



LAKELAND CATHOLIC SCHOOLS
BETTER EDUCATION...*It's as simple as that! C'est vrai!*

Accomplishments

**Celebrate
SUCCESS**

2016-2017

GOAL 1

CATHOLIC CHRISTIAN IDENTITY PERMEATES OUR EDUCATIONAL VALUES

STUDENT AND EMPLOYEE FAITH DEVELOPMENT

Our Faith Development Day on August 31, 2016 included an inspiring message delivered to all staff by world-renowned Catholic inspirational speaker Jesse Manibusan. Jesse's three sessions focusing on gratitude, passion, and hopes and dreams helped our staff to bridge the gap between knowing what mercy is, which was the focus of 2015-16 school year, and delving into mercy's depths, the focus of 2016-2017. His opening song, *All Are Welcome*, which he gifted to our district, and weaved throughout the day, offered participants a chance to see that while we are **all** called to show mercy, we are also **all** in need of it.

HIGHLIGHTS INCLUDE:

- Opening of Light of Christ Catholic School in Lac La Biche was a tremendous celebration for Lakeland Catholic Schools. The school opened with 104 students and finished with registration of 111 students. We celebrated success in grades K-7, and anticipate increased enrollment each year increasing a grade level with each successive year. Light of Christ celebrated an inaugural mass with the Bishop.
- Sharing the Faith Program focused on exploring what it means to be a teacher and faith leader in a Catholic school. This focus enabled first and second year teachers in our district to reflect and act on their roles in *Mark 2: Imbued with a Catholic Worldview* and *Mark 4: A Faith Infused Curriculum*. This commitment impacted authentic enhancement towards the faith life of our students.
- The District Religion Rep team successfully implemented their vision where every student, especially those in YLL, is recognized that they are infinitely valued, so they feel safe to share, proclaim, question, learn, grow and are motivated to do what they know is best, moral and helpful in their faith. The final YLL day in June had over 80 students from AJSH, NDH, DRBB, HCE, and SDE in attendance.
- *National Evangelization Team (NET)*, *Pure Witness* and *Face2Face* retreats were attended by LCSD students in Cold Lake, Bonnyville, Waskatenau, Lac La Biche and by the entire Youth Liturgical Leadership team (YLL). Student response was positive and students noted that the retreat group not only inspired their spiritual leadership, but provided tools they applied to their personal faith.
- School based Faith Learning Communities (FLCs) were intentionally planned to include elements of the 6 tasks of catechesis and linked to the Faith Development Day focus on the works of mercy. Students engaged in learning about the works prior to enacting them and then reflected on the works after each project. LOCS, DRBB, NDES, AJSH, HFCS also engaged in an FLC regarding the 5 Marks of an Excellent Catholic School, with a focus on *Mark 2: Imbued with a Catholic Worldview*.
- Faith Formation at principal meetings also explored mercy. *The Holy Year of Mercy*, compiled by S. Huever, afforded administrators an opportunity to consider how mercy impacts our

schools and provided them with a solid foundation on which to build our 2016-17 theme and focus on leading their schools through the works of mercy.

SCHOOL AND STUDENT SUCCESS STORIES

The Thriftology store provided many opportunities for AJSH students and for the Cold Lake community. Through this service project, students volunteered, and they could use their time to serve to the community.

DRBB's, 16, "Me to We," students traveled to Calgary to participate in the Provincial "We Day" in October, and followed by organizing a "We Day" on May 18th and a "Right to Play Mentorship Week" in the first week of June. This built leadership, and fostered community among students and staff.

HCES provided \$2900.00 total financial support for families in need at HCE during the Advent season through spirit days, parent donations and a silent auction.

At HFCS, 4 staff members completed RCIA, and joined our Catholic family. To augment their faith journey, staff members led Faith Café once a month.

NDES Grade 4 students focused on clothing a family during Lent by collecting gently used items for all ages to donate to families in need in our community. As well, items collected from reversed Advent baskets were donated to the Bonnyville Friendship Center.

Students at NDHS took turns leading Mass, Stations of the Cross and liturgies which resulted in almost every student having a role in one liturgical celebration during the year and subsequently, growing in their faith.

Staff at SDES created a *Month of Mercy* for Advent where they did acts of service and tasks to demonstrate mercy to their community. It incorporated spiritual and corporal works of mercy.

DISTRICT Survey Results

98% (=) teachers and 99% (=) of support staff are satisfied with OPPORTUNITIES TO PRACTICE and DEVELOP THEIR FAITH and 98% (1%) of parents are satisfied that the school is HELPING THEIR CHILD DEVELOP THEIR FAITH.

RELIGIOUS STUDIES AND PROGRAMMING/FAITH PERMEATION

LCSD supported the schools' implementation of grade 1 and 2 Religious Education in the new resource, *Growing in Faith, Growing in Christ* last year. A highlight included the high level of student engagement and igniting their faith with the Grade 1 digital resource. Modeled lessons have been a catalyst and usage has increased immensely throughout the year.

District instructional technology coaching incorporated faith permeation within digital citizenship workshops and coaching at all levels.

The District technology department developed a comprehensive set of digital citizenship criteria to be integrated into the K-6 report cards. Faith and Catholic values were included in the digital citizenship scope and sequence.

Digital media was key in promoting faith activities within all schools and parishes of LCSD. Websites, Facebook and Twitter were used regularly and effectively to inform families and to invite them to partake in various faith activities.

SCHOOL AND STUDENT SUCCESS STORIES

HCES teachers successfully collaborated in FLCs for permeation across curriculum areas; they conducted peer observations and shared findings to ensure faith intentionality at all levels.

At NDHS, their monthly moral intelligence program focused on a spiritual and corporal mercy, with a corresponding retreat such as *Triumph of the Cross*, *Youth Rally*, *Pure Life*, *Think Fast*, *SEARCH*, and *Girls' Retreat* for students.

DRBB and NDES staff refined their daily Moral Intelligence programs to more closely align with the works of mercy and Catholic values/virtues; highlighting spiritual and corporal mercies at assemblies and celebrations.

NDES hosted an altar server training session during lunch on two different days providing students an opportunity to be part of our church ministries.

Both youth ministers at AJSH offered flex sessions around faith formation. Senior high students had workshops to discuss ethics and morality, and junior high students had sessions to discuss topics of faith.

The first ever Graduation Pep Rally was held at HFCS as a prayer celebration for the month of June.

DISTRICT Survey Results

94% (2%+) of teachers are satisfied with district support in the INTEGRATION OF CHRISTIAN VALUES into teaching and learning and 98% (1%+) of parents are satisfied with the QUALITY of Religious instruction at their child's school.

97% (=) of parents are satisfied that the GOSPEL VALUES are integrated in all subject areas.

92% (4%+) of teachers are satisfied with the FAITH SHARING PROGRAM.

CONNECTING SCHOOL, CHURCH AND HOME

Parish Priests continued to be involved in the schools through celebrations, liturgies and attendance at many of the school/district events including our *Faith Development Day*, *Faith Café*, *Sharing the Faith* and *Youth Liturgical Leadership retreats*.

DISTRICT AND SCHOOL HIGHLIGHTS INCLUDE:

- Parish Priest visits remained a highlight for our students. Parish Priests regularly visited all

classrooms during the school year, as well as participating in special events such as dinners, athletic events, fine arts nights, retreats and graduations.

- Christian Unity celebrations were approached with a new zeal in many schools last year with community members of various churches attending and extending comments of praise and gratitude.
- The Denesuline singers from Cold Lake First Nation gladly attended Faith Day Opening mass and joyfully shared their ministry. This was well received and a highlight of all present.
- DRBB hosted three (3) Parish Masses over the school year, with 95% staff attendance. As well, students were much more involved in Parish Masses than in past years. Involvement in the combined Christmas Mass at the Centennial Centre and the end of year Mass really connected the schools and the parish community.
- LOCS staff were placed on a rotation for liturgical ministry, offertory and to clean the church in Lac La Biche.
- SDES communicated their successes to St. Dominic Parish through the Church bulletin. Two different articles were shared that communicated the Acts of Service or faith related activities the school completed.

