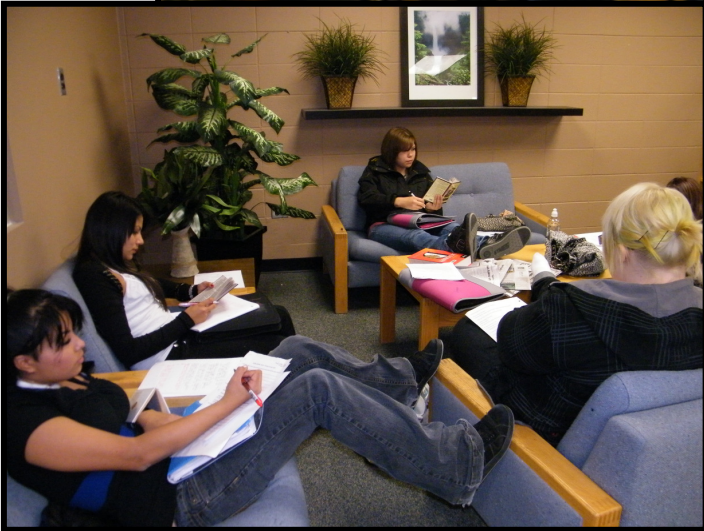




# Glenmary School



(SWSC 10-09)

## 2008-2009 EDUCATION PLAN

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# Message from the Principal

This 2008-09 Education Plan provides the opportunity to direct attention to areas that have impact on the quality of education at Glenmary School. This plan allows the partnership of school, community and home to maintain our schools' educational strengths as well as to work towards continuous improvement in meeting our challenges.

## I. The Glenmary learning communities continue to develop their school focus of 'Students FIRST' through the following program priorities for 08/09

- A. Support the growth and mentorship of all new teaching staff.
- B. Continue maintenance of revised Mission, Beliefs, Vision of Glenmary School (Student FIRST philosophy) through staff School Improvement reviews / planning.
- C. Maintain school organizational and learning support model of the pyramid of intervention at the Sr. High level as LST academic progress tracking (LST Model Attachment)
  - Maintain LST monitoring of student achievement through CUM file reviews and grade level teacher brainstorming for student success.
  - Increase LST Coordinator time to support both students and staff.
- D. Support **AISI cycle III Assessment FOR Learning** (AFL year III) – Teachers and Students Making Assessment GENUINE

Develop AFL by:

- Exploring and Developing an Assessment Policy through

PLC

support – student exemplars/rubrics / & other evidence of student learning

- Admin monitoring content considered essential - Prioritized Learner Outcomes, I CAN statements, aligning of Curriculum across the grade levels, & assessment practices through Admin Walk-Abouts.
- Developing Reading Specialist support of classroom instruction with pre, during and post reading and other strategies
- *Teachers including a SMART goal/strategies within their Professional Growth Plan*
- Support our SMART Goal Reading Comprehension through revision of our Learning Resource centre (School Library)
- Developing AFL student goals setting/self-assessment strategies through the S.A.I.N.T House System and regular classes.

Develop new strategies to assist in action-research

**II. Effective School Planning:**

- A. Develop strategies in support of the accountability pillar with:
  - ▶ High quality learning opportunities for all  
(Core Subject focus)
  - ▶ Excellence in learner outcomes (Core Subject focus)
- B. Implement strategies to optimize the availability of instructional time for students and Professional Development time for teachers.
- C. Maintain ROCKS program to promote the ABC's (Year III):
  - Supporting optimum academics for all students
  - Developing consistency with student conduct through level 1-3 behaviours and consequences
  - Creating culture to enhance student learning

**III. Implementation of Jr. /Sr. High Programs of study for 08-09:**

<b>Jr. High</b>	<b>Sr. High</b>
Provincial implementation of Social Studies 7 curriculum (E+F) and Grade 8 Implementation (E) Sept 08	Digital Learning resources ELA 30-1, 30-2
Optional Implementation of Gr. 9 Social studies Curriculum Sept 08 (E+ F)	Provincial Implementation of Biology30/Chemistry 30/ Physics 30 curriculum Sept 2008 (E + F)
Provincial Implementation of Math 7 Curriculum Sept 08 (E + F)	Provincial Implementation Social Studies 20-1, 20-2, 20-4 Sept 08 (E +F)
Acquisition of Digital Learning resources for Science 7,8 (E); Gr. 9 (E+F)	CTS Field testing of Health, Recreation & Human /services; Media, design & Communication Arts; and Natural Resources
School based implementation of Jr. H. Practical Arts complementary subject Drama 9	School based re-implementation of Sr. H. CTS Design Studies course

**IV. Healthy Minds, Healthy Bodies:*****'Excellence in achievement and leadership'***

- ▶ Promote strategies through:
- ▶ S.A.I.N.T.S House System development
- ▶ continue developing Student goal-setting/self-assessment
- ▶ Smart Goal – Reading Comprehension
  - School-wide promotion
  - A. Project Link for a student healthy lifestyle
  - B. Mental Health Capacity Building Project Yr. III
    - Support School Youth Worker
    - Parental involvement in learning.
    - Epstein model
    -

**V. First Nations, Métis, Inuit Education:*****'Best Foot Forward'***

Continue developing programming of First Nation, Métis and Inuit Education Policy Framework.

- ▶ Continue developing the role of the First Nations School Coordinator.
- ▶ Support the role of the District FNMI Coordinator.

**VI. Comprehensive School Health (integrated approach):*****'Healthy Minds, Healthy Bodies'***

- A. Provide resources (time/equipment) for on site CSCS (Certified Strength and Conditioning Specialist to develop personalized fitness programming for Jr. /Sr. High students and staff.
- B. Support the development of daily hot lunch program through school cafeteria services.
- C. Implement Jr. H. gr. 8 CTS Foods and Sr. H CTS Foods courses.
- D. Complete Review of Scope and Sequence for Gr. 7-12 Physical Education curriculum.
- E. Continue developing curricular links with Jr. High Healthy Lifestyles program and community agencies (ADAAC, Project Link and Mental Health Capacity Building Project)

VII. **Spiritual Formation:**  
**'Receive the power of the Holy Spirit'**

- A. Continue development of Glenmary's Spiritual Formation Team.
- B. Support the role of the School Parish Youth Worker / Retreat Coordinator between the school, parish and home.
- C. Support the role of the Gr. 12 Christian Service/Retreat/Independent Studies program/School Coordinator.
- D. Support participation of Glenmary with Our Lady of Peace Youth Ministry.
- E. Develop Spiritual Formation plan/yearly theme.

VIII. **Career planning:**  
**'for life-long learning'**

- A. Develop a Career Planning Handbook for students.
- B. Continue developing transition links for students to post-secondary institutions.
- C. Continue developing strategies to involve parents in the career development process.
- D. Provide increased secondary school students access to personalized career counseling through addition of personnel.

**Vision:**

**We envision a learning environment with a team that:**

1. Strives for academic success;
2. Develops students who read, write, and appreciate language in order to communicate effectively throughout their lives;
3. Promotes well-rounded responsible global citizens;

**...within a Catholic environment**

**Mission:**

*To foster learning and the development of the whole student in a positive and caring Catholic environment.*

**Beliefs:**

We value:

- ▶ The opportunity to learn is to be cherished.
- ▶ Education is a responsibility to be shared by students, parents, staff, parish and the community.
- ▶ The actions of students, staff and parents should reflect positively on the school and the community.
- ▶ People learn best in an environment that is welcoming, caring, respectful and tolerant.
- ▶ The 'whole student' includes the intellectual, spiritual, social, emotional, artistic and physical self.
- ▶ Students and staff will develop skills and acquire knowledge to enable them to continue the lifelong learning process.

Therefore, we believe:

- ▶ Christ is our guide and teacher.
- ▶ The opportunity to learn is to be cherished.
- ▶ Education is a responsibility to be shared by students, parents, staff, parish, and the community.
- ▶ The actions of students, staff, and parents should reflect positively on the school and the community.
- ▶ People learn best in an environment that is welcoming, caring, respectful, and tolerant.
- ▶ The "whole student" includes the intellectual, spiritual, social, emotional, artistic, and physical self.
- ▶ Students and staff will develop skills and acquire knowledge to enable them to continue the lifelong learning process.

**Issues:**

Issues taken into account in goal development:

- ▶ Maintaining a Catholic school environment.
- ▶ Improving standards of achievement.
- ▶ Enhancing special education and counseling services.
- ▶ Teacher retention, ensuring high quality teaching.
- ▶ Maintaining comprehensive curricular and extra-curricular programs.
- ▶ Upgrading aging school facilities.
- ▶ Sustaining viable schools, programs and services.
- ▶ Sustainable funding.
- ▶ Improving Aboriginal learners opportunities and success through the FNMI programming.

