

Making Christ Known to Children

**Three Year Education Plan
2015/2016 to 2017/2018**

Approved on November 29, 2016



Accountability Statement

The Annual Education Results Report for the 2015-2016 school year and the Education Plan for the three years commencing September 1, 2015 for Red Deer Catholic Regional School Division were prepared under the direction of the Board in accordance with its responsibilities under the *School Act* and the *Fiscal Planning and Transparency Act*. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2015-2016 school year and the Three-Year Education Plan for 2015-2018 on November 29, 2016.

Signed original on file

Mr. Guy Pelletier, Chair
Red Deer Catholic Regional Division No.
39

November 29, 2016

Date

Signed original on file

Dr. V. Paul Mason
Superintendent of Schools

November 29, 2016

Date

Principles of Practice

- We honour our children.**
- We provide a safe and secure environment.**
- We live and proudly proclaim our Catholic Christian faith.**
- We provide quality education in a Catholic environment.**
- We pray as an educational community.**
- We practice servant-leadership.**
- We focus on our mission through clarity of purpose.**
- We value our staff.**

Vision

Making Christ Known to Children.

Mission

Red Deer Catholic Regional Schools is committed to providing students with a complete offering of learning opportunities delivered within the context of Catholic teachings and tradition, and within the means of the Division.

Called to continue Jesus' mission as prophet, priest and servant, we are guided by His life and teachings in all that we do.

Our schools are gospel-centred communities of hope, fostering Catholic Christian values in a pluralistic society.

We focus on the education of the whole child helping students develop spiritually, intellectually, emotionally, socially and physically.

Message from the Board of Trustee Chairperson



"The mission of schools is to develop a sense of truth, of what is good and beautiful. True education enables us to love life and opens us to the fullness of life." Pope Francis

As a Board we are proud that thousands of Central Alberta families have chosen to send their children to our schools to experience all that is good and beautiful about Catholic education. Our Mission is to Make Christ Known to Children and we know that this makes a great starting point for learning, working, and growing.

Red Deer Catholic is blessed with committed and caring staff that work hard to help our students achieve excellent learning outcomes. It is with a steadfast focus on continuing improvement that our schools continue to provide challenging learning environments in which all of our students can reach their God given potential. The Division maintains a focus on literacy, inclusion, faith, and technology. These areas of emphasis help to guide our efforts and are the pillars of our success. Education is the pathway to opportunities and opportunities are the key to a fulfilling and productive life. We are committed to delivering the highest quality of educational programming possible that provides our students with the skills and experiences they need to grow into whole, faith-filled, successful citizens of the world.

Message from the Superintendent



"I have fought the good fight, I have finished the race, I have kept the Faith." (Timothy 4:7)

As Superintendent of a dynamic and growing Catholic school division, I look forward to a future where Red Deer Catholic Regional Division will continue to be a leader in providing meaningful faith-based education choices for all of our students. Our successes have reinforced our commitment in the mission and vision of our Division and I am confident that our staff, parents, and students will continue to strive for excellence in personal, academic, and spiritual growth.

Our Division theme this year, "Rooted, Nourished, and Growing", reflects our belief that everyone can have a profoundly positive and faith-filled impact in creating and nurturing a better world, where we all yearn to serve God, and offer our students a bridge on which to connect their love of learning and their love of God.

Our commitment to integrate faith and academic excellence into our school communities means that we believe that "Making Christ Known to Children" is our vision and is something that we continue to build upon and nourish.

The success of our students continues to grow and reflect the hard work and dedication of all of our staff members. Social justice initiatives remain an integral part of our students' educational experience and we will remain committed to developing and nurturing partnerships within community and government organizations. Through our faith in God, our inclusive philosophies, commitment to our goals, and partnerships with our community, Red Deer Catholic Regional Division will continue to grow as an educational leader in order to better meet the needs of all students.

Jurisdiction Profile

Red Deer Catholic Regional Schools celebrates a rich tradition of excellence and faith-filled learning. The Division excels in academic achievement, parent, student, and teacher satisfaction results, and as a leader in Catholic education.

The Division prides itself on the diversity of program choices in all nineteen schools: thirteen within the city of Red Deer, including an online school, and an outreach school; two schools in Rocky Mountain House; two schools in Sylvan Lake; one school in Innisfail; and one school in Olds. In total, the Division serves 9,552 students from Pre-Kindergarten to Grade 12.

2016-2017 Student Population by School

School	Population
École Our Lady of the Rosary School	302
École Camille J. Lerouge School	765
École Mother Teresa School	502
École Secondaire Notre Dame High School	1688
Fr. Henri Voisin School	346
Holy Family School	509
Holy Trinity School	262
St. John Paul II Catholic Outreach School	16
St. John Paul II Outreach-Home School	604
Maryview School	264
St. Dominic High School	202
St. Elizabeth Seton School	359
St. Francis of Assisi School	721
St. Gabriel Online School	154
St. Marguerite Bourgeoys School	335
St. Martin de Porres School	267
St. Matthew School	494
St. Patrick's Community School	713
St. Teresa of Avila School	495
St. Thomas Aquinas School	554
Total	9552

Our Priorities

Faith

Through stakeholder engagement, faith priorities were identified. These priorities collectively aligned with two source documents. The Holy See's 'Teaching on Catholic Schools' by Archbishop Michael Miller and 'The General Directory for Catechesis' provide the framework for our two division faith outcomes. Archbishop Miller's document identifies five marks of authentically Catholic schools while the 'General Directory of Catechesis' from the Congregation for the Clergy explains the six tasks of catechesis. These eleven concepts form the 'targets' for our division and are carefully evaluated by our eleven performance measures. Our three year plan allows for three distinct layers of development; informing, forming and transforming. This means the first year will be spent on awareness and education of the eleven concepts. Year two and three will direct school communities to determine their strengths and areas for improvement. The subsequent school improvement plans will focus on developing and implementing strategies to encourage personal faith growth while calling individuals to come together in communion and contribute to building authentically Catholic schools.

Inclusion

Ensuring that we are meeting the needs of all learners, our inclusive school communities have focused on a three-pronged approach: knowing, understanding, and responding to the learner. Assessment tools and data focuses staff on responsive intervention enabling teachers to address the needs of all students in a timely, targeted, and meaningful approach. These diverse learning environments are rich in well developed structural and instructional strategies that support differentiation of instruction which yields student success.

Divisionally, a comprehensive student support model has been established to support schools in meeting the diverse learner needs and supporting a responsive allocation of resources. This support model includes allocations for LIFT, Literacy Teachers, Counsellors and Family School Enhancement Counsellors, and Educational Assistants in our school communities. Schools have developed an extensive Continuum of Supports and Services document highlighting learners to target and guide supports to be allocated responsively.

Literacy

School communities within the division will continue to focus on literacy strategies being integrated into all subject and grade areas. Using focused areas of improvement for elementary, middle and high school environments, all teachers are required to demonstrate an understanding of how literacy enables students to reach their full academic potential. Wrapped around the aspect of literacy is the understanding that numeracy is a vital part of a teacher's skill-set. Teachers in all subject and grade areas need to be cognizant of the importance of both literacy and numeracy as they progress through

the Program of Studies.

Technology

Using Alberta Education's Learning Technology Framework as a guide, schools are required to demonstrate teacher professional development and growth with regards to the integration of technology into the classroom. Technology should be seen as a tool to increase student engagement and to enhance learning at all grade and subject levels.

Trends and Issues at a Glance

Faith Commitment of Staff

We are called by the Archbishop of the Edmonton Archdiocese to “be active and articulate witnesses to the One for whom Catholic schools exist – Jesus Christ”. Each staff member is expected to be a role model and mentor to our Catholic students. To do this, our staff members must be involved in prayer, service, and participation in the Sacraments, especially the Eucharist. Increased opportunities will be offered for the faith development of our staff and we will continue to provide preferential support for our staff applying for education subsidies to engage in theology or religious education programs. In addition, formal course requirements for our teachers in the Formation Program were added as well as increasing the course expectations for the staff enrolled in the Aspiring Leaders Program. Guiding questions were provided to administration to use in their Professional Growth Plan conversations with their staff. These questions address the personal faith journey that each staff member is on and the intent of these questions is challenge and support staff to grow in their faith.

Permeation of Faith

The Division continues to focus on permeation of faith; one that is intentional, incidental, and inherent. Our three-year education plan will address the challenges faced by teachers in their catechetical role. Our Faith Permeation Lead Teacher will provide the expertise and a professional development plan to ensure teachers have the knowledge and skill to bring 'The Faith' alive in their classroom across all curricular areas.

Accountability Report Card

We are disappointed that current Alberta Education Accountability pillar methodologies do not accurately measure or reflect the accomplishments of a significant portion of our student population. As a result our school division accountability report card receives poor results in the areas of dropout rate, high school completion rate, and diploma exam participation rate (4-plus exams), whereas in the past our school division received stellar results and was a provincial leader in these areas.

Our school division was approached by Alberta Education to begin overseeing approximately 650 home education students. Alberta Education had financial accountability concerns with how this home education program was being administered. These home education students were also completing a non-Alberta curriculum that was approved by Alberta Education, which Alberta Education is aware will not lead to an Alberta High School Diploma being granted to these students. Current accountability pillar methodologies are not capable of measuring the accomplishments of these approximately 650 home education students. Therefore our overall school division dropout rate, high school completion rate, and diploma exam participation rate (4-plus exams) are negatively impacted.

The primary issues we are working with Alberta Education to correct are:

- How can Alberta Education approve the curriculum these home education students are completing, knowing that these students will not be awarded an Alberta High School Diploma, yet at the same time negatively "score" our school division when these students do not earn an Alberta High School Diploma?; and
- Why is Red Deer Catholic negatively impacted on our accountability "report card" when Alberta Education initially approached us seeking assistance?

Excellence in Student Learning

Data trends indicate that all students have shown consistent improvement in the acceptable standards in provincial tests and diploma examinations. Excellence scores in all subjects are being focused on. The emphasis on improving student achievement is reflected in school professional development plans aligned to division goals specifically in the areas of literacy, numeracy, and inclusive practices, as well as strong accountability measures, and flexible, responsive support for all students within our diverse school communities.

Commitment to the LIFE Framework

Catholic Schools are committed to using the LIFE Framework as a guideline for the creation and operation of student groups that are comprehensive in their approach to inclusion and open to the exploration of a variety of issues in a Catholic context including bullying, sexual harassment, sexual orientation, gender identity, discrimination, justice, and respectful relationships and language.

Facilities

Catholic Education continues to grow in Central Alberta and several of our schools are facing significant space issues. A modernization at St. Patrick's Community School is desperately needed as well as an addition to Our Lady of the Rosary School in Sylvan Lake. A new middle school and two new elementary schools are required in Red Deer.