DISTRICT Survey Results

96% (2%+) of **parents** are satisfied with the **RELATIONSHIP** that exists **BETWEEN THE HOME, PARISH AND SCHOOL.**

GOAL 2

EVERY STUDENT IS SUCCESSFUL

ACADEMIC ACHIEVEMENT AND COMPETENCIES

Provincial Achievement Test (PAT)/Diploma Exam (PDE) analysis and the development of Improvement Plans (IP) continued in all schools. IPs were shared with senior staff and Principals and results were provided to Parent Councils and the Board of Trustees as per Alberta Education requirements. Standardized rubrics, common assessments, SMART Goals and the use of PDE practice questions continue as strategies for improving learning. Checkpoints for monitoring IP's continued and early dismissal for Professional Learning Communities (PLCs) also continued as an effective means for reviewing and monitoring progress on IP strategies and initiatives.

The intentional teaching of comprehension strategies using Assessment for Learning (AFL) best practices, looking at the “big ideas” in curriculum for literacy learning, differentiating instruction, observation and taping of lessons for discussion, deconstruction and feedback continue to be important District practices.

ACCOUNTABILITY PILLAR RESULTS

ACHIEVEMENT TESTS: **Intermediate** in ACHIEVEMENT and **Intermediate** at the SE (15.7%) and AS (78.0%).

DIPLOMA EXAMS: **High** ACHIEVEMENT (AS 87.9%) and **Intermediate** (SE 17.5%).

DE PARTICIPATION RATES: **High** ACHIEVEMENT (65.6%) and an overall rating of **Good**.

ASSESSMENT FOR LEARNING

Through school level PLCs and school educational goals, assessment for learning practices including: sharing outcomes, setting criteria, peer/self-assessment, student-led conferences, grading and reporting, exemplars and descriptive feedback continued to be developed. All schools continue their yearly subscription to the Alberta Assessment Consortium (AAC) which offers rich resources and support for all teachers.

A new outcome based report card was developed by a team comprised of district leaders and teachers. The report card was used for students in Grades 1-6.

Barrie Bennett spent four (4) days with our district in November. He facilitated a one (1) day workshop for our new teaching staff which had a tremendous impact on developing instructional intelligence strategies, and one (1) day session for a new cohort currently using instructional intelligence. An additional 30 teachers district-wide took part in one or more half-day workshops where Barrie continued to observe, provide feedback, model in classrooms and debrief with each cohort.

DISTRICT Survey Results

95% (1%↑) of **parents** are satisfied that their child's teachers use methods that **HELP THEIR CHILDREN LEARN**, **93% (2%↓)** that their children are **CHALLENGED AND ENCOURAGED** to achieve high standards and **97% (1%↑)** with **RESOURCES AVAILABLE** for teaching and learning.

92% (1%↑) of teachers are satisfied with the resources available at the school for teaching and learning and 96% (2%↑) with general resources available for teaching and learning.

99% (=) of students Grades 4-6 state that they know their teacher wants them to **DO THEIR BEST WORK** and 96% (=) that their teacher gives them **EXTRA HELP** if needed.

92% (=) of students Grades 7-12 state their teacher provides the **HELP AND SUPPORT** they need to learn and 87% (1%↓) are challenged to **DO THEIR BEST IN SCHOOL**.

LITERACY

Student Success Through Literacy continued through District and school level support and professional development opportunities. Author visits with Ben Mikaelson also took place in our schools for students, and was successfully promoted on the outdoor electronic sign at Cold Lake, and LCD panels within the District.

Daily Five/CAFÉ implementation has been occurring in all elementary schools. The Daily Five structure for literacy has assisted to build both reading and writing stamina, as well as comprehension with ongoing one to one conferencing between teacher and student.

Content Area Literacy: Job embedded coaching and professional development for staff continued with the support from the Literacy Learning Coach.

Intervention: For students requiring extra assistance from Kindergarten to Grade 8, we continued to use the Leveled Literacy Intervention. This intervention provided 12-18 weeks of intensive explicit group instruction and produced excellent results.

Literacy Learning: All schools continued an intentional focus on literacy instruction from Kindergarten to Grade 12. Professional development was provided for new teachers, district staff and school leaders. School improvement plans were put in place and new strategies for reading intervention were continued including the use of Assistive Technologies for reading comprehension.

All schools have literacy plans in place to address student literacy needs.

DISTRICT AND SCHOOL HIGHLIGHTS INCLUDE:

- At DRBB, the Grade 5/6 Literacy PLC focused on Empowering Writers. Tremendous progress with notable results were recorded in their PLC reports. Grade 7/8 struggling readers follow Read Live Naturally intervention program at least once a week. The DRBB literacy committee shared best practices at every second staff meeting as a follow up to PLC/PD work.
- At HFCS, the Daily Five/Cafe coaching PD was accessed with Sandy Rogers in March, and was implemented in the primary grades. The Waskatenau School Youth Foundation (WSYF) also committed \$1000.00 to supporting materials for a Reading Lounge area at HFCS.
- At SDES, the PAC purchased \$5000 worth of French and English leveled literacy books for use in classroom reading programs
- Each month at NDHS an *Avid Reader of the Month* was awarded a \$25.00 gift certificate which was determined from the classroom reading logs. Kate Boorman, a Young Alberta

Books author, presented to Grade 9-10 students and held a writer's workshop for all Grade 9-12 students passionate about writing.

- The reading period at AJSH helped to improve the focus on developing life-long literacy. This program, combined with the work being done around reading comprehension, inferencing, math talks, source analysis and critical thinking, contribute to stronger provincial exam results and to the development of life-long literacy skills.
- At LOCS, all students were assessed using the Fontas and Pinnell assessments. As a result, an intentional half hour block was dedicated to literacy where staff and students read together.

DISTRICT Survey Results

92% (2%↑) of **teachers** are satisfied with **SCHOOL LEVEL RESOURCES AND SUPPORT** offered to help develop and implement literacy initiatives.

95% (2%↓) of **parents** are satisfied with the **QUALITY OF THE READING PROGRAM** and **92%** (=) with the quality of the **WRITING PROGRAM** at their child's school. **95%** (1%↓) of **parents** are satisfied with the school's effort to improve their child's literacy.

PAT Results

No results for Grade 3 due to SLA.

The **GRADE 6** PAT results in **Reading** and **Writing** were **VERY GOOD**, with a **6.1%** improvement in reading (**95.8%**) and strong writing results, improving by **4.2%** with **93.9%** meeting the **Acceptable Standard**.

The **French Language Arts** were outstanding, with **91.3%** of students achieving the **AS**, **3.2%** higher than the **PA** and a **3.4%** increase in the **SE**.

NUMERACY

DISTRICT AND SCHOOL HIGHLIGHTS INCLUDE:

- The Learning Network provided Math support at all levels and job embedded PD was provided to all schools for the delivery of a strong Math program.
- The action research project into coding and robotics at the district level focused on developing mathematics and science competencies and increase teacher effectiveness.
- HCES used Hyperdocs at the Grade 3 and Grade 6 French Immersion levels to enhance and reinforce math concepts.
- The NDES Grade 1 and Grade 3 teachers used components of the Daily 3 in their classrooms to facilitate development of numeracy.
- Math starters and Math talks were very successful at AJSH. The results showed students more engaged and demonstrating critical thinking.
- Two strategies at NDHS were utilized to strengthen the Math program. Understanding by design and performance assessments both increased student engagement and inquiry

approach to learning. Teachers increased collaboration with ICT coach to support the use of technology in Math and Science.

- HFCS implemented daily Math starters and Sylvia Malo also worked with all Kindergarten to Grade 7 teachers to co-plan, observe and teach strategies for introducing new concepts. New resources were identified and were provided to teachers to support numeracy outcomes.
- Jackie Ratkovic from the Learning Network worked with the Grade 4-6 PLC at DRBB on Math starters and cumulative review and teachers implemented these strategies daily.
- SDES teachers reported significant positive impact on student engagement and achievement resulting from the PD they accessed at the learning networks.

DISTRICT Survey Results

95% (7%↑) of teachers are satisfied with school level RESOURCES AND SUPPORT offered with the implementation of Math curriculum and **87% (1%↑)** are satisfied with SCHOOL LEVEL RESOURCES and support provided to address numeracy learning challenges.

93% (2%↓) of parents are satisfied with the MATH PROGRAM at their child's school.

PAT Results

The Grade 6 Math results improved by **14.4%** with the AS now at **84.2%** and 2 of the 4 schools are above the provincial average. The District SE also improved by **1.4%**.

