

# Holy Spirit High School

## 2010-2011 School Development Report



### ***Vision***

The vision at Holy Spirit High School is a partnership between home, school, and community where education is a shared responsibility, and together we '*strive for excellence*' with the ultimate goal of helping each of us become '*the very best that we can be*'.

### ***Mission***

The mission of Holy Spirit High School is to create a safe, caring and socially just learning environment where students aspire to high standards of personal and academic achievement, and lifelong learning, while developing respect for self and others.

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OFFICE OF THE DIRECTOR

*Chairperson: Milton Peach, B.A., B. A. (Ed.)  
CEO/Director of Education: Ford Rice, B.A., B.Ed., M. Ed.*

## **Message from the Director of Education**

In June 2011, Eastern School District concluded a three-year strategic planning process which centered on developing our schools as caring, professional and purposeful places of learning and excellence. This school report for 2010-2011 highlights the activities of your school and your efforts to achieve your school-based goals, in keeping with the District's mission and its vision for the future. The information provided is very helpful as we continue to pursue excellence for our District through a planning process which emphasizes continued professional growth and development.

I would like to take this opportunity to congratulate each school on the success achieved to date as evidenced by this report. I acknowledge, with gratitude, the efforts of our teachers, administrators, support staff, parents and community representatives, particularly through schools councils. By working together, we can achieve the best possible learning environment for our students. I encourage you to dialogue with our stakeholders on this document and on our District objectives.

As we move forward with our new Strategic Plan (2011-2014), I look forward to your continued support and cooperation. Keep up the good work!

**FORD RICE, B.A., B.Ed., M.Ed.**  
**C.E.O./DIRECTOR OF EDUCATION**

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## **Message from the Principal**

Holy Spirit High School delivers high quality programs under the jurisdiction of the Eastern School District. After reorganization in 1997, Holy Spirit High quickly became entrenched as a 'neighborhood school' aspiring to the principles of academic excellence, co-curricular participation, life-long learning and community partnerships.

Our school remains committed to excellence in English and French literacy, mathematics, science and technology, social/cultural studies, and the fine arts. Our aim is to allow each individual student to achieve his/her personal best in a safe, caring and socially just learning environment.

The past school year has seen much progress in academics, student involvement and parental participation. Our students were recognized for academic achievement at the district, provincial and national levels in many curriculum areas. Our Student Council organized student activities, and Interact Junior Rotary Club initiated many successful community outreach projects. This year saw the further building of a successful, positive school-community relationship, with efforts spearheaded by the School Council.

This school report has been compiled from a variety of sources. It supplies some demographic information about our school population and gives an indication of the school's performance as measured by a variety of indicators. The report is a synopsis of our program offerings and student achievements. In addition, it attempts to identify areas where improvement may be needed.

SCOTT CROCKER, B.A., B.Ed., M.Ed.

**PRINCIPAL**

## Message from the School Council

The specific purpose of the School Council is defined as follows:

“To develop, encourage and promote policies, practices and activities which will enhance the quality of school programs and the level of student achievement in the school.”

The School Council has met regularly since its inception. There are usually eight meetings scheduled per year, and they are held in the Learning Resources Center. All regular School Council meetings are open to the public. Meetings are held at 6:00 p.m. on the first Monday of the month, when school is in session. All meeting agendas and minutes are posted on the school’s website.

During the past year, the efforts of the Holy Spirit High School Council focused on the following:

- Liaison with the school’s administration and the professional staff of the Eastern School District regarding the following issues:
  - Improved opportunities for student achievement, through enhancement of present facility by adding 4-classroom extension and providing an additional gymnasium
  - Safety concerns related to the highway entrance/exit to the school, and the student parking lot
- Enhancement of school programs through specific initiatives:
  - Dinner Cabaret/Auction netted \$20 000 for immediate investment in the Fine Arts, Technology, and Physical Education Departments

One major school development goal that the Council continues to fully support is the growth and improvement of the Fine, Visual and Performing Arts Department and its educational service to students and the community.

