

2018-2019

# Annual Education Results Report

## St. Michael's School Pincher Creek



### **Mission**

We recognize that each of the students who contribute to the community of St. Michael's School are a creation of God and are unique individuals with many gifts. Our school, in partnership with home, parish, and community, provides a Christ-centered learning environment focused on nurturing, supporting and celebrating the spirit of each individual. St. Michael's fosters the growth of actively engaged and ethical citizens that live and contribute to society in a way that reflects our Catholic faith.

We are part of the Holy Spirit Roman Catholic Separate Regional School District #4, which proudly supports Catholic education in communities in southwestern Alberta.

We are a school with a rich Catholic, multicultural, academic and athletic heritage.

# Combined 2018 Accountability Pillar Overall Summary

School: 6170 St. Michael's School

Measure Category	Measure	St. Michael's 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	84.9	91.6	86.6	89.0	89.5	89.4	High	Maintained	Good
Student Learning Opportunities	Program of Studies	77.2	57.2	69.1	81.8	81.9	81.7	Intermediate	Improved	Good
	Education Quality	89.4	87.0	87.7	90.0	90.1	89.9	High	Maintained	Good
	Drop Out Rate	6.3	6.1	4.2	2.3	3.0	3.3	Intermediate	Maintained	Acceptable
	High School Completion Rate (3 yr)	68.4	44.6	65.8	78.0	78.0	77.0	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	PAT: Acceptable	65.2	56.8	59.9	73.6	73.4	73.3	Very Low	Maintained	Concern
	PAT: Excellence	11.3	10.0	10.1	19.9	19.5	19.2	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	73.6	80.0	73.1	83.7	83.0	83.0	Low	Maintained	Issue
	Diploma: Excellence	18.4	17.6	14.7	24.2	22.2	21.7	Intermediate	Maintained	Acceptable
	Diploma Exam Participation Rate (4+ Exams)	44.2	44.6	55.5	55.7	54.9	54.7	Intermediate	Maintained	Acceptable
	Rutherford Scholarship Eligibility Rate	73.9	62.5	64.6	63.4	62.3	61.5	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	73.9	54.5	58.5	58.7	57.9	59.0	Very High	Improved	Excellent
	Work Preparation	85.7	93.8	73.3	82.4	82.7	82.4	High	Maintained	Good
	Citizenship	78.1	83.7	82.3	83.0	83.7	83.7	High	Maintained	Good
Parental Involvement	Parental Involvement	70.0	75.7	71.6	81.2	81.2	81.0	Very Low	Maintained	Concern
Continuous Improvement	School Improvement	66.9	83.1	80.7	80.3	81.4	80.7	Low	Declined Significantly	Concern

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
- Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
- Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
- Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
- Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
- Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
- Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
- 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

# Outcome One: Alberta's students are successful School: 6170 St. Michael's School

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	67.2	63.5	59.2	56.8	65.2		Very Low	Maintained	Concern			
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	14.9	11.5	8.8	10.0	11.3		Low	Maintained	Issue			

## Comment on Results

*(an assessment of progress toward achieving the target)*

Improving our results on Provincial Achievement Tests will remain a priority for our school. Following a drop in 2016 and 2017 we have recognized an improvement. Student success is our focus and this includes meeting students where they are at and providing the strategies that they need in order to be successful with grade level outcomes. We will be focusing on improving the number of students that achieve at the acceptable level. A focus on literacy and numeracy and basing assessment on measurable data and evidence will continue to be a focus in our Continuous Improvement Plan.

## Strategies

Use F & P, CMA and CAT4 results to identify student gaps in foundational knowledge to inform teaching practice and differentiated instruction.

# Outcome One: Alberta's students are successful (continued)

School: 6170 St. Michael's School

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	80.9	81.1	58.3	80.0	73.6		Low	Maintained	Issue			
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	12.7	22.2	4.2	17.6	18.4		Intermediate	Maintained	Acceptable			

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of students who completed high school within 3 years of entering Gr. 10.	64.3	77.4	75.5	44.6	68.4		Intermediate	Maintained	Acceptable			
Drop Out Rate - annual dropout rate of students aged 14 to 18	3.4	4.3	2.1	6.1	6.3		Intermediate	Maintained	Acceptable			
High school to post-secondary transition rate of students within six years of entering Grade 10.	94.1	52.8	68.0	54.5	73.9		Very High	Improved	Excellent			
Percentage of Gr. 12 students eligible for a Rutherford Scholarship.	n/a	n/a	66.7	62.5	73.9		n/a	Maintained	n/a			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	46.7	46.5	75.5	44.6	44.2		Intermediate	Maintained	Acceptable			

## Comment on Results

We had a new teacher in 2 of our core Diploma subjects for the 2017-18 school year. We are optimistic that acceptable standard results will improve for our gr. 12 students.

