



Holy Trinity Catholic School

2020-2021

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:

Our vision at Holy Trinity is to transform the world through Christ.

Mission:

Holy Trinity School is a Christ-centered, faith-filled community where the children are at the center of all we do. It is our mission to deliver the highest quality Catholic educational programming to every child in our care in a safe and caring environment. We do our best to serve each child and every family by providing opportunities to enhance the academic, social, and spiritual growth of all.

School Profile:

Holy Trinity is into its tenth year serving the communities of Olds, Didsbury, and parts of Mountain View County. The school's first operational year took place in a temporary startup location with the second year beginning in our permanent home on the west end of Olds. This is now our ninth year in this beautiful building, and we strive to provide the highest quality Catholic education programming from pre-kindergarten to grade eight. Our facility houses a learning commons, gymnasium, and a foods lab.

Holy Trinity School is located on the west side of Olds, and is surrounded by the newest subdivision in the town. Our bussing collects students from the town of Didsbury and sections of Mountain View County as well. We share collaborative bussing with Chinook's Edge School Division, which results in reduced bus times for our rural students.

Our educational philosophy continues to revolve around the school as family. We work in close connection with the families within our school, and look to involve them at every opportunity. We have a vibrant and growing School Council who works tirelessly for the benefit of our school community.

For the 2020-2021 school year Holy Trinity currently has a population of 258 students. Our classes have an average of 17.5 students per class in grades 1-8, with our class sizes being conducive to individual, personalized attention. And with the majority of our population in our early elementary grades, we are

excited about the prospect of sustained and continuous growth in our future. We currently house a Pre-Kindergarten and Kindergarten blend to provide supports for families with children that require learning assistance.

We have established three clear, success-focused school priorities for the 2020-2021 school year. They are:

1. Develop and implement mindfulness, mental health and wellness practices for our staff.
2. Students will share a deeper understanding of the beauty, value and wisdom on Indigenous culture with our school community.
3. Create and maintain optimal student learning experiences by utilizing formative assessment to enhance student learning in literacy.

With a new Administration team, the positive energy of staff and students has been tremendous. Using the division's faith theme, "Trust in the Lord with all your Heart", our staff are supporting our students to learn and understand the element of a world pandemic and give our trust to God.

We are very proud to proclaim our Catholic values and are first and foremost dedicated to sustaining an environment which is immersed in spiritual, academic, and community excellence. Social justice and community involvement are a part of who we are. Given our world at this time, we are working hard to ensure that our students have the opportunity to experience spiritual activities through virtual mediums such as Edge nights, liturgical celebrations and mass. Through our words and actions our faith surrounds all that we say and do.

Assurance Framework Report Card

Assurance Framework	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)	Achievement	Improvement	Overall
Program of Studies	87.46%	90.04%	81.69%	82.42%	82.19%	81.99%	Very High	Maintained	Excellent
Education Quality	93.77%	91.13%	88.58%	90.31%	90.20%	90.12%	Very High	Improved	Excellent
Citizenship	89.92%	88.52%	88.99%	83.27%	82.85%	83.17%	Very High	Maintained	Excellent
Life Long Learning	78.99%	89.85%	75.79%					Maintained	
Work Preparation	86.83%	100.00%	81.71%	84.10%	82.99%	82.72%	Very High	Maintained	Excellent
Satisfaction with Program Access	87.43%	83.57%	79.95%					Improved	
Program of Studies - At Risk Students	92.11%	89.19%	87.02%					Improved	
Safe and Caring	94.31%	90.55%	88.64%	89.40%	89.01%	89.17%	Very High	Improved	Excellent
Parental Involvement	86.97%	93.52%	89.30%	81.75%	81.31%	81.23%	Very High	Maintained	Excellent
In-service jurisdiction Needs	95.65%	89.39%	92.37%					Maintained	
School Improvement	92.31%	89.77%	85.95%	81.55%	81.04%	80.91%	Very High	Improved	Excellent