Trends that require consideration:

- ▶ Increasing dependence on schools for faith development.
- ▶ Increasing dependence of students on schools for social and emotional support.
- ▶ Fragmentation of the family unit.
- ▶ Growing numbers of students with special needs.
- ▶ Teacher/Administrator shortages.
- ▶ Increasing transient populations.
- ▶ Rapidly evolving technology and online services.
- ▶ Declining enrolments/rural to urban migration.
- ▶ Increasing health concerns because of inactive youth.

**Priorities (Provincial):**

- ▶ Improve secondary student achievement in secondary sciences.
- ▶ Improve learning through effective use of communication technology.
- ▶ Improve children's access to services through coordination of services.
- ▶ Improve community satisfaction with education.
- ▶ Increase high school completion rates.
- ▶ Improve programs, results and reporting for First Nations, Métis and Inuit Learners.

**Local Priorities (HFCRD):**

- ▶ Maintain Catholic identity of our schools.
- ▶ Maintain the family, school, parish relationship.
- ▶ Improve effective school councils.
- ▶ Promote French Immersion programming.
- ▶ Maintain safe and caring schools.
- ▶ Improve respect students have for each other.
- ▶ Maintain community partnerships.
- ▶ Develop effective leadership.
- ▶ Improve student learning through implementation of Differentiated Instruction (AISI Project).
- ▶ Maintain parental involvement in schools.

# School Profile

## Performance Measures

**Overriding Goal: To strengthen the Catholic school experience for students by supporting permeation of Catholic teaching in all aspects of the school program.**

### Highlights of Accomplishments

- ▶ Participation of staff in 4<sup>th</sup> annual Glenmary mini-staff retreat May 08 at Camp Artaban.
- ▶ Grade 12 two day Retreat hosted for 46 Glenmary grads with guest presenter Michael Chiasson on theme : Stand in the Light (February '08)
- ▶ School Spiritual Formation team of thirteen members continue to provide quality support and leadership for Glenmary's' 07-08 Faith Formation programming.
- ▶ High consistent level of student participation in the number of students participating in the Shine Retreats.
- ▶ Glenmary Sr and Jr High students provide very strong leadership with the SHINE program as Retreat team leaders. As well, participation as retreat candidates consistently high for both Jr. and Sr. High students at Glenmary School.

### Future Challenges (School/Jurisdiction)

- ▶ Active engagement of students in parishes.
- ▶ Sacramental preparation of students.
- ▶ Recruitment of Catholic teachers.
- ▶ Strengthening school/parish partnership.
- ▶ Maintaining Comprehensive Youth Ministry Initiative

**Overriding Goal: To strengthen the Catholic school experience for students by supporting permeation of Catholic teaching in all aspects of the school program.**

The Schollie Satisfaction Survey is administered annually to assist with feedback in number of areas of school education. The following data indicates the level of participation in the May 2008 Schollie Satisfaction Survey:

- ▶ Parents=25 down from 33 previous year
- ▶ Students=341 up from 269 previous year
- ▶ Teachers=17 down from 18
- ▶ Staff=12 equal to previous year

**Conclusions:**

While 100% of parents are satisfied with the Catholic atmosphere of the school, and appreciate this, it appears that families are substituting the Catholicity of our school for private Catholic practice.

**Overall Recommendation or Strategies for improvement:**

- ▶ To continue with our established Spiritual Formation Programming.
- ▶ To continue encouraging parents to attend both school and Parish celebrations through our regular communication network.
- ▶ To encourage parent participation through our Retreat Programming involving parent volunteers during the activity (SHINE, Grade 12 Retreat)
- ▶ To encourage all staff to attend Parish Masses.

**Outcome: Schools have a distinctive Catholic atmosphere.**

Performance Measure	2003 -04	2004 -05	2005 -06	2006 -07	2007 -08	2008 -09
Percentage of parents satisfied with the Catholic atmosphere of the schools.	88%	87%	96%	85%	100%	
Percentage of parents who attend mass at least once monthly.	--	30%	21%	29%	17%	
Percentage of teachers who attend mass monthly.	--	31%	29%	39%	29%	

- **Goal:** To continue developing faith formation opportunities for our staff through their involvement with Glenmary’s Faith Formation 08-09 programming.
- **Strategy:**  
To encourage staff members to become a member of the Spiritual Formation Team (SFT). Activities include: staff mini-retreat, SFT monthly meetings with spiritual sessions, Holy Spirit Week carnival, planning of school masses, Shrove Tuesday activities, sports & spirituality team mini-retreats, Advent social justice projects, Morning Prayer booklets, staff birthday cards, (other – see attached Spiritual Formation 08-09 Sept. - June plan)

**Outcome: Schools incorporate Catholic teaching into the school environment.**

Performance Measure	2003 -04	2004 -05	2005 -06	2006 -07	2007 -08
Percentage of parents who are satisfied with the Religion program in this school.	93%	85%	100%	95%	100%
Percentage of staff who participate in religious professional development.	92%	89%	100%	94%	94%

- **Goal:** To develop a school brochure re: Grade 7 -12 Religious Program of Studies
- **Strategy:**
  - share the brochure with parents and staff (staff meetings, monthly newsletter, PTI, School council meetings)
  - re-visit the Catholic Education Permeation Guide with staff and parents (through the same as above)

**Outcome: Schools work closely with parishes and families in the community.**

Performance Measure	2003 -04	2004 -05	2005 -06	2006 -07	2007 -08
Percentage of parents who are satisfied with the parish, the school and the family working closely together.	96%	92%	100%	94%	100%
Percentage of teachers who are satisfied with the parish, the school and the family working closely together.	81%	89%	62%	78%	76%

**Comment on Results:**

► Work continues to be done to increase the involvement and visibility of Parish Priests in our schools.

- **Goal:** To continue to provide opportunities involving both the parents and members of Our Lady of Peace Parish with our school’s Spiritual Formation Programming.
- **Strategy:**
  - invite Parish Priest (Fr. Joe) regular classroom visits (usually once a week)
  - involve Fr. Joe in yearly Spiritual Formation Plan
  - familiarize Fr. Joe with Religious Studies courses by forwarding gr. 7-12 course outlines
  - involve Fr. Joe in the planning and implementation for the Grade 12 yearly retreat
  - involve the Parish Pastoral Animator (Helly Lacombe) as well with the above

- Involve parents with the preparation and participation in RS 35 grade 12 retreat, district Shine rallies
- utilize the monthly newsletter to announce OLOP schedules, events/activities

**Outcome: Students value the spiritual and religious dimension of the school.**

Performance Measure	2003-04	2004-05	2005-06	2006-07	2007-08
Percentage of students who are satisfied with the spiritual and religious dimension of the school.	83%	59%	77%	72%	77%

- **Goal:** To involve the students with the spiritual and religious dimension of Glenmary through the Spiritual Formation Program (See attached spiritual formation yearly goals)
- **Strategy:**
  - to involve the sub-houses and religion classes to plan, prepare and participate with religious activities and celebration throughout the year.
  - to encourage extra-curricular teams to access the sports & spirituality mini-retreat activities ( by presenting possible theme and sample mini-retreats at staff meetings)
  - to continue promoting of the district Shine Rally program

**Outcome: Students actively live their faith.**

Performance Measure	2003-04	2004-05	2005-06	2006-2007	
Percentage of Catholic grade 6 students who have received the sacrament of First Communion.	45%	55%	69%	70%	N/A
Percentage of Catholic grade 9 students who received the sacrament of Confirmation.	36%	44%	56%	47%	
Percentage of students who attend mass monthly.	---	13%	19%	37%	35%

- **Goal:** To promote the liturgy of the Word and Eucharist through planned school masses
- **Strategy:**
  - involve all students throughout the year in some level of planning and preparation of a school Mass / celebration

## Goal One: High Quality Learning Opportunities for All

### Highlights of Accomplishments

- ▶ Students, parents and teachers recognize that Glenmary is safe and caring.
- ▶ First Nations, Métis and Inuit graduates of Glenmary
- ▶ High levels of satisfaction expressed with the overall quality of education.
- ▶ Students completing programs consistently higher than provincial average (3,4 and 5 years after entering grade 10)

### Future Challenges

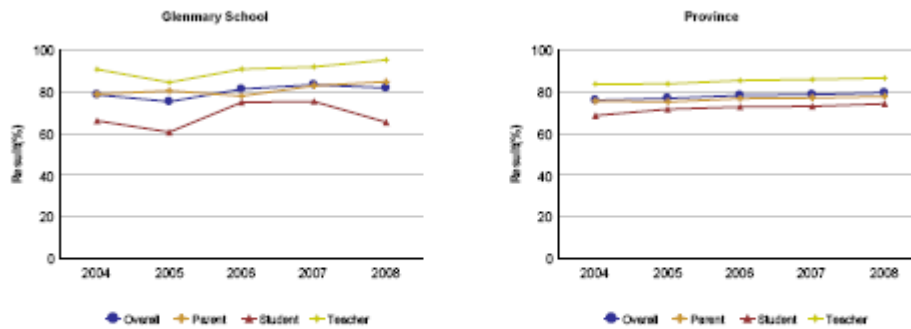
- ▶ Elimination of school fees and reliance on fundraising.
- ▶ Meeting the needs of a more diverse student population.
- ▶ The delivery of Professional Development to allow teachers to remain in their classrooms.
- ▶ Full incorporation of First Nations, Métis and Inuit Learner Outcomes.
- ▶ Accessing Professional Services.
- ▶ Recruiting and maintaining First Nation, Métis and Inuit staff (FNMI School Workers).