The Grade 9 English Math results increased by **2.2%**, with **17.6%** meeting the SE, with **74.8%** achieving AS.

The Grade 12 results (Pure and Applied) continue to be OUTSTANDING as noted below:

MATH 30-1: AS – **94.2%** and SE – **34.6%**

PREPARATION FOR EMPLOYMENT, CITIZENSHIP AND LIFELONG LEARNING

CAREER AND TECHNOLOGY STUDIES

The Dual Credit Pilot Project continued to provide expanded CTS opportunities for students. The District supported a variety of CTS pathways in our schools including Construction Studies, Law/Psychology, Early Learning and Child Care (dual credit), Sports Medicine (dual credit), Sport Performance, Class V Driver Training (dual credit), Welding, Communication Technology, Foods and Fashion, 4th Class Engineering (dual credit), Oil and Gas Foundations (dual credit), 3-D Printing, Robotics, Outdoor Education, Environmental Sustainability (dual credit), First Aid & AED/Child Care First Aid (dual credit) and Workplace Safety Systems. These pathways provided meaningful career exploration and the development of entrepreneurial strengths to our students. These pathways provided students with lifelong learning and improved school and career transitions.

DISTRICT AND SCHOOL HIGHLIGHTS INCLUDE:

- The District continues to offer an engaging Summer Program (summer 2017 will be the fourth year) where students are able to complete Work Experience, the Registered Apprenticeship Program (RAP), or a number of internships. Forty to fifty senior high school students completed the program annually. This program emphasized personalization of learning and flexible scheduling as students who might not otherwise be able to enroll in these programs, now have the option to do so during the summer.
- A community partnership scholarship was developed and awarded to a student from each school who actively pursued a specific career pathway in each of our communities. The scholarships were awarded in the names of LCSD's top community partners. Each recipient received a certificate, a letter of congratulations and a cheque for \$500 to be used towards their post-secondary studies.
- Several community partners have contributed both in-kind and financial contributions to enhance programming across the District. This year the District has received approximately \$200,000.00 from partners to support programming.
- The District Technology department encouraged the use of coding and robotics in four schools this past year, including DRBB, NDHS, HFCS and AJSH. We anticipate the program growing, and leveraging leadership capacity to facilitate the program for the rest of the schools in upcoming years.

DISTRICT Survey Results

90% (2%+) of parents are satisfied with the QUALITY of CAREER COUNSELING SERVICES at their child's school and 95% (2%↑) with the CAREER GUIDANCE AND INFORMATION available for their child at their school.

ACCOUNTABILITY PILLAR RESULTS

WORK PREPARATION

HIGH Achievement (83.1%), Improvement **Maintained** with an overall rating of **GOOD**.

CITIZENSHIP SKILLS AND DEVELOPMENT

Citizenship Skills and Development play a strong focus in all schools. This can be attributed to an intentional focus on Social Justice, which is an integral part of our Catholic Christian identity. Many opportunities were provided for students to build citizenship awareness and skills through projects such as organizing clothes drives for the poor, raising funds to build a school in a third world country, fundraising for the food bank, sponsoring foster children, the Terry Fox Run, Relay for Life, "Color the Ribbon Pink" cancer program, local Christmas Hampers and Camp St. Louis.

DISTRICT AND SCHOOL HIGHLIGHTS INCLUDE:

- At DRBB, Officer Skinner, the Resource Officer, visited every classroom to discuss digital citizenship. A program is currently being developed to address this need. The Family Outreach Worker held sessions on Bullying, Online Safety, Sexual Harassment and Assertiveness.

- At HFCS, a Monthly Citizenship Award was given to students who demonstrate Christian values in the classroom and in the school. The school continues to use the MIP (Moral Intelligence Program) to help prepare students to be active, responsible citizens. Students took part in a program called “Steps to a Healthier You” sponsored by the Primary Care Network. Students raised money and walked to promote health and to support a cause.
- NDES focused on their Jump Rope for Heart fundraiser and tied it to their moral education program. The program successfully raised \$9645.00.
- NDHS students and staff. cleaned litter around the school grounds and surrounding area weekly from September-June. This helped foster environmental stewardship and our Catholic goal of being “Stewards of the Environment”.

DISTRICT Survey Results

97% (1%↑) of parents are satisfied that the school provides their child with activities that promote responsible CITIZENSHIP, VOLUNTEERISM AND COMMUNITY SERVICE, 99% (1%↓) that the school models CATHOLIC CHRISTIAN VALUES that are consistent with the values taught in their home and 97% (=) that GOSPEL VALUES are integrated into all subject areas.

99% (1%↓) of support staff and 97%(2%↓) of teachers are satisfied with the CATHOLIC CHRISTIAN ATMOSPHERE in the school.

98% (=) of teachers are satisfied that the school provides them with OPPORTUNITIES TO PRACTICE AND DEVELOP THEIR FAITH.

ACCOUNTABILITY PILLAR RESULTS

CITIZENSHIP

VERY HIGH Achievement (85.8%), Improvement **Maintained** for an overall rating of **Excellent**.

FINE ARTS PROGRAMMING

Lakeland Catholic Schools encompass art, drama and music programming in which students are involved as creators, performers, critics and active learners. These programs enable students to enhance the depth and breadth of their expression and intuitive response to all fine arts experiences.

Schools continue to utilize a variety of strategies to enhance Fine Arts opportunities for students.

DISTRICT AND SCHOOL HIGHLIGHTS INCLUDE:

- NDHS Art students toured the Janvier gallery, and met with Alex Janvier in Cold Lake for a memorable experience learning about Native Arts and culture.
- DRBB hosted three (3) local artists throughout the year, one Aboriginal artist, a painter and a pottery expert. These diverse experiences exposed students to a variety of art genres.
- HCES secured Evergreen Theatre as a week-long *Artist in Residence* workshop in April 2017 where artists, students, and staff created a full-length production.

- The purchase of tone-chimes by the WSYF has added a beautiful touch to HFCS music program. With the violin program, expanded use of recorders, and robust choir the music program flourished.
- At AJSH, Sandra Thiessen from the Art Institute came as a guest speaker for the high school art classes.
- A school wide Art Walk was held at SDES during Student Learning Conferences. Parents were given a brochure to take them on a self-guided tour of the school. Displays showcased the art produced by the students at all grade levels.

DISTRICT Survey Results

84% (1%↑) of students Grades 7–12 are satisfied with the **BAND PROGRAM**, and 85% (2%↑) are satisfied with the **ART PROGRAM**.

94% (1%↑) are satisfied with the **QUALITY** of the Fine Arts programs offered by our schools.

88% (3%↑) of teachers are satisfied with the school level **RESOURCES AND SUPPORT** provided in the delivery of Fine Arts education.

FRENCH LANGUAGE LEARNING (FLL)

The District continued to implement the French Enhancement grant. Each school was provided five (5) substitute days for collaboration to allow the sharing of best practices, participate in peer observations and for planning purposes. This collaboration and peer observation process had a high level of impact on the instructional practices implemented by the French Immersion teachers involved in the collaboration. Each school involved had a “lead teacher” who planned for collaboration, provided support to French Immersion staff and assisted with resource selection.

Through a consultation process, including Lakeland Catholic’s Leadership team, French Immersion teachers and the French Enhancement team, the district’s French Immersion Philosophy continued to set the direction. This living document will serve as a foundational piece to help build, promote and support the French Immersion program well into the future.

Integrating French culture into educational programs in our schools was a priority. Classroom learning activities were supplemented and enhanced through culturally appropriate French performances. As well, all students participated during the French Cultural Day, experiencing traditional meals, sugar shacks, traditional spoons music, French author visits, Literacy Cafes for French Immersion and other activities promoting the French Culture.

GB+ training was provided to support differentiated instruction and assessment in French. In terms of French Immersion/French as a Second Language, staff professional development to address the needs of At-Risk Language Learning Students.

Schools continue to utilize a variety of strategies to enhance French Immersion programming for students.

DISTRICT AND SCHOOL HIGHLIGHTS INCLUDE:

- At HCES the French Enhancement lead teacher modelled lessons, team taught and observed to provide feedback in the classrooms of two new teachers. Both teachers reported that the

support and feedback helped them establish a better focus and understanding of instructional intelligence and Math Starter initiatives.

