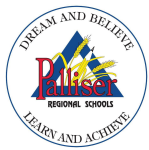


Calgary Christian Secondary



Palliser Regional Schools

School Plan Fall 2021



Learn,
to shape God's world.

Calgary Christian Secondary School

Mission Statement

Calgary Christian School is a community, called and dedicated to integrate faith and learning, reaching for excellence in equipping responsive citizens of God's kingdom through a Christ-centered educational environment.

Vision

God's children making the world a better place.

Tagline

Learn, to shape God's world.

Vision Statement

We believe that God is the Lord of all creation. As a community of Christians, together with the support of the home and encouragement of the church, we are dedicated to educating, from a biblical perspective, the children God has entrusted to us.

Within a Christian environment, the school seeks to shape its curriculum and methodology using Christian principles.

Children are unique image bearers of Christ. Therefore, we are committed to developing the gifts of each student. We wish to nurture all children so that they may be led to discover, celebrate and proclaim, both individually and communally, the restorative power of God's work in all areas of life.

We strive to provide knowledge, insight and skills to equip them for a life of faithful and joyous service to God and neighbour.

Staff Vision Statement

The staff at Calgary Christian Secondary School believe we are called to create a warm and inclusive atmosphere that engages students in learning and encourages them to live in a Christ-like manner.

Goal 1	To intentionally provide opportunities that foster stakeholder wellness and relationships.		
School Goal: <i>Relational: Safe and Caring Environment</i>	Measures: <i>How will we know?</i>	Strategies: <i>How will we get there?</i>	Data/Evidence/Celebration <i>How well did the strategies work?</i>
Key Relationships: 1. Student ↔ Student 2. Staff ↔ Student 3. Staff ↔ Staff 4. School ↔ Community	<ul style="list-style-type: none"> - OurSchool Survey - Staff Engagement at Staff Learning Gatherings - Parent-Teacher Interviews - Attendance at Evening Events - Support of and Participation in the School's Extra CurricularActivities. 	<ul style="list-style-type: none"> - School wide student council meetings and events - Discussions around what an effective mentoring program should look like here at CCS - Student leadership team - engages Palliser wide initiatives and new virtual events - 4th R - new health curriculum - Starting a gay-straight alliance - Creating small group faith formation times that foster personal conversations -Look into other SEL programs for our grade 7s+8s - Healing Arts Room - planning stages - Assessing our faith formation setup in a way that leverages teacher skills/aptitudes - Establishing cohorts of shared interest to build mentorship opportunities - Senior project mentor choice - Extra-curricular involvement - Intentional staff learning times that provide ample opportunity for staff voice - Social events - Share professional learning moments publicly - Collaborative learning & teaching - Shared vision dialog - Start a school wellness team - Classroom visits between colleagues - Engaging in service opportunities outside our walls - Celebrate great things publicly and virtually - Involve parents in the learning process through parent email, info nights, and a celebration of learning - Open House- virtually - Develop relationships with local indigenous peoples to further reconciliation and to develop a deeper understanding of culture. 	

Goal 2	To intentionally foster and develop a culture of thinking integrated with faith.		
School Goal: <i>Rigorous & Relevant: Faith, School Culture, & Curriculum</i>	Measures: <i>How will we know?</i>	Strategies: <i>How will we get there?</i>	Data/Evidence/ Celebration <i>How well did the strategies work?</i>
1. Faith & School Culture a. Rigorous b. Relevant 2. Curriculum a. Rigorous b. Relevant	<ul style="list-style-type: none"> - OurSchool Survey - Gathering Discussions - Staff Sharing - Grad Profile - Internal/External Results - Building Design/Expansion 	<ul style="list-style-type: none"> - Consistency of content/curriculum delivery - Allow for space for big questions that can be explored and honoured through class discussions and through staff discussions. - Increase our estimates of student achievement - raising the bar - Grad Profile - Consistency w/ school policy and shared expectations -Worldview Document - Meet kids where they are at - understand/research current societal issues - creation/LGBTQ+/equality etc. - Model respectful conversations amongst adults in front of students - Grad Profile - Professional learning/reading - Establish mentor groups - Look into Emotional Intelligence Training - new mental health initiative? Use OurSchoolSurvey questions. - F&P/OCA and MIPI used to establish baselines - Consistency of content/curriculum delivery & vocabulary (grade 7-12) - Integrated time for enriched experiences to start and develop - common timetable (FAST) - Continue scope & sequence conversations between disciplines - Sharing of best practice - Diploma/PAT Analysis will return after January 2022 exams - New strategies for deployment of EAs to allow for more student opportunities during COVID-19 - Revamped the IPP process for grade 7-9 students to include ISP - Staff hiring along with reassessing current teaching assignments - Hire a Bible instructor to spark the program - Investigate/try a new visible learning practice - Acknowledge the latest trends in educational pedagogy - - Continue dialog around best practice - Dual Credit - New Career Pathways discussions continue - Cultures of Thinking PD - Increased use of myBlueprint 	