## Goal One: High Quality Learning Opportunities for All

**Outcome: Schools provide a safe and caring environment for students.**

Performance Measure	Results					Target		
	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09		
Percentage of teachers, parents and students who agree 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.	<b>Overall</b>							REQUIRED
	<b>School</b>	78.4	78.1	85.4	86.3	82.1	If set	
	<b>Province</b>	80.7	83.1	84.4	84.2	85.1		
	<b>Teachers</b>							OPTIONAL
	<b>School</b>	91.7	84.9	95.0	94.1	93.2		
	<b>Province</b>	90.6	92.3	92.8	92.6	93.1		
	<b>Parents</b>							
	<b>School</b>	73.2	81.3	85.2	82.8	84.0		
	<b>Province</b>	78.0	79.9	82.1	81.7	83.2		
	<b>Students</b>							
	<b>School</b>	70.3	68.2	76.1	81.9	69.2		
	<b>Province</b>	73.5	77.2	78.4	78.5	79.1		

*Graph of School Results*



Note: Data values have been suppressed where the number of respondents is less than 5. Suppression is marked with an asterisk (\*).  
 Results based upon survey of all grade 4, 7 and 10 students and their parents. In 2004, only grade 4, 7 and 10 teachers were surveyed. 2005 onward, all teachers are surveyed.

**Comment on Results:**

- ▶ Glenmary’s R.O.C.K.s program and our EBS Levels of Behaviors and Consequences have given consistent, high quality support for our staff and parents.
- ▶ We are concerned about the response from our students: There were some challenges with our key leadership grades of 9 and 12. This was a combination of lower achieving and behaviorally challenged students, along with struggling parental control. There were many troubled students (living on their own, drug and alcohol use, party scene, boy-girl relationships, you-tube, internet bullying) that entered into the school population. Students may have felt unsafe for these reasons.
- ▶ In reviewing the results, from all of the performance measures in this goal, the data shows that the student’s satisfaction is 10-15% below parent and teacher satisfaction.
- ▶ **Overall Recommendation or Strategies for improvement:**
- ▶ Continue supporting the Mental Health Capacity Building Project (now Peace Project).
- ▶ Introduction of an RCMP community liaison officer to support the needs of the school. (ie. above mentioned issues)
- ▶ We are stressing model behavior of our students (attending all celebrations, and school-related activities) to promote a better safe and caring environment.

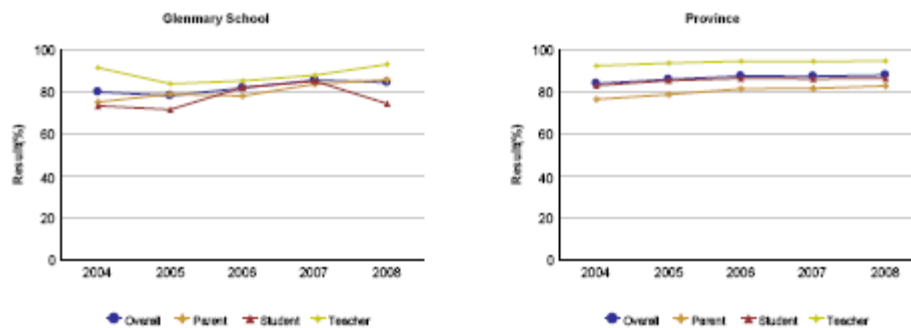
- **Goal: To provide school supports for year two of the PEACE project and Community Liaison Officer.**
- **Strategy:**
  - provide the PEACE project Youth Worker Misty Griffith with support from counsellors Monique Randall and Bob Plowman
  - Provide the Community Liason Officer Constable Brown support from counsellor bob Plowman (i.e. cyber bullying presentations)

- provide opportunities for the Youth Worker to work closely with students and staff (i.e.student mentor project)
- Goal: To encourage model student behaviour with all aspects of Glenmary’s school community.
- Strategy:
  - Students are expected to attend daily sub-house activities, school celebrations and presentations in order to be considered for major year-end school awards.

**Outcome: The education system meets the needs of all K – 12 students, society and the economy.**

Performance Measure	Results					Target			
	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09			
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.	<b>Overall</b>						If set	REQUIRED	
	School	78.4	75.1	81.1	83.2	81.6			
	Province	75.8	76.7	78.1	78.5	79.4			
	<b>Teachers</b>								OPTIONAL
	School	90.5	84.3	90.6	91.7	90.0			
	Province	83.5	83.6	85.2	85.7	86.4			
	<b>Parents</b>								
	School	78.7	80.3	77.8	82.7	84.6			
	Province	75.4	75.0	76.6	76.9	77.6			
	<b>Students</b>								
	School	66.0	60.6	74.8	75.2	65.3			
	Province	68.5	71.5	72.6	72.9	74.1			

**Graph of School Results**



Note: Data values have been suppressed where the number of respondents is less than 6. (Suppression is marked with an asterisk (\*)).  
 Results based upon survey of all grade 4, 7 and 10 students and their parents. In 2004, only grade 4, 7 and 10 teachers were surveyed. 2005 onward, all teachers are surveyed.

**Comment on Results:**

- ▶ From these results, we are satisfying the needs of teachers and parents and consistently maintaining provincial average.
- ▶ It is difficult to understand the student response, as we feel that the quality of school programming has been improved (at the High School level: split Art and Drama classes; added Personal Health and Development courses to junior and senior high)

**Overall Recommendation or Strategies for improvement:**

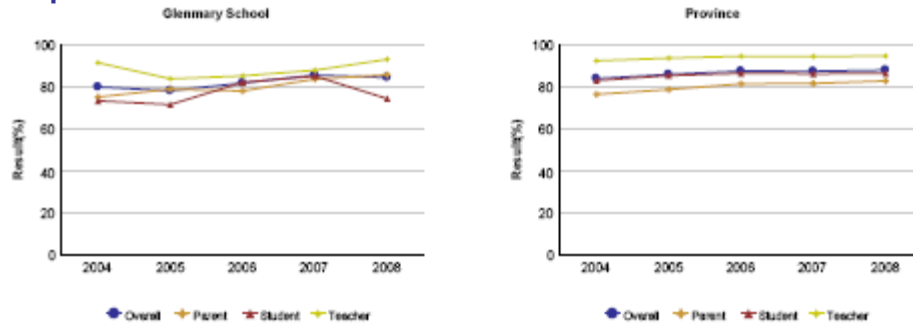
- ▶ We need to survey both our junior and senior high students to locate the source of dissatisfaction with programming in the first semester as to direct our planning for the 2009-2010 school year. (The review instrument will be the 23 strands of CTS)

- **Goal:** To maintain the opportunity for Glenmary students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.
- **Strategy:**
  - To survey both Jr. High students on complementary and option courses currently being offered. (include CTS strands in survey)

**Outcome: The education system meets the needs of all K – 12 students, society and the economy. (continued)**

Performance Measure	Results					Target		
	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09		
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	<b>Overall</b>							REQUIRED
	School	80.1	78.3	82.0	85.8	84.6		
	Province	84.1	86.1	87.7	87.6	88.2		
	<b>Teachers</b>							OPTIONAL
	School	91.7	84.0	85.4	88.1	93.3		
	Province	92.6	93.9	94.8	94.7	94.9		
	<b>Parents</b>							
	School	75.3	79.1	78.2	83.9	85.9		
	Province	76.6	78.9	81.6	81.8	83.0		
	<b>Students</b>							
	School	73.5	71.7	82.3	85.3	74.5		
	Province	83.2	85.6	86.6	86.4	86.6		

**Graph of School Results**



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 Results based upon survey of all grade 4, 7 and 10 students and their parents. In 2004, only grade 4, 7 and 10 teachers were surveyed. 2005 onward, all teachers are surveyed.

