

FLVT Improvement Plan 2016 - 2019 (submitted October 15, 2018)



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

Goal: By 2019, staff and students will demonstrate a growth in understanding of their faith and the Van Tighem Virtues.

| Strategy/Year | Measures |
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| 2016 - 2017 | |
| <ul style="list-style-type: none"> • Virtues Kickoff Retreat & BBQ (Sept 2016) • Van Tighem Virtues Signage - Posters, Tattoos, Shirts • Bi-Monthly Focus and Assemblies • Classroom Meetings - implementation of weekly meetings • Virtue Matrix - develop expectations for each hotspot area identified from Bullying Survey - All, Classroom, Hallway, Gym, Outside • Develop Student Conduct Guidelines & Consequences, Conduct Referral Form, FLVT Data Website, and On the Spot Intervention • Faith Plan Focus - Rooted in Christ - Scripture Focus | <ul style="list-style-type: none"> • School Developed Survey • Classroom Assessment • Conduct Referrals • Tell Them From Me Survey |
| 2017 - 2018 | |
| <p>Permeate the Van Tighem Virtues into the culture of the school so that students can name the Virtues, explain them, and demonstrate them through their behaviour.</p> <p><u>Virtues Sprint - October 10 - December 22, 2017</u> Increase the Visible Signs and Symbols of Van Tighem Virtues in the School</p> <ul style="list-style-type: none"> - Student contests for artwork around the school - Agenda cover & Hallway Bulkheads - roll out after Thanksgiving - Gym stairs and walls- HAWKS under each stair and a Hawkeye on the wall, Perspective on inside gym wall - Revised school banner - Virtues First Nations Art in the classrooms by December 22 - School Items Purchase - ie pens, coffee cups, water bottles, clothing - sale ends mid-November so items are here for Christmas (Dec 22). <p><u>Classroom Meetings Sprint - February 2 - April 23, 2018</u> Permeate virtues into our classroom meetings, health and religion classes.</p> <ul style="list-style-type: none"> - Develop a scope and sequence for our core lessons aligning their behaviour with the Virtues at each grade level. - Teacher release time (½ day each) per grade level to develop scope and sequence. - Teaching students how to navigate social situations using HAWK virtues as their behaviour guideposts - Implement lessons from Classroom Meetings that Matter and articulate with Health and Religion classes and 4th R program(JH). <p><u>Virtues Student Retreat</u> Retreat Committee - Plan Virtues Retreat 2017 - 2018 year</p> <p><u>Virtues Committee work for 2017 - 2018</u></p> <ul style="list-style-type: none"> - Virtues Matrix - refine expectations for our 5 hotspot areas as identified by our bullying survey and our Office Conduct Reports - On the Spot Intervention (STOPS) - implement consistent steps for each division keeping student behaviour aligned with the virtues - Response to Conflict - develop consistent steps and language for all students to use when dealing with conflict - Develop a Positive Referral system for VT Virtues for students who demonstrate the Virtues | <ul style="list-style-type: none"> • School Developed Survey - October 2017 & June 2018 <p>Pre and Post Signage Checklist</p> <p>Scope and Sequence document created.</p> <p>Implementation of lessons</p> <p>Virtues Matrix OTS Intervention Conflict Response Positive Referral System</p> |

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| <p><u>Growth through experiencing a variety of forms of prayer 2017 - 2018</u></p> <ul style="list-style-type: none"> - Prayer Board in Gathering Space - Monthly prayer activities for staff and students - Learn School Prayer in three languages (English, French, Blackfoot) - Living Rosary Assembly | <p>Prayer Activities Tally Sheet</p> |
| 2018 - 2019 | |
| <ul style="list-style-type: none"> ● Continuation of 'Rooted in Christ - Scripture' and 'Growing in Spirit - Prayer' <ul style="list-style-type: none"> ○ Tying Virtues to share the Good News/Prayer ○ Using 'Holy Heroes' and weekly Gospel readings to share the Good News ○ Continue to expose students/staff to a variety of prayers ● Virtues Focus <ul style="list-style-type: none"> ○ Virtues Matrix ○ Introduce Positive Referrals - Virtues - Hawkeye: <ul style="list-style-type: none"> ■ JH LA - compliment cards ■ Positive Referral System - HAWKS coupons ● Sharing Our Bounty - Sharing our 3Ts of time, treasure, and talents: <ul style="list-style-type: none"> ○ Virtues Student Retreat in 2018 ○ Social justice projects (Chalice and Holy Childhood) ○ JH - Talent/Variety Show to showcase student talents ○ JH - Talking circles/medicine wheel ○ Focus during school activities and professional development days ○ Staff - Social Justice project | <ul style="list-style-type: none"> ● Weekly Gospel reading ● Survey students and staff regarding focus on virtues ● Number of HAWKS Coupons ● # of social justice and 3Ts projects/events ● Our School Survey ● Accountability Survey |

Priority 2: All students will develop literacy and numeracy skills that will prepare them for a changing future.

