



Holy Family School

2021-2022

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 445 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.

Assurance Framework Report Card

Alberta Ed Measures	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)
Student Learning Engagement	94.7	n/a	n/a	85.6	n/a	n/a
Citizenship	96.2	97.5	95.2	83.2	83.3	83
3-year High School Completion	n/a	n/a	n/a	83.4	80.3	79.6
5-year High School Completion	n/a	n/a	n/a	86.2	85.3	84.8
PAT: Acceptable	n/a	n/a	n/a	n/a	n/a	73.7
PAT: Excellence	n/a	n/a	n/a	n/a	n/a	20.3
Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	83.6
Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	24.1
Education Quality	98	96.6	96.4	89.6	90.3	90.2
Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	97.8	n/a	n/a	87.8	n/a	n/a
Access to Supports and Services	92.1	n/a	n/a	82.6	n/a	n/a

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

Nourished by grace and a personal relationship with Jesus Christ, we joyfully embrace, live, and teach the Gospel spirit.	2020/21	2019/20	2018/19	3 Year Average
I learn about the Catholic Faith at my school.	100.00%	100.00%	100.00%	100.00%
Prayer helps me feel closer to God.	98.25%	99.54%	95.28%	97.69%
I believe that God created me.	97.73%	100.00%	97.50%	98.41%
I believe that the Catholic Faith teaches me a good way to live.	98.73%	99.07%	98.75%	98.85%
I learn about God in all my classes.	96.75%	99.07%	96.20%	97.34%
(Grade 4) My teachers show me what it is like to be friends with Jesus.	97.99%	97.95%	89.00%	94.98%
(Grade 7&10) My teachers show me what it is like to develop a relationship with Jesus.				
We learn that everyone is important and belongs.	99.24%			99.24%
We learn when we need to apologize and forgive.	99.22%			99.22%
Our school encourages students to be fair and treat others as we would want to be treated. (Grade 4 students)	100.00%			100.00%
Our school encourages students to treat others with dignity. (Grade 7 & 10 students)				

AERR Comments

This past year, our community has worked to create a welcoming learning environment and one that invites collaboration with our community. The division focus on The Eight Characteristics of Catholic Identity, specifically hospitality and justice, provided a springboard to focus our work.

A comprehensive approach was taken to support students, staff and parents in creating a deeper understanding of hospitality and justice through a Catholic lens. Our students were blessed with participating in BIG (Believe in God) Lessons that our Faith Coach developed and implemented; 100% of our teachers surveyed indicated that these lessons supported our students' understanding of hospitality and justice. Professional learning was focused on hospitality and justice along with being a witness to God's work in our students. These focused sessions supported teachers in deepening and improving their understanding. One hundred percent of teachers surveyed indicated these sessions improved their own understanding. Staff submitted 52 "Trust in the Lord" referrals to school administration to celebrate students and make positive phone calls home highlighting how their child's teacher witnessed God in their everyday actions. In addition, our school administration made 225 check in phone calls to parents by the end of April to establish trust, build community and invite parents to share feedback. We believe this focused work resulted in 44 of our grade four parents responding to the Schollie Survey, which is a 32% increase from the previous year. One hundred percent of our parents who responded believe Holy Family School is welcoming and 98% believe that our school encourages students to treat all people with the dignity they deserve.

Comment on School Goals

At Holy Family, we continued our work on bringing alive the Characteristics of Catholic identity, specifically community and tradition. Through the continued implementation of BIG (Believe in God) lessons, all students are engaged in thirteen lessons throughout the year alongside their grade level community to support their faith journey with God. Lessons include joyful prayer, music, and discussion. Teachers co-taught two additional BIG lessons with the Faith Coach to support permeation in each classroom and promoted conversations that brought Christ alive to students. Community members with rich faith teachings, including a Youth Minister, are invited to facilitate BIG as a way to bring multiple faith perspectives to our students.