- In November, Stephanie Belanger worked with District French Immersion teachers. Division 1 teachers deepened their understanding on phonological awareness and the use of the Guerin kits. Division 2 teachers learned comprehensive reading strategies delivered with the kit "Je comprends ce que que lis!"
- Stephanie Belanger returned to work with District French Immersion teachers in April. She focused on reading comprehension strategies and modelled techniques to teach inferencing at the Grade 5/6 level. At the lower elementary level, teachers learned 10 ways to increase phonemic awareness. Grade 3 and 4 teachers examined French picture books to teach reading comprehension strategies, again focused on inferencing.
- LOCS announced French Immersion Kindergarten beginning in September 2017-2018.
- DRBB provided French Literacy Intervention to a group of students, once a week, providing them additional literacy support in French. They also hosted a French Cultural week with a variety of activities exposing all students to the French culture.
- At NDES, French Immersion literacy intervention occurred daily during a 10-week rotation. Reading scores have improved for these students.
- Students at NDHS toured Campus St Jean, where they learned the post-secondary benefits of continuing French instruction.
- The SDES French Enhancement teacher modelled how to use Les Bucherons resources in all French Immersion classrooms. Students demonstrated what they learned at the annual Christmas concert. Les Bucherons visited the school, took part in Cabane a Sucre and worked with all Immersion classes.

DISTRICT Survey Results

74% (2%↑) of students' Grades 7-12 are satisfied with the **FRENCH IMMERSION PROGRAM**.

Parents: 96% (3%↑) are satisfied with the **QUALITY** of the French Immersion Program; **94% (2%↓)** are satisfied with the **INFORMATION** they receive from their child's school about **THEIR PROGRESS AND ACHIEVEMENT** in French Language Learning; **96% (1%↑)** are highly satisfied with the **QUALITY OF THE FRENCH AS A SECOND LANGUAGE PROGRAM**.

Teachers: 85% (3%↓) and **84% (4%↑)** are satisfied with the **SCHOOL LEVEL RESOURCES and SUPPORT OFFERED for INSTRUCTIONAL SUPPORT** in French Immersion and French as a Second Language, respectively; **85% (3%↓)** are satisfied that the **PROFESSIONAL DEVELOPMENT ACTIVITIES AND OPPORTUNITIES** for French Language Learning are **MEETING THEIR NEEDS**.

HIGH SCHOOL COMPLETION

Lakeland Catholic continues to maintain an excellent High School Completion Rate of **89.8%(6%↑)**. A contributing factor to this result is the low student Drop Out rate of **0.9%**. Both high schools continue to maintain safe and caring learning environments, which encourages students to stay in school, while, early program placement, program selection and timely parent communication provide supports needed to ensure students complete High School on time.

Additionally, Guidance and Counseling staff from both high schools provide support programs for students at-risk of dropping out of school.

HFCS graduated their first Grade 12 class of 4 students in June 2017 in a memorable, well attended ceremony.

This year 68% of LCSD's senior high school students (Grades 10-12) completed a Dual Credit course. This is up 15% from last year.

At AJSH and NDHS, the Career Counselor generated documents for both students and teachers to help them identify the courses needed for specific careers. This has assisted in motivating students to focus more on their academic requirements.

NDHS and HFCS Grade 11 and 12 students participated in a post-secondary field trip to U of A and Grant MacEwan where they learned about potential post-secondary options, and career planning.

ACCOUNTABILITY PILLAR RESULTS

HIGH SCHOOL DROP OUT RATES: **VERY HIGH** Achievement (**0.6%**), for an overall rating of **Excellent**.

SCHOOL COMPLETION RATES: **VERY HIGH** Achievement (**88.6%**), for an overall rating of **Excellent**.

TRANSITION RATES: **Intermediate** Achievement, for an overall rating of **Issue**.

TECHNOLOGY INTEGRATION

The Director of Technology revised the Bring Your Own Device (BYOD) program for Principals, created community partnerships with vendors and helped the District Learning Coaches develop a one-year plan for the gradual introduction of the BYOD program into the district at the high school level.

The District experienced an increased use of Google Apps for Education, which promoted increased student collaboration using group projects with digital storytelling, blogging and website creation.

The final move of Google data to Canada has allowed the use of Google Sites for students to begin developing student portfolios in the upcoming year.

ICT Coaches worked with teachers to use technology for all students, helping them use technology to be successful. This included using Universal Design for Learning (UDL) principles, and the augmentation level of Substitution, Augmentation, Modification and Redefinition (SAMR).

The technology coaching program specifically supplied French technology training to French Immersion teachers.

Professional development for schools was tailored to meet school needs and occurred during the school day and at staff meetings. This included a day for all new teachers where coaches provided "Starting Teachers Off Right" with mini lessons around the use of Google drive, email and calendar.

Educational technology staff organized and held professional development for staff in the district, as well as presenting at both local and provincial conferences.

DISTRICT Survey Results

95% (2%↓) of teachers are satisfied with **RESOURCES AND SUPPORT** for technology integration into instruction and learning.

89% (8%↑) of staff are satisfied with the **LEVEL AND TIMELINES OF TECHNICAL SUPPORT**.

95% (1%↑) of teachers are satisfied with **ACCESS TO AND SUPPORT FOR THE USE OF A.T. TOOLS FOR INSTRUCTION AND LEARNING**.

98% (3%↑) of teachers are satisfied with their ability to **IMPROVE LEARNING OPPORTUNITIES** for students through use of technology.

97% (2%↑) of students in Grades 4-6 are satisfied that they use **COMPUTERS AS A TOOL FOR LEARNING**.

92% (2%↑) of students in Grades 7-12 are satisfied that they are skilled in **COMPUTER TECHNOLOGY**.

94% (3%↓) of parents are satisfied with computer **SKILLS** their children are learning.

DISTRICT AND SCHOOL HIGHLIGHTS INCLUDE:

- HFCS students used K'Nex as part of STEAM for the Grade 8/9 Exploratory Class.
- DRBB created an APP of the Month program, comprising of choosing an APP, focusing on the educational purpose, learning, utilizing, and applying the APP in their instruction.
- LOCS staff encouraged students to use ChromeBooks and iPads as a tool for learning at all levels to learn a variety of concepts.
- NDES teachers increased use of iPads for instruction and as tools for student learning. All Grade 3 and 4 students are on iPads to assist with differentiating instruction and inquiry based learning.
- At NDHS, video announcements were created for students to communicate with the school and staff daily events, which created community within the school.

GOAL 3

ACHIEVEMENT GAP BETWEEN FNMI STUDENTS AND ALL OTHER STUDENTS IS ELIMINATED

CUSTOMIZED LEARNING AND TEACHING STRATEGIES FOR FNMI SUCCESS

DISTRICT AND SCHOOL HIGHLIGHTS INCLUDE:

- All K - 12 Professional staff attended a half-day PD session. The first part of the session was, **The Blanket Exercise**. This powerful teaching tool was designed to foster truth and reconciliation through exploring the historic and contemporary relationship between Indigenous and non-Indigenous peoples in Canada through an interactive group activity. The second session was viewing the National Film Boards', **We Were Children**. In this feature film, the profound impact of the Canadian government's residential school system was conveyed through the eyes of 2 children who were forced to face hardships beyond their years. **We Were Children** gives voice to a national tragedy and demonstrates the incredible resilience of the human spirit.
- Lakeland Catholic hired a cross-cultural liaison (CCL) to work directly in our schools and to be a liaison between First Nations and the schools. The cross-cultural liaison is an Indigenous person from Cold Lake First Nations who is well versed in both Indigenous history and traditional culture. He supported students, staff and parents in numerous ways including:
 - Presented about history, culture, and protocols.
 - Demonstrated hands-on learning such as outdoor education.
 - Demonstrated Traditional games, traditional cooking.
 - Performed and taught about sacred ceremonies.
 - Attended student/parent meetings with the school to act as a liaison.
 - Visited families at home to provide support and facilitate communication with the school.
 - Met with other local First Nations and Indigenous agencies to build relationships and find ways to coordinate services and supports.
- The Assistant Superintendent and Indigenous Coordinator attended the CASS First Nations, Metis and Inuit Symposium in April. The conference allowed time for networking and new knowledge. Best practices from colleagues across the province were reviewed for use in our district.
- The Indigenous Coordinator, CCL and 3 high school Religion teachers attended PD in Edmonton for connecting our Catholic Faith to Indigenous Spirituality.
- Teachers across the district were invited to register in a Mobile Open Online Course from the University of Alberta entitled, "Indigenous Canada". This 12-module course covers all areas of the new TQS and would give teachers a beginning foundation.
- HCES and SDES introduced teachers to the resource "Our Words, Our Ways". Teachers have intentionally infused graphic organizers into their daily instruction to help support the learning of all students and the traditional learning style of Indigenous students. All teachers

in the district received PD with Barrie Bennett on how to incorporate graphic organizers into instruction.

