



## Holy Spirit Catholic Schools Continuous Improvement Plan 2015/2016

**Mission:** We are a Catholic Faith Community, dedicated to providing each student entrusted to our care with an education rooted in the Good News of Jesus Christ.

Guided by the Holy Spirit, in partnership with home, parish, and society, our schools foster the growth of responsible citizens who will live, celebrate and proclaim their Faith.

Our Catholic Faith is the foundation of all that we do.

**Vision:** Holy Spirit Catholic Schools...  
Christ-centred learning communities where students are cherished and achieve their potential.

## **INTRODUCTION**

Holy Spirit Catholic School Division's Continuous Improvement Plan for 2015/2016 reflects our system's focus on offering high quality Catholic education. This plan clearly articulates the priorities and goals of the division. It is a concise document to drive the continuous improvement of our division.

## **ROLE OF THE BOARD OF TRUSTEES IN THE CONTINUOUS IMPROVEMENT PLAN**

The Board of Trustees promotes our Catholic Faith, student learning and success, and ensures effective stewardship of the Board's fiscal resources by:

1. Engaging with the Superintendent in the development and implementation of the continuous improvement plan;
2. Developing, maintaining and reviewing Board policies; and
3. Communicating effectively with staff, parents and the community to support and build confidence in Catholic Education.

## **2015/2016 BOARD PRIORITIES**

1. **Catholic identity**
2. **Preparing student for their future**
3. **Engaging and effective governance**

Each priority has goals with general measures, strategies and responsibilities. The Division Three Year Education Plan (2015-2018) will provide specific targets, measures and strategies identified to support its attainment. The specific work will be reflected in the Board and Senior Administration work plans, as well as school continuous improvement plans.

## **APPROVAL AND REVIEW OF THE CONTINUOUS IMPROVEMENT PLAN**

The Board will approve a draft of the continuous improvement plan at the beginning of the 2015/2016 school year. The final plan will be approved in November 2015, when all accountability data is available. Upon final approval, regular updates on the progress of the plan will be provided to the Board of Trustees on a quarterly basis. These quarterly progress reports will be facilitated through the work of both the Senior Administration Leadership Team (SALT) and the Learning Leadership Team (LLT).

## Priority #1 - Catholic identity

### Areas of Focus:

1. Year 3 of our faith plan
2. Religious Education instruction
3. Faith formation of staff and students
4. Sacramental preparation
5. LIFE Framework
6. Catholic social teachings

Goal	Measures	Strategies	Responsibility
<b>To enhance faith formation and permeation of faith for staff and students</b>	<ul style="list-style-type: none"> <li>• ThoughtExchange</li> <li>• Local Survey</li> <li>• Tell Them From Me</li> </ul>	<ul style="list-style-type: none"> <li>• Implementation of Year 3 of our Division Faith Plan, “A Horizon of Hope”</li> <li>• Sharing Strands of Religious Education Website with all staff</li> <li>• Provide a faith mentoring program for all new teachers</li> <li>• Organize Spiritual Development Day/Opening Mass for all staff</li> <li>• Provide support for staff/student retreat days</li> <li>• Offer multiple faith formation opportunities to staff</li> <li>• Implement new Grade 1 Religious Education Program and provide support for teachers throughout the implementation process</li> <li>• Provide in-servicing for the new Grade 2 Religious Education program</li> <li>• Provide faith-based professional learning opportunities at Division Professional Development Day</li> </ul>	<ul style="list-style-type: none"> <li>• Director of Religious Education</li> <li>• Director of Religious Education</li> <li>• Director of Religious Education and Deputy Superintendent</li> <li>• Director of Religious Education</li> <li>• Director of Religious Education</li> <li>• Director of Religious Education</li> <li>• Director of Religious Education</li> <li>• Director of Religious Education</li> </ul>
<b>Maintain a strong relationship with the diocese and local parishes</b>	<ul style="list-style-type: none"> <li>• Number of visits/masses by clergy and youth workers</li> <li>• Local Survey</li> </ul>	<ul style="list-style-type: none"> <li>• Plan joint meeting with Board and local parish priests</li> <li>• Schedule regular meetings with Bishop Henry and Father Kevin Tumback</li> <li>• Invite parish priests to attend DREC Meetings and division events</li> <li>• Collaborate with parishes and families on sacramental preparation</li> <li>• Promote the involvement of school / staff / students / families in parish activities and ministries</li> <li>• Support for parish priests attendance at Blueprints or SPICE</li> </ul>	<ul style="list-style-type: none"> <li>• Superintendent</li> <li>• Superintendent</li> <li>• Director of Religious Education</li> <li>• Director of Religious Education</li> <li>• DREC</li> <li>• Board of Trustees</li> </ul>

