

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	0.000	Custodial	2.500000	Salaries	\$2,796,272	95%
Weighted	0.000	Exempt	0.000000	Supplies, Equip., Services	\$147,675	05%
Regular	0	Support	4.300000			
		Teacher	<u>21.316000</u>			
Year Opened	1954	Total	28.116000	Total	\$2,943,947	100%

School Philosophy

Teaching Every Child in the Digital Age. Holyrood School is a safe, nurturing learning environment where we work with families and community partners to provide authentic learning experiences that actively engage students to strive for excellence so that they can pursue their dreams and contribute to the community in an ever-changing world.

Community Profile

The Holyrood neighborhood is a community in transition with a large seniors population and new, younger families rejuvenating the area. The majority of the school's student population lives outside the immediate Holyrood neighborhood and attends our French Immersion program. Students from several Edmonton communities attend Holyrood School and many of them are bused or carpool to school. Our parents are committed to working closely with the school to enhance and support their children's education. We continue to foster strong relationships with our community stakeholders. Holyrood School is proud of our award-winning outdoor learning spaces. We enjoy a beautiful courtyard classroom where students go to learn. Our student garden club members plant and harvest vegetables for the Edmonton Food Bank every year.

Programs and Organization

Holyrood offers two programs of choice to its community: the regular English program (approximately 12% of the student population) and the French Immersion program. Students registered in the English program are provided instruction in French as a Second Language beginning in grade four.

School Community Relationships

We would like to acknowledge the following community members who have helped to foster the growth and success of our students:

ATB Financial, Canadian Parents for French Alberta, Concordia University, Edmonton Food bank, First Church of God, Holyrood After School Care, Holyrood Community League, Holyrood Extencicare, Jubilee Nursing Home, Lunch Lady The, South East Edmonton Seniors Assn, University of Alberta

Division Priorities 2018-2022

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

Based on the three SMART goals that were established for 2019-2020, report on the results you achieved (with evidence, including referencing the School's Accountability Pillar results, if applicable) and describe how achievement of the goal supports the above Division's Priorities that were in effect when the goal was set.

Through our District's Cornerstone Values, we will improve literacy and numeracy achievement by building our capacity in addressing needs using universal and targeted literacy and numeracy interventions. Holyrood teachers will continue to populate and regularly review data documents to monitor and ensure that students demonstrate growth in literacy and numeracy.

French and English literacy interventions (LLI) and math interventions will be provided to support students working significantly below grade level. Teachers will have opportunities to collaborate to learn foundations skills by attending District Foundations PD and other PD opportunities.

Numeracy/literacy resources with FNMI representation and diversity will be added to our resources collection.

Grade 6 students will continue to show strong growth on PAT results with our overall PAT acceptable results at 90% or higher.

HLAT results will show continued positive student growth with a minimum of 85% of students writing at or above grade level.

MIPI results will show an improvement of 2% to a minimum of 90% of students achieving above 60%.

Results Achieved:

We have continued using homeroom data documents to help track student progress and plan interventions. As teachers explored universal and targeted literacy and numeracy interventions, they began to discover ways that they could support a wide range of students in their classrooms despite not having access to as many specialized supports.

Through some Educational Assistant support and LLI interventions, our highest need students showed improvements in both French and English reading. Several teachers attended the Literacy and Numeracy Foundation PD series offered by the Division.

We continued to add resources with FNMI, SOGI focused on broadening our range of diversity resources available.

There are no HLAT or PAT results to report. Comparisons of MIPI results to previous years show and a significant decline from 12.1% to 22.2% not succeeding on the MIPI this fall.

Through our District's Cornerstone Values, we will build staff capacity, expertise, and leadership. At Holyrood, staff will engage in professional development that meets the needs of their professional growth plans. Staff will be given time on Early Thursdays to collaborate with grade-level partners. As a result, staff will positively respond to school-based professional learning enhancing their professional growth.

Teacher leaders will be offered opportunities to develop and practice their leadership skills. Results on the District survey (73.3%) will increase to over 80% as we give more opportunities for staff to hone their leadership skills.

Holyrood School is committed to continuing working with the McNally Catchment on Mental and Comprehensive School Health by promoting positive school climate, building our capacity through professional learning activities and day-to-day actions related to mental health. Staff and student wellness, self-regulation and health will be a focus to improve our overall satisfaction. Staff will report an increase of at least 10%, up from 69% in Coping with Stress on the District survey. Students will be offered more leadership opportunities which will result in an increase of 10% (from 73.3%) on "Chances To Be a Leader at School" on our District survey. Staff satisfaction regarding Safe Environments and student safety will increase by 10% from 69.2%.

We will continue preparing students for the world of work offering opportunities related to Career Pathways through special projects, our makerspace, and classroom learning projects. Accountability Pillar satisfaction will further increase by 10% from 67.2%.

Results Achieved:

Holyrood teachers expressed greater satisfaction at having choices in Professional Development opportunities provided by the Division, the Catchment and the School. Many also engaged in collaboration amongst themselves to explore new high impact strategies to improve their practice.