The School Council Membership during 2010-11 was as follows:

Position	Name
Chair/Parent Rep.	Ms. Cindy Styles
Vice-Chair/Parent Rep.	Ms. Rhonda Kenny
Secretary/Parent Rep.	Ms. Cathy Downton
Parent Rep.	Ms. Brian Ridgeley
Community Rep.	Mr. Ray Fagan
Student Council Rep.	Pres. Niall Hickey
Teacher Rep.	Ms. Carmen Perry
Teacher Rep.	Mr. Denise Oldford
Teacher Rep.	Ms. Cecilia Kennedy
Principal	Mr. Scott Crocker

# **An Overview of Holy Spirit High School**

## ***Our School Community***

Our school, Holy Spirit High School, is part of the Eastern School District, which operates 122 schools. The Board employs a total of 4000 teachers and support, secretarial and maintenance personnel, delivering programs and services to 40,000 students.

Our school has an enrollment of 784 students and offers programs in Grade 9 and Levels I-II-III-IV. Prescribed programs are presently offered in English and French Immersion.

Students who are performing at grade level and who are meeting success with core learning objectives are taught the **prescribed curriculum (Pathway 1)**. Student abilities may result in performance below the prescribed curriculum so that program objectives need to be **modified (Pathway 3)**. Students who have difficulty meeting basic objectives may require instruction in any one or more of the core subject areas in the regular classroom or in smaller groups with modification of the learning objectives and teaching provided by an **Instructional Resource Teacher**. If success is not realized with modified objectives, students may require an **alternate (Pathways 4-5)** course or program, and are supported by a **Pervasive Needs Teacher**. Exceptionally able students, who perform above and beyond grade level, are considered for **enriched activities (Pathway 2)** such as those provided in Accelerated/Honors Mathematics and Advanced Placement courses. One of the greatest needs within the school is providing **supports and accommodations** for students who are within two years of performing at grade level. A regular classroom teacher provides this type of intervention (**Pathway 2**), with support from an Instructional Resource Teacher whenever possible.

## ***Encouraging Student Excellence***

### **1. Student Incentives Program**

Our Student Incentives Program was developed and implemented to encourage and promote good attendance, responsible student behavior in the school and classroom, increased participation in co-curricular activities, and academic excellence. Its main purpose is to improve student achievement as measured by several indicators, both internal and external.

It incorporates individual rewards through a lottery draw at the end of Term 1 and also rewards those students with perfect attendance at the Student Recognition and Awards Program in June. Other initiatives include pizza parties, recreational activities and gift certificates.

Opting out of eligible final examinations is the reward for students who have achieved different levels of overall academic achievement and also achieved exceptional attendance (missed 5 days or less). Students must write all Public Examinations, and CRT's in Grade 9. Final exams in other subject areas comprise the 'eligible list' as long as there is at least an achievement level of 60% in the chosen subject area and there is no more than one failing grade on the May 31<sup>st</sup> 'Opt-Out' Report Card.

Visit the school website for details on our '**Academic Merit Program**'.

## **2. Student Recognition Program**

Student involvement in activities and student achievement of academic excellence is also recognized through the presentation of certificates throughout the year.

A lottery draw for 50 prizes at midyear rewards perfect and/or exceptional attendance and 'opting out' of final exams is the reward for exceptional attendance and academic excellence at year-end. Gift certificates are given to students in June who had perfect attendance during the school year.

Honors students have their accomplishments posted in September of the following year, after student transcripts and final grades are received. They receive medals at Awards Night.

## **3. Student Awards Program (June and November)**

The annual Student Recognition and Awards programs offer cash awards and/or trophies/plaques/certificates to students for achieving excellence in many academic/co-curricular areas.

Presentations are made at a Student Recognition Banquet prior to final examinations and/or during our Annual Awards Night in November – approximately \$16 000 to 40-50 students, thanks to scholarship donations from many community partners.