**Accountability Pillar Overall Summary
3-Year Plan - May 2020
School: 9978 Calgary Christian High School**



Measure Category	Measure	Calgary Christian High School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	92.2	94.5	93.3	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	88.6	85.3	85.3	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	93.0	92.2	91.2	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	0.4	1.3	0.8	2.7	2.6	2.7	Very High	n/a	n/a
	High School Completion Rate (3 yr)	95.1	94.4	90.9	79.7	79.1	78.4	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	95.5	98.7	94.0	73.8	73.6	73.6	Very High	Maintained	Excellent
	PAT: Excellence	45.9	53.0	45.5	20.6	19.9	19.6	Very High	Maintained	Excellent
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	92.1	90.5	89.1	83.6	83.7	83.1	Very High	Maintained	Excellent
	Diploma: Excellence	36.2	29.7	30.5	24.0	24.2	22.5	Very High	Maintained	Excellent
	Diploma Exam Participation Rate (4+ Exams)	79.3	76.3	75.4	56.4	56.3	55.6	Very High	Maintained	Excellent
	Rutherford Scholarship Eligibility Rate	89.7	82.1	86.4	66.6	64.8	63.5	Very High	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	71.2	63.1	71.3	60.1	59.0	58.5	Very High	Maintained	Excellent
	Work Preparation	89.4	88.5	88.5	84.1	83.0	82.7	Very High	Maintained	Excellent
	Citizenship	87.5	87.4	87.9	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	89.5	89.1	90.0	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	83.7	80.5	80.8	81.5	81.0	80.9	Very High	Maintained	Excellent

****From MAY 2020 as last year's pillar results were blank due to COVID***

Student Learning Achievement (Grades 10-12)



Diploma Exam Results Course By Course Summary With Measure Evaluation

School: 9978 Calgary Christian High School

Course		Measure		Calgary Christian High School						Alberta				
				Achievement	Improvement	Overall	2019		Prev 3 Year Average		2019		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
English Lang Arts 30-1	Diploma Examination Acceptable Standard	Very High	Maintained	Excellent	27	96.3	47	97.2	29,832	86.8	30,091	86.9		
	Diploma Examination Standard of Excellence	Very High	Maintained	Excellent	27	22.2	47	13.9	29,832	12.3	30,091	11.9		
English Lang Arts 30-2	Diploma Examination Acceptable Standard	Very High	Maintained	Excellent	9	100.0	10	97.4	16,640	87.1	16,563	88.9		
	Diploma Examination Standard of Excellence	Very High	Maintained	Excellent	9	44.4	10	25.8	16,640	12.1	16,563	12.3		
Mathematics 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	26	96.2	35	80.9	19,389	77.8	20,337	73.9		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	26	34.6	35	38.1	19,389	35.1	20,337	30.6		
Mathematics 30-2	Diploma Examination Acceptable Standard	n/a	n/a	n/a	11	72.7	20	78.3	14,465	76.5	14,107	74.8		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	11	18.2	20	16.7	14,465	16.8	14,107	16.4		
Social Studies 30-1	Diploma Examination Acceptable Standard	High	Declined	Acceptable	11	90.9	30	98.6	21,610	86.6	22,179	85.7		
	Diploma Examination Standard of Excellence	Very High	Improved	Excellent	11	45.5	30	22.2	21,610	17.0	22,179	15.6		
Social Studies 30-2	Diploma Examination Acceptable Standard	Very High	Maintained	Excellent	21	100.0	28	96.0	20,758	77.8	20,078	80.2		
	Diploma Examination Standard of Excellence	Very High	Maintained	Excellent	21	47.6	28	43.4	20,758	12.2	20,078	12.6		
Biology 30	Diploma Examination Acceptable Standard	High	Maintained	Good	21	90.5	35	90.5	22,442	83.9	22,853	85.3		
	Diploma Examination Standard of Excellence	Very High	Maintained	Excellent	21	38.1	35	39.0	22,442	35.5	22,853	33.8		
Chemistry 30	Diploma Examination Acceptable Standard	Very High	Improved	Excellent	16	87.5	36	72.9	18,525	85.7	18,929	82.7		
	Diploma Examination Standard of Excellence	Very High	Maintained	Excellent	16	43.8	36	30.7	18,525	42.5	18,929	37.2		
Physics 30	Diploma Examination Acceptable Standard	Intermediate	Declined	Issue	10	80.0	14	97.2	9,247	87.5	9,974	85.9		
	Diploma Examination Standard of Excellence	High	Maintained	Good	10	40.0	14	58.1	9,247	43.5	9,974	41.7		
Science 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,676	85.7	9,180	84.9		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,676	31.2	9,180	29.2		

