
HOLY SPIRIT ACADEMY



“The Light of Christ is inherent in our every word and gesture as we prepare our children for life’s journey. Our school is Christ centered, student focused, academically challenging and authentically Catholic.”

2014/2015 AER (Annual Education Report)

2015/2016 School Improvement Plan



Alberta Accountability Pillar Results are In! **2014/2015**

Holy Spirit Academy would like to thank all the Grade 4 parents who took the time to fill out this year's **Alberta Accountability Pillar Survey results** which arrived just last week. We look forward to working on those areas that need attention and we commit to keeping you up to date with our initiatives for improvement in the 2015/2016 school year. Stay tuned in for more information about our **Year in Review and School Improvement Plans in September**

A couple of highlights from the survey:

- **Safe and Caring: (90%) Very High achievement - Excellent.** We have continued this year with many of the programs we have been involved in the past 2 years including: "Friends for Life", Girl Power with Grade 4 and Grade 5 girls, Family Groups, Good Works Projects, the running of several Social Skills groups, wellness worker from High River Healthy Hearts and Minds, Recess Refs, School Patrols and the introduction of Youth Cultural Ambassadors Program
- **Program of Studies: (88%) Very High achievement - Excellent.** This has been and will continue to be a targeted area for us. We have received excellent information as a result of the Division wide Fine Arts review conducted in January. We are looking forward to implementing many of their recommendations. We were fortunate to be able to provide a multitude of lunchtime and after school clubs. Physical Education was a challenge earlier this year, but once back in our school we were able to ensure ample opportunity for students to participate in physical activity.
- **Education Quality: (98%) Very High achievement - Excellent.** "How satisfied or dissatisfied are you with the quality of education your child is receiving at school?" 100% of our parents were satisfied! How satisfied or dissatisfied are you with the quality of teaching your child is receiving at school?" 100% of our parents were satisfied!
- **Work Preparation: (73%) Intermediate achievement – Acceptable**
We will be looking at ways to increase our stake holders satisfaction with this area. Stay tuned to our plans for this area which will be published in our School Improvement plan in October.
- **Citizenship: (87%) Very High Achievement – Excellent.**
All classes continue to participate in at least one class good works projects, as well as several whole-school projects. Again this year, we tried to encourage staff to consider good works projects that didn't cost families a penny, but were still beneficial to the whole community. For example: Grade 4 recycling, Grade 5 grounds clean-up, and Recycling program.
- **Parent Involvement: 91% Very High Achievement – Excellent.** Very pleased with this result as this was a focus for our school this year and it has clearly paid off. Ensuring parents were continually kept informed about the status of our return to the school as well as the many challenges we faced this year seemed to pay off.
- **School Improvement: (94%) Very High Achievement – Excellent.** I am very pleased with this result as a focus was put on keeping parents informed about our continual improvement plans at Holy Spirit. Each month an article appeared in the newsletter monthly outlining our strategic plan and how we work to improve in each of the pillars of the AAP.

Measure Category	Measure Category Evaluation	Measure	Holy Spirit Academy			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	89.9	91.9	91.9	89.2	89.1	88.9	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	Program of Studies	88.3	81.4	81.3	81.3	81.3	81.2	Very High	Maintained	Excellent
		Education Quality	97.9	98.4	96.6	89.5	89.2	89.5	Very High	Maintained	Excellent
		Drop Out Rate	n/a	n/a	n/a	3.4	3.3	3.3	n/a	n/a	n/a
		High School Completion Rate (3 yr)	n/a	n/a	n/a	76.4	74.9	74.6	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Excellent	PAT: Acceptable	87.9	89.2	91.3	73.0	73.1	73.9	Very High	Maintained	Excellent
		PAT: Excellence	34.5	41.2	39.0	18.8	18.4	18.9	Very High	Maintained	Excellent
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	85.2	85.5	84.6	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	21.0	21.1	20.0	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.9	50.5	54.4	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	61.2	60.9	61.3	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	59.8	59.2	59.0	n/a	n/a	n/a
		Work Preparation	73.3	78.4	78.1	82.0	81.2	80.4	Intermediate	Maintained	Acceptable
		Citizenship	87.2	86.9	87.5	83.5	83.4	83.1	Very High	Maintained	Excellent
Parental Involvement	Excellent	Parental Involvement	90.6	88.4	83.4	80.7	80.6	80.2	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	94.1	91.8	89.3	79.6	79.8	80.1	Very High	Improved	Excellent

Measure Evaluation Reference

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.22	66.22 - 72.00	72.00 - 81.95	81.95 - 85.72	85.72 - 100.00
PAT: Excellence	0.00 - 10.93	10.93 - 14.38	14.38 - 20.26	20.26 - 26.17	26.17 - 100.00
Diploma: Acceptable	0.00 - 72.08	72.08 - 78.77	78.77 - 85.43	85.43 - 89.96	89.96 - 100.00
Diploma: Excellence	0.00 - 7.77	7.77 - 11.90	11.90 - 18.63	18.63 - 22.99	22.99 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate	0.00 - 43.18	43.18 - 49.83	49.83 - 59.41	59.41 - 70.55	70.55 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