## **4. Community Outreach Program**

Students at Holy Spirit High School were provided opportunities to become involved in many important and worthwhile projects in the community as a result of initiatives taken by the Student Council and the Interact Junior Rotary Club, including: Run for the Cure, Shave for The Brave, National Day Against Homophobia, Walk for Juvenile Diabetes, Aid for Africa, Child Sponsorship, special collections for students and major disasters, etc.

### Our 3 – Year School Development Plan

The 3- year School Development Plan outlines our school’s goals and objectives for the near future. The plan is flexible and adjusted on a yearly basis, but it is the blueprint for growth within the school.

#### Goal 1: Promote an orderly, respectful, safe learning environment

Year	Objectives	Objectives	Objectives
<i>2007-08</i>	Implement awareness campaign that promotes personal safety	Implement measures to increase school security	Implement Positive Behavior strategies
<i>2008-09</i>	Implement strategies to allow for increased teacher collaboration and wellness	Implement measures to increase school security	Implement Positive Behavior strategies
<i>2009-10</i>	Increase opportunities for students to voice their opinions	Increase opportunities for teacher leadership	Explore opportunities to engage students in character education Increase opportunities for student leadership

#### Goal 2: Create a positive, interactive learning community that increase student achievement

Year	Objectives	Objectives	Objectives
<i>2007-08</i>	Implement awareness campaign that promotes the importance of academic achievement	Maximize instructional focus	
<i>2008-09</i>	Explore opportunities descriptive student feedback	Increase opportunities for teachers and students to use a variety of technology to improve student learning	Develop action plans to address challenges in all subject areas
<i>2009-10</i>	Increase teacher awareness of Assessment for Learning and implement appropriate strategies	Increase opportunities for students to connect with adults in the learning environment	Develop action plans to address challenges in all subject areas

**Operational Issues**

Year	Issues	Issues	Issues
<i>2007-08</i>	Window installed in office door nearest main office, ban use of blog sites in school setting	Practice emergency response plan	Monthly call re unexcused absences by student advisors
<i>2008-09</i>	Regular washroom checks, entrance doors locked and checked twice per period, install 6 additional security cameras in designated corridor areas	Increase administrator visibility in classrooms, corridors, and on grounds, consult with students on school maintenance issues	
<i>2009-10</i>	Resource availability		

Holy Spirit High School went through the process of values, vision and goals exercise, and an internal review, during 2006-2007 in an attempt to identify **two core goals**, each with **three objectives**. Students, staff and parents helped identify areas of strength and weakness, and developed **indicators of success** for each goal and its objectives. **Five strategies** were developed to help achieve each of the six core objectives over a **three-year period**, commencing in September 2007, complete with specific **support plans** for each strategy, to enable measurement of progress and achievement.

In the spring of 2008 a team of professionals outside the school conducted an external review to determine progress and success with our School Development Plan, and to identify any areas that needed improvement.

### Report on School Development Plan for 2009-10: Year 3

<b>Goal 1. Promote an orderly, respectful, safe learning environment</b>		
<b>Objective 1.1</b> Increase opportunities for students to voice their opinions	<b>Objective 1.2</b> Increase opportunities for teacher leadership	<b>Objective 1.3</b> Explore opportunities to engage students in character education; Increase opportunities for student leadership
<b>Commendations 1.1</b> - Established a Suggestion Box - Created a Letter to Editor section in school newspaper	<b>Commendations 1.2</b> - Encouraged teacher participation in Leadership Development Program	<b>Commendations 1.3</b> - Ensured Student Council President was given a seat on School Development Committee
<b>Recommendations 1.1</b> - Establish regular focus group sessions for students	<b>Recommendations 1.2</b> - Establish a leadership committee	<b>Recommendations 1.3</b> - Have regular focus groups for students and teachers

