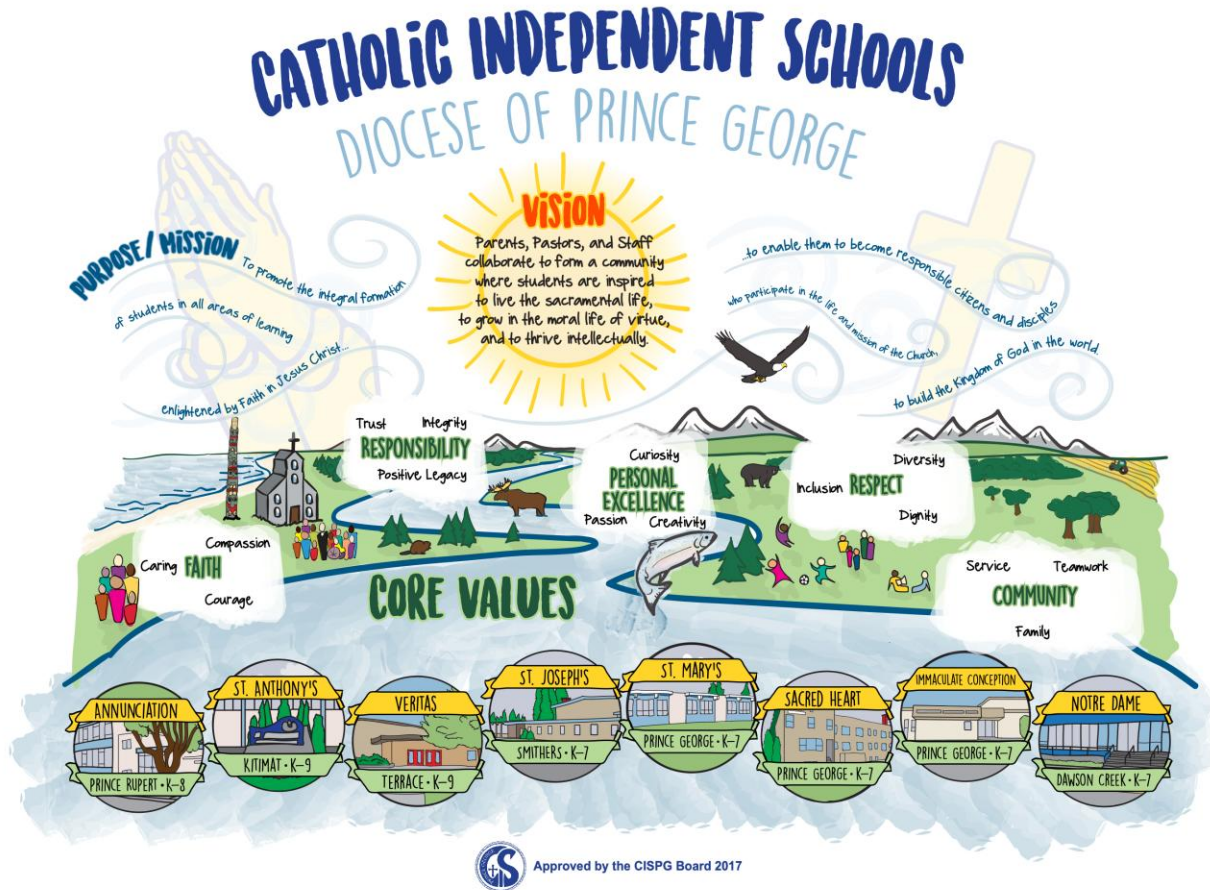




# CONTINUOUS IMPROVEMENT PLAN

Notre Dame School

2025-2027



## OUR SCHOOL STORY

It is with great pride that we at Notre Dame School acknowledge that we are blessed to live, work, and play on Treaty 8 land, the traditional territory of the Cree, Sekani, Dunne-za, Dene-thah, Sauteaux, Chipewyan, and other Indigenous people who were not identified specifically in the treaty. We understand that this land was very important for Indigenous people who lived on it before us and that this land is still important for Indigenous people today. We are grateful that it is on this land that we support and work for our students.