Teacher leaders engaged in leadership work to support the school community and attended Professional Development series to hone their skills.

The ongoing work with McNally Catchment on Mental and Comprehensive School Health was timely given the unexpected and sudden pandemic. This has been a Catchment focus for several years creating a strong base of knowledge and skills. Multiple PD opportunities over the last several years have formed a common understanding of Mental Health and Comprehensive School Health that have strengthened the resilience of staff as they made the sudden shift to online teaching. Although District survey results are not available, staff report a greater ability to recognize and respond to stressors and are better equipped to support students.

We began to reap the fruits of our labor this year after spending the last several years building a makerspace and learning to incorporate "maker mentality" and design

thinking in creating career pathway learning opportunities.

The Accountability Pillar satisfaction has further increased from 62.7% to 84.7% rising 17.5% in the past year.

Our Accountability Pillar indicated a slight increase (.8%) to the measure of Education Quality at 93.8% and an increase in School Improvement by 5.3% to 86.8%.

Through our Cornerstone Values, we will meaningfully engage Holyrood parents and stakeholders. We will continue to foster positive relationships with parents as partners in the education of our students by building on strategies that have been successful in the past and create new opportunities for our parents to be engaged as partners in student learning. Strategies will include increased use of SchoolZone, parent information nights and sharing of information at School Council Meetings. We will promote our 2nd Annual STEAM Family Night to involve parents in our Makespace/Career Pathways project.

Staff will also focus on consistent and timely communication with families particularly with our struggling students, sharing intervention strategies being used in school and how to provide support at home. Progress reports will clearly communicate the curricular outcomes covered each term, including a child's strengths and areas needing improvement as well as recommended strategies for improvement.

Our Accountability Pillar measure will increase to show improved satisfaction of at least 10% from 75.1% on the "Parental Involvement" measure.

Results Achieved:

Holyrood teachers expressed greater satisfaction at having choices in Professional Development opportunities provided by the Division, the Catchment and the School. Many also engaged in collaboration amongst themselves to explore new high impact strategies to improve their practice.

Teacher leaders engaged in leadership work to support the school community and attended Professional Development series to hone their skills.

The ongoing work with McNally Catchment on Mental and Comprehensive School Health was timely given the unexpected and sudden pandemic. This has been a Catchment focus for several years creating a strong base of knowledge and skills. Multiple PD opportunities over the last several years have formed a common understanding of Mental Health and Comprehensive School Health that have strengthened the resilience of staff as they made the sudden shift to online teaching. Although District survey results are not available, staff report a greater ability to recognize and respond to stressors and are better equipped to support students.

We began to reap the fruits of our labor this year after spending the last several years building a makerspace and learning to incorporate "maker mentality" and design thinking in creating career pathway learning opportunities.

The Accountability Pillar satisfaction on creating career pathways has further increased from 62.7% to 84.7% rising 17.5% in the past year.

Our Accountability Pillar indicated a slight increase (.8%) to the measure of Education Quality at 93.8% and an increase in School Improvement by 5.3% to 86.8%.

What were the biggest challenges encountered in 2019/20?

With reduced resources to provide specialized support, teachers worked hard to build their capacity to provide the interventions needed within the classroom. Although gains were made in building capacity and developing new in-class intervention strategies, time fell short with the larger complex classes.

Clearly moving to emergency online learning created some significant challenges particularly because it happened so suddenly. Staff and students were disappointed that many great projects and plans were unable to continue due to moving to online teaching and learning.

Of particular concern was the limited engagement of many students in our more vulnerable population especially during the month of June. Many of our English regular program students started strong but maintaining engagement was challenging.

The use of our makerspace had significantly increased with teachers feeling more confident to incorporate technology in teaching and learning. The use of makerspace resources and the physical space was impossible with on-line learning.

The impact of the pandemic was felt when the reality of the tremendous amount of work involved in online learning set in. Isolation from others and being separated from our school community created some mental health challenges and was noticeable in staff morale.

What was most important for your school community as you prepared for the 2020-2021 school year?

There was a tremendous amount of preparation involved in re-entry. The most important pieces were simply to have a plan and to feel safe returning. The re-entry plan prepared by the Province, Division and each school was thorough, detailed and reassuring to our school communities.

As we ease back into learning it has been important to assess student readiness for learning. We are finding out where our students are at and where the gaps are, in some cases planning to review and regain teaching time lost last spring.

Our community is also navigating some apprehension about the safety of being in school and getting accustomed to all of the new safety protocols. We are working on accepting the uncertainty that the pandemic reality brings to much of our work.