Inclusion

The school division's data indicates an increased population of students in our classes who require interventions at the targeted and specialized level in inclusive settings. To meet the needs of all of our students, and to build capacity with staff we will provide:

- ongoing assessments, such as classroom data, EYE-TA, Fountas and Pinnell, STAR (Standardized Test for the Assessment of Reading), MIPI (Math Intervention Programming Instrument), Level B, and educational psychological testing to identify when students are in need of additional supports, interventions and services;
- sensory rooms in our schools continue to gain an understanding the importance of sensory regulation;
- a focus on differentiated instruction, effective instructional practices, and assessment strategies;

- positive behavior supports embedded in classroom and schoolwide routines to support learning and social participation;
- a means for school staff to identify and work toward reducing barriers to participation and learning;
- access to consultation and support from specialists to help teachers meet the diverse needs of all students;
- access to assistive technologies, including communication devices, that are used to support individual students; and
- continued support to ensure that students are well prepared for successful transitions from one learning setting to another by continuing with implementation of the Transition Protocol in the areas of kindergarten to Grade one, elementary to middle school; middle school to high school utilizing Dossier as the data management tool.

English as a Second Language (ESL)

From 2015 to 2018, RDCRS will continue to move forward in using the Alberta Education ESL Proficiency Benchmarks to assess English language learners, and use this information to better inform language acquisition instruction in all classrooms. We will continue to build teacher capacity in understanding English language learners, language development, cultural competencies, and effective teaching practices to support the unique needs of these students. Particular attention will be given to explore effective ESL practices within the math classroom. In addition, we will strive to better understand the Filipino learner, as this is the primary language of ESL students in our schools. Software will continue to be used to support ESL students, and more attention will be given to the data that is gathered from it, and working to share this valuable information with all teachers. We will continue to support schools in enhancing their multicultural environment, thus celebrating the diverse languages and cultures within our division. The high school intake assessment will be revised to better understand the language abilities of ESL students entering high school, and better support appropriate program placement. We will continue to refine our ESL coding process, and division tracking of ESL students. Our ESL Division Enhancement team will continue to meet, and work collaboratively to assist our division in meeting the needs of our growing ELL population. In addition, collaborative partnerships with CARE and Catholic Social Services will be essential as we move forward in supporting our English language learners.

Technology to Support the Creation and Sharing of Knowledge

Maintaining and enhancing an adaptable network infrastructure to handle the increasing demands of staff and student connectivity will be a challenge for all school divisions in the future. Red Deer Catholic is continually investing in hardware and software in order to meet the complex needs of students and staff. Streaming media, increased storage demands and keeping pace with new technology are but a few of the challenges that our school district will face over the next several years. Ultimately, the goal of technology is to engage all learners and enhance their educational experiences in a meaningful manner.

Curriculum and Pedagogy Changes

The emergence of competency and skill-focused approaches to learning, the impact of digital technology on student learning, and the influence of high student engagement teaching strategies on student learning are areas of growth for many educators. The Division will continue to prepare teachers for upcoming changes in Alberta curriculum through pilot projects that incorporate project-based learning, differentiation of instruction, and improved assessment approaches.

Pre-Kindergarten

The thirteenth year of delivering pre-kindergarten programming brought increased interest from the community; the numbers have risen by approximately sixty children bringing the total to over 530 registrations. Providing leading edge programming to meet the needs of young learners led to an overwhelming demand, requiring school communities to become more involved with the registration process. The upturn affected the screening process with Alberta Health Services being stretched and unable to assist in the way the division was accustomed. To complete the required number of assessments at the school an increase in level B trained teachers was necessary. This growth has led to an increase in the number of eligible children which has required class sizes in pre-kindergarten programs to rise, from an average of 15 to 19 eligible children. The process of accommodating the needs of eligible children has resulted in a decrease of community placement children accessing pre-kindergarten programming.

Exploring Content Area Literacy

As a school division we believe that teachers in our lower elementary grades successfully incorporate strong literacy practices into their daily lessons. Continual focus on implementing successful inclusion and differentiated instructional strategies into lesson delivery are key factors for student achievement. Upper elementary, middle and high school teachers generally see themselves as content area specialist not fully developing student literacy skills. For this reason the focus of incorporating literacy instruction and student-centered learning strategies into daily lessons in all subjects will be an area of concentration for Red Deer Catholic Regional Schools.

First Nation, Metis, and Inuit Education

The First Nation, Metis, and Inuit Support Team is in its second year and the success of this program has been tremendous. Our areas of focus are creating cultural awareness across school communities, linking traditional teachings with curricular outcomes, and providing an extra layer of support services where necessary in supporting our students.

Accountability Report Card

Measure Category	Measure Category Evaluation										
		Measure	Red Deer CRD No. 39			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	93%	93%	92.1%	89.5%	89.2%	89.1%	Very High	Improved	Excellent
		Program of Studies	88.2%	87.1%	87.2%	81.9%	81.3%	81.4%	Very High	Maintained	Excellent
Student Learning Opportunities	Good	Education Quality	92.7%	92%	91.7%	90.1%	89.5%	89.5%	Very High	Improved	Excellent
		Drop Out Rate	3.4%	1.5%	1.5%	3.2%	3.5%	3.5%	High	Declined Significantly	Issue
		High School Completion Rate (3 yr)	84.5%	88.1%	88.2%	76.5%	76.5%	75.5%	Very High	Declined	Good
		PAT: Acceptable	81.4%	79.2%	79.1%	73.6%	72.9%	73.4%	High	Improved	Good
Student Learning Achievement (Grades K-9)	Good	PAT: Excellence	19.4%	20.1%	18.9%	19.4%	18.8%	18.6%	Intermediate	Maintained	Acceptable
		Diploma: Acceptable	83.6%	83%	82.6%	85%	85.2%	85.1%	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Excellence	16.1%	17.3%	15.8%	21%	21%	20.5%	Intermediate	Maintained	Acceptable
		Diploma Exam Participation Rate (4+ Exams)	54.6%	57.4%	59.9%	54.6%	54.4%	53.5%	Intermediate	Declined	Issue
		Rutherford Scholarship Eligibility Rate	67.5%	n/a	n/a	60.8%	n/a	n/a	n/a	n/a	n/a
		Transition Rate (6 yr)	65.4%	66.7%	66%	59.4%	59.7%	59.3%	High	Maintained	Good
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Work Preparation	85.4%	83.7%	83.6%	82.6%	82%	81.1%	High	Improved	Good
		Citizenship	88.8%	88.1%	87.7%	83.9%	83.5%	83.4%	Very High	Improved	Excellent
		Parental Involvement	84.4%	83.6%	83.2%	80.9%	80.7%	80.5%	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	88.3%	87.7%	86.2%	81.2%	79.6%	80%	Very High	Improved Significantly	Excellent

Division Goal: Nourished by grace and a personal relationship with Jesus Christ , we joyfully embrace, live, and teach the Gospel spirit.

What this goal means for our jurisdiction:

*Shout joyfully to God, all you on earth. Sing of his glorious name; give him glorious praise.
(Psalm 66:2)*

Division Outcome D1: Each individual in our school community is immersed in a spirit of Communion with Christ and through catechesis, experience a maturation in his or her profession of faith.

Performance Measures:	Current Results	Average
D.1.1 I believe that all members of our community are provided with opportunities to learn about the Catholic Faith.	98%	98% (1 Yr)
D.1.2 I believe that members of our community have gained an understanding of Sacramental Life and the meaning of Liturgy.	94.7%	95% (1 Yr)
D.1.3 I believe that our schools promote moral formation in response to the message of the Gospel.	94.7%	95% (1 Yr)
D.1.4 I believe that our school communities have brought members to a deeper relationship to God through an understanding and participation in prayer.	92%	92% (1 Yr)
D.1.5 I believe that our school communities demonstrate Christian Community.	90%	90% (1 Yr)
D.1.6 I believe our students are empowered with a 'missionary spirit' to be transformational in our society.	94%	94% (1 Yr)

AERR Comments

The division rollout of the Six Tasks of Catechesis has progressed smoothly. Individual Schools have chosen a task to focus on for the second year of our division plan. The awareness phase of this division goal will continue through our LIFT model and the ongoing review of all six tasks. Schools will also need to 'review' all the tasks with their parent community to extend the learning to this stakeholder group. Schollie results affirm the level of inherent understanding related to the six tasks and we can celebrate that these fundamental building blocks for Catholic Education have been practiced effectively in our division before being named as such.

Strategies:	Evidence:	Next Steps:
• Develop a division awareness and understanding of the Six Tasks of Catechesis and foster growth in our	• PD session for Six Tasks has been developed and shared with Faith Team and Administration and schools	• Faith Permeation Lead teacher will meet with all Faith Coaches to develop their chosen 'Task'. Schedule

catechetical practices.	<p>have used these to present to their staffs.</p> <ul style="list-style-type: none"> • Developed a visual for schools to use and display. This was intended to promote and explain the 6 Tasks to all stakeholders. • Schools provided examples of Catechetical language in social media and these were shared with other school communication teams. 	<p>to be developed after Nov Faith Coach meeting.</p> <ul style="list-style-type: none"> • Seek best practices in intentional permeation through the LIFT model using the intentional permeation template. (Spring LIFT sessions) • Encourage division administrators and teacher to differentiate between 'Tasks' and 'Marks'. This can be accomplished through the Administration and Faith Teams.
<ul style="list-style-type: none"> • Direct and support Faith Team and division administrators to teach, model, and sustain effective practices in catechesis. 	<ul style="list-style-type: none"> • This strategy was aimed at our division Faith Team and support was provided within the Faith Team Meetings. • Shared best practices with administrators at their reviews to support the initiative with their parent population. 	<ul style="list-style-type: none"> • Ensure that common practices in catechesis are sustained, and monitored by school administrators through scheduled administration reviews.
<ul style="list-style-type: none"> • Develop catechetical processes that can be shared with division staff and subsequently utilized, to help school community members (students, staff, parents) grow in their personal faith. 	<ul style="list-style-type: none"> • Utilized PD model to seek opportunities to share these processes with teaching staff • Formation Style program has begun at one pilot school led by a division youth ministry coordinator. Several staff have voluntarily approached the coordinator and have met to discuss their personal faith life and areas they are seeking support in. 	<ul style="list-style-type: none"> • Continue to support the coordinators in the LIFT PD model to deepen understanding of permeation and support the development of permeated sessions within LIFT sessions. (ongoing) • Seek feedback on Formation Style program from youth ministry coordinator to develop a model for this support that can be shared in other school communities.
<ul style="list-style-type: none"> • Implementation plan for the new R.E. program, Growing in Faith, Growing in Christ. 		<ul style="list-style-type: none"> • Support Grade 1 -3 teachers in identifying essential outcomes through a schedule of opportunities developed by Faith Permeation Lead Teacher (December and January)
<ul style="list-style-type: none"> • Evaluate and provide feedback to school administration to ensure alignment with division outcome. 	<ul style="list-style-type: none"> • Feedback was provided at admin reviews in November to ensure schools have focused on one task of catechesis and developed a plan to enrich this task in their school community. 	<ul style="list-style-type: none"> • Prepare questions for May admin reviews to evaluate success of initiatives in their identified task of catechesis
<ul style="list-style-type: none"> • Develop appropriate Schollie survey questions for each stakeholder group to align with D1 performance measures. 	<ul style="list-style-type: none"> • Survey results were examined and used in AERR reporting and future 'next steps'. 	<ul style="list-style-type: none"> • Provide support for school staff as they administer surveys to students.