DISTRICT Survey Results

81% (=) of **teachers** are satisfied with the **SUPPORT PROVIDED** at the school level, to **IMPROVE THE QUALITY AND EFFECTIVENESS OF INSTRUCTION** for FNMI students.

81% (1%↑) of **teachers** are satisfied with the **DISTRICT DIRECTION AND SUPPORT** in the delivery of **FNMI PROGRAMS AND SERVICES**.

93% (5%↓) of **FNMI parents** are satisfied that their child's **NEEDS ARE BEING MET**.

FNMI COMMUNITY ENGAGEMENT

DISTRICT AND SCHOOL HIGHLIGHTS INCLUDE:

- The Indigenous Coordinator had one-on-one meetings with numerous Indigenous partners to start building relationships. Through the meetings, information was gathered on how each group could support LCSD with students, families and Indigenous integration. This information was then shared with Principals during one-on-one meetings. Building strong relationships with our FNMI partners allows us to work together to better serve the needs of Indigenous students in the area.
- An enthronement ceremony of prayer, singing and drumming occurred as the Statement of Apology from the Government of Canada to Indigenous People regarding Indian Residential Schools was enthroned at all the schools and offices in LCSD.
- Schools across the district participated in Orange Shirt Day. Videos to help explain the meaning and the background of the day were shared with Principals/teachers at each school to facilitate a deep understanding of the significance of the day.
- The Kehewin Dancers performed for all students in Cold Lake and Bonnyville on May 10 and 11. The presentation included the explanation and performance of several powwow dances such as Jingle Dress, Shawl, and Grass, and concluded with all students participating in an Intertribal round dance.
- Traditional prayer was incorporated into Catholic ceremonies during Metis week at LOCS, a traditional blessing at the AJSH Christmas feast, and at SDES and HCES Christmas lunch.
- Twenty Grades 6 and 10 students attended the theatrical performance of *New Blood* in Vermilion. The performance told the story of Blackfoot Chief Vincent Yellow Old Woman's residential school experience, and represents the story of all former residential students.
- On March 2, District Family Outreach Workers attended Trauma PD sessions at Blue Quills University.

DISTRICT Survey Results

79% (14%↓) of FNMI parents are satisfied that the district provides opportunities to CELEBRATE FNMI CULTURE and PROMOTE FNMI PRIDE.

95% (3%↓) of FNMI parents are satisfied with their INVOLVEMENT IN DECISIONS about their CHILD'S EDUCATION.

FNMI ACADEMIC ACHIEVEMENT

The integration of Indigenous content and perspectives allows Indigenous students to develop a positive self-identity through learning their own histories, culture, traditional values, contemporary lifestyles and traditional knowledge. It also allows them to participate in a learning environment that will equip them with the knowledge and skills needed to participate more fully in the unique civic and cultural realities of their communities. Non-Indigenous students develop an understanding and respect for the histories, culture, traditional values, contemporary lifestyles and traditional knowledge of Indigenous peoples. This knowledge will allow them to develop informed opinions on matters relating to Indigenous peoples and help eliminate stereotypes in main-stream society.

DISTRICT AND SCHOOL HIGHLIGHTS INCLUDE:

- The Indigenous Coordinator created and shared a resource that highlighted and summarized numerous local, provincial, federal and Indigenous resources to support learning and integrating Indigenous content into the program of studies. Resources were also provided for permeation of Indigenous content into masses, celebrations, special events and holidays.
- DRBB students participated in school wide read aloud, *I Am Not a Number* in February 2017.
- Grade 5/6 students at SDES and HCES completed the district Literacy Kit on Indian Residential Schools. The District created kits focusing on four areas: 1. Traditional learning before contact. 2. Why Residential Schools 3. Life in residential schools and after returning home 4. Call to reconciliation, class project. Topics were explored through two novels, *As Long As The Rivers Flow* and *Good-bye Buffalo Bay* both by survivor Larrie Loyie.
- LCSD increased the number of library books in all schools with Indigenous content including a significant increase in literature about Indian Residential Schools. These books were intentionally used in instruction, and allowed our Indigenous students to see themselves in the literature they read and the content they learned.

DISTRICT Survey Results

92% (=) of FNMI students Grades 7 – 12 are satisfied that teachers provide the HELP AND SUPPORT needed to learn and 95% (1%↑) of FNMI parents are satisfied that the methods used help their child TO LEARN.

87% (1%↑) of FNMI students' Grades 7 – 12 and 88% (8%↑) of FNMI parents are satisfied that the student is CHALLENGED TO DO THEIR BEST at school and ACHIEVE HIGH STANDARDS.

PAT Results

No results for Grade 3 due to SLA

The PAT results for Grades 6 and 9 maintained overall **82.78%** achievement in the **AS (0.05 %)** higher than the **PA** and maintained overall **15.7%** achievement in the **SE (4.6% higher than the PA)**.

FNMI SUPPORT FOR ACADEMIC SUCCESS

Principals and teachers monitored Indigenous students' Achievement Test and Diploma Examinations results. Where necessary, appropriate improvement plans were developed, implemented and monitored at regular checkpoints throughout the year. Teachers developed strategies and tailored programs to meet the unique learning needs of Indigenous students. Schools also worked with each other and local Indigenous schools to develop strong transition plans and processes.

Integration of Indigenous content and perspectives as well as application of a variety of learning strategies that are effective with Indigenous students were used by teachers throughout the District.

Parents of students on IPP's met with teachers and the Classroom Support Teacher (CST) at regular times during the year to review progress and gain parent input in planning and setting goals for the child.

The CCL worked with teachers at LCSD schools to connect Indigenous culture and history to curriculum outcomes at all levels such as language arts, outdoor pursuits, industrial arts, food studies, chemistry, math, science and social studies. Both Indigenous and non-Indigenous students valued and positively benefited from this perspective.

DISTRICT Survey Results

97% (3%↓) of **FNMI parents** are satisfied with the help provided to their children who require **ADDITIONAL SUPPORT**.

94% (4%↓) of **FNMI parents** are satisfied that district provides **QUALITY PROGRAMMING FOR INCLUSIVE EDUCATION**.

96% (3%↓) of **FNMI parents** are satisfied that there are opportunities for them to be **INVOLVED IN PLANNING THE SERVICES THEIR CHILD RECEIVES**.

97% (3%↓) of **FNMI parents** are satisfied with the **SUPPORT PROVIDED** in the delivery of programs for **AT-RISK STUDENTS**.

FNMI PREPARATION FOR EMPLOYMENT, CITIZENSHIP AND LIFELONG LEARNING

All schools had Early Learning initiatives that promoted an excellent start to learning.

All schools' Indigenous students were monitored by each school's Guidance Counsellor, Family Outreach Worker (FOW) and Classroom Support Teacher (CST) to track academic needs and attendance. Many home visits were conducted, which also increased academic success.

Schools took steps to make the school and the classroom environment more inclusive and

welcoming. Initiatives included incorporating more literature and books with Indigenous content and written by Indigenous authors in school and classroom libraries, displaying Indigenous art work and including posters from an Indigenous perspective. Recognition of treaty lands was done at most District events throughout the year.

High school counsellors identified awards and scholarships specific to Indigenous students and assisted students with the application process.

DISTRICT AND SCHOOL HIGHLIGHTS INCLUDE:

- The Seven Teachings of the Grandfathers has been integrated into HCES Moral intelligence program.
- At LOCS, HCES, SDES, the National anthem was played in the appropriate Indigenous language in the schools on regular rotation to start the day.
- Kindergarten Indigenous kits rotated through five schools. The CCL enhanced the kits through storytelling, song, dance, drumming, bannock making, beading, and games.
- AJSH hosted forums with students from Cold Lake First Nations and Elizabeth Settlement to gather input on how to provide and better facilitate transition to AJSH.
- LCSD consulted with FNMI communities regarding their education related issues, priorities and potential strategies.