Notre Dame School comprises 208 students and 26 staff members in kindergarten to Grade 7. Our school opened its doors in 1943 and is located in downtown Dawson Creek, British Columbia. Our school is made up of a diverse population of students and staff, both in cultural backgrounds and learning proficiencies. We strive to provide an inclusive, welcoming environment for all who enter our school and endeavour to leave a lasting impression.

We proudly offer specialist programming in Physical and Health Education and French/Christian Education from kindergarten to Grade 7. This programming allows our classroom teachers significant preparation time to provide dynamic lessons and collaborate with colleagues. As well, our Learning Resource Teacher supports our students with targeted intervention and collaborates with teachers to create individual plans for students in need of further support.

Notre Dame School is committed to an educational program that provides academic excellence and fosters a personal relationship with Jesus Christ. We work to create an awareness of self within the Christian community and transmit the

Gospel values of living in the work and making it a better place. We encourage this growth through our Christian Education programs and in the day-to-day lives of staff and students.

Our Catholic community believes that all of our children should participate or be respectfully present in the religious life of our school, both in the classroom and at religious celebrations held at the school and Notre Dame Parish.

To better support the needs of our families and enrich the overall experience of our students, Notre Dame School opened a Preschool and After-School Care program two years ago. This addition has allowed us to offer a more holistic approach to student care and learning, extending our mission beyond the traditional school day. These programs provide a safe, nurturing, and faith-filled environment that reflects our Catholic values while also supporting working families and strengthening our connection to the wider community.

Our Pre-School and After-School Care staff work closely with classroom educators to ensure continuity in routines and student support, reinforcing positive behaviours, early literacy, and social development. The success of these programs has deepened our partnerships with parents, expanded our outreach, and created new opportunities for engagement with local organizations and Indigenous service providers who support early childhood development and family well-being.

We view these programs as an extension of our school's identity: a welcoming, inclusive community where each child is known and loved. As we continue to grow, we remain committed to listening to families and community partners, using their feedback to guide our ongoing development of programming and care.

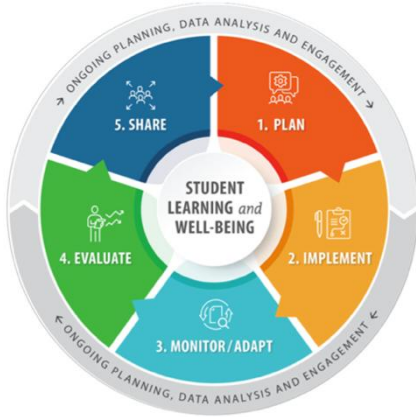
Notre Dame School is committed to building authentic, respectful relationships with First Nations individuals, families, and organizations who have an interest in the learning and well-being of our students. We actively seek opportunities to engage with local Indigenous Knowledge Keepers and community members, particularly during key moments such as planning cultural learning opportunities and reflecting on our progress.

Our learning community is beginning to partner with Indigenous Education support workers and organizations to bring language, storytelling, and land-based learning into our classrooms. These partnerships have helped us better understand the historical and present-day realities of Indigenous Peoples and deepen the cultural understanding of both staff and students.

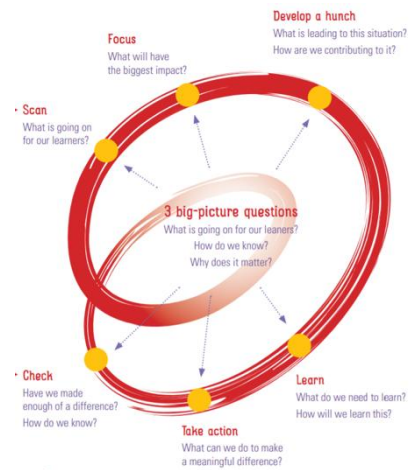
Our story is shared in multiple ways, including school newsletters, our website, and community events. We present highlights of our CI Plan at parent support meetings, school council meetings, and staff discussions, ensuring transparency and ongoing dialogue. We invite feedback from families, students, and key stakeholders (CISPG Superintendent, Director of Instruction, teachers, Parent Support Group and School Council, including local First Nations) through informal conversations, surveys, and school events such as Orange Shirt Day, National Indigenous Peoples Day, and other community events.