**Comment on Results:**

- ▶ Both parents and teachers results are higher than the previous year.
- ▶ Would the grade 7 and 10's that are doing the "Reality Check" survey have made a difference???
- ▶ Rather than speculate, we plan to proceed with the following recommendation:

**Overall Recommendation or Strategies for improvement:**

- ▶ Include in the student survey a statement on the overall satisfaction of basic education. (satisfaction with Core subjects)

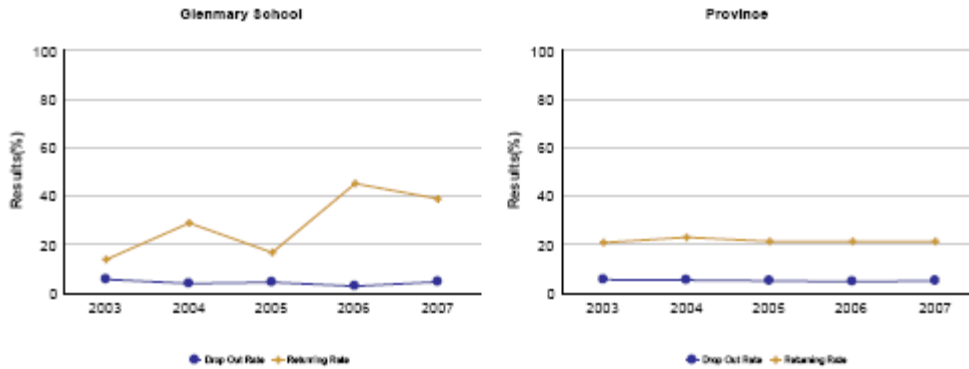
- **Goal:** To maintain the opportunity for Glenmary students to receive a broad program of studies, including fine arts, career, technology, and health and Physical education.
- **Strategy:** To include in the student survey a statement on the overall satisfaction of basic education with space for comments.

**Outcome: The education system meets the needs of all K – 12 students, society and the economy. (continued)**

Performance Measure	Results					Target		
	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09		
Percentage of teachers, parents and students satisfied with the accessibility, effectiveness and efficiency of programs and services for students in their communities.	<b>Overall</b>							
	School	--						REQUIRED
	Province	--	67.2	68.5	68.2	69.2		
	<b>Teachers</b>							
	School	--						OPTIONAL
	Province	--	70.0	71.5	72.0	73.4		
<b>Parents</b>								

<b>School</b>	--					
<b>Province</b>	--	54.9	56.9	55.9	56.5	
<b>Students</b>						
<b>School</b>	--					
<b>Province</b>	--	76.7	77.1	76.8	77.7	

**Graph of School Results**



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

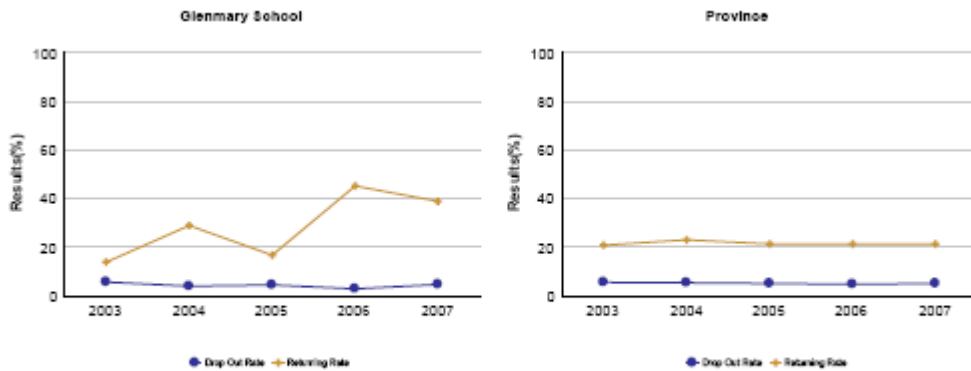
**Comment on Results:**

- Jurisdiction results are higher than previous year and higher than the provincial average for teachers, parents and students satisfaction.

**Outcome: Children at risk have their needs addressed through effective programs and supports.**

Performance Measure		Results					Target
		2002/03	2003/04	2004/05	2005/06	2006/07	2008/09
Annual dropout rate of students aged 14 to 18.	School	(5.6)	(3.9)	(4.4)	(2.8)	(4.6)	(4.3)
	Province	5.5	5.3	4.9	4.7	5.0	

**Graph of School Results**



Note: Data values have been suppressed where the number of students is less than 5. Suppression is marked with an asterisk (\*).

**Comment on Results:**

- ▶ Over the last 4 years we have been consistently lower than the Provincial Average drop-out rate.

**Overall Recommendation or Strategies for improvement:**

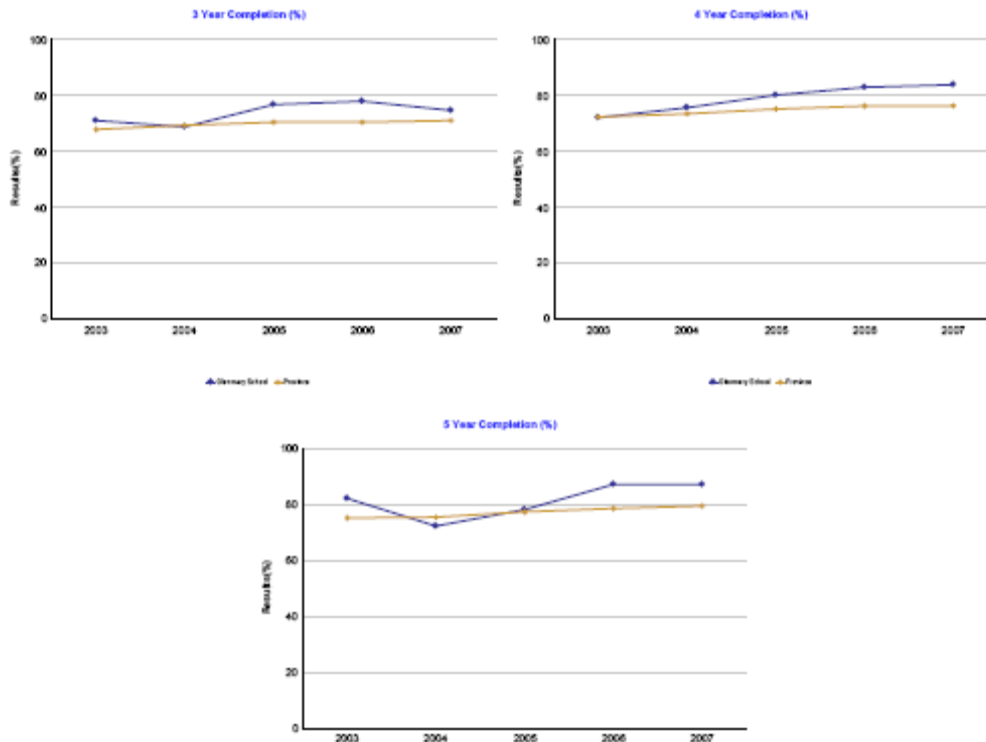
- ▶ School counsellor will review those students who did not receive a high school diploma and determine reasons why High School requirements were not met and also develop a plan with these students to attain their High School Diploma (off-campus education, rewrite exams, re-registering for courses)

- **Goal:** To continue developing effective programs and supports for children at risk.
- **Strategy:**
  - school counsellors to review those students who did not receive a high school diploma and determine reason why high school requirements were not met.
  - develop a plan for students at risk that focuses on delivery of off-campus education, opportunity to re-write final exams and re-registering for courses.

**Outcome: Students complete programs.**

Performance Measure	Results					Target	
	2002/03	2003/04	2004/05	2005/06	2006/07	2008/09	
Percentages of students who completed high school within three, four and five years of entering Grade 10.	Within 3 years:						
	School	71.0	68.7	76.7	77.9	74.6	76
	Province	67.8	69.3	70.4	70.4	71.0	
	Within 4 years:						
	School	72.0	75.0	80.1	82.9	83.8	80
	Province	72.3	73.4	75.1	76.2	76.3	
	Within 5 years:						
	School	82.2	72.3	78.2	87.2	87.1	83
	Province	75.2	75.5	77.4	78.6	79.5	

**Graph of School Results**



**Comment on Results:**

- ▶ WOW, results are awesome! Consistently higher than Provincial Average between 3, 4, and 5 years after entering grade 10.

