

**ST. PATRICK FINE ARTS Continuous Improvement Plans for 2018-2019**

**Mission Statement:** St. Patrick Fine Arts Elementary School is a Christ centered community actively engaging each child spiritually, academically, physically and creatively within a strong academic fine arts program serving the world in meaningful ways.

**Motto:** “Uniting the Arts and Gospel Values” -OR- “Learn Actively, Grow Spiritually, Live Creatively”

Priority #1 - Staff and Students will grow in their faith and experience the richness of Catholic Education.		
Goal	Strategies	Measurement Tools
Faith plan focus: by the end of 2019, staff and students will be able to explain the difference between charity and solidarity/justice.	<ul style="list-style-type: none"> <li>- DREC reflection on Mission projects to be completed by all class leaders (this year, we will direct all financial collections to Chalice as agreed upon by staff)</li> <li>- Creation of evolving teaching display focused on Chalice (visual reminder)</li> <li>- Tie into Student Retreat Oct 18 (Theme was “On Purpose”) to root all of our actions into the message “Love God, Know God, Serve God, Go to Heaven”.</li> <li>- Staff retreat features service time in community</li> <li>- Wellness Plan also includes buddy activities attending to wellness focus and (where suitable) faith plan</li> </ul>	<ul style="list-style-type: none"> <li>- Staff survey on student retreat</li> <li>- Collection of data in DREC Mission Project reflections</li> <li>- Every staff member and student has contributed to our ‘Giving Tree’ (gathering space wall).</li> <li>- Record of buddy activities’ ties to faith plan and wellness focal points.</li> </ul>
By the end of 2019, all grade 1-5 teachers will have implemented, with a high degree of success, the new religious education curriculum.	<ul style="list-style-type: none"> <li>- Ensure all available inservicing is attended.</li> <li>- Question of assessment tools means close examination of outcomes and discussion around how students show knowledge.</li> <li>- With regularity in PLC or grade level partner time, share best practices around planning and activity choices (more minds = less work)</li> <li>- Highlight in-depth background knowledge in resource to solidify teacher knowledge.</li> <li>- Improve parent/student confidence in the parent portal</li> <li>- Ensure that Religion time in the timetable is not traded out for other subjects</li> </ul>	<ul style="list-style-type: none"> <li>- Post-mortem at year end to reflect on how we did</li> <li>- (if available) review of data on parent portal logins by school or even division.</li> </ul>
Continue to strengthen ability for staff, students and parents to see themselves as important, valuable members of the Church and exude pride and advocacy commitments	<ul style="list-style-type: none"> <li>- Share planning/delivery for liturgical celebrations responsibilities among all grades/staff</li> <li>- Create grade 6 leadership teams rooted in Gospel values that focus on assemblies, faith opportunities and wellness</li> <li>- Ensure every PD day includes a rich and diverse prayer and reflection opportunity for</li> </ul>	<ul style="list-style-type: none"> <li>- Collection of liturgical pieces</li> <li>- Photographic evidence of faith team work</li> <li>- OurSchool Survey data for gr 4-6 - want to see if students feel more connected and more safe</li> </ul>

<p>as Catholics.</p>	<p>staff</p> <ul style="list-style-type: none"> <li>- Ensure each School Council meeting has a faith formation component</li> <li>- Continue to vigorously promote the 'Growing in Faith' at-home portal</li> <li>- Develop a Gospel-based student code of conduct/discipline approach for students (partnering with other administrators)</li> <li>- Scheduled in timetable weekly Gospel reflection time (homeroom share) with possibility of moving to division-wide or whole-school sharing as year progresses <ul style="list-style-type: none"> <li>- candles lit, holy water and all students standing throughout the reading.</li> </ul> </li> <li>- Address student anxiety needs through faith and learning <ul style="list-style-type: none"> <li>- creation of 'MindCraft' club for div II students to learn about brain development, executive function and Jesus' love. Runs over 8 weeks, with hopefully 3 offerings this year (with Michele Hunt)</li> <li>- For gr. 4-6, each LAUNCH round includes a slower, reflective or faith-based option</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- at school than before</li> <li>- OurSchool Survey data - want to see if anxiety results improve to indicate greater ease</li> <li>- Exit survey data on impact of school-wide Gospel sharing time</li> </ul>
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<p>Priority #2 All students will develop literacy and numeracy skills that will prepare them for a changing future.</p>		
<p>Goal</p>	<p>Strategies</p>	<p>Measurement Tools</p>
<p>By the end of 2019, 85% of students at SPFAE will be achieving <b>literacy</b> indicators at grade level and those in Red zone move to Yellow zone.</p> <p>NOTE: Of 258 students assessed in 2017-2018, 58 were in Red Zone and 48 were in Yellow Zone.</p>	<ul style="list-style-type: none"> <li>- Assess all students using F&amp;P by Oct. 31 (by Dec. 20 for Gr. 1)</li> <li>- Create and deliver lessons to LLI groups, especially in div I; record progress closely</li> <li>- PLC focus on strengthening comprehensive and balanced literacy programs, focused on the F&amp;P Continuum resource (answering big questions) including clarifying the language of achievement and growth</li> <li>- Ongoing PD for teachers around strengthening literacy instruction through PLC time and otherwise</li> <li>- Partnership with Louise Knodel to offer literacy/numeracy instruction support</li> <li>- Collaborative Response Model implementation focused on literacy levels (among other indicators)</li> <li>- Increased collaboration between teachers and library clerk to maximize library time for literacy growth (classes have 1 block per week)</li> </ul>	<ul style="list-style-type: none"> <li>- F&amp;P BAS levels year over year as well as individual student growth in 8-10 months for those assessed twice</li> <li>- Evolution of CRM pyramid of tiers; are the kids moving? What strategies will support growth?</li> <li>- Staff exit survey reflecting on development of literacy instruction programs</li> <li>- 'OurSchool' survey data indicating depth/rigor of learning opportunities</li> </ul>