Faith Outcome FO.1: 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.	2019/20	2018/19	2017/18	3 Year Average
I learn about the Catholic Faith at my school.	100.00%	97.29%	100.00%	99.10%
Prayer helps me feel closer to God.	89.59%	92.80%	97.62%	93.34%
I believe that God created me.	92.46%	95.51%	96.36%	94.78%
I believe that the Catholic Faith teaches me a good way to live.	96.83%	94.32%	97.62%	96.25%
I learn about God in all my classes.	92.06%	85.52%	93.45%	90.34%
(Grade 4) My teachers show me what it is like to be friends with Jesus.	100.00%	94.89%	92.98%	95.95%
We pray regularly at my school.	97.22%			97.22%
I learn about the 3 persons of God - God the Father, God the Son and God the Holy Spirit.	94.35%			94.35%
At my school, staff and students talk about God.	93.80%			93.80%
I believe that I should use my knowledge (what I learn) to serve others and help those in need.	92.86%			92.86%
My teacher explains how our faith connects with the topics I am learning in my classes.	90.62%			90.62%
I believe that God created the world and He wants us to explore His creation.	95.24%			95.24%

The final 6 survey questions are not longitudinal, these are revised each year to measure current themes and as a result there is no previous years' data.

AERR Comments
<p>At Holy Trinity our faith surrounds all we do. This was reflected positively in the student understanding of spirituality and rationality, as expressed in the Schollie survey results. Our work is supported by 100% of students indicating that they learn about the Catholic Faith. 100% of students indicated that teachers are showing the students what it is like to be friends with Jesus. To deepen our understanding and comfort level of rationality and spirituality, teachers, administrators, along with the assistance of the school's faith coach and faith permeation lead teacher, were provided authentic school based learning opportunities.</p> <p>Our Schollie data suggests we have further work to do especially in helping our teachers show the students what it is like to develop a relationship with Jesus and helping our parents witness connections between faith and their everyday lives. This area of improvement fits well with this year's focus on Hospitality and Justice.</p>

Comment on School Goals

Our overarching goal continues to be to ensure that our curricular delivery is active and thoroughly infused with our Catholic faith. Our first goal is to increase the understanding of Hospitality and Justice with our staff and students. As the result of growing our understanding and comfort level of these two Characteristics of Catholic Identity, teachers, and administrators, along with the school's faith coach's assistance, will provide authentic opportunities to put their learning into action through various classroom lessons and multiple school-based events/activities. Our second goal is to continue to expand our focus on permeation into the 2020/2021 school year. Our team will continue to deepen our understanding of making connections to infuse our faith into the curricular outcomes.

Division Goals

Enrich our division Catholicity by focusing on the two chosen characteristics of Catholic identity. (2020-2021 - Hospitality and Justice)

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

School Goals

Our school community will support a deeper understanding of Hospitality and Justice.

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.

Alberta's students are successful.	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)	Achievement	Improvement	Overall
PAT Exam Measures									
PAT: Acceptable	**	**	**	**	**	**	**	**	**
PAT: Excellence	**	**	**	**	**	**	**	**	**
Assurance Framework									
Citizenship	89.92%	88.52%	88.99%	83.27%	82.85%	83.17%	Very High	Maintained	Excellent

** Due to the cancelling of PAT and Diploma Exams in the 2019-2020 school year, current exam results are unavailable.

AERR Comments
<p>We would like to celebrate the focus on reading this academic year. Under the guidance and mentorship of the Monfort Literacy Team and our Collaborative Response Model team, we were able to create an effective intervention model that focused on using student data to inform literacy teaching practices in the classrooms. All teachers committed to becoming reading teachers and embraced Reciprocal teaching strategies. We realigned our Professional Development time to allow us to interpret the data gained during the intervention blocks. The results of these conversations created opportunities for rich dialogue and action plans to be implemented such as placing students into the appropriate reading levels to support their learning needs. Through the creation of Intense Literacy Intervention blocks, we were able to identify that the staff knowledge and understanding of formative assessment is an area that requires continued support and time to allow the staff to dig deeper into their practice.</p>

