



ST. DOMINIC CATHOLIC HIGH SCHOOL

2019 - 2020

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, within the Red Deer Catholic Regional Schools, 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 Christ-centred semesterised Grade 9 -12 environment which offers a comprehensive course selection within a 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 2019 Annual Education Result Report in the areas of safe and caring schools, educational quality, completion rate, student learning opportunities in the area of Provincial Achievement Exams, citizenship and continuous overall school improvement. We are a school that recognizes the importance of teaching students responsible citizenship, resilience, 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 that intertwine St.

Matthew Parish with our Youth Ministry program on a regular basis. 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. Our division faith theme for 2019/2020, "Lord, light the path and I will lead others," is essential in helping staff to permeate faith in all classes throughout the school year.

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 and numeracy, 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. Our Career Advisor places emphasis on student opportunity and exposure to Career Prep to promote lifelong learning. By student placement into Work Experience, Registered Apprenticeship programs, Job shadowing, and the Green Certificate program, we foster personalized student success in a flexible learning environment.

SCHOOL ENROLMENT

STUDENT COUNT (SEPTEMBER 30, 2019)

9A	26
9B	27
10	51
11	49
12	40
Total	193

Middle School 53, High School 140

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	90%	93%	92.6%	89%	89%	89.3%	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	80.9%	75%	80.9%	82.2%	81.8%	81.9%	High	Maintained	Good
	Education Quality	90.3%	90%	90.9%	90.2%	90%	90.1%	Very High	Maintained	Excellent
	Drop Out Rate	3.5%	0%	1.2%	2.6%	2.3%	2.9%	High	Declined	Acceptable
	High School Completion Rate (3 yr)	84.3%	87%	87.4%	79.1%	78%	77.5%	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	85%	74.4%	77.1%	73.8%	73.6%	73.6%	Very High	Maintained	Excellent
	PAT: Excellence	24.4%	15.6%	14.2%	20.6%	19.9%	19.6%	High	Improved	Good
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	74.6%	88.8%	88.5%	83.6%	83.7%	83.1%	Low	Declined	Issue
	Diploma: Excellence	9%	15%	17.6%	24%	24.2%	22.5%	Very Low	Declined	Concern
	Diploma Exam Participation Rate (4+ Exams)	53.8%	63%	53.2%	56.3%	55.7%	55.1%	Intermediate	Maintained	Acceptable
	Rutherford Scholarship Eligibility Rate	67.6%	75.8%	78.9%	64.8%	63.4%	62.2%	Intermediate	Maintained	Acceptable
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	57.4%	61.8%	72.1%	59%	58.7%	58.7%	High	Declined	Acceptable
	Work Preparation	75%	85%	92.5%	83%	82.4%	82.6%	Intermediate	Declined	Issue
	Citizenship	84%	86.1%	85.3%	82.9%	83%	83.5%	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	81.3%	81.3%	83.8%	81.3%	81.2%	81.1%	High	Maintained	Good
Continuous Improvement	School Improvement	83.2%	84.9%	86.9%	81%	80.3%	81%	Very High	Maintained	Excellent

Faith Outcome FO.1: Nourished by grace and a personal relationship with Jesus Christ, we joyfully embrace, live, and teach the Gospel spirit.

Performance Measures:	Current Results	Average
I learn about the Catholic Faith at my school.	93%	97% (3 Yr)
Prayer helps me feel closer to God.	83.5%	88% (3 Yr)
I believe that God created me.	85.5%	88% (3 Yr)
I believe that the Catholic Faith teaches me a good way to live.	87.5%	91% (3 Yr)
I learn about God in all my classes.	69.5%	79.3% (3 Yr)
(Grade 4) My teachers show me what it is like to be friends with Jesus. (Grade 7 & 10) My teachers show me what it is like to develop a relationship with Jesus.	81.5%	90.5% (3 Yr)
I learn about the Sacraments at my school.	85.5%	93.6% (3 Yr)
I let others see God in me.	78.5%	78.5% (1 Yr)
My school helps me to see God in all things.	83.5%	83.5% (1 Yr)
Every person in our school is a child of God and made in His image.	80.5%	80.5% (1 Yr)
I respect others even if they are different than me.	93%	93% (1 Yr)
We celebrate student successes at our school.	94%	94% (1 Yr)

