

**Continuous Improvement Plan**

**Catholic Central High School**

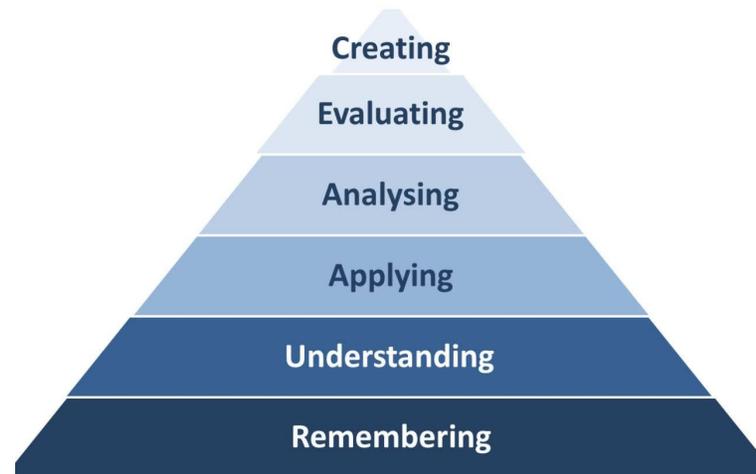
**2018-2019 – YEAR TWO**



Catholic Central High School:



*Rigor, Relevance, Relationships*



### **YEAR ONE - 2017-2018**

Year One was about Remembering, Understanding, and Recognizing what knowledge, skills, and values we had when it came to the areas of First Nations, Métis, and Inuit education, literacy, numeracy, and faith. We spend the whole year revisiting the TQS, bringing in local “experts,” having many collaborative learning sessions, and taking stock of the inventory we already had to draw upon when it came to these areas.

### **YEAR TWO – 2018-2019**

Year Two will be about Applying, Sharing, Collaborating, and Analyzing the knowledge and skills we have gained from year one in the areas of First Nations, Métis, and Inuit education, literacy, numeracy, and faith.

### **YEAR THREE – 2019-2020**

The vision for Year Three will be focused on Reflecting Upon and Evaluating the three-year journey with the areas of First Nations, Métis, and Inuit education, literacy, numeracy, and faith.

**Continuous Improvement Plan for 2018-2019**

*Moving Forward With High School Redesign Foundational Principles of focus in 2018-2019 CIP:*

- *Welcoming, Caring, Respectful, and Safe Learning Environment*
- *Personalization*
- *Rigorous and Relevant Curriculum*

Holy Spirit Division Priority #1: Staff and students will grow in their faith and experience the richness of Catholic Education.

**CCH Vision #1 – Relationships:** To **support and advocate** for a faithful vision of an inclusive Catholic school

<u>Goals</u>	<u>Strategies</u>	<u>Measures</u>
<p><i>Focus: Welcoming, Caring, Respectful, and Safe Learning Environment (MFWHSR Foundational Principle)</i></p> <p><b>By the completion of the 2018-19 school year:</b></p> <ol style="list-style-type: none"> <li>1. 75% of <b>students</b> agree that they were taught to explore their relationship with God through school activities and celebrations to help them understand issues and solve problems.</li> </ol>	<p>Establish a “Did You Know?” or a “Who-Is-Who?” resource explaining the reason(s) behind why we do what we do at Catholic Central and in the catholic church What has the church contributed to our understanding and to various subject areas?</p>	<p>During our CIP Review #2 on February 2, 2019 with Senior Administration, we were encouraged to look into the Webinar series from ThinkCatholic Online Courses. The topics include: Faith and Reason in the Classroom, Teaching Every Subject from a Catholic Perspective, Faith Permeation &amp; Indigenous Perspectives, Permeating English &amp; Fine Arts, Permeating Social Studies, History, Health &amp; PE, Permeating Math &amp; Science. The hope is that this series will help us build our understanding to permeation of faith to various subject areas.</p>

<p>2. 75% of <b>students</b> agree that their individual identity is supported and fostered.</p> <p>3. 85% of <b>staff</b> embracing opportunities to live out a faithful vision.</p>	<p>Explore ways to connect students (of various backgrounds) to prayer stations (which are visible reminders that faith permeates all that we do in the classroom). For instance: holy water as a ritual that reminds us of our baptism.</p> <p>Provide Faith Formation sessions once a month for all staff to revisit their own commitment to Catholic Education and to examine various ways to permeate with intent.</p>	<p>Each school was given a myrtle tree and holy water to add to our main prayer centres. The myrtle tree symbolizes the fruition of our 3-Year Faith Plan. The holy water reminds us of our baptism</p> <p>On September 20, we added The Blackfoot Prayer to each prayer centre in the school.</p> <p>We have had the following Faith Formation sessions:</p> <ul style="list-style-type: none"> <li>- September 26, 2018</li> <li>- October 16, 2018</li> <li>- November 13, 2018</li> <li>- December 14, 2018</li> </ul>
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As per Alberta Education’s draft of the Teacher Quality Standards, one of the new competencies is **applying** foundational knowledge about First Nations, Métis, and Inuit, and **supporting** student achievement by engaging in collaborative, whole school approaches to capacity building in First Nations, Métis, and Inuit education.

Holy Spirit Division Priority #3: First Nations, Métis and Inuit students will achieve equitable educational outcomes.

