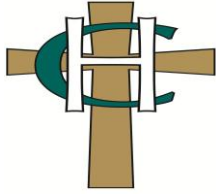


# HOLY CROSS CATHOLIC SCHOOL



## Three-Year Education Plan

**June/October 2011**

### School Address

11011 – 90 Street  
Grande Prairie, Alberta T8X 1J7  
Phone: (780) 538-0077  
Fax: (780) 538-2175  
**Principal:** Caroline Richards  
**Vice Principal:** Sherry Wishnowski

### Superintendent of Schools

Karl Germann  
(780) 532-3013

### Our School

## CURRENT ENROLMENT

The total number of students in school as of September 2011: 430 K – 8



**Message** (optional)

**School Profile** (optional)

**Trends and Issues** (optional)

## Goal One: Strengthen Our Catholic Faith

*Outcome: Students and Staff demonstrate an understanding of, and involvement with the Catholic traditions, beliefs, & values.*

<b>Performance Measures</b>	<b>Previous Year's Results</b>	<b>Target</b>
<p><b>-Teachers are encouraged to include at least one Faith goal in their Professional Development Plans or articulate to their Principal, in writing, their Faith Plan.</b></p> <p><b>-All senior high students complete Religious Studies 15, 25, and 35.</b></p> <p><b>-Faith Permeation is consciously included in PD Plans and Collaborative Day activities.</b></p> <p><b>-Staff are provided with faith opportunities including a District Retreat, Faith Development Day, Spice, and Blueprints</b></p> <p>Survey Questions Introduced in January 2011</p> <p>-Student, Teacher, &amp; Parent satisfaction with opportunities to participate in retreats at the elementary level, junior high level and/or senior high level.</p> <p>-Student, Teacher, &amp; Parent satisfaction with how people in your school talk about and live their faith.</p> <p>-Student, Teacher, &amp; Parent satisfaction with the religious celebrations that are held at the school.</p> <p>-Student, Teacher, &amp; Parent satisfaction with how they learn in Religion classes</p> <p>-Student, Teacher, &amp; Parent satisfaction with the relationship that exists between the church and your school.</p> <p>-Student, Teacher, &amp; Parent satisfaction with how individuals are taught to live Gospel Values</p> <p>-Student, Teacher, &amp; Parent satisfaction with how your Catholic school helps you grow as a Christian</p> <p>-Student, Teacher, &amp; Parent satisfaction with the opportunity for a meaningful prayer life and enriching faith experiences in your classes, e.g. Art, Religion, Science, Math, etc</p> <p>-Student, Teacher, &amp; Parent satisfaction with the visible reminders of our Catholic faith through art, symbols, prayer tables, etc. within your school and classrooms.</p>	<p>TBA</p>	<p>TBA</p>

*Strategies to Achieve Goal #1:*

	<i>Strategic Action</i>	<i>Evidence of Implementation</i>	<i>Evidence of Impact for Student Learning</i>
1.	Students will proclaim their Faith through monthly school activities that include Celebrations, Masses, Retreats, and Service Projects	Schools hold 10 monthly Celebrations/ Masses.  Students in every school have the opportunity to participate in school retreats at the Junior and Senior High level.	Survey instruments identified on the previous page and reported in RS Accountability report.
2.	Every school and administrative site will communicate to parents and the community, the opportunities for individuals to celebrate our Faith	School Newsletters communicate the opportunities to celebrate Faith in the school and parish	s/a
3.	Teachers who complete at least one Religious Studies course / Newman Theological certificate are seen as "preferred" candidates.	25% of all teachers seeking contracts complete one Religious Studies course.	s/a
4.	Faith Permeation activities are consciously included in PD Plans and in Collaborative Days activities.	Faith Permeation activities are included in PD Plans and Collaborative Days.	s/a



## Goal Two: Success for Every Student

Outcome: Students demonstrate proficiency in literacy and numeracy.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2011 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2011/2012	2012/2013	2013/2014
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.**	92.8	84.2	Very High	Improved	Excellent	92	92.5	93
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	15.1	19.2	Intermediate	Maintained	Acceptable	16	17	18

### Strategies

**School Planning and Improvement Process** – Principals and School-Based Leadership Teams (SBLT) will create a 3-year plan with student-focused SMART goals in relation to student need. Annual year plans will be developed with specific actions to be taken to address student needs. Plans will also address how issues and concerns will specifically be targeted.