- **Goal: To maintain current results.**

## Goal Two: Excellence in Student Learning Outcomes

### Highlights of Accomplishments

#### ELA 9

- ▶ Students scored 93.5 ( ) on the Acceptable Standard; Prov. 87.2 ( )
- ▶ Students scored 16.1 ( ) on the Standard of Excellence; Prov. 16.8 ( )
- ▶ The school's PAT average is slightly higher (66.4%) to the provincial PAT average (65.9%).
- ▶ **The acceptable standard in achievement was very high, improved, and overall excellent.**

#### FLA9

- ▶ **The five -year rolling average on the PAT for GLN is 67.1 %; Province 67.8%**

#### Math Fr 9

- ▶ The PAT average has improved from 61.0% 06/07 to 65.5% in 07/ 08.

#### Science 9Fr

- ▶ Students scored 25.0 ( ) on the Standard of Excellence; Prov. 15.1 ( )
- ▶ The school's PAT average is equal to (69.3%) the provincial PAT average (68.8 %).
- ▶ The Two-year rolling average on the PAT for GLN is 70.9 %; Province 69.1 %

#### Social 9(English)

- ▶ Students scored 82.7 ( ) on the Acceptable Standard; Prov. 80..4 ( )
- ▶ The standard of excellence in achievement is high, improved and overall good.
- ▶ Students achieving Acceptable standard is much higher than the provincial average, therefore students were successful.
- ▶ The acceptable standard was improved, and good. The acceptable standard improved 16% over the past 4 years. There were experienced teachers teaching this course.

#### Biology 30

- ▶ Students scored 84.2 (-) on the Acceptable Standard; Prov. 82.3 (+)
- ▶ Since 03/04 The Diploma Exam average has gradually improved from 52.1% to 66.4% in 08.

#### English Language Arts 30-1

- ▶ Students scored 16.7 (=) on the Standard of Excellence; Prov. 15.5% (+)

**French Language Arts 30**

- ▶ Students scored 100 (=) on the Acceptable Standard; Prov. 94.9 (+)
- ▶ Students scored 62.5 (+) on the Standard of Excellence; Prov. 24.5 (+)
- ▶ The school's Diploma Exam average is significantly higher (6.4 %) than the provincial Diploma Exam average (76.8 % to 70.4 % for province).
- ▶ The five-year rolling average on the Diploma Exam for GLN is 74.9 %; Province 69.5%

**Pure Math 30**

- ▶ School Awarded Mark is equal to (0.2%) the provincially awarded mark (72.2% to 72.4 %)
- ▶ Student five year diploma exam results have shown a gradual improvement from 55.5 % in 03/04 to 60.4% in 06/07 with a slight drop to 58.6% in 07/08

**Physics 30**

- ▶ The three year rolling average has improved to 57.9%. As well there has been a gradual improvement over five years from 48.5% 03/04 to 60.9% in 07/08.

**Future Challenges**

- ▶ Having specialized teachers in specialized programs.
- ▶ Improving standards of excellence.
- ▶ Timetabling issues in small high schools.
- ▶ Improving overall achievement at grade 9 level.
- ▶ Improving the 3-year high school completion rate.
- ▶ Improving achievement levels of grade 9 special needs students by ensuring they are in appropriate programs (i.e. Knowledge and Employability).
- ▶ Place high school students in programs that they can be successful in.

**Goal Two: Excellence in Student Learning Outcomes**

**Outcome: Students demonstrate high standards.**

Performance Measure	Results (in percentages)					Target	
Percentages of students who achieve the acceptable standard and the percentages who achieve the standard of excellence on Grades 3, 6 and 9 Provincial Achievement Tests (cohort results).	A E*	A E*	A E*	A E*	A E*	A E*	
	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	
<b>Grade 9</b>							
<b>Language Arts</b>	<b>School</b>	77.6/3.4	77.8/6.7	81.6/12.2	84.6/7.7	93.5/16.1	100/20
	<b>Province</b>	77.6/12.4	77.9/14.1	77.4/13.6	77.5/14.8	76.5/14.8	
<b>French LA</b>	<b>School</b>	---	---	---	100.0/200	75.0/00	100/----
	<b>Province</b>	83.4/11.7	85.9/13.6	83.3/10.9	81.3/12.9	84.5/12.4	
<b>Mathematics</b>	<b>School</b>	74.1/6.9	44.4/0.0	67.3/6.1	49.2/10.8	54.0/9.5	80/20
	<b>Province</b>	66.1/18.9	68.0/19.7	67.4/17.4	66.3/18.3	65.7/18.5	

<b>Science</b>	<b>School</b>	77.6/3.4	40.0/0.0	69.4/4.1	64.6/10.8	61.9/6.3	70/10
	<b>Province</b>	66.6/12.1	67.5/12.8	67.4/13.3	69.6/14.7	69.3/13.0	
<b>Social Studies</b>	<b>School</b>	74.1/5.2	44.4/6.7	79.6/14.3	61.5/12.3	77.8/14.3	70/14
	<b>Province</b>	73.1/20.0	71.3/18.3	72.5/18.9	71.4/18.7	71.7/18.9	
<b>Overall</b>	<b>School</b>	66.3/5.8	76.8/15.9	73.8/14.3	78.7/12.3	73.7/10.0	-----
	<b>Province</b>	77.6/19.5	77.2/19.4	77.1/19.2	75.9/19.4	75.8/19.6	

**ELA Department School Improvement Planning for the year 2008-2009:**

Target: Excellence 20% of LA 9 students who write the PAT exams.  
 Acceptable 100% of LA 9 students who write the PAT exams.

**Goal:** Continue to build Reading Comprehension Skills

**Strategy:**

Use a variety Pre-Reading, During Reading and Post Reading Strategies for all ELA classes and each treatment of literature and literature response.

Lead and encourage our colleagues, in other departments, to continue using reading comprehension strategies in their subject areas.

Continue giving ample time to collegial collaboration for ELA teachers to plan, create assessments and evaluate work together. (We feel our hard work / time collaborating helped build the success of our positive PAT results.)

**Goal:** Achieve a 100% acceptable standard of achievement on the LA 9 PAT exams.

**Strategy:**

Carefully consider students with modified program (IPP) for exam exemptions.

Spend more time/effort writing with our ‘at risk’ or ‘critical’ students, with low language arts skills to bring them closer to Meeting the Acceptable Standard

More T.A.’s in our LA 9 classes (perhaps 2 T.A.’s per class)

**Goal:** To build confidence in writing, with a focus on clarity and voice.

**Strategy:**

Use the language of the curriculum outcomes, and celebrate it when it happens.

For specific writing pieces, assess/evaluate and give feedback for clarity and voice only.

Celebrate (share) student work with a variety of students/classes, so that we have opportunities to hear voice arising in other people’s work.

Collecting student writing samples to review/discuss as a department during PD days, and to create a collection of exemplars.

**Fr. Language Arts Department School Improvement Planning for the year 2008-2009:**

Subject: Fr. L.A. 9\_\_\_\_\_

Target: Excellence \_\_\_\_\_

Acceptable \_\_\_\_100%\_\_\_\_

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Goal: All students achieve the acceptable standard on the Provincial Achievement exam.

Strategy: 1) Build a library of resources for students with IPP's.  
2) Use more practice exams to better prepare students for the PAT exams.  
3) Hire strong French Teacher Assistants to help weaker students.

---

Goal: All Fr. L. A. teachers will use a common marking code.

Strategy: 1) Teachers will meet to build a common marking code to evaluate the grammar in written assignments.  
2) The marking code will be used by all French L.A. teachers by September, 2009.

---

Goal: Create a reading bank with texts and questions for Jr. High.

Strategy: 1) Go through old texts and determine which texts belong to what level.  
2) Use old PAT exams as practice in younger grades.

**Math Department School Improvement Planning for the year 2008-2009:**Subject: Math DepartmentTarget: Excellence 20%Acceptable 80%**Goal:**

- Students at Glenmary will show an increase in their mathematical literacy by June 2009 from last years' PAT and Diploma exams.

**Junior High Strategies:**

- Continue to stress “decoding mathematical questions” as per our SM  $\alpha$  RT goal, improvements are expected in every strand.
- Cumulative quizzes on a regular (weekly) basis for all junior high school math courses
- Focus on “must knows” and “need to knows” of each curriculum
- Continue to add 3 numerical response questions and 2 multiple choice questions to any written response style exams.

**Senior High Strategies:**

- ALL math teachers need to focus on math in professional development – subs NEED to be available for these days.
- Continue to incorporate unit exams that look like the diploma exam, with similar weightings for types of questions – for grades 10-12.
- Incorporate Numerical Response and Multiple Choice style questions in all formal assessments for all grades.
- More opportunity for secondary math teachers to meet and talk about the curriculum and how to best teach the students the concepts involved in Pure Math 30.
- Use a practice final exam modeling true diploma format that the students would do near the end of the course.
- Continue cumulative quizzes on a regular (weekly) basis for all high school math courses.
- Focus on “must knows” and “need to knows” of each curriculum.
- The Math department believes that if we continue to stress “decoding mathematical questions” as per our SM RT goal, improvements are expected in every strand.

