



**ST. DOMINIC CATHOLIC HIGH SCHOOL**

**2017 - 2018**

**SCHOOL IMPROVEMENT PLAN**

## 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:

St. Dominic is committed to serving students in a Catholic-centered environment. We provide a safe and caring atmosphere for all students and we foster an academic environment filled with opportunities for student growth and student success. We offer a student-focused environment with dedicated Catholic role models who strive to build positive personal relationships with students and nourish spiritual faith building opportunities for students with our Lord and Savior Jesus Christ.

## Mission:

Through Christ's guidance, we prepare students to become responsible citizens by embracing continual spiritual, academic and social growth within our community.

## School Profile

St. Dominic Catholic High School is located in Rocky Mountain House and is one member of Confluence Campus. This tri-campus facility also encompasses West Central High School (Wild Rose Public Schools) and Red Deer College. St. Dominic is a semesterised Grade 9 -12 Christ centred environment which offers a comprehensive course selection within a developing High School Redesign learning environment. Our grade nine timetable reflects Social Studies 9 and Science 9 writing standardized provincial exams in January, and Mathematics 9 and English Language Arts 9 exams in June.

We have a commitment to excellence in all spiritual, academic, physical, social and emotional facets of student life. We pride ourselves in the measurement we received from the fall 2017 Annual Education Result Report of very high safe and caring environment, high completion rate, very high student learning opportunities and preparation for lifelong learning, and an 85% student Rutherford Scholarship Eligibility rate. We are a school that recognizes the importance of teaching students responsible citizenship, resiliency, perseverance and creativity. The staff have established a learning environment that seeks continuous school improvement by listening to all of our stakeholders' input.

At our school, students have the opportunity to experience many spiritual activities in conjunction with both St. Matthew Parish, our community church, and our Youth Ministry program. Daily prayer, social

justice projects, retreats and liturgical celebrations are all regular components of a student's life at St. Dominic.

Students learn in the presence of God at St. Dominic High School as we establish a sense of belonging that engages the 21st century learner to aspire to excellence. All are Welcome, All Belong.

#### School Highlights

Faith – Continuous staff faith development journey through participation in ministries promotes a positive spiritual journey for our students. Students are challenged to continually strengthen their relationship with God by attending religion class, participating in liturgy, participating in our Youth Ministry program and participating in retreats. Seeing what "Jesus would do" is modelled in the school daily by staff. Our school chapel is the most prominent visual image as you enter into our school and is also at the center of our building. We proudly proclaim our Catholic Faith at St. Dominic.

Academics – We focus on rigorous and relevant curriculum, assessment, literacy, inclusion and engagement for the purpose of student success. All core subject areas have master teachers delivering course content that emphasize Rutherford excellence standards while building student confidence and creativity.

Careers – We integrate and reinforce career planning to support high graduation rates. Emphasis on student opportunity and exposure to Career Prep to promote lifelong learning is a perpetual ideology that our staff value. By student placement into Work Experience, Registered Apprenticeship programs, Job shadows and Dual Credit possibilities, Green Certificate program we foster personalized student success in a flexible learning environment.

#### SCHOOL ENROLMENT

STUDENT COUNT (SEPTEMBER 30, 2017)

9A	24
9B	23
10	46
11	46
12	56
Total	195

Middle School 47, High School 148

## Trends & Issues at a Glance

1. St. Dominic is entering into its fifth year of participation with Alberta Education's High School Redesign program. This initiative has supported a successful trend that allows for and assists alternative pathways for student learning and has given St. Dominic flexibility in offering a full complementary course selection to students in a small rural high school environment.
2. We have semesterised our grade 9 students for the second consecutive year, with Science and Social Studies in the first semester, and Language Arts and Mathematics in both semesters. This newly established trend has fostered positive grade nine transition into our school by providing teachers more opportunity to focus upon developing student literacy and numeracy skills which not only help them throughout their educational journey here at St. Dominic, but also in their post-secondary programs.
3. The trend of using Gradual Release of Responsibility (GRR) as a school wide instructional strategy continues for the third consecutive year. This strategy focuses upon increasing student ownership in their learning, fosters high levels of student engagement, and provides guidance and modelling targeted at the individual's need so that all students are inspired to achieve academic excellence.

## Accountability Report Card

Measure Category	Measure	St. Dominic High School			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	Safe and Caring	94.8%	90.1%	87.2%	89.5%	89.5%	89.3%	Very High	Improved	Excellent
Student Learning Opportunities	Program of Studies	84.3%	83.3%	83.6%	81.9%	81.9%	81.5%	Very High	Maintained	Excellent
	Education Quality	91.6%	91%	88%	90.1%	90.1%	89.6%	Very High	Maintained	Excellent
	Drop Out Rate	0.7%	2.9%	1.5%	3%	3.2%	3.3%	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	92%	83.4%	85.5%	77.9%	76.5%	76.1%	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	81.7%	75%	70%	73.4%	73.6%	73.2%	High	Improved	Good
	PAT: Excellence	14.9%	12.2%	12.7%	19.5%	19.4%	18.8%	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	89.3%	87.3%	86.7%	83%	82.7%	83.1%	Very High	Maintained	Excellent
	Diploma: Excellence	23.8%	14.1%	12.4%	22.2%	21.2%	21.5%	Very High	Improved	Excellent
	Diploma Exam Participation Rate (4+ Exams)	52.2%	44.3%	50.3%	54.9%	54.6%	53.1%	Intermediate	Maintained	Acceptable
	Rutherford Scholarship Eligibility Rate	85%	76%	76%	62.3%	60.8%	60.8%	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	76.2%	78.1%	69.8%	57.9%	59.4%	59.3%	Very High	Maintained	Excellent
	Work Preparation	100%	92.4%	89.1%	82.7%	82.6%	81.9%	Very High	Improved	Excellent
	Citizenship	87.3%	82.7%	82.6%	83.7%	83.9%	83.6%	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	90%	79.9%	78.2%	81.2%	80.9%	80.7%	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	93.7%	82%	79.5%	81.4%	81.2%	80.2%	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.**

<b>Performance Measures:</b>	<b>Current Results</b>	<b>Average</b>
D.1.1 I believe that all members of our community are provided with opportunities to learn about the Catholic Faith.	96.7%	96% (2 Yr)
D.1.2 I believe that members of our community have gained an understanding of Sacramental Life and the meaning of Liturgy.	94.3%	93% (2 Yr)
D.1.3 I believe that our schools promote moral formation in response to the message of the Gospel.	87.7%	88% (2 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.	86.3%	87% (2 Yr)
D.1.5 I believe that our school communities demonstrate Christian Community.	86.7%	87% (2 Yr)
D.1.6 I believe our students are empowered with a 'missionary spirit' to be transformational in our society.	80.7%	86% (2 Yr)

**AERR Comments**

We were committed to spiritual growth throughout the 2016/17 school year. Our results were indicative of the strong connection and close relationship we enjoyed between our school, our Faith Coach and St. Matthew's Parish. As a staff we collectively chose to focus on prayer, which led to another positive stakeholder response to measure D.1.4 of the 2016/2017 Schollie survey.

