

**Three Year Education Plan
2019/2020 to 2021/2022**

Making Christ Known to Children

Approved on January 28, 2020



The Annual Education Results Report for the 2018/2019 school year and the Three-Year Education Plan for the three years commencing September 1, 2019 for Red Deer Catholic Regional Schools were prepared under the direction of the Board in accordance with its responsibilities under the Education Act and the Fiscal Planning and Transparency Act. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the education plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2018/2019 school year and the Three-Year Education Plan for 2019/2022 on January 28, 2020.

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Kim Pasula, Chair
Red Deer Catholic Regional Schools

January 28, 2020

Date

File copy signed

Kathleen Finnigan, Superintendent
Red Deer Catholic Regional Schools

January 28, 2020

Date

Principles of Practice

We honour our children.

We provide a safe and secure environment.

We live and proudly proclaim our Catholic Christian faith.

We provide quality education in a Catholic environment.

We pray as an educational community.

We practice servant-leadership.

We focus on our mission through clarity of purpose.

We value our staff.

Vision

Making Christ Known to Children.

Mission

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

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

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

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

Message from the Board Chair



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

The Board of Trustees are grateful that thousands of Central Alberta families have chosen to send their children to our schools to experience all that is good and beautiful about Catholic education, where we "make Christ known to children."

Red Deer Catholic Regional Schools is blessed with committed and caring teachers and staff who work hard to help our students achieve their God-given potential. Our Division focuses on LIFT -- Literacy, Inclusion, Faith and Technology -- guides our efforts and helps us measure success. We will continue to deliver the best educational programming possible to provide our students with the skills and experiences they need to grow into faith-filled, successful, engaged citizens.

Message from the Superintendent



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

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

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

Our commitment to integrate faith and academic excellence into our school communities means that we believe that "Making Christ Known to Children" is our vision and is something that we continue to build upon and nourish. Guided by our moral compass and focussed on our vision, we constantly endeavour to actively involve all students in their educational journey. Red Deer Catholic Regional Schools fosters faith-based learning that strives to engage all students in many diverse learning opportunities.

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

Jurisdiction Profile

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

The Division prides itself on the diversity of program choices in all twenty-one schools: fourteen within the City of Red Deer, including an online school, and an outreach school; two schools in Rocky Mountain House; two schools in Sylvan Lake; one school in Innisfail; one school in Olds; and one school in Blackfalds. In total, the Division serves 10,455 students from Pre-Kindergarten to Grade 12.

2019-2020 student population by school

School	Population
École Camille J. Lerouge School	744
École Mother Teresa School	524
École Our Lady of the Rosary School	369
École Secondaire Notre Dame High School	1144
Father Henri Voisin School	405
Holy Family School	480
Holy Trinity Catholic School	281
Maryview School	236
St. Dominic Catholic High School	193
St. Elizabeth Seton School	405
St. Francis of Assisi Middle School	760
St. Gabriel Online School	183
St. Gregory the Great Catholic School	564
St. John Paul II Outreach - Home School	650
St. John Paul II Outreach School	56
St. Joseph High School	734
St. Marguerite Bourgeoys Catholic School	312
St. Martin de Porres School	265
St. Matthew Catholic School	550
St. Patrick's Community School	635
St. Teresa of Avila School	364
St. Thomas Aquinas Middle School	601
Total	10,455

Success in our Priorities

Faith

The Eight Characteristics of Catholic Identity continue to provide the framework for us to move forward in intentional permeation practice. These eight characteristics are research based (Groome, 2001) and familiar to many of our staff from previous work we have done in inherent permeation. These characteristics will form the 'vehicle' to carry our curriculum permeation to the next level. Our current Three Year Education Plan tackles this priority in a two-fold approach. One objective is the emphasis on two of the Eight Characteristics of Catholic Identity per year. This will allow school communities to enrich their understanding of the two chosen characteristics and this work will help support the work done in intentional permeation. The second objective is a four year focus on intentional permeation, we will continue to help students see the world through a 'Catholic lens'. As they are immersed in curricular content, we will strive to challenge our students to critically examine their learning with these core characteristics as the filter.

