

Our Lady of the Assumption School

Continuous Improvement Plan 2017-18

Updated – October 11, 2017

Priority One

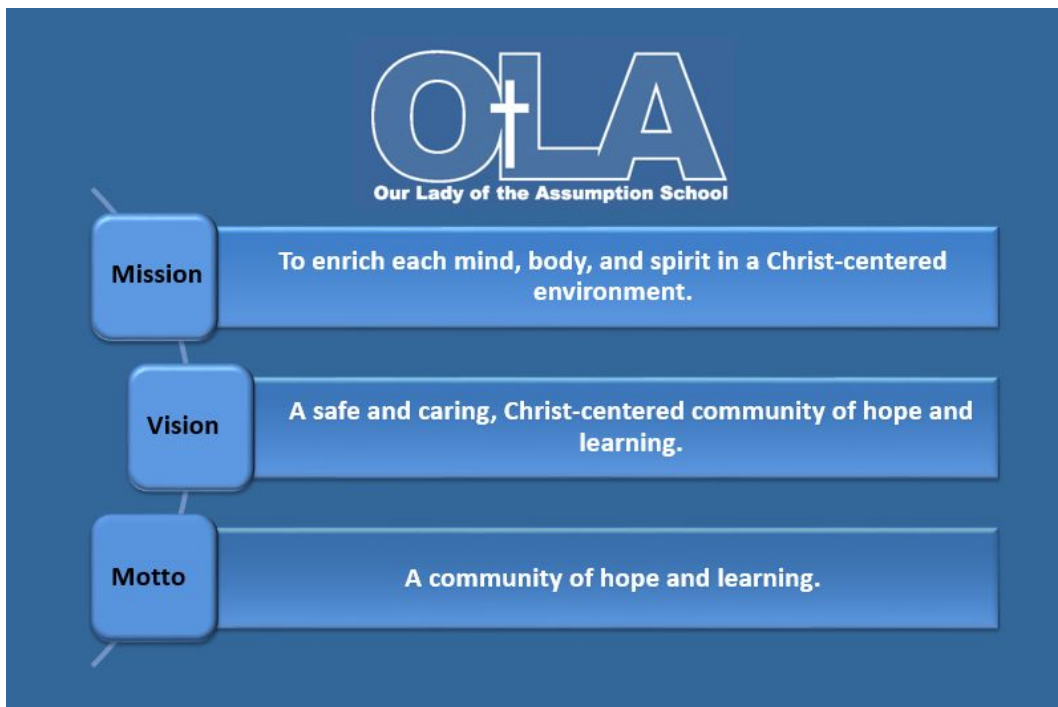
- Staff/students will grow in their faith and experience the richness of Catholic Education

Priority Two

- All students will develop literacy/numeracy skills that will prepare them for a changing future

Priority Three

- First Nations, Metis & Inuit students will achieve equitable educational outcome



| Priority One - Staff/students will grow in their faith and experience the richness of Catholic Education | | |
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| Smart Goal | Strategies | Measures |
| <p>1a - By the end of December, 85% of all grade K-6 students will feel accepted as part of a faith classroom/ community. 90% by May.</p> <p>1b - Faith Formation - In 2017-18, OLA will address the faith formation needs of staff/students as identified through the five marks of Catholic Identity.</p> <p>1c - Permeation - In 2017-18, OLA will implement a plan to enable and support teachers to implement a faith infused curriculum.</p> | <ol style="list-style-type: none"> GIFT - Faith Celebrations (inc. music), student prayer journals, forms of prayer, use of FORMED, Mary's Place, prayer groups, expand co-curricular prayer (team), Wellness Club Focus on social interactions in lessons (student to student relationships) Recognize students who receive sacraments: assemblies, newsletter, Holy Spirit Stars, bulletin boards All classes – deliver a service project Continue to focus on wellness plan including a new Div. II Exploratory Course on Wellness Use of Catholic School Identity tool Focus during PD days Faith Fridays - Sharing the Good News, individual/groups of classes | <ol style="list-style-type: none"> TOFU Our School K-2 student survey Checklist Staff Survey |
| Priority Two - All students will develop literacy/numeracy skills that will prepare them for a changing future | | |
| <p>2a - Based on the results of the previous year's common assessment, there will be a 10% increase of students meeting the acceptable standard in numeracy in June.</p> <p>2b - By January, 70% of students will be able to read and comprehend at their grade level. 80% by June. (% vary by grade)</p> | <ol style="list-style-type: none"> Build basic math facts and problem solving skills Learning Supports program Use of Learning Coaches/CT time/ Cognitive Coaching Reflect using Inclusive Ed Indicators Focus on reading comprehension Use of Google platform and apps Fountas and Pinnell kits, use of CIF Artist in Residence Program – Evergreen Theatre – Science based Grade 6 homeroom teacher | <ol style="list-style-type: none"> Common Math Assessment Mathletics Assessments Fountas and Pinnell, CAT4, PAT Teacher developed Data spreadsheet |
| Priority Three - First Nations, Metis & Inuit students will achieve equitable educational outcomes | | |
| <p>3a - Based upon baseline data, there will be a 25% increase of First Nations, Metis, & Inuit students meeting the acceptable standard in literacy/numeracy levels by January and June.</p> <p>3b - By the end of 2019, First Nations, Métis, and Inuit students will feel a better sense of belonging and all students and staff will have a greater understanding of culture, traditions and ceremonies.</p> | <ol style="list-style-type: none"> Increase aboriginal content/speakers in core subjects/classroom using approved resource list Collaboration regarding resources (MMF) PD – Book study – TRC and 'Indian Horse' Reflect on the concept of racism Cognitive Coaching Implement new TQS and LQS ATA Workshops - Walking Together We Are All Treaty People poster contest Family Tree activity – genealogy | <ol style="list-style-type: none"> Baseline data, F & P, CAT4, PATs, Common Math Assessment Checklist Teacher developed Data spreadsheet |