Our goal is not only to share what we are doing but also to listen, learn, and respond so that our school's story continues to reflect the voices and values of those it serves.

We will establish a system of regular communication to provide updates on our CI Plan and ensure it remains a living, evolving document. This will include visual progress displays and targeted conversations with families and partners. Staff will also review our plan collaboratively during monthly collaborative team cohort meetings, staff meetings and professional development sessions, allowing for timely adjustments and new input based on student needs and school goals.



Note: CISP schools have been gradually implementing School Learning Plans for approximately five years. The plans have been based upon a modified version of Halbert and Kaser’s Spiral of Inquiry (see diagram to the right). As a result, the terminology in this document may be slightly different when outlining CISP Continuous Improvement Plans for Student Learning and Well-Being (identified in brackets).



## STAGE ONE - DEVELOP THE SCHOOL’S CI PLAN (SCANNING & FOCUSING ON GOAL AREAS) SCANNING 2020-2025

The following is a summary of what emerged through scanning/data analysis of student learning at Notre Dame for the past 2-5 years. The scanning phase focuses on gathering broad information about what’s happening for learners, rather than jumping to conclusions or focusing on specific issues without valid evidence. The school’s sources of data are collated and reviewed in a separate Appendix. Please refer to that document for further details, analysis and interpretation of Notre Dame’s story.

### PM Benchmark Screening:

Although the trend data for 2021-2024 have not been disaggregated, there is much evidence that our Grade 2 and Grade 3 learners are proficient readers. For example ...

- Spring 2024 Grade 2 - 84% of all students are proficient or extending
- Spring 2024 Grade 3 - 96% of all students are proficient or extending

As noted in the Appendix, starting in the Fall of 2025, Notre Dame teachers will now collect data related to the BC K-4 Foundational Learning Progressions using DIBELS 8<sup>th</sup> Edition. The K-4 English Language Arts (ELA) Foundational Learning Progressions support the development of reading, writing, and oral language skills. They include descriptors of “proficient” in key aspects of the ELA curriculum, including oral communication, phonics, grammar, and vocabulary. They provide a clear scope and sequence for teachers to help them ensure students are on track with their foundational reading, writing, and oral language skills. As foundational skills are an area of heightened importance, Notre Dame will now use DIBELS 8th Edition as a measure of the English Language Arts Foundational Learning Progressions to help teachers identify both areas of strength as well as areas for additional support or intervention.

### ProPA (Profile of Phonological Awareness) and Kindergarten Speech & Language Development:

Both of these indicators demonstrate strong early foundational skills for Kindergarten and Grade 1 students. This progress aligns with the focused implementation of Heggerty and UFLI instruction at Notre Dame. These resources have provided structured, consistent support, contributing to foundational language and communication skills across the student population. The consistency of results across diverse learner profiles demonstrates that these programs are equitable and effective in strengthening early literacy skills and preparing students for decoding and fluent reading. Moving forward, targeted support for specific subgroups and continued professional development will ensure these gains are sustained and deepened. Overall, the data strongly supports the continued use and refinement of Heggerty and UFLI instruction from K-3 at Notre Dame. In terms of measuring early phonological skills, once we implement the DIBELS screening assessment K-3 in the Fall 2025, we will probably discontinue the use of the ProPA tool.