Working with the whole child and staff; mind, body and soul

Ensuring that we are meeting the needs of all learners, our inclusive school communities have focused on a three-pronged approach: knowing, understanding, and responding to the learner. Assessment tools and data focuses staff on responsive intervention enabling teachers to address the needs of all students in a timely, targeted, and meaningful approach. These diverse learning environments are rich in well-developed structural and instructional strategies that support differentiation of instruction and student self-regulation which yields student success. Divisionally, a comprehensive model has been established to support schools in meeting the diverse learner needs and supporting a responsive allocation of resources. This support model includes allocations for Literacy, Inclusion, Faith and Technology (LIFT), Literacy Teachers, Counsellors and Family School Enhancement Counsellors, and Educational Assistants in our school communities. Schools have developed a Continuum of Supports and Services document highlighting learners to target and guide supports to be allocated responsively. In addition, our Model of Student Support (MS2) team works at supporting staff and students who are identified in the Tier II and Tier III pyramid of interventions. They work in the schools to provide programming and intervention strategies to ensure success for all learners. In addition to the Continuum of Support and Services document, Dossier, our data management system, helps us reflect on meaningful data to inform our instructional practice, to better meet the needs of all learners.

Creating authentic and diverse learning opportunities for all students

School communities within the division will focus on creating authentic and diverse learning opportunities for all students. Using focused areas of improvement within elementary, middle and high school classrooms, all teachers are required to design classroom opportunities that address individual learning needs, which will ultimately move the division away from a 'one-size-fits-all' pedagogical approach. Starting with the student's learning needs first and then building towards addressing subject and grade curriculum outcomes in the provincial Program of Studies, will develop a student-first approach to learning that will lead to optimized student success.

Trends and Issues at a Glance

Commitment to Publicly Funded Catholic Education

Catholic Schools in Alberta are constitutionally obligated to deliver a provincial curriculum from a Catholic perspective. We embrace this responsibility and commit to our stakeholders to fulfill this mandate. We will continue to work with the Council of Catholic School Superintendents and the Alberta Catholic School Trustees Association to navigate through the political landscape that sometimes makes this a challenging endeavor. Parents are choosing Catholic education in increasing numbers as we continue to fulfill our mandate to be fully permeated with the Gospel message. We will continue to deliver an excellent education to our students and maintain the high satisfaction rates in our parent community.

Excellence in Student Learning

Comparing the Division's 2018/2019 ACOL report card to the 2017/2018 one, there are a lot of areas of celebration. However, we also need to acknowledge the amount of hard work that is ahead of us. Positive ACOL Measures that immediately stand out are Safe and Caring, Program of Studies, Education Quality, Work Preparation, Parent Involvement and School Improvement. All of these measures show scores that are higher than the previous 3-year average. These are definitely areas of celebration for the division, which speak to the connections that schools make with their most important stakeholders; teachers, students and parents. Provincial Achievement Test (PAT) results for grades 6 and 9 improved last year. Our PAT Acceptable results exceed that of the province and we matched our 3-year average. In the area of PAT Excellence, we saw a slight increase that brings our scores within less than 2% of the provincial average. Indicators that our school division is successful in retaining our students from middle school to high school is found in the Transition Rate, and the transition from high school to graduation (Drop Out Rate) continues to surpass the province. Our High School Completion Rate continues to be higher than the provincial average over three years. Finally, the number of students who are writing 4 or more diploma exams (Diploma Participation Rate) far exceeds our own 3-year average and the provincial average. An area of continued emphasis this year will be our high school diploma results, both in the area of Acceptable and Excellence. We will continue to work with our high schools to increase these scores and to ensure that our students, at a minimum, are meeting the provincial average.