Desired Outcome One: Every student is successful

Specific Outcome: Students achieve student learning outcomes.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	88.3	88.1	87.4	86.9	87.2		Very High	Maintained	Excellent			
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	83.9	83.2	72.9	78.4	73.3		Intermediate	Maintained	Acceptable			

Comment on Results

(an assessment of progress toward achieving the target)

- Citizenship: (87%) Very High Achievement – Excellent.**
 All classes continue to participate in at least one class good works projects, as well as several whole-school projects. We tried to encourage staff to consider good works projects that didn't cost families a penny, but were still beneficial to the whole community. For example: Grade 4 recycling, Grade 5 grounds clean-up, and Recycling program.
- Work Preparation: (73%) Intermediate achievement – Acceptable**
 We will be looking at ways to increase our stake holders satisfaction with this area. Stay tuned to our plans for this area which will be published in our School Improvement plan in October.

Strategies

Strategies to develop Citizenship:

- Change focus of Family Group activities from monthly activities, to activities that follow the Liturgical Year and focus on the virtues inherent in each monthly Covenant promise and Catholic social justice teachings.
- Youth Cultural Ambassador Training and Activities:**
 The goal of this club will be to share aspects of our cultures with one another, to welcome new students and their parents into our school community, lead school tours, and to foster a culturally inclusive school community.
- Newsletter highlights are interpreted in Spanish and Tagalog using YCAT leaders who are videotaped and posted on our website.
- FCIS Janelle Richardson, Settlement Worker is posted in our school one day per week to assist any family or student with settlement issues.
- Monthly Culture Awareness activities including:**
Cultural Diversity Week
 For the week of December 1 – 5, 2015 our school will celebrate Cultural Diversity Week. Activities for this week are yet to be determined by the Cultural Diversity Committee (yet to be formed).
Feast Day Celebrations
 Our Lady of Guadalupe – December 12, 2014. This is a Mexican Feast Day.
 Flores de Mayo- Sometime during the month of May. This is a Pilipino feast day where throughout the month of May; Mary is honored.

Conversation clubs

Student leaders will facilitate conversations with younger students given a specific topic and guided by a teacher.

Strategies to develop Work Prep:

- Continue with the **Learning Partnership Entrepreneurial Adventure** program for all grade 6 students.
- Provide Grade 6 students with a **Media option** focusing on the use of technology
- Invest in putting class sets of **Chromebooks** into classrooms.
- Grade 5 classes to begin the **Junior Achievement** program in January.
- Host a **week long “Career Cafe”** celebration bringing in guest speakers in a variety of fields, having students complete interest inventories, include home activities and help for parents to begin talking to their children about career choices. Include useful websites for parents and students to access in an information booklet.

Specific Outcome: Students demonstrate a strong foundation in literacy and numeracy.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	90.2	93.7	n/a	87.7	n/a		n/a	n/a	n/a			
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	29.4	39.0	n/a	44.6	n/a		n/a	n/a	n/a			

Strategies

ELL

- **SIOP** will continue with staff on a monthly basis using the expertise of CoraLeah Schmitt. Classroom visitations by DO staff as well as within grade levels through a peer coaching model will be implemented.
- Include ELL as a standing item on each **team’s weekly agenda**. Areas to be discussed will be the implementation and success/struggles with the area of focus we are studying during our CLC time with CoraLeah.
- Monthly language proficiency focus in which teachers receive PD during staff meeting.
- **Professional reading** will include “Making Content Comprehensible for English Learners The SIOP Model”

Reading

- **15 minutes of daily school-wide reading:** Match up struggling readers with Admin team, EA’s, and non-homeroom teachers to provide daily one-on-one reading support and relationship building during these 15 minutes.
- **Readers and Writers workshop:** this program and reading philosophy will be instituted in all Grade 4, 5 and 6 classes. Division Office staff, Team Leaders and Admin will be providing PD opportunities to ensure a solid knowledge and correct format are

happening in each room.

- Professional reading will include “**Reader’s in the Wild**”
- **ER and ERI** continue with .25 and .30 teachers dedicated to the program as well as full-time ERI EA and .5 ER EA assigned to program.