Division Outcome D2: All of our school communities are authentically Catholic.

Performance Measures:	Current Results	Average
D.2.1 I believe that I am a child of God and seek Him in my life.	93.3%	93% (1 Yr)
D.2.2 I believe the Catholic Faith provides a framework for life and learning.	94.7%	95% (1 Yr)
D.2.3 I believe the Catholic Faith is permeated into our curriculum so that contemporary culture is critically evaluated in light of 'the truth'.	85.3%	85% (1 Yr)
D.2.4 I believe the staff of RDCRS witness to others a life lived in relationship with Jesus Christ.	90%	90% (1 Yr)
D.2.5 I believe our students, staff, and parents are honored as distinct and unique but brought together in a spirit of communion.	92.3%	92% (1 Yr)

AERR Comments

The Five Marks of Authentically Catholic Schools have become our benchmarks for Catholicity in our division. The awareness and understanding developed in year one of our plan has allowed our communities to articulate the extent to which we successfully permeate our faith. As a denominational school division, we are obligated to ensure we are distinctly different than our public counterparts. These marks provide us a way to examine the ethos of our schools with the necessary criteria to ensure assessment is possible and continued growth can be attained through strategic planning.

Strategies:	Evidence:	Next Steps:
<ul style="list-style-type: none"> Develop a division awareness and understanding of what authentically Catholic means utilizing the '5 Marks of an Authentically Catholic School'. 	<ul style="list-style-type: none"> PD session for Five Marks has been developed and shared with Faith Team and Administration and schools have used these to present to their staffs. Developed a visual for schools to use and display. This was intended to promote and explain the 5 Marks to all stakeholders. Schools provided examples of Catechetical language in social media and these were shared with other school communication teams. 	<ul style="list-style-type: none"> Faith Permeation Lead teacher will meet with all Faith Coaches to evaluate how their school is meeting the 'Mark' they have chosen to enrich. (November and December) Encourage all teachers to use the visual for faith permeation planning of lessons. Encourage division administrators and teacher to differentiate between 'Tasks' and 'Marks'. (November admin reviews and November Faith Coach Meeting)
<ul style="list-style-type: none"> Direct and provide support to Faith Team and division administrators to build awareness and understanding 	<ul style="list-style-type: none"> This strategy was aimed at our division Faith Team and support was provided within the Faith Team 	<ul style="list-style-type: none"> Ensure that common practices to maintain Marks are sustained, and monitored by school administrators.

of 'authentically Catholic indicators' within school communities.	Meetings.	
<ul style="list-style-type: none"> • Provide measurement strategies and instruments to determine areas of greatest need so schools can determine a process for development in identified areas. 	<ul style="list-style-type: none"> • In addition to Schollie data, schools were provided with a survey as part of the associated PD session. 	<ul style="list-style-type: none"> • Utilize Growing Forward benchmark tool or an equitable measurement instrument to assess growth in the chosen 'Mark'.
<ul style="list-style-type: none"> • Develop appropriate PD sessions to align with each of the 5 Marks of an Authentically Catholic School. 	<ul style="list-style-type: none"> • This strategy was initiated through a Faith Team retreat in September. All Faith Coaches and Formation Mentors were provided support in the 5 Marks of Authentically Catholic Schools. 	<ul style="list-style-type: none"> • Establish 'authors' of future PD sessions that are school specific and focus on the strategies to compliment the chosen areas of focus. (Faith Leadership Team Meeting in December)
<ul style="list-style-type: none"> • Evaluate and provide feedback to school administration to ensure alignment with division outcome and demonstration of relevant performance measures. 	<ul style="list-style-type: none"> • Feedback was provided at admin reviews in November to ensure schools are understanding the difference between a 'Task' and a 'Mark'. 	<ul style="list-style-type: none"> • Evaluate 2016-2017 School Improvement Plans (SIP's) for alignment.
<ul style="list-style-type: none"> • Develop appropriate Schollie survey questions for each stakeholder group to align with D2 performance measures. 	<ul style="list-style-type: none"> • Survey questions were administered and results shared with school administration. 	<ul style="list-style-type: none"> • Provide support for school staff as they administer surveys to students. They are able to clarify the question and providing supportive language can be made available by Faith Department.

Outcome 1: Alberta's students are successful

Performance Measure	Results (in percentages)					Evaluation		
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	2012	2013	2014	2015	2016	Achievement	Improvement	Overall
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	81.9%	79.4%	78.9%	79.2%	81.4%	High	Improved	Good
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	21.8%	18.1%	18.7%	20.1%	19.4%	Intermediate	Maintained	Acceptable

Performance Measure	Results (in percentages)					Evaluation		
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	2012	2013	2014	2015	2016	Achievement	Improvement	Overall
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	83.2%	83.5%	81.3%	83%	83.6%	Intermediate	Maintained	Acceptable
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	15.4%	15.7%	14.4%	17.3%	16.1%	Intermediate	Maintained	Acceptable

Performance Measure	Results (in percentages)					Evaluation		
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	2011	2012	2013	2014	2015	Achievement	Improvement	Overall
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	86.2%	86.1%	90.3%	88.1%	84.5%	Very High	Declined	Good
Drop Out Rate - annual dropout rate of students aged 14 to 18	1.2%	1.6%	1.5%	1.5%	3.4%	High	Declined Significantly	Issue
High school to post-secondary transition rate of students within six years of entering Grade 10.	63.7%	66.3%	64.9%	66.7%	65.4%	High	Maintained	Good
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	67.5%	n/a	n/a	n/a
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	63.1%	60%	62.1%	57.4%	54.6%	Intermediate	Declined	Issue

Performance Measure	Results (in percentages)					Evaluation		
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	2012	2013	2014	2015	2016	Achievement	Improvement	Overall
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	87%	86.4%	88.5%	88.1%	88.8%	Very High	Improved	Excellent
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	82.1%	80.9%	86.2%	83.7%	85.4%	High	Improved	Good

AERR Comments

Classroom teachers, LIFT Team members, outside agencies and administrators worked collaboratively to enhance strong professional relationships to respond to priorities within school communities, and to align supports and interventions to meet the diverse learning needs from Pre-Kindergarten to Grade Twelve. In order to understand and respond to the diverse needs of the our learners and continue to create engaging learning environments, we choose to deepen the focus on our most vulnerable students. In our elementary schools especially, staff learned about creating sensory friendly classrooms as the result of all schools implementing sensory rooms in their school buildings. The continual focus of welcoming and supporting English language learners was key to our learning last year as our immigrant population continues to increase yearly. In the area of technology, Digital Citizenship was taught to all students in Red Deer Catholic Schools. Teachers were given the opportunity to participate in the Tech Tub project where they could sign out technology with appropriate support for an eight week period. This was designed to enhance technology integration into the classroom. Dual credit opportunities were expanded to include welding, power engineering, and business courses offered through Red Deer College. These opportunities were seen as ways of enhancing the high school experience for a wide variety of students from all of our high schools.

Strategies:	Evidence:	Next Steps:
<ul style="list-style-type: none"> Continued alignment of the Alberta Program of Studies through the implementation of effective instructional strategies with an emphasis on differentiated instruction as well as formative and summative assessment techniques that align with the Student Evaluation Procedure and Ministerial Order for Student Learning. 	<ul style="list-style-type: none"> Twenty-nine LIFT sessions for teachers from Pre-K to Grade 12 have been offered from September - November 2016, with focus areas on faith permeation, numeracy, literacy, "Know your Learner", antecedent supports, and instructional strategies for differentiation of subject areas and classrooms. In collaboration with ATA PD Committee, the Inclusive Learning Team (ILT) have offered 15 drive-in PD's on a variety of instructional areas. October 28 Division PD Day hosted 116 sessions to teaching staff with the theme "Educators learning so students can learn" and 144 Educational Assistants participated in PD in the areas of Zones of Regulation, Fetal Alcohol Spectrum Disorder, Behaviour, Sensory Regulation, Self-Care, Non-violent crisis intervention, Reggio and Natural early learning environments. 	<ul style="list-style-type: none"> Spring 2017 LIFT sessions will continue to have a focus on "Know your Learner", expanding antecedent supports, and new and review instructional strategies for differentiation of subject areas and classrooms. A review of the LIFT Scope and Sequence document by all subject and grade teachers will also be part of the Spring LIFT session Planning will begin in November to prepare for the January 31, 2017 PD Day with a focus on strategies to support all areas of LIFT as an extension of learning from the Fall cohorts. Also, we will discuss and plan implementation of Equals Math program (a standards based curriculum for students with mild, moderate and severe disabilities) with immediate implementation expected in classrooms. The MS2 Team will continue to visit schools throughout the year to

	<ul style="list-style-type: none"> The Model of Student Support (MS2) team has visited each school to work with staff to support programming and develop differentiated instructional practices in their classrooms. 	monitor student need.
<ul style="list-style-type: none"> Continue to support the implementation of the Gradual Release of Responsibility Model (GRR). 	<ul style="list-style-type: none"> Twenty-nine Fall 2016 LIFT sessions continued to develop a deeper understanding of the Gradual Release of Responsibility (GRR) Model through ANIE (Assessment for Numeracy in Education), and Number Talks. The Model of Student Support (MS2) Team works with staff to build capacity based on the Gradual Release of Responsibility Model (GRR) within every school visit. Fall 2016 LIFT sessions continued to develop the purpose of implementing the GRR model in humanities classrooms, specifically focused on reading workshops and literacy strategies. 	<ul style="list-style-type: none"> Continue using GRR in Spring 2017 LIFT cohorts to develop a deeper understanding in mathematics and science. Continue to model the GRR process in our Spring 2017 sessions to teach effective instructional strategies. The MS2 Team will continue to provide professional development each time they visit a classroom and work with a staff member, utilizing the GRR model. The GRR model will be a foundational element of all PD focusing on supporting English language learners for the 2016-2017 school year. In the January 2017 Division-wide PD day and Spring LIFT cohorts, a continued focus on GRR as essential learning will occur with a focus on modelling reading and writing for students.
<ul style="list-style-type: none"> Support the continued provincial implementation of High School Redesign. 	<ul style="list-style-type: none"> On October 6th, 2016 representatives from St. Dominic's High School and Ecole Notre Dame attended CARC sponsored sessions on High School Redesign in Red Deer. 	<ul style="list-style-type: none"> A meeting is scheduled with Alberta Education's Moving Forward with High School Redesign team on November 23, 2016 to update them on the progress the two high schools are having with the redesign initiative.
<ul style="list-style-type: none"> Implement the Learning Commons Policy with division librarians. 	<ul style="list-style-type: none"> Twenty-five librarians were trained in September by Follett in the new features of the Destiny program which support libraries. October 28, 2016 marked another opportunity for Division Librarians to meet in team to focus on Learning Commons. The format of the day was on "Make and Take" whereby Division Librarians learned about impactful literacy practices within Learning 	<ul style="list-style-type: none"> On November 23, 2016, the Division Learning Commons Team will meet with OverDrive to investigate the possible implementation of eBooks as well as learn how two elementary schools supported full implementation of the Learning Commons structure in their schools, and finally become involved in a book study using the resource, "Elementary and Secondary Schools