Student Learning Achievement (Grades K-9)



PAT Results Course By Course Summary By Enrolled With Measure Evaluation

School: 9978 Calgary Christian High School

English Language Arts 9	Acceptable Standard	Very High	Maintained	Excellent	73	97.3	60	97.4	47,465	75.1	45,363	76.6
	Standard of Excellence	Very High	Declined	Good	73	31.5	60	46.3	47,465	14.7	45,363	14.9
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,569	57.4	1,551	58.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,569	5.4	1,551	6.0
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,811	82.9	2,758	82.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,811	12.3	2,758	10.6
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	396	88.6	380	86.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	396	26.0	380	25.1
Mathematics 9	Acceptable Standard	Very High	Maintained	Excellent	70	92.9	60	94.1	46,764	60.0	44,959	64.7
	Standard of Excellence	Very High	Maintained	Excellent	70	55.7	60	48.8	46,764	19.0	44,959	17.1
K&E Mathematics 9	Acceptable Standard	*	*	*	3	*	n/a	n/a	2,190	59.6	2,007	58.7
	Standard of Excellence	*	*	*	3	*	n/a	n/a	2,190	13.2	2,007	13.3
Science 9	Acceptable Standard	Very High	Maintained	Excellent	73	97.3	61	94.7	47,489	75.2	45,363	74.6
	Standard of Excellence	Very High	Maintained	Excellent	73	53.4	61	49.3	47,489	26.4	45,363	22.7
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,536	61.7	1,520	64.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,536	10.7	1,520	13.3
Social Studies 9	Acceptable Standard	Very High	Maintained	Excellent	73	94.5	60	92.6	47,496	68.7	45,366	66.1
	Standard of Excellence	Very High	Maintained	Excellent	73	41.1	60	43.1	47,496	20.6	45,366	19.9
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,466	55.9	1,501	56.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,466	15.0	1,501	12.8