Facilities

Catholic Education continues to grow in Central Alberta and a majority of our schools are facing significant space issues. A modernization at St. Patrick's Community School is complete and an announcement for a new middle school in Red Deer has been made. We still have significant space issues and require an addition to Our Lady of the Rosary School in Sylvan Lake, a new elementary school in Blackfalds and two new elementary schools are required in Red Deer.

Schollie Satisfaction Survey Results

Our annual Schollie Satisfaction Survey results continue to be very strong. Our students, parents, and staff members all heartily indicate that we are a faith-based educational system that does an excellent job of meeting the needs of students.

First Nation, Metis, and Inuit Education

The integration of First Nation, Metis and Inuit components to the Professional Practice Standards has provided us the opportunity and responsibility to provide the knowledge, experience and expertise to our teachers to successfully embrace these provincial expectations.

Inclusion

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

- ongoing assessments, such as classroom data, Fountas and Pinnell, STAR (Standardized Test for the Assessment of Reading), MIPI (Math Intervention Programming Instrument), Level B, and educational psychological testing to identify when students are in need of additional supports, interventions and services;
- professional development around understanding the importance of self-regulation and executive functioning;
- a focus on differentiated instruction, effective instructional practices, and assessment strategies;
- positive behavior supports embedded in classroom and schoolwide routines to support learning and social participation (Soft Starts);
- a means for school staff to identify and work toward reducing barriers to participation and learning;
- access to consultation and support from specialists to help teachers meet the diverse needs of all students;
- access to assistive technologies, including communication devices, that are used to support individual students;
- Dossier as the data management system to complete Student Learner Profiles and Instructional Support Plans (ISP);
- a focus on building capacity of staff, students and parents to support mental health through Health Champions, School Counsellors, and Family School Enhancement Counsellors.

English as a Second Language (ESL)

RDCRS will continue to move forward in using the Alberta Education ESL Proficiency Benchmarks to assess English language learners, and use this information to better inform language acquisition instruction in all classrooms. As a school division, we will continue to build teacher capacity in understanding English language learners, language development, cultural competencies, and effective teaching practices to support the unique needs of these students. Particular attention will be given to explore effective ESL practices within the math classroom. Software will continue to be used to support ESL students, and more attention will be given to the data that is gathered from it, and working to share this valuable information with all teachers. We will continue to support schools in enhancing their multicultural environment, thus celebrating the diverse languages and cultures within our division. The high school intake assessment will be revised to better understand the language abilities of ESL students entering high school, and better support appropriate program placement. We will continue to refine our

ESL coding process, and division tracking of ESL students. Our ESL Division Enhancement team will continue to meet, and work collaboratively to assist our division in meeting the needs of our growing ESL population. In addition, collaborative partnerships with Central Alberta Refugee Effort and Catholic Social Services will be essential as we move forward in supporting our English language learners.

Assessment

As a school division, we believe that teachers need to accurately and regularly assess students both formatively and summatively using the Alberta Program of Studies. Assessment plays an important role in the process of learning and motivation, assessment expectations, and their eventual delivery in all grades and all subjects, will be a focus for the Montfort Inclusive Learning Department for the next three years. The types of assessment tasks that we ask students to do determine how students will approach the learning task and what study behaviours they will use. Biggs states that “What and how students learn depends to a major extent on how they think they will be assessed.” (1999, p. 141).

Given the importance of assessment for student learning, it is important to consider how to best measure the learning that you want your students to achieve. Assessment should integrate grading, learning, and motivation for your students. Well-designed assessment methods provide valuable information about student learning. They tell us what students learned, how well they learned it, and where they struggled. Good assessments allow you to answer the question, **what was it that my students learned in my course?** Assessment then becomes a lens for understanding student learning, identifying invisible barriers, and helping us to improve our teaching approaches.