**Students should be streamed into this course to maximize their success**

**Science Department School Improvement Planning for the year 2008-2009:**

Target: Excellence \_10%\_\_\_\_\_  
Acceptable \_\_70%\_\_\_\_\_

Goal: \_\_1\_\_ To improve results in numerical response type questions

Strategy: \_\_\_\_\_ Place 2 NR questions on grade 7 and 8 tests, place 3 NR questions on grade 9 tests and 3 or 4 on high school tests.

Make sure that by January of grade 7, NR are completed correctly for a mark.  
Make sure that only marks are given for correctly completed numerical response.

Goal: \_\_2\_\_ To improve the analysis of graphs and charts by students.

Strategy: 1. spend the first part of each year in junior high, making and analyzing graphs  
2. make sure that every unit test includes a graph to make or analyze

**Social Studies Department School Improvement Planning for the year 2008-2009:**

Subject: Social Studies 9 and Études Sociales 9

Target: Excellence 14.0  
Acceptable 70.0

Goal: To increase interpretation of charts, graphs, maps and political cartoons.

Strategy: - use current events (ie: What in the World and Le monde en marche and Canadian Reader) and use newspapers and online news sources (CBC and BBC, etc.)  
- put questions of this type on chapter exams

Goal: To increase reading comprehension of source based questions, especially when 2 sources are used for the same question

Strategy: - use Reading Strategies to teach  
- find and develop source questions using CBC Archives and Learn Alberta and continue to put on chapter and unit exams

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Goal: To continue to develop the concept of Quality of Life

Strategy: - relate concept to each chapter and to current life  
- begin relation of quality of life to all curriculum (grade 7 and 8)

**Outcome: Students demonstrate high standards. (continued)**

Performance Measure		Results (in percentages)					Target
Percentages of students who achieve the acceptable standard and the percentages who achieve the standard of excellence on diploma examinations.		A E*	A E*	A E*	A E*	A E*	A E*
		2003/04	2004/05	2005/06	2006/07	2007/08	2008/09
<b>English 30-1</b>	School	83.3/9.5	89.0/16.4	80.4/19.6	86.5/7.7	70.8/16.7	77/18 80/20
	Province	92.0/18.8	89.1/17.8	88.0/19.3	87.7/19.0	87.1/15.5	
<b>English 30-2</b>	School	73.9/4.3	72.7/18.2	92.3/0.0	95.0/0.0	86.4/4.5	90/10
	Province	85.2/7.1	89.4/10.1	86.1/8.1	88.7/9.7	88.9/8.8	
<b>French LA 30</b>	School	100.0/0.0	100.0/22.2	---/---	100.0/42.9	100.0/62.5	-----
	Province	95.4/16.7	95.1/19.1	95.0/21.8	95.6/23.1	94.9/24.5	
<b>Social Studies 30</b>	School	78.7/6.4	87.0/14.5	63.8/10.6	69.1/16.4	75.9/6.9	80/15 ES5/70
	Province	85.9/23.8	85.2/24.3	85.5/23.9	86.1/24.6	84.7/21.5	
<b>Social Studies 33</b>	School	54.5/3.0	70.0/5.0	73.1/7.7	60.0/0.0	65.0/0.0	80/15
	Province	82.9/15.0	85.0/17.6	83.5/19.0	84.8/19.6	85.3/18.9	
<b>Pure Math 30</b>	School	56.0/12.0	68.6/9.8	59.1/11.4	85.0/10.0	65.0/5.0	80/20
	Province	83.7/32.0	80.6/25.7	82.8/26.5	81.1/24.6	81.3/25.8	
<b>Applied Math 30</b>	School	75.0/6.3	84.0/24.0	73.3/0.0	60.9/8.7	69.2/0.0	80/20
	Province	85.5/14.3	87.6/21.8	77.5/11.8	77.6/12.1	76.3/10.7	
<b>Biology 30</b>	School	50.0/7.1	77.1/18.6	76.1/26.1	80.4/19.6	84.2/15.8	70/10
	Province	81.9/26.6	81.9/26.6	81.4/26.4	83.5/27.4	82.3/26.3	
<b>Chemistry 30</b>	School	61.1/0.0	80.0/30.0	91.7/25.0	77.4/19.4	61.9/4.8	70/10
	Province	85.7/27.9	88.2/33.4	88.4/37.1	89.3/37.9	89.2/39.2	
<b>Physics 30</b>	School	47.8/0.0	36.8/7.9	53.3/6.7	80.0/5.7	71.4/14.3	70/10
	Province	86.6/29.8	84.2/27.8	84.4/30.0	86.1/29.3	85.7/32.0	
<b>Science 30</b>	School	---	---	---	---	---	N/A
	Province	84.3/16.5	88.1/22.1	82.8/17.3	87.1/18.0	88.6/21.6	
<b>Overall</b>	School						-----
	Province	85.5/22.2	85.7/23.0	84.7/23.0	85.4/23.3	85.0/22.3	

**Comment on Results:**

**Jurisdiction:**

- ▶ Continue to have a high participation rate.
- ▶ Language Arts 30-1 and 30-2 are at a high level of acceptable standard.
- ▶ Improvement shown in all Sciences, Math 30 and Social 30 and 33.

**Science Department School Improvement Planning for the year 2008-2009:**

Target: Excellence 10%  
 Acceptable 70%

Goal: 1 To improve results in numerical response type questions

Strategy: Place 2 NR questions on grade 7 and 8 tests, place 3 NR questions on grade 9 tests and 3 or 4 on high school tests.

Make sure that by January of grade 7, NR are completed correctly for a mark.

Make sure that only marks are given for correctly completed numerical response.

Goal: 2 To improve the analysis of graphs and charts by students.

Strategy: 1. spend the first part of each year in junior high, making and analyzing graphs  
 2. make sure that every unit test includes a graph to make or analyze

**ELA Department School Improvement Planning for the year 2008-2009:**

Subject: **Senior High English Language Arts**

Target: Jan 09

Excellence 18 % of English 30-1 students who write the Diploma exams.

Acceptable 77 % of English 30-1 students who write the Diploma exams.

June 09

Excellence 20% of English 30-1 students who write the Diploma exams.

Acceptable 80% of English 30-1 students who write the Diploma exams.

June 09

Excellence 10 % of English 30-2 students who write the Diploma exams.

Acceptable 90 % of English 30-2 students who write the Diploma exams.

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**Goal:** Continue to build Reading Comprehension Skills

**Strategy:**

Use a variety Pre-Reading, During Reading and Post Reading Strategies for all ELA classes and each treatment of literature and literature response.

Lead and encourage our colleagues, in other departments, to continue using reading comprehension strategies in their subject areas.

Continue giving ample time to collegial collaboration for ELA teachers to plan, create assessments and evaluate work together. (We feel our hard work / time collaborating helped build the success of our positive Diploma results.)

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**Goal:** Achieve a 80-90% acceptable standard of achievement on the Diploma Exams.

**Strategy:**

Spend more time/effort writing with our 'at risk' or 'critical' students, with low language arts skills to bring them closer to Meeting the Acceptable Standard

More T.A.'s in our High School English classes

---

**Goal:** To build confidence in writing, with a focus on clarity and voice.

**Strategy:**

Use the language of the curriculum outcomes, and celebrate it when it happens.

For specific writing pieces, assess/evaluate and give feedback for clarity and voice only.

Celebrate (share) student work with a variety of students/classes, so that we have opportunities to hear voice arising in other people's work.

Collecting student writing samples to review/discuss as a department during PD days, and to create a collection of exemplars.

**FLA Department School Improvement Planning for the year 2008-2009:**

Subject: Fr. L.A. 30

Target: Excellence \_\_\_\_\_

Acceptable \_\_\_\_\_

Goal: To maintain similar diploma results as 2007-2008.

Strategy: 1) Maintain diploma Fridays.

2) Continue doing practice diploma questions starting in gr. 10.

3) Continue to work one on one with students on a regular basis.

**Math Department School Improvement Planning for the year 2008-2009:**

Target: Excellence 20%

Acceptable 80%

Goal:

- Students at Glenmary will show an increase in their mathematical literacy by June 2009 from last years' PAT and Diploma exams.

Junior High Strategies:

- Continue to stress "decoding mathematical questions" as per our SM  $\alpha$  RT goal, improvements are expected in every strand.
- Cumulative quizzes on a regular (weekly) basis for all junior high school math courses
- Focus on "must knows" and "need to knows" of each curriculum

- Continue to add 3 numerical response questions and 2 multiple choice questions to any written response style exams.

