthermore, our teachers will be using John Hattie and Gregory Yates's: Visible Learning and the Science of How We Learn, a meta-analysis of over 800 research projects related to learning.

Second, the Coordinating Teachers of the school meet bi-weekly for our Instructional Leadership Group meeting. This allows us to create opportunities, discuss efficiencies in place and debate current research and learning and attend to the emergent needs of the school. In this way, our students benefit from the time we invest in collaboration, communication and continuous improvement.

**THREE YEAR EDUCATION PLANNING for:
PROVINCIAL GOAL THREE: Quality Teaching and School Leadership**

PROVINCIAL OUTCOME 3.1: Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.

2014-2015 School Goal(s):

Initiatives/Projects:	Strategies:	Measure:
<ul style="list-style-type: none"> • Covenant for teaching and Learning • Last year, our entire staff were involved in a book study of one of three books authored by Daniel Pink (A Whole New Mind, Drive, To Sell is Human). This year, we will focus on Hattie and Yates, Visible Learning • “Go To Educator” training 	<ul style="list-style-type: none"> • To distill the values that are important to this school community so that we can all share those common core beliefs with our internal and external stakeholders • The book study takes place in between our aforementioned embedded professional development and is designed to provoke teachers where they are with their learning and support those beliefs while debating with others • Staff participated in a day-long workshop on October 10th in order to be trained to recognize the signs and symptoms of mental health challenges; these are often difficult to do. Furthermore, they reviewed the appropriate steps and supports to take if one suspects a mental health issue to that supports and treatment can be immediately attained. 	<ul style="list-style-type: none"> • Our ability to name the three core beliefs and utilize them in our conversations • The ability of students to know the three core beliefs and utilize them in their conversations, when touring guests or when interacting with parents, guests and visitors. • Changed practice will be the primary determinant in seeing how teacher practices have remained the same or changed based upon the study and debate. We have an enthusiastic staff, not afraid to push the status quo. • Number of student referrals to Student Services, to parents or to other support agencies via the parents • Number of incidents on-site and off-site with students at-risk.