

CIP 2020-2021

(Continuous Improvement Plan)

Faith:

Focus: Staff and students will grow in their faith and experience the richness of Catholic Education.

Goal: By the end of June 2021 students and staff will have developed a deeper awareness of their faith and demonstrate an increased value of Catholic Education.

Measure	Areas For Growth	Plan of Action
Be Grateful: There are physical signs of gratitude that demonstrate a culture of gratitude within the school. There are school initiatives of gratitude that demonstrate a culture of gratitude within the school. We acknowledge God is present in all that we do. - Permeation of Faith in all subject areas - Examples: - Time as a gift from God "The Time Keeper" (Albom) in Religion 10-12 The dignity of all students is reflected in our student code of conduct and school rules. - Orange Shirt Day The dignity of all students is reflected in our	Make the faith plan more visible for staff and students in the current time Connecting with Fr. W to deliver mass Finding new ways to connect to our faith without going to the church for masses. Make a conscious effort to connect using the Diocese resources and website information Keeping students connected to their faith if they are not physically present in the building. Sharing the Lord's Prayer in Blackfoot via Annette's Video she has created.	Have already had a meeting with Fr. and are now awaiting his response in order to make our ideas and plans come to fruition. Plan to discuss what can be done during Advent with Fr. in the school. Prepared to deliver liturgies planned by classes or staff members.

Staff Prayer on Tuesdays Bucket Fillers Growing Great Kids Thankful/Grateful Pumpkin in Grade 2 Prayer writing in Grade 3/4 Utilize the Faith Plan Resources the Joann has created. Gratefulness Journals and Prompts. Continue to use the Mass Reference Guide that was created last year when reminding students of Mass/Church etiquette Gap		
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Instruction and Learning:

Focus: What strategies do you plan to implement to lesson the learning gaps in ALL students?

<i>Gaps Identified</i>	<i>Strategies</i>
Numeracy Gaps in Grades 2-9 As Per Common Math Assessment Data, SLA Data and teacher observations - Number Operations and Concepts Literacy Gaps identified in Grades 2-6 as identified in SLA Data for 3/4 students and teacher observations - Comprehension - Reading Fluency - Writing Skills - Writing Organization - Articulation of understanding Maturity Gaps (every grade level to some extent) - Emotions and Reactions to certain situations - Reading Social Cues in situations and how to respond - Self- Regulation Exposure to Religious Liturgies and Celebration (Practicing our Faith) - Review of expectations	Bringing literacy and numeracy into other subject areas such as Social Studies and Science courses. Spending more time on review Back to basics for a lot of students. - Retweak brain activity - Going back to cover missed material and concepts More parental contact because of the various gaps and learning challenges that are present. Finding new resources and methods to deliver teaching material. Teaching new habits - next step when work has been finished what more can be done to enhance their completed work Focus more on resilience, growth mindset and empathy. Reference to anecdotal reporting from previous teachers in report cards and transition meetings with colleagues.

	Common Delivery of Instruction across the division. Teachers have a common scope and sequence to follow for each of their classes. As developed by Carmen. Incorporating these platforms into daily lessons. Students are given time to try and play around with these platforms. Provide students with strategies to allow them to take ownership and responsibility for their own learning. Getting students used to online platforms such as Class Dojo and Google Classroom. Making it so that they can independently access these resources at young ages. SLA Data Accelerated reader program. Covey Program as one platform to encourage these characteristics. Covey Again Discovering engaging ways to deliver concepts that are visually stimulating and interesting. Grade 7-9 Edwin. Relationship building and working in collaboration with others.
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FNMI:

Focus: All students and staff will grow in their knowledge of equitable opportunities, awareness and sensitivity of First Nations, Metis, and Inuit. TQS#5 Applying Foundational Knowledge about First Nation, Metis and Inuit

<i>FNMI Education Plans</i>	
Orange Shirt Day	
- Nicole putting together lesson plans for each grade level to deliver	
Our Father In Blackfoot	
8 First Nations PD sessions "Walking Together" workshops	
First Nations literature present in the library	
First Nations Resources for teachers in the Office	
First Nations elements in Art and English classes	
FNMI culture and traditions studied in Grade 7/8 social studies classes	
Teaching students different Blackfoot words	
- Greetings	
- Bi-weekly	
University of Lethbridge Resource Library	
Make connections with Treffry Deerfoot once again.	
Invite Mr. Deerfoot to come back to our school or set up ZOOM meetings with him.	

Nicole putting together a resource with lesson plans for specific subject or content areas

- Gr. 5/6 using resource for past treaties made concerning Canadian Charter of Rights issues (fishing/hunting)
- Gr. 1/2 using resource for Science 1 - paint/dye made from natural objects to apply to other objects

Library Challenge connecting the Blackfoot language with our school "Bear" mascot

Touching Spirit Bear Novel Study

- Bringing in presenters from the Squamish First Nation to talk about circle justice
- Crossover into Social Studies (circle justice)

Wellness:

What strategies will you employ to support students and staff as they navigate the current reality?

Strategies

Covey - Leader in Me / 7 Habits of Highly Effective Students

- 7 Habits to Improve the Quality of Life
- Cross Connection to Catholic Faith Religion Programing
- Leader in Me (Covey) integrates well into Growing In Faith Growing in Christ 2-8 Religion Program
- Mini-Lessons to hone in on specific classroom needs that arise ie. Tattling
- Appropriate choices when faced with adversity or challenges from other students
- Collaborative art project for Gr. 7-9, "better together" integrating the 7 habits
- Ken Sampson proposal by Jr. high students re: sports programming - Covey influenced/directed
- Covey survey administered to measure current school culture, academics and leadership

Contact between staff is purposeful, meeting more to support and discuss things going on in the schools
Collaboration on strategies to meet the need for all our students

Board decision for Wellness Days

Placing students needs before curriculum

Wellness between students at home, not just at school; regular phone calls to parents to understand what is going on

- Regular updates to Google classrooms and Class Dojo so absent students are kept current and parents are informed

Welcoming Dylan as Family School Liaison Counsellor