AERR Comments (November)
<p>Throughout the year, teachers were introduced and given practical strategies for incorporating Humanness and Sacramentality into their individual courses, as well as opportunities for self-reflection and growth. Individual teachers sought advice on appropriate literature selections, and other curricular resources to enrich their curriculums. This intentional professional development structure was included to provide all teachers with practical tools to enable them to meet the division goal, and develop these characteristics with students beyond the religion classroom. Additionally, student responses to the Schollie satisfaction survey for grade 10 students released on May 1st showed a significant decline in several measures. For example, regarding the question “My teacher shows me what it is like to develop a relationship with Jesus,” and “I learn about the Sacraments at my school,” our grade 10 students were 11% lower than our three year average. When compared to the school division in the same year, results were 13% and 16% lower respectfully. Following discussions, school administration and our Faith Coach felt that the results were not consistent with daily observations. A second survey was created using the same questions but allowing spaces for commentary on each question, and given to all available gr 9-12 students on May 7th. The purpose was to determine if the data was consistent with Schollie results in order to determine areas of future action. In total 136 students were polled, and the data collected provided particularly rich feedback in terms of why certain choices were made, how they were answering questions, and what areas of growth would be required in the future. These findings were presented to Division senior administrators on May 15 as part of an administrator review in order to seek additional feedback and support. Progress on this strategy was shown in collaborative discussions following classroom walkthroughs. Teachers reported being very comfortable with intentionally permeating faith into lessons, despite having various comfort levels with individual aspects of the 8 characteristics. It has also been noted that “sacramentality” was a particularly difficult characteristic to convey in certain classrooms. This was an area of growth that requires additional support, and will be part of the school wide plan for the 2019/2020 school year.</p>

Comment on School Goals (November)	Comment on Results (May)
Of the Eight Characteristics of Catholic Identity, Rationality and Spirituality will be at the center of the way our catholicity radiates throughout our school in the 2019/2020 school year.	

<p>Even though these two will be our primary focus, we will continue to permeate all eight characteristics in the design of teacher lessons in the hopes of helping students to understand the role of God in our lives.</p> <p>Rationality encourages faith to seek understanding. At St. Dominic our classrooms require learners to advocate for their own learning rather than be passive recipients of knowledge and we will encourage students to use their minds in the pursuit of learning throughout this school year.</p> <p>Our staff understands that Spirituality consists in letting God be present in each moment of the day. By having our students become attuned to God's presence in the ups and downs of life and by having them use the power of prayer, they will renew a commitment to the moral and ethical values of the gospel.</p> <p>Through the sharing and celebrating of examples, we hope to be able to measure whether staff and students are comfortable describing both characteristics by the end of the year.</p> <p>The measuring tools we will use will include results from May 2020 Schollie questions (7-12) related to learning about God in all classrooms and our Faith permeation google document.</p>	
---	--

Division Goals
FO.1.1 Enrich our division Catholicity by focusing on the two chosen characteristics of Catholic identity. (2019-2020 - Spirituality and Rationality)
FO.1.2 Lessons are permeated in process or content to teach students how to evaluate their worldview by mastering provincial outcomes in a Catholic context.

School Goals
<ul style="list-style-type: none"> • Support the design of teacher lessons that are permeated in process or content in order to teach students about God, and how to evaluate their worldview by mastering provincial outcomes.
<ul style="list-style-type: none"> • Enrich our school Catholicity by focusing on the two chosen characteristics of Catholic identity. (2019-2020 - Spirituality and Rationality)

Outcome 1: Alberta's students are successful

Performance Measure	Results (in percentages)					Evaluation		
	2015	2016	2017	2018	2019	Achievement	Improvement	Overall
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	61.3%	75%	81.7%	74.4%	85%	Very High	Maintained	Excellent
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	10.8%	12.2%	14.9%	15.6%	24.4%	High	Improved	Good