**ADRP/Fountas & Pinnell:**

The reading data for Grades 4 to 6, assessed using the ADRP tool, shows that students demonstrate strong word accuracy and generally solid comprehension. However, there are emerging signs that some learners, particularly those with diverse abilities, are beginning to struggle with deeper comprehension demands. In Grade 7, where the Fountas and Pinnell assessment is used, the gap between word accuracy and comprehension widens significantly. While most students continue to decode accurately, their ability to understand and interpret text meaning declines, especially for ELLs and students with diverse needs. This may reflect the increased complexity of comprehension expectations at this level.

As well, it raises questions about whether the ADRP tool is the most effective fit for assessing higher-level understanding in this context. The contrast between assessment tools suggests a need to re-examine how we measure and support reading comprehension in the intermediate grades. A more consistent and thoughtful approach—potentially incorporating tools that better assess inferencing, analysis, and critical thinking—could strengthen our understanding of student needs and guide more targeted instruction.

As Notre Dame moves into the 2025-26 school year, a continued focus for intermediate teachers will be to incorporate and use the RACES strategy to strengthen comprehension. As well, teachers will explore and utilize the CISPGLiteracy Framework for Grades 5 to 7 with a focus on vocabulary, fluency and comprehension. We will also investigate potential comprehension assessments that might provide increased information to guide our teaching and supports for the grade 5 to 7 learners.

**School-Wide Writes (K-7)**

With regard to Writing K-2, data indicate there may be a need for an explicit, structured writing program. It is difficult to discern the needs of our students who are Indigenous, have diverse abilities or are English Language Learners, as our student population is very low in each class. However, overall, data suggest a need for a concentrated focus on writing style - clarity, variety, and impact of language.

Conventions are an area for improvement school-wide, particularly in Grades 2-5. Once again, data suggests a need for explicit instruction in grammar, sentence structure, spelling, and editing. Style also remains an emerging/developing area for grades 3-7, requiring ongoing support in vocabulary and sentence variety.

A focus area for Notre Dame school will be to incorporate a structured, explicit program that includes writing and language development in 2026-2027.

**FSA Literacy Results**

Over the past five years, Grade 4 and Grade 7 students at Notre Dame School have consistently performed well in Literacy on the BC Foundation Skills Assessment (FSA). These results reflect sustained, high-quality instruction and strong student engagement in literacy.

Over the past five years, students with diverse abilities/disabilities have also demonstrated consistently strong literacy performance, particularly in Grade 4, confirming the effectiveness of early literacy instruction and inclusive support practices.

**FSA Numeracy Results**

Over the past five years, Notre Dame School's Grade 4 FSA numeracy results have shown encouraging overall growth. In contrast, Grade 7 numeracy results have fluctuated significantly.

Numeracy results for students with diverse abilities/disabilities have shown mixed trends, indicating a need for sustained, targeted support, improved scaffolding, and stronger collaboration between classroom and Learning Resource staff to ensure equitable growth across all grades.

Numeracy results (2023-2024) for Indigenous students indicate a need for concentrated team learning and action next year - e.g., Grade 4-52% "on track or extending" and Grade 7-37% "on track or extending". The school must take immediate focused action to reverse these results and ensure equity in learning outcomes.

Numeracy will be a goal area in 2025-2026. Strategies will include emphasis on targeted instruction, problem-solving strategies, and numeracy confidence, especially in the intermediate grades.

**MDI (Middle Years Development Instrument) - Student Connectedness and Well-Being**

The Grade 4 MDI data at Notre Dame School highlights strong developmental assets and student well-being. Most students report high-quality relationships with both adults (89%) and peers (88%) at school, indicating a strong sense of connection and belonging. These relationships support emotional security, resilience, and engagement. However, nutrition and sleep are the lowest of the four assets (68%), pointing to an opportunity for the school to promote healthy routines through wellness education and modelling, even though these habits are shaped largely at home.

Regarding emotional support, 74% of students feel comfortable turning to both adults at school and family members, while 47% seek support from friends. This reinforces the importance of trusted relationships in familiar environments. Notably, 82% of Notre Dame students identified two or more important adults at school, further emphasizing the protective factor of adult-student relationships.