Goal: By 2019, students will demonstrate growth in reaching grade level of achievement in literacy and numeracy skills.

| Strategy/Year | Measures |
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| 2016 - 2017 | |
| <ul style="list-style-type: none"> ● Daily interventions & EA Support, Peer Mentoring Class ● Agile School Work on Basic Fact Fluency (Grades 3-9) using <i>Elementary & Middle School Mathematics Teaching Developmentally</i> ● Sight word work with Grade 1 and 2 students ● Creating a visual literacy unit with JH Language Arts teachers | <ul style="list-style-type: none"> ● Dolch Sight Word lists ● Grade level readings ● Basic Fact Assessments |
| 2017 - 2018 | |
| <p><u>Agile Schools Calgary Cohort School Team Numeracy Sprint to increase basic addition fact fluency</u></p> <ul style="list-style-type: none"> - SAPDC session Guided Math is a Great Instructional Strategy by Dr. Nicki Newton (Running Records) - October 18 - Implement Addition Running Record Assessments - Oct. 20-Nov20 - Guided Intervention Strategy Instruction based on Running Record Assessment Data - Nov 27 - Jan. 18 - Retest: Addition Running Record Assessment - Jan. 22 - 26, 2018 - Discuss results at Feb. 2 PD Day <ul style="list-style-type: none"> ● Resources - <i>Elementary & Middle School Mathematics Teaching Developmentally</i> (Fourth Canadian | <ul style="list-style-type: none"> ● Addition Running Record Assessment |

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| <p>edition) by Van de Walle et al. and <i>Math Running Records in Action: A Framework for Assessing Basic Fact Fluency in K-5</i> by Dr. Nicki Newton & New Zealand math - continued use of strategies</p> <p><u>Fountas and Pinnell Literacy Sprint to Increase student reading levels.</u></p> <ul style="list-style-type: none"> • F and P benchmark assessment in Division 1, optional for Div. 2 and 3 • Use of F & P benchmarks to inform embedded intervention time for grades 1 & 2 (Mon-Thursday) • PD: SAPDC Sessions on Fountas and Pinnell Intervention Kits, support from HS literacy coaches • Library Books Labelled according to a range of Levels - Faith in Action Students <p><u>JH Literacy and Numeracy support</u></p> <ul style="list-style-type: none"> • Embed support games and activities into grade 8 & 9 Wellness class for 75 minutes weekly. | |
| 2018 - 2019 | |
| <ul style="list-style-type: none"> • Agile Learning Sprints in literacy or numeracy in all Learning Teams: <ul style="list-style-type: none"> ○ K-2, 3-4, 5-6, JH Teams in Social, Science, LA and Math ○ Fountas and Pinnell implementation in Division I and II with the support of Division Supports (Learning Coaches) <ul style="list-style-type: none"> ■ Levelling of library resources • Learning strategies to support literacy and numeracy: <ul style="list-style-type: none"> ○ Embed support games and activities into grade 8 & 9 Wellness class for 75 minutes weekly ○ Ongoing improvements for JH Reading Cafe Day ○ JH focus on reading comprehension, vocab, and reading strategies ○ Build on basic numeracy skills and multi-step problem solving (with and without assistive technology) ○ Build on basic literacy skills, especially in Division I with focus on sight words, phonics, and comprehension ○ Use of Fountas and Pinnell Intervention Kits, especially in Div I & II ○ JH Religion - Analyze and reflect on Scripture (parables) ○ JH - Use of assistive technology and resources - Edwin Pilot ○ JH Math - Creating and implementing spiral exams & reviews • Collaborative staff PD with SJS/St. Cath/SFJH (Nov 13) and OLA/SJS/St. Cath/SFJH (May 21) | <ul style="list-style-type: none"> • Reflect on F and P implementation • Analyze F and P results • # of Sprints • Ongoing diagnostic and culminating assessments • CAT4 results • PAT results • Common Math assessment results • Accountability Pillar results • Our School Survey results |

Priority 3: First Nations, Metis, and Inuit students will achieve equitable student outcomes.
Goal: By 2019 First Nations, Metis 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.

| Strategy/Year | Measures |
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| 2016 - 2017 | |
| <ul style="list-style-type: none"> • First Nations art in all classes • Religious celebrations incorporate First Nations Culture • PD for staff - Blanket Activity • Cultural evening • Artist in Residence program | <ul style="list-style-type: none"> • Classroom Displays • Checklist • TTFM Survey - a sense of belonging |
| 2017 - 2018 | |
| <p><u>Incorporating First Nations Culture and Symbols in the school</u></p> | <ul style="list-style-type: none"> • Checklist |

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| <ul style="list-style-type: none"> • Virtues First Nations Art - in office, for celebrations, all spaces • Prayer - Smudge ceremony - teach students and staff about smudging as a form of prayer; staff and students will learn to say school prayer in Blackfoot • Min of 3 Religious celebrations Incorporate First Nations Culture • PD for staff - Calls to action of Truth and Reconciliation Committee as related to education; ATA Walking Together Session on Residential Schools • Blanket activity with grades 6-9 students • Create a welcoming space for our First Nations, Metis and Inuit students • Classroom Visits/Presentations | <ul style="list-style-type: none"> • TTFM Survey - a sense of belonging • Look at updated data on the M drive |
| 2018 - 2019 | |
| <ul style="list-style-type: none"> • Infuse First Nations culture and events throughout the year: <ul style="list-style-type: none"> ○ Participate in Orange Shirt Day ○ We Are All Treaty People poster contest ○ Regular student and staff smudging ○ Increase use of First Nations, Metis, and Inuit content in lessons ○ Increase use of First Nations Worker within the classroom ○ Pair First Nations values with HAWKS Virtues • Professional Development activities for staff: <ul style="list-style-type: none"> ○ ATA Walking Together sessions - Braiding Stories with SFJH and Walking in Our Footsteps with SFJH/ESM ○ Study of 'Indian Horse' ○ PD activities during site PD Days | <ul style="list-style-type: none"> • # of school infused events • Our School Survey results • Accountability Survey results • Staff/Student Survey regarding First Nations growth |