Performance Measure	Results (in percentages)					Evaluation		
	2015	2016	2017	2018	2019	Achievement	Improvement	Overall
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	92.5%	87.3%	89.3%	88.8%	74.6%	Low	Declined	Issue
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	12.8%	14.1%	23.8%	15%	9%	Very Low	Declined	Concern

Performance Measure	Results (in percentages)					Evaluation		
	2014	2015	2016	2017	2018	Achievement	Improvement	Overall
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	90.4%	83.4%	92%	87%	84.3%	Very High	Maintained	Excellent
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	41.1%	44.3%	52.2%	63%	53.8%	Intermediate	Maintained	Acceptable
Drop Out Rate - annual dropout rate of students aged 14 to 18	1.5%	2.9%	0.7%	0%	3.5%	High	Declined	Acceptable
High school to post-secondary transition rate of students within six years of entering Grade 10.	67.8%	78.1%	76.2%	61.8%	57.4%	High	Declined	Acceptable
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	76%	85%	75.8%	67.6%	Intermediate	Maintained	Acceptable

Performance Measure	Results (in percentages)					Evaluation		
	2015	2016	2017	2018	2019	Achievement	Improvement	Overall
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	79.1%	82.7%	87.3%	86.1%	84%	Very High	Maintained	Excellent

AERR Comments (November)
Based upon the data provided on October's 2019 Accountability Pillar Results for the Annual Education Results Report (AERR), St. Dominic maintained excellent overall achievement in the area of P.A.T. Exam acceptable standard and standard

of excellence in the 2018/2019 academic school year. This success was contrary to a significant decline in diploma acceptable and excellence standards. In the diploma acceptable standard, an overall decline of 14.2% was recorded as all eight exams negatively experienced mild to moderate changes. Similar results were found in the diploma standard of excellence, where an overall decline of 6% was the result of five of eight exams dropping in this measure.

Comment on School Goals (November)	Comment on Results (May)
<p>Diploma exam results from the 2018/2019 school year were generally very low, and indicate an overall area of concern. Rather than focusing on too many objectives at once, St. Dominic will be focused specifically on math results for a number of reasons. Firstly, Math 30-1 and Math 30-2 were both unable to produce students at the standard of excellence, compared to a provincial excellence result of 35.1% in Math 30-1 and 16.8% in Math 30-2. Secondly, with both Math diplomas running in the first semester, it is felt there is plenty of room to employ high yield strategies to improve practices through Fall LIFT 3.0, and apply the most successful of these practices to other curricular areas running in semester II. For example, LIFT 3.0 support in the first semester will be entirely dedicated to Math 10-20-30 personnel, and employ the use of our division numeracy specialist in order improve written response questions, develop programming that supports a variety of learning styles and rich math tasks, vertically align programming choices, and to demonstrate Math diploma prep sessions similar to those that take place in Red Deer and beyond. Additionally, a Learning Strategies 15 course has been developed which focuses upon students who have struggled and require additional support in math during the semester in which it is happening, essentially doubling the time dedicated to numeracy for those who are most at risk. Evaluation of this course will be used to develop best practices for future Learning Strategies courses focussing on other curricular areas. Measurement of the success of this goal will come from a comparison of next year's excellence levels on Math diplomas in the Accountability Pillar Report. A second goal of increasing acceptable and excellence levels on Chemistry 30 and Biology 30 courses, which both run during the second semester, is intended to grow upon lessons learned in Math. A Learning Strategies 15 course will be implemented by course area specialists to help students with a course entry mark under 65% have extra support in both course content and science fundamentals. Furthermore, Winter LIFT 3.0 support has been designed to help these content area teachers improve the pedagogical supports necessary to achieve improved excellence levels with students. Our school wide assessment plan will also be</p>	

<p>used as a process to ensure that assessment is timely, accurate, relevant and communicated to stakeholders. In the last week of April, data gathered from Teacher Diploma Tracker will be reviewed and used as an indicator of growth and ACOL data from October 2020 will be our measuring tool.</p>	
--	--