Numeracy

- Continue to provide our very successful “**Early Numeracy Intervention**” program for all Grade 1 and 2 students struggling with numeracy concepts. A .3 teacher has been assigned to this role.
- Revitalize the use of **Math Club** within the teams through visioning with Ed Council.
- Provide **Grade 6 with a Math Intervention** period

Language Arts Grade 6 - Overall

Holy Spirit Academy Result			
Participation Rate	% of Students Attaining Acceptable Standards	% of Students Attaining Standard of Excellence	
85	100	45	

Provincial Result			
Participation Rate	% of Students Attaining Acceptable Standards	% of Students Attaining Standard of Excellence	
90	91	22	

Strategies to continue to develop Academic Excellence:

-

Reading Grade 6

Holy Spirit Academy Result			
Participation Rate	% of Students Attaining Acceptable Standards	% of Students Attaining Standard of Excellence	
85	100	55	

Provincial Result			
Participation Rate	% of Students Attaining Acceptable Standards	% of Students Attaining Standard of Excellence	
90	90	41	

Strategies to continue to develop Academic Excellence:

Grade 6 Reading:

Vision: 40% of students will achieve excellence in reading.

Goals:

- Integrating reading for understanding into all core subjects
- Use inquiry-based strategies to improve comprehension of text: summary, author purpose, inferring, what audience, what is the genre, infer the relationships.
- Use a variety of non-fiction and newspaper articles in reading classes.
- Use a variety of texts to model how we identify mood, emotion and tone from text.

- Use visuals to infer emotions and feelings, transition into texts and identifying emotion and feelings. (excitement to contentment; anxiousness to disappointment; calmness to enthusiasm; anger to frustration)
- Use comic strips to identify, emotion, meaning, author’s message, draw conclusions, meaning of bolded words, emotions, connotative meaning of a characters statement.
- Use personification, synecdoche, alliteration, simile, onomatopoeia, hyperbole, metaphor, clichés in Scheduled Review.
- Discuss and increase exposure to cartoons and their implicit meaning.
- Use word walls to familiarize students with key terms
- Continue to use higher-level word of the day resources.
- Evaluate comic strips/cartoons to identify a character’s purpose
- Use reading strategies to focus on analyzing texts, predicting, making connections, inferring, evaluating texts, self-monitoring, sequencing and synthesizing texts
- Tie in poetry to Religion units
- Use a variety of texts to model and develop inference skills
- Understand the use of punctuation through prayers, books, poems and other literary texts.
- Use a variety of poems to explore and identify main idea, emotions and author’s purpose of style of writing
- Continue with school wide reading program daily

New Initiatives

- **Implement Reader’s Workshop with a focus on gaining a broad understanding of all genres of literature and texts.**

Writing Grade 6

School Result			
Participation Rate	% of Students Attaining Acceptable Standards	% of Students Attaining Standard of Excellence	
85	100	38	
Provincial Result			
Participation Rate	% of Students Attaining Acceptable Standards	% of Students Attaining Standard of Excellence	
90	90	14	

Grade 6 Writing:

Vision: We will have 25% of students achieving excellence in each reporting category

Goals:

- Begin year focusing on basic conventions and sentence structure
- Review previous PD material and use professional reading to guide process.
- Use simple revising steps and strategies such as highlighter editing and peer revising
- Use Scheduled Review to write more formative tasks using prompts and starters
- Increase the use of self-assessments / metacognition to promote individual growth
- Focus on detail by using a simpler story plan (problem/solution)
- We will integrate functional writing into Social Studies
- Review newspaper article and narrative story exemplars regularly

- Have students create writing plans including goals and how to implement the goals
- Use a Bump It Up System to show students exemplars
- Focus on showing not telling using Empowering Writers Program
- Utilize RTI to focus on specific writing needs all year
- Incorporate mini lessons on sentence structure conventions throughout the year
- We would like to work closely with grade 6 teachers to ensure we are setting students up for success.

New Initiatives

- **Use technology to gain exposure to and be able to produce different expository and informative texts.**
- **Use functional and creative writing in the Entrepreneurial Adventure Program.**
- **Look to integrate Writer’s Workshop.**

Mathematics Grade 6

Holy Spirit Academy Result			
Participation Rate	% of Students Attaining Acceptable Standards	% of Students Attaining Standard of Excellence	
93	95	27	

Provincial Result			
Participation Rate	% of Students Attaining Acceptable Standards	% of Students Attaining Standard of Excellence	
90	80	15	

Grade 6 Math:

Vision: 25% of students will achieve standard of excellence.

Goals:

- Daily review of mental math strategies
- Provide students with opportunities for enrichment activities
- Utilize RTI to pinpoint each essential learning outcome
- Regular review of Graphs (reading, creating, comparing data on graphs)
- Review mixed and improper fractions on number lines.
- Determine the improper fraction that represents an illustration depicting full and partially full containers.
- Review mixed fractions to real life items.
- Focus on identifying the part-to-whole ratio that represents a real-life context.
- Solve and identify the expressions that represent a correct solution to a problem involving whole numbers and decimal numbers.
- Practice representing a given context involving whole numbers and decimal numbers with an equation containing on unknown, and solve for the unknown.
- Practice identifying ratios from data using tables of values ALSO simplify ratio from pictures (eg. What is the ratio (simplified) of “x” to “y”?)
- Determine the two values that represent a certain percentage of all the values presented in a table.
- More review of patterning and generating expressions with variables from a word