Faith focused professional development continued to guide the learning of all staff. The Faith Coach planned sessions that deepened our understanding about topics such as community, bearing witness and the new Fully Alive Religion program being implemented in Grades one and two. Bearing witness to how students are living examples of God is important to staff. By the end of November, staff witnessed greatness in forty-five students and submitted positive office referrals. Administrators connected with the students and their families to celebrate how we have seen God in their words and actions and how this promotes their continued faith journey.

Holy Family School received a generous grant from the Red Deer Regional Catholic Education Foundation which will bless our school with a Face2Face Ministries Faith Retreat. This will allow all students and staff to participate in a day of bringing our Catholic faith to life, through music, keynote talks, activities, and prayer. Our staff and students look forward to engaging with Face2Face Ministries on January 20, 2022 as a way to engage in Catholic teachings

Division Goals

Enrich our division Catholicity by focusing on the two chosen characteristics of Catholic identity. (2021-2022: Community and Tradition)

School Goals

Enrich our school catholicity by focusing on the Catholic Characteristics of community and tradition.

Celebrate our students who demonstrate evidence of the 8 Characteristics of Catholic Identity within our school community.

Alberta's students are successful.

Alberta Ed Measures	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)
PAT: Acceptable	n/a	n/a	n/a	n/a	n/a	73.7
PAT: Excellence	n/a	n/a	n/a	n/a	n/a	20.3
Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	83.6
Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	24.1
Citizenship	96.2	97.5	95.2	83.2	83.3	83
3-year High School Completion	n/a	n/a	n/a	83.4	80.3	79.6
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	n/a	56.6	56.4
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	68	66.6	64.9
Transition Rate (6 yr)	n/a	n/a	n/a	60	60.3	59.5

AERR Comments
<p>A collective approach was taken to meet the academic needs of our students this past year. School administration led staff through a responsive plan to focus classroom instruction and intervention for all students using student achievement data. Our school based assessment team provided direction to focus professional dialogue and share formative assessment practices to inform instruction at our weekly professional learning community meetings. This approach ensured that timely and targeted support was provided and that all team members played a valuable role in supporting our students.</p> <p>Teachers demonstrated strong knowledge of their learners, understanding their needs and collectively responding with LIFT teachers, educational assistants working collaboratively to provide meaningful instruction and assessment. As a result of this focused work, our year end data reflected a positive upwards trend, with close to an eight percent increase to our 'at' and 'above' grade level students and a nearly six percent decrease to our at-risk students. This indicates our students are positively responding to this collective intervention approach. We are proud of our students' achievement and celebrated the work of our staff, parents and students.</p>

Comment on School Goals	Comment on Results
<p>As students returned to in-school learning in September, teachers have been very mindful of the varied success in learning students experienced. Teachers worked diligently to scaffold learning activities and assessments to align with the learning outcomes while keeping in mind the varied learning experienced by students during the past school year as we welcomed 65 students back into the school learning environment that participated in at-home learning or homeschooling this past school year.</p>	

<p>Our classroom teachers and student support teams collaboratively implemented and maximized a student intervention model focused on reading and comprehension for the first three months of school. This focused intervention resulted in 75% of our students being at or above grade level as a result of the combined efforts of teachers, support staff, students and parents this fall. We are very proud of the dedication of our community to support our students. Literacy screening focusing on phonemic awareness for our grade 2 and 3 students this fall identified 30 students who will receive additional intervention to support their growth in this specific area through the Enhanced Literacy Grant.</p> <p>We recognize the significant impact varied school experiences have had on student achievement. Staff continue to be focused and intentional in their instructional and assessment based decisions and practices. As a staff, we have committed to monitoring, reviewing and analyzing our student data three times this year. In November, we reallocated resources and interventions as needed to address specific student needs. Teachers engage in reflective practice as they implement scaffolded learning activities and a combination of formative and summative assessments to support their instruction practices and student growth.</p>	
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Division Goals
Create an inclusive environment designed to achieve students' fullest potential through knowing, understanding and responding to all learners

School Goals
Deepen our understanding of formative and summative assessment to inform instructional practices and create scaffolded learning opportunities to ensure the success of all learners.
Support teachers in responding to the diverse needs of all learners.