<b>Goal 2. Create a positive, interactive learning community that increases student achievement</b>		
<b>Objective 2.1</b> Increase teacher awareness of Assessment for Learning and implement appropriate strategies	<b>Objective 2.2</b> Increase opportunities for students to connect with adults in the learning environment	<b>Objective 2.3</b> Develop action plans to address challenges in all subject areas
<b>Commendations 1.1</b> - Conducted two school-based PD sessions on Assessment for Learning - Placed topic of Assessment for Learning on agenda for all staff/department meetings	<b>Commendations 1.2</b> - Provided opportunities for students to meet with teachers one-on-one to interact, discuss progress and receive feedback	<b>Commendations 1.3</b> - Continued to review the previous years action plans
<b>Recommendations 1.1</b> - Continue to increase the use of assessment for learning strategies in the classroom	<b>Recommendations 1.2</b> - Increase the amount of individual feedback given during class time	<b>Recommendations 1.3</b> - Discuss the status and implementation of action plans at department and administrative team meetings

## **School Development Plan for the Current Year – 2010-2011: Internal Review**

Holy Spirit High School went through the process of a values, vision and goals exercise, and an internal review, during 2010-2011 in an attempt to identify **several core goals**, each with **three objectives**. Students, staff and parents helped identify areas of strength and weakness, and developed **indicators of success** for each goal and its objectives. **Five strategies** are being developed to help achieve each of the nine core objectives over a **three-year period**, commencing in September 2012, complete with specific **support plans** for each strategy, to enable measurement of progress and achievement.

In the spring of 2012 a team of professionals outside the school will conduct an external review to determine progress and success with our School Development Plan, and to identify any areas that need improvement.

## Summary Report on Current Data and Efforts to Improve Student Achievement

### CRITERION REFERENCE TESTS

Grade 9 Language Arts								
	07-08		08-09		09-10		10-11	
	School	Province	School	Province	School	Province	School	Province
<b>Multiple Choice:</b>								
Poetic	83.7%	77.2%	76.6%	71.0%	86.5%	85.1%	73.2%	64.7%
Informational	84.1%	78.1%	76.6%	83.1%	85.3%	79.3%	76.0%	71.2%
<b>Constructed Response: Percentage of students performing at Level 3 or above</b>								
Demand Writing	91.1%	86.2%	84.1%	83.0%	93.7%	85.4%	92.5%	83.3%
Poetic	82.2%	73.0%	88.8%	79.5%	86.5%	73.1%	73.8%	61.4%
Informational	89.4%	77.5%	84.7%	75.5%	84.5%	70.1%	77.7%	69.2%

Grade 9 Mathematics								
	07-08		08-09		09-10		10-11	
	School	Province	School	Province	School	Province	School	Province
Number Operations	64.0%	60.3%	57.4%	55.8%	69.7%	69.5%	54.7%	59.1%
Number Concepts	71.0%	68.9%	35.3%	39.3%	52.7%	59.0%		
Patterns & Relations	56.5%	59.3%	68.4%	68.9%	74.0%	75.4%	63.4%	62.8%
Measurement	54.9%	55.1%	61.0%	59.9%	60.7%	67.6%	65.1%	65.7%
Geometry	53.5%	55.4%	61.4%	61.8%	67.1%	69.4%		
Data Management & Probability	67.2%	63.2%	48.9%	53.7%	60.0%	65.9%	84.7%	79.4%

## PUBLIC EXAMS

Exam Mark	07-08		08-09		09-10		10-11	
	School	Province	School	Province	School	Province	School	Province
<b>French 3200</b>	71.0%	65.1%	75.9%	68.3%	70.4%	68.1%	66.8%	69.6%
<b>Francais 3202</b>	72.5%	68.6%	74.9%	70.1%	67.8%	72.4%	66.4%	69.8%
<b>Math 3204</b>	52.6%	57.4%	53.8%	58.9%	53.0%	58.0%	56.2%	58.2%
<b>Math 3205</b>	82.6%	78.9%	74.4%	74.9%	67.8%	75.3%	80.5%	77.9%
<b>World History 3201</b>	57.6%	61.7%	57.8%	63.6%	62.2%	61.5%	63.2%	65.6%
<b>World Geography 3202</b>	60.7%	63.1%	62.7%	63.2%	50.5%	58.8%	65.0%	64.4%
<b>Histoire Mondiale 3231</b>	63.1%	67.4%	65.8%	65.8%	54.2%	62.5%	59.8%	63.0%
<b>Biology 3201</b>	58.6%	61.2%	57.3%	58.4%	62.2%	60.7%	61.2%	60.5%
<b>Chemistry 3202</b>	58.3%	64.6%	68.3%	62.2%	70.1%	66.4%	66.1%	66.9%
<b>Physics 3204</b>	66.1%	68.3%	72.0%	67.2%	64.2%	65.5%	70.9%	70.8%
<b>Earth Systems 3209</b>	61.0%	61.1%	53.5%	56.3%	57.1%	56.0%	60.2%	57.4%
<b>English 3201</b>	66.1%	65.3%	64.4%	60.2%	68.7%	64.6%	68.6%	63.4%