<b>Strategies:</b>	<b>Evidence:</b>	<b>Next Steps:</b>
• Bring awareness of the Sixth Task of Catechesis (Living in Solidarity) to all stakeholders for transforming our school into an Authentically Catholic School for the 2017/2018 school year.	• We have continued to use the Six Tasks of Catechesis based upon the General Directory for Catechesis to as a source of inspiration to help transform our school into an Authentically Catholic school.	• Administration is to schedule at least two meetings with our school's Faith Coach prior to our next LIFT lead teachers meeting on December 7th. The purpose of each meeting will be to plan how to specifically

	<ul style="list-style-type: none"> <li>• During our August 30th onsite PD session, our Faith Coach announced to the staff that "Living in Solidarity" would be our new Task of focus for this school year.</li> <li>• On Friday, September 1st, a weekly morning Prayer Schedule was shared by our Faith Coach in our staffroom for staff sign up for the first semester, encouraging solidarity by taking turns leading prayer and sharing our gifts.</li> <li>• On September 14th, administration presented the St. Matthew's Parish Pastoral Council with notice of our new division theme, and school Marks and Tasks. As this was prior to our school opening mass on September 20, it allowed Fr. Leon to prepare a special message for students.</li> <li>• Jesse Manibusan presented his message of "All are Welcome! All Belong!" to a captive student audience on September 18th. As a composer, storyteller, and humorist, Jesse introduced students to his own delightful style of Christ-centered leadership and discipleship, encouraging solidarity with the phrase, "We are the Church!"</li> <li>• During the school council meeting on September 22nd, the administration announced that the staff of St. Dominic would concentrate upon task six (Living in Solidarity) of the Six Tasks of Catechesis throughout the 2017/18 school year.</li> <li>• As staff met with administrators throughout October to discuss their personal growth plans, they were encouraged to share how their goals might help to aide our school priorities, including "Living in Solidarity."</li> </ul>	<p>address how Living in Solidarity can be used in daily lessons to encourage students to be transformational within our society.</p> <ul style="list-style-type: none"> <li>• The school's Faith Coach will share our Living in Solidarity plan with the LIFT members on December 7th at our early-morning meeting.</li> <li>• Through Leadership for Learning (L4L) sessions in the month of January, and in the morning of February 2nd PD day, administration will support the implementation of the sixth Task into daily routines and lessons by providing staff with exemplars.</li> <li>• Prior to Schollie satisfaction surveys in January, clearly inform all stakeholders, including students, teachers, and parents of our intention and the progress of our work towards our Task of Living in Solidarity.</li> <li>• In determining our level of success with this strategy, administration will compare this year's upcoming Schollie results under D1.6 with 2016/2017 Schollie results to look for trends or issues.</li> </ul>
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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.	85.7%	88% (2 Yr)
D.2.2 I believe the Catholic Faith provides a framework for life and learning.	91%	92% (2 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'.	83.3%	84% (2 Yr)
D.2.4 I believe the staff of RDCRS witness to others a life lived in relationship with Jesus Christ.	100%	94% (2 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.	87.7%	93% (2 Yr)

**AERR Comments**

The overall results from the 2016/2017 Schollie survey were very positive, especially in performance measure D.2.4, which was our area of focus. Results indicate an increase from 90% in 2015/2016 to 100% in 2016/2017. We lived and proudly proclaimed our Catholic Faith in all we did throughout the year. We provided students with opportunities to participate in prayer, retreats, celebrations and social justice projects so that their relationship with Christ continued to deepen in truth and love.

Strategies:	Evidence:	Next Steps:
<ul style="list-style-type: none"> <li>Have school administration work with LIFT Lead Teachers as the second part of our two-year strategy to deepen how we witness to others that we are an Authentically Catholic school.</li> </ul>	<ul style="list-style-type: none"> <li>Following a meeting on September 20th, administration, our Faith Coach and our parish Priest decided that staff morning Mass will occur on the 2nd Wednesday of every month at the school's Chapel. This is a deviation from 2016/2017 as early masses were conflicting with the Principal's breakfast club meetings.</li> <li>During our September 22nd School Council meeting, the administration announced that Mark Four will again be our area of focus that will move St. Dominic towards being a more Authentically Catholic school to its stakeholders.</li> <li>On September 29th and October 20th school based PD days, our Faith Coach introduced Jared Dees's "To</li> </ul>	<ul style="list-style-type: none"> <li>On Thursday December 21st, administration in collaboration with our Faith Coach will use an online survey to seek feedback from the student body on how they expect our staff witness to others a life lived in relationship with Jesus Christ.</li> <li>During our December 8th PD day, our staff will attend a community Mass to show solidarity of our Christian witness, and experience our relationship with Jesus Christ communally.</li> <li>During our December 8th PD day and our January 8th and 9th L4L meetings, our Faith Coach will use To Heal, Proclaim, and Teach as a springboard for a discussion on witnessing our faith to or students in</li> </ul>