	<p>Commons, supporting teachers with the Online Resource Centre resources, Makerspaces, webinars, and cataloguing support.</p> <p>MakerSpaces are being implemented in all division Learning Commons with the expectation that the space is created in collaboration with teachers and that all activities align with the Alberta Education Program of Studies. In September 2016, Division Learning Commons Team was established composing of librarians, teachers and administrators developing a core team to work together to support the development of Learning Commons in school communities.</p>	<p>Learning Commons: A Manual." Next steps for this team will be determined during the November 23, 2016 PD session. A presentation with Follett will be organized for January, 2017, to understand their eBook support then a decision will be made about the use of eBooks within our Learning Commons.</p>
<ul style="list-style-type: none"> • Coordinating and supporting the administration of an effective developmentally assessment tool to inform instruction. (Early Learning) 	<ul style="list-style-type: none"> • Representatives from the division collaborated with The Learning Bar to create and develop a local EYE Symposium for teachers in August 2016. 	<ul style="list-style-type: none"> • Provide the opportunity for teachers new to Kindergarten to attend a professional development day in November to utilize the EYE TA tool. Throughout the year, the Early Learning Lead Teacher will provide teachers with suggestions to easily incorporate the EYE TA within the classroom routines, provide in-depth understanding of the EYE-TA class reports and how the reports are helping inform educational planning and instruction. They will focus on creating intentional/purposeful play-based centers.
<ul style="list-style-type: none"> • Expand opportunities to increase Dual Credit pathways. 	<ul style="list-style-type: none"> • Met with representatives from the Donald School of Business in August 2016 to articulate the online course offering for high school students. Currently, there are 4 students from Ecole Notre Dame taking post-secondary business courses,. • In September 2016, 7 students from Ecole Notre Dame were enrolled in SWAC (4 in Auto Services Technician and 3 in Welding). In order to increase the enrollment of 	<ul style="list-style-type: none"> • Evaluate the progress of these students at the end of semester 1 (January 31st, 2017). At that time the Dual Credit Lead teacher will determine appropriate supports for semester 2. • Dual Credit Lead Teacher will continue to monitor student progress weekly throughout the year and meet with them individually to ensure academic and program success.

	<p>the program students from Wolf Creek School Division were invited to join.</p> <ul style="list-style-type: none"> • In September 2016, 3 students from the division (2 Ecole Notre Dame and 1 from St. Dominic's) were enrolled in the NAIT Power Engineering dual credit opportunity 	
<ul style="list-style-type: none"> • Provide research-based literacy/numeracy strategies. 	<ul style="list-style-type: none"> • Fall LIFT focused on reinforcing Jo Boaler's 7 Norms of Mathematics, modeling and creating Miriam Small's parallel tasks, review ANIE (Assessment of Numeracy in Education), and introduced Number Talks/Science talks. Nineteen out of 19 schools were given "Number Talks", "Mathematical Mindsets", "Eyes on Math", "Uncomplicating Fractions", and "Asking Good Questions". • August and September 2016 - To support research-based use of manipulatives in the classroom, science manipulatives were purchased. Some examples are drones, microscopes, prepared slides, etc. • In September 2016, 16 out of 16 elementary and middle schools received digital copies of the resource Leaps and Bounds. Fall Science LIFT received professional development about reciprocal teaching strategies to develop reading comprehension in their courses. • Fall 2015 and winter 2016 LIFT sessions explored a variety of high yield strategies in literacy sessions. Grade 1 and 2 focused on literacy interventions. Grades 3-5 focused on narrative writing through the work of Barbara Mariconda. Grades 6-9 focused on introducing the readers/writers workshop model. 	<ul style="list-style-type: none"> • Spring LIFT will focus on reviewing Jo Boaler's 7 Norms of Mathematics, implementing and modeling Miriam Small's parallel tasks, sharing classroom ANIE (Assessment of Numeracy in Education), and reinforcing Number Talks/Science talks. • Spring 2017, elementary and middle school LIFT sessions will receive professional development on the resource Leaps and Bounds. • Spring 2017, Science LIFT will review reciprocal teaching strategies to develop reading comprehension in their courses. • LIFT sessions for Grades 1-2 will begin to explore effective writing instruction. Grades 1-2 will focus on exploring Lucy Calkin's Units of Study for writing for the 2016-2017 school year. Grades 3- 5 will focus on expository writing, again using Barbara Mariconda resources. Grades 6-9 will continue to explore the elements of a readers, writers workshop and enhancing book clubs within the classrooms. In the spring of 2017 Grades 10-12 will continue to explore elements of the reader's/writer's workshop focusing on student voice and choice, effective reading and vocabulary strategies, with a focus on supporting our English language learners.

	<p>Grades 10-12 focused on subject specific literacy strategies.</p>	
<ul style="list-style-type: none"> • Use a variety of data to better understand the literacy/numeracy needs of the division to inform professional learning opportunities. 	<ul style="list-style-type: none"> • Twenty out of 29 LIFT session representative grade or subject areas were asked to implement the ANIE regularly in their classes to gather deeper information around individual student understanding of numeracy. • Fall 2016, 3 schools have been chosen to implement the Math Intervention Programming Instrument (MIPI). All 3 schools administered the MIPI in all of their math classes. This data is being used to determine which students need remedial assistance. All data was provided to the Math/Science Lead teacher. • October 2016, Provincial Achievement Test (PAT) and Diploma data has been analyzed and shared with administrators. This data showed a need to enhance standard of excellence in mathematics achievement. In September, 2016 Dossier became available to all 19 schools as a data management tool and we hosted professional development at drive-in PD September 21, at several schools during embedded PD and on October 28. • The STAR Reading Assessment was completed by all students in Grades 6-11 in September 2016. Professional Development on interpreting and planning for intervention using STAR data was offered on September 28th, 2016, and was attended by one administrator and 1-3 lead teachers from each middle and high school in the division. Schools have been instructed to use the STAR test as a screening test, to inform future diagnostic testing (for example 	<ul style="list-style-type: none"> • Spring 2017 LIFT sessions will have teachers sharing best practices around the ANIE and how to use this tool to gather deeper information around individual student understanding of numeracy. • All 3 pilot schools in November 2017 will be shown how to use the MIPI data and Leaps and Bounds to differentiate their instructions in their math classes. <p>Create a plan by January 2017 to implement the MIPI in all schools.</p> <ul style="list-style-type: none"> • Analyze the 2016-2017 Provincial Achievement Test (PAT) and Diploma data by November 2017. • November 2016 a draft survey will be created, which would be completed by students in June 2017, to determine their level of engagement in numeracy throughout the year. • STAR reading data will be uploaded by February, 2017 into Dossier. STAR will be used again in the Spring of 2017 to assess the impact of reading interventions completed throughout the year, and the future Professional Development opportunities offered.

	Fountas and Pinnell and Level B testing).	
<ul style="list-style-type: none"> • Create awareness, implement and evaluate the literacy/numeracy benchmarks guided through the Ministerial Order for Student Learning. (Also written as: Create an understanding of the foundational elements of literacy and numeracy in the Ministerial Order for Student Learning). 	<ul style="list-style-type: none"> • Fall 2016 LIFT sessions with Grades 7, 8 and 9 math reviewed "Essential Learning Outcomes." 	<ul style="list-style-type: none"> • Spring 2017 LIFT sessions will have Grades 7,8, and 9 math and science teachers use essential learning outcomes to determine appropriate use of instructional strategies. • Provide opportunities for Grade 1-6, 10-12 teachers to determine the essential learning outcomes in their math classes.
<ul style="list-style-type: none"> • Create division-based professional learning opportunities that focus on: effective reading/writing skills and comprehension strategies, complex and higher order thinking level math tasks, oral language and vocabulary strategies. 	<ul style="list-style-type: none"> • September 2016 2 Drive-in PD sessions were given to support using drones and coding in the classroom. October 28, 2106 3 sessions were given to support the transition between Grade 9 and Grade 10 Math, Number talks, and problem solving. • A variety of Drive-In PD Sessions were offered in September and October 2016 to support teachers in using the CAFE and Literacy Place to support reading comprehension. On October 28, 2016 division staff offered four PDs to support reading comprehension, including Reciprocal Teaching. In addition, Notice and Note sessions were offered as mandatory learning opportunities for grades 6-9. A variety of Monday PDs were offered in fall 2016 to support students in the area of reading comprehension. • All middle school and high school fall LIFT sessions provided focused on exploring how teachers could further enhance the reading comprehension, vocabulary instruction and oral language development of our English language learners. A PD session was offered Oct. 28 to support this topic as well. In addition, two school based PDs were offered in the fall of 2016 to support school staff in 	<ul style="list-style-type: none"> • January - May 2017 Drive-In professional development sessions will be offered to support open-ended questions and problem solving. • January 2017 Division professional development day will have sessions on using technology to support differentiated instruction, Jo Boaler's Math Norms, parallel tasks, and non-verbal assessments. • Additional Drive-In PDs and school-based professional development will be offered to support reading comprehension and effective vocabulary instruction in the spring 2017. These topics will continue to be areas of focus for spring LIFT sessions as well. In spring LIFT sessions we will help support middle school teachers in utilizing Notice and Note and Reciprocal Teaching to further enhance reading instruction. Professional development will continue to be offered for the remainder of the school year on Reciprocal Teaching, for schools interested in using this framework to support students in reading comprehension. • In spring LIFT sessions we will continue to highlight effective practices to support English language learners in these areas. Additional