First Nations, Métis, and Inuit students in Alberta are successful.

Alberta Ed Measures for Indigenous Students	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)
PAT: Acceptable				n/a	n/a	11.2
PAT: Excellence				n/a	n/a	n/a
Diploma: Acceptable				n/a	n/a	n/a
Diploma: Excellence				n/a	n/a	n/a
3-year High School Completion				n/a	n/a	7
Drop Out Rate				5	5.5	5.2
Diploma Exam Participation Rate (4+ Exams)				n/a	24.4	24.6
Rutherford Scholarship Eligibility Rate				39.5	39.1	37.4
Transition Rate (6 yr)				35.7	35	34.1

AERR Comments
<p>"As a school community we welcomed opportunities to collaborate with our Division First Nations, Métis and Inuit Support Team. Together, we continue to develop and enhance the cultural awareness and understanding of students and staff. Each class participated in two curriculum focused sessions as well as a drumming circle. The team also led two sessions at our school wide STARS (Students Transforming Actively Responsibly Successfully) and Career Day events focusing on acknowledging the land, being stewards of the Earth, and the role they play as members of the school division and the broader community. Staff professional development focused on Talking Circles and applying foundational knowledge about First Nations, Métis and Inuit culture as outlined in the Teaching Quality Standard (TQS). In our feedback survey 95% of our teachers indicated that the professional development, the grade specific presentations and opportunities for smudging deepened the understanding of restorative practices and impacted the cultural awareness of students and benefited our community.</p>

Comment on School Goals	Comment on Results
<p>Our school community is committed to working alongside the Indigenous Services Team to support the development of our own personal and professional understanding of Indigenous worldviews and ways of knowing. The first National Day of Truth and Reconciliation in September was honoured in our school by having all members of our community attend a Treaty Flag ceremony, enjoy Aboriginal dance demonstrations, play Indigenous games, listen to Indigenous storybooks, smudge and participate in classroom talking circles.</p> <p>In October, our school community participated in Tipi</p>	

<p> teachings led by our Indigenous Services Team. Classrooms had the opportunity to view an authentic Tipi that was displayed in our atrium. The team also led staff through a professional learning session about the medicine wheel which walked us through a different way of thinking about our knowledge related to trauma, mental health, wellness, and reconciliation. Showing appreciation and acknowledgement to all Indigenous people, including our own Indigenous students is important. To date, four students have joined an Indigenous Voice Panel to help brainstorm ideas and plan initiatives to support student and staff understanding and appreciation of Indigenous culture in our school. </p> <p> Many learning opportunities are planned for staff and students including authentic storytelling with cedar tea from an Indigenous community member and the Indigenous picture book titled 'Stolen Words' will be used by staff to guide them in developing a grade level lesson plan to facilitate in their classrooms. These opportunities will help us create an environment that is safe for all students, and culturally safe for our Indigenous students and families. </p>	
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Division Goals
In collaboration with our Indigenous communities, build upon foundational knowledge of First Nations, Metis, and Inuit teachings to benefit all students and build the capacity of staff.

School Goals
Build staff and students' foundational knowledge of Indigenous teachings and culture to benefit our school community.

Alberta has excellent teachers, school leaders, and school authority leaders.