	<p>Heal, Proclaim and Teach: The Essential Guide to Ministry in Today's Catholic Church" to our staff, as context for discussions on intentional permeation of faith. Conversations on how to intentionally heal and to intentionally proclaim within our classrooms were initiated and rich staff dialogue took place. Each session concluded with practical examples for teachers to use in their classrooms.</p> <ul style="list-style-type: none"> <li>• During our Open House event November 29th, administration announced that our "staff witness to others a life lived in relationship with Jesus Christ" with those in attendance before beginning the evening in prayer .</li> <li>• Administration has begun using observations collected from September and October teacher walkthroughs as a means to open dialogue with staff members about how we can be witnesses of our relationship with Jesus to our students.</li> <li>• Our Faith Coach facilitated the last component (To Teach) of Jared Dees's work to staff on our November 27th PD day. In this plan we deliberately focused upon how teachers can intentionally plan to heal, proclaim and teach within their classrooms, and witness their relationships with Jesus Christ to our students.</li> </ul>	<p>all of our actions.</p>
<ul style="list-style-type: none"> <li>• Using the Eight Characteristics of Catholic Identity, create a culture of intentional permeation within all classrooms in our school to ensure our school community is Authentically Catholic.</li> </ul>	<ul style="list-style-type: none"> <li>• On October 25th, our administration team received professional development by the division's Faith Permeation Lead Teacher on the Eight Characteristics of Catholic Identity.</li> <li>• During September 27th, October 26th and November 28th, our Faith Coach attended divisional meetings that provided Professional</li> </ul>	<ul style="list-style-type: none"> <li>• During the February 2nd PD Day, our Faith Coach will lead staff in providing examples of the Eight Characteristics of Catholic Identity in our daily work as a school community, and where they fit on the Eight Characteristics of Catholic Identity chart. This will be used to discuss how we can move forward as a school community with intentional</li> </ul>

	<p>Development on the Eight Characteristics of Catholic Identity.</p> <ul style="list-style-type: none"> <li>• On September 26th and 27th, Our high school English and Mathematic teachers attended Division cohort LIFT PD on identifying and implementing the Eight Characteristics of Catholic Identity into their daily lesson plans.</li> <li>• On October 4th,10th,11th and 24th our middle and high school Social and Science Teachers attended division cohort LIFT professional development on identifying and implementing the Eight Characteristics of Catholic Identity into their daily lesson plans.</li> <li>• During the last week of November, administration and our Faith Coach met to develop a plan for implementation of the Eight Characteristics of Catholic Identity into our current faith goals, specifically relating to the intentional permeation of Faith.</li> </ul>	<p>permeation to create a culture that is Authentically Catholic.</p> <ul style="list-style-type: none"> <li>• After attending upcoming winter HS LIFT sessions in February, administration will take the shared intentional permeation best practices, which are being discussed, back to staff and lead discussions in our March 5th and 6th L4L sessions, our April 20th PD Day, and classroom walkthroughs.</li> </ul>
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## Outcome 1: Alberta's students are successful

Performance Measure	Results (in percentages)					Evaluation		
	2013	2014	2015	2016	2017	Achievement	Improvement	Overall
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	65.8%	73.6%	61.3%	75%	81.7%	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).	19.7%	15.1%	10.8%	12.2%	14.9%	Intermediate	Maintained	Acceptable

Performance Measure	Results (in percentages)					Evaluation		
	2013	2014	2015	2016	2017	Achievement	Improvement	Overall
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	79.7%	80.2%	92.5%	87.3%	89.3%	Very High	Maintained	Excellent
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	18.1%	10.3%	12.8%	14.1%	23.8%	Very High	Improved	Excellent

Performance Measure	Results (in percentages)					Evaluation		
	2012	2013	2014	2015	2016	Achievement	Improvement	Overall
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	93.2%	82.6%	90.4%	83.4%	92%	Very High	Maintained	Excellent
Drop Out Rate - annual dropout rate of students aged 14 to 18	4.4%	0%	1.5%	2.9%	0.7%	Very High	Maintained	Excellent
High school to post-secondary transition rate of students within six years of entering Grade 10.	68.3%	63.4%	67.8%	78.1%	76.2%	Very High	Maintained	Excellent
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	76%	85%	n/a	Maintained	n/a
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	62.2%	65.5%	41.1%	44.3%	52.2%	Intermediate	Maintained	Acceptable

Performance Measure	Results (in percentages)					Evaluation		
	2013	2014	2015	2016	2017	Achievement	Improvement	Overall
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	89.7%	86%	79.1%	82.7%	87.3%	Very High	Maintained	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.	91.7%	95%	80%	92.4%	100%	Very High	Improved	Excellent

**AERR Comments**

St. Dominic accomplished an increase in 15 of the 16 measure categories on October's Accountability Pillar Overall Summary provincial report. In seven of these measurements, a significant increase of over 5% occurred. The greatest of these improvements came in the areas of parental involvement (10%) and overall school improvement (11.7%). This success is directly related to our continued focus on knowing the needs of our learners, and the use of data to drive pedagogical choices.

<b>Strategies:</b>	<b>Evidence:</b>	<b>Next Steps:</b>
<ul style="list-style-type: none"> <li>• Increase St. Dominic student excellence levels on provincial standardized tests by using the Assessment principle of High School Redesign (HSRD) as a framework of success.</li> </ul>	<ul style="list-style-type: none"> <li>• On Thursday October 5th, three teachers participated in a professional development event that focused upon High School Redesign. This symposium was held at Crossroads Church in Red Deer.</li> <li>• During our August 29th PD day, administration communicated to all teachers that weekly student assessment in all core courses was an expectation for the 2017/18 school year. An assessment tracking measuring tool was shared with staff for weekly input and administration continued to review its data entries biweekly to ensure that all are engaged with this school initiative. On Friday September 22th, Friday October 6th and Friday October 20th, all core classes met or exceeded the requirement of this initiative.</li> <li>• In October, school administration attended the division's assessment PD at Montfort Centre. Administration had informal conversations with staff about this new assessment initiative during their PGP meetings to establish the groundwork for implementation that is to follow.</li> </ul>	<ul style="list-style-type: none"> <li>• In November and December, have administration and lead LIFT members initiate conversations with staff during the first L4L session of each month which focus upon increasing academic scores with students achieving grades between 70% - 80%.</li> <li>• Have administration complete assessment checks on the teacher "assessment tracker" December 8th and 15th.</li> <li>• In the afternoon of December 8th on-site PD day, administrators will facilitate teacher best practices with staff that targets formative assessment at St. Dominic. A shared document will capture teacher shared discussions for all to review, as well as, foster future informal conversations.</li> </ul>
<ul style="list-style-type: none"> <li>• Increase student literacy and numeracy skills as a means to increase student 4 plus 30 level diploma participation rates.</li> </ul>	<ul style="list-style-type: none"> <li>• During September 11th and 12th Leadership for Learning sessions, our Literacy Coach provided teachers with a review of what "Close Reading" is and how it should be implemented into regular lesson plans. On our September 14th Leadership for Learning session, our Literacy</li> </ul>	<ul style="list-style-type: none"> <li>• During our December 8th on-site PD day, our Literacy Coach will provide staff with teacher lessons that clearly demonstrates the implementation of "Cornell Notes" and "Close reading".</li> <li>• In Early December, administration in conjunction with our humanities teachers will determine scheduled</li> </ul>