The school will continue to prioritize relationships, emotional support, and wellness education to ensure every student feels safe, supported, and ready to learn. As well, beginning this school year, Notre Dame will administer the Ministry Student Learning Survey in an effort to collect more information related to student perception of well-being, connection and belonging.

### **Summary of Scanning Data:**

To summarize, Notre Dame students demonstrate strengths in early literacy, particularly in phonological awareness/phonics, reading fluency, and adult-student relationships. Most primary students are meeting or exceeding expectations in reading, and foundational programs like Heggerty and UFLI are supporting equitable growth across diverse learners. Writing style and conventions remain areas of challenge school-wide, especially from Grades 2–5, and all Notre Dame learners require enhanced numeracy instruction and support. Overall, our learners are engaged, supported by strong relationships, and benefit from explicit, structured, consistent instruction across the grades. Notre Dame School remains committed to equity, early intervention, and intentional instruction, ensuring that all students experience success, connection, and growth.

## **FOCUSING ON GOAL AREAS 2025-2027**

When determining our priorities for school improvement in the next two years, many factors need to be considered. We are aware of our students' strengths and needs (as noted above). In addition, in British Columbia, we are now required to implement early literacy screening for all students in kindergarten through Grade 3. This new initiative will include:

- Universal screening to identify students who may be at risk of literacy difficulties early in their education
- Professional learning for all teachers and staff to equip them with the knowledge and skills to support students with diverse learning needs and provide timely and targeted intervention (which involves ongoing assessment and intervention)
- The provision of culturally appropriate resources for Indigenous students and English language learners
- DIBELS8 administration training

We will therefore focus on the following goals for 2025-2026:

- Goal #1: Universal Screening K-3 and Monitoring Progress Grade 4-7.
- Goal #2: Reading K-4 - Build on our current strengths and ensure a strong foundation in early literacy across the primary grades using DIBELS 8<sup>th</sup> Edition as the common assessment tool.
- Goal #3: Numeracy Grade 4-7 - With primary grades focused on literacy screening and reading growth, the intermediate team will begin with a dedicated numeracy goal. This creates a balanced approach across grade levels and supports targeted improvement in math instruction and achievement in Grade 4–7. We anticipate that this numeracy goal will be implemented and refined over two to three years.

Potential growth areas for 2026-2027:

- Writing will be a goal area with a focus on writing style and conventions.
- Depending on the data we gather next year, we may introduce a Grade 5–7 reading goal focused on vocabulary, fluency, and comprehension.

# STAGE TWO - IMPLEMENT STRATEGIES AND ALIGN RESOURCES & PROFESSIONAL LEARNING (LEARN & TAKE ACTION)

September 2025 - Ongoing

## GOAL #1: UNIVERSAL SCREENING AND MONITORING STUDENT PROGRESS

Beginning in the Fall of 2025, Notre Dame K-1 teachers will implement universal screening three times per year (Fall, Winter, and Spring) using DIBELS 8<sup>th</sup> Edition. Teachers from Grades 2-7 will monitor student literacy progress in the Fall and Spring using DIBELS 8<sup>th</sup> Edition.

### STRATEGIES

1. CISPG will hire a teacher “lead” to support the BC Ministry Universal Literacy Screening mandate. This initiative includes (see Guide to Independent School Literacy Professional Learning Fund):
  - Implementing early screening for all CISPG students in kindergarten to Grade 3
  - Setting up/recommending for purchase an efficient, cost-effective CISPG database that provides information on different groups of students (e.g., students with disabilities or diverse abilities, Indigenous students, English Language Learners) - e.g., [Amplify](#) or [ESGI](#) (Educational Software to Guide Instruction)
  - Professional development and training for teachers related to literacy screening/monitoring progress, analyzing and interpreting data
  - Recommending culturally appropriate resources for Indigenous students and English Language Learners
2. In collaboration with the CISPG Teacher “Lead” and Notre Dame Principal, K-7 teachers will track student progress and engage in focused “data-driven conversations” regarding students who may be at risk of literacy difficulties. Teachers will ensure instructional approaches are responsive to the needs of the individual students.
3. In collaboration with the CISPG Teacher “Lead” and Notre Dame Principal, K-7 teachers will meet once per term in their collaborative cohort groups to review DIBELS (and any other relevant) school-wide literacy data. Cohorts will analyze/interpret data and strategize next steps.

