

ST. PATRICK FINE ARTS Continuous Improvement Plan for 2023-2024

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 - Strengthening our Faith		
Goal	Strategies	Measurement Tools
Honour the expectations of the Faith Plan	<ul style="list-style-type: none"> - Share materials as provided from Aaron’s office (newsletters, journals etc.) - Intentionally connect messages in newsletters, liturgies, announcements, assemblies, etc. to Faith Plan (Build - Pilgrims on the Journey) - Google Classroom “share space” that gives staff ideas for a variety of faith formation activities and allows for digital sharing. - Christmas concert rooted in ‘build’ theme - Continue Saint cards and ‘walking on the journey’ visual for students, including saints each month for prayer time, gospel time, etc. We want to make the saints more accessible for them. - Class commitments to take on faith formation responsibilities through liturgy, Saints’ feast days, - Project Build celebrates little moments of contributing to the body of Christ in our community and includes students, staff and parents - Student retreat plan based on the corporal works of mercy (partnership with other HS elementary schools) 	<ul style="list-style-type: none"> - OurSchool Survey data - AEAM survey - Staff post-mortem to celebrate this year and transition to next
Strengthen our school commitment to Chalice and other service projects	<ul style="list-style-type: none"> - Direct fundraising efforts to Division’s Chalice project (international giving) - Intentionally learn more about giving (time, talents and almsgiving) - Tie to Corporal and Spiritual Works of Mercy - Day of Service tied to Ash Wednesday 	<ul style="list-style-type: none"> - Each class will have completed a service project, ideally on or around our Day of Service in February (Ash Wednesday)
Continue to strengthen the ability for staff, students and parents to see themselves as important, valuable members of the Church.	<ul style="list-style-type: none"> - Share planning/delivery for liturgical celebrations responsibilities among all grades/staff - Staff retreat (learning from the land focused) - Our student retreat (Day of Service) - each School Council meeting has a faith formation component <ul style="list-style-type: none"> - saint learning this year will continue - sharing info from GrACE each month - Continue to vigorously promote the ‘Growing in Faith’ at-home portal 	<ul style="list-style-type: none"> - Collection of liturgical pieces - Photographic evidence of faith team work, including on Spaces - OurSchool Survey data for gr 4-6 - want to see if students feel more connected and more safe at school than before - Exit survey for staff to

	<ul style="list-style-type: none"> - Increase school/parish connections (ie. Christmas Eve 5 pm mass student/staff will music ministry) - Every class supported in attending mass with social element to include families where possible - Gr 2 and 6 retreats to align with sacraments - Spirit Assemblies, celebrate weekly Gospel, build our faith community, build a sense of belonging in students 	help shape future directions
Challenges <ul style="list-style-type: none"> - supporting Father in his homily connections to children and Zachary (youth ministry) in creating positive connections with students - large number of families are not Catholic or not practicing; what are meaningful ways to improve engagement? 		
Areas for Growth <ul style="list-style-type: none"> - staff prayer opportunities (i.e. Advent prayer chain) added in the year - continuing to provide invitations for staff to attend masses and come together in faith - empowering staff to be more prominent faith leaders in informal and formal ways 		
Opportunities <ul style="list-style-type: none"> - partnering with other schools and APs through DREC to build resources for faith formation and school retreats including Gr.2 & 6 sacramental retreats - SPFA to lead music ministry Christmas Eve Mass - Harness momentum of church mandate to connect and engage youth 		

Priority #2 - Learning Through Quality Teaching		
Goal	Strategies	Measurement Tools
<p>See a reduction in the number of 'not yet' students in each cohort, and strengthening literacy and numeracy learning overall.</p> <p>Kids are more confident and see themselves as learners on a positive and creative path.</p> <p>See greater growth for our diverse learners, particularly EAL students.</p>	<ul style="list-style-type: none"> - Assess all students using F&P by required dates. - Ongoing PD for teachers around strengthening literacy instruction, especially in phonics (PLC focus in K-2, 3-4). - Classroom instruction support with Joanne Collier to offer literacy/numeracy guidance - Formalizing ISP creation further, ensuring that all necessary elements are created and revisited as needed - 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?") as well as seeking evidence for the 8 forces of creating a Culture of Thinking (R. Ritchhart); how could we use our supervisory learning to connect teachers on various topics? Practices? - Scheduled time with EAL EA, MHCB lead, etc. to bring strengths into classrooms - Connection time with EAL EA to guide in-class and pull-out goals - Lengthening PLC to 1 hr per week that include a six week cycle of Collaborative Response - Using LLI resources for some push-in as well as 	<ul style="list-style-type: none"> - F&P BAS levels year over year as well as individual student growth in 7-10 months for those assessed twice - Intentionally check on 3 primary groups of students: FNMI, EAL and 'at risk' learners - Reassess 'not yet' students using LeNS and CC3 (and others) to note growth - Staff exit survey reflecting on the development of literacy and numeracy instruction programs/routines - ISP impact - how many do we have and what impact are they having on student growth? - Check June 2023 notes to see if last year's plans met learner goals. What needs