<p style="text-align: center;">Grad Profile/ Identity Our deep hope for CCS Grads...</p>	<p style="text-align: center;">Teacher Support</p>
<p>Root their own story in God's story</p> <ul style="list-style-type: none"> ● Find themselves in the Biblical Story(s) ● Creation, Fall, Redemption, Restoration 	<p>Make the biblical story relevant, engaging and attractive.</p> <p>What did this Bible text mean to original hearers?</p> <p>Share your own story.</p>
<p>Desire to learn and grow, receive and share God's grace</p> <ul style="list-style-type: none"> ● Students are taught to know God through His Word, prayer, and fellowship with believers. ● Practice forgiveness, meditation/conflict resolution, kindness & generosity 	<p>Demonstrate this in their own ways to students and verbally appreciate the ways others do it now or in history.</p> <p>Include appreciation for other CCS teachers.</p>
<p>Respect differences of opinion</p> <ul style="list-style-type: none"> ● Active Listening ● UNDERSTAND, then respectfully articulate their opinion/ disagree 	<p>Share diverse views rooted in the Biblical story.</p> <p>Create a safe environment so student's can say what they think & not what they think we want to hear.</p> <p>Provide opportunities for student - parent faith discussions.</p>
<p>"Own" their faith in Jesus and practice living it out</p> <ul style="list-style-type: none"> ● Personalize ● Based on God-given gifts ● Scripture knowledge ● Devotions 	<p>Encourage Questions & independent thinking.</p> <p>Share stories, including their own; offer *FLEx & other opportunities to help students practice discipleship or own the story.</p>
<p>Re-present Jesus in all of life at CCS and after Graduation</p> <ul style="list-style-type: none"> ● Kingdom of God - Jesus says he owns every square inch of creation (Kuyper) ● Engaging/ transforming not hiding or retreating from the world ● Opportunities to practice ● Be given tools to share faith. ● Has had to identify & practically use gifts and talents for the Kingdom of God. 	<p>Grace first.</p> <p>Share their own passion & stories.</p> <p>*FLEx and other opps. to help students own the story</p> <ul style="list-style-type: none"> - It is a pious wish to think students will transform the world if we don't give them opportunities to practice (Nicholas Wolterstorff)

GRAD PROFILE – Summarizing key values

We've taken feedback from stakeholders in various meetings and tried to consolidate them into some kind of cumulative sequence that makes sense. We need to find a consistent way to share these elements. (This is still complex; word choice needs to be narrowed down. Brevity and succinctness are highly desirable.)

Foundational Elements (IDENTITY) are grounding for all other character and skill developments - defines ALL values, ALL activities, ALL learning.

Contextual Elements (RELATIONSHIP) We affirm being created as relational beings - children and image-bearers of God - meant for community (in all its shapes and forms including friendships, families, neighborhoods, the church - locally and globally).

Life Expression/Action Elements (PURPOSE) Fulfillment, then, is the application of these values and beliefs into the world wherever we may be called; that is part of learning - to explore, discover, prepare (practice) and act upon the purpose(s) for which we were created.

➤ **Identity** (FOUNDATION)

- Inner IDENTITY
 - Loved by God, saved thru Christ, created for a purpose
 - rooted in God's Story (narrative) (Bible)
 - informed by God's revelations (Creation)
 - Uniquely created - God's peculiar treasure, equipped for a distinct purpose
- Outward EXPRESSIONS (outlook)
 - Optimistic (we are loved by *the* sovereign God who rules all things)
 - Resilient (all things are possible through Him; endurance)
 - Gracious (kind encouragement) (*paraclete* see Romans 15)
 - Kind, understanding, respectful, humble

➤ **Relationship** (CONTEXT)

- To God through Christ
 - active faith life / spiritual disciplines
- To others because of Christ
 - (Christian Character)
 - kind
 - empathetic
 - respectful

- “image reflector”
 - “servant worker”
 - Communal participant / “community builder” – value (growth and sanctification) of self is realized in a context of genuine relationship and support of others IN COMMUNITY (the church universal as it permeates all facets of our lives)
 - Foster, grow, and strengthen presence of the Kingdom - family, church, school, work, neighborhood, municipality, world
-

➤ **Purpose (ACTION)**

Our “Life Expression” which incarnates our purpose to love our our neighbors and steward creation

Skills: (use 5 pillars of excellence reference? If done well we can eliminate it as a separate set of definitions)

culturally literate Cultural Literacy

physically active Personal Well-being

emotionally grounded Emotional Resilience

critical thinkers Gracious/Respectful/Thoughtful Discernment

- genuinely curious Genuine Curiosity
- perpetual learners Growth Mindset (learning)
- effective communicators Effective Communication
- solution creators Creative Solution-building / Problem Solvers
- generous collaborators Generous Collaboration

Stewarding Creation includes literacy:

- Ecologically / ie natural resources, ecosystems, etc.
- Financially / ie money management, poverty alleviation, commerce & industry, entrepreneurship for communal development
- Culturally / ie, arts & sciences, trades, regional diversity, community & civic planning

Calgary Christian School

Development Message - edited 2020

Vision

Our deep desire is to see -

God's children making the world a better place.

