

Continuous Improvement Plan 2022 - 2023



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:

- Monthly focus on virtues as found in the agenda
- Building community
- Chapel use
- Proximity to church (monthly masses, class masses, pastoral visits)
- Faith formation time during PD
- Recognizing students who receive sacraments
- Monday morning prayer
- Morning prayer with announcements
- Staff and student retreats

Measures:

- Our School Survey
- Staff response to faith formation activities at PD days
- Participation in monthly virtue information and activities
- GIFGIC in all classrooms
- Student written prayers to start the day
- Staff retreat
- Student retreat focused on the medicine wheel

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

Strategies:

- Social Actions will include: Food Drive and Warm Winter Wear Drive
- Monthly Mass at the school or church each month.
- Connection to church and community through activities such as back to school blessing and Christmas activity nights
- 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.

Measures:

- Our School Survey
- participation in mass
- Collection of materials from drives
- Visible connection with the community from different classes
- Participation from church and community in activities

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> • Collaborative response and continuum of supports • Dedicated support for students with identified literacy needs • Div 1 book study: Shifting the Balance • Individual teacher practice and PD (Amanda - science of reading, Gaylene -reading road map course, other teachers various activities) • Spaces development and electronic portfolio refinement and best practices • F&P for div 2 and increased focus on how to use it effectively • Lens and CC3 for div 1 • Early years evaluation for Pre-K and K • Differentiating math and reading instructions • Focus on one point rubric and anecdotal evidence to show growth • Station rotation (centers, daily 5, stations, working in various literacy areas) • Connecting to our learning support coaches; drawing on their expertise during CTM time and through individual connections • In class support for higher needs classroom from admin team	<u>Measures:</u> • Classroom assessments will focus on learning and understanding, rather than work and knowledge • Our School Survey • 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 • Provide information and education to families on the value of process based assessment and digital portfolios	<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
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

Strategies:

- Blackfoot lessons
- Elder connections and relationship building
- Classroom work with Ms Shade
- Weaving Indigenous connections in (Indigenous role model project, Indigenous artwork, Indigenous authors)
- Including Indigenous worldviews in things like STEAM days (eg: tipi building or Little Number)
- Celebrating special days such as FNMI heritage days, Orange Shirt Day, Truth & Reconciliation Day, Pow Wow
- Staff attending PD regarding Indigenous ways of knowing (all staff on Oct PD day)
- Creation of activities from that PD (math box, talking stick activity, etc)
- Actively identifying Indigenous ways of knowing, practicing, learning, and sharing in the classroom and beyond
- Learning from nature with an emphasis on Indigenous connections to land
- Field trips that emphasize the importance of place and land in Indigenous culture, knowledge, and ways of being
- Use the medicine wheel as a way to focus our mental health and wellness efforts
- Focus student retreat on the medicine wheel and spiritual connection

Measures:

- Identify current practices in the classroom connected to Indigenous ways of knowing
- Staff and students will participate in Blackfoot prayer during retreat day
- Entire day focused on First Nations games etc in June
- Student retreat focused on the medicine wheel
- Participation in pow wow

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.

Strategies:

- Health focus on growth mindset and emotional regulation through ALERT
- Accessing and connecting to members of our mental health capacity building team

Measures:

- Our School Survey
- Staff check-in conversations
- Staff and student participation/engagement in

• Actively connecting to community supports and inviting them into our school and classrooms (welcome BBQ, Christmas activity nights) • Connecting to the school community: parents, students, staff • Working as a staff and with school council to consider whether our traditional ways of connecting with the community continue to serve our current population • Office hours in place of set times for interviews to accommodate more families and increase connection with the school • Maintaining a balance and being aware that we are a small staff who cares a lot but that we need to be intentional about how we direct our energy • Staff connections through things like social events, committee, secret friends, shared meals • Staff retreat gives an opportunity to connect with each other and our mental and spiritual wellness • Use the medicine wheel as a way to focus our mental health and wellness efforts	events eg. Back to School BBQ • Staff willingness to be flexible and help out when and where possible.
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