	effective reading and vocabulary instruction, and the importance of rich oral language development of our English language learners.	school-based PD will also be provided for schools for the remainder of the 2016-2017 school year.
<ul style="list-style-type: none"> Continue to develop a division focus on social justice through World Catholic Education Day (WCED). 	<ul style="list-style-type: none"> This years focus was on the Catholic Social Teaching of 'Stewardship of Creation'. Our liturgy team build teaching liturgies that supported the CST with Pope Francis' encyclical "Care for Creation". This year we invited a representative class from each school for a Division Wide Liturgy celebrated at Sacred Heart. 	<ul style="list-style-type: none"> Continue planning for WCED 2017 on May 25th.
<ul style="list-style-type: none"> Address the increase in the ACOL Drop-Out rate measure as defined by Alberta Education. 	<ul style="list-style-type: none"> On October 3rd, 2016 a video conference meeting with representatives from Alberta Education and Red Deer Catholic Senior Administration was held to understand and define the increase in the ACOL Drop-Out measure. It was determined that the revised methodology of defining a high school Drop-Out significantly impacted the ACOL measurement and the division and Alberta Education will continue to address this recent statistical anomaly. 	<ul style="list-style-type: none"> Conversations with Alberta Education are expected to continue in regards to the difference in defining a high school Drop-Out.
<ul style="list-style-type: none"> Address the percentage of students writing four or more diploma exams within three years of entering Grade 10. 	<ul style="list-style-type: none"> On October 3rd, 2016 a video conference meeting with representatives from Alberta Education and Red Deer Catholic Senior Administration was held to understand and define the increase in the ACOL students writing four or more diploma exams measure. Information was shared with Alberta Education that the school division has witnessed an increase in English Language Learners, which may have influenced this data. 	<ul style="list-style-type: none"> High School Administrators and division Senior admin will continue to monitor the number of students writing diploma exams and assess the results in January 2017, after the completion of semester 1.

Notes - In regards to the ACOL measures "Drop-Out Rate - annual dropout rate of students aged 14 to 18" and "Percentage of students writing four or more diploma exams within three years of entering Grade 10", Red Deer Catholic Regional Schools continues to work with Alberta Education to correct

current methodology flaws.

Outcome 2: The achievement gap between First Nations, Métis, and Inuit students and all other students is eliminated

Performance Measure	Results (in percentages)					Evaluation		
	2012	2013	2014	2015	2016	Achievement	Improvement	Overall
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	68.9%	72%	73.9%	71.3%	78.9%	Intermediate	Maintained	Acceptable
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	11.2%	12.1%	11.1%	7.8%	16.4%	Intermediate	Improved	Good
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	76.4%	73.5%	73.7%	73.5%	82.2%	Intermediate	Maintained	Acceptable
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	10.9%	6.1%	7%	11.8%	8.2%	Low	Maintained	Issue

Performance Measure	Results (in percentages)					Evaluation		
	2011	2012	2013	2014	2015	Achievement	Improvement	Overall
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	76.2%	73.7%	68.4%	75.4%	69.5%	Intermediate	Maintained	Acceptable
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	0%	2.4%	3.1%	1.7%	1.6%	Very High	Maintained	Excellent
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	37.3%	50.8%	44.5%	51.5%	50.2%	Intermediate	Maintained	Acceptable
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	59.3%	n/a	n/a	n/a
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	42.4%	36.9%	18%	31.1%	36.6%	Low	Maintained	Issue

AERR Comments

By examining our current results we can confidently determine that we are reducing the gap between our First Nations, Metis and Inuit students and the rest of our population. In fact our First Nations, Metis and Inuit students had a lower drop-out rate than the overall rate in the province and even a lower rate than our own division overall percentage. We also outpaced the overall provincial rate in percentage of students achieving an acceptable standard in provincial achievement exams. In comparing our division First Nations, Metis and Inuit students with the province's First Nations, Metis and Inuit students, we had measures exceeding the province in 8 of the 9 measured categories. We also increased our own First Nations, Metis and Inuit student results from our division average in 6 of the 8 categories. Our new First Nations, Metis and Inuit Support Team has much to celebrate. This team is

fully engaged with student learning throughout the division and we feel the overall goals of this program play a large part in the success of our students.

Strategies:	Evidence:	Next Steps:
<ul style="list-style-type: none"> • Develop a comprehensive division program to ensure First Nation, Metis, and Inuit (FNMI) student success. 	<ul style="list-style-type: none"> • Created FNMI Support Team for the Division, along with two goals and strategies to guide planning and facilitation • Set up meetings with all administration teams to plan for the year and reflect on Education Plan. • Set up the VP/AP from each school to be the point people for the FNMI program. • Used data from Division survey to create lessons and presentations to share with students and staff. • Designed FNMI Program logo with communication department, graphic designer and FNMI team. • Collaborated with Red Deer Native Friendship Society and Aboriginal Resource Centre to share resources and information. • Worked on building resources for the FNMI program (purchased books, sacred medicines, cultural items). • Shared Acknowledgement of the land 'framework' with school administration teams. • Work with Central Region Child and Youth Services to facilitate Success in Schools (SIS) Meetings at each of our 19 schools for FNMI students in care beginning in September, 2016 through to November, 2016. 	<ul style="list-style-type: none"> • Continue to set up meetings with all administration teams for feedback and follow up. (Spring) • Continue to focus on Student Support Pillar as this pillar was not fully developed in first year. (January Team Meeting) • Continue to collaborate with community agencies and stakeholders. • Provide support to LIFT Leaders to lead a smudge. (Spring LIFT sessions) • Create a pamphlet for FNMI families outlining the process of self-identification and why it is beneficial. • Create document for division staff to acknowledge the traditional land. (December Team Meeting) • Develop strategic plan for dividing responsibilities of program between members of the team. (November) • Continue to work with Central Region Child and Youth Services to refine our process and in March, 2017 ensure that the lists of students are updated and that 2 meetings have been held at schools by June, 2017.
<ul style="list-style-type: none"> • Facilitate cultural awareness and education among all stakeholders. 	<ul style="list-style-type: none"> • Honoured "Orange Shirt Day" annually as a division team to reinforce the value that every child matters, while honouring residential school survivors. • Created monthly FNMI newsletter to support awareness of First Nation, Metis and Inuit cultures and support teachers with infusion in the 	<ul style="list-style-type: none"> • Continue to provide cultural education through classroom presentations and staff professional development. • Create and share a document outlining Truth and Reconciliation Commission's Calls to Action. • Facilitate sessions in Family Oriented Programming. (FOP)

	<p>classroom.</p> <ul style="list-style-type: none"> • Attended various professional development opportunities throughout the year to enhance our knowledge and maintain current practice. • Organized documentary on Alberta Blackfoot history to be shown as professional development to staff. • Organized an author visit for various schools in the division (Chad Solomon, Rabbit and Bearpaw). • Presented First Nations murals and the teachings behind the designs to staff and students at Notre Dame. 	<ul style="list-style-type: none"> • Continue to collaborate with Family School Enhancement Counsellors to provide student and family support. Try to get on the agenda at one of the FSEC meetings. • Continue to facilitate the Blanket Activity to staff and students throughout the Division as a visual representation of Aboriginal history in Canada. • Continue to collaborate with staff on FNMI infusion in all areas of the curriculum. (ongoing)
<ul style="list-style-type: none"> • Develop program parameters that align with our Catholic Faith. 	<ul style="list-style-type: none"> • Met with Division Chaplain Father Tom to discuss Catholic Faith and Aboriginal Spirituality. • Met with Faith Permeation Lead Teacher and Faith Team to discuss Catholic Faith and Aboriginal Spirituality. • Created lesson plans for Seven Sacred Teachings, Sacred Tree and smudging ceremonies that honour Aboriginal Spirituality and our Catholic Faith. • Presented Seven Sacred Teachings to all students at 12 schools. • Presented a smudging prayer in classrooms at 14 schools. • Presented sweetgrass as a sacramental for prayer tables within schools that have taken part in smudging presentations. • Provided First Nation prayers to Central Office staff during morning prayers. • Attended Mass and collaborated with Fr. Jim at Sacred Heart Church of the First Peoples in Edmonton. • Provided a Division wide FNMI Liturgy - June, 2016. 	<ul style="list-style-type: none"> • Create and deliver Division wide FNMI Liturgy. (June) • Connect with Canadian Catholic Aboriginal Council to interweave Aboriginal culture and traditional celebrations within the context of the Catholic faith. • Connect with Elders and knowledge keepers in other Catholic divisions to discuss Aboriginal Spirituality and Catholic Faith. • Continue to provide PD with Faith Permeation Lead Teacher to infuse FNMI perspectives into curriculum. • Continue to support Faith Coordinators with Sacred Tree Lesson to permeate into religion classes. • Continue to support Seven Sacred Teaching in classrooms. • Use the Laudato Si' as a guiding document to infuse FNMI connection to the land. Attend Fall sessions with Permeation Lead Teacher.

Note - Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (8.2% - Issue).

Improvement target: Low sample size spread between a large number of exams demonstrates a fluctuating result year-to-year. Our larger number of students writing provincial achievement exams seems to provide a better indication of the progress being made in the area of excellence. Excellence on Diploma Exams continues to be an area of division focus and this will ensure the continued improvement on both PATs and DIPs. Based on historic results in PATs for upcoming student cohort, we have set a target of 14%.

Note - Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10 (36.6% - Issue).

Improvement target: Current 3 year trend data shows gains being made in this area. Continued utilization of our First Nations, Metis, and Inuit Support Team in conjunction with our pyramid of interventions at the high school will facilitate further increases in this area. We have set a target measure of 45%.

Outcome 3: Alberta's education system is inclusive

Performance Measure	Results (in percentages)					Evaluation		
	2012	2013	2014	2015	2016	Achievement	Improvement	Overall
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.	91.2%	90.8%	92.3%	93%	93%	Very High	Improved	Excellent

AERR Comments

Schools within the division continued to target specific areas of literacy, inclusion, numeracy, faith, and technology to better meet the needs of all learners. These targets were established through the LIFT Scope and Sequence document and supported through the Communities Of Practice LIFT professional development (PD) model, Division full day PD sessions, school-based PD Mondays and drive-in after school sessions. In addition, information for identified learners was captured and collated on the Continuum of Supports and Services and ESL Benchmark document at each school utilized on a regular basis. This document informed teachers of effective instructional and assessment practices for intervention. Through comprehensive inclusion and teaching practices, learners' needs were met and supported with teachers delivering engaging and meaningful inclusive lessons and programming. In addition, Project Based Learning (PBL) continued to be a pedagogy taught through professional development sessions. Last year we established the best practices for PBL in our Alberta context and created a website as a resource for teachers to use for planning, assessment and reflection of their projects.