problem the end of the year

- Review multiples and factoring (eg. For every 2 times I rotate, you move 3, how much do we rotate if I move 4 times?)
- Use diagrams to represent percentages (eg. Colour grids and ask for % red, green...)
- Regular use of student-generated “math talk” to explain solutions to math problems (eg. “I will preserve the equality by...”)
- Implement a year-long math dictionary to improve math vocabulary
- Find the value of an unknown when value is given implicitly.
- Use input output table on side, flipping equations as well ($n = 3m+2$)
- Use tables and ask for total (eg. As coins are deposited, what is the amount increasing by as well, what is the total amount of money)
- Understand and apply the knowledge of preservation of equality to solve a problem involving two balanced scales with three unknown values.
- Understand fractions in real life contexts by using fractions when describing amounts (eg. $\frac{1}{2}$ of \$36)
- Find costs using menu and multi-step to solve.
- Regular review of line of reflection (which shape is the same?) *congruent
- Regular review of rotating by following a specific point, how many rotations will it take?
- Practice describing transformations performed on a 2-D shape to produce a given image.
- Teach and practice using formulas and equations for shapes (rectangle with side a, b, c, d means $P=a+b+c+d$)
- Sort a given set of polygons into regular and irregular polygons.
- Practice multistep problems in measurement unit - such as how many objects with given volume fit in another (only dimensions shown); Give volume – what is length?
- Teach multiple ways to identify to identify angles (protractors to measure angles or subtract known angles from 360)
- Analyze small and large right rectangular prisms and determine the number of small prisms that can fit into the large prism.
- Plot two ordered pairs in the first quadrant of the Cartesian plane and use one of four plotted points to create an isosceles triangle.
- Determine the height of a right rectangular prism when the length, width, and volume are known.
- Determine the area of a polygon created by plotting and connecting points in the first quadrant of the Cartesian plane given whole number ordered pairs.
- Identify potential bias in population samples.
- Determine the theoretical probability of a given outcome occurring for a given probability experiment.
- Practice comparing integer values represented on a number line to determine the number of points lying between two specific integer values.
- Work on sorting a given set of numbers into primes and composites.
- Match a given ratio to its pictorial representation.
- Being able to recall the commutative property of addition and multiplication or solve a set of equations to determine which equations are true for certain unknown values
- Continuous review of problem solving strategies
- Comparing and ordering integers
- Continuous review of BEDMAS

- Problem solving continues to be a focus in Grade 5 Math, as well as Mental Maths program (from Nova Scotia)

New Initiatives

- **Data Analysis will be incorporated in EA program.**
- **Focus on real life math through projects.**
- **Use technology to enrich students understanding and application of mathematical concepts**

Science Grade 6

School Result			
Participation Rate	% of Students Attaining Acceptable Standards	% of Students Attaining Standard of Excellence	
91	97	47	

Provincial Result			
Participation Rate	% of Students Attaining Acceptable Standards	% of Students Attaining Standard of Excellence	
90	85	29	

Grade 6 Science:

Vision: 40% of students will achieve standard of excellence.

Goals:

- Chart reading and making: Trial # and distance of airplanes travelled: make an inference.
- Use more varied approaches to teaching rotations, and revolutions. (eg. show earth from varied views (top), pick a position, where will that position be in 12 hours? 24 hours?)
- Review experimental method and have students identify variables that need to be kept the same)
- Create multiple choice question bank that incorporate charts and graphs.
- Reading graphs/charts (use Roman numerals to indicate sample # s)
- Teach and practice the process for answering a question by using a chart (selecting fabric samples, phases of the moon, distance from the sun).
- Incorporate Evidence and Investigation PAT questions before the unit to expose students to observation, logical and reasoning-type questions (pre-teach)
- more graph work in conjunction with math
- dedicate 2-3 classes for a discussion on the experimental method
- Grade 5 teachers to work with Grade 6 Science teacher to ensure students are using appropriate vocabulary when carrying out / writing about Science Experiments. We would like to continue this, it was very effective!

New Initiatives:

- **More exposure to graphs, charts, tables, etc., to familiarize students with various methods of recording, reading and interpreting data.**
- **Practice how to make a conclusion from an experiment.**
- **Increase lab write-up opportunities especially in Unit: Air and Aerodynamics.**

Social Studies Grade 6			
Holy Spirit Academy Result			
Participation Rate	% of Students Attaining Acceptable Standards	% of Students Attaining Standard of Excellence	
94	95	34	
Provincial Result			
Participation Rate	% of Students Attaining Acceptable Standards	% of Students Attaining Standard of Excellence	
89	78	21	

Grade 6 Social Studies:

Vision: 25% of students will achieve standard of excellence.