**Collaborative Days Planning and Reporting.** The Principal and SBLT will plan Professional Development Days so staff learning needs are met in relation to student outcomes. Collaborative days will include a balance of whole school learning and study team time.

**Teacher Professional Development Plans.** Teachers will develop “living” Professional Development Plans that identify and track one SMART professional goal in relation to their Study Team goal and one faith goal.

#### **Common Year-End Assessments: Grade 7 & 8 Math and Grade 7 ELA**

Common summative assessments will be developed and utilized in Math across the District over a three year period.

#### **Common Assessments**

The Kindergarten Literacy Test, Fountas & Pinnell, CAT IV, and/ or Basic Reading Inventory (where appropriate) will serve as a diagnostic assessment tool providing formative assessment for teachers to plan instruction for students.

#### **Accountability and Monitoring: School Action Plans.**

Annually the Principals will meet with the Superintendent, Assistant Superintendent, and the Trustees to present their school’s action plans based on their results in Achievement exams, Diploma exams, and common District assessments.

**Accountability and Monitoring: Assistant Superintendent/ Principal and Superintendent/Principal School Improvement Plans Accountability Meetings.** Through a series of meetings with the Superintendent, Principals ensure an alignment of Teacher Professional Development Plans with District Goals and Outcomes and School Goals and Outcomes.

#### **SCHOOL: Admin Team will meet twice a month to review School Improvement plans**

#### **Accountability and Monitoring: Superintendent/ Principal Curricular Accountability meetings.**

Through a series of meetings with the Superintendent, Principals will provide information on how they are monitoring individual teacher’s delivery of the Outcomes.

#### **SCHOOL: Admin Team will meet twice a month to review School Improvement plans**

#### **Grade Six Science: Meet with the Grade Six science teachers and develop and action plan to target the standard of excellence**

- implement daily scheduled review
- plan and implement Science Labs
- review the Science Study Guide that was developed 2 years ago, add or delete it to meet our needs
- plan and implement projects-focus is to reinforce skills and knowledge learned-putting knowledge into practice

-Investigate and learn about Bloom’s Taxonomy/Lori Anderson’s current work in BT and ways of teaching high level thinking skills especially analysis, synthesis(making inferences), evaluation(ie degrees of quality)

**Provincial Achievement Tests (PAT) Results Course By Course Summary By Students Enrolled With Measure Evaluation. (OPTIONAL)**

Course	Measure	Achievement	Improvement	Overall	2010		Prev 3 Yr Avg	
					N	%	N	%
English Language Arts 3	Acceptable Standard	Very High	Improved Significantly	Excellent	45	97.8	54	86.0
	Standard of Excellence	Intermediate	Maintained	Acceptable	45	13.3	54	15.5
English Language Arts 6	Acceptable Standard	Very High	Improved	Excellent	47	95.7	50	89.6
	Standard of Excellence	High	Maintained	Good	47	21.3	50	21.1
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Science 6	Acceptable Standard	Intermediate	Maintained	Acceptable	47	85.1	50	77.5
	Standard of Excellence	Very Low	Declined	Concern	47	10.6	50	21.5
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a

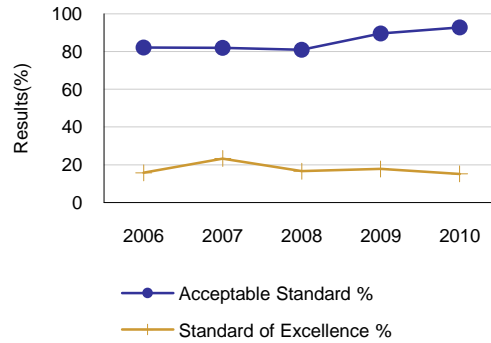
Notes:

1. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).
2. Too few jurisdictions offer Français (Grades 6, 9) for an Achievement Evaluation to be calculated. However, the results from Français (Grades 6, 9) are included in the aggregation of all PAT courses.
3. Evaluations for Mathematics (Grades 3, 6, 9) and Social Studies (Grades 6, 9) are not calculated due to the changes in the tests.

**Measure History (OPTIONAL)**

Provincial Achievement Tests Results based on Students Enrolled.