<p><i>Cont'd....</i> <b>Maintain a strong relationship with the diocese and local parishes</b></p>		<ul style="list-style-type: none"> <li>• Provide Division representative on the Pastoral Zone, Youth Advisory Council, and Diocesan Youth Ministry Commission</li> <li>• Promote and support youth ministry</li> <li>• Conduct school Masses and grade level retreats in partnership with the parish</li> <li>• Highlight faith life of all schools through parish newsletters</li> <li>• Continue new family blessings and extend invitations to parish staff to attend school events</li> </ul>	<ul style="list-style-type: none"> <li>• Director of Religious Education</li> <li>• Board of Trustees</li> <li>• DREC</li> <li>• Director of Religious Education</li> <li>• DREC</li> </ul>
<p><b>To enhance the commitment to the vision of Catholic Education</b></p>	<ul style="list-style-type: none"> <li>• ThoughtExchange</li> <li>• Attendance at Faith Formation activities</li> <li>• Local Survey</li> </ul>	<ul style="list-style-type: none"> <li>• Include staff commissioning service at Opening Mass</li> <li>• Promote use of ACSTA “Growing Forward” report at school level</li> <li>• Support staff to attend Blueprints/SPICE Conferences</li> <li>• Provide “Strands of Religious Education” website for all staff</li> <li>• Offer variety of faith formation opportunities to all staff</li> <li>• Invite cross section of staff to participate in development of new 3-year faith plan</li> <li>• Promote staff involvement in parish events</li> <li>• Hold regular Faith formation activities during LLT meetings</li> <li>• Further develop the leadership potential of the Division Religious Education Committee</li> <li>• Work collaboratively with DREC members to share ways to engage students in purposefully connecting school activities with the Catholic social teachings and the Division faith plan</li> <li>• Engage in student-led social justice projects.</li> <li>• Implement communication strategies about the value of Catholic Education including newsletters, newspaper, television, and social media</li> <li>• Provide Catholic Education Sunday message in all parishes</li> <li>• Engage students in the work of the Board of Trustees by providing prayers for Board meetings</li> <li>• Promote contests and events from the CCSTA, ACSTA, and other approved agencies related to Catholic education</li> <li>• Offer Catholic Leadership Development Program</li> </ul>	<ul style="list-style-type: none"> <li>• Director of Religious Education</li> <li>• Director of Religious Education</li> <li>• Director of Religious Education</li> <li>• Director of Religious Education</li> <li>• Director of Religious Education</li> <li>• LLT</li> <li>• Director of Religious Education</li> <li>• Director of Religious Education</li> <li>• Director of Religious Education</li> <li>• Schools</li> <li>• Director of Religious Education</li> <li>• Superintendent</li> <li>• DREC</li> <li>• Director of Religious Education</li> <li>• Deputy Superintendent</li> </ul>

## Priority #2 – Preparing students for their future

### Areas of Focus:

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|------------------|---------------------------|-------------------------|
| 1. Literacy      | 4. Diverse learning needs | 7. Quality teaching     |
| 2. Numeracy      | 5. Early learning         | 8. Quality leadership   |
| 3. FNMI learning | 6. Educational technology | 9. Student competencies |

Goal	Measures	Strategies	Responsibility
<p><b>Students achieve student learning outcomes</b></p>	<ul style="list-style-type: none"> <li>• Overall percentage of students who achieved the acceptable standards and the overall percentage of students who achieved the standard of excellence on Diploma Exams</li> <li>• High school completion rate of students within three years of entering Grade 10</li> <li>• Annual dropout rate of students aged 14 to 18</li> <li>• High school to post-secondary transition rate of students within six years of entering Grade 10</li> <li>• Percentage of Grade 12 students eligible for a Rutherford Scholarship</li> <li>• Percentage of students writing four or more Diploma Examinations within three years of entering Grade 10</li> <li>• Overall teacher, parent and student agreement that students model the characteristics of active citizenship.</li> </ul>	<ul style="list-style-type: none"> <li>• Full implementation of the new Career and Technology Foundations Program for Grade 5-9</li> <li>• Continue to provide high quality Early Learning programming that supports brain development in the early years.</li> <li>• High School Redesign to increase student choice and opportunity:                             <ul style="list-style-type: none"> <li>○ Locally Developed courses</li> <li>○ Off Campus Program</li> <li>○ ADLC Courses</li> <li>○ Blended courses</li> <li>○ Credit Recovery</li> <li>○ Flexible Dismissal</li> <li>○ Focus Fridays</li> <li>○ Outreach School Programming</li> <li>○ Options Week</li> </ul> </li> <li>• Support for staff and students to Bring You Own Device BYOD to school</li> <li>• Seek out opportunities for students to participate in Dual Credit programming</li> <li>• Continue to support implementation of project based learning along with appropriately aligned assessment practice</li> <li>• Actively explore alternate methods of gathering evidence of learning that reflect teaching and learning that incorporates student learning competencies as outlined in the Ministerial Order on Student Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Director of Learning</li> <li>• Coordinator of Early Learning</li> <li>• Director of Learning and High School Principals</li> <li>• Director of Learning</li> <li>• Director of Learning</li> <li>• Director of Learning</li> <li>• Director of Learning</li> </ul>

<p><i>Cont'd</i> <b>Students achieve student learning outcomes</b></p>	<ul style="list-style-type: none"> <li>• Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school</li> <li>• Off campus completion rate</li> <li>• Number of students benefitting from counselling supports</li> <li>• Number of students served through partnerships with agencies to support the diverse learning needs of students</li> <li>• Early Years Evaluation (EYE)</li> <li>• CAT IV</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a variety of students with opportunities to acquire / enhance language learning skills with Imagine Learning web licences.</li> <li>• Implement “Just Right” supports for students with learning, behavioural or physical challenges.</li> <li>• Continue to advocate for children &amp; youth with complex / extreme diverse learning needs through RCSD and RICMT - Complex Cases</li> <li>• Provide ongoing support for implementation and interpretation of EYE Years Evaluation</li> <li>• Provide professional learning opportunities and targeted support to teachers based on domains of EYE</li> </ul>	<ul style="list-style-type: none"> <li>• Director of Support Services</li> <li>• Director of Support Services</li> <li>• Director of Support Services</li> <li>• Coordinator of Early Learning</li> <li>• Coordinator of Early Learning</li> </ul>
<p><b>Students demonstrate a strong foundation in literacy and numeracy</b></p>	<ul style="list-style-type: none"> <li>• Overall percentage of students in grade 6 and 9 who achieved the acceptable standard and overall percentage of students who achieved the standard of excellence on Provincial Achievement Tests (based on cohort)</li> <li>• Local analysis of Student Learning Assessment data</li> <li>• Local assessment data</li> </ul>	<ul style="list-style-type: none"> <li>• Implement Functional Impact Statements for students who currently are having support</li> <li>• Teachers and support staff trained in Hanen’s emergent literacy program, ABC and Beyond</li> <li>• Provide individual, targeted and universal supports based on assessment data</li> <li>• Continue to provide intensive support for children with severe developmental needs</li> <li>• Continue collaborative work through Grade Level and Subject Area sessions on common division assessment for Mathematics and ELA in Grade 1-9</li> <li>• Facilitate concentrated learning for emergent literacy and numeracy for teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Director of Support Services</li> <li>• Director of Support Services</li> <li>• Director of Support Services</li> <li>• Director of Support Services</li> <li>• Director of Learning</li> <li>• Director of Support Services</li> </ul>