	<p>Coach reviewed with teachers what "Cornell Notes" is and how its' three steps could be introduced for student use. Throughout the month of October, our Literacy Coach collaborated with grade 9 humanities staff on a weekly basis in order to support teacher implementation of both "Close Reading" and "Cornell Notes" into their classrooms.</p> <ul style="list-style-type: none"> <li>• During the month of September, administration in collaboration with staff established that Sigmund Brouwer's Writer in Residence program will be used as a student literacy resource for for the 2017/18 school year.</li> <li>• During September 29th Professional Development day, staff shared literacy and numeracy trends discovered on June's standardized provincial exams.</li> <li>• Throughout the week of September 18th- 22nd, our Literacy Coach facilitated the implementation of the STAR reading assessment in grades 9 through 11. Administration facilitated a St. Dominic STAR student data analysis seminar for staff on October 23rd and 24th in order for teachers to identify student literacy levels in their classrooms. This data was also embedded into our September's "At Risk" list in order to help teachers identify specific reading resources that correlate to student reading levels.</li> <li>• Beginning the first week of September, our grade nine teachers implemented the Leaps and Bounds numeracy skill assessment to students in order to determine individual strengths and weaknesses. Targeted interventions were then identified and applied during our two month transition period to the grade</li> </ul>	<p>sessions for Sigmund Brouwer grade 9 visitations for semester two.</p> <ul style="list-style-type: none"> <li>• During December 8th PD day, staff will revisit literacy and numeracy trends from past standardized exams and determine if any new trends have been established since the end of September.</li> <li>• Administration will ensure that a Division's ILT member is scheduled in January for staff collaboration that specifically targets retrieval of STAR data on Dossier.</li> <li>• During the third week of semester two, our off-site campus Lead Teacher will update our diploma exam tracker and update student data with an additional grad check.</li> <li>• During December's PD day, have administration, in collaboration with staff, analyse our student "At Risk" data from September through November to determine if implemented literacy learning strategies are successful, and adjust as necessary.</li> </ul>
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	<p>9 math curriculum. Teachers also compared these findings to the strengths and weaknesses on the previous PAT results from June, and collaboratively planned what strategies should be implemented into the grade nine math program for student academic improvement.</p> <ul style="list-style-type: none"><li>• As a measuring tool for this strategy's effectiveness, administration has created a student "Diploma Course Enrolment" google sheet that has been populated with semester one student diploma course exam registration.</li></ul>	
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**Outcome 2: The systemic education achievement gap between First Nations, Metis and Inuit students and all other students is eliminated.**

Performance Measure	Results (in percentages)					Evaluation		
	2013	2014	2015	2016	2017	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).	*	67.9%	37.5%	*	*	*	*	*
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).	*	14.3%	8.3%	*	*	*	*	*
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	*	*	*	75%	92.9%	Very High	Maintained	Excellent
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	*	*	*	0%	14.3%	Intermediate	Maintained	Acceptable

Performance Measure	Results (in percentages)					Evaluation		
	2012	2013	2014	2015	2016	Achievement	Improvement	Overall
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	*	50.3%	*	67.1%	84.2%	Very High	Improved	Excellent
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	0%	0%	0%	0%	0%	Very High	Maintained	Excellent
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	*	*	n/a	*	*	*	*	*
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	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.	*	16.8%	*	22.4%	16.8%	Very Low	Maintained	Concern

**AERR Comments**

Our First Nations, Métis, and Inuit population was approximately 10% of our student population for the 2016/17 school year. Last year's candid efforts to directly reduce the achievement gap was very successful which is reflected by a 17% increase in both the three year graduation completion rate and the diploma acceptable results published on the most recent provincial report. We involved our division's First Nations, Métis, and Inuit support team on a regular basis and by intentionally nurturing relationships with several First Nations, Métis, and Inuit families, we were committed to supporting the cultural awareness with our school environment.

<b>Strategies:</b>	<b>Evidence:</b>	<b>Next Steps:</b>
<ul style="list-style-type: none"> <li>• Continue to support First Nations, Métis, and Inuit cultural identity growth within the school environment by having all staff work collaboratively with community support networks.</li> </ul>	<ul style="list-style-type: none"> <li>• On September 5th and all sequential released Division's First Nation, Metis, and Inuit newsletter were printed off and displayed in our office for visitor viewing.</li> <li>• On Thursday September 28th, students and staff participated in school facilitated "Orange Shirt" day events.</li> <li>• On Monday October 23rd, School administration met with the division's First Nations, Métis, and Inuit support team to discuss historical and cultural ties to Catholic education. Seven dates were scheduled from November 1st through May 10th to engage each of our school's grades and staff in a Smudging event, Blanket exercise, Beading and Water activity.</li> <li>• It was established by administration at the end of September that documented staff discussions during our end of the month Leadership for Learning(L4L) meetings and our mid-year Division's support team meeting are the measuring tools that will be implemented to measure the success of this strategy.</li> <li>• On September 22nd, the administration made contact with the "Success in Schools" facilitator to establish regular school visitations.</li> </ul>	<ul style="list-style-type: none"> <li>• Have our School Counsellor compile and share our community support network opportunities with staff by December 1st.</li> <li>• Include our Division's First Nations, Métis support team on our December 8th PD day agenda from 1pm to 2pm.</li> <li>• Communicate to students that both Flex blocks during the week of December 18th-22nd will showcase diversity in cultural food. Staff and students are welcome to celebrate their heritage by bringing in a food display of their choice.</li> </ul>
<ul style="list-style-type: none"> <li>• Carefully monitor and respond to First Nations, Métis, and Inuit students on the "Continuum of Supports" and "At Risk" measuring tools to encourage and increase student course completion.</li> </ul>	<ul style="list-style-type: none"> <li>• On Thursday September 7th, the school's Inclusive Lead Teacher identified St. Dominic's First Nations, Métis, and Inuit students for the 2017/18 school year .</li> <li>• By the third week of September, our Lead Inclusive Teacher populated our "Continuum of Supports" document with First Nations, Métis, and Inuit students identified as needing targeted interventions.</li> <li>• During the fourth week of</li> </ul>	<ul style="list-style-type: none"> <li>• On our December 4th and 5th L4L sessions, our staff will identify November's "At Risk" First Nations, Métis, and Inuit students. Our Inclusive Lead Teacher in collaboration with staff will establish tiered interventions for student success.</li> <li>• During the month of December, teachers with designated LIFT time in their schedule are to enter a minimum of three data entries on</li> </ul>