<p>Division Goals</p>
<p>O.1.1 Create and maintain optimal student learning experiences</p>
<p>O.1.2 Focus on foundational expectations for student literacy and numeracy to promote lifelong learning</p>
<p>O.1.3 Utilize timely, targeted, and flexible formative and summative assessment to enhance student learning</p>
<p>O.1.4 Establish the pursuit of excellence in all domains of learning</p>
<p>O.1.5 An emphasis placed on test-taking strategies and preparing students to write exams.</p>

<p>School Goals</p>
<ul style="list-style-type: none"> • Pursue excellence of learning in both Math 30-1 and Math 30-2 classrooms.
<ul style="list-style-type: none"> • Increase acceptable and excellence levels on Chemistry and Biology Diploma courses by enhancing optimal student learning opportunities.

Outcome 2: First Nations, Métis, and Inuit students in Alberta are successful

Performance Measure	Results (in percentages)					Evaluation		
	2015	2016	2017	2018	2019	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).	37.5%	*	*	62.5%	67.9%	Low	Maintained	Issue
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).	8.3%	*	*	16.7%	0%	Very Low	Declined	Concern
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	*	75%	92.9%	88.2%	*	*	*	*
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	*	0%	14.3%	35.3%	*	*	*	*

Performance Measure	Results (in percentages)					Evaluation		
	2014	2015	2016	2017	2018	Achievement	Improvement	Overall
High School Completion Rate – Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	*	67.1%	84.2%	71.4%	100%	Very High	Improved	Excellent
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	*	22.4%	16.8%	42.9%	50%	Intermediate	Maintained	Acceptable
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	0%	0%	0%	0%	4.6%	Intermediate	Maintained	Acceptable
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	n/a	*	*	*	29.6%	Very Low	n/a	n/a
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	*	*	*	33.3%	Very Low	n/a	n/a

AERR Comments (November)
Results from the October 2019 First Nations, Metis and Inuit (FNMI) Report indicated a variety of potential trends. However, due to the relatively small cohort of 21 students 9-12 in 2018/2019, this can lead to fluctuations. High School Completion Rate (3 yr) attained 100%, which was fully 43.4% higher than the provincial result. Similarly Diploma Exam Participation Rate (4+ exams), while only intermediate at 50% of students, was still comparatively higher than the provincial average by over half, and fully 33.2% higher than two years earlier. An area of concern was achievement on PAT exams, where the standard of excellence was not met by any of our First Nations, Metis and Inuit students, whereas the acceptable standard inched higher by 5.4% to a modest result of 67.9%. Unfortunately, our cohort of Diploma results were too small to be reported, and data trends were not reliable.

Comment on School Goals (November)	Comment on Results (May)
At St. Dominic, our First Nations, Métis, and Inuit population has grown to 25 students (12.9%) as of September 30th for the 2019/2020 academic year. In order to address a number	

<p>of issues and concerns, St. Dominic has put together a series of supports including personal, family and academic counsellors. In large part, this is to find a way to make connections with First Nations, Métis, and Inuit families, and encourage attendance, retention, and academic success. Additionally, this goal addresses the need to help multiple partners engage with our students in meaningful ways to encourage them to feel welcome as participants of our school community. In building capacity as a team, we strive to achieve academic success for all of our students. A variety of tools will be used to measure success of this goal, such as regular reviews of our FSEC data sheet, monthly "At-Risk" teacher meetings, and key measures from the October 2020 First Nations, Metis and Inuit (FNMI) Report.</p>	
---	--

<p>Division Goals</p>
<p>O.2.1 Increase academic success and cultural knowledge through building capacity in schools to support First Nations, Métis and Inuit students.</p>
<p>O.2.2 Provide and promote cultural diversity and cultural pride through enhanced student learning experiences and professional learning opportunities.</p>
<p>O.2.3 Develop and apply foundational knowledge and indigenous perspective necessary for us to walk together on a path of reconciliation.</p>
<p>O.2.4 Share experiential Indigenous cultural teachings in a faith permeated environment and enrich our view of the world.</p>

<p>School Goals</p>
<ul style="list-style-type: none"> • Build the capacity of staff to support First Nations, Métis and Inuit students in achieving academic success.