<p><b>Teacher preparation and professional growth focus on the competencies needed to help student learn. Effective learning and teaching is achieved through collaborative leadership.</b></p>	<ul style="list-style-type: none"> <li>• Overall teacher, parent and student satisfaction with the opportunities for students to receive a broad program of studies, including fine arts, career, technology, health and physical education.</li> <li>• Attendance of division initiated professional development activities</li> <li>• Attendance of math webinars</li> <li>• Measurement of Ed tech? # of schools with BYOD/Student purchased to own?</li> <li>• CIP Reviews Local Survey</li> <li>• Number of participants in Catholic Leadership Development Program</li> <li>• Tell Them From Me</li> </ul>	<ul style="list-style-type: none"> <li>• Establishing School-based inclusive assessment teams to promote a collaborative model of support</li> <li>• Continue to promote and facilitate Teacher Growth, Supervision and Evaluation Plans</li> <li>• Collaborate to create a comprehensive professional development plan for school based principals, associate principals and senior administrators</li> <li>• Continue our Cognitive Coaching Cohort with a focus on both formal and informal school leaders to improve leadership capacity</li> <li>• Collaborate with staff to plan the Division Professional Development Day to highlight teaching competencies that lead to high levels of student learning</li> <li>• Develop and implement an initiation program for teachers new to the Division</li> <li>• ESL Specialist teacher will continue working with teachers throughout the division. Benchmarking ELL and providing effective strategies to support students in their programming.</li> <li>• Continue to provide professional learning opportunities via the Support Staff PD Days</li> <li>• Increase support for school based Tech Lead Teachers to support teachers in their schools</li> <li>• Develop a regular schedule of Continuous Improvement Plan reviews between senior and school administration to track progress on priorities and goals through the examination of data</li> </ul>	<ul style="list-style-type: none"> <li>• Director of Support Services</li> <li>• Deputy Superintendent</li> <li>• Director of Learning</li> <li>• Director of Learning</li> <li>• Director of Learning</li> <li>• Director of Learning</li> <li>• Director of Support Services</li> <li>• Director of Support Services</li> <li>• Director of Learning</li> <li>• Superintendent</li> </ul>
<p><b>The achievement gap between First Nations, Metis and Inuit (FNMI) students and all other students is eliminated.</b></p>	<ul style="list-style-type: none"> <li>• Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard and the percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue implementing Graduation Coach Program for First Nations, Metis and Inuit students with a focus on Grades 9-12</li> <li>• Provide support to provide literacy and numeracy interventions for students in Division 1</li> <li>• Participate in the third year of the pilot for the Provincial First Nations, Metis and Inuit Professional Learning Strategy</li> <li>• Use the FNMI EYE data to inform targeted and specialized interventions for our FNMI learners</li> <li>• Continue to monitor early learning attendance and implement</li> </ul>	<ul style="list-style-type: none"> <li>• Director of Religious Education</li> <li>• Director of Religious Education</li> <li>• Director of Religious Education</li> <li>• Director of Support Services</li> <li>• Director of Support Services</li> </ul>

<p><i>Cont'd</i></p> <p><b>The achievement gap between First Nations, Metis and Inuit (FNMI) students and all other students is eliminated.</b></p>	<ul style="list-style-type: none"> <li>• Overall percentage of self-identified FNMI students who achieved the acceptable standard and the percentage of self-identified FNMI students who achieved the standard of excellence on Diploma Examinations</li> <li>• High school completion rate of self-identified FNMI students within three years of entering Grade 10</li> <li>• Annual dropout rate of self-identified FNMI students aged 14 to 18</li> <li>• High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10</li> <li>• Percentage of self-identified FNMI Grade 12 students eligible for a Rutherford Scholarship</li> <li>• Percentage of self-identified FNMI students writing four or more Diploma Examinations within three years of entering Grade 10</li> <li>• GLA Reporting Grades 1-3</li> <li>• CAT IV Grades 4-9</li> <li>• Division common assessments</li> <li>• Early Years Evaluation (FNMI cohort)</li> <li>• Attendance</li> <li>• Grad Coach data</li> </ul>	<p>strategies to improve attendance, including hosting a welcome supper for Kindergarten children and their families at 3 schools</p> <ul style="list-style-type: none"> <li>• Provide professional learning opportunities for staff on cultural connections</li> <li>• Review data on attendance and strategize on how to improve</li> <li>• Review allocations of resources and ensure they are targeting highest needs</li> <li>• Continue to engage and build relationships with FNMI elders, parents, families, students and communities, both on- and off-reserve</li> <li>• Continue to infuse FNMI culture, history, and traditions into all curricular programming</li> <li>• Begin to host regular meetings with Wisdom and Visioning Circle (representation includes elders, senior administration and board representative)</li> <li>• Provide support for schools to host FNMI Family Gatherings in their school community</li> <li>• Invite elders to participate in school activities and visit with students and parents</li> <li>• Invite FNMI students to participate in leadership opportunities for future learning</li> <li>• Implement intervention strategies for FNMI learners who are experiencing challenges in literacy and numeracy</li> <li>• Continue to provide opportunities to learn about and address the impact of residential schools</li> <li>• Provide support for collaborative learning opportunities for staff</li> <li>• Continue to develop and promote the use of an FNMI resource bank for the integration of culture, history, and traditions lesson plans</li> <li>• Continue to fund an FNMI support team</li> <li>• Provide support for students and their families at key transition points in learning</li> <li>• Continue to build relationships with Kainai Board of</li> </ul>	<ul style="list-style-type: none"> <li>• Director of Religious Education</li> <li>• Director of Religious Education</li> <li>• Director of Religious Education</li> <li>• Director of Religious Education</li> <li>• Director of Religious Education</li> <li>• Director of Religious Education</li> <li>• Director of Religious Education</li> <li>• Director of Religious Education</li> <li>• Director of Religious Education</li> <li>• Director of Religious Education</li> <li>• Director of Support Services</li> <li>• Director of Religious Education</li> <li>• Director of Religious Education</li> <li>• Director of Religious Education</li> <li>• Director of Religious Education</li> <li>• Director of Religious Education</li> <li>• Director of Religious Education</li> </ul>
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<p><i>Cont'd</i></p> <p><b><i>The achievement gap between First Nations, Metis and Inuit (FNMI) students and all other students is eliminated.</i></b></p>		<p>Education, Peigan Board of Education, community stakeholders on and off reserve</p> <ul style="list-style-type: none"> <li>• Continue to provide nutritional opportunities, through the Mother Teresa Nutrition Program for all students, including our FNMI children and youth</li> <li>• Analyze the data from the CAT-4 assessments for FNMI learners and strategize possible intervention supports.</li> </ul>	<ul style="list-style-type: none"> <li>• Director of Support Services</li> <li>• Director of Support Services</li> </ul>
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## Priority #3 – Engaging and effective governance