### PROFESSIONAL LEARNING

1. CISPG/Notre Dame will provide in-service for all Grade K-7 teachers and Education Assistants on the administration of DIBELS 8<sup>th</sup> Edition.
2. CISPG/Notre Dame will provide training for all Grade K-7 teachers and Education Assistants on the use of progress monitoring tools.
3. CISPG/Notre Dame will provide training for all Grade K-7 teachers and Education Assistants on data analysis and interpretation using DIBELS 8<sup>th</sup> Edition.
4. CISPG/Notre Dame will provide training for all Grade K-7 teachers and Education Assistants on the use of a common database for all Grade K-7 teachers - e.g., [Amplify](#) or [ESGI](#) (Educational Software to Guide Instruction).

### RESOURCES

1. In collaboration with the CISPG Teacher “Lead”, K-7 teachers will explore culturally appropriate resources for Indigenous students and English language learners.
2. K-7 teachers will explore other resources related to screening and intervention (see CISPG Literacy Grade Level Frameworks).

## GOAL #2: READING K-4

By Spring, 2027, all or most (95%+) students will demonstrate proficiency in foundational literacy skills as described in the BC [Ministry K-4 English Language Arts Foundational Learning Progressions](#). Progress will be measured in the Fall, Winter, and Spring using DIBELS 8<sup>th</sup> Edition (k-3) and .....

### STRATEGIES

1. K-4 Teachers will understand and implement the CISPG Grade Level Literacy Frameworks K-4, a set of pedagogical



guides that illustrate current resources and appropriate instruction/assessment classroom strategies.

2. K-3 Teachers will continue to utilize the UFLI/Heggerty programs K-3 as a core instructional resource.
3. K-4 Teachers will meet regularly in collaborative cohort groups to share experiences and reflections with one another. They will work together to deepen understanding of the foundational skills and learn about best practices in reading instruction and assessment, e.g., scheduling, how to create an effective Literacy Block, how to monitor progress by using formative data.
4. K-4 Teachers will collaborate, co-plan, and co-develop instructional materials/techniques that align with students' needs. They will then implement these redesigned instructional materials/techniques into classroom practice. Particular support will be offered to those teachers new to teaching in BC.
5. K-4 Teachers will be provided opportunities to engage in classroom observations to learn from each other, particularly with regard to instruction and assessment of foundational skills.
6. K-4 Teachers will continue to provide small group instruction to meet individual student needs using current data and targeting gaps in foundational skills (e.g., letter rings, word rings, Joyful Literacy).
7. Education Assistants will provide additional small group intervention (Tier 2 and 3).
8. K-4 Teachers will meet once per term in cohort groups with the Notre Dame Principal to review screening data and other school-wide evidence of student literacy learning. Cohorts will analyze/interpret data and strategize next steps.

## PROFESSIONAL LEARNING

1. Primary teachers will participate in foundational skills workshops with Popey (Provincial Outreach Program for the Early Years): e.g.,
  - Dr. Zach Groshell: The Power of Explanations & Explicit Teaching – (September 16 & 23<sup>rd</sup>, 2025)
  - Lindsay Kemeny: Rocking Your Literacy Block - (October 14 & 21, 2025)
2. Primary teachers will review and participate in a CISPG refresher workshop on incorporating and using the UFLI program with students.
3. Primary teachers will collaborate with fellow teachers across the Diocese and the CISPG Teacher Lead