Accountability Report Card

Measure Category	Measure	Red Deer Catholic Separate Sch			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	93%	92.1%	92.6%	89%	89%	89.3%	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	90.4%	85.6%	87.3%	82.2%	81.8%	81.9%	Very High	Improved Significantly	Excellent
	Education Quality	93.1%	91.6%	92.4%	90.2%	90%	90.1%	Very High	Improved	Excellent
	Drop Out Rate	1.7%	1.6%	2.5%	2.6%	2.3%	2.9%	Very High	Improved	Excellent
	High School Completion Rate (3 yr)	87.6%	85.3%	84.4%	79.1%	78%	77.5%	Very High	Improved	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	81.1%	79.4%	81.1%	73.8%	73.6%	73.6%	High	Maintained	Good
	PAT: Excellence	18.9%	18.2%	20.3%	20.6%	19.9%	19.6%	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	77.6%	79.9%	81.3%	83.6%	83.7%	83.1%	Low	Declined Significantly	Concern
	Diploma: Excellence	14.6%	15.5%	16.8%	24%	24.2%	22.5%	Intermediate	Declined	Issue
	Diploma Exam Participation Rate (4+ Exams)	59.7%	58.3%	56%	56.3%	55.7%	55.1%	High	Improved	Good
	Rutherford Scholarship Eligibility Rate	75.4%	75.9%	71.1%	64.8%	63.4%	62.2%	Very High	Improved	Excellent
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	61.7%	60.4%	64%	59%	58.7%	58.7%	High	Maintained	Good
	Work Preparation	86.5%	85.8%	85.8%	83%	82.4%	82.6%	Very High	Maintained	Excellent
	Citizenship	87.7%	86.6%	88.1%	82.9%	83%	83.5%	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	85.3%	84%	84.7%	81.3%	81.2%	81.1%	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	89.7%	86.1%	88.1%	81%	80.3%	81%	Very High	Improved Significantly	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.	98.3%	98.9% (3 Yr)
Prayer helps me feel closer to God.	93.3%	93.1% (3 Yr)
I believe that God created me.	93%	93.7% (3 Yr)
I believe that the Catholic Faith teaches me a good way to live.	95.7%	95.7% (3 Yr)
I learn about God in all my classes.	86.7%	86.8% (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.	91.2%	92.6% (3 Yr)
I learn about the Sacraments at my school.	91.7%	93.8% (3 Yr)
I let others see God in me.	93.3%	93.3% (1 Yr)
My school helps me to see God in all things.	93%	93% (1 Yr)
Every person in our school is a child of God and made in His image.	92.7%	92.7% (1 Yr)
I respect others even if they are different than me.	97%	97% (1 Yr)
We celebrate student successes at our school.	94.3%	94.3% (1 Yr)

AERR Comments (November)
Schollie Results for 2018-2019 indicate a high level of satisfaction in our Faith Outcomes from all stakeholder groups. Parents and Staff remain in the high 90th percentile while students remained consistent in the high 80th and 90th percentile for most questions. The question of whether they 'learn about God in all their classes' remains a weaker area especially in the grade 7 and 10 student results. This is an important measure in our ability to permeate the regular curriculum and despite a stronger commitment to this from our teachers, the connection between curricular outcomes and our faith needs to be more overtly connected. This will continue to be an area of focus within the Faith Outcome of our Division Improvement Plan. The Schollie questions aimed specifically at our two focus Characteristics of Catholic Identity (Humanness and Sacramentality) scored high with Humanness being the more successful of the two.

Division Strategies
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.

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).	79.2%	81.4%	82.4%	79.4%	81.1%	High	Maintained	Good
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	20.1%	19.4%	23.2%	18.2%	18.9%	Intermediate	Maintained	Acceptable

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).	82.2%	81.3%	82.7%	79.9%	77.6%	Low	Declined Significantly	Concern
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	17.9%	16.3%	18.7%	15.5%	14.6%	Intermediate	Declined	Issue

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.	88.1%	84.5%	83.4%	85.3%	87.6%	Very High	Improved	Excellent
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	57.4%	54.6%	55%	58.3%	59.7%	High	Improved	Good
Drop Out Rate - annual dropout rate of students aged 14 to 18	1.5%	3.4%	2.4%	1.6%	1.7%	Very High	Improved	Excellent
High school to post-secondary transition rate of students within six years of entering Grade 10.	66.7%	65.4%	66%	60.4%	61.7%	High	Maintained	Good
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	67.5%	69.9%	75.9%	75.4%	Very High	Improved	Excellent

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.	88.1%	88.8%	88.9%	86.6%	87.7%	Very High	Maintained	Excellent

AERR Comments (November)

As a division, we continued to expose students to rich literacy and numeracy environments focused on high yielding instructional strategies that increase student achievement. Using data schools identified class profiles that informed individualized, small group instruction. For example, in the area of numeracy, schools implemented the Mathology resource that focused on building number sense skills. Schools continued their work with the reading workshop structure and started to explore the use of Leveled Literacy Reading Interventions. In high school, our Dual Credit Lead Teacher was able to offer many different post-secondary courses and programs to RDCRS students. An area of continued emphasis this year will be our high school diploma results, both in the area of Acceptable and Excellence. We will continue to work with our high schools to increase these scores and to ensure that our students, at a minimum, are meeting the provincial average.

****Note:** In the two measures of Diploma Exam results in the Acceptable and Excellence areas, Red Deer Catholic Regional Schools demonstrated an overall area of concern and issue. All four of our high schools have analyzed their results and have submitted detailed plans to address these two areas. In the area of Diploma Excellence, the division increase would need to be a single percentage point to return to previous performance levels.

****Targets:** In the area of Diploma Acceptable, the division high schools would need to see an increase of 4% to be in line with previous measures.

Division Strategies

O.1.1 Create and maintain optimal student learning experiences.

O.1.2 Focus on foundational expectations for student literacy and numeracy to promote lifelong learning.

O.1.3 Utilize timely, targeted, and flexible formative and summative assessment to enhance student learning.

O.1.4 Establish the pursuit of excellence in all domains of learning.

O.1.5 An emphasis placed on test-taking strategies and preparing students to write exams.

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).	71.3%	78.9%	73.9%	73.7%	71.1%	Intermediate	Maintained	Acceptable
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	7.8%	16.4%	15.1%	11%	11.1%	Low	Maintained	Issue
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	77.4%	83.5%	80%	81.7%	75.6%	Low	Maintained	Issue
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	9.5%	10.6%	8.9%	13.4%	14%	Intermediate	Maintained	Acceptable

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.	75.4%	69.5%	78.2%	84.6%	72.3%	Intermediate	Maintained	Acceptable
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	31.1%	36.6%	27.2%	49.1%	32.9%	Low	Maintained	Issue
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	1.7%	1.6%	2.4%	3.1%	0%	Very High	Improved	Excellent
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	51.5%	50.2%	47.2%	49.1%	51.5%	Intermediate	Maintained	Acceptable
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	59.3%	45.2%	77.1%	56.7%	Intermediate	Maintained	Acceptable

AERR Comments (November)
<p>Our First Nations, Métis, and Inuit students continue to demonstrate strong results. Our high school completion rate is 15.7% higher than the provincial standard for self-identified students at 72.3%. Our First Nations, Métis, and Inuit students have excellent results compared to overall provincial student dropout rates with our current results at 0.0%. The dropout rate is 5.4% lower than that of the provincial rate for First Nations, Métis, and Inuit students. Our PAT results for our First Nations, Métis, and Inuit students continue to be an area of celebration. Our Acceptable rates remain very similar to the provincial average, and our Excellence rates are 2.6% higher than corresponding provincial results. Diploma results remain difficult to track as the sample size for each diploma exam is narrow. We had a wide range of results, including 'High' in Social Studies 30-2 standard of excellence, 'Very High' in Biology 30 standard of excellence. 'Very High' on Chemistry 30 Acceptable standard but 'Very Low' in Social Studies 30-1 Acceptable standard and 30-2 standard of Excellence.</p> <p>**Note: Three measure evaluations reflect an 'issue' on the Report Card. Our First Nation, Metis, and Inuit Support Team have developed a plan to connect with each of our self-identified students at the high school level to ensure all supports and services are being accessed that are available at the school level and/or through wrap-around services. First Nations, Métis,</p>

and Inuit Support Team will also present information to high school students regarding awards, scholarships and bursaries available as well as check in on their scheduling and diploma course selection. First Nations, Métis, and Inuit Support Team will also connect with each school staff through professional development sessions to support indigenous education and ensure the indigenous competencies in the TQS are further developed.

**Targets: PAT Excellence 15%, Diploma Acceptable 82%, Diploma Exam Participation 38%

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

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.	87.1%	88.2%	88.2%	85.6%	90.4%	Very High	Improved Significantly	Excellent

AERR Comments (November)
<p>Schools within the division continue to target specific areas of literacy, inclusion, numeracy, faith, and technology to better meet the needs of all learners. These targets were established through the LIFT Scope and Sequence document and supported through the Communities Of Practice LIFT professional development (PD) model, Division full-day PD sessions and school-based PD Monday. We also ensure that support is provided through our Model of Student Support (MS2) team and lead teachers throughout the division. In addition to our focus on academic success, we are developed social-emotional competence.</p> <p>A variety of collaborative meetings and documents were used to identify effective instructional and assessment practices for interventions to meet the needs of our diverse learners and our learners striving for excellence. Learner Profiles continue to be created for learners which includes inputting assessment data such as Fountas & Pinnell and STAR and creating ESL Benchmarks. Dossier also provides a platform for the creation of Instructional Support Plans (ISP). Data is compiled and readily available to administrators and teachers to guide programming and organization in their schools.</p>

Division Strategies
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.

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.	93%	93%	92.6%	92.1%	93%	Very High	Maintained	Excellent
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	92%	92.7%	92.9%	91.6%	93.1%	Very High	Improved	Excellent
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	83.7%	85.4%	86.1%	85.8%	86.5%	Very High	Maintained	Excellent
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.)	76.9%	80.3%	80.8%	78.5%	81%	n/a	n/a	n/a
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	83.6%	84.4%	85.8%	84%	85.3%	Very High	Maintained	Excellent
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.	87.7%	88.3%	89.8%	86.1%	89.7%	Very High	Improved Significantly	Excellent

AERR Comments (November)

As a division, we are very pleased with our ACOL measures in this category. Our high level of achievement and our continued growth in this area remains a hallmark of our success. We believe our student enrollment growth is a clear indication our stakeholders believe the division is well managed and parents continue to choose our division for their children's educational needs.

Division Strategies

- 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.

Finances

Financial Highlights

TABLE 1
School Board Statement of Reserves

	2018-2019	Percentage as Compared to 2019-2020 Total Operating Budget
Operating Reserves	\$5,810,145	5.10%
Capital Reserves	\$4,281,067	3.76%
Total Reserves	\$10,091,212	8.86%

TABLE 2
School Board Expenditures
2018-2019

Program	Total Revenue	No. of F.T.E. Students	Revenue Per Student
Revenue	\$113,985,932	9,537	\$11,952
Program	Total Expenditures	No. of F.T.E. Students	Spending Per Student
Student Instruction ECS-Gr 12 Expenditures	\$92,905,308	9,537	\$9,741
Support Expenditures			
Schools - Operations & Maintenance	\$12,681,751	9,537	\$1,329
Student Transportation	\$6,061,211	4,829	\$1,255
School Board Governance & System	\$3,320,058	9,537	\$348
Support (sub-total)	\$22,063,020	9,537	\$2,313
TOTAL SCHOOL BOARD EXPENDITURES ECS-12	\$114,968,328	9,537	\$12,055

TABLE 3
School Board Expenditure Plan
2019-2020

Program	Total Revenue	No. of F.T.E. Students	Revenue Per Student
Revenue	\$111,801,702	9,896	\$11,298
Program	Total Expenditures	No. of F.T.E. Students	Spending Per Student
Student Instruction ECS-Gr 12 Expenditures	\$90,684,527	9,896	\$9,164
Support Expenditures			
Schools - Operations & Maintenance	\$13,793,514	9,896	\$1,394
Student Transportation	\$5,790,995	4,707	\$1,230
School Board Governance & System	\$3,561,863	9,896	\$360
Support (sub-total)	23,146,372	9,896	\$2,338
TOTAL SCHOOL BOARD EXPENDITURES PRE-K-12	\$113,830,899	9,896	\$11,503

Trustees of Red Deer Catholic Regional Schools consistently ask, “What is best for the students?” when debating budget decisions. The Board generally prefers to allocate as much government funding as possible to the schools, and, more specifically, to teaching staff in schools.

The student population has increased by just over 1.7% and therefore staff were added at a rate equivalent to 1.7%. The School Board revenue was greater than budget by approximately \$600,000 and expenditures were \$600,000 greater than budget due to unanticipated population growth.

Student instruction expenses were \$1.3 million over budget due to the student population growth. Additional funds were allocated to staffing to allow schools to concentrate on literacy, inclusion, faith, technology and leadership.

School generated fund information can be found in the notes to the 2018-2019 financial statements on our website: <https://www.rdcrs.ca/download/144677>

For more information on the Division budget, visit our website <https://www.rdcrs.ca/download/132608> or call 403-343-1055.

For more information on the Audited statements and source and use of School Generated Funds, visit our website: <https://www.rdcrs.ca/download/144677>

For more information on the provincial roll-up of Audited Financial Statements in the province, visit Alberta Education website: <https://www.alberta.ca/k-12-education-financial-statements.aspx>

Summary of Facility and Capital Plans

Approval Year	Division Priority	School Division Sector	Sector Priority	Provincial Priority	Project Description	Occupancy Date
2019/2020	1	Red Deer	1	2	New Red Deer 6-9 School	September, 2021
2019/2020	2	Blackfalds	1	2	New Blackfalds K-5 School	September, 2021
2020/2021	3	Red Deer	2	2	New Red Deer K-5 School	September, 2022
2020/2021	4	Red Deer	3	2	New Red Deer K-5 French Immersion School	September, 2023
2020/2021	5	Sylvan Lake	1	2	New Sylvan Lake K-5 School	September, 2023

The high growth rate in and around the City of Red Deer will see the need for an additional middle school in the City of Red Deer (the division has been notified that design funding for a new middle school in Red Deer has been approved). Our current middle schools are well over 110% utilization rate.

With St. Gregory the Great Catholic School in Blackfalds at well over 90% utilization and continued growth this year, coupled with the high growth rate in the Town of Blackfalds, a second school will be needed in Blackfalds by September 2021.

With the large growth occurring in the City of Red Deer and area, an additional elementary and French immersion elementary school space will be required by September 2023.

With continued growth in the Town of Sylvan Lake additional classroom space is required. Another elementary school will be needed in the community of Sylvan Lake by September 2023.

The full Capital Building Requirements report is available for public viewing on our website at: <https://rdcrs-ca.webguide-forschools.ca/download/14426>

Parental Involvement

The draft plan is taken to principals who seek feedback from school council chairs and posted on school websites.

Timelines and Communications

To view this report as well as our Average Class Size Report, visit our website:

<https://www.rdcrcs.ca/download/14409>, visit us at the School Board's Office located at 5210-61 Street in Red Deer, or call 403-343-1055.

Whistleblower Protection Legislation

The Division is pleased to report that they have not received any disclosures under the above Act over the past four years. The Administrative Procedure was updated in August, 2018 and all staff were advised of the [Administrative Procedure No. 458 Public Interest Disclosure/Duty to Report](#) in September, 2019. Staff were also made aware of the administrative procedure when they were hired.