**Senior High Strategies:**

- ALL math teachers need to focus on math in professional development – subs NEED to be available for these days.
- Continue to incorporate unit exams that look like the diploma exam, with similar weightings for types of questions – for grades 10-12.
- Incorporate Numerical Response and Multiple Choice style questions in all formal assessments for all grades.
- More opportunity for secondary math teachers to meet and talk about the curriculum and how to best teach the students the concepts involved in Pure Math 30.
- Use a practice final exam modeling true diploma format that the students would do near the end of the course.
- Continue cumulative quizzes on a regular (weekly) basis for all high school math courses.
- Focus on “must knows” and “need to knows” of each curriculum.
- The Math department believes that if we continue to stress “decoding mathematical questions” as per our SM RT goal, improvements are expected in every strand.

**Students should be streamed into this course to maximize their success**

**Science Department School Improvement Planning for the year 2008-2009:**

Target: Excellence 10%  
 Acceptable 70%

Goal: 1 To improve results in numerical response type questions

Strategy: Place 2 NR questions on grade 7 and 8 tests, place 3 NR questions on grade 9 tests and 3 or 4 on high school tests.

Make sure that by January of grade 7, NR are completed correctly for a mark.

Make sure that only marks are given for correctly completed numerical response.

Goal: 2 To improve the analysis of graphs and charts by students.

Strategy: 1. spend the first part of each year in junior high, making and analyzing graphs  
 2. make sure that every unit test includes a graph to make or analyze

**Social Studies Department School Improvement Planning for the year 2008-2009:**

Subject: Social Studies 30 and 33 and Études Sociales 30

Target: Excellence Social 30: 15.0      Social 33: 10.0      Études Sociales 30: 5.0  
 Acceptable Social 30: 80.0      Social 33: 70.0      Études Sociales 30: 70.0

Goal: To increase interpretation of charts, graphs, maps and political cartoons as well as readings.

Strategy: - use current events (ie: What in the World and Le monde en marche and Canadian Reader) and use newspapers and online news sources (CBC and BBC, etc.)  
 - put questions of this type on chapter exams

Goal: To increase reading comprehension of source based questions, especially when 2 sources are used for the same question

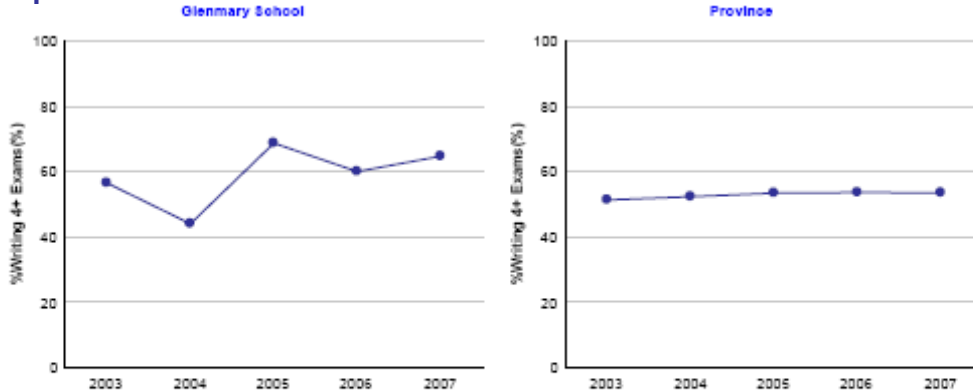
Strategy: - use Reading Strategies to teach  
 - find and develop source questions using CBC Archives and Learn Alberta and continue to put on chapter and unit exams

Goal: To continue assessing concept retention.

Strategy: - cumulative quizzes (put questions from previous chapters or units on next test or quiz)  
 - Entrance and Exit slips

Performance Measure	Results					Target	
	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	
Diploma examination participation rate: Percentages of students who have written four or more diploma exams by the end of their third year of high school.	School	56.6	44.1	68.8	60.1	64.8	
	Province	51.4	52.4	53.5	53.7	53.6	

**Graph of School Results**



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).  
 Results are based upon a cohort of grade 10 students who are tracked over time. The table shows the percentage of students in this cohort who complete diploma exams by end of their third year of high school.

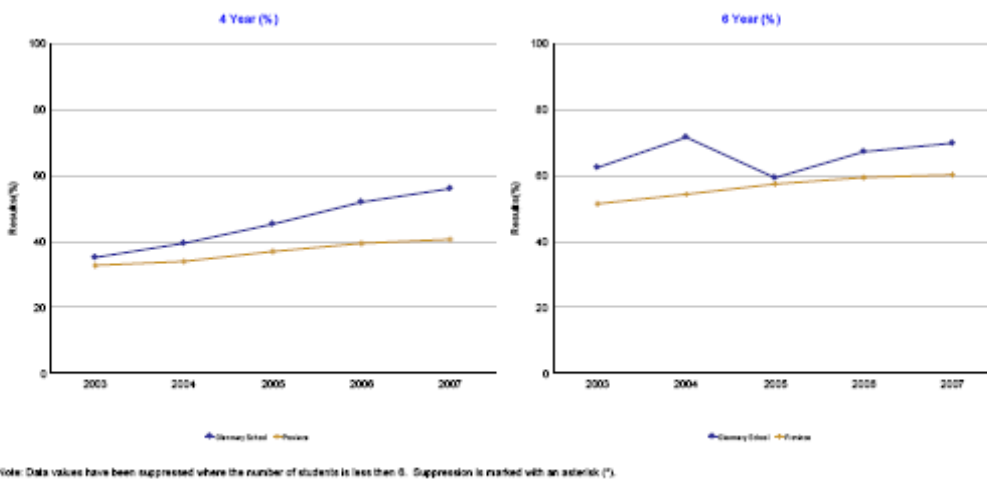
**Comment on Results:**

- High school to post-secondary transition rate within four years needs to be taken into consideration when looking at this result.

**Outcome: Students demonstrate high standards. (continued)**

Performance Measure		Results					Target
		2002/03	2003/04	2004/05	2005/06	2006/07	2007/08
Percentages of Grade 12 students meeting the Rutherford Scholarship eligibility criteria.	School	34.4	28.9	35.6	33.3	42.1	If set
	Province	32.5	33.8	35.3	37.2	38.2	

**Graph of School Results**



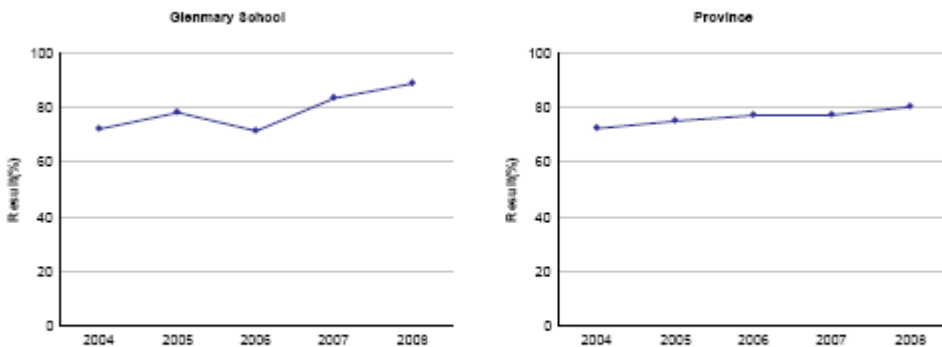
**Comment on Results:**

- ▶ Efforts continue to ensure students are enrolled in courses suitable to their abilities.

**Outcome: Students are well prepared for lifelong learning.**

Performance Measure	Results					Target	
	2002/03	2003/04	2004/05	2005/06	2007/08	2007/08	
High school to post-secondary transition rate within four and six years of entering Grade 10.	<i>Within 4 years:</i>						
	School	35.2	39.5	45.3	52.0	56.1	38.0
	Province	32.8	34.0	37.0	39.5	40.7	
	<i>Within 6 years:</i>						
	School	62.5	71.7	59.4	67.3	69.9	
	Province	51.5	54.4	57.5	59.5	60.3	

**Graph of School Results**



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

**Comment on Results:**

- Our transition rate is at or above provincial average.

