

# FATHER LEONARD VAN TICHEM SCHOOL

## CONTINUOUS IMPROVEMENT EDUCATION PLAN 2025/2026



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
<b>Strengthening:</b>  <b>Strengthening our Catholic Faith</b>  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.	<b>To nurture faith formation and enhance permeation of our Catholic values.</b>	Implementation of the Three Year District Faith Plan: Year One: Open Wide the Doors! Know God!  <b>Our School Survey: Faith Specific Questions</b> JH Students were asked: "My school reflects a Catholic worldview that contributes to a deeper understanding of the Catholic faith." Junior High response: SA –34% A –57 % DA –5% SDA – 4% JH Students were asked: "I am encouraged and given opportunity to live my faith actively, in the school and in the community." SA –33% A – 60% DA – 3% SDA –4 % "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 –35% A – 56% DA – 6% SDA –3 % <b>Our School Survey:</b> Elementary Students were asked: "My school is a Catholic community that helps me to understand the Catholic faith." Elementary response: SA – 51% A –44% DA –5% SDA – 0% Students were asked: "I am encouraged and given opportunity to live my faith actively, in the school and in the community." SA –42 % A –53% DA –5% SDA –0 % "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 –44 % A –49% DA –6% SDA –0 %	Three Year District Faith Plan  # of social justice projects & # of virtue vouchers recognized  Our School Survey: Student data of faith life understanding will increase by 10% throughout the school year.  -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.  -Increase awareness and connection with the church to support our students in receiving and preparing for sacraments.	-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 Valentine; our Youth Minister, Zachary Hampton & AJ Barrows; our Knights of Columbus and Catholic Women’s League members. - monthly calendar of activities 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. - Gospel held on Friday’s for our JH students will continue and increased community service projects will be added to this time as well. - Our gathering space and alter will be used more often and with intentionality - Locating another dedicated space for faith will be explored such as a Chapel area.

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<b>Learning:</b>  <b>Learning through Quality Teaching</b>  We provide students with career pathways.  All students demonstrate growth in literacy and numeracy.  Schools reflect collaborative teaching and learning environments.	<b>To incorporate assessment methods &amp; strategies that enrich the growth of all learners through differentiated approaches to instruction.</b>	-data: acceptable and excellence FLVT Overall Summary of PAT Data (Gr. 9) -Acceptable 2025 – 73.9% -Excellence 2025– 20.3% Education Quality: Access to Supports and Services: 77.9% Student Learning Engagement: 82.1%  F & P data: elementary baseline data in Dossier	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.	-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 support based on assessment data gained from observation as well as data gained from benchmarks. -Learning coach to observe in classrooms and support teachers in the areas of literacy, numeracy and assessment. -Emphasis on quality formative and summative assessment practices that is inclusive of all students in each class. -Student focus groups and classroom surveys will be used to better understand how students feel about their learning and what supports engagement. - Action needed to support challenging students to demonstrate their knowledge in unique ways (moving beyond traditional testing) providing opportunities for assessment to be varied and differentiated amongst learning needs. -Teachers plan to offer more options in assignments, projects, and ways to demonstrate understanding, encouraging ownership of learning. -engage in professional learning on Universal Design for Learning and inquiry-based approaches to make learning more active, inclusive, and relevant. -strengthening relationships through mentorship programs, classroom meetings, and community-building activities. -Success stories and student achievements to be shared while highlighting engagement and growth. -Ongoing monitoring through student and parent feedback will continue, and engagement strategies will be refined annually. The goal is to see a measurable increase in student engagement over the next two years through meaningful learning experiences and strong relationships that support each learner’s growth. - Embed proactive supports within classrooms, including differentiated instruction, Universal Design for Learning (UDL), and in-class check-ins. -A Focus Committee to collaborate while enhancing our CTF option in order to provide rigor as well as increased engagement.
<b>Living:</b> <b>Living Truth and Reconciliation</b>  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.	<b>To offer Indigenous educational opportunities that provide relevancy, respect and support for all members of our school community.</b>	-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 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 is available for students in JH to gather and connect during break times

