

2022-2023

Continuous Improvement Plan



ST. FRANCIS JUNIOR HIGH

Priority #1- Staff and students will grow in their faith and experience the richness of Catholic Education.	GOAL: Staff and students will demonstrate growth in understanding of their faith and our new faith plan.
Strategy/Action Plan (who will make this happen)	Measurement/Outcome
<ol style="list-style-type: none"> 1. Staff will grow in their faith <ol style="list-style-type: none"> a. Benchmarking activity where staff fill out a google form that ranks where they are at the start of the year, then desired state where they want to be at end of year, and what strategies will be used to get there. Admin will have a follow up meeting at the midpoint of the year to discuss the goals and what means of support can be provided. Staff Strategies include things such as: <ol style="list-style-type: none"> i. Staff faith formation study sessions ii. Faith formation activities provided at all PD days. - Benchmarking, retreat planning, Fr. Kevin appearances. iii. Provide mass in slow-motion retreats for students and staff. 2. We will celebrate and examine the culture of prayer together <ol style="list-style-type: none"> a. Offer Adoration at lunch b. Have students read the Sunday Gospel to the school. c. Gratitude talks - Every morning teachers from homerooms discuss a prompt with students about being thankful for something in our lives. d. Wednesday morning prayer in the chapel 3. We will witness/participate in our faith <ol style="list-style-type: none"> a. Move toward student-involved and teacher-organized masses, services, and celebrations as a means of connecting and understanding = use Faith Formation planning group to discuss how this might work. It 	<ol style="list-style-type: none"> 1. Our School Survey Data 2. Assurance Measures Report 3. Observe & Reflect on Faith events 4. Properly utilize the teacher observation plan 5. Attendance at faith formation sessions and increased attendance at weekly mass 6. Participation at Wednesday morning prayer, adoration, and gratitude talks 7. Number of students leading prayer

might not “get off the ground this year” but initial discussions to move in this direction.

- b. Create a “how to” or “instructions” for mass/ expectations on how to prepare students document for staff to access prior to mass
- c. Initiate a “ways of praying” tool kit for staff through Google community

Priority #2 - High-quality instruction rooted in sound research and effective assessment practices to support growth for all learners.

GOAL: By using high quality instruction practices and assessment rooted in research, staff will support student growth and improvement. The areas of focus for growth and improvement are in numeracy and literacy fluency.

Strategy/Action Plan (who will make this happen)

Measurement/Outcome

1. Identifying and Responding to student achievement
 - a. LLI offered to all Grade 7 students
 - b. Introduced 'what is needed' class to specifically target numeracy and literacy interventions
 - c. Introduced a literacy intervention/extension class for all Grade 8/9 classes
 - d. Analyze all PAT results
 - e. Work with French Immersion teachers to continue providing a high standard of French education.
2. Introduce teacher-driven professional development so teachers are able to hone in on their areas of interest and preferred learning activities
3. Shift in pedagogy towards thinking classrooms
 - a. Professional Development rooted in teacher choice
 - b. Work with the Learning Coaches
4. 100% of **teaching staff** in every grouping, department, cross-collaborative group will submit a data informed template with strategies to improve pedagogical practice.

1. Improvement in quantifiable measures
 - a. Improvement in Fountas and Pinnell testing levels by one grade level for each student below Grade level
 - b. Numeracy and literacy fluency
 - c. Literacy fluency for Grade 8/9 students
 - d. PAT exam results
 - e. DELF Examination Prep
 - f. CRM results
2. Improvement in feelings of belonging and inclusivity using teacher observations, assessments, Our School Survey and Assurance Data.
3. Properly utilize the teacher observation plan
4. Submission of growth plans by all teaching staff

Priority #3 - First Nations, Métis and Inuit education for all.	GOAL: Building staff capacity in foundational knowledge about First Nation, Metis and Inuit history, culture, language, experiences, and relationships in a local, national and universal context.
Strategy/Action Plan (who will make this happen)	Measurement/Outcome
<ol style="list-style-type: none"> 1. Creating a Culture of FNMI for All <ol style="list-style-type: none"> a. Provide ‘lived experience’ opportunities for staff and students to participate in cultural activities <ol style="list-style-type: none"> i. Celebrate/witness all FNMI honour days as a school community b. Authentic Content integration <ol style="list-style-type: none"> i. Create a “sharing of resources” of cross-curricular FNMI content through Google community c. Use of inclusive language d. Visual display of resources e. Targeted PD for staff at school site-based PD Days 2. Supporting FNMI learners in achieving equitable outcomes <ol style="list-style-type: none"> a. Regular meetings with both Grad Coach and FNMI family worker to foster connections. b. Connecting with First Nations, Metis, Inuit Elder, Role Models, Societies to create connections for students and staff. c. Development of the Grad Coach skills as a newcomer to position 	<ol style="list-style-type: none"> 1. More non-Indigenous students involved in: <ol style="list-style-type: none"> a. Smudging, ceremonies, parent evenings b. Lean on Billy W. and Kathryn D., as well as Shelley K. and Aaron S. to help make us aware of FNMI cultural activities that we can actively do c. Work with teachers to actively, purposefully, and authentically integrate FNMI content d. Use various places around the school to create visual displays of FNMI resources e. Include FNMI professional development into each PD day session 2. Equitable Outcomes Achieved <ol style="list-style-type: none"> a. Continue building relationships with other schools and families including the possibility of having a sister school on reserve b. Have Kathryn Domes work closely with Billy Woitte and the other graduation coaches around the district to inform practice c. Attendance rates for our First Nations students continue to rise. d. More FNMI students are involved with co-curricular activities. e. Students feeling they have a place to return after extended absences by staff ensuring students feel welcomed

Priority #4 - Foster a culture of wellness that is foundational to support learning.	GOAL: Examine strategies and approaches that are supportive of staff and student wellness
Strategy/Action Plan (who will make this happen)	Measurement/Outcome
<ol style="list-style-type: none"> 1. Define wellness as a staff and as a school, and speak the language of wellness with staff and students <ol style="list-style-type: none"> i. Spirit Days ii. Student/Staff Faith Retreat iii. Working with Mental Health Capacity Building Divisional Team iv. Include a Wellness portion to each staff meeting (2 minutes from the heart) v. Share Divisional items around wellness & fostering growth and belonging in bi-weekly newsletters to the parent community vi. Include a 'librarian corner' or 'Grad Coach corner' or 'Counseling corner' to each newsletter to showcase the supports and services that we have in place 	<ol style="list-style-type: none"> 1. Year End Wellness Survey 2. Participation in Wellness Activities such as Teamwork Triathlon, Colour Run, School Assemblies, Fundraising opportunities 3. Anecdotal Feedback from staff 4. Our School Survey results 5. Spirit Point Challenge Participation 6. Use Dossier as a tool to monitor data including attendance and achievement 7. More aware parent community