

**ST. PATRICK FINE ARTS Continuous Improvement Plan for 2019-2020**

**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
Honour the expectations of the new Faith Plan.	<ul style="list-style-type: none"> <li>- Share materials as provided from Joann’s office</li> <li>- Intentionally connect messages in newsletters, liturgies, announcements, assemblies, etc. to Faith Plan (Be Mindful and Prayerful).</li> </ul>	<ul style="list-style-type: none"> <li>- OurSchool Survey data</li> <li>- AERR survey</li> <li>- Staff post-mortem to celebrate this year and transition to next</li> </ul>
Strengthen our school commitment to Chalice	<ul style="list-style-type: none"> <li>- Share and create video greetings so students can see one another, personalizing their connection</li> <li>- intentionally learn more about international giving</li> <li>- Tie to Corporal and Spiritual Works of Mercy</li> </ul>	<ul style="list-style-type: none"> <li>- Collection of exchanges through year</li> <li>- Finances thermometer to show growth;goal is \$10K over 3 years.</li> </ul>
Continue to strengthen ability for staff, students and parents to see themselves as important, valuable members of the Church.	<ul style="list-style-type: none"> <li>- Share planning/delivery for liturgical celebrations responsibilities among all grades/staff</li> <li>- Two in-school masses this year</li> <li>- Create grade 6 leadership group 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 staff</li> <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 discipline policy 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</li> <li>- Formalized the Gospel reading procedure with candles lit, holy water and all students standing throughout the reading; teachers are personalizing this more to meet level needs</li> <li>- Adoration experience at least 1 time</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 at school than before</li> <li>- OurSchool Survey data - want to see if anxiety results improve to indicate greater ease.</li> </ul>

	- Explore opportunities for staff and student Advent or Lent reflection groups	
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Priority #2 All students will develop literacy and numeracy skills that will prepare them for a changing future.

Goal	Strategies	Measurement Tools
<p>By the end of 2020, 85% of students at SPFA will be achieving <b>literacy</b> indicators at grade level and those in Red zone will move to Yellow zone.</p> <p>Of 265 students assessed in early 2019-2020, 182 (68.7%) were meeting expectations. 35 were in Red Zone and 43 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>- Continue 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; more LLI training this year</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> <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</li> <li>- Move in PLC time to explore Conceptual Understanding as a planning direction. Both affirming current practices and trying new 'thinking classroom' strategies. This may help to address lower motivation indicated in OurSchool Survey.</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 with interventions?</li> <li>- Staff exit survey reflecting on the development of literacy instruction programs</li> <li>- 'OurSchool' survey data indicating depth/rigor of learning opportunities that also reflects higher motivation (lower last year).</li> </ul>
<p>By the end of 2020, 90% of students at SPFA will be achieving 'at grade level' in <b>numeracy</b> indicators (green) according to CMA data.</p> <p>-data from June 2019 shows we reached 85%, with more yellow and red</p>	<ul style="list-style-type: none"> <li>- Full implementation of 'all strands all the time' instruction in grades 2-6</li> <li>- 2nd year Pilot of Jump Math program in grade 3</li> <li>- Use of Grade 3 SLA results to guide instructional practice</li> <li>- Targeted interventions for students who are not yet competent in foundational skills</li> <li>- Increase number of days our 'buddy' program is numeracy-related</li> <li>- Explore Math intervention options to catch up students behind in conceptual understanding</li> </ul>	<ul style="list-style-type: none"> <li>- CMA data year over year (cohort) - see left</li> <li>- 'OurSchool' survey data indicating the rigour of learning opportunities</li> <li>- Evidence of increasing number of exploratory activities and learning games in Math across all grades</li> <li>- Mathletics data to support at-home reinforcement</li> </ul>

levels as grades increased (of 268 students assessed, 228 green, 34 yellows and 6 reds)		
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<p>Priority #3 First Nations, Métis and Inuit students will achieve equitable educational outcomes.          (Note: SPFAE has 12 self-identified FNMI students enrolled this year of 310 total enrolments)</p>		
Goal	Strategies	Measurement Tools
<p>By the end of 2020, all certificated staff will demonstrate evidence of meeting the <a href="#">Teaching Quality Standard</a>, particularly indicators around First Nations, Metis and Inuit culture and instruction.</p> <p>F&amp;P Data for FNMI students in Fall 2019 shows 5 of 8 in green, 1 in yellow and 2 in red)</p> <p>CMA data from June 2019 shows 9 of 9 students in green.</p>	<ul style="list-style-type: none"> <li>- Ensure teachers are placing more accurate/fitting FNMI details into a <u>wide range</u> of instructional areas.</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, language learning, 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> <li>- Stepping Stones work during staff meetings and Walking Together Workshops in year</li> <li>- Establishing a personal connection for our First Nation Students...ideal person?</li> <li>- Incorporate Carla Ferrari's training in Indigenous Languages in Education through PD and student activities</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? Coming from CEC?</li> </ul>
<p>By the end of 2020, SPFAE students, parents and the broader community will have increased knowledge of First Nations, Metis and Inuit culture/tradition and current/historical issues.</p>	<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. Blanket Exercise) this year in the evening</li> <li>- Inclusion of information in regular communication (i.e. newsletter, meeting times, etc.) hopefully rooted in our students' learning.</li> <li>- Do an audit of our visual presence and move forwards with Blackfoot inclusion (i.e. new art installation coming)</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>