

FATHER LEONARD VAN TIGHEM SCHOOL

CONTINUOUS IMPROVEMENT EDUCATION PLAN 2023/2024



God give me
clear eyes,
a faithful heart,
and courage to soar.

Saint Kateri
Pray for us.



Priority: Holy Spirit Catholic School Division Strategic Goal Area	FLVT School Goal	Baseline data (current reality)	Target data (desired reality)	Strategy
<p>Strengthening:</p> <p>Strengthening our Catholic Faith</p> <p>We foster a catholic worldview of reflection, service and sacramentality.</p> <p>Our staff and students demonstrate knowledge of faith and commitment to faith development.</p> <p>We create communities of accompaniment in our schools and school division.</p>	<p>To nurture faith formation and enhance permeation of our Catholic values.</p>	<p>Implementation of the Three Year District Faith Plan: Year Two Build! Pilgrims of Hope.</p> <p>Our School Survey: Faith Specific Questions JH Students were asked: "My school reflects a Catholic worldview that contributes to a deeper understanding of the Catholic faith." Junior High response: SA –25% A – 62% DA –7% SDA – 6% JH Students were asked: "I am encouraged and given opportunity to live my faith actively, in the school and in the community." SA –22% A – 63% DA – 11% SDA – 4%</p> <p>Our School Survey: Elementary Students were asked: "My school is a Catholic community that helps me to understand the Catholic faith." Elementary response: SA – 25% A –62% DA –7% SDA – 6% Students were asked: "I am encouraged and given opportunity to live my faith actively, in the school and in the community." SA – 52% A –46% DA –1% SDA –1 %</p>	<p>Three Year District Faith Plan: Year Two: Build! Pilgrims of Hope</p> <p># of social justice projects & # of virtue vouchers recognized</p> <p>Our School Survey: Student data of faith life understanding will increase by 10% throughout the school year.</p> <p>-Students will be provided opportunities to be actively involved in our community through social justice projects thus eliminating the DA and SDA in results shown.</p> <p>-Increase awareness and connection with the church to support our students in receiving and preparing for sacraments.</p>	<ul style="list-style-type: none"> -Gospel being added for JH on Friday's & plans to share out planning slides for teachers to use in elementary classrooms -Social justice projects that extend throughout the community - connection with St. Martha Parish for sacramental preparation, school visits - building and strengthening relationships with our local priest, Father William Monis; our Youth Minister, Zachary Hampton; our Knights of Columbus and Catholic Women's League members. - prayer journals and monthly calendar shared by Director of Religious Education - symbols, artifacts, displays, bulletin boards, prayer tables are mindfully used and all are aware of their significance in our school. - Daily classrooms prayer, school wide prayers and liturgies, spontaneous opportunities for prayer. - encouraging student intentions while praying - student led liturgies are scheduled as school wide gatherings; student led prayers are shared each morning on announcements. -demonstrating our understanding of the commitment to conservation and the responsible use of resources: keeping our playground free of trash; recycling; stewardship of classroom space - observing liturgical calendar, colours and banners throughout the year - opportunities to gather and pray in foyer area where the Alter and prayer table is located - joint retreats for elementary classes are scheduled with SPFA and CSM (bringing schools together in prayer) - HAWKS virtue nominations: monthly draws to recognize students.