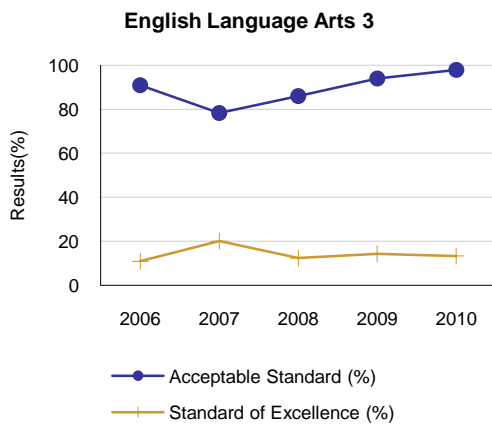
	2006	2007	2008	2009	2010
N	120	94	110	106	92
Acceptable Standard %	82.2	82.0	81.0	89.6	92.8
Standard of Excellence %	15.7	23.3	16.6	17.8	15.1



Notes:

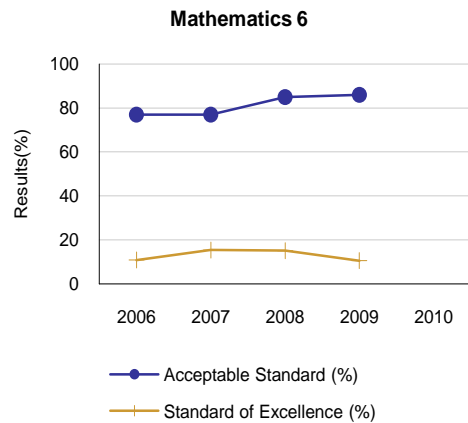
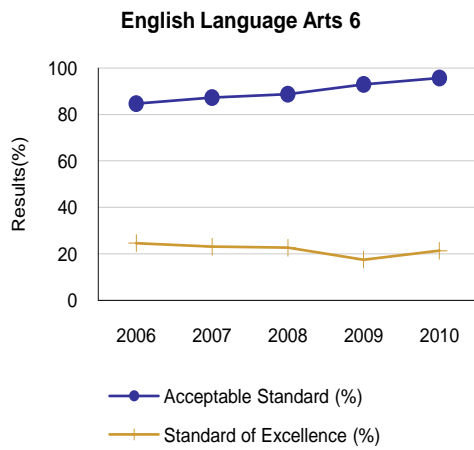
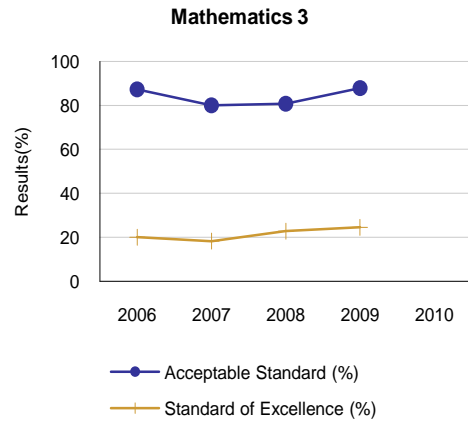
1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
2. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

Provincial Achievement Tests Course Results Based on Students Enrolled.



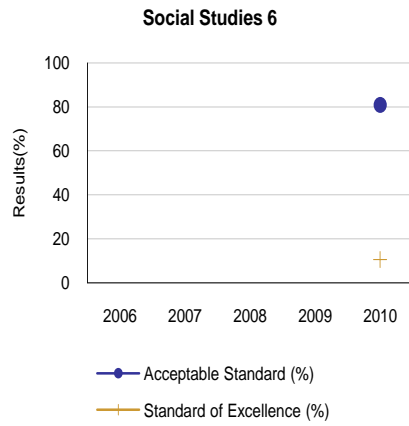
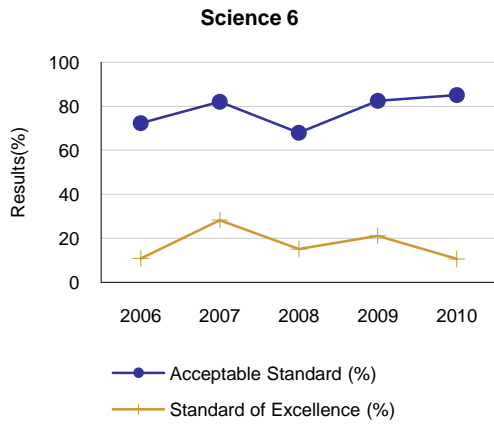
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

Provincial Achievement Tests Course Results Based on Students Enrolled. (cont'd)



