



HOLY FAMILY SCHOOL

2019 - 2020

SCHOOL IMPROVEMENT PLAN

Principles of Practice

- We honour our children.**
- We provide a safe and secure environment.**
- We live and proudly proclaim our Catholic Christian faith.**
- We provide quality education in a Catholic environment.**
- We pray as an educational community.**
- We practice servant-leadership.**
- We focus on our mission through clarity of purpose.**
- We value our staff.**

Vision:

Holy Family School staff believe that all children can learn. Our school, and staff work very hard to ensure that our students are learning in a measurable way, and this growth can be proven to the student, and their parents. Holy Family School is committed to helping kids foster a positive relationship with Christ by teaching to their individual body, mind, and spirit and fostering a love of Christ, ensuring that they see their lives as a journey of service to God. The positive relationships our staff create through their interactions with students and parents helps create a personalized learning environment where all students experience the joy of our Holy Family Community. We pray that through our commitment to Catholic Education, the sense of community fostered at Holy Family School goes beyond our students time here and carries forward with them throughout their lives.

Mission:

The mission of Holy Family School is to ensure that all children learn by teaching to the body, mind and spirit of each child, inspiring their interests and fostering positive relationships through effective communication and collaboration.

School Profile

Holy Family School serves students from southeast Red Deer. Children at Holy Family School have multiple opportunities to learn in an innovative, literacy and numeracy rich and fully inclusive environment that integrates a variety of programs to enhance the delivery of core curriculum. Expectations for achievement and behaviour are high and all students are encouraged to work to their full potential. Parents are viewed as integral partners in the growth and development of each child and are encouraged to be involved in the Catholic education of their children.

Holy Family School consists of approximately 480 students from Pre-Kindergarten to Grade 5, with the majority of our students living in the communities of Deer Park, Lancaster and Vanier Woods. We follow the Program of Studies provided by the Government of Alberta and the Board of Education, with our Catholic Faith as the cornerstone of our teaching. We celebrate our Faith daily through regular liturgies and masses, virtues integrated throughout the curriculum, daily prayer, permeating the 8 Characteristics

of Catholic Identity and by participating in a variety of community service and social justice projects.

As a Catholic school, we endeavor to foster our Christian values of the Catholic Church and encourage the application of these values in children's daily interactions with others. We see the school, the home, and the Church as an integral part of this education. We recognize parents as the first teachers, with the school and the Church playing a supportive role in the total development of the child.

Accountability Report Card

Measure Category	Measure	Holy Family 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	96%	97.1%	96.7%	89%	89%	89.3%	Very High	Maintained	Excellent
	Program of Studies	91.3%	90.8%	93.2%	82.2%	81.8%	81.9%	Very High	Maintained	Excellent
Student Learning Opportunities	Education Quality	96%	96.5%	96.7%	90.2%	90%	90.1%	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.6%	2.3%	2.9%	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.1%	78%	77.5%	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	n/a	73.8%	73.6%	73.6%	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Excellence	n/a	n/a	n/a	20.6%	19.9%	19.6%	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	83.6%	83.7%	83.1%	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Excellence	n/a	n/a	n/a	24%	24.2%	22.5%	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.3%	55.7%	55.1%	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	64.8%	63.4%	62.2%	n/a	n/a	n/a
	Transition Rate (6 yr)	n/a	n/a	n/a	59%	58.7%	58.7%	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	87.7%	81.5%	86.4%	83%	82.4%	82.6%	Very High	Maintained	Excellent
	Citizenship	93.4%	94.6%	95%	82.9%	83%	83.5%	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	84.3%	88.3%	87.7%	81.3%	81.2%	81.1%	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	85.5%	94.9%	94.7%	81%	80.3%	81%	Very High	Declined Significantly	Acceptable

Faith Outcome FO.1: Nourished by grace and a personal relationship with Jesus Christ, we joyfully embrace, live, and teach the Gospel spirit.