## RESOURCES

1. CISPG's Literacy Framework K to 7 (Essential Skills, Instruction & Assessment)
2. K-3, ELP 2024 Student Profile Portfolio pp. 33-47 [www.assessment.sd23.bc.ca](http://www.assessment.sd23.bc.ca)
3. DIBELS 8<sup>th</sup> Edition
4. [UFLI Foundations](#) (Core classroom resource for K to Gr. 3)
5. [Heggerty Phonemic Awareness](#) - (Purple Flip Book)
6. Sightwords: Phonological Awareness Activities - <https://sightwords.com/phonemic-awareness>
7. Reading Rockets - [Phonics & Decoding](#)
8. Florida Centre for Reading Research: <https://fcrr.org/student-center-activities/kindergarten-and-first-grade>
9. Florida Centre for Reading Research: <https://fcrr.org/student-center-activities/second-and-third-grade>
10. Florida Centre for Reading Research: <https://fcrr.org/student-center-activities/fourth-and-fifth-grade>
11. Shifting the Balance K-2
12. Shifting the Balance 3-5
13. Dialogic Conversations (from The Six Shifts) - <https://serrra.org/wp-content/uploads/Williams-Oral-Language-2.pdf>
14. The Frayer model for helping students understand new vocabulary/concepts - see sd22learns under "Resources that Inform Us": <https://www.sd22learns.ca/vocabulary-in-k-to-3>



15. Powerful Understandings (2018), Adrienne Gear
16. Reading Strategies 2.0 (2023), Jennifer Serravallo
17. Oral Traditions and Storytelling - Strong Nations: <https://www.strongnations.com/store/11799/oral-traditions-and-storytelling>
18. Lindsay Kemeny: Rocking Your Literacy Block
19. Reach All Readers Learning Series (POPEY): <https://www.popey.ca/webinars/reachallreaders-learningseries>

### GOAL #3: NUMERACY 4-7

All or most (90%+) students will demonstrate proficiency in numeracy skills as described in the [BC Ministry K-4 Foundational Math Learning Progressions](#) and the BC Math curriculum K-7. Progress will be measured in the Fall, Winter, and Spring using [MathUp Numeracy Readiness Checks](#). Formative assessment will occur regularly using [SNAP](#) (Student Numeracy Assessment & Practice) and/or MathUP Numeracy Readiness Checks.

#### STRATEGIES

1. All teachers will continue to utilize the [My MathPath](#) (Nelson) program K-7, and the new [MathUP](#) program (Marian Small) as core instructional resources. (2025-2026).
2. All teachers will explore and utilize the [Coast Metro Website](#), a K-7 math framework created to support teachers in the teaching and assessment of elementary mathematics. The website is an excellent source of information on Math Games, Indigenous Connections, Assessment tools, Instructional Routines, and related Children's Literature. It was created after a professional learning session with Dr. Marian Small. (2025-2026)
3. Intermediate teachers will be provided opportunities to engage in classroom observations of modelled lessons to learn from each other, particularly with regard to deepening their understanding of number talks and how to incorporate them into their classroom to develop student thinking further. (2025-2026)
4. Intermediate teachers will use intentional conferencing and immediate feedback to guide and support students in any gaps they may have with their numeracy skills daily. (2025-2026)
5. Intermediate teachers will use devices such as Math Word Walls, a Math Story Library and anchor charts to support students' conceptual understanding and vocabulary development and provide ongoing reference points that promote deeper comprehension and engagement. (2025-2026)
6. Intermediate teachers will meet regularly in cohort groups to share experiences and reflections with one another. They will work together to deepen understanding of number sense and number operations and translate this into the classroom to build strong foundational numeracy skills. (2025-2026)
7. Intermediate teachers will meet once per term in cohort groups to review screening data and other school-wide evidence of student numeracy learning. Cohorts will analyze/interpret data and strategize future steps. (2025-2026)
8. Intermediate teachers will use Interactive Student Notebooks to communicate with parents, support student learning, and review. (2025-2027)
9. Intermediate teachers will co-plan and co-develop weekly plans (3-part lessons) that include rich numeracy routines and evidence of curricular competencies. (2026-2028)
10. Intermediate teachers will implement "high leverage" practices that will engage students in deep thinking, collaboration and problem solving – e.g., "stand-up math" in random learning triads using non-permanent vertical surfaces, and Note-Taking (This is how I do it) from Peter Liljedahl's work, [Building Thinking Classrooms](#). (2026-2028)