Strategies:	Evidence:	Next Steps:
<ul style="list-style-type: none"> Strengthen collaboration with outside agencies that support schools to expand instructional practices and create authentic learning environments. 	<ul style="list-style-type: none"> In May 2016, 42 participants received the Project Based Learning (PBL) 101 workshop. Developed a repository of Project Based Learning (PBL) teacher plans. The Division PBL Team meet once to collect research and evidence of best practices in PBL for Red Deer Catholic. A resource is being created to share best practices for teachers and administrators for implementation of PBL. Modelled the use of the Tuning Protocol with administrators, a tool used in Project Based Learning, as method of receiving feedback. All elementary schools are actively utilizing Regional Collaborative Service Delivery (RCSD) services to support our vulnerable learners. To date, schools have held 42 team meetings with occupational therapists or speech therapists and a total of 850 students have been impacted by Universal classroom support or by targeted group assistance provided by the RCSD staff. This term, we have 3 students attending the Journeys learning program and 3 students board-directed to Parkland School. Case conferences were held at Journeys on October 25, November 2 and November 7. 	<ul style="list-style-type: none"> 2016-17: PBL workshops are planned for November '16, January '17 and April '17 with the goal of training 90 teachers. Continue to add to the repository of teacher created PBL plans. The Division PBL Team will share a document including research based information, best practice checklists, anecdotal stories of success and templates for use in planning and assessment as well as implementing Exhibitions of Learning. Continue to model the use of the Tuning Protocol, a tool used in PBL, as a method of receiving feedback and making revisions to planning. We will continue to work closely with the Regional Collaborative Service Delivery (RCSD) Team to ensure that referrals are made and students are receiving the support they need. Data on the activity of RCSD specialists in our schools will be collected until March. To ensure quality, collaborative planning within the Journeys Program and Parkland School, we have scheduled case conferences in January. In Spring 2017, the CARE Filipino cultural presentation will be delivered to an additional 3 schools in our Division.
<ul style="list-style-type: none"> Continue to facilitate transition for all students through each stage of their development to adulthood. 	<ul style="list-style-type: none"> Know the Learner/Know the Data, through the use of Dossier, is presented at monthly administrators' meetings, professional development session (October 28) and embedded PD with time provided for collaborative conversations. Fall Community of Practice cohorts have provided teachers and administrators time to discuss their new learners 	<ul style="list-style-type: none"> Continue to provide support and professional development in the use of Dossier in our implementation year. Spring Community of Practice cohorts will provide teachers and administrators time to discuss transition plans. Transition meetings will occur in May to discuss and determine levels of support. In addition, Inclusive Lead Teachers and

	<p>and plan for universal support as well as intervention strategies as needed. The Director of Inclusive Learning along with the Cognitive Learning Specialists meet with every school to discuss Alberta Education codes and transitional planning of students. The Coordinator of Early Learning is engaged in transition meetings with administrators, teachers and Inclusive Learning Leads to support students moving from Pre-Kindergarten and Kindergarten to the next level.</p> <ul style="list-style-type: none"> • In the summer of 2016, teachers receiving children into Pre-Kindergarten received data and notes from the parent interview that was completed at the time of assessment to help facilitate, inform, and plan for a successful first entrance and transition into the school environment. 	<p>Counsellors will assist in developing protocol around transition plans.</p> <ul style="list-style-type: none"> • In January 2017 the Pre-Kindergarten assessment team will receive professional development as a group to help facilitate and build capacity in order to implement quality questioning techniques that bring forth pertinent and meaningful data for the receiving teacher.
<ul style="list-style-type: none"> • Ensure social justice projects offer a variety of opportunities for school communities. 	<ul style="list-style-type: none"> • Monitored school-based social justice plans. All schools provided evidence in their School Improvement Plan (Share the Good News) during their Admin Reviews in November. 	<ul style="list-style-type: none"> • Continue to examine school plans through Admin Reviews in May '17. New administrators will also present their plans in Feb/March '17 to Senior Admin.
<ul style="list-style-type: none"> • Live our Principles of Practice to ensure the development of safe and healthy learning environments. 	<ul style="list-style-type: none"> • Non-Violent Crisis Intervention training was offered on October 28, 2016 and November 25, 2016. 	<ul style="list-style-type: none"> • Further develop our Crisis Response Plan and incorporate 'table scenario' training in Hour Zero plan. Offer courses in Jan-May 2017, such as Non-Violent Crisis Intervention training that aid in ensuring that students are in safe and healthy learning environments.
<ul style="list-style-type: none"> • Continue to develop collaborative partnerships amongst school counsellors, Health Champions and student leaders to enhance positive mental health projects in schools. 	<ul style="list-style-type: none"> • In May, 2016, 60 members of the Positive Mental Health Project Team met and participated in a "Panel Guest" PD whereby they listened to Rick More from the Smiles Thru Lindsey Foundation, RDCRS Mental Health Consultant and a school counsellor discuss mental health and 	<ul style="list-style-type: none"> • Establish a review process in January 2017 to discuss best practices for the Positive Mental Health Projects and ensure that student voice is evident in each project as well as transition of learning from elementary to middle school and middle school to high

	<p>the impact of a universal approach to building capacity in all stakeholders to understand and take action to support positive mental health. The Associate Superintendent and Director of Inclusive Learning along with the Mental Health consultant presented the Division's MS2 model and Positive Mental Health approach in Winnipeg at the CASSA Conference on July 7, 2016; a national conference for superintendents and associate superintendents. Family School Enhancement Counsellors, Counsellors and Health Champions met for one half day collaboration meetings in September and November to continue the focus and action on their Positive Mental Health projects. The Positive Mental Health Project professional development was held on November 29, 2016. On October 20, 100 participants from Red Deer Catholic attended a Healthy Active School Symposia (HASS) conference that highlighted our work on our Positive Mental Health Projects. Mental Health First Aid (MHFA) will be offered three times this year, occurring October 25 & 26 and November 29 & 30, with each school training three staff members for the year in order to build awareness and common language of mental health.</p> <ul style="list-style-type: none"> • School counsellors and Family School Enhancement Counsellors met on September 7, 2016 focusing on counselling plans and protocol & procedure to follow in their roles. • 50 School counsellors, Family School Enhancement Counsellors and administrators were trained in Mental Health First Aide by RDCRS' Mental Health Consultant on October 25 & 26, 2016. 	<p>school. We are submitting a proposal to share the establishment of MS2 at the CASSA Conference in July, 2017. Mental Health First Aid will be offered in March, 2017.</p> <ul style="list-style-type: none"> • School Counsellors and Family School Enhancement Counsellors will meet in the February 2017 to discuss transition planning protocol for our students. • Continue Mental Health First Aide training on November 29 & 30, 2016.
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Outcome 4: Alberta has excellent teachers, school and school authority leaders

Performance Measure

Performance Measure	Results (in percentages)					Evaluation		
	2012	2013	2014	2015	2016	Achievement	Improvement	Overall
Percentage 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.	85.8%	86%	88.6%	87.1%	88.2%	Very High	Maintained	Excellent

AERR Comments

An important aspect of the Communities of Practice LIFT model was that all of teachers attended four PD sessions throughout the year, which allowed for continuity of messaging. Administrators embraced the opportunity to learn alongside teachers as they participated in these LIFT cohort sessions. The outcome was a continuity of implementation through LIFT session goals into the classroom and the school community. The division continued to establish the importance of literacy in the high school context, offering universal teaching and learning strategies with additional focus on the concept of choice to further enhance student learning. Middle school and high school teachers were introduced to the Readers' Workshop Model, while elementary teachers in Grades three to five focused on writing and Grades one to two focused on literacy structures and strategies.

In the area of numeracy, teachers learned the overarching concepts of teaching math versus numeracy, establishing division numeracy beliefs as well as utilizing ANIE as an assessment tool within classrooms. The ESL Benchmark document was used to support teachers instructing English language learners requiring English language support. School tours took place in both Edmonton and Calgary Catholic to help further enhance the supports for English language learners in the division. In regards to increased teacher support, and a model of English as a Second Language co-teaching was introduced at Ecole Notre Dame High School. And, all schools were given .1FTE Tech Coach support to enhance technology integration into all classrooms. In order to support first and second year teachers, the Assistant Principals/Vice Principals (AP/VP) Mentorship Program continued into its second year of implementation. Assistant Principals and Vice Principals provided support during weekly school-based meetings sharing their prior knowledge and experience with these new teachers. First and second year teachers were also supported by Faith Mentors in their four Faith Formation sessions offered throughout the year.

Strategies:	Evidence:	Next Steps:
<ul style="list-style-type: none"> Support excellence among teachers and school leaders through continued implementation of Administrative Mentorship Program, 	<ul style="list-style-type: none"> October 2016 AP/VP Mentorship professional development focused on reviewing mentorship plans that will provide support for the first and 	<ul style="list-style-type: none"> March 2017 AP/VP Mentorship will share best practices in their mentorship programs with each other and April 2017 will begin to

<p>Faith Formation, Leadership for Learning, and Leadership Pool.</p>	<p>second year teachers in their schools. Division AP/VPs were put into Instructional Learning Teams to provide their own mentorship throughout the 2016-2017 school year.</p> <ul style="list-style-type: none"> • November 2016 AP/VP Mentorship Group were given the instructional leadership book by Mike Schmoker's "Focus: Elevating the Essentials for School and District Improvement". • In 2016-2017 Faith Formation serves 65 first year teachers and 44 second year teachers with two cohorts for each year. We have 33 mentors working alongside the Faith Team to provide support within the Faith Formation four sessions. We have all 109 beginning teachers identify a religious course they have taken or are taking a Certificate in Catholic Studies from Newman Theological College. 	<p>plan their program development for the 2017-2018 school year with a focus on developing teacher mentors.</p> <p>2016-2017 Faith Formation will continue to offer 3-4 sessions at each Faith Formation for our teachers to choose their own learning. Mentors will continue to develop and lead these sessions.</p> <ul style="list-style-type: none"> • January 2017 AP/VP Mentorship Group will participate in a discussion on Mike Schmoker's "Focus: Elevating the Essentials for School and District Improvement". • At the end of each session, feedback will be requested from each first and second year teacher. At the conclusion of the year the feedback will be reviewed in an attempt to improve the sessions for next year.
<ul style="list-style-type: none"> • Provide timely, relevant and consistent professional learning opportunities for all staff. 	<ul style="list-style-type: none"> • On September 15, October 4 and November 2, Inclusive Lead Teachers were provided professional development with a focus on a new assessment tool, Woodcock Johnson IV, our book study and sensory regulation. • In the Spring of 2016, we formed a Complex English Language Learners (CELLS) team, meeting on April 21 and June 17, 2016 to identify vulnerable learners and compile strategies to program appropriately for them. • The creation of the 2016-2017 Scope and Sequence document as well as the full year PD division plan, which included both LIFT COP and the division PD days. • Initial visits with cohorts of schools assigned to Sr. Admin occurred in August to October '16. 	<ul style="list-style-type: none"> • The Inclusive Lead Teachers will meet on December 2, 2016 with a focus on sensory regulation, the use of Dossier, differentiation of instruction and our book study. • The CELLS team will meet on November 16, 2016 to focus on observable behaviours and a creation of a CELLS Advisory Team in each school. Division documents will be created to support staff in identifying and targeting instruction for English language learners with complex needs. • Planning will begin in November '17 to prepare for the January 31, 2017 PD Day with a focus on strategies to support all areas of LIFT as an extension of learning from the Fall cohorts. • Visits with cohorts of schools assigned to Sr. Admin will continue