	<ul style="list-style-type: none"> <li>- Supervision plan includes dedicated questions around literacy instruction (ie. "Tell me more about this technique" and "What are you hoping to achieve with this lesson structure?")</li> <li>- Increased emphasis on success, both in learning and in instruction; we must celebrate excellence and growth to support everyone</li> <li>- Revisit past strong PLC work around writing samples to ensure that continues</li> </ul>	
By the end of 2019, 90% of students at SPFAE will be achieving 'at grade level' in <b>numeracy</b> indicators (green).	<ul style="list-style-type: none"> <li>- Full implementation of 'all strands all the time' instruction in grades 2-6</li> <li>- Pilot of Jump Math program in grade 3</li> <li>- Targeted interventions for students who are not yet competent in foundational skills (i.e. we notice significant drops in 'grade level achievement' after grade 3...why is that???)</li> <li>- Increase number of days our 'buddy' program is numeracy-related</li> </ul>	<ul style="list-style-type: none"> <li>- CMA data year over year (cohort)</li> <li>- 'OurSchool' survey data indicating depth/rigor of learning opportunities</li> </ul>

<p>Priority #3 First Nations, Métis and Inuit students will achieve equitable educational outcomes.          (Note: SPFAE has 9 self-identified FNMI students enrolled this year of 309 total enrolment)</p>		
Goal	Strategies	Measurement Tools
By the end of 2019, all certificated staff will be prepared to meet the complete <a href="#">Teaching Quality Standard</a> , particularly indicators around First Nations, Metis and Inuit culture and instruction.	<ul style="list-style-type: none"> <li>- Continue conversations and workshops provided by local trainers in conjunction with the ATA</li> <li>- Ensure teachers are placing more accurate/fitting FNMI details into a <u>wide range</u> of instructional areas as we approach new curriculum and TQS requirements.</li> <li>- Revisit approach to planning Heritage Day...we can move to a higher rate of integration for this knowledge</li> <li>- Weave Blackfoot culture into more aspects of school (greetings, signage, etc.)</li> <li>- Increase connection with Annette Bruised Head and First Nations, Metis and Inuit worker(s) at SPFAE, with advisor/ co-instructor role where possible</li> <li>- Actively promote FNMI-focused professional learning opportunities for all staff</li> </ul>	<ul style="list-style-type: none"> <li>- Checklist of grade levels/subject areas/units of study incorporating FNMI ways of knowing to share/celebrate at year's end</li> <li>- Completion of exit survey for staff to affirm current knowledge and to indicate future needs (like "I can" statements for students). Is this something the district can build together?</li> </ul>
By the end of 2019, SPFAE students, parents and the broader community will have increased knowledge of First	<ul style="list-style-type: none"> <li>- Ensure parents are aware of and invited to participate in planned school activities</li> <li>- Host at least 1 parent-oriented workshop (i.e. KAIROS Blanket Exercise) this year in the evening</li> <li>- Inclusion of information in regular communicae</li> </ul>	<ul style="list-style-type: none"> <li>- Staff and student survey data around impact of Heritage Day event(s) and presence of Blackfoot culture (OurSchool and ThoughtExchange).</li> </ul>

Nations, Metis and Inuit culture/tradition and current/historical issues.	(i.e. newsletter, meeting times, etc.) hopefully rooted in our students' learning. - Do an audit of our visual presence and move forwards with Blackfoot inclusion (i.e. new art installation coming)	
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Questions to ask moving forward:

Resource needs to achieve our goals: