

**Three Year Education Plan  
2018/2019 to 2020/2021**

***Making Christ Known to Children***

Approved on November 27, 2018



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

The Board approved this combined Annual Education Results Report for the 2017/2018 school year and the Three-Year Education Plan for 2018/2021 on November 27, 2018.

Original signed

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Anne Marie Watson  
Red Deer Catholic Regional Division  
No. 39

November 27, 2018

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Date

Original signed

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Dr. V. Paul Mason  
Superintendent of Schools

November 27, 2018

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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.



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

Red Deer Catholic is blessed with committed and caring teachers and staff who work hard to help our students achieve their God-given potential. It is with a steadfast focus on excellence that our schools continue to provide challenging learning environments in which all of our students can achieve their God-given potential. Our Division focus 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 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 Division will continue to be a leader in providing meaningful faith-based education choices for all of our students. Our successes have reinforced our commitment in the mission

and vision of our Division and I am confident that our staff, parents, and students will continue to strive for excellence in personal, academic, and spiritual growth.

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

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

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

## Jurisdiction Profile

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

The Division prides itself on the diversity of program choices in all 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 10,311 students from Pre-Kindergarten to Grade 12.

### 2018-2019 student population by school

School	Population
Ecole Camille J. Lerouge School	766
Ecole Mother Teresa School	504
Ecole Our Lady of the Rosary School	382
Ecole Secondaire Notre Dame High School	1,154
Fr. Henri Voisin School	412
Holy Family School	474
Holy Trinity School	279
Maryview School	257
St. Dominic High School	178
St. Elizabeth Seton School	397
St. Francis of Assisi School	762
St. Gabriel Online School	119
St. Gregory the Great Catholic School	502
St. John Paul II Outreach - Home School	630
St. John Paul II Outreach School	54
St. Joseph High School	705
St. Marguerite Bourgeoys School	323
St. Martin de Porres School	249
St. Matthew Catholic School	546
St. Patrick's Community School	628
St. Teresa of Avila School	406
St. Thomas Aquinas School	584
<b>Total</b>	<b>10,311</b>

## Our Priorities

### Faith

Through our work in the Five Marks of Authentically Catholic Schools, both increased awareness and improved practices helped develop our Catholicity. Our measurement data clearly demonstrated our progress in this area. However, based on the data collected through our Schollie survey and stakeholder feedback through our division Faith Team, it was revealed that our ability to permeate our Catholic faith into our curriculum so that contemporary culture is critically evaluated in light of "The Truth" (Mark #3), was proving to be a challenge and the overall success of our work was not as strong in this unique area. As we tried to focus on this 'Mark' in the third year of our cycle, we came to understand that a framework for permeation needed to be established in order for us to develop a consistent practice in our schools and create a deeper level of understanding with our staff. Collaboratively, we decided that the Eight Characteristics of Catholic Identity could 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 Division Improvement Plan tackles this priority in a two-fold approach. Division Outcome One emphasizes two of the eight Characteristics of Catholic Identity. This will allow school communities to enrich their understanding of the two chosen characteristics and this work will help support the work done in the second outcome. For the next four years, we will be strategically presenting two of the characteristics per year. The second outcome 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.

### Inclusion

Ensuring that we are meeting the needs of all learners, our inclusive school communities have focused on a three-pronged approach: knowing, understanding, and responding to the learner. Assessment tools and data focus 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 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 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.

## Literacy and Numeracy

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

## Technology

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

## Trends and Issues at a Glance

### Secular Opposition to Catholic Education

Despite constitutional protection, Catholic Schools in our province must remain attentive to the presence of those opposed to our existence. Despite rising enrollments in our own division that exceeds the regional population growth, a level of vigilance must remain. Dr. Robert Murray shared his thoughts on how we can respond to these challenges at a Catholic School Legal Summit in September 2018. Some of the suggestions he made that we feel are relevant to our own context include:

1. Keep doing great work, producing great results.
2. Be Catholic! Emphasize distinctive faith-based experience and learning.
3. Catholic permeation.
4. Open-mindedness, empathy, and compassion in all religions.
5. Marketing and spread the word about what makes Catholic schools special.

We feel that as a division we have been attentive to these suggestions and highly successful in their attainment but cautious to the pitfalls of being complacent in our defense. This document allows us to be strategic in the development of our strengths so that we remain a viable and desirable option for those seeking a publicly-funded, faith-based education for their child.

### Excellence in Student Learning

We are very proud of the fact that, as a school division we continue to lower our Dropout Rate and we continue to have a higher than provincial average High School Completion Rate over 3 years. These two factors, along with our high Parent Involvement measure, indicates that we are taking care of our primary stakeholders of students and parents.

### Accountability Report Card

As a division, we feel that the overall PAT and DIP scores on the October 2018 ACOL Report Card do not accurately reflect the dedication that our division has invested through working with teachers on improving student learning. In the Acceptable area of the PAT exams, our students are doing well against the province but we didn't attain the success that we had seen in previous years. While not indicated on the Report Card, against the province, our students on the Grade 6 PAT exams did very well. In 5 out of 6 written Grade 6 PAT exams, our students outperformed the province in the Acceptable category. In the Grade 6 Humanities area (LA and Social Studies) we surpassed the province in Acceptable and Excellence. In the Excellence category for both Grade 6 and 9 PAT's, we need to improve our teaching and assessment practices.

In high school Diploma exams, in both the Acceptable and Excellence categories, we are falling behind the province. In over half of the Diploma subjects, the 2017-2018 school year reported lower scores than previous years in terms of student performance. Here too, we need to improve our teaching and

assessment practices.

There were a number of factors that contributed to the overall decrease in performance and these circumstances will be addressed as individual schools focus on improving scores through focused activities that will be outlined and measured in their School Improvement Plans (SIP). In many cases, the lower scores were fractional from previous ACOL scores, and to make up the ground we would only need to improve by 2 or 3% in many of the provincial measures. However, in the area of Excellence on PAT and DIP exams, we need to make a concerted genuine effort to work with students on moving them beyond Acceptable levels. This will be done by ensuring that high-yield teaching and assessment practices are essential parts of each teacher's classroom.

### Schollie Satisfaction Survey Results

Although our Accountability Report Card took an uncharacteristic decline last year, our annual Schollie Satisfaction Survey results continue to be very strong and trending upwards. 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.

### 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. 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.

### Facilities

Catholic Education continues to grow in Central Alberta and several of our schools are facing significant space issues. A new middle school and two new elementary schools are required in Red Deer.

### Inclusion

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

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

### Technology to Support the Creation and Sharing of Knowledge

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

## Curriculum and Pedagogy Changes

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

### Pre-Kindergarten

As Red Deer Catholic Regional Schools continues to deliver quality pre-kindergarten programming, it has increased interest from the community. Each year of operation pre-kindergarten numbers have risen and this is an indication of the popularity of the program. Providing leading-edge programming to meet the needs of young learners led to overwhelming demand, requiring school communities to become more involved with the registration process. The upturn affected the screening process with Alberta Health Services being stretched and unable to assist in the way the division was accustomed. To complete the required number of assessments at the school an increase in level B trained teachers was necessary. This growth has led to an increase in the number of eligible children which has required class sizes in pre-kindergarten programs to rise, from an average of 15 to 19 eligible children. The process of accommodating the needs of eligible children has resulted in a decrease of community placement children accessing pre-kindergarten programming.

### Exploring Content Area Literacy

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

### First Nation, Metis, and Inuit Education

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

## Accountability Report Card

Measure Category	Measure	Red Deer CRD No. 39			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	92.1%	92.6%	92.9%	89%	89.5%	89.4%	Very High	Declined	Good
Student Learning Opportunities	Program of Studies	85.6%	88.2%	87.8%	81.8%	81.9%	81.7%	Very High	Declined Significantly	Acceptable
	Education Quality	91.6%	92.9%	92.5%	90%	90.1%	89.9%	Very High	Declined	Good
	Drop Out Rate	1.6%	2.4%	2.4%	2.3%	3%	3.3%	Very High	Improved Significantly	Excellent
	High School Completion Rate (3 yr)	85.3%	83.4%	85.4%	78%	78%	77%	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	79.4%	82.4%	81%	73.6%	73.4%	73.3%	Intermediate	Declined	Issue
	PAT: Excellence	18.2%	23.2%	20.9%	19.9%	19.5%	19.2%	Intermediate	Declined	Issue
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	79.9%	82.7%	82.1%	83.7%	83%	83%	Intermediate	Declined	Issue
	Diploma: Excellence	15.5%	18.7%	17.6%	24.2%	22.2%	21.7%	Intermediate	Declined	Issue
	Diploma Exam Participation Rate (4+ Exams)	58.3%	55%	55.7%	55.7%	54.9%	54.7%	High	Maintained	Good
	Rutherford Scholarship Eligibility Rate	75.9%	69.9%	68.7%	63.4%	62.3%	61.5%	n/a	Improved Significantly	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	60.4%	66%	66.1%	58.7%	57.9%	59%	High	Declined	Acceptable
	Work Preparation	85.8%	86.1%	85.1%	82.4%	82.7%	82.4%	High	Maintained	Good
	Citizenship	86.6%	88.9%	88.6%	83%	83.7%	83.7%	Very High	Declined Significantly	Acceptable
Parental Involvement	Parental Involvement	84%	85.8%	84.6%	81.2%	81.2%	81%	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	86.1%	89.8%	88.6%	80.3%	81.4%	80.7%	Very High	Declined Significantly	Acceptable

**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: In the spirit of Sacramentality, visible signs of God’s invisible grace will be revealed. Created in His image, our community will embrace our Humanness as a gift, and celebrate the essential goodness of being human despite our imperfections and limitations.

Performance Measures:	Current Results	Average
D.1.1 I believe that all members of our community are provided with opportunities to learn about the Catholic Faith.	99.3%	98.8% (3 Yr)
D.1.2 I believe that members of our community have gained an understanding of Sacramental Life and the meaning of Liturgy.	95%	94.8% (3 Yr)
D.1.3 I believe that our schools promote moral formation in response to the message of the Gospel.	95.3%	95.2% (3 Yr)
D.1.4 I believe that our school communities have brought members to a deeper relationship to God through an understanding and participation in prayer.	92.3%	92.7% (3 Yr)
D.1.5 I believe that our school communities demonstrate Christian Community.	89.7%	90.6% (3 Yr)
D.1.6 I believe our students are empowered with a 'missionary spirit' to be transformational in our society.	94.3%	94.6% (3 Yr)

**AERR Comments**

Over the 3 year cycle of this outcome, we saw a general increase in stakeholder satisfaction. Parents satisfaction increased in four out of the six measures with all satisfaction scores being 95% or above. Student measures increased or remained the same in all six measures and staff increased or remained the same in 4 out of 6 measures with 97% being staff's lowest satisfaction score.

Strategies:
<ul style="list-style-type: none"> <li>Utilize existing opportunities and explore new ways to create a deeper level of understanding both Sacramentality and Humanness</li> <li>Celebrate examples of Sacramentality and Humanness within our community.</li> </ul>

Division Outcome D2: Teaching lessons are permeated in process or content to develop the Eight Characteristics of Catholic Identity. Students will be taught how to critically evaluate their world view through a faith lens by achieving provincial outcomes in a Catholic context.

Performance Measures:	Current Results	Average
D.2.1 I believe that I am a child of God and seek Him in my life.	93.3%	93.8% (3 Yr)
D.2.2 I believe the Catholic Faith provides a framework for life and learning.	95%	95.3% (3 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'.	86%	86.3% (3 Yr)
D.2.4 I believe the staff of RDCRS witness to others a life lived in relationship with Jesus Christ.	95%	93.9% (3 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.	90.7%	92.4% (3 Yr)

**AERR Comments**

Our three-year cycle of development in our demonstration of the 5 Marks of Authentically Catholic Schools yielded positive results. Parents increased or maintained satisfaction in 3 of the 5 indicators with no result being less than 94%. Students increased or maintained satisfaction in all 5 indicators while staff increased or remained the same in 3 of 5 indicators with 97% being the lowest satisfaction result. Permeation of our curriculum (Mark 3) was an area where we feel more work needs to be done and our next Division Improvement Plan will reflect this in Division Outcome 2.

Strategies:
<ul style="list-style-type: none"> <li>• LIFT will continue to teach how to effectively plan lessons to build Catholic identity in either the process of teaching or in the permeation of the curricular content</li> <li>• School administration will utilize supervision and/or evaluation to support teachers in the permeation of lessons to build Catholic Identity.</li> </ul>

## Outcome 1: Alberta's students are successful

Performance Measure	Results (in percentages)					Evaluation		
	2014	2015	2016	2017	2018	Achievement	Improvement	Overall
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	78.9%	79.2%	81.4%	82.4%	79.4%	Intermediate	Declined	Issue
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	18.7%	20.1%	19.4%	23.2%	18.2%	Intermediate	Declined	Issue

Performance Measure	Results (in percentages)					Evaluation		
	2014	2015	2016	2017	2018	Achievement	Improvement	Overall
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	80.3%	82.2%	81.3%	82.7%	79.9%	Intermediate	Declined	Issue
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	15.6%	17.9%	16.3%	18.7%	15.5%	Intermediate	Declined	Issue

Performance Measure	Results (in percentages)					Evaluation		
	2013	2014	2015	2016	2017	Achievement	Improvement	Overall
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	90.3%	88.1%	84.5%	83.4%	85.3%	Very High	Maintained	Excellent
Drop Out Rate - annual dropout rate of students aged 14 to 18	1.5%	1.5%	3.4%	2.4%	1.6%	Very High	Improved Significantly	Excellent
High school to post-secondary transition rate of students within six years of entering Grade 10.	64.9%	66.7%	65.4%	66%	60.4%	High	Declined	Acceptable
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	67.5%	69.9%	75.9%	n/a	Improved Significantly	n/a
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	62.1%	57.4%	54.6%	55%	58.3%	High	Maintained	Good

Performance Measure	Results (in percentages)					Evaluation		
	2014	2015	2016	2017	2018	Achievement	Improvement	Overall
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	88.5%	88.1%	88.8%	88.9%	86.6%	Very High	Declined Significantly	Acceptable
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.	86.2%	83.7%	85.4%	86.1%	85.8%	High	Maintained	Good

**AERR Comments**

As a division, we continued to expose students to rich literacy and numeracy environments. For all levels of learners, support programs were created to individualize programming for students, For example, Discovery School was created for Pre-Kindergarten and Kindergarten students that exposed them to a natural environment of learning that helped with self-regulation natural inquisitive play. In elementary grades, there was a continued focus on the Lucy Calkins and Barbara Mariconda writing structures. In the area of numeracy, a few schools were able to pilot the Mathology resource that focused on building number sense skills. Middle schools continued their work with the reading workshop structure and started to explore the use of Leveled Literacy Reading Interventions. And, in numeracy Middle school teachers worked with Montfort Math Leads to develop high-yield teaching strategies. In high school, our Dual Credit Lead Teacher was able to offer many different post-secondary courses and programs to RDCRS students. Over 85 students from all high schools, rural, urban and online, were able to take dual credit opportunities in the 2017-2018 school year.

<b>Strategies:</b>
• Teachers will develop mastery of their respective grade level and/or subject area curriculum.
• Students will have universal access to supports in and out of the classroom.

Notes- Looking at the ACOL PAT and Diploma scores from 2017-18, it was evident that RDCRS was losing ground against itself and the province in general. To address this, all schools from grades 6 to 12 will do a thorough PAT/DIP analysis. Once this analysis is complete, each school will then be able to identify the areas that need improving and add this information to their School Improvement Plan. In terms of an achievable target for next year in this area, as a division, we believe that we can move our PAT Acceptable score from 79.4% to 83%, and our Excellence score from 18.2% to 22%. With our targeted forecasted Diploma scores, we would like to see an increase in Acceptable from 79.9% to 83%, and in the area of Excellence from 15.5% to 19%.

**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		
	2014	2015	2016	2017	2018	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).	73.9%	71.3%	78.9%	73.9%	73.7%	Intermediate	Maintained	Acceptable
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	11.1%	7.8%	16.4%	15.1%	11%	Low	Maintained	Issue
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	71.2%	77.4%	83.5%	80%	81.7%	Intermediate	Maintained	Acceptable
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	6.1%	9.5%	10.6%	8.9%	13.4%	Intermediate	Maintained	Acceptable

Performance Measure	Results (in percentages)					Evaluation		
	2013	2014	2015	2016	2017	Achievement	Improvement	Overall
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	68.4%	75.4%	69.5%	78.2%	84.6%	Very High	Improved	Excellent
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	3.1%	1.7%	1.6%	2.4%	3.1%	High	Maintained	Good
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	44.5%	51.5%	50.2%	47.2%	49.1%	Intermediate	Maintained	Acceptable
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	59.3%	45.2%	77.1%	n/a	Improved Significantly	n/a
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	18%	31.1%	36.6%	27.2%	49.1%	Intermediate	Improved	Good

**AERR Comments**

Our First Nations, Métis, and Inuit students continue to demonstrate strong results. Our high school completion rate is 31% higher than the provincial rate for self-identified students. The dropout rate is 1.7 % lower than that of the provincial rate for First Nations, Métis, and Inuit students. Our First Nations, Métis, and Inuit students have similar results to overall provincial student dropout rates. Our PAT results for our First Nations, Métis, and Inuit students continue to be an area of celebration for us. Our acceptable rates remain 22% higher than the provincial average and our excellence rates are 4.4% 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 English Language Arts 30-1 standard of excellence and 'intermediate' in Social 30-2 acceptable standard but a 'very low' achievement level in English language Arts 30-1 standard of acceptable and Language Arts 30-2 standard

of excellence.

<b>Strategies:</b>
<ul style="list-style-type: none"> <li>• Provide school communities with the foundational knowledge and indigenous perspective necessary for us to walk together on a path of reconciliation to reduce the achievement gap between First Nations, Métis and Inuit students and all other students.</li> </ul>
<ul style="list-style-type: none"> <li>• Share experiential Indigenous cultural teachings in a faith permeated environment and enrich our view of the world.</li> </ul>

Notes - the overall percentage of self-identified First Nations, Métis, and Inuit students who achieved the standard of excellence on diploma examinations (overall results). Low sample size spread between a large number of exams demonstrates fluctuating results annually. The greater number of students writing provincial achievement exams provides a more valuable indicator of the progress being made in the area of excellence. Grade 9 PAT results in the standard of excellence showed that we maintained on each of the exams. Excellence on Diploma Exams continues to be an area of division focus and this will ensure the continued improvement on both PATs and DIPs. To address this, all high schools will do a thorough DIP analysis. Once this analysis is complete, each high school will then be able to identify the areas that need improving and add this information to their School Improvement Plan. Percentage of self-identified First Nations, Métis, and Inuit students writing four or more diploma exams within three years of entering Grade 10 is an area of recognition at 24.7% above the provincial rates in this scope, this continues to be an area of continued development. Further utilization of our First Nations, Métis, and Inuit Support Team in conjunction with our pyramid of interventions at the high school will facilitate further increases in this area. We have also added the commitment to connecting each of our self-identified students to a member of our First Nations, Métis, and Inuit Support Team. In terms of an achievable target for next year in this area, as a division, we believe that we can move our PAT Excellence score from 11% to 15%.

### Outcome 3: Alberta’s education system is inclusive

Performance Measure	Results (in percentages)					Evaluation		
	2014	2015	2016	2017	2018	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.	92.3%	93%	93%	92.6%	92.1%	Very High	Declined	Good

### AERR Comments

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 developing

social-emotional competence. Research in child and youth development has isolated 40 specific assets that every child needs in order to be successful in their lifespan. The Counsellors and Family School Enhancement Counsellors have taken the lead to infuse this into the culture of all of our schools, enabling students to grow as citizens able to care for others, show respect for others and advocate for fair treatment.

To flourish as an inclusive school division, Information for identified learners is being captured in Dossier and collated on the Continuum of Supports and Services and ESL Benchmark document at each school utilized on a regular basis. This document informs teachers of effective instructional and assessment practices for interventions to meet the needs of our diverse learners and our learners striving for excellence. Through comprehensive inclusion and teaching practices, learners' needs are met and supported with teachers delivering engaging and meaningful inclusive lessons and programming. To enhance understanding of our learners, Dossier, a web-based information management system has been implemented. Learner Profiles have been 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 to guide programming and organization in their schools.

Given the continued growth in the English as a Second Language (ESL) population, the emphasis on the cultural and vulnerable learner was again a focal point of the Inclusive Learning Department in the 2017-2018 school year. Building on an already strong foundation of understanding individual student needs, the goal was to match division support to the needs of unique classrooms and special circumstances occurring in schools. The realization of this was the Complex English Language Learners (CELLs) assessment protocol that was developed in coordination with school ESL leads.

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Teachers will know, understand and respond to students' individual learning, through authentic, developmentally appropriate outcomes and programming.</li><li>• School teams facilitate effective transitions to understand student needs and provide support through each stage of development.</li></ul>

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

### Performance Measure

Performance Measure	Results (in percentages)					Evaluation		
	2014	2015	2016	2017	2018	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.	88.6%	87.1%	88.2%	88.2%	85.6%	Very High	Declined Significantly	Acceptable

### AERR Comments

Teachers in all divisions received two professional development days at Central Office that revolved around Literacy, Numeracy, Inclusion, Faith, First Nations Metis and Inuit and Technology. These Fall and Winter sessions not only covered best practices but provided teachers with opportunities to collaborate and identify individual goals in these areas. Teachers were also provided with support and opportunities to engage in professional dialogue and collaboration in many specialized areas that included but were not limited to Inclusive Lead Teacher meetings, Tech Coach Meetings, Career Plan, Assessment Team Meetings, Division Fine Arts, Positive Mental Health, French Immersion and Collaborative Band. These specialized professional development opportunities were able to assist teachers in supporting the diverse needs of our students. Red Deer Catholic Regional Division was able to support beginning teachers through our Faith Formation program which included three meeting times for each of our 4 cohorts, and our AP/VP mentorship program that met and planned supports for the three and half days throughout the year.

Strategies:
<ul style="list-style-type: none"> <li>Teachers will have universal access to ongoing support to develop their Teacher Quality Standard competencies to a level of mastery.</li> </ul>
<ul style="list-style-type: none"> <li>The school, in collaboration with the school division, identifies, develops and implements excellent programs that engage the diverse needs and interests of the student body.</li> </ul>

**Outcome 5: Alberta's education system is well governed and managed.**

Performance Measure	Results (in percentages)					Evaluation		
	2014	2015	2016	2017	2018	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.	86.4%	87.7%	88.3%	89.8%	86.1%	Very High	Declined Significantly	Acceptable
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	85%	83.6%	84.4%	85.8%	84%	Very High	Maintained	Excellent
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	92.3%	92%	92.7%	92.9%	91.6%	Very High	Declined	Good

**AERR Comments**

In the 2017-2018 school year, Red Deer Catholic Regional Schools continued to receive favourable feedback from its stakeholders with regards to their engagement with the division and its schools. Parent/student surveys, School Council meetings, Trustees attending School Council meetings, high school student groups meeting with the Superintendent and numerous parent surveys are some of the ways that the school division elicited input from its stakeholders.