	<ul style="list-style-type: none"> • Development of deeper questions to guide administrators in their practice of instructional leadership occurred for the October/November Sr. Admin reviews. Feedback was provided by each school team of the impact of the Leadership for Learning Project to their school community in terms of collaboration and instructional leadership. • During the 2016-2017 school year at monthly administrators meetings the afternoon continues to be dedicated to professional development with focus in the areas of faith and instructional leadership. Sessions have included creating high leverage outcomes; developing cultures of continual review, learning and implementing, Tuning Protocols, Dossier, a student data management system, and aligning experiences with the Six Tasks of Catechesis. • A team of thirteen administrators have hosted three meetings to continue planning PD for the 2016-2018 admin meetings. • The focus for the 2016 Admin Retreat was on enhancing leadership through storytelling with Scott Morrison, Superintendent, Christ the Redeemer. Brad Glynn joined trustees, senior administrators, and administrators at the retreat facilitating a session on Ignatius Spirituality: Seeing God in All Things. • At the conclusion of every Fall 2016 LIFT session feedback was provided through a variety of tools to help align professional development to the Division LIFT Scope and Sequence. This feedback was utilized in April's Inclusive Learning Team Retreat to begin planning PD for 2016-2017. • Continue to focus on the literacy 	<p>during the 2016-2017 school year.</p> <ul style="list-style-type: none"> • Create a new template to focus Leadership for Learning projects and support both effective instruction and assessment along with data collection based on student work. <p>Development of deeper questions to guide administrators in their practice of instructional leadership will occur at the Sr. Admin Retreat 2017 and be utilized at school visits.</p> <ul style="list-style-type: none"> • Continued focus on the 2016-2017 administrators' PD plan will continue from November to December with a final plan presented to administrators in January 2017. • Implementation of this PD plan will be ongoing throughout 2016 with feedback sought from administrators at the June 2017 meeting. • November 17th, 2016 - Presenter feedback will be examined and "Next Steps" will be determined. • Feedback will continue to be requested in Winter/Spring LIFT sessions to ensure all professional development offered is directly meeting the needs of our division teachers, as is aligns with the 2016-2017 Scope and Sequence. • Assess the relevance, application, and future adjustments of the literacy non-negotiables as a team in June 2017. • Continue to support middle and high schools in their investigation of Fountas and Pinnell testing for Tier 2 and Tier 3 students for the remainder of the 2016-2017 school year. Continue to provide school-based professional development as requested by schools. • For the 2016-2017 school year, emphasis will be placed on further enriching classrooms at all grade levels and subject areas.
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	<p>non-negotiables (Program of Studies, 90 minute literacy block, and Fountas and Pinnell testing) in fall 2016 LIFT sessions.</p> <ul style="list-style-type: none"> • Sept. 2016 a Drive In PD was offered to support new staff in completing the Fountas and Pinnell assessment. In fall 2016, some additional school professional development was offered to support schools in completing this assessment. Optional school implementation of Fountas and Pinnell for Grades 6 to 9, although many are moving to using this assessment with tier 2 students. • Independent reading and classroom libraries have continued to be a focus in our fall 2016 LIFT sessions. • In Oct 2016, ESL Division Lead Teachers attended an Enhancement meeting focusing on promising practices for English language learners. This included working through our book study, Adding English, by Elizabeth Cohleo. • Subject-specific planning meetings for the Fall 2016 High School LIFT sessions were held in September between division lead teachers, administrators, and teachers. These meetings discussed the needs of teachers and teacher feedback from previous LIFT sessions to help inform professional development. • A total of 14 Drive-In PDs were provided in September and October 2016 to support teachers in a variety of literacy, numeracy, inclusion, faith and early learning instructional strategies. 	<ul style="list-style-type: none"> • In Dec 2016, ESL Division Lead Teachers will meet for a working meeting to develop an outline and corresponding resources to support English language learners just beginning to learn the English language. In spring 2016, ESL Division Lead Teachers will meet to continue working through our three Division ESL Action Items, our book study, and effective strategies to support ELLs. • Continued team planning will occur in high school subject specific areas in the Winter and Spring of 2017 to ensure LIFT and other professional development stays consistent and relevant. • Additional Drive-In PD will be offered winter and spring 2017 on a variety of topics to support teachers within our division.
<ul style="list-style-type: none"> • Provide resources (human, financial) to develop collaborative structures within school 	<ul style="list-style-type: none"> • Discussion at January 2016 Sr. Admin Retreat and further focus occurred in March '16 as Spring 	<ul style="list-style-type: none"> • Leadership for Learning will continue to be supported by Sr. Admin visits in 2016-2017 with

communities.	budgets were determined on the distribution of Leadership for Learning funds to ensure equity continues to occur. Changes were made in Leadership for Learning allocations. LIFT budgets in one school were adjusted in October '16 after September '16 coding meetings were completed.	focused discussion questions to deepen the support and implementation of school education plans, and effective instructional and assessment practices. Each Sr. Administrator has 3-5 assigned schools that they oversee for support in these areas.
<ul style="list-style-type: none"> • Support the implementation of the new program of studies for Career and Technology Foundations. 	<ul style="list-style-type: none"> • Updated Curriculum Competencies (descriptors and indicators) were received at the CARC Curriculum Coordinators meeting on October 18, 2016. 	<ul style="list-style-type: none"> • The new Competencies will be distributed to schools at the monthly Admin meeting on November 24th, 2016
<ul style="list-style-type: none"> • Implement Early Learning and Care Curriculum Framework. 	<ul style="list-style-type: none"> • Through the Fall 2016 LIFT Cohort model, Early Learning teachers were given the opportunity to explore playful learning as a philosophy of practice, the importance of the environment as third teacher, and recognize the elements that compose a quality early learning environment. 	<ul style="list-style-type: none"> • Early Learning teachers will further explore and be exposed to the idea of the child as a mighty learner through professional development offered from mentors within Alberta Resource Centre for Quality Enhancement (ARCQE) during the January 2017 PD and Spring LIFT Cohorts. Ideas and philosophies supporting the child as a mighty learner during this PD will include the importance of documentation, honoring the 100 voices of the child, and a continued understanding of the importance of the environment as the third teacher.
<ul style="list-style-type: none"> • Introduce and support the implementation of the Learning and Technology Policy Framework (LTPF). 	<ul style="list-style-type: none"> • November 2 and 3, 2016 - The Superintendent of Schools, along with the Division Principal attended a workshop sponsored by CASS to examine the LTPF document and make it relevant to school districts. Data was collected prior to the workshop to analyze areas such as student learning, infrastructure, data collected and finance. 	<ul style="list-style-type: none"> • Information from the CASS-sponsored workshop will be shared with division Tech Coaches on Nov. 17th. Any implementation strategies for improvements out of the Tech Coach meeting will be shared with school administrators at the January 19th, 2017 meeting.
<ul style="list-style-type: none"> • Enhance the Division Career Plan where students explore interests and passions while making personal connections to career possibilities and technologies associated with 	<ul style="list-style-type: none"> • As of September 2016, all Grade 3 to 12 students in the division now have access to My Blueprint. A careers lead teacher has been identified in each school and they 	<ul style="list-style-type: none"> • May 23, 2017 - An all-day meeting is planned for all schools to access their site-based Career Plan and to refine the Division Career Plan.

various careers.	will be the champion of the Division Career Plan.	
<ul style="list-style-type: none"> • Continue to provide effective support for schools in their effort to promote healthy eating strategies, foster active living and enhance social environments. 	<ul style="list-style-type: none"> • October, 2016 - Healthy Active School Symposium. This was an opportunity for student leaders to learn, share and celebrate the initiatives completed in each school. • 2016-17: Health Champion meeting at every school with Health Promotion Facilitator, Health and Wellness Coordinator to share resources and build school action plans. • Developed a Health and Wellness page on division website to provide resources and supports in the areas of healthy eating, active living, and positive social environments. • Student Leadership Health and Wellness Workshop (April '16) - A division initiative to collect student voice in the areas of health and wellness as well as formulate action plans for next year. 	<ul style="list-style-type: none"> • Set up structure for stakeholder focus group to be initiated in the fall of 2016. • Explore collaboration time for health champions in 2016-2017. • Seek opportunities to promote staff buy-in for health and wellness directives.

Outcome 5: The education system is well governed and managed

Performance Measure	Results (in percentages)					Evaluation		
	2012	2013	2014	2015	2016	Achievement	Improvement	Overall
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	84.9%	84.6%	86.4%	87.7%	88.3%	Very High	Improved Significantly	Excellent
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	82%	81%	85%	83.6%	84.4%	Very High	Maintained	Excellent
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	91.2%	90.7%	92.3%	92%	92.7%	Very High	Improved	Excellent

AERR Comments

To gain a an understanding of the parent voice, a survey to School Council chairs was distributed with questions related to topics they would like to review and investigate at future Joint School Council Chair meetings. Throughout the year, several Joint School Council Chair meetings occurred with the agenda focusing on items such as purpose and role of school councils, provincial guidelines for best practices, school renovation possibilities, school fees, embedded Monday PD vs. full-day PD, and sharing of School Council best practices. A student voice was also elicited through the Superintendent's Student Advisory Council. Student representatives from Ecole Notre Dame and St. Dominic's were able to give their perspective on learning to Senior Administration and the Board of Trustees.

Cultural and vulnerable learner awareness was again a focal point of the Inclusive Learning Department in the 2015-16 school year. Building on an already strong foundation of understanding individual student needs, the goal was to match division support to the needs to unique classrooms and special circumstances occurring in schools. This translated into an increased supports being offered in all division schools.