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<p>Learning:</p> <p>Learning through Quality Teaching</p> <p>We provide students with career pathways.</p> <p>All students demonstrate growth in literacy and numeracy.</p> <p>Schools reflect collaborative teaching and learning environments.</p>	<p>To incorporate assessment methods & strategies that enrich the growth of all learners through differentiated approaches to instruction.</p>	<p>-data: acceptable and excellence FLVT Overall Summary of PAT Data -Acceptable 2023 – 71.7% -Excellence 2023– 17.0% Education Quality: 90.9% Access to Supports and Services: 83.3%</p> <p>Student Learning Engagement: 91.7%</p> <p>F & P data: elementary baseline data</p>	<p>PAT will be administered and data will be examined.</p> <p>Assessment data collected in Elementary classes (LENS, CC3, F & P benchmarks) to guide and implement differentiated approaches to instruction.</p> <p>Formative Literacy Instructional Blocks implemented in Junior High.</p> <p>SPACES platform: implementation and sharing of learning and growth in grade 1-6 classrooms. Indicators will be measured by parental engagement and feedback.</p>	<ul style="list-style-type: none"> -Focus on providing learning opportunities for staff that support collaboration and sharing of high quality assessment practices. -Supervision of instruction with an emphasis on feedback strategies. -Provide individual, targeted and universal supports based on assessment data gained from observation as well as data gained from benchmarks. -Junior high implementation of Literacy Lessons (with a focus on reading, writing and word work) supported and guided by Administration and HS Learning coach. -Learning coach to observe in classrooms and support teachers in the areas of literacy, numeracy and assessment. - Implementation of SPACESedu portfolio platform that shares forth ongoing student learning in the elementary classes -Emphasis on quality formative and summative assessment practices that is inclusive of all students in each class. - Work with parents and community leaders to ask and in order to collaborate on the common vision for school improvement. - Teachers at the JH level will teach classes according to their subject specific specialization (LA, Math, Science, Social & Religion).
<p>Living:</p> <p>Living Truth and Reconciliation</p> <p>Our First Nation Metis and Inuit students will continue to see increasing success rates.</p> <p>We foster reconciliation through listening, accompaniment and recognition of the ongoing impacts of the past.</p> <p>We will deepen our understanding of our collective responsibilities as Treaty People.</p>	<p>To offer Indigenous educational opportunities that provide relevancy, respect and support for all members of our school community.</p>	<p>-Indigenous awareness, family gatherings, Heritage Day events</p> <p>-Niitsitapi connection with community members, elders, and knowledge keepers to guide our ongoing support and learning of traditional ways of knowing and doing.</p>	<p>Track attendance and participation in family gatherings</p> <p>Survey administered in March to gather feedback and suggestions</p>	<ul style="list-style-type: none"> -scheduled time for Niitsitapi worker to collaborate with teachers and provide learning opportunities that include history, tradition, and language instruction for students throughout the school year (embedded within areas of instruction). - Staff organizing committee meets regularly to plan out events that are inclusive and welcome families. -Tradition games nights: lead teachers & Niitsitapi_ continue to share forth what they have developed in PD sessions. -Create a shared drive that includes a variety of Indigenous resources that teachers can access throughout the school year. -collaborate and share lesson and units that incorporate Indigenous instruction. - Make learning authentic by creating awareness and sharing stories from projects (share out or put projects on display) - Continue Truth & Reconciliation activities & Treaty poster contest - Build Blackfoot content (smudging, in lessons, use of FN Worker, Blackfoot language) - Niitsitapi room available for students in JH to gather and connect during break times

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<p>Belonging: Belonging in our Diverse Community</p> <p>We will assist students in navigating various pathways of support.</p> <p>We will provide programming and support for student and staff well-being.</p> <p>We will celebrate and respect all cultures and ethnicities in our schools.</p>	<p>To foster a school environment where all community members feel welcomed and supported.</p>	<p>Learning Bar Survey: previous year results Elementary: Students overall feeling of belonging: 70% Students with positive relationships: 85% Students that value school outcomes: 91% Students with positive behaviours at school: 93% Students with moderate or high levels of anxiety at school: 27% Students feel safe attending school: 74%</p> <p>Junior High: Students overall feeling of belonging: 66% Students with positive relationships: 80% Students that value school outcomes: 70% Students with positive behaviours at school: 95% Students with moderate or high levels of anxiety at school: 26% Students feel safe attending school: 59%</p> <p>Past year Accountability Report Safe and Caring School data: overall Student: 90.7% Teacher: 99.3% Parent: 86.4% Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE): 91% Citizenship: 89.2% Parental Involvement: 80%</p>	<p>Learning Bar Survey: Would like to compare data over the course of this year and into the next three years.</p> <p># of social justice projects & # of virtue vouchers recognized</p> <p>To increase the overall feeling of belonging for students by at least 10% over this school year.</p> <p>parent data for safe and caring & welcome, caring, respectful learning environments to coincide with teacher and student data.</p>	<ul style="list-style-type: none"> -Family School Liaison Councillor, Niitsitapi worker & Administration to establish and maintain target support programs -access to District Wellness team to gain guidance and support -Community building theme days, colour days and spirit assemblies <ul style="list-style-type: none"> - Student leadership opportunities where JH students lead school wellness and spirit activities. -HAWK virtue student nominations monthly -Developing a community of trust, through encouragement of openly expressing concerns and worries, without judgment from school community members. - JH student community (lunch time “communittea”) room established through Wellness team and FSLC - Niitsitapi room available for students in JH to gather and connect during break times -Continued nutritional, clothing, school supply programs for those in need of support - safety procedures and protocols will be maintained and highlighted with an emphasis on our school wide virtues. - open communication and proactive dialogue will be valued over punitive and reactive responses to situations. Working towards to learn and growth when conflictual situations happen. - develop a plan with the YMCA program for out of school redirection and connection when disciplinary circumstances arise. - supporting school council initiatives in regards to information and education for parents and community members (e.x. internet safety presentations).