Strategies:
<ul style="list-style-type: none"> <li>• Create multiple opportunities for stakeholders to provide input into how well the school and/or school division is governed and managed.</li> <li>• Respond to relevant stakeholder data to ensure appropriate educational strategies are in place.</li> </ul>

## Finances

### Financial Highlights

**TABLE 1**  
School Board Statement of Reserves

	2017-2018	Percentage as Compared to 2018-2019 Total Operating Budget
Operating Reserves	\$6,792,541	5.94%
Capital Reserves	\$8,069,064	7.06%
<b>Total Reserves</b>	<b>\$14,861,605</b>	<b>13.0%</b>

**TABLE 2**  
School Board Expenditures  
2017-2018

Program	Total Revenue	No. of F.T.E. Students	Revenue Per Student
Revenue	\$111,410,628	9,387	\$11,869
Program	Total Expenditures	No. of F.T.E. Students	Spending Per Student
Student Instruction ECS-Gr 12 Expenditures	\$91,869,968	9,387	\$9,786
<b>Support Expenditures</b>			
Schools - Operations & Maintenance	\$12,245,140	9,387	\$1,304
Student Transportation	\$5,656,974	4,496	\$1,258
School Board Governance & System	\$3,155,948	9,387	\$336
Support (sub-total)	\$21,058,062	9,387	\$2,243
<b>TOTAL SCHOOL BOARD EXPENDITURES K-12</b>	<b>\$112,926,030</b>	<b>9,387</b>	<b>\$12,030</b>

**TABLE 3**  
School Board Expenditure Plan  
2018-2019

Program	Total Revenue	No. of F.T.E. Students	Revenue Per Student
Revenue	\$113,324,683	9,738	\$11,637
Program	Total Expenditures	No. of F.T.E. Students	Spending Per Student
Student Instruction ECS-Gr 12 Expenditures	\$91,617,934	9,738	\$9,408
<b>Support Expenditures</b>			
Schools - Operations & Maintenance	\$13,196,051	9,738	\$1,355
Student Transportation	\$6,084,142	4,829	\$1,261
School Board Governance & System	\$3,430,406	9,738	\$352
Support (sub-total)	\$22,720,599	9,738	\$2,333
<b>TOTAL SCHOOL BOARD EXPENDITURES K-12</b>	<b>\$114,338,533</b>	<b>9,738</b>	<b>\$11,741</b>

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

The student population has increased by just over 2% and therefore staff was added at a rate equivalent to 2%. The School Board revenue was greater than budget by approximately \$1.5 million and expenditures were \$1.4 million greater in the 2017-2018 school year than budget due to unanticipated population growth.

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

School generated fund information can be found in the notes to the 2017-2018 financial statements on our website.

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

For more information on the Audited Financial Statements and source and use of School Generated Funds, visit our webpage: <https://rdcrs-ca.webguide-forschools.ca/download/25692>.

For more information on the provincial roll-up of Audited Financial Statements in the province, visit Alberta Education website: <https://education.alberta.ca/financial-statements/?searchMode=3>

### Summary of Facility and Capital Plans

Approval Year	Division Priority	School Division Sector	Sector Priority	Provincial Priority	Project Description	Occupancy Date
2018/2019	1	Red Deer	1	2	New Red Deer 6-9 School	September, 2020
2018/2019	2	Blackfalds	1	2	New Blackfalds K-5 School	September, 2021
2019/2020	3	Red Deer	2	2	New Red Deer K-5 School	September, 2021
2019/2020	4	Red Deer	3	2	New Red Deer K-5 French Immersion School	September, 2022
2019/2020	5	Sylvan Lake	1	2	New Sylvan Lake K-5 School	September, 2022

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. Our current middle schools are well over 100% utilization rate.

With the opening of St. Gregory in Blackfalds at well over 80% 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 in the very near future.

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 in the near future.

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 in the near future.

The full report is available for public viewing online at:

<http://www.rdcrcs.ca/download/14426>

### Parental Involvement

Draft school plans and AERR reports are taken by principals who seek feedback from school council and staff.

### Timelines and Communications

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

**Whistleblower Protection Legislation**

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