Goals:

- Recall the purpose of the Minority Language Education Rights
- Post Charter of Rights and Freedoms all year and continuously use as a reference point
- Continuously compare/contrast rights vs responsibilities
- Tie curriculum objectives into current events.
- Provide students with opportunities to meet government officials in the area
- Importance of the legal system to protect individual rights and in protecting the constitution.
- Regular review of the Constitution throughout the year (Give an example, what is it? Legal right, democratic right, freedom of association, freedom of peaceful assembly)
- Regular review and practice classifying facts (eg. Sort representative vs. direct democracy)
- Review regularly - How are elected representatives held accountable? (oral & written)
- Regularly review - How can elected officials demonstrate accountability? (oral & written)
- Give more “source-sheets” and have students: analyze, make generalizations, and problem solve
- Learn to identify which sources support a given cause? ***
- Identify the manner in which specific citizen groups influence decision making
- Regular review of local community involvement: School boards (public/francophone) hierarchy, what are they responsible for?
- Identify a type of issue that is the responsibility of a school board
- Identify buildings that house local government operations
- Analyze timelines for content and sequencing
- Continuous discussion on Gov’t Influence: Presentations to council, contact media
- Use timelines to teach how students to make generalizations.
- More practice and modeling of the class structure in Athens.
- Recall activities that would have occurred in The Assembly
- Identify equity and fairness in Ancient Athens
- Focus on the role of the court system and magistrates in Ancient Athens
- Venn Diagrams to show the comparisons and differences in Canada vs. Athens.
- Venn Diagrams to show the comparisons and differences in Local Gov’t and Prov Gov’t
- Venn Diagrams to show the comparisons and differences of direct and representative

democracy

- Review principles of democracy (Freedom, Representation, Equality, Justice)
- Review the decision making (consensus), how chiefs were selected, the role and responsibility of Iroquois Chiefs and the purpose of the Grand Council
- Recall the political structure of Treaty tribal councils
- Recognize a wampum belt as an example of collective identity
- Identify the purpose of the Grand Council in the Iroquois Confederacy
- Find images depicting the Grand Prix de Montreal – understand the importance and significance.
- Recall the individuals who were most directly involved in decision-making at La Grad Paix de Montreal as well as the result of the treaty
- Practice identifying perspectives and biases in a given excerpt.
- Skills such as creating Venn diagrams in Grade 5 will help students transfer these skills to Grade 6.

New Initiatives

- **Implement a style of Local Government in our Entrepreneurial Adventure Program**
- **Participate in Student Vote Canada to learn directly of our democratic rights and system.**

Desired Outcome Two: Alberta has quality teaching and school leadership

Specific Outcome: Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
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.	83.4	78.9	83.7	81.4	88.3		Very High	Maintained	Excellent			

Comment on Results

(an assessment of progress toward achieving the target)

Program of Studies: (88%) Very High achievement - Excellent

- This has been and will continue to be a targeted area for us. We have received excellent information as a result of the Division wide Fine Arts review conducted in January. We are looking forward to implementing many of their recommendations. We were fortunate to be able to provide a multitude of lunchtime and after school clubs. Physical Education was a challenge earlier this year, but once back in our school we were able to ensure ample opportunity for students to participate in physical activity.

Strategies

Strategies to develop Program of Studies:

Fine Arts and complementary courses:

- Provide all Grade 6 students with the following course **options: Outdoor Education,**

Media Studies, French (Enhanced and Core) and Band.

- Ensure all **Fine Arts** teachers participate in the Divisional PD day on Sept. 18.
- Working with Ed Council, ensure **communication between grades and fine arts specialists** can occur in order to encourage the linking of themes and topics that are present in the classrooms are also available in the fine arts areas.
- **Grade 6 Band will continue.** There will be an emphasis on fully implementing the curriculum and will include a section on choral and dance.
- Press for **permanent music room** addition
- Continue to participate in the **Entrepreneurial Adventure** pairing students with members of the business community and developing a business plan, executing the plan and celebrating the outcome

Physical Education:

- Through the **Healthy School’s Initiative** we will begin a focus on improving student/staff fitness levels through the use of individual pedometers. A “Don’t Sit; Get Fit” will be used to kick-off this focus using our Healthy School’s initiative pedometers. Curling Brier will take place in March using our newly purchased Floor Curling sets.
- Healthy School focus on Nutrition Month, Water Challenge, Dental Health, Mental Health.
- A focus on a challenging and fun **Intramural Program** will also be part of the student physical fitness focus
- Provide **swimming lessons and water safety programs** by providing this opportunity for all K and Grade 1 students.
- **Yoga instruction** will occur during a 3-month period with an instructor from the Inspired Youth school project.
- Installation of new **Playground.** This structure is designed to be accessible for all students and includes a focus on child appropriate **Fitness Equipment.** We will investigate further grant funding to include an **Adult Fitness park** also on our field.