DISTRICT Survey Results

100% (=) of **FNMI parents** are satisfied with the opportunities to access **PRESCHOOL PROGRAMS** and other **EDUCATIONAL SUPPORTS**.

94% (=) of **FNMI parents** are satisfied that the **DISTRICT TEACHES THE SKILLS AND ATTITUDES** that their child(ren) require to be **SUCCESSFUL**.

GOAL 4 SYSTEM IS INCLUSIVE

AN EXCELLENT START TO LEARNING

The District assisted with the “Ages and Stages” Community Screening sessions in Cold Lake and Bonnyville. The screening day allowed us to determine if children from 2.5 to 5 years of age are meeting developmental milestones. In addition, HFCS and LOCS held school-based screenings.

Kindergarten teachers all completed the pre and post “Early Years Evaluation (EYE)” for each of their students. The assessment showed a strong correlation with students identified as Program Unit Funding (PUF). Teachers received the results of the assessment in December. Students who were flagged were assessed again in the spring to provide accurate data of how effectively our Kindergarten program is at closing the learning gap. The assessment helped teachers to plan and implement targeted programming to support students who were not meeting benchmarks for their age. Through early detection, Lakeland Catholic students experienced an excellent start to learning. Our results were outstanding.

The District continues to be an active and collaborative member of the Regional Collaborative Service Delivery (RCSD) leadership team as well as a representative at the table of the Midland, Bonnyville/Cold Lake and the Lac La Biche Local Advisory groups. The District is also involved with the Bonnyville Child and Adolescent Mental Health Clinic.

DISTRICT AND SCHOOL HIGHLIGHTS INCLUDE:

- The Communications Officer designed a new Early Learning logo to promote the Preschool and Kindergarten programs offered by the District.
- Preschool Bulletins, postcards and an advertisement on the Pattison outdoor electronic sign were used to promote our Preschool and Kindergarten programs.
- HFCS received a provincial grant to promote Health and Wellness to its students, staff and parents.
- NDHS and AJSH continue to hold transition meetings with incoming students and information sessions for parents.
- LOCS offers nutritional snacks and meals to all its students. This program is organized by parents and sponsored by the business community and parents of Lac La Biche.

DISTRICT Survey Results

92% (5%↑) of Preschool Educators are satisfied with the school-level **RESOURCES AND SUPPORT** offered to help develop and implement **LITERACY INITIATIVES** and **96%(4%↓)** are satisfied with the school-level **RESOURCES AND SUPPORT** provided to address **NUMERACY** challenges.

87% (2%↑) of Preschool Educators are satisfied with the **OPPORTUNITIES FOR PROFESSIONAL DEVELOPMENT**.

96% (8%↑) of [parents and teachers](#) are satisfied with [ACCESS TO FULL DAY KINDERGARTEN](#) and 98% (6%↑) of [teachers](#) are satisfied that full day Kindergarten provides [QUALITY](#) early learning opportunities.

INCLUSIVE EDUCATION

A new Individualized Program Plan (IPP) template was utilized this year which allowed teachers to complete accommodation IPPs, as well goal based IPPs. Feedback from parents as well as District staff was very positive. The Director of Student Learning Services worked with all schools and Classroom Support Teachers (CSTs) to ensure the Benchmarks were completed for all English Language Learners (ELL) students and the needs of all students were met.

Several psycho-educational assessments were administered for students experiencing difficulty, including classroom observations for at-risk students to provide programming recommendations.

The Director of Student Learning Services continued the monthly Inclusive Education Visits in each school to provide instructional programming and Inclusive Education support for CSTs. This enhanced the capacity to lead inclusive practices in each school and this practice became an important part of the success in Inclusive Education.

The District continued the Language Enrichment Program providing support to staff in all schools, including the middle and high school for low-incidence students requiring intensive speech language interventions. The results of the program continue to be extremely positive.

At all schools, Non-violent Crisis Intervention school based teams were in place and follow-up training was provided to facilitate a nonviolent process in a crisis situation to ensure the safety of students and staff. All schools reviewed protocols and procedures regularly during school staff meetings. Recertification took place twice last year and one new course was held.

iPads continued to be used with Program Unit Funding (PUF) students to provide Speech Language therapy sessions, and as a tool to support language acquisition and development in students with language delays. iPads were expanded across the District to provide support for the inclusive educational needs of individual students.

Schools worked with Behavioral Consultants and provided professional development for staff as well as for families with Autistic children. This support assisted with closing the gap between home and school.

DISTRICT Survey Results

95% (4%↓) of [parents](#) are highly satisfied with the quality of the [SUPPORT AND ASSISTANCE](#) their child gets at school and 96% (3%↑) of [parents](#) are satisfied with how staff work together to help their child.

91% (2%↑) of [parents](#) are satisfied with the help school provides to students who require additional support.

94% (2%↑) of [teachers](#) are satisfied with [ACCESS AND SUPPORT](#) for the use of [ASSISTIVE TECHNOLOGY](#) tools for teaching and learning, while 94% (=) of [support staff](#) are satisfied with the [ACCESS AND SUPPORT FOR THE USE OF AT](#).

SAFE AND CARING SCHOOLS

Moral Intelligence (MI) continued to be a foundational educational initiative, and work continued to integrate MI into all subjects. Schools continued to review and enhance their programs, which included monthly scripture and affirmations linked to MI skill building. Social justice projects and the MI assemblies continued to provide much evidence of Faith permeation into the MIP.

Schools continued to utilize a variety of strategies to enhance Safe and Caring initiatives for students.

DISTRICT AND SCHOOL HIGHLIGHTS INCLUDE:

- Each class at NDHS participated in a workshop regarding digital responsibility, internet and personal responsibility, and privacy in relation to Google and the computer and digital equipment used at the school.
- Teachers at HFCS continue to create engaging MI assemblies to provide separate programs for the Grades 8-12 student population.
- HCES continues to track discipline as a measure of effectiveness of the MIP. The average of incidents per students continues to drop over the last five years.
- Students at NDHS completed courses on safe driving and first aid. In addition, MADD Canada presented to the entire student body on the dangers of driving under the influence of alcohol.
- HFCS Family Outreach Worker worked at building positive relationships with at-risk students and their families. This ensured that the school was providing a safe and caring environment for all students.
- SDES incorporated the Zones of Regulation into their MIP assemblies. Each monthly skill had a notebook file that had a daily Zones of Regulation skill associated with virtue, scripture connections, Bible verses, pictures or video clips. Teachers spent the first five minutes of the day following the day-by-day notebook activities to help reinforce the skill/zone.
- To prepare students for responsible citizenship, HCES offered students a variety of programs including Roots of Empathy, Culture of Caring, Participatory Democracy, Respect for Diversity, non-violence and anti-bullying.
- The Student's Union at DRBB had several committees that dealt specifically with Social Justice, Healthy Eating, Welcome Wagon, Youth Leadership and Dare to Care.
- MI lessons concerning Conscience and Empathy were designed by staff at NDHS and were shared through the Religious Education program.
- SDES, HCES and DRBB teachers and librarians identified and arranged displays of books to support teaching their virtues.
- Staff at HCES followed the I Do, We Do and You Do model to compliment the idea of quiet and respectful working time.

DISTRICT Survey Results

95% (2%↓) of parents are satisfied there is a **SAFE SCHOOL ENVIRONMENT** in their child's school and **97%** (2%↓) that there is a **CARING ATMOSPHERE** in the school.

97% (=) of students' Grades 4-6 and **74%** (2%↓) of students' Grades 7-12 feel there is a **CARING ATMOSPHERE** in their school.

95% (2%↓) of teachers and **95%** (4%↓) of support staff are satisfied that their **SCHOOL ENVIRONMENT IS SAFE**.

94% (1%↓) of students' Grades 4-6 feel **SAFE AT SCHOOL** and **91%** (2%↓) **FEEL SAFE ON THE PLAYGROUND**. **88%** (2%↓) students' Grades 7-12 feel **SAFE AT SCHOOL**.

91% (1%↑) of students' Grades 4-6 and **83%** (4%↑) of students' Grades 7-12 are satisfied that they are **RESPECTED AND TREATED FAIRLY** at school.