**Outcome: Students are well prepared for employment.**

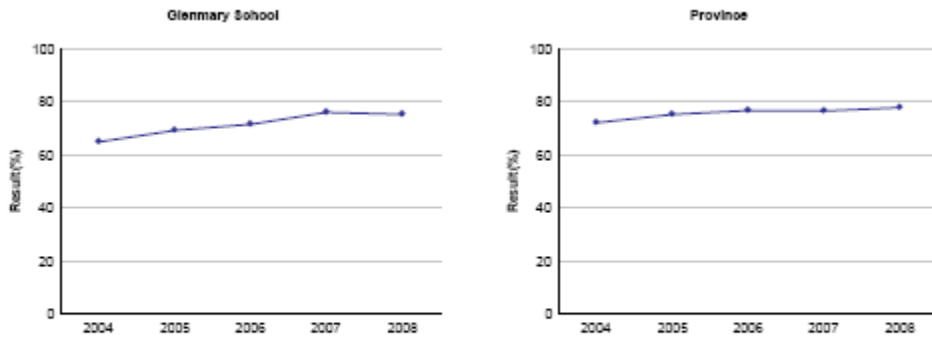
Performance Measure	Results					Target		
	2003/04	2004/05	2005/06	2006/07	2007/08	2007/08		
Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work	<b>Overall</b>							<b>REQUIRED</b>
	School	72.0	78.0	71.3	83.3	88.6		
	Province	72.2	74.9	77.0	77.1	80.1		
	<b>Teachers</b>							<b>OPTIONAL</b>
School								
Province	87.3	89.1	89.4	89.2	89.3			

when they finish school.

**Parents**

<b>School</b>						
<b>Province</b>	57.1	60.8	64.6	65.1	70.9	

**Graph of School Results**



Note: Data values have been suppressed where the number of respondents is less than 5. Suppression is marked with an asterisk (\*).

**Comment on Results:**

- Jurisdiction results exceed provincial standard.

**Outcome: Students model the characteristics of active citizenship.**

Performance Measure	Results					Target		
	2003/04	2004/05	2005/06	2006/07	2007/08	2007/08		
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active	<b>Overall</b>							
	<b>School</b>	65.0	69.3	71.6	76.1	75.3	77.0	REQUIRED
	<b>Province</b>	72.2	75.3	76.8	76.6	77.9		
	<b>Teachers</b>							OPTIONAL
	<b>School</b>							

citizenship.	Province	86.1	89.5	90.3	89.9	90.6	
	Parents						
	School						
	Province	67.5	70.3	72.4	72.6	74.7	
	Students						
	School						
	Province	63.0	66.1	67.5	67.1	68.5	

**Graph of School Results**

**Comment on Results:**

- Strategies integrated into subject areas such as Social Studies continue to engage students in citizenship activities that lead to service to the community.

**Goal Three: Highly Responsive and Responsible Jurisdiction**

**Highlights of Accomplishments**

- Parents satisfied with their involvement in decisions about their child’s education.
- High levels of teacher engagement in Assessment for Learning (AISI).
- High levels of support for staff professional development.
- Agreement from students and parents that the education system is improving.
- Parents, teachers, students believe our jurisdiction has improved in the last three years.

**Future Challenges**

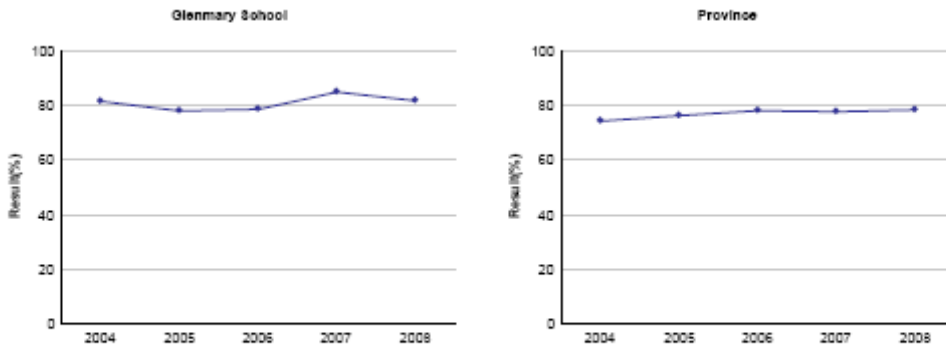
- Providing on-going support for leadership in jurisdiction.
- Providing support in Catholic leadership.
- Ensuring effective school partnerships are maintained.
- Developing a culture of assessment for learning.

**Goal Three: Highly Responsive and Responsible Jurisdiction**

**Outcome: The jurisdiction demonstrates effective working relationships with partners and stakeholders.**

Performance Measure	Results					Target	
	2003/04	2004/05	2005/06	2006/07	2007/08	2007/08	
Percentages of teachers and parents satisfied with parental involvement in decisions about their child's education.	<b>Overall</b>						<b>REQUIRED</b>
	School	81.3	77.8	78.4	84.7	81.5	
	Province	74.1	76.1	77.9	77.5	78.2	
	<b>Teachers</b>						<b>OPTIONAL</b>
	School	---	---	---	---	---	
	Province	85.4	87.0	87.6	87.1	87.5	
	<b>Parents</b>						<b>OPTIONAL</b>
	School	---	---	---	---	---	
	Province	62.8	65.2	68.1	67.9	69.0	

**Graph of School Results**



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

**Comment on Results:**

Parents are increasingly satisfied with their level of involvement in decisions about their child's education.

**Outcome: The jurisdiction demonstrates leadership and continuous improvement.**

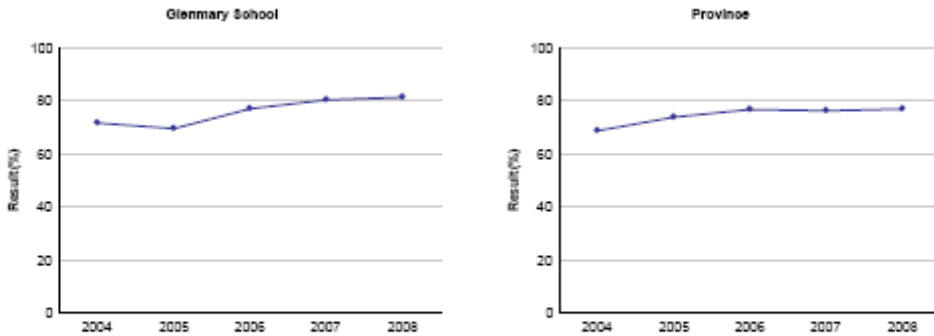
Performance Measure	Results					Target	
	2003/04	2004/05	2005/06	2006/07	2007/08	2007/08	
Percentages of teachers and parents indicating							<b>REQUIRED</b>
<b>Overall</b>							
School	71.7	69.6	77.1	80.4	81.4		

that their school and schools in their jurisdiction have improved or stayed the same in the last three years.

Province	68.8	73.9	76.8	76.3	77.0	
<b>Teachers</b>						
School	---	---	---	---	---	
Province	67.2	73.1	75.5	74.5	75.6	
<b>Parents</b>						
School	---	---	---	---	---	
Province	65.3	70.9	75.4	75.1	75.9	
<b>Students</b>						
School	---	---	---	---	---	
Province	73.9	77.9	79.4	79.3	79.5	

OPTIONAL

**Graph of School Results**



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

**Comments on Results:**

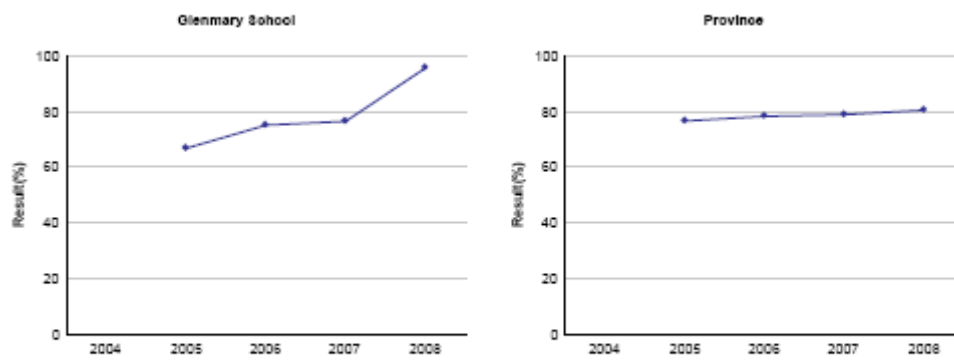
- ▶ Teachers and parents have increased their indication that their school has improved.
- ▶ Jurisdiction average is higher than provincial average.

**Outcome: The jurisdiction demonstrates leadership and continuous improvement. (continued)**

Performance Measure	Results					Target
	2003/04	2004/05	2005/06	2006/07	2007/08	2007/08
Percentages of teachers reporting that in the past 3-5	<b>Teachers</b>					
	School	N/A	66.7	75.0	76.4	95.6
	Province	--	76.5	78.2	78.8	80.4

years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

**Graph of School Results**



Note: Data values have been suppressed where the number of respondents is less than 5. Suppression is marked with an asterisk (\*).

**Comment on Results:**

- ▶ Continue to focus on Professional Development through Professional Learning Communities
- ▶ Professional Development opportunities through the Consortium are more relevant and are being offered locally.