Accountability Pillar Overall Summary
3-Year Plan - May 2020
School: 7514 Holyrood School



Measure Category	Measure	Holyrood School			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	Safe and Caring	93.1	89.7	91.8	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	90.1	87.2	86.6	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	93.8	93.0	91.3	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.7	2.6	2.7	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
	PAT: Acceptable	88.3	94.9	90.8	73.8	73.6	73.6	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Excellence	40.2	35.7	35.5	20.6	19.9	19.6	Very High	Maintained	Excellent
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
	Work Preparation	84.7	67.2	67.6	84.1	83.0	82.7	High	Improved	Good
	Citizenship	91.2	82.0	86.0	83.3	82.9	83.2	Very High	Improved	Excellent
Parental Involvement	Parental Involvement	79.6	75.1	78.4	81.8	81.3	81.2	High	Maintained	Good
Continuous Improvement	School Improvement	86.8	81.5	78.9	81.5	81.0	80.9	Very High	Improved	Excellent

- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
 3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
 4. 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 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
 5. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
 6. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
 7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
 8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
 9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
 10. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

Division Priorities 2018-2022

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

The following SMART (Specific, Measureable, Attainable, Relevant, Time-Framed) goals have been established for the 2020/2021 school year. Select the Division Priority number that the goal supports from the drop-down box. Schools are to set one goal for each priority. Central DU's can set their goals around one or more priorities.

Through our District's Cornerstone Values, we will continue to gradually improve literacy and numeracy building on our capacity to provide ongoing progress through the challenges of teaching during a pandemic. We will monitor student progress to ensure that all students continue to show growth in their learning to the best of their abilities, given their individual circumstances. Staff will continue to build capacity in providing universal and target interventions based on the Pyramid of Intervention strategies.

To support measured steady growth, students and their families will be involved in setting realistic progress goals. In-class interventions and differentiation will be provided as possible to support students facing learning and pacing challenges. Regular parent-teacher communication will support the partnership to foster steady and gradual literacy and numeracy growth.

A variety of assessments will be used throughout the year at checkpoints to monitor student progress and verify that students are achieving a minimum of one year's growth in literacy and numeracy. Digital resources will be used to support learning and the shift from in-person to online learning if and when necessary. HLAT results will show continued positive student growth with a minimum of 85% of students writing at or above grade level. MIPI results will show an improvement of 10% back up to a minimum of 88% of students achieving above 60%.

Priority 1

Through our Division Cornerstone values, we will provide welcoming, high quality, learning, and working environments. At Holyrood, we will navigate the covid safety protocols all the while instilling pride in our school and joy in learning together whether in-class or online. We will seek ways to bring our community together, albeit virtually at times, and maintain traditions such as our French Canadian celebrations while incorporating indigenous culture and traditions. With added public awareness of the importance of acceptance of diversity, anti-racism, and Truth and Reconciliation, staff will focus on deepening our understanding and developing education practices to support student learning of these topics.

With full recognition of the strain of the pandemic on our collective mental health, we will seek ways of finding joy in teaching and learning. We will explore resources available to support us through this unprecedented year including Division professional development and school-wide initiatives.

To not lose valuable gains made in developing career pathways we will continue to provide a variety of learning experiences for our students in new and innovative ways. Measures on the Accountability Survey, Division Feedback Survey, and reflective feedback will show resilience and positivity as we face the challenges upon us.

Priority 2

Through our Cornerstone Values, we will meaningfully engage Holyrood parents and stakeholders through parent-teacher communications and School Council engagement. Building on the strengthened communication pathways created during spring 2020 online teaching and learning, we will continue to communicate regularly to parents/guardians through SchoolZone and Google Classroom with the purpose of engaging families in their child's learning and progress.

Budget 2020 provided engagement opportunities that sparked an interest in school successes and challenges. Maintaining that interest through parental engagement in School Council activities will create a better awareness of our school reality with the purpose of finding ways to improve our partnership.

We aim to maintain or improve satisfaction measures on the Accountability Pillar by seeking out new ways to engage parents and offer virtual and at-home involvement opportunities.

Priority 3

	2020-21 Spring Proposed		2020-21 Fall Revised	
Resources		2,943,947		2,943,947
Internal Revenue		0		0
REVENUE TOTAL		2,943,947		2,943,947
Classroom	19.616000	2,016,348	19.616000	2,016,348
Leadership	1.700000	221,974	1.700000	221,974
Teacher Supply	.000000	82,000	.000000	82,000
TOTAL TEACHER	21.316000	2,320,322	21.316000	2,320,322
(% of Budget)		78.82%		78.82%
Exempt (Hourly/OT)	.000000	66,239	.000000	66,239
Support	4.300000	232,415	4.300000	232,415
Support (Supply/OT)	.000000	14,000	.000000	14,000
Custodial	2.500000	157,296	2.500000	157,296
Custodial (Supply/OT)	.000000	6,000	.000000	6,000
TOTAL NON-TEACHER	6.800000	475,950	6.800000	475,950
(% of Budget)		16.17%		16.17%
TOTAL STAFF	28.116000	2,796,272	28.116000	2,796,272
(% of Budget)		94.98%		94.98%
SUPPLIES, EQUIPMENT AND SERVICES		91,740		91,740
INTERNAL SERVICES		55,935		55,935
TOTAL SES		147,675		147,675
(% of Budget)		5.02%		5.02%
TOTAL AMOUNT BUDGETED		2,943,947		2,943,947
Carry Forward Included		0		0
Carry Forward to Future		0		0