



2018-2019



# C ONTINUOUS IMPROVEMENT PLAN

St. Patrick School, Taber

**Mission:**

St. Patrick's School, in partnership with our community, empowers, nurtures and challenges our students to be proactive learners and responsible citizens who live and share faith.

**Vision:**

St. Patrick's students are creative and critical thinkers who embody Catholic values as they become responsible, global citizens who strive for personal excellence.

*LEARNING TO LOVE AND LOVING TO LEARN*

**Accountability Statement**

The Continuous Improvement Plan for 2018-2019 was developed by the school professional learning community and reflects the data that supports the goals, outcomes, and measures listed within the Divisional Three Year Education Plan.

In developing the Continuous Improvement Plan, the school council had opportunity to review the enclosed Plans for Improvement and seek input and clarification regarding the rationale and process for school improvement.

The school is dedicated to achieving the improvement priorities contained within this document.

School Principal:

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School Council Chair:

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Priority # 1	Create a faith-filled Catholic Learning Community where we embrace our Faith Plan and ensure every stakeholder experiences the richness of our faith.		
Goals	Measures	Strategies	Responsibility
<p>SPT community will share their bounty through prayer and actions.</p> <p>SPT community will continue to build connections between school and church community.</p>	<p>-Checklist of projects            - Thought Exchange            - Tell Them From Me</p>	<ul style="list-style-type: none"> <li>➤ Sharing our Bounty               <ul style="list-style-type: none"> <li>○ Nominations</li> </ul> </li> <li>➤ Increased visibility of relationship between parish and school. Weekly priest visits to classrooms.</li> <li>➤ Masses celebrated in school Gathering Space as well as at St. Augustine's.</li> <li>➤ Getting Kaime involved in our Rock Times</li> <li>➤ Feel the Pulse</li> <li>➤ Continue to offer morning blessings contributed by students</li> <li>➤ End of the day blessing</li> <li>➤ Trying to enhance the connection between school and parish. Youth Minister is coming in more often and Fr. Ellie is coming in once a week.</li> <li>➤ Continuing the gospel and the different forms of prayer.</li> <li>➤ "Sharing the Bounty" nominations</li> <li>➤ We usually do everything but not sure why we don't have the same level of commitment to social action.</li> <li>➤ How might you look with a different lens on our social actions? How do I ensure scripture is part of our work? Move from supporting an organization to what is the need and what organization can help?</li> </ul>	<p>Administration            Teachers            Support Staff            School Council            Parish Priest            Parents            Youth Minister</p>

<b>Priority #2</b>	To purposefully infuse literacy and numeracy in all we do in order to provide high quality inclusive learning programs, services, and opportunities that meet the educational needs of 21 <sup>st</sup> Century Learners.		
<b>Goals</b>	<b>Measures</b>	<b>Strategies</b>	<b>Responsibilities</b>
By June 2019, 90% of our students will be approaching or meeting expectations in Fountas and Pinnell Testing.	Fountas and Pinnell	<ul style="list-style-type: none"> <li>➤ Use assessments to <b>create interventions</b></li> <li>➤ PLC will focus on student learning and intervention planning</li> <li>➤ PD will be focused on <b>CRM</b></li> <li>➤ <b>Continue our journey in building a Balanced Literacy Program:</b> Teachers will continue to develop an understanding of the components of a good literacy program by working with our learning coaches and participating in Lorelei's Grade Level Meetings</li> <li>➤ Making a connection with home; more consistent contact between parent and teacher, that real conversation. Finding the time to make a meeting outside of parent/teacher interviews.</li> <li>➤ Make better use of tech</li> <li>➤ Increase student wellness through Breakfast Program</li> <li>➤ <b>Really embed the CRM into the life of the school</b> <b>All teachers have a minimum of 1 hour/week for</b></li> </ul>	Teachers Administration Educational Assistants Parents

		<p>collaboration  Working closely with learning coaches- focus on guided reading and shifting the focus  Want to increase the relationship/communication between school/teacher and home/parent  Involvement of leaders through the supervision/coaching perspective  Use of technology with support to enhance instruction  Initiating the breakfast program</p>	
<p>By June 2019, our CMA data will show growth and remain consistent with previous years results.</p>	<p>CMA</p>	<ul style="list-style-type: none"> <li>➤ Making a connection with home; more consistent contact between parent and teacher, that real conversation. Finding the time to make a meeting outside of parent/teacher interviews.</li> <li>➤ Make better use of tech</li> <li>➤ Increase student wellness through Breakfast Program</li> <li>➤ Use of common assessment - analyze CMA in Dossier.</li> <li>➤ Loose Parts play</li> <li>➤ STEM</li> <li>➤ Use of common language</li> <li>➤ Make cross curricular connections</li> <li>➤ Understanding that literacy and numeracy aren't "academic" - thinking about it differently and reaching our goals in different ways. Not everything has to be written down or done in a worksheet</li> <li>➤ We will use CMA data on our data wall.</li> <li>➤ Acknowledge the areas where we are strong</li> <li>➤ Use common resources: <ul style="list-style-type: none"> <li>○ Mountain Math</li> <li>○ Math Makes Sense</li> <li>○ Jump Math</li> <li>○ B.U.I.L.D (Daily 5 for Numeracy)</li> </ul> </li> <li>➤ Desire to initiate "play with numeracy" STEM- coding  Initiating "BUILD"- Daily 5 for numeracy  How might you assist students to connect school and home better?  Strong coaching desire.</li> </ul>	<p>Teachers  Administration  Educational Assistants  Parents</p>

		What might be some ways that you could incorporate "Fresh Grade" into the school?	
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Priority # 3		Create an understanding and appreciation for the First Nations, Inuit, and Metis Culture.	
Goals	Measures	Strategies	Responsibility
<p>To develop the teacher's/ staff foundational knowledge about First Nations, Métis and Inuit for the benefit of all students, and supports the process of reconciliation.</p> <p>To build an environment and culture that promotes reconciliation, acceptance and inclusion.</p>	Tell them from Me Thought Exchange Dossier	<ul style="list-style-type: none"> <li>➤ Continue to build understanding of the historical, social, economic and political implications of:               <ul style="list-style-type: none"> <li>○ treaties and agreements with First Nations;</li> <li>○ agreements with Métis</li> <li>○ the legacy of residential schools; and</li> <li>○ the impacts of intergenerational trauma on learner development;</li> </ul> </li> <li>➤ Completed ATA workshops. Residential schools in Sept. Blanket exercise in May. Pebbles at all PD days. Including more first nations awareness in all our special days (eg. Smudging at our student retreat focused on prayer, using more first nations literature in classrooms).</li> <li>➤ Transform environment,</li> <li>➤ make accurate literature accessible,</li> <li>➤ Make First Nations Metis, Inuit culture part of our school traditions.</li> <li>➤ 11 self identified FNMI students (most are Inuit or Metis)                Data says that the students are more connected to each other than to the adults in the school.                Staff need to still feel more comfortable about their own knowledge                Need more than one Heritage Day                Trying to get parents more involved especially school council                Organized for another ATA workshop for this year</li> </ul>	<p>Administration            Teachers            Support Staff            School Council</p>

**Moving Forward:**

- Infusion of the FNMI culture throughout the school community
  - Our FNMI students become more proud of their own heritage, culture, ways of knowing
- Strong results as measured by Fountas & Pinnell
- Increased collaboration and stronger relationships with the parish