Outcome 3: Alberta has excellent teachers, school leaders, and school authority leaders

Performance Measure	Results (in percentages)					Evaluation		
	2015	2016	2017	2018	2019	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.	81.5%	83.3%	84.3%	75%	80.9%	High	Maintained	Good

AERR Comments (November)
An analysis of this Outcome's five year roll out, taken from the Student Learning Opportunities section of the October 2019 Accountability Pillar Results for the Annual Education Results Report (AERR), were favourable. An overall return to previous trends in this measure (A.1b) showed an increase of 5.9% to 80.9% satisfaction from parents, teachers, and students in regards to receiving a broad program of studies. These results were in line with school wide efforts made to improve in this specific area over the 2018/2019 school year. Such efforts included funding and hiring a drama position, and significant streamlining of communication between St. Dominic and West Central school administrators in order to provide better programming options campus wide.

Comment on School Goals (November)	Comment on Results (May)
Although recent data indicate that attempts to address a drop in parent and student satisfaction with opportunities to provide a broad range of programming have been positive, results are still slightly below those from 2014-2017. Instead of focussing on programming directly to increase this measure, this goal uses current research supported through the division's Four Pillars of Instructional Leadership as a basis to support improving instruction and programming by allowing administrators to participate more frequently as instructional leaders. This goal acknowledges that by engaging teachers about the Program of Studies, pedagogy, and professional goals, classroom visits by administrators can become more frequent and purposeful. For measuring our success we will be using both our Teacher Observation Tracker and May 2020 Accountability Pillar (E.2 Continuous Improvement Measure) results.	

Division Goals
O.3.1 Enhance instructional leadership practices through the implementation of the Four Pillars of Instructional Leadership
O.3.2 Demonstrate a professional body of knowledge including mastery of grade level and/or subject area curriculum
O.3.3 Engage in career-long learning through faith formation, mentorship, collaboration, and professional development
O.3.4 Foster effective relationships with students, parent/guardians, peers and others in the school and local community to support student learning
O.3.5 Identify, develop and implement programs that engage the diverse needs and interests of the student body

School Goals
<ul style="list-style-type: none"> Enhance instructional leadership practices through the use of the Third Pillar of Instructional Leadership; Instructional

Walkthroughs.

Outcome 4: Alberta's education system is well governed and managed

Performance Measure	Results (in percentages)					Evaluation		
	2015	2016	2017	2018	2019	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.	84.4%	90.1%	94.8%	93%	90%	Very High	Maintained	Excellent
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	83.3%	91%	91.6%	90%	90.3%	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.	80%	92.4%	100%	85%	75%	Intermediate	Declined	Issue
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.(This measure is required for charter and private school authorities that do not have grades 10-12.)	90%	85.9%	95.8%	85%	86.7%	n/a	n/a	n/a
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	76%	79.9%	90%	81.3%	81.3%	High	Maintained	Good
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.	83.6%	82%	93.7%	84.9%	83.2%	Very High	Maintained	Excellent

AERR Comments (November)

St. Dominic was able to maintain very high achievement with an overall rating of excellent in this provincial performance measure for the 2018/19 school year. We continued to use numerous universal and targeted strategies that support individual student strengths and learning challenges. Staff continued to employ classroom management strategies and embraced student diversity in our classrooms so that an established inclusive learning environment for all students occurred. St. Dominic will continue to demonstrate a commitment to the health and well-being of staff and students so that all feel welcome and safe in our school.

"Upon viewing the 5th outcome's results on the corresponding measures, St Dominic continued to maintain high to very high results compared to the previous year.

The data recorded in tables E.2 page 140, C.1 page 133, A.4 page 27 of October's 2019 ACOL report acknowledge that the percentage of teachers, parents, and students responded with positive results pertaining to continued school improvement, parental involvement in their child's education, and the overall quality of basic education their child received. Our school and its school community worked in unison during the 2018/19 school year and kept student learning at the forefront of our daily routines.