	<p>September our school administration made contact with representatives from the provincial "Success in School" program in order to support First Nations, Métis, and Inuit student success.</p> <ul style="list-style-type: none"> <li>• On our September 29 PD day, our staff identified "At Risk" First Nations, Métis, and Inuit students for September, and worked in collaboration with our Inclusive Lead Teacher to establish tiered interventions for student success.</li> </ul>	<p>our LIFT tracker that indicate time supporting First Nations, Métis, and Inuit students.</p>
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### Outcome 3: Alberta's education system is inclusive

Performance Measure	Results (in percentages)					Evaluation		
	2013	2014	2015	2016	2017	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%	87.1%	84.4%	90.1%	94.8%	Very High	Improved	Excellent

#### AERR Comments

St. Dominic continued to provide a school culture which was safe, caring, and inclusive of all students. Our programming met the varied learning needs of our students for we offered an impressive array of courses, despite of our relatively small size. Data-supported Tier 2 and Tier 3 interventions were regularly implemented throughout our school and teachers adapted pedagogy accordingly in a flexible manner. Finally, effective planning sessions occurred between St. Matthew School and St. Dominic School which ensured that the transition from grade eight to grade nine was welcoming, focused, and inclusive.

Strategies:	Evidence:	Next Steps:
<ul style="list-style-type: none"> <li>Use the High School Redesign (HRSD) principle of Welcoming, Caring, Respectful and Safe environment to foster respect for multicultural diversity for all students.</li> </ul>	<ul style="list-style-type: none"> <li>At the start of the school year, our breakfast club established a welcoming place for all staff and students to gather and converse about both school and personal events/activities that were memorable to them.</li> <li>During our Opening Student Assembly on September 5th, administration welcomed all students to St. Dominic School and strongly emphasized that respect of all students and staff is imperative. It was also announced that our school environment is one that reflects a family environment in which a healthy, positive sense of citizenship is built on an inclusive attitude where every student is expected to contribute.</li> <li>During the September 7th flex block, all ELL students were welcomed to St. Dominic School by our ELL Lead Teacher. During this time, school and community</li> </ul>	<ul style="list-style-type: none"> <li>By December 1st incorporate a multicultural component into the agenda for our school wide Spirit Rally on December 6th.</li> <li>By December 20th, administration is to communicate to the group of students participating in Superintendent's High School Symposium semester two visitations.</li> <li>On the February 2nd PD day, staff will be introduced to the division ELL website, explore the trend of a growing ELL population, and discuss how to properly identify and adjust teaching to meet the needs of a Complex English Language Learner Student (CELLS).</li> <li>During December's principal symposium establish their responses if students continue to feel welcome and safe at St. Dominic.</li> <li>During January's exam week, administration is to schedule a MS2/School Counsellor meeting to determine school needs and</li> </ul>

	<p>traditions were shared and students were asked if they have similar traditions. They were also asked if they would like to include any of their customs into our school environment.</p> <ul style="list-style-type: none"> <li>• By the middle of September, our Inclusive Lead Teacher made contact with each ELL student for the purpose of establishing a trustworthy relationship and 'go to' person if students were needing support on transitioning into our school.</li> <li>• During October's LIFT Lead Teacher meeting, administration collaborated with its members on developing an ELL transition plan.</li> <li>• In early September, administration communicated to the new School Counsellor that student relationship building be her top focal point for the 2017/18 school year.</li> <li>• In September, administration sought how a partnership with West Central School community can strengthen multicultural diversity on Confluence Campus. It was determined by both administration teams that all students regardless of their registered school would be welcome in each others gathering areas over lunch break .</li> <li>• On October 31st, administration surveyed students to determine if students felt safe at school. From their feedback it was determined that there is an overwhelming support amongst students that students feel safe not only in our classrooms, but in our hallways as well.</li> <li>• During September 22nd School Council meeting the principal shared St. Dominic's student demographic change from the previous school year. The attending members were surprised with the shared results and</li> </ul>	<p>priorities for semester two.</p> <ul style="list-style-type: none"> <li>• Before December 22nd, confirm with our local community contact if Confluence Campus will be hosting the multicultural heritage event for our local community this spring.</li> </ul>
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	<p>offered their support by committing to creating a student welcome transition plan to our school.</p> <ul style="list-style-type: none"> <li>• During October's principal-led student symposium session, administration embedded a question that sought student suggestions on how St. Dominic School can increase its awareness of multicultural students and practices. The students could not generate any new suggestions that were not already in practice, but several commented that they would like to have this question asked again in future sessions so that they could respond after some thought.</li> <li>• November's Open House forum date was set by administration for November 29th. Parental feedback and involvement on increasing multicultural events/activities within our school environment is on the agenda.</li> <li>• As a measuring tool for this strategy administration will use the principal's monthly student symposiums to seek feedback on student's responses to multicultural diversity within our school community.</li> </ul>	
<ul style="list-style-type: none"> <li>• Use the High School Redesign (HRSD) principle of Meaningful Relationships to increase the number of trustworthy and genuine interest between students and staff.</li> </ul>	<ul style="list-style-type: none"> <li>• In the third week of September our Faith Coach initiated the "Popcorn Tuesdays" program over lunch for the faith building program for the 2017/18 school year. This is the fourth consecutive year for this program.</li> <li>• Our Youth Ministry program commenced mid-September. The school's Youth Minister welcomed all students to actively participate in its' functions during our first student assembly and encouraged past participants to assume the role as youth leaders for the 2017/18 school year.</li> </ul>	<ul style="list-style-type: none"> <li>• Before the completion December, administration is to create a student/teacher survey that specifically seeks feedback on relationships as well as quantity of joint student/teacher activities that were participated in.</li> <li>• During our on-site PD day December 8th, administration in collaboration with staff is to determine what areas of interest would they deem valuable in building trustworthy relationships with students.</li> <li>• After our school's Open House event in November, seek input from</li> </ul>