Alberta Ed Supplemental Measures	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)
Program of Studies	89.5	93.2	91.8	81.9	82.4	82.1

AERR Comments
<p>As a result of the COVID pandemic, the past school year presented us with challenges that impacted classroom instruction and intervention delivery. As a school community we responded by developing and implementing a plan that addressed our student learning needs through a shared responsibility. Our focused work on assessment and reading comprehension supported learning teams to implement meaningful instruction and assessment.</p> <p>School administration, LIFT teachers, and the school based assessment team developed a comprehensive plan to support instruction, assessment and student learning. Classroom teachers maintained high expectations, focused on essential learning outcomes, identified students on learning progressions and shared best formative assessment practices for checking for understanding to inform their instruction. In addition to classroom teachers, our intervention team, which included LIFT teachers and educational assistants, provided valuable small group and individual intervention to support the success of all learners.</p> <p>Weekly professional learning community meetings with focused agendas promoted professional dialogue. One hundred percent of teachers felt that administration provided ample opportunity for teachers to share their professional voice and make suggestions regarding student learning and classroom instruction</p>

Comment on School Goals	Comment on Results
<p>The staff of Holy Family School committed to providing a safe and caring learning environment for our students. Our school continues to develop trauma informed practices to create a culture of care within our community by building trusting relationships and responding to student and family social-emotional needs.</p> <p>The school counselor has developed a plan, using Steven Covey's 7 Habits of Happy Kids, to build student character and promote independence. Our school wide focus on being kind, helpful and respectful ground our</p>	

<p>work when implementing the 7 Habits of Happy Kids. Students have been working on healthy relationships and connections with staff and their peers this fall. These strategies create a positive school climate which will promote positive self image, improve student attendance, peer interactions in and out of the classroom and academic success. Ensuring staff are supported and taking care of their wellness will be essential in supporting our students</p>	
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Division Goals
Deepen the understanding and implementation of professional practice standards with a focus on optimum student learning.
Fostering a culture where diversity is celebrated, and cultural distinctiveness is honoured promoting intercultural understanding.

School Goals
Develop and implement a school wide plan to support the social emotional learning of students with a trauma informed approach.
Ensure staff wellness is a priority for our school community.

Alberta's education system is well governed and managed.

Alberta Ed Measures	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)
Education Quality	98	96.6	96.4	89.6	90.3	90.2
Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	97.8	n/a	n/a	87.8	n/a	n/a
Work Preparation	86.7	88.1	85.8	85.7	84.1	83.2

AERR Comments

Being a trauma-sensitive school has been a priority for staff. As a school community, staff recognized that our school approach has the greatest potential to positively impact all students, regardless of a trauma history. With the right support, our students successfully process adverse events and go on to thrive. Using a trauma-sensitive approach, our staff support students to function successfully while embracing the fact that our school is an important point of connection between home and the greater community.

This past school year, considerable time during professional development was dedicated to completing both Level One and Level Two Training. The City of Red Deer's Better Together initiative, along with Imagine Institute, collaborated with the school to support the presentation which 100% of our staff completed.

Each year, Holy Family School staff and students complete surveys to provide feedback. A major theme around our surveys is safety and meeting the social, emotional and physical needs of our individual students. To accomplish this, we aim to build connections and relationships with all our students. Last year, Holy Family students reported feeling more connected and identified at least one trusted adult in the building, this was an increase from 67% to 96%. Ninety-eight percent of our staff believe Trauma Informed Care training was beneficial and supported their ability to respond meaningfully to students' social-emotional needs. Staff have done an excellent job of implementing trauma informed practices by building strong connections with students and their families, enhancing Soft Start routines and continuing Mindful Mondays. This has resulted in the creation of a community of care at Holy Family School.

Comment on School Goals

Involving our parent community in a meaningful way continued to be a focus this year. Despite the restrictions that impacted our daily operations, we committed to ensuring that our parents were involved and offered opportunities to advise and provide feedback that informed decision making in our school and their child's education. We have hosted virtual Parent Council meetings this year that were proven to be effective. Teachers and parents collaborated with the use of technology in November to engage in Parent - Teacher Conferences. This provided our parents with the opportunity to be involved in their child's education. The use of technology platforms has promoted increased accessibility for our parents to attend, participate and engage in meaningful dialogue with school staff.

Division Goals
RDCRS provides enhanced education through communication, engagement and partnership.

School Goals
Provide opportunities for parents to be involved and have a meaningful role in the school community.