Performance Measures:	Current Results	Average
I learn about the Catholic Faith at my school.	100%	99.9% (3 Yr)
Prayer helps me feel closer to God.	95.3%	96.8% (3 Yr)
I believe that God created me.	97.7%	96.6% (3 Yr)
I believe that the Catholic Faith teaches me a good way to live.	98.7%	98.6% (3 Yr)
I learn about God in all my classes.	96.3%	93.6% (3 Yr)
(Grade 4) My teachers show me what it is like to be friends with Jesus. (Grade 7 & 10) My teachers show me what it is like to develop a relationship with Jesus.	89%	94.9% (3 Yr)
I learn about the Sacraments at my school.	98.3%	98.7% (3 Yr)
I let others see God in me.	98.3%	98.3% (1 Yr)
My school helps me to see God in all things.	97%	97% (1 Yr)
Every person in our school is a child of God and made in His image.	97.7%	97.7% (1 Yr)
I respect others even if they are different than me.	100%	100% (1 Yr)
We celebrate student successes at our school.	93.7%	93.7% (1 Yr)

AERR Comments (November)
<p>With the support of our Faith Coach, we created a social justice plan that guided each grade team and our school wide activities. The focus of our plan was to ensure that our community engaged in authentic and meaningful ways to support the marginalized and became active stewards of our earth. Our school community has demonstrated a strong sense of Humanness that honours the values of human dignity by identifying, articulating and reflecting this in our actions. This has been evident through our prayer wall intentions, sharing our God moments during God Glasses sharing circles, and increased awareness of others perspectives in day to day interactions.</p> <p>At Holy Family, we have identified ways to permeate in our classes beyond the simple connection to curriculum. Teachers have met in team on a number of occasions and have identified how to weave our faith into all elements of their classes. They are starting to share their one sentence permeation plans with their students so that the permeation is visible and transformative.</p> <p>As a result of this focus area in our school community, student Schollie survey results indicated a significant increase of 18% on the statement, "I learn about God in all my classes." Parent survey results also positively reflect, 100%, that they believe faith is permeated and a focus in the school community.</p>

Comment on School Goals (November)	Comment on Results (May)
<p>As a school community we will be focusing on Spirituality and Rationality, two of the Eight Characteristics of Catholic Identity, throughout this school year. We strive to deepen our understanding of Spirituality and Rationality among staff, students and the community. With these characteristics providing a foundation we are developing a comprehensive Social Justice Plan that involves all students throughout the school year providing many opportunities as a Catholic community to respond to the calling to give back to our community and to those in need as a servant leader. Our Schollie results reflect 100% of our stakeholders believe the</p>	

Catholic Faith provides a framework for life and learning. In addition, 89% our students indicated that they learn about God in all of their classes, this is strong evidence of the work our teachers do to permeate their lessons on a daily basis. This school year our staff will celebrate our students who are living examples of Spirituality and Rationality by submitting a "Light the Path and Lead Others" referral to school administration who will meet with the student, praise them and contact parents to share the good news in regards to their dedication in demonstrating authentic examples of living our faith in their day to day lives.

Division Goals

FO.1.1 Enrich our division Catholicity by focusing on the two chosen characteristics of Catholic identity. (2019-2020 - Spirituality and Rationality)

FO.1.2 Lessons are permeated in process or content to teach students how to evaluate their worldview by mastering provincial outcomes in a Catholic context.

School Goals

- Develop a deeper understanding of Spirituality and Rationality and celebrate our students who demonstrate evidence within our school community.
- Develop capacity to permeate lessons through the lens of faith with the support of the Eight Characteristics of Catholic Identity.

Outcome 1: Alberta's students are successful

Performance Measure	Results (in percentages)					Evaluation		
	2014	2015	2016	2017	2018	Achievement	Improvement	Overall
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Drop Out Rate - annual dropout rate of students aged 14 to 18	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
High school to post-secondary transition rate of students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Performance Measure	Results (in percentages)					Evaluation		
	2015	2016	2017	2018	2019	Achievement	Improvement	Overall
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	93.4%	95.7%	94.8%	94.6%	93.4%	Very High	Maintained	Excellent

AERR Comments (November)

Looking to improve upon our 'working with words' component of our Daily 5 structure in ELA, we started to implement the "Words Their Way" program into our daily ELA classes for all grade 1-5 students. This program has helped us to differentiate phonics and vocabulary acquisition for our students. As we moved deeper into the use of "Words Their Way," we continued to adapt it to best support our students in their transference of the skills they have obtained in this intervention approach.

Comment on School Goals (November)	Comment on Results (May)
Examining our student reading comprehension data, we recognize the need to focus on the implementation of high yielding instructional strategies in this area. We are looking forward to deepening our understanding of our previous work on essential learning outcomes, success criteria along with formative and summative assessment practices by creating learning maps with the development of learning progressions. Each grade level will complete one learning map during the fall LIFT 3.0 session. Through scaffolding learning activities and assessments that align with the learning outcome and the success criteria progressions will be created for their grade-level learning map. Teachers will engage in reflective practice as they implement scaffolded learning activities and assessment focusing on their instruction practices and student growth.	