Comment on School Goals
<p>As we look at our existing Collaborative Response Model and in our intervention blocks, we are further deepening our understanding of the formative assessment practices in our classrooms and during interventions. We have created a formative assessment team to expand knowledge on current research from Dylan Wiliam to support the growth in our leaders to present at our professional development days. The Literacy Lead Teacher from Montfort will be providing authentic formative assessment strategies to meet foundational expectations in literacy through a week-long residency. A large component of this process will include reflection. Teachers will reflect on student growth as well as on their instructional practices.</p>

Division Goals
Create and maintain optimal student learning experiences
Utilize timely, targeted, and flexible formative and summative assessment to enhance student learning

School Goals

Create and maintain optimal student learning experiences by utilizing formative assessment to enhance student learning in literacy.

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

First Nations, Métis, and Inuit students in Alberta are successful.	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)	Achievement	Improvement	Overall
PAT Exam Measures (FNMI)									
PAT: Acceptable (FNMI)	**	**	**	**	**	**	**	**	**
PAT: Excellence (FNMI)	**	**	**	**	**	**	**	**	**

** Due to the cancelling of PAT and Diploma Exams in the 2019-2020 school year, current exam results are unavailable.

AERR Comments
<p>As a school community we celebrate the opportunities our students were given this school year to deepen their understanding of Indigenous Culture. With the support of the Division First Nations, Métis and Inuit Support team, our staff participated in learning the history of the traditional Christmas Carol "Huron Carol". Staff choreographed, used traditional instruments and sang Huron Carol to our school community to support reconciliation. With the Division support team, our staff also had the opportunity to access a knowledge keeper to engage in cultural dialogue and develop an appreciation for First Nations, Métis and Inuit culture. Staff and students had the opportunity to participate in smudging sessions on a weekly basis having as many as 20 students in each session as well as 11 presentations to assist with enhancing the awareness of the First Nation, Métis and Inuit culture. We will continue to celebrate the rich traditions and spirituality of our First Nations, Métis and Inuit people at every opportunity.</p>

Comment on School Goals
<p>In continued collaboration with our Division First Nations, Metis, Inuit Support Team, we are working to provide authentic learning opportunities for our students to experience first hand the First Nations, Metis, Inuit Culture. Our goal is to infuse a deeper understanding of Indigenous culture through many opportunities such as a drama production on Truth and Reconciliation from Trickster Theatre, talking circles with staff and students in classrooms and during professional development days, the reinforcement of the Seven Sacred Teachings in our ROAR assemblies, and connections with Mother Nature through nature walks and field trips.</p>

Division Goals
<p>Develop and provide authentic, professional learning opportunities connected to local Indigenous stakeholders to build foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.</p>
<p>Initiate programs designed to support Indigenous ways of knowing that include cultural perspectives, student connection, Indigenous community connection and building capacity in schools.</p>

School Goals
<p>Students will share a deeper understanding of the beauty, value and wisdom on Indigenous culture with our</p>

school community.

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

Alberta has excellent teachers, school leaders, and school authority leaders.	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)	Achievement	Improvement	Overall
Assurance Framework									
Program of Studies	87.46%	90.04%	81.69%	82.42%	82.19%	81.99%	Very High	Maintained	Excellent

AERR Comments
<p>Holy Trinity School staff worked collaboratively to enhance the programming available to the students. Throughout the school year, students were offered a variety of athletic, artistic, and spiritual choices that expanded their exposure to fine arts, career and technology, health and physical education. Such activities included intramurals, crochet, weekly PositivITEA sessions, Rosary Club, smudging, and our FIAT(Faith in Action Team) choir, among others. We strive to develop the whole child, and the staff have delivered varied programming to achieve this.</p>

