

Continuous Improvement Plan 2021 - 2022



Priority One: Staff and Students will grow in their faith and experience the richness of Catholic Education

OLA community members will continue to develop an understanding of their responsibility to the faith community

Strategies:

- Saint based monthly focus. Using the community of saints to understand that we are not alone and understand how to lean on their example.
- Good teaching of Religion Curriculum
- Continue to root ourselves in the Gospel during Faith Fridays scripture time
- Continue to pray every morning and at the end of the day
- Continue to take student prayer intentions
- Gratitude prayers in the morning
- Themed assemblies - showcasing monthly Saints while recognizing the contributions of students as well.
- Student retreat with PULSE
- What about connecting wellness with staff retreat? Walking conversations among staff. Conversation starters could be based on the saints and their lives?

Measures:

- Our School Survey
- Journal Reflections (staff)
- Participation in monthly Saint information and activities
- GIFGIC in all classrooms
- Student written prayers to start the day
- Staff retreat

OLA community will continue to build connections between the school, church and community.

Strategies:

- Social Actions will include: Food Drive and Sock Drive
- Monthly Mass at the school or church each month.

Measures:

- Our School Survey
- participation in mass

• Classes are hoping to be able to reach out to the community. For example, grade 5 class is hoping to connect with the elderly to play cards etc. This will depend on restrictions.	
Priority Two -High quality instruction rooted in sound research and effective assessment practices to support growth for all learners	
Through the use of self-directed PD in CTM, teachers will develop rich pedagogy and assessment practices in their classrooms.	
<u>Strategies:</u> • CTM collab groups will create a year plan to shape self directed PD • Ron Ritchhart - Creating Cultures of Thinking. Using Thinking Routines from the Project Zero website. Using thinking routines to frame reflection feedback through classroom supervision. • bi-monthly check-ins with learning coach, Louise Knodel, to support this process • Use CTM time to dive into various assessment practices • STEAM days • Monthly student meetings • Work to schedule LLI time slowly back into the timetable. • CRM - focus on 2-3 students at a time with achievable goals. • Embedded CTM (collaborative team meetings)to address CRM, collaborate on strategies, consult with Intervention Team (Teresa), gather data etc • Pre-assessments to determine where learning should be focused • Collaborative teams have developed their own schedule to outline student focused meeting, collaborative PD, assessment etc.	<u>Measures:</u> • Classroom assessments will focus on learning and understanding, rather than work and knowledge • Our School Survey • Staff will share their CTM PD learning with the entire staff on school-based PD days • Fountas and Pinnell (F&P) Benchmarking • F&P Leveled Literacy Interventions (LLI)
OLA teachers will use SPACES portfolio based reporting/assessment.	
<u>Strategies:</u> • Assessment focused PD sessions • Collaborative time provided to develop knowledge and use of SPACES • Provide ongoing formative feedback students and families can use to improve performance • Collect and showcase process based evidence	<u>Measures:</u> • Focus on process based assessment • Each student will have an electronic portfolio to share learning with their family • Staff will share their CTM PD learning with the entire staff on school-based PD days • Parents will be actively engaged with student digital portfolios

• Provide information and education to families on the value of process based assessment and digital portfolios	
Priority Three - First Nations, Metis and Inuit education for all	
OLA staff will embed foundational knowledge about First Nations, Metis and Inuit for the benefit of all students	
<u>Strategies:</u> • First Nations, Metis, and Inuit support worker to regularly visit all classrooms to promote Blackfoot culture and language education • Blackfoot language and culture classes for our Div II students • FNMI support worker as part of our collaborative team to address student needs • FNMI support worker in all classes to examine key issues and ideas eg. Orange Shirt Day, Treaties, Autumn themes, MMIW • Incorporating Indigenous ways of knowing and understanding into the classroom • FNMI prayer etc. incorporated into our staff retreat	<u>Measures:</u> • Identify current practices in the classroom connected to Indigenous ways of knowing • Commit to using at least one new practice in each classroom this year (-circle discussion, consensus, etc.) • A number of teachers have committed to inviting elders and community members into their classrooms (may be virtual) • Staff will participate in First Nations prayer during retreat day • Entire day focused on First Nations games etc in June

Priority Four - Foster a culture of wellness that is foundational to support learning	
Staff has worked to connect the above priorities to reduce the number of initiatives we have going at one time. By seeing how many priorities are connected, we thereby reduce the stress and sense of overwhelm that can come with too many disparate courses of action.	
<u>Strategies:</u> • Regular staff prayer • Regular consultations with the Intervention Support Team through the CTM. Working together to discuss needs and provide strategies and supports. • STEAM days • staff connections through social committees and staff-led wellness mini-events • Personal check-ins from administration with each staff • Regular affirmation that staff efforts are seen and appreciated	<u>Measures:</u> • Our School Survey • Staff check-in conversations • Staff and student participation/engagement in events • Staff willingness to be flexible and help out when and where possible. Especially during significant staff absences.