Strategies:		Next Steps:
<ul style="list-style-type: none"> See and engage relevant stakeholder input to identify strengths and areas of inefficiencies in order to improve governing practices. 	<ul style="list-style-type: none"> Fall of 2016 - Representatives from the school division attended three community meetings with local organizations to enhance the support our community, including our school division, provides for newcomers. A survey to school council chairs was distributed with questions related to topics they would like to review and investigate at future Joint School Council Chair meetings. <p>In October '16, a Joint School Council</p>	<ul style="list-style-type: none"> Develop next steps with the Local Immigration Partnership (LIP), recently organized within the community to develop working groups to enhance newcomer support between organizations. The next Joint School Council meeting is set for March 15th, 2017. A new Superintendent's Student Advisory Committee for the 2016-17 school year will be established in December '16, and it will meet 2

	<p>Chair meeting occurred with the agenda focusing on purpose and role of school councils, provincial guidelines for best practices, school renovation possibilities, school fees, embedded Monday PD vs. full-day PD, and sharing of school council best practices.</p> <ul style="list-style-type: none"> • May 18, 2016 - Members of the Superintendent's Student Advisory Committee from Ecole Notre Dame and St. Dominic's met with members of the Board of Trustees to engage in roundtable discussions on issues relating to student learning. Information from these discussion was shared with each school's admin team in an effort to better hear the needs to students in the division. 	times throughout the year.
<ul style="list-style-type: none"> • Develop a three-year communication plan to ensure stakeholders are kept informed. 	<ul style="list-style-type: none"> • 2016-17: Communications Department has a three-year and one-year calendar file that is being updated as required. We will utilize a Montfort Support Survey to provide additional feedback from stakeholders. 	<ul style="list-style-type: none"> • Spring 2017 - Revisit the use of the Communications Department's calendar.
<ul style="list-style-type: none"> • Support and provide input to school administrators regarding their schools' social justice plan. 	<ul style="list-style-type: none"> • 2016-17: Ideas and initiatives shared with schools through division Faith Team during 6 meetings throughout the school year. 	<ul style="list-style-type: none"> • June 1, 2017 - At the final Faith Team meeting, assess and utilize the time to share potential opportunities and ensure this team is part of the school-based social justice planning.
<ul style="list-style-type: none"> • Continue to utilize division data to inform decisions to support schools with resources. 	<ul style="list-style-type: none"> • Allocations meetings occurred in August and October, 2016 with the Inclusive Learning Team to determine if further support was needed in specific areas or schools once coding meetings were completed at the end of September, 2016. Reviewed project proposals at the Sr. Admin level to support innovative projects that further enhance LIFT within schools. Continued focus on the LIFT and Leadership for Learning allocations per school to ensure 	<ul style="list-style-type: none"> • Allocations meetings will occur in March 2017 with consideration of LIFT and Leadership for Learning support to St. Joseph's and St. Gregory's opening. Project proposals will be reviewed in April 2017 by the Supervisor of Support Services and the Secretary Treasurer to continue support for innovative projects that further enhance LIFT within schools. • For the remainder of the 2016-2017 school year, focused support will be given to adolescent readers, within the high school context,

	<p>there is a response to the data and supports are in place to meet the needs of students. LIFT allocations discussed at the 2016 Sr. Admin Retreat and further focus occurred in March, 2016 as Spring budgets were determined. Changes were made in Leadership for Learning and Technology Coach allocations. Faith Coach allocations remained the same, project requests will be accepted to support focus areas on the development of Marks and Tasks work within school communities.</p> <ul style="list-style-type: none"> • The Leveled Literacy Intervention (LLI) program kits to support reading intervention (informed by Fountas and Pinnell and STAR Reading screen data) were delivered to elementary schools in the Fall of 2016. Three middle schools also received kits to be used a pilot program for reading intervention with Grades 6-9 for the 2016/2017 school year. A Nelson guided reading resource was purchased to help offer small group reading intervention to struggling English language learners at Notre Dame. • In fall 2016, completed the revision of the city ESL Intake process for newcomers registering in RDCRS. This intake provides valuable student data and parent information to help support schools in welcoming and program planning for their new English language learners. 	<p>needing additional reading intervention. Teacher support will be provided to enhance reading intervention for English language learners in Reading 15 offered at Notre Dame.</p> <ul style="list-style-type: none"> • By spring 2017, we will complete the revision of the rural ESL Intake process to assist rural schools in collecting this valuable data and meeting the individual needs of their English language learners.
<ul style="list-style-type: none"> • Ensure human resource support where needs are identified through data and consultation. 	<ul style="list-style-type: none"> • In September 2016, identification of needs in the Kindergarten classrooms historically noted as vulnerable were supported through a newly created division co-teacher through the restructuring and increased FTE of the Early Learning Lead Teacher role. Educational 	<ul style="list-style-type: none"> • Through Early Years Evaluation Teacher Assessment (EYE-TA) Collaborative meetings in the Fall of 2016, data will be utilized to inform and decide vulnerable programs where additional support is needed. • The role of the division co-teacher will shift throughout the year to

	<p>Assistants were hired to identified classrooms that needed further support.</p> <ul style="list-style-type: none"> • An analysis of the Continuum of Supports and Services data shows that we have 662 students who meet the criteria for Special Education coding and an additional 783 students who are monitored and require assistance to succeed. To meet the needs of these students, we have allocated Educational Assistants to work with the students as well as utilizing our LIFT support. • An analysis of our numbers and Benchmark levels of our English language learners after September 2016 coding required adjustments to the ESL FTE for one school. • Creation of a presentation, in consultation with Central Alberta Refugee Efforts, focusing on supporting schools in better understanding the Filipino Learner and Culture. This presentation is a result of approximately 50% of our English language learners originating from the Philippines. • A two-day Professional Development was offered in October 2016 to support teachers in using their Fountas and Pinnell data to inform their LLI implementation. • In fall 2016, co-teaching professional development support was provided to two schools looking to further enhance student learning, with two teachers actively involved in the instruction of the lesson. 	<p>reflect a timely, targeted, and flexible model within the division Kindergarten programs.</p> <ul style="list-style-type: none"> • Continued focus on the Continuum of Support and Services document and meetings with administrators from January to May will determine if further supports are needed. • Continue to adjust any ESL FTE for schools who receive an increase in English language learners with low levels of English, including refugees needing additional support. • By spring 2017, we will create a presentation to offer schools focusing on learning more about the Spanish culture and learner. This presentation will be created in consultation with the Central Alberta Refugee Efforts. Schools are continuing to book the Filipino presentation for their staff for the remainder of the 2016-2017 school year. • An Administrator and Lead Teacher half-day Professional Development session will be held in December to continue the support and discussion around implementing LLI in Division 3 and 4. • For the remainder of the 2016-2017 school year, continue to support all division schools in enriching the co-teaching experiences of students.
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Finances

Financial Highlights

TABLE 1
School Board Statement of Reserves

	2015-2016	Percentage as Compared to 2016-2017 Total Operating Budget
Operating Reserves	12,311,267	11.89%
Capital Reserves	7,421,033	7.17%
Total Reserves	\$19,732,300	19.06%

TABLE 2
School Board Expenditures
2015-2016

Program	Total Expenditures	No. of F.T.E. Students	Spending Per Student
Student Instruction ECS-Gr 12 Expenditures	\$81,891,756	9,100	\$8,999
Support Expenditures			
Schools - Operations & Maintenance	\$9,944,716	9,100	\$1,092
Student Transportation	\$5,126,954	4,337	\$1,182
School Board Governance & System	\$3,202,568	9,100	\$351
Support (sub-total)	\$18,274,238	9,100	\$2,008
TOTAL SCHOOL BOARD EXPENDITURES K-12	\$100,165,994	9,100	\$11,007

TABLE 3
School Board Expenditure Plan
2016-2017

Program	Total Expenditures	No. of F.T.E. Students	Spending Per Student
Student Instruction ECS-Gr 12 Expenditures	\$84,102,833	9,468	\$8,997
Support Expenditures			
Schools - Operations & Maintenance	\$10,468,640	9,468	\$1,106
Student Transportation	\$5,236,000	4,400	\$1,190
School Board Governance & System	\$3,364,920	9,468	\$355
Support (sub-total)	\$19,069,560	9,468	\$2,014

TOTAL SCHOOL BOARD EXPENDITURES K-12	\$103,172,393	9,468	\$10,897
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Trustees of the Red Deer Catholic Division consistently ask, “What is best for the students?” when debating budget decisions. The Board generally prefers to allocate as much government funding as possible to the schools, and, more specifically, to teaching staff in schools.

The student population has been increasing consistently over the past several years by greater than 4% and therefore we have been adding staff at a rate equivalent to 4%. The School Board revenue was greater than budget by approximately \$4.7 million and expenditures were \$4.3 million greater than budget due to unanticipated population growth.

Student instruction expenses were \$1.8 million over budget due to the student population growth. Additional funds were allocated to staffing to allow schools to concentrate on literacy, inclusion, faith, technology and leadership.

School generated fund information can be found in the notes to the 2015-16 financial statements on our website.

For more information on the Division budget, visit our website at <http://www.rdcrcs.ca>. Audited statements are available on Alberta Education website (<http://education.alberta.ca/admin/funding/audited.aspx>).

Summary of Facility and Capital Plans

Approval Year	Division Priority	School Division Sector	Sector Priority	Provincial Priority	Project Description	Occupancy Date
2016/2017	1	Red Deer	1	3	St. Patrick Modernization	September, 2017
2016/2017	2	Sylvan Lake	1	2	OLR 8 Classroom Addition	September, 2018
2017/2018	3	Red Deer	2	2	New Red Deer 6-9 School	September, 2020
2017/2018	4	Red Deer	3	2	New Red Deer K-5 School	September, 2020
2017/2018	5	Red Deer	4	2	New Red Deer K-5 French Immersion School	September, 2020
2018/2019	6	Sylvan Lake	2	2	New Sylvan Lake K-5 School	September, 2021

Funding is being requested for the modernization of St. Patrick School in Red Deer. Modernization will address the current utilization concerns in the building as well as deal with some minor mechanical and electrical issues.

With continued growth in the Town of Sylvan Lake additional classroom space is required. With the addition at Our Lady of the Rosary it will allow the relocation of the grade 3 students, freeing up more room at Mother Teresa School. Another elementary school will be needed in the community of Sylvan Lake in the near future.

The high growth rate in and around the City of Red Deer will see the need for an additional middle school in the City of Red Deer as well as another new elementary school.

With the large growth occurring in the French Immersion population in the Red Deer area, additional French immersion elementary school space will be required in the near future.

The full report is available for public viewing online at <http://www.rdcrcs.ca/download/14426>

Parental Involvement

The draft plan is taken to principals who seek feedback from school council chairs.

Timelines and Communications

To view this report as well as our Average Class Size Report, call 403-343-1055, go online at www.rdcrcs.ca or visit us at the School Board's Office located at 5210-61 Street in Red Deer. The reports are posted on our website under Board and Administration, Plans and Reports.

Whistleblower Protection Legislation

The Division is pleased to report that they have not received any disclosures under the above Act. The Administrative Procedure was updated in June, 2014 and all staff were advised of the Administrative Procedure in September, 2016 and are also made aware of the procedure upon hiring.