	<ul style="list-style-type: none"> <li>• In September, administration organized and facilitated relationship building events with our current staff and the new counsellor.</li> <li>• During meet the teacher night on September 13th, administration introduced our new counsellor to our school community and informed all of her new role.</li> <li>• At the start of October, we began a showcase of student/teacher photos on our student gathering area's bulletin board to help with building relationships and a sense of community.</li> <li>• By the end of September our Mental Health Lead Teacher generated a staff signup document and encouraged staff to facilitate a session during flex time that showcased their skills to students of similar aptitudes.</li> <li>• At the beginning of October, students were repeatedly invited to participate in lunch hour Music Ministry that is facilitated by staff and local community members.</li> <li>• For the 2017/18 school year, we continued the vision of building healthy student relationships and a sense of belonging by having two students per week identified for every staff member to say a positive comment to and/or engage in a casual conversation with.</li> <li>• During the third week of October, Student Council approached staff to construct a schedule for staff /student challenges for the 2017/18 school year.</li> <li>• In the third week of September, lunch time Student Support sessions were operational. All teachers have participated in one-on-one student help sessions to foster academic success and build trustworthy relationships.</li> </ul>	<p>all stakeholders on what improvements could be made for May's Open House.</p> <ul style="list-style-type: none"> <li>• During the first month of semester two, replace teacher and student photos on the bulletin board in our gathering area with more recent school based student/teacher photos.</li> <li>• In December, administration will approach Student Council and seek their input on what three teacher/student activities could be scheduled for semester two.</li> <li>• In the second week of January, administration will share all term one generated "Student Support" data with staff. From this, staff will provide feedback to administration if new strategies are required for effective implementation of this program in semester two.</li> </ul>
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	<ul style="list-style-type: none"> <li>• During the months of December and May, administration will distribute surveys to measure teacher/student relationships as a measuring device to evaluate progress for this strategy.</li> </ul>	
<ul style="list-style-type: none"> <li>• Focus on the effectiveness of student transition between grades for all students to help them feel included and successful.</li> </ul>	<ul style="list-style-type: none"> <li>• In mid-September, our school's Literacy Coach facilitated a data driven Language Arts meeting with St. Matthew's language middle school teachers to heighten familiarity in student literacy skills. During this meeting, data from the last PAT, STAR and our school Continuum of Supports was shared.</li> <li>• During the principal's opening address to students on September 5th, all grade nine students were welcomed to join him in front the student body for an official welcome to St. Dominic.</li> <li>• During the month of September and the first three weeks of October, our grade nine teachers worked in collaboration with our ELL Lead Teacher to develop literacy skill building strategies.</li> <li>• At the beginning of the 2017/18 school year, Student Council offered a new student orientation session as part of our "Meet the Teacher" process to help students understand our culture and feel welcome.</li> <li>• During two humanities Leadership for Learning sessions in late September, our grade nine and ten language teachers discussed student literacy skills and how these directly improve course sequencing.</li> <li>• As a measuring tool for this strategy, a compiled list of completed courses with be generated and analysed.</li> </ul>	<ul style="list-style-type: none"> <li>• By December 1st, in team with St. Matthew's administration, establish 3 new grade 8-9 student transition dates so that we know the learner before the beginning of the 2018/19 school year.</li> <li>• In late January, communicate to all our stakeholders that a two week period for student timetable changes will be provided.</li> <li>• Shortly after the completion of semester one, administration will verify all successful student course completion and analyse the data measuring tools to seek if there are trends we can use to help support student transition.</li> <li>• During February's principal student symposium, administration will seek feedback on what they consider high student priorities when transitioning grade levels.</li> <li>• During the 2nd week of December, our L4L sessions will target how this year's implemented literacy goals have support learner growth.</li> </ul>

## Outcome 4: Alberta has excellent teachers, and school and school authority leaders

### Performance Measure

Performance Measure	Results (in percentages)					Evaluation		
	2013	2014	2015	2016	2017	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.	79.6%	86.1%	81.5%	83.3%	84.3%	Very High	Maintained	Excellent

### AERR Comments

In keeping with our desire to best serve our students, our 2016/17 Leadership for Learning (L4L) initiative allowed our teachers a structured venue for professional collaboration and growth. Regular sessions that focus upon teacher needs were embedded into the lunch hour. This allowed for administrative support, time for collected student data analysis and professional dialogue. Targeted professional development and collaboration with other high schools in our division complimented the 2016/17 LIFT program and served teachers with supplementary avenues to explore. As a learning community, we extended this type of structured collaboration to our Educational Assistants where appropriate.

Strategies:	Evidence:	Next Steps:
<ul style="list-style-type: none"> <li>Continue to develop a formal mentorship program to ensure new teachers are supported, and assist in the development of professional growth with a focus on student centered design as a way to foster strong beginner teachers.</li> </ul>	<ul style="list-style-type: none"> <li>By the end of the second week of September, the vice-principal organized a mentorship schedule including regular meetings, a list of timely topics, and plenty of opportunity to discuss pertinent issues as they arise.</li> <li>On August 25th during the new teacher orientation at Montfort Centre, an explanation of the purpose and basic structure of the mentorship program was introduced to our newest team member. Additionally, a significant amount of time was spent answering her concerns and providing support where needed.</li> <li>Weekly meetings with mentorship participant continue to take place in both formal and informal settings. In September and October, support was offered specifically in the areas of student assessment, counselling,</li> </ul>	<ul style="list-style-type: none"> <li>During the months of November and December, the vice-principal will provide weekly opportunities to converse with our new teacher about aspects of assessment, pacing, use of space, management, and student choice.</li> <li>On December 7th block one, administration will schedule a second review of our current mentorship participant's professional growth plan (PGP) with her in order to ensure she remains focused upon and supported in achieving her 2017/18 goals.</li> </ul>