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<p><b>Belonging:</b></p> <p><b>Belonging in our Diverse Community</b></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>	To foster a school environment where all community members feel welcomed and supported.	<p><b>Learning Bar Survey: previous year results</b></p> <p><b>Elementary:</b></p> <p>Students overall feeling of belonging: 71%</p> <p>Students with positive relationships: 86%</p> <p>Students that value school outcomes: 90%</p> <p>Students with positive behaviours at school: 92%</p> <p>Students with moderate or high levels of anxiety at school: 31%</p> <p>Students feel safe attending school: 72%</p> <p><b>Junior High:</b></p> <p>Students overall feeling of belonging: 71%</p> <p>Students with positive relationships: 78%</p> <p>Students that value school outcomes: 76%</p> <p>Students with positive behaviours at school: 97%</p> <p>Students with moderate or high levels of anxiety at school: 29%</p> <p>Students feel safe attending school: 68%</p> <p>Past year Accountability Report Safe and Caring School data: overall</p> <p>Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE): 90.1%</p> <p>Citizenship: 86.7%</p> <p>Parental Involvement: 83.1%</p> <p>Access to Supports and Services: 77.9%</p>	<p>Learning Bar Survey: compare data over time</p> <p># of social justice projects &amp; # 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 &amp; welcome, caring, respectful learning environments to coincide with teacher and student data.</p> <p>Improved student, teacher, and parent perception of access to supports in future surveys. Increased participation in school support programs and services. Positive feedback from families indicating clarity and ease of access to supports.</p> <p>FLVT will continue to refine communication strategies, proactively monitor access, and ensure supports are responsive to student and family needs. Building awareness, visibility, and responsiveness</p>	<p>-Family School Liaison Councillor, Niitsitapi worker &amp; Administration to establish and maintain target support programs</p> <p>-access to District Wellness team to gain guidance and support</p> <p>- Enhance opportunities for clubs and ensure we are creating dedicated spaces of belonging for all students</p> <p>-Community building theme days, colour days and spirit assemblies</p> <p>- Student leadership opportunities where JH students lead school wellness and spirit activities.</p> <p>-HAWK virtue student nominations monthly</p> <p>-Developing a community of trust, through encouragement of openly expressing concerns and worries, without judgment from school community members.</p> <p>- JH student community (lunch time “communi-tea”) room established through Wellness team and FSLC</p> <p>- Niitsitapi room available for students in JH to gather and connect during break times</p> <p>-Continued nutritional, clothing, school supply programs for those in need of support</p> <p>- safety procedures and protocols will be maintained and highlighted with an emphasis on our school wide virtues.</p> <p>- 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.</p> <p>- supporting school council initiatives providing information and education for parents and community members (e.x. internet safety presentations).</p> <p>-We will continue to monitor student feedback closely, review strategies that strengthen inclusion and belonging, and provide ongoing opportunities for students to lead in promoting a caring, faith-based school environment.</p> <p>-FLVT remains committed to providing a welcoming and faith-filled environment where every child feels safe, respected, and loved.</p> <p>-Provide clear information to families about available supports, programs, and services through newsletters, the school website, parent meetings, and digital communication tools.</p> <p>-Ensure students are informed about academic assistance</p> <p>-Develop an easily accessible “Supports and Services Guide” for families and students, updated annually.</p> <p>-Review current referral processes to ensure students can quickly access academic, social-emotional, and mental health supports.</p> <p>-Provide flexible scheduling for support programs (e.x. Friday Support Block).</p> <p>-IEL contact and connection for parent inquiries about programs and supports.</p> <p>-Share examples of successful students support stories to increase awareness and confidence in school services.</p> <p>-Track referral rates, program participation, and feedback from students, parents, and staff to identify trends and gaps. - Adjust programs and communication strategies based on feedback to ensure accessibility for all students.</p>