Division Goals
O.1.1 Create and maintain optimal student learning experiences
O.1.2 Focus on foundational expectations for student literacy and numeracy to promote lifelong learning
O.1.3 Utilize timely, targeted, and flexible formative and summative assessment to enhance student learning
O.1.4 Establish the pursuit of excellence in all domains of learning
O.1.5 An emphasis placed on test-taking strategies and preparing students to write exams.

School Goals
<ul style="list-style-type: none"> • Create and maintain optimal student learning through deepening our understanding and enhancing assessment practice to provide learning experiences that are relevant to students.
<ul style="list-style-type: none"> • Create meaningful and scaffolded learning activities that align with learning outcomes to obtain optimal student learning experiences for all students.

Outcome 2: First Nations, Métis, and Inuit students in Alberta are successful

No Data Available

AERR Comments (November)
Our community embraced the Truth and Reconciliation Commission of Canada: Calls to Action with the implementation of a comprehensive First Nations, Métis and Inuit Cultural Plan. This plan guided us through a variety of developmentally appropriate activities at each grade level, along with school-wide opportunities which enhanced student and staff's awareness and knowledge. Staff and students actively participated and embraced teachings and practices which are now being seen in lessons beyond the original sessions which introduced these teachings.

Comment on School Goals (November)	Comment on Results (May)
In collaboration with our Division First Nations, Metis and Inuit Support Team we continue to provide our community with authentic learning activities for students to experience rich culture and history. The development and implementation of the First Nations, Metis and Inuit Cultural Plan provides our staff and students a continuum of experiences that support the acquisition of foundational knowledge for the benefit of all students.	

Division Goals
O.2.1 Increase academic success and cultural knowledge through building capacity in schools to support First Nations, Métis and Inuit students.
O.2.2 Provide and promote cultural diversity and cultural pride through enhanced student learning experiences and professional learning opportunities.
O.2.3 Develop and apply foundational knowledge and indigenous perspective necessary for us to walk together on a path of reconciliation.
O.2.4 Share experiential Indigenous cultural teachings in a faith permeated environment and enrich our view of the world.

School Goals
<ul style="list-style-type: none"> • Develop teacher capacity, to create student understanding and cultural awareness of the First Nations, Métis, and Inuit people for the benefit of our school community. • Provide students with engaging learning experiences that develop their knowledge and understanding of First Nations, Métis and Inuit culture using the Program of Studies.

Outcome 3: Alberta has excellent teachers, school leaders, and school authority leaders

Performance Measure	Results (in percentages)					Evaluation		
	2015	2016	2017	2018	2019	Achievement	Improvement	Overall
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	85.5%	95.8%	92.9%	90.8%	91.3%	Very High	Maintained	Excellent

AERR Comments (November)
Our teachers completed the identification of Essential Learning Outcomes (ELOs) for their English Language Arts classes and created Success Criteria for each of the ELOs. As a part of the focus on Formative Assessment, we started to share the Success Criteria with students to allow them to better self assess their progress and identify where they need to go next in their learning journey. We have created an Assessment in Action Team that received additional professional development with the Alberta Assessment Consortium with regards to how they can improve their own assessment practices and support their colleagues in advancing their understanding and use of assessment best practices.

Comment on School Goals (November)	Comment on Results (May)
As Words Their Way: Word Study in Action was implemented, Fountas and Pinnell individual student data indicated positive student growth in the areas of accuracy and fluency. As we move deeper into the implementation, focus will be on supporting students with generalizing the skills into everyday reading and writing. As students' development increased in accuracy and fluency our data indicated that reading comprehension is now the indicative skill for our area of focus to support students moving towards grade level performance according to Fountas and Pinnell data. Examining our student reading comprehension data, we recognize the need to focus on the implementation of high yielding instructional strategies in this area. Reciprocal Teaching, a high yielding instructional strategy, is being implemented in all classrooms to support the continued development of reading comprehension skills.	

Division Goals
O.3.1 Enhance instructional leadership practices through the implementation of the Four Pillars of Instructional Leadership
O.3.2 Demonstrate a professional body of knowledge including mastery of grade level and/or subject area curriculum
O.3.3 Engage in career-long learning through faith formation, mentorship, collaboration, and professional development
O.3.4 Foster effective relationships with students, parent/guardians, peers and others in the school and local community to support student learning
O.3.5 Identify, develop and implement programs that engage the diverse needs and interests of the student body

School Goals
<ul style="list-style-type: none"> Respond to student data and implement developmentally appropriate programming and high yielding instructional

strategies to meet individual student needs.

