

FATHER LEONARD VAN TIGHEM SCHOOL
CONTINUOUS IMPROVEMENT EDUCATION PLAN 2024/2025



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
Strengthening: Strengthening our Catholic Faith We foster a catholic worldview of reflection, service and sacramentality. Our staff and students demonstrate knowledge of faith and commitment to faith development. We create communities of accompaniment in our schools and school division.	To nurture faith formation and enhance permeation of our Catholic values.	Implementation of the Three Year District Faith Plan: Year Three Proclaim! Pilgrims of Hope. 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 –36% A – 56% DA –6% SDA – 2% JH Students were asked: "I am encouraged and given opportunity to live my faith actively, in the school and in the community." SA –30% A – 61% DA – 6% SDA – 3% JH Students were asked: "I can celebrate my faith at school through prayer; religious celebrations such as mass, prayer services and retreats; and learning how to care for others." SA- 37% A-51% DA- 8% SDA- 3% Our School Survey: Elementary Students were asked: "My school is a Catholic community that helps me to understand the Catholic faith." Elementary response: SA – 49% A –46% DA –3% SDA – 1% Students were asked: "I am encouraged and given opportunity to live my faith actively, in the school and in the community." SA – 32% A –64% DA –3% SDA –1 % Elementary Students were asked: "I can celebrate my faith at school through prayer; religious celebrations such as mass, prayer services and retreats; and learning how to care for others." SA- 41% A-54% DA- 3% SDA- 1%	Three Year District Faith Plan: Year Three: Proclaim! Pilgrims of Hope # of social justice projects & # of virtue vouchers recognized Our School Survey: Student data of celebrating faith life at school will be targeted thus eliminating the SA and SDA in results shown -Students will be provided opportunities to be actively involved in our community through social justice projects thus increasing the results shown by 5% in SA category -Increase awareness and connection with the church to support our students in receiving and preparing for sacraments.	-Weekly gospel classes for JH on Friday's -Social justice projects that extend throughout the community -Connection with St. Martha Parish for sacramental preparation, school visits, retreats (combined with SPFA and CSM) -Building and strengthening relationships with our local priest, Father William Monis; Deacon Bruce; 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 classroom 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 -HAWKS virtue nominations: monthly draws to recognize students; Christian Action Awards for JH -Opportunities for staff prayer (ex. rosary). -Creating displays on bulletin board in the front foyer that reflects to our Catholic Worldview -Praying in multiple languages to reflect our school diversity. -Prayer table in every classroom --> reflect the different colours for the liturgical calendar. -Increased opportunities for staff and students to participate in Adoration and Confession (at the school). -Education on the mass: mass in slow motion; what makes us Catholic, history and tradition of the Church. -

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Learning: Learning through Quality Teaching We provide students with career pathways. All students demonstrate growth in literacy and numeracy. Schools reflect collaborative teaching and learning environments.	To incorporate assessment methods & strategies that enrich the growth of all learners through differentiated approaches to instruction.	-data: acceptable and excellence FLVT Overall Summary of PAT Data -Acceptable 2024 – 72.7% -Excellence 2024– 18.5% Education Quality: 92.9% Access to Supports and Services: 84.9% Student Learning Engagement: 88.6% F & P data: elementary baseline data	PAT will be administered and data will be examined. Assessment data collected in Elementary classes (LENS, CC3, F & P benchmarks) to guide and implement differentiated approaches to instruction. Formative Literacy Instructional Blocks implemented in Junior High. SPACES platform: implementation and sharing of learning and growth in grade 1-6 classrooms. Indicators will be measured by parental engagement and feedback.	-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 Literacy Lessons (with a focus on reading, writing and word work) -Learning coach to observe in classrooms and support teachers in the areas of literacy, numeracy and assessment -Continuation 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 -Utilizing AI databases to provide differentiation for diverse learners -Highlight PL opportunities that address students with academic and behavioural challenges and how to best support their needs -Work with parents and community leaders to collaborate in providing career exploration activities -Teachers at the JH level will teach classes according to their subject specific specialization (LA, Math, Science, Social & Religion) -Access District Wellness team for guidance and support
Living: Living Truth and Reconciliation Our First Nation Metis and Inuit students will continue to see increasing success rates. We foster reconciliation through listening, accompaniment and recognition of the ongoing impacts of the past. We will deepen our understanding of our collective responsibilities as Treaty People.	To offer Indigenous educational opportunities that provide relevancy, respect and support for all members of our school community.	-Indigenous awareness, family gatherings, Heritage Day events -Niitsitapi connection with community members, elders, and knowledge keepers to guide our ongoing support and learning of traditional ways of knowing and doing.	Track attendance and participation in family gatherings Survey administered in March to gather feedback and suggestions	-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. -Traditional 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 more 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 -Displays highlighting Indigenous Culture -Highlighting First Nations, Metis, and Inuit PL opportunities for staff -Partner with Blackfoot teachers to develop labels for items within the school

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Belonging: Belonging in our Diverse Community We will assist students in navigating various pathways of support. We will provide programming and support for student and staff well-being. We will celebrate and respect all cultures and ethnicities in our schools.	To foster a school environment where all community members feel welcomed and supported.	Learning Bar Survey: previous year results Elementary: Students overall feeling of belonging: 64% Students with positive relationships: 78% Students that value school outcomes: 84% Students with positive behaviours at school: 90% Students with moderate or high levels of anxiety at school: 33% Students feel safe attending school: 65% Junior High: Students overall feeling of belonging: 68% Students with positive relationships: 81% Students that value school outcomes: 71% Students with positive behaviours at school: 97% Students with moderate or high levels of anxiety at school: 27% Students feel safe attending school: 68% 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): 92.9% Citizenship: 89.9% Parental Involvement: 84%	Learning Bar Survey: Would like to compare data over the course of this year and into the next three years. # of social justice projects & # of virtue vouchers recognized Learning Bar survey results have slightly diminished in all categories. The sense of belonging decreased by 6%, goal to increase by 10%. To increase the overall feeling of belonging for students by at least 10% over this school year. parent data for safe and caring & welcome, caring, respectful learning environments to coincide with teacher and student data.	-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 - 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 “communita”) 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 (eg. outdoor classroom). -Presentations from a wide variety of community/cultural organizations (topics vary) -Increased opportunities for staff and student engagements/activities to promote school pride and community spirit -School-wide theme days; Elementary intramurals -Implement more elementary clubs, events, and/or assemblies to increase and enhance student belonging