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

Provincial Achievement Tests Course Results Based on Students Enrolled. (cont'd)



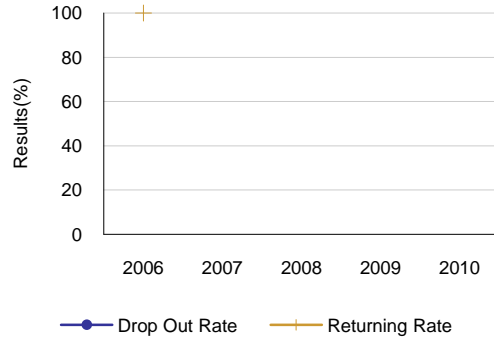
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

**Provincial Achievement Tests Results Course By Course Summary Based on Students Enrolled. (OPTIONAL)**

			2006	2007	2008	2009	2010
Grade 3	English Language Arts 3	Students Enrolled	55	55	57	49	45
		Acceptable Standard (%)	90.9	78.2	86.0	93.9	97.8
		Standard of Excellence (%)	10.9	20.0	12.3	14.3	13.3
	French Language Arts 3	Students Enrolled	n/a	n/a	n/a	n/a	n/a
		Acceptable Standard (%)	n/a	n/a	n/a	n/a	n/a
		Standard of Excellence (%)	n/a	n/a	n/a	n/a	n/a
	Francais 3	Students Enrolled	n/a	n/a	n/a	n/a	n/a
		Acceptable Standard (%)	n/a	n/a	n/a	n/a	n/a
		Standard of Excellence (%)	n/a	n/a	n/a	n/a	n/a
	Mathematics 3	Students Enrolled	55	55	57	49	n/a
		Acceptable Standard (%)	87.3	80.0	80.7	87.8	n/a
		Standard of Excellence (%)	20.0	18.2	22.8	24.5	n/a
Grade 6	English Language Arts 6	Students Enrolled	65	39	53	57	47
		Acceptable Standard (%)	84.6	87.2	88.7	93.0	95.7
		Standard of Excellence (%)	24.6	23.1	22.6	17.5	21.3
	French Language Arts 6	Students Enrolled	n/a	n/a	n/a	n/a	n/a
		Acceptable Standard (%)	n/a	n/a	n/a	n/a	n/a
		Standard of Excellence (%)	n/a	n/a	n/a	n/a	n/a
	Français 6	Students Enrolled	n/a	n/a	n/a	n/a	n/a
		Acceptable Standard (%)	n/a	n/a	n/a	n/a	n/a
		Standard of Excellence (%)	n/a	n/a	n/a	n/a	n/a
	Mathematics 6	Students Enrolled	65	39	53	57	n/a
		Acceptable Standard (%)	76.9	76.9	84.9	86.0	n/a
		Standard of Excellence (%)	10.8	15.4	15.1	10.5	n/a
	Science 6	Students Enrolled	65	39	53	57	47
		Acceptable Standard (%)	72.3	82.1	67.9	82.5	85.1
		Standard of Excellence (%)	10.8	28.2	15.1	21.1	10.6
	Social Studies 6	Students Enrolled	n/a	n/a	n/a	n/a	47
		Acceptable Standard (%)	n/a	n/a	n/a	n/a	80.9
		Standard of Excellence (%)	n/a	n/a	n/a	n/a	10.6

Annual dropout rate of students aged 14 to 18.

	2006		2007		2008		2009		2010	
	N	%	N	%	N	%	N	%	N	%
<b>Drop Out Rate</b>	1	*	2	*	1	*	1	*	n/a	n/a
<b>Returning Rate</b>	1	100.0	1	*	0	*	n/a	n/a	n/a	n/a



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

*Outcome: Students are prepared for the 21<sup>st</sup> century.*

Performance Measure	Current Result	Previous 3-yr Avg.	May 2011 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2011/2012	2012/2013	2013/2014
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	84.3	87.2	Very High	Maintained	Excellent	85	85.5	86
Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	68.0	81.3	Low	Declined	Issue	69	70	71

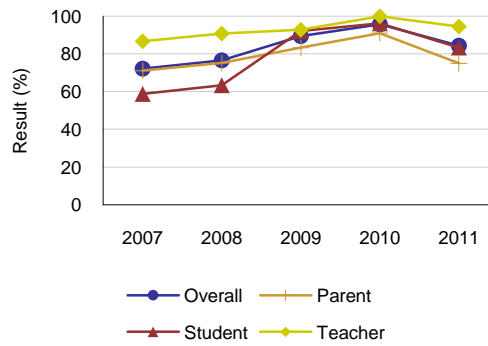
**Strategies**

- Continue with but revamp Virtue education and celebration focus and lessons for direct teaching of virtues/attitudes/behaviors expected
- Communicate through monthly newsletters and weekly emails to parents what attitudes and behaviours are taught to make students successful at work when they finish school
- Continue to develop and expect students to model ethical,moral and responsible digital citizenship
- Refer to Gospel Values when addressing expected behavior with students
- In October 2011 ask Grade 5 and 8 parents and current Gr 4 and 7 parents what attitudes and behaviors they would like to see taught or highlighted that would make their students successful at work when they finish school, develop a parent action plan-how they can help support these teachings of attitudes and behaviors.

**Measure History (OPTIONAL)**

Overall teacher, parent and student agreement that students model the characteristics of active citizenship.

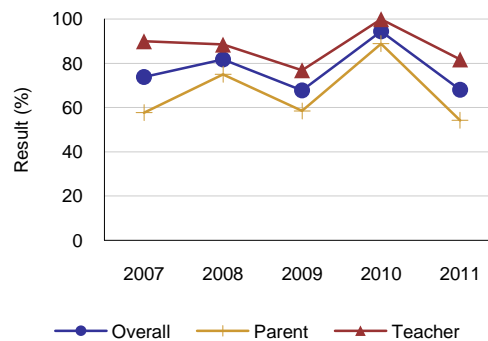
	2007		2008		2009		2010		2011	
	N	%	N	%	N	%	N	%	N	%
Overall	164	72.2	143	76.5	163	89.4	120	95.7	126	84.3
Parent	27	71.1	24	75.2	41	83.3	29	91.0	25	75.0
Student	116	58.8	93	63.4	108	92.1	78	96.2	90	83.4
Teacher	21	86.7	26	90.8	14	92.8	13	100.0	11	94.5



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.

	2007		2008		2009		2010		2011	
	N	%	N	%	N	%	N	%	N	%
Overall	46	73.8	50	81.7	54	67.7	40	94.4	35	68.0
Parent	26	57.7	24	75.0	41	58.5	27	88.9	24	54.2
Teacher	20	90.0	26	88.5	13	76.9	13	100.0	11	81.8



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

### Goal Three: Transformed Education Through Collaboration

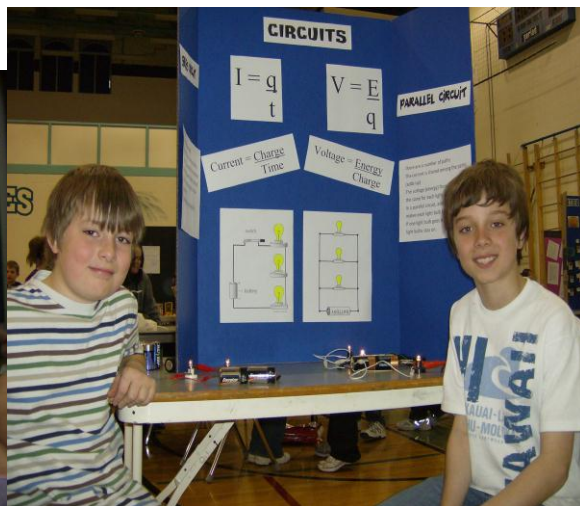
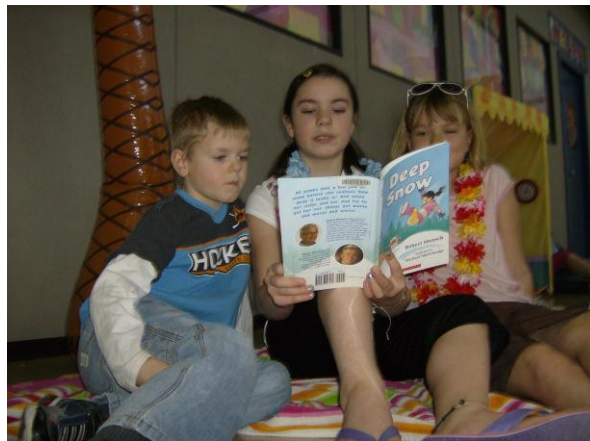
*Outcome: Students have access to programming and supports to enable their learning.*

Performance Measure	Current Result	Previous 3-yr Avg.	May 2011 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2011/2012	2012/2013	2013/2014
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	88.7	89.5	High	Maintained	Good	89	89.5	90
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.	79.8	78.7	High	Maintained	Good	80	80.5	81
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.	88.7	90.2	Very High	Maintained	Excellent	89	89.5	90

**Strategies**

-Continue with the developed partnership with Mother Teresa and St. Clement for all Junior High Options to improve access to a greater variety of Option choices for students

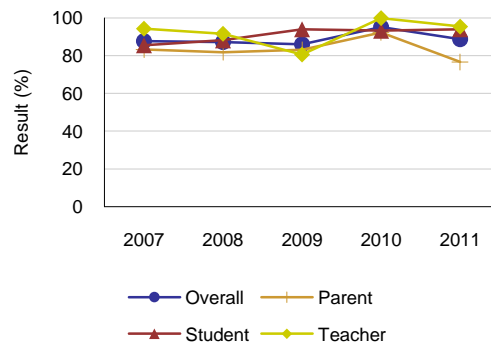
-Monthly School Newsletters as well as monthly classroom newsletters communicating to parents/guardians curriculum outcomes and events for the month



**Measure History (OPTIONAL)**

Overall teacher, parent and student satisfaction with the overall quality of basic education.

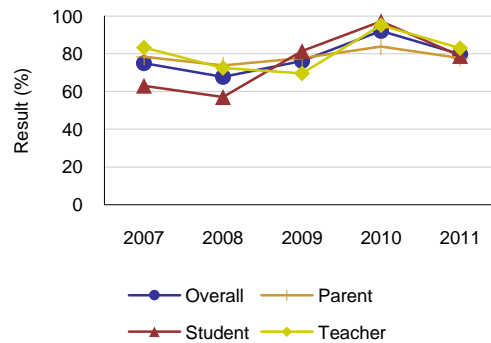
	2007		2008		2009		2010		2011	
	N	%	N	%	N	%	N	%	N	%
Overall	164	87.8	142	87.3	163	86.0	122	95.2	127	88.7
Parent	27	83.3	24	81.9	41	83.1	29	92.4	25	76.7
Student	116	85.6	92	88.2	108	94.1	80	93.3	91	94.1
Teacher	21	94.4	26	91.7	14	80.7	13	100.0	11	95.5



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.

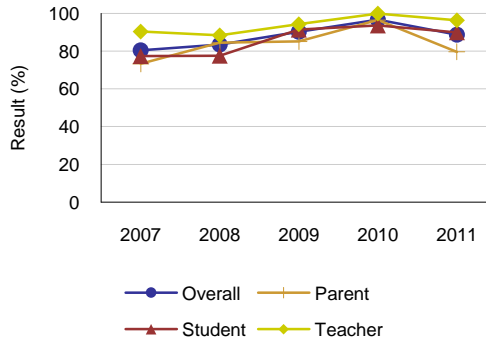
	2007		2008		2009		2010		2011	
	N	%	N	%	N	%	N	%	N	%
Overall	109	75.0	89	67.8	103	76.3	84	92.1	81	79.8
Parent	27	78.4	24	73.9	41	77.8	29	83.8	25	77.7
Student	61	63.1	39	57.1	48	81.5	42	97.3	45	78.9
Teacher	21	83.3	26	72.5	14	69.6	13	95.2	11	83.0



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school.

	2007		2008		2009		2010		2011	
	N	%	N	%	N	%	N	%	N	%
Overall	164	80.4	142	83.5	163	90.3	120	96.7	126	88.7
Parent	27	73.3	24	84.5	41	85.2	29	96.5	25	79.7
Student	116	77.4	92	77.6	108	91.4	78	93.6	90	90.0
Teacher	21	90.4	26	88.4	14	94.3	13	100.0	11	96.4



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

*Outcome: The education system demonstrates openness to new and innovative ideas, leadership and collaboration.*

Performance Measure	Current Result	Previous 3-yr Avg.	May 2011 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2011/2012	2012/2013	2013/2014
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	82.6	81.8	Very High	Maintained	Excellent	83	83.5	84
Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	81.0	82.4	Very High	Maintained	Excellent	81.5	82	82.5