Comment on School Goals
<p>Our school leadership, in partnership with stakeholders, continues to identify and develop, setting the direction for the school community. According to the Scollie results, 65% of our teachers felt the professional development improved their instructional practice. This is an increase from the previous year. However, the administration team would like to see growth in this area. Some ways we are exploring to improve is the creation of the Formative Assessment Team to explore current research to put into practice, Division Literacy Lead leads our staff through the ELO's, provide a survey to staff after each professional development day for feedback on their learning and consistent walkthroughs to connect with teachers on instructional practice.</p>

Division Goals
<p>Enhance instructional leadership practices through the implementation of the Four Pillars of Instructional Leadership</p>

School Goals
<p>Identify and develop Setting the Direction to enhance instructional leadership practices through the Four Pillars of Instructional Leadership</p>

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

Alberta's education system is well governed and managed.	Current Result	Prev Year Result	Prev 3 Year Average	Current Result (Alberta)	Prev Year Result (Alberta)	Prev 3 Year Average (Alberta)	Achievement	Improvement	Overall
Assurance Framework									
Education Quality	93.77%	91.13%	88.58%	90.31%	90.20%	90.12%	Very High	Improved	Excellent
Life Long Learning	78.99%	89.85%	75.79%					Maintained	
Work Preparation	86.83%	100.00%	81.71%	84.10%	82.99%	82.72%	Very High	Maintained	Excellent
Safe and Caring	94.31%	90.55%	88.64%	89.40%	89.01%	89.17%	Very High	Improved	Excellent
Parental Involvement	86.97%	93.52%	89.30%	81.75%	81.31%	81.23%	Very High	Maintained	Excellent
School Improvement	92.31%	89.77%	85.95%	81.55%	81.04%	80.91%	Very High	Improved	Excellent

AERR Comments

The Collaborative Response Model has been an extremely valuable vehicle for staff to identify individual needs, behavioural, academic and social, and implement structured plans to support all students and their families. Staff met for 19 individual student support meetings in the second term of the school year. The behaviour tracking form has also been successfully implemented by staff. The data collected from the forms indicated 141 behaviour forms had been submitted by staff. This information allowed the counseling team and administration to identify trends in behaviour and work with staff to implement proactive plans for a safe and caring atmosphere.

Family feedback has been essential to our own growth at Holy Trinity. The office has an open door policy to welcome feedback from the parent community. Holy Trinity hosted family events at the school, from the Telus WISE evening in November, to our Family Movie Night in February, to our monthly ROAR awards and masses, parent involvement and voice is alive and well. Data from ACOL indicates that parents are satisfied with the opportunities to be involved in decisions made in their child's school.

Comment on School Goals

Through the implementation of a school-wide Collaborative Response Model, teachers and support staff will continue to ensure that every student's needs are met through qualitative and quantitative data collected in the six-week rotation. Based on the survey data, 94% of the students indicated that they feel cared for at Holy Trinity School. Through this collaborative approach, we will continue to assist students in their learning. As the global pandemic has impacted the start of the school year, we wanted to create opportunities for our staff to participate in wellness and mindfulness activities.

Although our feedback data continues to be strong in parent involvement, it is an area we would like to improve communication in. This year we will introduce a parent survey to gather feedback from our parent body. While we have great participation in our monthly school council meetings, we want to hear from a larger and more diverse group of parents if we believe that by offering parents the opportunity to have their voices heard through a survey, they will feel that they are involved in the decision making around their child's education.

Division Goals

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

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

Develop an understanding of mental wellness and create the capacity to respond to identified needs.

School Goals

Create opportunities to ensure that every student experiences individual success, connection, and care via our Inclusive education and counseling supports.

Develop and implement mindfulness, mental health and wellness practices for our staff

Increase Parent Involvement in school