	<p>Scholastics Literacy Place resources; if possible, will create pull-out LLI groups by mid-November.</p> <ul style="list-style-type: none"> - Continue working to shift mindset around ISP creation so that teachers see them as valuable goal-tracking tools and partner anchors to work with parents 	<p>to be adjusted for 23/24?</p>
<p>Continue to stay committed to our fine arts focus by following a PD plan that explores how best to imbed fine arts approaches and techniques in planning and instruction across curriculum, and especially in timetabled fine arts time.</p>	<ul style="list-style-type: none"> - How do we conceptualize fine arts integration across all areas of learning? - Artist Workshop options continue - connect with iSWAG team to have an Indigenous art focus for 1 per term - Seeking ways to use the language of the creative process with students in all areas - Ongoing education for parents regarding the value of a creative mindset for student learning and wellness 	<ul style="list-style-type: none"> - End of option round survey for students to reflect on impact of arts - Celebration of growth in arts areas - Increased number of performances for choirs and class groups in community - Intentional increase in arts opportunities for students and promotion of community arts activities - Our School Survey for gr. 4-6 students indicating level of creativity encouraged in instruction - Parent survey to learn more about their impression of fine arts focus at school
<p>Harnessing the power of SPACES to improve students' abilities to self-reflect and be active participants in the learning process. This will move them forward as a result.</p>	<ul style="list-style-type: none"> - Ongoing PD and idea sharing how best to use SPACES for self-reflection - Resources: www.spacesedu.com site, Caryn Swark's deck, SPACES lead on staff and committee work - Commitment to building a fine arts section on summative reporting in SPACES - Expand parent comfort in positive engagement with SPACES; with parents more knowledgeable, they and kids will be more engaged and make SPACES a hub for their learning 	<ul style="list-style-type: none"> - Our School survey in Nov. 2023 for students to ask about their SPACES engagement and then check again in April 2024. - parent survey at year end to see how they feel about the program with more time and more knowledge - staff conversation items in PLC or perhaps a formal survey to learn more about the teachers' thoughts on how implementing Spaces has changed their practice. What challenges still exist in Spring 2024?
<p>Challenges-</p> <ul style="list-style-type: none"> - mechanisms for keeping a cycle of celebration conversations going with staff and with students (and their parents) - always being mindful of balancing time and capacity among our teachers for embedded professional 		

learning. Everyone is at a different place in their comfort with evolving pedagogy and it can be a slow process. 'Reculturing' is an adult learner process. How can we refine teacher learning targets to maximize their PLC time and student learning as a result?

- What does a research informed and responsive classroom look like? Use data and ask big questions. Apply thinking practices intentionally to develop those skills so that kids are more confident no matter what curriculum is coming their way.
- What percentage of our classrooms are consistently demonstrating the classroom we want to strive for? Revisit how the Supervision plan can attend to this.

Areas of Growth

- meeting needs of diverse learners, including our increased number of EAL students
- we see continued improvements in teacher connections with support services, including FSLC, Learning Coaches and IST teachers. Teachers are seeing more students who are not yet at grade level in their benchmarking, and reflecting on how best to bridge the gaps. Some teachers are collaborating outside of school time, taking in common PD courses and following through on strategies afterwards.

Opportunities

- Partnership with the U of L around an 'artist in residency' with their students coming in May/June. Our Learning Through the Arts Festival will be on May 1 this year, showcasing our work through the year.
- Really emphasizing meaningful collaboration and supporting teachers who are and who are not going that route to ensure everyone has what they need to move forward
- iSWAG offerings for community and in-house arts programming