## GRADUATION STATUS

	07-08		08-09		09-10		10-11	
	School	Province	School	Province	School	Province	School	Province
<b>Honours</b>	25.0%	25.1%	30.7%	23.1%	29.2%	25.2%	29.4%	26.1%
<b>Academic</b>	34.6%	35.7%	42.1%	40.9%	42.3%	39.5%	40.0%	40.6%
<b>General</b>	40.4%	39.3%	27.1%	36.0%	28.5%	35.2%	30.6%	33.3%

COURSE	INSTRUCTIONAL STRATEGIES TO IMPROVE STUDENT ACHIEVEMENT		
	STRENGTHS	WEAKNESSES	FOCUSED STRATEGIES
English 9	Performance on Poetry demonstrated strong mastery of concepts	Performance on Demand Writing continues to be challenging for many students	Develop model answers and collection of exemplars for discussion and demonstration purposes for areas needing improvement
	Informational Reading section should good comprehension and interpretative skills	Use of technology as an instructional aid in the English Language classroom is rare	Development English faculty website to post terms, models, exemplars; incorporate technology in classroom
Mathematics 9	Patterns and Relations	Numeracy which consists of number operations and number concepts	Providing students more in-class time to work on assigned questions, rather than homework; will enable students to ask more questions, gain better understanding
	Geometry	Data Management	More multiple choice questions in lessons, on review sheets, tests; provides more practice at picking out key words in multiple choice questions; review sheets same format as tests
Science 9	Good comprehension and performance on Heat Transfer	Poor understanding of Environmental Quality concepts	Practice and evaluations interpreting multiple choice questions
	Good comprehension and performance on Electricity	Poor understanding of Chemical Change concepts	Better introduction to core labs; completion of core labs in timely manner; provide frequent and greater feedback on lab reports
French 3200	Good depth of thought and strong writing skills	Listening comprehension through use of images	Practice listening sections from previous public exams, and group discussions about what is seen and heard; use of this style in all listening evaluations
	Reading comprehension was very strong	Listening comprehension based on a dialogue	Listen to a variety of passages from text and workbook, previous public exams, and Internet websites such as CBC radio, with multiple choice questions; use of francophone videos to further develop listening skills
Français 3202	Strong writing skills in the comparative essay	Listening comprehension through use of images	Practice exercises from previous public exams, and use image formats for evaluations; use of class discussions to develop interpretive skills.

	Good writing and thinking skills in personal response	Reading comprehension	Present variety of reading texts throughout the year with multiple choice questions only; required readings evaluated in same way
<b>Mathematics 3204</b>	Rate of Change	Quadratics	Break Quadratics into two smaller units, and give two tests; topics that were done poorly will be reviewed and then tested again in next unit
	Exponential Growth	Circle Geometry	Student attendance is a concern late in the year, so teachers will post notes on the website; trigonometry; trigonometry will be taught at the beginning of the unit rather than at the end; providing journals involving multiple choice questions, with the goal of helping students understand math terms; continue with tutorials
<b>Mathematics 3205</b>	Rate of Change	Exponential Growth	Teachers give open book assessments; teachers will show examples of students' answers from last years public to emphasize common errors; homework assignments
	Quadratics	Circle Geometry	Student attendance is a concern late in the year, so teachers will post notes on the website; trigonometry; trigonometry will be taught at the beginning of the unit rather than at the end; providing journals involving multiple choice questions, with the goal of helping students understand math terms; continue with tutorials
<b>World History 3201</b>	Students performed above provincial average on units: multiple-choice items and constructed response	Some students complete the incorrect optional section on the exam, thus scoring low.	Students provided with copies of outcomes for each unit, including the cognitive level at which each is assessed.