Continued success in this portion of the ACOL report was part of the staff's efforts to continue to cultivate school culture in 2018/19 and to hold high expectations for both the students and themselves. Partial success can also be attributed to the staff's continued meaningful collaborative learning opportunities for stakeholders.

School administration engaged members of the school community to build a shared understanding of current trends and priorities in the education system and encouraged parents alongside their children to take an active role in their education. Administration collaborated with community services agencies to provide wrap-around supports for all students who required them, including those with mental and health needs.

We will continue to seek stakeholder input in the 2019/20 school year, especially in the ACOL measure of ""World of

Work.""

Comment on School Goals (November)	Comment on Results (May)
<p>An increase of 7% in student population for the 2019/20 school year, including the addition of 58 grade nine students and 15 high school transfer students has brought new challenges to St. Dominic. We recognize that our inclusive teaching and learning practices are instrumental in creating and maintaining a learning environment in which all participants are fully engaged, feel safe, and are treated fairly. Measure B.4 (Safe and Caring Schools) and several identified questions from B.3 (Program of Studies - At Risk Students) from the October 2020 Accountability Report will be used as indicators of success for this outcome. Additionally a number of qualitative measurements will be used in a formative manner to maintain appropriate and timely response to individual concerns. Included in these measures are a comparison of October's to May's ISP data, using our continuum of supports as a living document, a monthly "at risk" document which is discussed collaboratively, weekly assessment that informs teacher practice as indicated in our schoolwide assessment plan, and growth trends between September and May STARS results.</p> <p>Lifelong learning is essential for students entering into today's workforce. Fundamental skills, attitudes, and behaviours can be the difference between student success and failure. After viewing and analyzing the data from both October's ACOL and May's Schollie reports, we discovered that our parent community has some reservations on whether our students obtain the necessary skills, attitudes, and behaviours required in order for them to succeed in the real world. The ACOL data recorded in table A.7 conveys a 30% decline in this measure with respect to positive parent responses but a 10% increase with teacher positive recorded data. The overall result is a decline of 10% with respect to last year's results. After completing further data analysis, administration discovered that the number of teacher responses remained the same as in 2018, but the parent responses dropped by 47%. Furthermore, when comparing our current results in this measure to the previous five year data entries, 2018 data recorded both the lowest parent responses as well as the lowest top two box scores. After informing staff of the data analysis completed on this measure, and facilitating rich dialogue, it was concluded that both parent engagement in survey completion and sparse communication of student's skills, attitudes and behaviours lead to a decrease in work preparation results.</p>	

<p>By utilizing our career advisor as a liaison between the school and parents coupled with seeking successful strategies used from other schools with this similar data trend, we are confident that our results in 2019/20 will return to our normal high results. Our measurement tools include a comparison of both the preceding Schollie and ACOL reports to 2020 results, and data recorded in our hosted sessions google document.</p>	
--	--

Division Goals
O.4.1 Create opportunities for relevant stakeholders to provide input and collaborate into how well the school and/or school division is governed and managed
O.4.2 Respond to relevant stakeholder data to ensure appropriate educational strategies are in place
O.4.3 Ensure that the school division is fiscally responsible with all resources: staff, financial, and physical
O.4.4 Ensure that staff and students have access to safe and healthy learning environments
O.4.5 Know, understand and respond to students' individual learning, through authentic, developmentally appropriate programming
O.4.6 Facilitate effective transitions to understand student needs and provide support through each stage of development
O.4.7 Implement a self-regulation process that focuses on developing relationships and supporting growth within a school framework
O.4.8 Develop an understanding of mental health issues and build the ability to respond to identified needs

School Goals
<ul style="list-style-type: none"> • Know, understand and respond to all our newly registered students' individual learning, through authentic, developmentally appropriate programming.
<ul style="list-style-type: none"> • Raise the number of stakeholder responses on May's 2020 Schollie survey.
<ul style="list-style-type: none"> • Create opportunities for community stakeholders to collaborate and participate by hosting sessions that inform students of skills, behaviours and attitudes that employers and post-secondary schools are wanting to see.