## Strategies

Teacher Meetings at the end of gr. 11 to determine proper placement of students into classes.

Student Handbook with eligibility requirements and transfer dates established and communicated with students and parents.

- Notes:
1. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
  2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
  3. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
  4. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
  5. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
  6. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
  7. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

# Outcome One: Alberta's students are successful (continued)

School: 6170 St. Michael's School

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	88	79	83	83	78		High	Maintained	Good			
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	86	54	71	93	85		High	Maintained	Good			

## Comment on Results

With the modernization of St. Michael's School completed, new administration, and the whole school under one roof our goals and focus has been on listening to our students, staff and parents to build a positive learning environment that supports everyone.

## Strategies

Promote and permeate Catholic values into every aspect of things that we do at SMPC.  
 Introduction of the Collaborative Response Model to identify, support and address learner needs at each grade level.  
 Collaborative practice and time embedded for teachers to focus on students.  
 Levelled Literacy Intervention grades 1-5 to focus on improved literacy and reading skills.

## Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Outcome Two: Alberta's education system supports First Nations, Métis, and Inuit students' success

School: 6170 St. Michael's School

(Results and evaluations for **First Nations, Métis and Inuit** measures are required for Public/Separate/Francophone schools only)

Performance Measure	Results (in percentages)					Evaluation			Targets		
	2014	2015	2016	2017	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	40.4	49.3	45.5	28.1	49.4	Very Low	Maintained	Concern			
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	1.8	5.5	2.3	0.0	9.1	Very Low	Maintained	Concern			
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	*	*	*	78.6	71.4	Very Low	Maintained	Concern			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	*	*	*	0.0	4.8	Very Low	Maintained	Concern			

**Comment on Results**

Growth noted from 2017 to 2018. First Nations, Metis and Inuit student success and learning growth remains a priority for us.

**Strategies**

Grad Coach program in place at SMPC.  
 Collaborative Response Model to better identify, support and strategize to address learner needs.  
 LLI to improve literacy and reading skills.

**Notes:**

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
5. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.

## Outcome Five: Alberta's education system is well governed and managed

School: 6170 St. Michael's School

Performance Measure	Results (in percentages)					Evaluation			Targets		
	2014	2015	2016	2017	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	78.5	82.4	76.7	83.1	66.9	Low	Declined Significantly	Concern			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	81.8	70.2	68.9	75.7	70.0	Very Low	Maintained	Concern			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	89.4	85.9	90.3	87.0	89.4	High	Maintained	Good			

### Comment on Results

*(an assessment of progress toward achieving the target)*

Results indicate that we have work to do on communication with students, parents and district connections. Education is changing quickly with our clientele, with curriculum and with the world and communication, connections and collaboration are important pieces that will enable parents and teachers to build understanding and stay engaged in education.

### Strategies

- Communication is critical.
- Providing opportunities for collaborative work on curriculum updates for teachers and parents.
- Continued focus on the priorities identified in the Continuous Improvement Plan.

### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.



# SMPC CIP 2018-19

## SMPC Faith Goal 2018-19

***By the end of June, 2019, staff and students will have a deeper awareness of their faith and demonstrate an increased value in Catholic Education.***

### **Whole School Strategies:**

- ★ Better communication
  - Faith Formation at staff meetings
  - Improved communication around importance of liturgies/prayer services to students, staff and community
  - Improved communication with Parish (Liaison)
- ★ Leadership - Opportunities for staff and students;
  - Build relationship with Father Myles: visibility in classrooms, the school and the parish

### **Measurable Evidence:**

Tell Them From Me

Google Form - each division teachers - how is the Catholic faith permeated within your classroom, what cross-curricular connections have you made, how have you infused Catholic teachings into your classroom management/expectations/environment, what makes your classroom different than a classroom in the Public system?