Mission

Calgary Christian School is a community, called and dedicated to integrate faith and learning, reaching for excellence as we equip responsive citizens of God's Kingdom through a Christ-centered educational environment.

Values

God at the Centre

God is our greatest value and the reason CCS exists. We believe that life and education are at their best when God is at the center. Each day we seek to be filled by His love, power, and presence so that we can actively participate in His eternal purpose to redeem people and all of Creation.

Life is Better Together

CCS is surrounded by a caring, supportive community that plays an active and vital role in the life and health of the school. Through intentional relationships, we serve as the loving hands of Christ and invite others to become a part of a community where they can feel at home.

Learning for All of Life

God has created a vast, wondrous, multi-faceted world - so we take an expansive approach to education to develop the whole child. We want each of our students to discover their unique strengths and realize their full God-given potential. Our goal is to equip them with the understanding, skills and attitude they need to thrive intellectually, artistically, emotionally, socially, physically and spiritually.

Serve Generously

The families who founded CCS more than a half century ago modeled dedication, hard work, and self-sacrifice to establish a Christian school in Calgary. Today, our community continues in that spirit of devotion. Our parents and staff routinely go above and beyond the call to volunteer as board members, coaches, prayer warriors, hot dog chefs, stage hands, and sport chauffeurs. Many families continue to actively support CCS even after their children have graduated.

Keep Reaching Higher

God has given us wonderful gifts and potential that He wants us to fan into flame, so we set specific goals, monitor our progress, and give thought to our ways. When we miss the mark, we acknowledge our shortcomings, take corrective measures and redouble our efforts.

Life is for Celebrating!

Life is a good and beautiful gift from God, so we celebrate it! We intentionally cultivate an atmosphere of kindness, love, and harmony so that friendliness, smiles and joy may abound. Our students and staff freely express their humor and unique personalities, and this celebratory spirit shines in our classrooms, through our hallways, on the playground and in our many special events.

History

In 1963, a group of like-minded parents - many of whom were recent immigrants and Dutch Calvinists - committed themselves to build a school where their children would grow in knowledge and wisdom through a distinctly Christian education. It was to be a place where all of learning would be subject to God's will, and to the revelations of His Word and His Creation. What they started modestly in the basement of one church was Calgary's first private Christian school.

Fueled by their deep convictions, financial sacrifice, and tireless volunteer labor, they quickly transformed a rough little plot of land in Glenbrook into the Calgary Christian School campus. Through continued perseverance and sacrifice, the fledgling school graduated its first grade 9 class just 6 years later. In times of both plenty and need, the community's compelling vision for a Christian school galvanized parents and teachers in their shared purpose. It wasn't long before the tiny cluster of classrooms grew to include a gymnasium, science lab, and more classrooms. The Calgary Christian School community was well on its way to grow into a full-fledged K-12 school program.

God again blessed the community in the mid-1990s with a significant expansion. The neighboring curling club facility was for sale, so the parent-run school society purchased it with an eye to transform it into a middle and high school campus. For the better part of a decade, the CCS community - from founders and grandparents to current student families - again poured their financial gifts and volunteer best into renovating the facility.

Over the following 15 years, CCS grew both in size and reputation, achieving recognition for its academic rigor, athletics programs, and a highly -relational learning environment that developed well-rounded graduates. During this period, when costly necessities for operations and facility care threatened to dramatically increase program fees and limit who could afford its Christian programs, the school's Society prudently joined forces with the Palliser School District. Not only did this new partnership better enable CCS to remain financially accessible for many families, it also improved the compensation and working conditions of its teachers, and further strengthened the professional capacity of the school to fulfill its vision as an exceptional Christian school.

Today CCS serves a diverse student body of 850 students who represent more than 45 countries of origin and speak 32 different languages. Its distinct learning experiences help students understand who they are as children of God, and discover what it means to actively participate in His story of creation, love, and redemption.