	<p>parental contact, reporting, curriculum resources, and incorporating our Catholic faith into the classroom.</p> <ul style="list-style-type: none"> <li>• As part of the observation and evaluation process, our newest teacher has been familiarized with Form 18, and has already been offered support as needed.</li> </ul>	
<ul style="list-style-type: none"> <li>• Establish regular administration facilitated embedded teacher collaboration that focuses upon student interventions and teacher development in a HSRD environment to foster growth in all teacher towards higher levels of mastery teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• On August 29th, the staff was informed by administration that they would be divided into two groups (Humanities/Math &amp; Science) for the months of September and October for weekly collaborative meetings.</li> <li>• On August 29th, staff was informed of the school's focus priorities for 2017/18.</li> <li>• Since September 18th, daily teacher collaboration sessions have had teachers view both teacher and student generated data for the purpose of improving student learning.</li> <li>• Near the end of September, new staff were taught, and returning staff were reminded how to find/open and use the division's Dossier software.</li> <li>• On October 4th and 5th, students "At Risk" were identified and teacher generated interventions were recorded and shared in order for student success to occur.</li> <li>• At the beginning of the fall semester, individual student academic contract regarding independent study was implemented. This intervention was designed to improve student accountability, to better monitor and address struggling students, and to add an element of parental awareness.</li> <li>• During the September 25th and 26th Leadership for Learning( L4L) meetings, staff was reminded of the</li> </ul>	<ul style="list-style-type: none"> <li>• During January's exam week, administration will seek written staff feedback on the scheduling of teacher collaboration for semester one and determine by February 1st if changes are required.</li> <li>• During February 2nd on-site PD day, administration in co-operation with the school's LIFT Team will revisit the school's priorities with staff to ensure that we stay laser focused throughout the school year.</li> <li>• At the beginning of semester two in February, remind teachers to review pre-requisite course marks and distribute academic contract forms for completion to students that require it.</li> <li>• Schedule a PAT and Diploma data retrieval from Dossier for January's exams on March 5th and 6th L4L sessions. Teachers are to identify required growth areas and depict new trend developments.</li> <li>• Remind staff to populate Decembers "At Risk" student tacker by December 20th.</li> </ul>



	<p>basic ideology for implementing the gradual release of responsibility (GRR) teaching delivery model.</p> <ul style="list-style-type: none"><li>• By October 31st, administration had an individual dialogue about PGP with all staff members.</li><li>• The administrative measuring tool that we have decided upon for this strategy is teacher walkthrough forms, which are followed through with both individual conversations, and collaborative L4L discussions.</li><li>• A member of the Division's ILT team was scheduled on November 27th to facilitate a Dossier data retrieval session for staff.</li></ul>	
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### Outcome 5: Alberta's education system is well governed and managed.

Performance Measure	Results (in percentages)					Evaluation		
	2013	2014	2015	2016	2017	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.	79.4%	73%	83.6%	82%	93.7%	Very High	Improved Significantly	Excellent
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	72.3%	78.5%	76%	79.9%	90%	Very High	Maintained	Excellent
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	89.9%	89.8%	83.3%	91%	91.6%	Very High	Maintained	Excellent

#### AERR Comments

October's 2017 Provincial Report results clearly indicate that teachers, parents, and students were satisfied with the quality of education, parental input into decision making, and sense of progress at St. Dominic in 2016/17. Of particular focus is the three year trend measuring significant improvement of parental input into educational decisions which, in light of past efforts to better inform and invite parents through a variety of means, is encouraging. While parent information nights and School Council meetings are the most fruitful, formal and informal conversations with individual parents were supplemented with a variety of sources of information and discussion which included our school website and school social media accounts, parent Powerschool access, email and telephone contact. Administrators enjoyed an open-door policy where students, parents, and community members were welcome and encouraged to voice opinions and possible improvements in light of St. Dominic's position in the community.

Strategies:	Evidence:	Next Steps:
<ul style="list-style-type: none"> <li>Improve upon stakeholder engagement and community awareness of the quality of education at St. Dominic High School by increasing the frequency of collaboration opportunities offered.</li> </ul>	<ul style="list-style-type: none"> <li>On September 13th, administration and School Council established seven dates throughout the 2017/18 school year for their meeting schedule.</li> <li>On September 7th, school administration in collaboration with Lead LIFT members revisited school focus priorities for improving student learning for the 2017/18 school by sharing a school goals and priorities flow chart.</li> <li>On September 9th, administration established seven student symposium dates for the 2017/18 school year in order to seek student feedback on school events and culture.</li> <li>On Monday September 11th, a</li> </ul>	<ul style="list-style-type: none"> <li>During the School Council meeting December 15th, administration will share a brief summary of St. Dominic Open House event. Administration will also seek feedback from members in attendance that evening.</li> <li>At our upcoming December 15th School Council meeting, parent input will be sought regarding visioning for updated branding of St. Dominic logos.</li> <li>By December 8th, administration is to place St. Dominic's SIP Highlight Sheet on our school's webpage.</li> <li>On December's PD day, administration will have staff revisit the school's October provincial report and encourage rich dialogue</li> </ul>

	<p>PowerSchool announcement was used to inform parents of the "Meet the Teacher" evening.</p> <ul style="list-style-type: none"> <li>• During our School Council meeting on September 22nd, administration shared St. Dominic's focus priorities for the 2017/18 school year.</li> <li>• On Friday October 13th, administration shared with the staff the results from the Annual Education Results Report.</li> <li>• Throughout the months of September and October, administration communicated local parish announcements to staff by providing weekly parish bulletins in staffroom.</li> <li>• To measure the success of our community's engagement we will analyse both St. Dominic's May Accountability Pillar results and the data on our community engagement tracker.</li> <li>• On Tuesday November 28th, our school secretary used Powerschool Announcer to remind parents of our Open House event.</li> <li>• Administration provided a set of specifically targeted questions for November's student symposium that focused upon 2017/18 school priorities.</li> </ul>	<p>amongst staff on what interventions made the most positive impact on student learning throughout the 2016/17 school year.</p> <ul style="list-style-type: none"> <li>• Throughout the month of November and December continue to display the weekly parish bulletin on our office's prayer table.</li> <li>• Before December 1st, invite Fr. Kler and the newly appointed parish secretary to join us during our PD faith development component on December 8th.</li> </ul>
<ul style="list-style-type: none"> <li>• Remain focused upon the fifth principle of High School Redesign (HRSD), Role of the Educator, to sustain St. Dominic's growth in providing a quality education to students.</li> </ul>	<ul style="list-style-type: none"> <li>• Administration developed a new walk-through observation sheet in October, to replace an outdated model. This new model has been vetted through our teaching staff, and is intended as a means to provide teacher support and instructional leadership where it is most needed in our building.</li> <li>• During August 29th on-site PD day, administration communicated to teachers that weekly student assessment is an expectation. Assignments are to be marked and entered into powerschool in a</li> </ul>	<ul style="list-style-type: none"> <li>• Administration is to communicate to staff that our "At Risk" student tracker is to be populated with the most recent data by December 1st.</li> <li>• Schedule a Division's ILT Lead teacher on March PD day to demonstrate to staff on how to effectively analyze ELL data on Dossier.</li> <li>• On our December 8th PD day, administration will facilitate a teacher implemented GRR strategy session that will produce a teacher generated recording document which will be accessible by all staff.</li> </ul>