Accountability to feedback - spend time identifying the problems and planning and implementing a resolution - actions matter.

Recognize the disconnect - information is accessible, available and infusable but it is not happening- own it and separate ourselves from our public school neighbours.

***By the end of 2019, our Grade 1-5 religion teachers will have implemented, with a high degree of success, the new religious education curricula.***

### **School Strategies:**

- ★ In-service attended by all teachers who missed out on other opportunities
- ★ Information for parent access, portal and student resources shared via newsletter and at events hosted at the school (Welcome Back BBQ, Parent-teacher interviews, etc)
- ★ Collab. Time within the CRM model dedicated to infusing Catholic teachings?

### **Measurable Evidence:**

Access of the home portal by students and parents. (information has shared and will continue to be promoted). Posters up and visible. Parent Faith bulletin board to connect with parents.

Classroom supervision during Religion classes.  
Active participation and leadership of Liturgical celebrations and school masses.  
Possibility of building relationship with Parish sacramental team, Father Myles and connections with the classroom religion programs.(track and record visits)  
Tell Them From Me Survey - specific questions about new program will be added.  
Engagement of non-Catholic staff - survey.

## SMPC Literacy 2018-19

***By June, 2019, all students will show growth in reading fluency, accuracy and comprehension as it applies to literacy.***

**Elementary:** Each child will build on their individual reading accuracy/comprehension by one grade level with each year of school.

**Middle School:** 85% of students will progress by one grade level in their reading within the current school year based on F & P levelling.

**High School:** 85% of students will understand vocabulary in context as a link to comprehension (words as tools) in all courses.

**French Immersion:** 85% of students will progress by one grade level in the development of vocabulary, comprehension and expressions in French.

### **Strategies:**

#### **Elementary:**

F & P Assessment Fall/Spring / LLI program to support identified readers. /Access supports and resources in all subject areas, integrate Daily 5 strategies.

#### **Middle School:**

F & P Assessment Fall/Spring /Dolch/Fry lists, Reading A-Z focusing in on accuracy and comprehension, Guided Reading, Kyleene Beers strategies; incorporate reading strategies into all subject areas, build silent reading with a focus on strategies into daily programming.

#### **High School:**

Use "Play" (visual representation of vocabulary); question/stem knowledge with multiple choice exams; keyword identification in test questions; identify terms/language of specific subject areas; use poetry, song, skit wordplay, fine art tools, and word puzzles, use stories to make curriculum connections.

Demonstrate learning in a variety of ways (oral, written, representation, reading, viewing and listening) as a means of informed instruction and providing multiple approaches to promote student success.

#### **French Immersion:**

-modeling (ie. recorded voice), oral expression ie. -practiced speeches, discussion, improvisation), -student-centred teaching (choice in assignments),  
-culturalexperiences which lead to expanded opportunities.

### **Measurable Evidence:**

**Elementary and Middle School:** Fountas and Pinnell Benchmark Assessment / LLI results

PAT and CMA results

#### **High School:**

Diploma results / Variance between school based marks and Diploma results / trends

**French Immersion:** GB+ reading scale, DELF exams and Dictee PGL competitions.

PAT and CMA results

Accountability -What data are you using to inform practice? How are you using data and evidence to inform practice - what is the data telling you? How is this changing your practice to reach students? What alternatives have you explored? What will success in literacy look like for this student? How have you ensured that this is a part of programming?

Collaborative Response Model- student identification, targeted strategy implementation, tracking of growth/success

Classroom supervision, observations and tracking - specifically to differentiated instruction strategies

## SMPC Numeracy 2018-19

***By the end of 2019, 85% of students in all grades will be achieving at grade level in numeracy.***

### **Elementary:**

All students will improve their individual numeration skills by one grade level for each year of school.

### **Middle School:**

Students identified as weak in operations and place value (below 50% on year end Common Math Assessment results) will receive targeted interventions to improve numeracy, helping 75% of the targeted students to attain at least one year's progress in a calendar year.

### **High School:**

During the term of their math and science courses, all students will become critical of their own work to demonstrate the reasonableness of responses.

### **French Immersion:**

Students identified as weak in operations and place value (below 50% on year end Common Math Assessment results) will receive targeted interventions to improve numeracy, 75% of the targeted students to attain at least one year's progress in a calendar year

### **Strategies:**

#### **Elementary:**

Basic Fact skills focus at each grade level; focus on understanding number outcomes in the curriculum; ensure consistency of language across grades; use a variety of modalities to build, represent, explain and demonstrate understanding; continue to collaborate to discuss strategies.