### Areas of Focus:

1. Advocacy
2. Engagement
3. Education Act and Regulations
4. Communication
5. Partnerships

Goal	Measures	Strategies	Responsibility
<p><b>The education system demonstrates collaboration and engagement</b></p>	<ul style="list-style-type: none"> <li>• Overall teacher and parent satisfaction with parental involvement in decisions about their child’s education.</li> <li>• Overall teacher, parent and student satisfaction with the overall quality of basic education</li> <li>• ThoughtExchange</li> <li>• Tell Them From Me</li> <li>• Student Roundtables</li> <li>• School Council activity</li> <li>• Trustee Roundtables</li> </ul>	<ul style="list-style-type: none"> <li>• Wellness Committee continuing to involve Trustee, student and parent representation</li> <li>• Continue to provide leadership in Harvard’s Frontiers of Innovation - Building Brains and Futures</li> <li>• Partner with Alberta Family Wellness to link the Core Story on Brain Development to student learner competencies</li> <li>• Long term career development strategy</li> <li>• Implement multiple opportunities to engage students, parents and community.</li> </ul>	<ul style="list-style-type: none"> <li>• Coordinator of Counselling and Wellness</li> <li>• Director of Support Services</li> <li>• Director of Support Services</li> <li>• Superintendent</li> <li>• LLT</li> </ul>
<p><b>Students and communities have access to safe and healthy learning environments</b></p>	<ul style="list-style-type: none"> <li>• Overall 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</li> <li>• Overall teacher, parent and student agreement that students are safe at school, learning the importance of others, learning respect for others and are treated fairly at school.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual school sites will promote safe and caring initiatives with their school communities (HINT, PAX, Seven Habits, etc)</li> <li>• Counselling staff will continue to offer a variety of interventions and supports for students / staff. This will be in the form of individual sessions, small group or whole class configurations</li> <li>• Communicate to parents and students the Student Code of Conduct as a way of ensuring that students are accountable for their behaviour</li> <li>• Apply to the Alberta Healthy Schools Wellness Fund for a full Implementation Wellness Grant</li> <li>• Implementation of the LIFE Framework</li> </ul>	<ul style="list-style-type: none"> <li>• Director of Support Services</li> <li>• Director of Support Services</li> <li>• Director of Support Services</li> <li>• Coordinator of Counselling and Wellness</li> <li>• Superintendent</li> </ul>

<p><i>Cont'd</i></p> <p><b><i>Students and communities have access to safe and healthy learning environments</i></b></p>	<ul style="list-style-type: none"> <li>• Wellness Initiative Data</li> <li>• Counselling Data</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop / foster relationships with Family &amp; Community Support Services (Pincher Creek and Barons/Eureka/Warner)</li> <li>• Begin to create a division-based Inclusive Learning Support Network</li> <li>• Continue to utilize the support from the Behaviour Specialist Teacher in building professional capacity for the inclusion of all learners.</li> <li>• Each school will implement strategies of Supporting Positive Behaviours</li> </ul>	<ul style="list-style-type: none"> <li>• Director of Support Services</li> <li>• Director of Support Services</li> <li>• Director of Support Services</li> <li>• Director of Support Services</li> </ul>
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