Desired Outcome Three: Alberta’s education system is governed effectively

Specific Outcome: The education system demonstrates collaboration and engagement.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Percentage of teachers and parents satisfied with parental involvement in decisions about their child’s education.	77.1	74.8	87.1	88.4	90.6		Very High	Maintained	Excellent			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	95.7	97.2	94.2	98.4	97.9		Very High	Maintained	Excellent			

Comment on Results

(an assessment of progress toward achieving the target)

- **Parent Involvement: 91% Very High Achievement – Excellent.** Very pleased with this result as this was a focus for our school this year and it has clearly paid off. Ensuring parents were continually kept informed about the status of our return to the school as well as the many challenges we faced this year seemed to pay off.
- **Education Quality: (98%) Very High achievement - Excellent.** “How satisfied or dissatisfied are you with the quality of education your child is receiving at school?” 100%

of our parents were satisfied! How satisfied or dissatisfied are you with the quality of teaching your child is receiving at school?" 100% of our parents were satisfied!

Strategies

Strategies to develop Parent Involvement:

- Parents whose children are being served in one of our reading support program (**Enhanced Reading or Early Reading Intervention**) will be invited to come and participate with the teacher and their child in a reading lesson. This support will provide parents with first-hand knowledge of the skills being taught to their children at school and provide them with the tools they can use at home to further their child's reading progress.
- Meetings will be scheduled with parents of students who have an **IPP (Individual Program Plan) in early September to begin the IPP planning process.** The focus will be on establishing a cooperative relationship in which parents feel their goals for their child are heard and are being acted on by the school.
- Continue to provide parents with regular updates on student progress and behavior through the following methods and dates: phone call to all parents by Oct. 15, first report card with interviews in mid-November, mid-year updates at the end of January, second term report card and interview March, final meeting with all parents to sign and discuss their child's IPP in May, final report card home with the students June 30.
- Continue the highly successful **Meet and Greet Open House** during the Teacher Prep day in Aug 27, 2015. Provide multiple opportunities for parents to come into the school (Welcome back BBQ, classroom presentations and performances, Arts Week, November Literacy Week, parents invited in the school to participate in a variety of areas, etc.) to become involved in participating in the education of their children. Each grade will commit to **three times yearly providing a focused opportunity for parents to visit their child's class.**
- **January's Interim Report Card** will be replaced with a second parent phone contact.
- Work with the new **Parent Council** who wish to develop a more open communication with our parent community by inviting all parents to the monthly Parent Council Meetings. We hope this open format will encourage more opportunity for parents to become involved in school matters.
- Invite **St. Francis De Sales community** to attend our school Masses.
- Teams will plan for **3 opportunities for parents to be invited to the classroom** to participate in the learning activities their children are engaged in.
- Continue to use the Holy Spirit Academy **web page** to keep stake holders abreast of events and initiatives happening at Holy Spirit through the expertise of our new part-time Admin Assistant

Strategies to develop Education Quality:

CLC

- Based on the **Professional Learning Community Continuum Rubric** we have a couple of areas of focus for 2015/2016. These include:
challenging teams to select a **common professional growth area and using action research work to improve their professional growth.**
Include **twice yearly time to share and celebrate** our Teams' successes in achieving their goals.
Work with Ed Council and Team Leaders to develop **effective leadership skills** in

dealing with conflict situations that will occur during professional discourse.

- Continue to use CLCs to advance **Inspiring Educations core competencies** understanding and promote the use of the 10 competencies in current classes
- Continued development of our CLC teams’ use of **common formative and summative assessment practices** in order to effectively address student needs in the RTI (Response to Instruction) blocks.
- CLC teams will **implement a minimum of two RTI** (Response to Instruction) blocks in their schedule to address those students who have not reached the level of proficiency predetermined by the team for each math/LA concept.

Assessment:

- **Authentic assessment practices:** August’s school-based PD will focus on the topic of assessment practices with a focus on Reading assessment, RTI formative practices, Scheduled Review and Benchmarks, and
- Continued focus on effective use of **Scheduled Review** in Math/LA
- Implementation of the Division’s new **Power School report card** will be a goal this year.
- Professional Development at the school will also focus around **John Hattie’s 8 Mind Frames** which include curriculum alignment, formative assessment, positive relationships, high expectations, etc.
- **10 Competencies of Inspiring Ed** will also continue as a focus.

Literacy

- **Literacy Week** focus on engaging families in the love of reading by participating in One School – One Book
- Continue **Enhanced Reading** program for all Gr 4-6 students failing to read at grade level. .3 teacher has been dedicated to the project and will be pulling nominated students on a 3-4 time per week schedule.
- Kick start **Literacy Week activities** including parent brochure, parent workshops, parent/child activities.
- Continue to provide reading support for all at-risk students during the summer months through our **Summer Reading Program**.