	<p>timely fashion.</p> <ul style="list-style-type: none"> <li>• During our first Leadership for Learning (L4L) session in September, staff was informed that managing and tracking student data is an essential component to success. A local collection of measuring tools called the Teacher Input Forms List (T.I.F.L.) was implemented for a means for teachers to access and contribute to pertinent student information.</li> <li>• ELL Benchmarking meetings were held in late October to introduce and/or refresh staff on the process since its' inclusion in Dossier.</li> <li>• Our ELL Lead teacher met with our Division Principal on November 14th to discuss and plan for an ELL PD session being held on November 27th.</li> <li>• As ELL benchmarking data became widely available in November, our ELL Lead teacher facilitates dialogue with teachers on effective teaching strategies and adapting instructions within their classrooms in response to this new data.</li> <li>• During November's PD day administration sought staff feedback on what components of our walk-through observations sheets are areas of difficulty for teachers to master.</li> </ul>	<p>During this sessions each teacher will be given opportunity to share his/her experience when implementing it into the classroom.</p>
<ul style="list-style-type: none"> <li>• Use the High School Redesign (HRSD) principle of Flexible Learning Environments as a means to manage student opportunities for success in a rural setting.</li> </ul>	<ul style="list-style-type: none"> <li>• As of October 20th, all digitally supported courses offered by St. Dominic outside of the regular timetable have been populated in a tracking document to be updated by supporting the teacher as students progress through their courses.</li> <li>• Throughout the first and second week of September, students were given opportunity to add/drop courses from their schedule to personalize their timetables. Our school expectation is that grade 10</li> </ul>	<ul style="list-style-type: none"> <li>• On December 8th PD day, our newly appointed Off-Campus Lead Teacher is to announce to staff his 2017/18 Action Plan. In this plan it will be clearly communicated that his top priority will be focusing on student awareness of off-site programs.</li> <li>• During February 2nd on-site PD day, our school's Tech Coach will facilitate a teacher digital lesson best practices that focuses upon student interactive and engagement</li> </ul>

	<p>and 11 students register with a full course load of 40 CEU per year, and our grade 12 students register for 35 CEU with a minimum of five 30 level courses. We use a google sheets document titled "Admin Grad Checks" as a measure to monitor student progress.</p> <ul style="list-style-type: none"> <li>• To broaden flexible learning spaces even further, administration reviewed with staff the non-negotiable requirements for digital lessons during Leadership for Learning (L4L) sessions on September 18th and 19th</li> <li>• In September, a flexible learning environment was established for our students to offer course recovery and online course offerings from both St.Gabriel and St. Dominic. School administration created a Moodle Tracker measuring tool for this initiative and has supervised teacher input into it on a weekly basis. This tool identifies which students are registered in what course offerings along with the student's progress throughout the course. Upon analysis of its data, we determined that we have 4 course recovery students who span throughout grades 10-12, 70 students enrolled in 24 separate courses offered by St. Gabriel Learning Centre and 54 students enrolled in 11 moodle courses offered by St. Dominic.</li> <li>• In order to establish a flexible student-centred learning environment for all students, a campus wide "flex block" was embedded into the 2017/18 timetable in late August and commenced during the third week of September. Our flex block operates every Tuesday/Thursday for a duration of 43 minutes. Administration has directly</li> </ul>	<p>components.</p> <ul style="list-style-type: none"> <li>• Before the end of December, administration is to analyse the data from measurement tools embedded into teacher walkthrough observation forms and communicate to staff what the areas of strength were and what areas of growth are required.</li> <li>• In the beginning of semester two, administration will share student responses gathered during term one principal's student symposiums with staff that pertain to Flex time improvements.</li> <li>• During January's exam week, one afternoon session will be scheduled for administration facilitated staff discussion on how improvement to flexible learning can be implemented into classrooms for semester two.</li> <li>• On our December 8th PD day, a furniture wholesaler has been invited to present options and answer staff questions. This is in support of a Classroom improvement Fund allocation that staff will be directly involved in making purchasing decisions for, which will contribute to our efforts to create a more flexible and collaborative environment for learning.</li> <li>• By December 15th, staff will discuss how to develop more flexible and collaborative spaces by using the proposal for Classroom Improvement Funds submitted in June of 2017.</li> </ul>
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	<p>supervised this since the start and will use our school "student support" data to measure student's effectiveness during this period.</p> <ul style="list-style-type: none"> <li>• During our September 1st on-site PD day, two members of the Division's ILT team facilitated sessions that incorporated flexible learning strategies with Gradual Release of Responsibility (GRR) teaching methodology. On September 25th/26th and October 16th/17th L4L sessions, administration facilitated the pedagogy of GRR with staff, considering what implementations can foster flexible learning environments. On division led LIFT Communities of Practice days in September and October at Montfort Centre, our teachers witnessed GRR presentations and were given time to consider how to best use these in our own contexts to support flexible learning environments. In the second week of October, administration in collaboration with our school LIFT team, embedded a component which indicates teacher use of GRR on administrative walk through observation forms.</li> <li>• During the first week of October, administration in collaboration with the school's LIFT team inserted a flexible learning component to the administrator's teacher walk through observation sheet.</li> <li>• By the end of November, each "Moodle Teacher" was required to update student progress on the school wide moodle tracker, under the direction of school administrators.</li> </ul>	
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