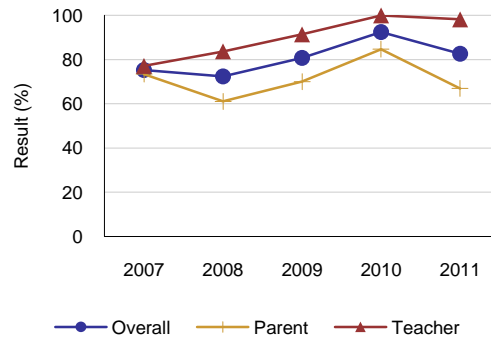
**Strategies**

- In Monthly School Newsletters communicate to parents what Teachers are learning about on Professional Development days and how this learning positively impacts student learning in the classroom
- Communicate how our school has improved over the last year-use the Let's Celebrate theme and show through short pieces of info student success on PAT, reading and writing data and improvements and action plan to improve
- Communicate to parents 4 times per year in School Newsletter or a special newsletter or email out identifying opportunities where parents have input into decision making, strengthen involvement where applicable, expand and promote.
- Continue to encourage and promote parent participation in School Council
- Explore initiatives to expand technology integration and support accessible technology for inclusive education
- Through School Based PD funds as well as on Collab Days support Teachers learning and exploring of technology integration in the classroom

**Measure History (OPTIONAL)**

Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.

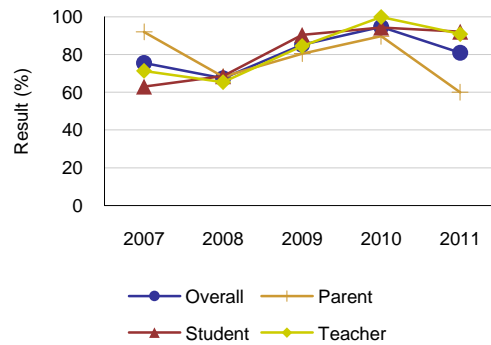
	2007		2008		2009		2010		2011	
	N	%	N	%	N	%	N	%	N	%
Overall	47	75.3	50	72.4	55	80.7	42	92.4	36	82.6
Parent	26	73.4	24	61.1	41	70.0	29	84.7	25	66.9
Teacher	21	77.1	26	83.7	14	91.4	13	100.0	11	98.2



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years.

	2007		2008		2009		2010		2011	
	N	%	N	%	N	%	N	%	N	%
Overall	162	75.5	140	67.4	162	85.2	120	94.7	126	81.0
Parent	25	92.0	22	68.2	41	80.5	29	89.7	25	60.0
Student	116	63.1	92	68.6	108	90.5	78	94.4	90	92.2
Teacher	21	71.4	26	65.4	13	84.6	13	100.0	11	90.9



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

### Goal Four: Success for First Nations, Métis and Inuit (FNMI) Students

Outcome: FNMI students are engaged in learning. (Results and evaluations for FNMI measures are only required for public, separate and francophone school authority education plans.)

Performance Measure	Current Result	Previous 3-yr Avg.	May 2011 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2011/2012	2012/2013	2013/2014
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	n/a	n/a	n/a	n/a	n/a			
High School Completion Rate - percentages of self-identified FNMI students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a			
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.	100.0	60.0	Very High	Improved Significantly	Excellent			
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	9.1	0.0	Very Low	Maintained	Concern	10	11	12
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations.	n/a	n/a	n/a	n/a	n/a			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations.	n/a	n/a	n/a	n/a	n/a			
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a			
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a			
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a			

**Strategies**

- Have the FNMI Support Worker focus their attention on improving student achievement by ensuring students attend school, parents are involved in activities like Parent Teacher Conferences, and at home support with reading and school work.
- Ensure Support Workers complete home visits for students at risk of not meeting course/attendance requirements.
- Ensure Support Workers review report card marks to determine which students need more one to one attention and support
- The Support Worker, the Classroom Support Teacher and the Principal will meet twice a month and review the FNMI students at risk and monitor all FNMI closely.

\*Reading and writing data will be looked at and a Pyramid of Intervention will be developed for those FNMI students who are not at grade level, if attendance is an issue-whatever barrier might be holding the student back will be looked at-specific skills will be targeted and monitored for improvement.

\* Analyze the PAT results of each of the FNMI students in Grade Three and Six and see where they are at in terms of acceptable and standard of excellence, develop an individual pyramid of intervention depending on results (involve classroom teachers in developing these pyramids of intervention).