**CCH Vision #2-** Relevance: To ensure there is **development and application** of foundational knowledge about First Nations, Métis, and Inuit for the benefit of all students.

<u>Goal</u>	<u>Strategies</u>	<u>Measures</u>
<p><b>Focus:</b> <i>Personalization and Rigorous and Relevant Curriculum (MFWHSR Foundational Principle)</i></p> <p><b>By the completion of the 2018-2019 school year:</b></p> <ol style="list-style-type: none"> <li>1. 85% of <b>staff</b> integrating historical and cultural perspectives of the First Nations, Metis, and Inuit people.</li> </ol>	<p>Initiate a First Nations, Métis, and Inuit Education committee. The committee will explore ways to permeate cultural awareness for students and staff throughout the school and school year. They will also investigate professional learning opportunities and curricular integration for teachers, and identify resources (materials and personnel).</p>	<p>The committee has:</p> <ul style="list-style-type: none"> <li>- created physical and visual spaces on both campuses</li> <li>- promoted Orange Shirt Day with historical context</li> <li>- provided a Treaty 7 presentation for all classes</li> <li>- ran a Games/ Social games session with</li> </ul>

<p>2. 70% of <b>First Nations, Metis, and Inuit students</b> seeing their learning as relevant.</p> <p>3. 70% of <b>all students</b> recognize the development and application of foundational knowledge and culture of the First Nations, Metis, and Inuit people.</p>	<p>Access knowledge and skills of Elders, Division First Nations, Metis, and Inuit Principal (Annette Bruised Head), and First Nations, Metis, and Inuit Worker (Emily Fox) to assist in the investigation of professional learning opportunities and curricular integration for teachers, and identify resources (materials and personnel).</p> <p>Reach out to students who have not met graduation requirements after three years and provide them with the opportunity to finish.</p> <p>Recognize the importance of the permeation of Blackfoot language throughout the school - tri-lingual signage, greetings, and phrases. For instance: front door signage should read Welcome, Oki, Bienvenue.</p>	<p>integration into subject areas</p> <p>For our December PD Day, Annette Bruised Head shared stories with staff on the importance of names and how faith plays a role in her life. For quarter 3, we are blessed to also have Kendrick Fox join us 1-2 times a week to facilitate with our Aboriginal Studies class.</p> <p>To date, we have helped two more (of seven) of last year's graduates to complete high school.</p> <p>Tri-lingual welcome signs have been ordered!</p>
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As per Alberta Education’s Numeracy Progressions students will employ the ability, confidence, and willingness to engage with quantitative or spatial information to make informed decisions on all aspects of daily living.

Holy Spirit Division Priority #3: All students will develop numeracy skills that will prepare them for a changing future.

**CCH Vision #3 – Rigor:** Students **apply** knowledge of quantitative and spatial information to make an informed decision.

<b><u>Goals</u></b>	<b><u>Strategies</u></b>	<b><u>Measures</u></b>
<p><i>Focus: <b>Rigorous and Relevant Curriculum (MFWHSR Foundational Principle)</b></i></p> <p><b>By the completion of the 2018-19 school year:</b></p> <ol style="list-style-type: none"> <li>1. 85% of <b>staff</b> are able to integrate quantitative and spatial development (numeracy strategies) into their subject areas.</li> <li>2. 80% of <b>students</b> are able to apply appropriate numeracy strategies to regulate their learning across all subject areas.</li> </ol>	<p>Provide time to go through a Pre-Mortem Activity within department groups to identify obstacles and create strategies for development of numeracy skills within specific contexts.</p> <p>Implement/ Enact/ Support Interdisciplinary Work Plans (as outlined in proposals submitted by staff).</p>	<p>September 21, 2018 PD Day</p> <p>September 21 and ongoing Check out our Twitter feed @cchscool for all the cool Interdisciplinary projects that are being done throughout the school!</p>

As per Alberta Education’s Literacy Progressions students will develop the ability, confidence and willingness to engage with language to acquire, construct, and communicate meaning in all aspects of daily living.

Holy Spirit Division Priority #3: All students will develop literacy skills that will prepare them for a changing future.

**CCH Vision #4 – Rigor:** Students will **utilize** efficient and effective strategies to **acquire, evaluate, and ethically use** information.

<u>Goals</u>	<u>Strategies</u>	<u>Measures</u>
<p><i>Focus: <b>Rigorous and Relevant Curriculum (MFWHSR Foundational Principle)</b></i></p> <p><b>By the completion of the 2018-19 school year:</b></p> <ol style="list-style-type: none"> <li>1. 85% of <b>staff</b> are able to integrate effective literacy strategies into their subject areas.</li> <li>2. 80% of <b>students</b> are able to apply appropriate literacy strategies to regulate their learning across all subject areas.</li> </ol>	<p>Explore opportunities to learn more about how to utilize Google platforms to enhance implementation of effective and engaging literacy strategies. Interdisciplinary Projects (see Vision #3).</p> <p>Investigate and plan out what a “Campus Reads” project would look like in a high school context.</p>	<p>The CTS department has met and has revamped the current Workplace Readiness course into a new course to be called Digital Learning Tools, which will use the Google platforms to enhance both literacy and numeracy skills. This course will be piloted in quarter 4 of 2019.</p>