Priority #3 Living Truth and Reconciliation

Goal	Strategies	Measurement Tools
<p>By the end of 2023-2024 school year, all certificated staff will show further evidence of meeting the Teaching Quality Standard, particularly indicators around First Nations, Metis and Inuit ways of knowing instruction.</p>	<ul style="list-style-type: none"> - Ensure teachers are placing more accurate/fitting FNMI details into a <u>wide range</u> of instructional areas. - Share out available resources as they become known - Weave Blackfoot culture into more aspects of school (greetings, signage, language learning, etc.) - Increase connection with Shelley Kirkvold and First Nations, Metis and Inuit facilitator(s) at SPFAE, with advisor/co-instructor role where possible - Actively promote FNMI-focused professional learning opportunities for all staff - Incorporate teachers' past training in Indigenous topics through PD and student activities - Promote Indigenous Knowledge PD (SAPDC and other) as well as reputable First Nations media sources - Celebrate Orange Shirt Day throughout the school and devise a school-wide legacy project for commitment to Truth and Reconciliation 	<ul style="list-style-type: none"> - Checklist of grade levels/subject areas/units of study incorporating FNMI ways of knowing to share/celebrate at year's end.
<p>By the end of 2024, SPFAE students, parents and the</p>	<ul style="list-style-type: none"> - Include learning opportunities in School Council meetings - Inclusion of information in regular 	<ul style="list-style-type: none"> - Staff and student survey data around impact of learning opportunities or

<p>broader community will have increased knowledge of First Nations, Metis and Inuit culture/tradition and current/historical issues.</p>	<p>communication (i.e. newsletter, meeting times, etc.) rooted in our students' learning.</p> <ul style="list-style-type: none"> - Adopt and publish a land acknowledgement co-written by students. - Expand our library collection with new books by Indigenous authors and/or about timely topics - Do an audit of our visual presence and move forwards with Blackfoot inclusion when possible - Promote community learning/events as well for staff/students through working with iSWAG team. - Use Our School survey results to gage student learning interests going forward (language learning and a tipi presence were requested in the past) 	<p>other event(s) and presence of Blackfoot culture in our school community.</p> <ul style="list-style-type: none"> - Growth in our library circulation data for Indigenous titles
<p>All First Nation, Metis and Inuit students experience increased success.</p>	<ul style="list-style-type: none"> - Support status First Nations students' needs through the Jordan's Principle group application. - Connect status First Nations students with outside supports through Chapter One tutoring service. - Encourage and foster strong connections to our First Nations families to better support students mentally, physically, and academically. 	<ul style="list-style-type: none"> - Monitor progress of self-identified FNMI students in areas such as numeracy, literacy, attendance and social-emotional wellness
<p>Challenges</p> <ul style="list-style-type: none"> - Balancing the various areas of PD and goal attainment as a school is a challenge with current PD model/time so as to ensure we continue our learning as a staff - No dedicated FNMI facilitator as of November; intention is present, however, to connect with a new FNMI facilitator via St. Martha's or division staff via Jordan's Principle funding 		
<p>Growth</p> <p>- could we strive to see each teacher attend a Build, Play, Go workshop in a 3-year cycle so that all of the learning is present in our building?</p>		
<p>Opportunities</p> <ul style="list-style-type: none"> - iSWAG offerings for community and in-house arts programming with a First Nations focus. 		

<p>Priority #4 - Belonging in Our Diverse Community</p>		
<p>Goal</p>	<p>Strategies</p>	<p>Measurement Tools</p>
<p>Have students indicate a greater sense of belonging to their school community.</p>	<ul style="list-style-type: none"> - Weekly assemblies - Leadership team (gr. 6) - Green team (gr. 4) - Buddy programs pairing up older and younger students <ul style="list-style-type: none"> - Teaching Kids Philosophy (Prindle Institute) - Student-created clubs with adult staff supervisors - Friendship or support groups delivered by FSLC, MHCB (Nourishing Newcomers) or BBBS (GameOn! Or GoGirl!) 	<ul style="list-style-type: none"> - Our School survey data year over year to see a shift in same cohort feelings

	<ul style="list-style-type: none"> - Re-commitment to colour teams and points - School Council activities throughout the year that engage parents and kids together 	
<p>Parent engagement will be robust, with parents indicating they feel welcomed and supported in our school.</p>	<ul style="list-style-type: none"> - Provide information in a wide range of ways: e-mails, social media, website, newsletter, classroom level, through children directly - Sharing parent-oriented curriculum resources - UFLI, Math Up, etc. - Sharing a daily 'ask your child about ...' posts 	<ul style="list-style-type: none"> - interview attendance data - Spaces enrollment data and participation in post reactions - participation rates in parent surveys
<p>Challenges</p> <ul style="list-style-type: none"> - We need to prioritize strategies that we believe will work and stay consistent in those - We need to directly engage with parents who are not independently engaging...what will bring them to the table? Where can the power of personal invitation come from? 		
<p>Growth</p>		
<p>Opportunities</p> <ul style="list-style-type: none"> - learn from other schools who are already doing effective things in meeting family needs 		