Numeracy

- Continue **Early Numeracy Intervention** and introduce opportunity in Grade 6 for this program using the Math expertise of Kelsey Doolaar

Special Education team: to communicate with teachers during CLC’s on a monthly basis

- **Special Education team** to communicate with Administration on a weekly basis
- Continue to provide intensive pull-out programming for children on modified programs through our **Communication Classroom**
- **All support program meeting in Sept** to ensure all students who need support are in the correct programs

Specific Outcome: Students and communities have access to safe and healthy learning environments.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Percentage of teacher, parent and	90.6	94.3	89.5	91.9	89.9		Very High	Maintained	Excellent			

- Continue “Friends for Life” friendship program in Grade 3 which provides student training in anxiety reduction strategies development by the FSLW. Sessions will be worked on and supported throughout the week by the classroom teachers.
- Continue with the other Safe and Caring programs currently running at Holy Spirit: Discipline Policy, Family Groups, Fruits of the Holy Spirit, Hour Zero, Recess Refs to promote positive problem solving at recess, School Patrols with the AMA
- Continue Math/Homework Club to provide additional opportunities for expanded learning
- Continue FSLW work with large, small and independent students and their families who are experiencing difficult family or school situations.

Strategies to develop School Improvement:

- Highlight Holy Spirit Academy’s School Improvement Plan in the monthly newsletter and at Parent Council events.
- Use the Education Council, Staff Meetings, and weekly CLCs as forums to ensure the implementation of school improvement plans and initiatives.
- Admin team will use staff meetings as opportunity for staff professional development in the area of effective teaching strategies and reading and comprehension instruction for all grade levels.
- Continue the rigorous schedule of classroom visits for all new teachers, as well as drop-in visits with follow-up discussion with tenured staff.
- Continue to encourage and support interschool/classroom visits

2014/2015 H.S.A. Faith Results

Student Survey Results	2012/2013 Student	2013/2014 Student	2014/2015 Student
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Action Plans:

1. Provide sacramental preparation courses for the Sacraments of Baptism, Reconciliation, First Holy Communion for students in Grades 5 and 6
2. Continue to provide students an opportunity to reflect on their understandings after each Mass celebration through a journal writing activity.
3. Increase student understanding of their role in working to improve the world through good works projects and activities which include an opportunity for reflection. Focus Good Works projects on the theme: Sent to Love and Serve the World.

FAITH WITHOUT GOOD WORKS IS DEAD James 2: 14

Keeping in mind this quote from St. James, each grade has been asked to take on a Good Works Project again this year. The spiritual theme for Christ the Redeemer is “Joyful Journey.” Students in each grade will be working on projects focused on helping those around us in need. Please stay tuned for information about what your child’s class is planning to do this year to help make faith a living and meaningful part of your child’s life.

- Kindergarten – Food Bank Drive – October
- Grade 1 -
- Grade 2 – Father Ed appreciation – all year
- Grade 3 – Drinkable Books Candy Cane fundraiser - Dec
- Grade 4 – Paper Recycling – all year
- Grade 5 – Drinking Box Recycling – all year
- Grade 5 – School and community grounds clean-up
- Grade 6 – Entrepreneurial Adventure Fund Raising activity

Parent Survey Results			
	2012/2013 Parent Results	2013/2014 Parent Results	2014/2015 Parent Results
With the religious celebrations that are held at your school?	100	100	100
With what is learned in religious studies classes?	100	96	100
With your school's effort to do all things like Jesus would want them done?	100	98	100
With how you have grown as a Christian as a result of your involvement in Catholic education?	100	98	100
With the relationship that exists between your parish and the school?	100	98	100
That your child is developing a meaningful prayer life?	100	98	100

Action Plans:

1. Invite Father Ed and Deacon Larry to parent activities such as Welcome Back Bar-B-Q, Family Dance, Christmas Concerts in order to increase parent awareness of Father's relationship with the school and the students/families within. Make extra effort to invite clergy to our staff functions at the school i.e. potlucks, breakfasts, etc.
2. Have a Sacraments of Initiation table set up at all parent events manned by parish worker.
3. Ask students WWJD when they are having concerns/problems in the class or outside with other students.

Staff Survey Results			
	2012/2013 Teacher Results	2013/2014 Teacher Results	2015/2015 Teacher Results
With the religious celebrations that are held at your school?	97	100	100
With what is learned in religious studies classes?	95	100	100
With your school's effort to do all things like Jesus would want them done?	88	100	100
With how you have grown as a Christian as a result of your involvement in Catholic education?	94	93	100
With the relationship that exists between your parish and the school?	97	100	94
How satisfied are you that the students are developing a meaningful prayer life?	97	93	100

Action Plans:

1. Prayer will continue to be integrated throughout the day. Permeation of the Faith remains a standing item on our monthly Staff Meetings for discussion.
2. Students will be involved in relevant service opportunities and reflect on these opportunities. Teachers will include a plan for what their service project will be and how their students will reflect on it and its impact on society and targeting marginalized.
3. Continue to use our CLC's to collaboratively develop our personal faith and our faith leadership skills in order to improve faith in our students. Liturgy Committee has committed to leading staff prayer during CLC Friday focusing on a balance between reflective prayer activities and catechetical learning opportunities using Church documents and Scripture.
4. Teachers will provide students with opportunities after Mass for reflection and several of these will be shared with the school community during monthly assemblies.
5. Teachers will book students to attend Friday Mass before their class will be serving at the Sunday Mass. A review of the process and expectations for students serving at Sunday Mas will take place at that time.
6. Staff will be provided with a schedule of visits by Father Ed into Religion classes on Wednesday afternoons.