GOAL 5

EXCELLENT TEACHERS, SCHOOLS AND SCHOOL AUTHORITY LEADERS

LEADERSHIP CAPACITY

Building Leadership Capacity and Continuously Improving Teaching continues to be a priority in the Lakeland Catholic Schools. To this end, District staff at all levels of the organization participated in a number of high quality PD opportunities for building instructional practice and leadership capacity. Some of these opportunities were job-embedded and were delivered by District Learning Coaches, school leaders and senior staff, while others were delivered by outside experts in a variety of instructional practice and curriculum related areas. Teachers who attended the above workshops/conferences have become leaders and mentors, within their own schools, on the new ideas, concepts, and strategies learned and have since presented at district PD days. Additionally, some schools provided staff (teachers and support) opportunities for leadership in a variety of domains to build leadership capacity within their own schools.

The New Teacher Support Program received excellent reviews from the recipients. New teachers cite coaching as the most valuable support a new teacher can receive. Most teachers, when prompted, are able to identify critical areas of their practice that were enhanced greatly by having coaching support, whether it be in the form of planning, modeling, team-teaching or in receiving feedback. The most common areas teachers cite are related to improving classroom management, increasing strategies for differentiated instruction, overall planning (long-range, unit or daily) and using technology effectively to enhance instruction. New teachers are amazed at the learning they partake in when observing the coach - model – teach process. Before a lesson is modeled, coaches and teachers set goals and criteria of what the new teacher will be observing, however, most new teachers, also say that they learn a great deal about general management strategies, using teachable moments such as permeating faith and lesson pacing.

DISTRICT AND SCHOOL HIGHLIGHTS INCLUDE:

- Senior administrators, school administrators and several teachers from all schools attended a three day workshop in October at the Edmonton PLC Institute. The workshop focused on learning rather than teaching, working collaboratively on matters related to learning, and having team members be accountable to themselves for the kind of results that fuel continuous growth and improvement.
- Ongoing professional development occurred at the Principal monthly meetings.
- Classroom Support Teachers (CSTs) created visuals to support learners access the curriculum and provided suggestions to teachers and Student Assistants on how to ensure that the learning outcomes are being met by all students.
- District Instructional Coaches have presented at Technology workshops and sessions at both local and provincial development conferences.
- Technology Instructional Coaches have provided training in “coding” to three of our schools. They have also helped other teachers attend a coding workshop and Google Summit.

- Teachers at HCES present to Parent Council meetings on a regular basis about the effective strategies they use in the classroom with their children such as instructional intelligence strategies, math starters, Daily Five and Assessment for Learning.
- Through the “Health and Wellness Grant”, staff from HFCS attended the Alberta School-Based Mental Health conference. This has led to the creation of a leadership team at the school to promote a healthy, safe and caring environment.
- Senior administration collaborated on a bi-monthly basis with representatives from surrounding school districts, First Nations schools and Tribal Chief Education Foundation. Common Goals and Issues were discussed with an ongoing action plan.
- The school year began with the district start-up Technology Orientation Training session hosted at NDES. The ICT support teachers provided a half-day training session for all new staff members. The inservice focused on basic laptop maintenance and day-to-day computer tasks such as file management, email and general application overviews.
- Instructional Coaches met with teachers to help them create technology-based lessons.
- IT and ICT support staff continued to collaborate with CSTs and school administration to meet the unique learning needs of all students. The ICT staff developed a documented “iOS and Assistive Technology Application Purchasing and Deployment” protocol to establish some consistent practices across the school district. IT staff continued to refine and develop the software update protocol for iOS devices to ensure a timely and efficient workflow for iOS deployment and management.
- Provincial Achievement Testing (PAT) and Student Learning Assessment (SLA) computer practices continued across the district at the varying grades as a means to prepare instructional and IT staff to support the future computer based assessment practices.

DISTRICT Survey Results

86% (=) of teachers are satisfied with the opportunities to **COLLABORATE, PLAN AND IMPROVE INSTRUCTION PRACTICE** through formal **STAFF COLLABORATION AND JOINT INSTRUCTIONAL PLANNING** initiatives.

86% (1%↑) of support staff are satisfied with the amount of **COLLABORATION** between **THEMSELVES AND OTHER SCHOOL STAFF**.

93% (4%↑) of teachers are satisfied with **ON-SITE LEARNING RESOURCE** support provided in the **INTEGRATION OF TECHNOLOGY FOR LEARNING**.

COLLABORATION AND CONTINUOUS IMPROVEMENT

STAFF COLLABORATION TO ENHANCE INSTRUCTION

DISTRICT AND SCHOOL HIGHLIGHTS INCLUDE:

- Instructional Coaches meet regularly with Principals and teachers to collaborate on Technology policies and issues.
- French Language Literacy opportunities have been provided by the Instructional Coach to the French Immersion teachers at AJSH.

- High school teachers at HFCS have collaborated with other District high school teachers to build a school-based resource compilation using the staff share drive and team drive through Google.
- Staff at NDES continued to participate in grade level weekly meetings as well as their PLC meetings to collaborate, share ideas and plan.
- The use of Google docs has been an innovative approach to collaboration between Instructional Coaches and teachers and has enhanced and sustained pedagogy and best practices.
- Additional opportunities occurred for elementary staff in Daily 5 literacy training. A number of schools used the Daily 5 approach to build reading and writing stamina.
- Staff at SDES were engaged in peer observations in order to share and dialogue with colleagues on classroom strategies and best practices.

CONTINUOUSLY IMPROVE TEACHING

Professional Learning Communities (PLC's) continued to be a valued opportunity for staff to meet, discuss, plan and proactively develop innovative supports that would see all students be successful in their learning. The PLC's must always remain focused on: "What do students need to know?" (The essential learning outcomes), "How will we know when they've learned it?" (Assessment), and "What do we need to do differently when students haven't learned?" (Pyramid of Intervention). Principals continued to monitor expectations, goals and the progress of school PLC's.

DISTRICT AND SCHOOL HIGHLIGHTS INCLUDE:

- Barrie Bennett continued to work with all teachers (particularly with new teachers) in the area of Instructional Intelligence.
- The two ICT Support Teachers continued to be in high demand by the staff at all schools. Ongoing professional development was provided, including a community of practice for the DRBB staff involved in the Flexible Pathways to Success iPad project.
- All staff new to the District worked with Learning Coaches to become knowledgeable and gain insight into FNMI resources and culturally appropriate instruction. The online "Walking Together" resource and literacy kits were used to provide program support.
- Teachers at NDHS participated in peer observation and professional learning with Barrie Bennett.

DISTRICT Survey Results

87% (=) of teachers are satisfied with OPPORTUNITIES PROVIDED FOR PD; **87% (=)** that PD opportunities are of **HIGH QUALITY**; **80% (4%↓)** that PD opportunities **MEET THEIR NEEDS**.

87% (2%↑) of support staff are satisfied with OPPORTUNITIES PROVIDED FOR PD; **92% (1%↓)** that PD opportunities are of **HIGH QUALITY**; **90% (2%↑)** that PD opportunities **MEET THEIR NEEDS**.

86% (=) of teachers are satisfied with the opportunities for **COLLABORATIVE PLANNING THROUGH PLCs**.
86% (1%↑) of support staff are satisfied with the amount of **COLLABORATION** between **THEMSELVES AND OTHER SCHOOL STAFF**.

SPECIALIZED AND ENHANCED TEACHING RESOURCES

DISTRICT AND SCHOOL HIGHLIGHTS INCLUDE:

- DRBB continued the deployment of iPad technology to staff and students and the adoption of Universal Design for Learning (UDL).
- The Flexible Pathways to Success iPad project provided DRBB and the school district the opportunity to focus on the UDL Framework thus providing multiple modalities for instructional content for students.
- Students at NDHS engaged in a variety of 3D printing projects using Sketch Up software.

DISTRICT Survey Results

95% (2%↑) of teachers are satisfied with the **DISTRICT RESOURCES AND SUPPORT** offered to help them integrate **TECHNOLOGY** into **TEACHING** and **LEARNING**.

93% (4%↑) of teachers are satisfied with the **ONLINE LEARNING RESOURCE SUPPORT** for **TECHNOLOGY INTEGRATION**.

89% (8%↑) of teachers are satisfied with the **LEVEL** and **TIMELINESS** of **TECHNICAL SUPPORT** provided.

94% (1%↑) of Grade 7-12 parents are satisfied with the **QUALITY** of **FINE ARTS** programs.

84% (1%↑) of Grade 7-12 parents are satisfied with the **BAND** program.