Our Current Context

A future of rapid change and opportunity is before us, and CCS has thought carefully on how to position itself to better prepare its students to engage the 21st Century with confidence and purpose. Beyond university preparedness or introductions to career tracks, a CCS education must equip young people with growth mindsets and the tools they need to adapt to jobs, technology, challenges, and opportunities that haven't even been invented yet. It also means developing learning experiences with a distinctly Christian optimism that continues to integrate a deep and abiding faith in God's sovereignty and grace, as well as a tangible understanding with each student of their distinct purpose within His redeeming activities for all creation. It means we must equip young hearts, minds, and hands to care deeply, think critically, and act intentionally to serve a dynamic world that is still in need.

Which leads us to Calgary Christian School's next phase of growth and improvement.

Prior Evidence & Celebrations

Goal 1	Safe & Caring Goal
2018-19	<ul style="list-style-type: none"> - Involving parents: Jadan hosted an evening to discuss uses of electronic devices in the school. - Staff gathering times have been well received. - good staff morale - approach to student discipline has been well received by students and parents. - Poster project from last year seemed to be helpful for teachers getting to know about students. - Falliday was a fun activity for students and staff in October. - Frontier Lodge, Circle Square Ranch, Belize Service Trip, West Coast Trail Hike, Camp Evergreen and Mobile Express (Escape Room) were very positive team and relationship building activities for students/staff. - "Fiddler on the Roof" drama production was outstanding. - Staff FYI has become an effective communication/information tool for staff. - Tutorial Block for high school students seems to be working well. It would be good to get staff feedback on this.
2019-20	<ul style="list-style-type: none"> - high participation in our parent advisory which led to many opportunities for input - shared our personal learning story with other staff members as we work to build collective efficacy through our work with cultures of thinking - COVID-19 cancelled in-school classes but we maintained ample opportunities to connect with our students - parent feedback on our quick pivot to support remote learning was very positive - celebration of learning was virtual but went well - Frontier Lodge, Circle Square Ranch, Camp Evergreen and Mobile Express (Escape Room) were very positive team and relationship building activities for students/staff. We dearly missed going to Belize and on the WCT due to COVID - implementation of the 4th R curriculum in health classes opened the door for conversations around mental health with our students - good structure for adults - sports celebrations, music concerts, and other great events occurred before the lockdown - Staff FYI has become an effective communication/information tool for staff - Tutorial Block for high school students seems to be working well
2020-21	<ul style="list-style-type: none"> - lots of community support for what we are taking on this year as we provide both an in-person and remote version of our distinctly Christian education. - small group faith formation has been a positive result of a COVID decision. Student choice wins again. - creating as many opportunities for our students despite restrictions has been appreciated. - active social media presence - increased publications to highlight what we do here - clubs and a school newspaper were formed - creative approaches online - active mental health checks while in person and remote
Goal 2	Sound Pedagogy & Intentional Faith Connections
2018-19	<ul style="list-style-type: none"> - staff gathering agendas - slack discussions - baseline testing in English and Math provided (F&P/OCA, MIPI) - start-up assembly theme - shared links in staff gathering agendas initiated reflection and change

	<ul style="list-style-type: none"> - flex blocks in gr. 10-12 give students responsible for using time effectively - students are challenging themselves - extended use of MyBlueprint - great work done by our director of Faith Formation - grad Profile work - technology upgrades - dual credit experiences
2019-20	<ul style="list-style-type: none"> - continued progress with establishing opportunities to engage with difficult conversations around topics of student choice - staff gatherings continue to foster conversation even when they went virtual - baseline testing in English and Math provided (F&P/OCA, MIPI) - grad Profile work - intentional conversations with society leadership around unity - great progress in our learning resource centre with new LST - we learned that we can teach online successfully - our website CCSLearn.ca worked well as a hub
2020-21	<ul style="list-style-type: none"> - momentum towards our grad profile has been slow but we have reached a final draft. - again, small group faith formation has been a positive result of a COVID decision. Students have engaged with the various approaches to talking about their faith. - an outline of our new faith integration plan is coming together as well. We want to do Bible class better also which is included in our phased idea. We're excited about making this awesome. - relevant spaces are being dreamed up for our new renovation plans as well - assessing appropriate workloads for students - dual credit continues and will grow next year - cultures of thinking work with staff has yielded foundational conversation and increased trust and collective efficacy.