	Achievement was consistent with assessment scores throughout year; grades did not drop on the public exam	Students were below provincial average in 2 sections worth 10 marks each, negatively affecting overall average	The “key verbs for assessment” outlined on the Department of Education’s website highlighted and reviewed
<b>World Geography 3202</b>	Good student performance in Physical Features, Weather and Climate, Resource Use and Population Studies	Performance in Case Studies/Written Responses remains low	Student use of a highlighter to mark important material that may be used in potential answers
	Marks on the overall average improved each of last 4 years	Multiple Choice responses in Ecosystems area are below provincial average	Development of a bank of ‘case studies’ for students to use as practice items
<b>Histoire mondiale 3231</b>	Good, overall knowledge in Multiple Choice section	Answering questions requiring reference to a source	More practice with source questions, in both multiple choice and written response format
	Significant improvement in Written Response section	Decline on two topics covered in Written Response section	Mediums used to transfer information to be varied, and include Power Point presentations, photocopied notes, video, film
<b>Biology 3201</b>	Students demonstrate good functional knowledge of biological concepts	Public exam scores were low on the constructed response section in comparison to unit tests	Have students read instructions as much as possible without guidance; develop evaluation rubrics that ensure comprehension is a component; demonstrate reading for comprehension in lab and exam settings.
	Good ‘hands-on’ skills for lab based activities	Poor performance on multiple choice section	Use review program to ensure students are re-exposed to main outcomes of each unit
<b>Chemistry 3202</b>	Students performed better on all units except electrochemistry	Students continued to have most difficulty with electrochemistry unit	Improve lab instruction through use of smart board to provide interactive lab activities or demonstrations
	Students’ overall average was 6% above the provincial average and 5% above the district average.	Knowledge of rules, definitions, and formulae was lacking; unable to answer level one multiple-choice questions	Use technology that promotes student management with keypad technology that provides real time feedback to them

<b>Physics 3204</b>	Constructed response questions done well for all units	Many multiple choice questions were slightly below district and provincial averages	Use online resources (in conjunction with the Smartboard) to enhance student learning (e.g. simulation for projectile motion, pHET simulations).
	Significant increase in school's average mark	Some Constructed Response answers slightly below district and provincial averages	Regular tutorial time set aside for extra help (once per cycle) in addition to tutorials by appointment and before tests.
<b>Earth Systems 3209</b>	Performance on Unit 2 was positive	Results in other areas of the course were below provincial average	Comprehensive exam in May, and provision of a variety of shorter, ongoing assessments in the form of marked worksheets
	Students completed questions on Radioactive Decay as well as others	Students registered for course tend to be 'below average' academic students	Use of a course website to provide supplementary review materials
<b>English 3201</b>	Demonstrated good understanding of comparison essays	Insufficient understanding demonstrated of linking questions	Development of presentation workshop/lessons to introduce requirements and strategies for critical/comparative demand essays
	Personal response essay results improved	Poetry remains the weakest performance area	Develop model answers and collection of exemplars for discussion and demonstration; post on English faculty website

## Appendix A – Summary of School Fundraising

### Holy Spirit High School

2010-2011

<b>Net Proceeds</b>	<b>Event</b>
20 000.00	Cabaret
3000.00	Vegetable Fundraiser
15 000.00	Interact Junior Rotary – Community Outreach
2900.00	Rentals
12 375.00	Cafeteria Commission
2650.00	Squires & Parsons Shields
4 000.00	SPCA Donation (In Memory of William Pieroway)
1 000.00	10-Year Reunion Seed Fund (Senior Prom)
<b>TOTAL</b>	<b>60925.00</b>