Strategies to develop Student/Staff/Parent Faith:

- Implementation of the second year of our Division's Joyful Journey: "Who do you say that I am?" Conversion: Father Barron will also be a focus during CLC meetings
- Implementation of the new Grade 1 curriculum and resources
- Participation in the Division wide Adoration Day
- We have a responsibility to develop our own faith, the faith of our students and to provide parents with opportunities and tools to help develop their children's faith life. Therefore, inclusion of liturgically relevant and student and family appropriate websites will be included in monthly newsletters and Grade level curriculum letters as well as on our school's web page.
- January PD will be a faith focus. Deacon Stephen will be addressing the "Excellent Catholic Teacher"
- Responsibility for weekly CLC Faith activities will be taken on by the Liturgy Committee.
- We will be focusing on Pope Francis's new encyclical about the environment. We have purchased copies of the book.
- Liturgy Committee will provide staff PD on "Guidelines for Liturgical Celebrations in school settings" as outlined by the Diocese of Calgary
- Continue weekly practice of Lectio Devina. All staff have been provided with a journal containing the Sunday Gospel readings for the school year. The Gospel will be read 3 times during daily prayer. We will engage in exploration and reflection of the Gospel during the last reading.
- Using school faith leadership team continue to provide variety of ways to pray including 3-minute retreats, USCCB daily video reflection, Work Among us reflection, Lectio, personal intentions.
- All classes have chosen a patron saint to focus on. We will begin staff meetings and student assemblies with a Litany of our Classroom Saints
- Meet with Father Ed to confirm dates for student and staff Masses and Liturgies in Aug.
- Improve relations and communication with Father Ed by ensuring he is invited to non-religious activities at the school including Christmas Concerts, Welcome Back BBQ, Award Ceremony, Track and Fun soccer game, Family Dance and any Staff Pot-Luck breakfasts or lunches we may have.
- H.S.A Faith Days will take place the week after Redeemer's Faith Days. We have the NET ministry booked in our school for the week.

Role of the Liturgy Committee

When we look at the early church and how Jesus lived with his disciples we find six things that were a consistent part of their life together. They were: welcoming, celebrating, learning, reconciling, serving, praying.

Welcoming

- Part of the role of the liturgy committee is to help all feel welcome in our school and with the precepts of our faith.
- Father Ed will be invited once a month to visit a grade to speak about liturgical relevant topics
- Invite Father Ed to all activities in which we normally invite parents including: Welcome Back Barbeque, classroom presentations, Christmas Concerts, Soccer games, Terry Fox Walk, talk about India

- Alex will be inviting members of the parish (CWL) to be helpers in the school and classrooms.

Celebrating

- The role of the liturgy committee is to plan all liturgical celebrations
- Develop a Youth Ministry Club made up of Grade 5 and 6 students whose role it will be to proclaim the word of God during Mass and Liturgy

Learning

- Liturgy committee has once again taken on the role of prayer during CLC's. The focus of this prayer will be spiritual growth and catechesis following the Division's 3-Year Faith Plan: the Joyful Journey
- Develop a Faith Link on our Web page to be accessed by parents and students containing prayers, activities, faith building web sites.

Reconciling

- Liturgy committee will plan a community reconciliation opportunity during Lent.

Serving

- Liturgy committee will look for opportunities to engage the staff and students in good works opportunities such as Leprosy, The Drinkable Book, Spread the Net, Mission Mexico, etc.
- Developing posters for the school stating our touchstone: Gathered in the Spirit; Sent to Love and Serve

Praying

Prayer was an essential part of Jesus' life – prayers of praise, thanksgiving and petition, individual and communal prayer.

- Morning prayer continues to be an integral part of each day. The liturgy committee will endeavor to provide varied and liturgically relevant prayer opportunities for the staff each morning.
- Monday – USCCB
- Tuesday – 3-Minute Meditation, or Sacred Space meditation
- Wednesday – Divine Mercy Chaplet/Decade of the Rosary
- Thursday – Lectio Devina and discussion
- Friday – Lectio and Video reflection
- Other prayer activities may include: Stations of the Cross, Stations of the Resurrection, Weeks of Advent prayer