#### **Middle School:**

Review the Common Math Assessment results; work with targeted students individually or in small groups; incorporate numeracy games in small or large group settings to encourage skill building; teach and encourage students to self-assess their operation skills through short testing and tracking sheets; run sprints focused on basic facts using data to inform instruction.

#### **High School:**

Teach students skills to self-diagnose and self-correct their work; use incentives to encourage self-reflection on work (bonus marks for making corrections to work, exams, etc.; peer editing)

Students can communicate and demonstrate performance in a variety of ways (oral, written, representation, reading, viewing and listening) as a means of informed instruction and providing multiple approaches to promote student success.

### **Goal Assessment:**

#### **Elementary and Middle School:**

Common Math Assessment results will be used to guide individual student planning and teacher practice.

#### **High School:**

Teachers will communicate in oral and written format with students using the vocabulary of their science and mathematics courses. Students will be encouraged to be engaged in similar communication with peers.

**Measurable Evidence:**

**Elementary and Middle School:** CMA Benchmark Assessment, screening tools and the use of pre-assessments to establish and inform teaching.

**High School:**

Diploma results / Variance between school based mark and Diploma results / trends?

Accountability - using data and evidence to inform practice - what is the data telling you? How is this changing your practice to reach students? What alternatives have you explored? What will success in literacy look like for this student? How have you ensured that this is a part of programming?

Collaborative Response Model- student identification, targeted strategy implementation, tracking of growth/success

Classroom supervision, observations and tracking - specifically to differentiated instruction strategies

**SMPC FNMI Student Success 2018-19**

***By June 2019 our identified students will demonstrate growth and success (one year of growth over the course of the year) in achievement of educational outcomes that focus on numeracy and literacy.***

**Strategies:**

**Students**

Grad Coach - track and support identified students so that courses and course work are on track (attendance/ assignments/ test accommodations).

Build relationships that support collaborative trust and learning (teachers/educational assistants/ FNMI liaison).

Reach out to attendance concern students and families on a regular basis to encourage coming to school.

**Staff**

- Build relationships with students that strengthen the connection between home and school.

-Integration of the Education for Reconciliation resources promoted within classroom environments and permeated into curriculum.

- The role of FNMI Liaison worker - priorities working with students, culture alive, Elder participation, family-school connection, Heritage Day events, participation in monthly celebrations.

-At events, celebrations, early morning greetings and acknowledgements use English, French, and Blackfoot.

- Education for Reconciliation as a part of every PD day. Apr. -Stepping Stones (ATA), May -Addressing Prejudice and Discrimination - Fostering Understanding (ATA).

-Staff field trips to Blackfoot sites.

**Parents**

-build relationships

-participation at school events

**Measurable Evidence:**

Two yearly progress reviews:

-The Administration Day at the end of the first semester in January.

-The May PD Day.

**Students**

- Fountas & Pinnell -Levelled Literacy Intervention progress to track reading growth
- Common Math Assessment results
- Progress reports and evidence tracking
- Tell Them From Me Survey information

**Staff -**

Informed practice and active evaluation of evidence and data collection  
PowerSchool/Dossier data interpretation and analysis  
Evidence tracking via effective use of ISP for identified students

**Parents -**

Participation  
Feedback - following meetings,  
Feedback forms following events

**SMPC FNMI Student Success 2018-19**

*By June 2019, we will have incorporated more First Nations, Metis, and Inuit experiences/visuals/cultural experiences/ voices/narratives into our school through story, literature choices, ceremonies, infused Blackfoot translations, and access to Elders.*

**Strategies:**

Grad Coach to assist and coordinate work with families and in building relationships.  
Work with Division Principal of FNMI, Annette Bruised Head- resources,  
Welcome and invite Piikani in and go on Reserve to build relationships.

**Measurable Evidence:**

Two yearly progress reviews:

- The Administration Day at the end of the first semester in January.
- The May PD Day.

Weekly meeting with Grad Coach and FNMI support worker to coordinate and stay on track with planned events and opportunities within the school.

- Participation on Benga Mines at Piikani High School on November 21 - First Nations students gr. 11 & 12