85% (2%↑) of Grade 7-12 parents are satisfied with the **ART** program.

GOAL 6

SYSTEM IS GOVERNED AND MANAGED EFFECTIVELY

EFFECTIVE WORKING RELATIONSHIPS

Schools continued to engage parents and the community through a variety of means, including the use of Communications Technology.

DISTRICT AND SCHOOL HIGHLIGHTS INCLUDE:

- All school websites were reviewed/updated to include digital newsletters and to provide timely information for parents and the community.
- All schools hosted their annual Volunteer Appreciation events and Meet the Teacher evenings. Schools also continued to utilize outdoor signs and LCD panels that highlight upcoming events and informed parents, staff and students on school events.
- All schools held barbeques or socials to meet and greet their students, parents and teachers.
- Early Intervention Teams, at each school, continued to provide timely parent/teacher communication and intervention.
- “Power School” continued to be used as a critical means of communicating the ongoing academic progress and achievement of students.
- The Director of Student Learning Services attended meetings of the RCSD Leadership team, and the Mental Health Steering Committee to ensure student needs are being met through community partnerships and support.
- Many schools continue to develop Sensory Rooms which help students achieve a state of learning readiness. Sensory rooms have been purchased in part with funds provided by community organizations.
- The District Technology department is exploring the use of e-portfolios to enhance teacher-parent communication.
- The Director of Technology communicates with, and meets frequently, with the Technology Branch of Alberta Education.
- Liquid Crystal Display (LCD) panels at Central Office and school staffrooms were re-introduced using a new platform, namely Chromeboxes and Chrome Sign Builder, to display and share information about District events.
- All parents at NDHS and DRBB were invited via telephone, email, mail and newspaper to school events such as Parent-Teacher Interviews, Athletics Awards and Parent Council meetings.

- Teachers at AJSH contacted a minimum of three parents per month through phone, email or postcard to praise a student's academic performance, behavior and/or attitude in school. Parental feedback on this correspondence was positive and staff found it important to the school environment to recognize student accomplishments on an individual basis.
- NDHS engaged parents in meaningful dialogue on many topics chosen every month by parents. The dialogue was used by the school administration and teachers to plan and support decision-making on a wide range of topics such as school fees, student absences, athletics and awards.
- Parents at NDHS continued the tradition of welcoming students back to school with a school-wide luncheon.
- The Parent Child Center was provided with information about NDES and programs to share with parents. They also advertised NDES Preschool and Kindergarten programs in their newsletter.

DISTRICT Survey Results

95% (1%↑) of parents are satisfied with the overall COMMUNICATIONS BETWEEN THE SCHOOL AND THE HOME.

95% (3%↓) of parents that the SCHOOL COUNCIL plays a MEANINGFUL ROLE in the school.

91% (4%↓) of parents are satisfied that their INPUT IS CONSIDERED, RESPECTED and VALUED by the school and the District.

98% (1%↓) of parents are satisfied that Lakeland Catholic Schools are GOOD PLACES for their child(ren) to LEARN and GROW.

96% (1%↑) of parents, **92%** (3%↑) of students' Grades 7-12, and **96%** (=) of teachers are satisfied with the overall QUALITY OF BASIC EDUCATION at Lakeland Catholic Schools.

PUBLIC RELATIONS AND COMMUNICATIONS

RESULTS REPORTING

The Annual Education Results Report (AERR) includes reporting on the financial status of the District and was well received by Alberta Education, staff and the public. Reporting on District and School PAT/PDE results and improvement plans occurred at the Board, school (*teams of teachers review results and develop improvement plans*) and School Council levels. The Financial Audit was presented at a public Board meeting. The Auditor's Report was also published on the District website. All public reports were posted on the District website. There is also a "quick links" section to many of these reports, to help parents and stakeholders find them easily, and remain accountable to our stakeholders. The District website page that includes a link to Power School was the most visited page on the District site.

The District published a brochure designed to showcase our 2016-2017 results and achievements. This professional brochure was distributed to every household in the District to ensure parents were well informed.

The Board engaged in a variety of marketing to promote French Immersion programming within Lakeland Catholic Schools, and the benefits the program brings to our students.

DISTRICT Survey Results

96% (1%↓) of parents are satisfied with **ACCESS** to and **96%** (=) the **QUALITY** of information about their child's educational **PROGRESS AND ACHIEVEMENT**.

91% (3%↓) of parents, **84%** (6%↓) of teachers and **89%** (5%↓) of support staff are satisfied with the **INFORMATION PROVIDED** about the **SCHOOL DISTRICT AND ITS OPERATION**.

POSITIVE PUBLIC PROFILE

Our Guide to Lakeland Catholic was updated and distributed throughout each community we serve. Each school page remains customized to promote their school colors and logos. News Releases continue to be distributed to the media and general public on an ongoing basis to communicate successes, provide program updates and inform the public of new projects and initiatives. The District website provides easy access to all publications and includes a variety of methods for the community to keep informed and be engaged, including the opportunity to provide feedback. All current reports are available on the District website, and are easily found under "Quicklinks" or "Publications." Previous annual reports are also still available under the "Publications" tab. A Community Engagement link was created on the District website to give parents and stakeholders a base point to get information on past, present, and future community engagement activities. It also includes a summary of past engagement sessions. Links to important information, like the recent surveys on school calendars and the possible re-configuration of schools in Bonnyville, were included on school websites to increase visibility and accessibility.

The District and schools continue to use Twitter as another tool to keep parents informed of events and celebrations happening at District and school levels. The District and schools tweet on a regular basis, and followers are increasing daily.

Monthly Success Stories continued to be distributed district wide and provided ongoing communication while profiling school events. The Trustee Corner continued to be a vital tool, providing parents with information on Board-related topics. The LCD monitors continued to provide vital information to staff, as well as celebrate successes at each of our schools and help bring our staff from all four communities together. Central office staff continued to make an intentional effort to be present at school events and presentations, as well as the open houses. The Superintendent's Report and Board News continued throughout the year. Presentations continued at Board meetings on various programs in our District, including updates on the Learning Technology Framework, Religious Education Program and FNMI Update. Several School Councils also made presentations to the Board.

There were a number of food drives and social justice projects across the District to help those who are in need. All schools in Cold Lake, Bonnyville and Waskatenau regularly donated food and money to the local food banks.

Lakeland Catholic School District was again approved for funding from Alberta Healthy School Community Wellness Fund. This initiative was funded by Alberta Health and administered by the University of Alberta with the goal of connecting health and wellness with student outcomes and learning.

DISTRICT Survey Results

94% (2%↓) of parents, **85%** (=) of teachers, and **88%** (12%↓) of support staff, are satisfied that the District is RESPONSIVE and RESPONSIBLE.

95% (1%↑) of parents are satisfied with the SCHOOL-TO-HOME and HOME-TO-SCHOOL COMMUNICATIONS.

DISTRICT MARKETING AND COMMUNICATIONS

Communication Plans were developed for all schools across the District. The Communications Officer worked with all administrators to ensure advertisements and promotional campaigns for different schools and programs were timely and ongoing. Radio Interviews were a positive addition to the Communications Plan. These interviews provided listeners with important information on various programs in our District. Our advertisements on the Pattison outdoor electronic sign, in local guides and newspapers continued, including the Welcome to Cold Lake Guide, Graduation ads, "Regional Learning Guide," and many others. These ads all had a common look and feel, which followed the District's visual identity. Radio advertising was extremely successful last year, with a different theme for the monthly advertisements. The media continued to be invited to school and district events and coverage by media outlets has been improving. Newspapers have highlighted staff achievements including our Edwin Parr winner and our Excellence in Catholic Education winner. The Board of Trustees recognized School Council representatives in June for their contributions to the schools.

PUBLIC PROFILE OF FRENCH LANGUAGE PROGRAMMING

The Board engaged in a variety of marketing to promote French Immersion programming within Lakeland Catholic Schools, and the benefits the program brings to our students.

FACILITIES SUPPORT CURRENT AND FUTURE EDUCATION PROGRAMMING

IMPLEMENTATION OF LEARNING COMMONS

Each school continued to improve library services through the Learning Commons Initiative.

MODERNIZATION

The modernization of NDHS is reaching the final stages of completion. It will have a new gymnasium, new Learning Commons, new CTS classrooms, new Art room, new Music room and a new student gathering area.

The District also expanded CTS programming at HFCS and LOCS.