- Provide opportunities for students to engage in meaningful activities that allow them to express voice and choice that are related to their interests.

Outcome 4: Alberta's education system is well governed and managed

Performance Measure	Results (in percentages)					Evaluation		
	2015	2016	2017	2018	2019	Achievement	Improvement	Overall
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	95.7%	96.8%	96.3%	97.1%	96%	Very High	Maintained	Excellent
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	95.7%	96.4%	97.1%	96.5%	96%	Very High	Maintained	Excellent
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.	85.3%	86.4%	91.2%	81.5%	87.7%	Very High	Maintained	Excellent
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.(This measure is required for charter and private school authorities that do not have grades 10-12.)	76.1%	87.3%	85.1%	80.8%	73.3%	n/a	n/a	n/a
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	82.8%	88.3%	86.5%	88.3%	84.3%	Very High	Maintained	Excellent
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.	89.8%	96.9%	92.2%	94.9%	85.5%	Very High	Declined Significantly	Acceptable

AERR Comments (November)

Our teachers have completed the identification of Essential Learning Outcomes (ELOs) for their English Language Arts classes and have created Success Criteria for each of the ELOs. As a part of our focus on Formative Assessment, we have started to share the Success Criteria with students to allow them to better self assess their progress and identify where they need to go next in their learning journey. We have created an Assessment in Action Team that will be receiving additional professional development with regards to how they can support their colleagues in advancing their understanding and use of assessment best practices.

Our School Council saw an increase in new parent attendance at meetings. Three of those parents took on active positions within School Council and were successful in organizing events and regularly contributed to discussions. We have also experienced an increase in the number of new parents that volunteered for the various activities that took place within the school. Finally, our School Council increased their use of school-wide parent feedback, from a survey results collected in Spring 2019, to help them make informed decisions specifically in the area of fundraising. Our teachers reported that they are 100% satisfied with the opportunities parents and guardians are provided to be involved in decisions about their child's education and decisions made at the school.

Comment on School Goals (November)

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Comment on Results (May)

accuracy and fluency our data indicated that reading comprehension is now the indicative skill for area of focus to support students moving towards grade level performance according to Fountas and Pinnell. Examining our student reading comprehension data, we recognize the need to focus on the implementation of high yielding instructional strategies in this area. Reciprocal Teaching, a high yielding instructional strategy, is being implemented in all classrooms to support the continued development of reading comprehension skills.

Involving our parent community in school activities in a meaningful way is our focus this year. Parent feedback highlighted that our parents have a strong desire to be involved however the presence of barriers prevented them from becoming more actively involved. The implementation of babysitting during School Council meetings is one strategy to support our parents with attending and becoming involved. School administration actively collaborates with School Council to seek opportunities for families, the introduction of the Welcome Back Family Movie Night in September was a huge success. School Council will host a second event, Cold Winter Family Movie Night, in January in response to parent feedback following the September movie night. School Council and staff work collaboratively to provide an engaging family evening event in December through numerous craft stations. As we strive for continuous improvement, school administration will review the school improvement plan with School Council and seek feedback and suggestions to support our focus areas.

Division Goals

O.4.1 Create opportunities for relevant stakeholders to provide input and collaborate into how well the school and/or school division is governed and managed

O.4.2 Respond to relevant stakeholder data to ensure appropriate educational strategies are in place

O.4.3 Ensure that the school division is fiscally responsible with all resources: staff, financial, and physical

O.4.4 Ensure that staff and students have access to safe and healthy learning environments

O.4.5 Know, understand and respond to students' individual learning, through authentic, developmentally appropriate programming

O.4.6 Facilitate effective transitions to understand student needs and provide support through each stage of development

O.4.7 Implement a self-regulation process that focuses on developing relationships and supporting growth within a school framework

O.4.8 Develop an understanding of mental health issues and build the ability to respond to identified needs

School Goals

- Know, understand and respond to students' individual learning, by providing universal, targeted and individualized

supports through a responsive model approach.

- Implement daily Soft Starts that focuses on developing relationships with peers and staff while supporting self-regulation as students transition from home to school each morning.

- Provide increased opportunities for parents to have a meaningful role in the school community.