#### PROFESSIONAL LEARNING

##### 2025-2026 School Year:

1. K-7 Teachers will continue to participate in workshops with Dr. Marian Small: e.g.,
  - November 28, 2025 - Building Numerate Students: What Does it Look Like? How Do We Get There?
2. Intermediate teachers will participate in a learning session about the new MathUP program with online training videos and Zoom sessions with Michelle from Rubicon.
3. Intermediate teachers will participate in using MathUp Numeracy Readiness Check and SNAP: <https://snap.sd33.bc.ca/> for the school's screening tools.
4. Intermediate teachers will review and participate in a workshop on incorporating and using *Math Interactive Notebooks* with students.
5. Intermediate teachers will collaborate with fellow teachers across the Diocese

##### 2026-2027 School Year:

1. Intermediate teachers will explore strategies and techniques for building a thinking classroom in Math with Peter Liljedahl's book, "Building Thinking Classrooms in Mathematics K-12.

2. As cohort teams, intermediate teachers will explore and use “rich” tasks from the FREE ACTIVITIES AND LESSONS for Numeracy Tasks for Grades K-8 by Dr. Peter Liljedahl: <https://www.peterliljedahl.com/teachers/numeracy-tasks>)
3. Intermediate teachers will review and participate in a workshop on incorporating and using *Math Interactive Notebooks* with students.
4. Intermediate teachers will collaborate with fellow teachers across the Diocese

## RESOURCES

1. See Coast Metro Resources: <https://coastmetro.ca/elementary-math-project/>
2. Peter Lijedahl’s Resources: <https://www.peterliljedahl.com/teachers>; <https://www.corwin.com/author/peter-liljedahl?srsId=AfmBOobtUQHZlgpK-OV1av5XMiUFPrt2BsKh2M-QRvolaMyd1jcf-T>
3. Marian Small Resources: <https://www.onetwoinfinity.ca/>
4. Carole Fullerton Resources: <https://mindfull.ecwid.com/Math-Teaching-Resources-c14772493>
5. Janice Novakowski (Richmond SD) Resources: <https://blogs.sd38.bc.ca/sd38mathandscience/>
6. Bridges Math Intervention Program: <https://www.mathlearningcenter.org/curriculum/bridges-intervention>
7. See also CISPG Numeracy on TEAMS

## STAGE THREE - MONITOR AND ADAPT (CHECK)

November 2025 and March/April 2026 (during collaborative cohort meetings and/or staff meetings)

All progress reviews will include a focus on equity, ensuring outcomes are monitored for all learner groups. Specific attention will be given to identifying and addressing any disparities in achievement or access (e.g., Indigenous students, English Language Learners, students with diverse needs).

### PROGRESS REVIEW: November 2025

### PROGRESS REVIEW: March/April 2026

# STAGE FOUR - EVALUATE

May 2026

## SUMMATIVE REVIEW: May 2026

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# STAGE FIVE - SHARE

**REFLECTIONS & COMMUNICATION PLAN: May 2026**

**We will ...**

- Present measurable outcomes using:
  - Before/after charts, bar graphs, and comparison visuals
  - Summary tables of key initiatives and their impacts (e.g., UFLI, Heggerty, Wellness practices)
- Include success stories or snapshots (e.g., a Grade 1 reading breakthrough, student-led prayer initiatives); Include quotes from student voice data
- Include staff reflections on the school’s journey towards meeting its priorities and intended outcomes e.g., Create a visual timeline or storyboard of the CI journey

Who?	How?	When?
CISPG Superintendent & Principal of Learning Services, Learning Service LEAD Teachers	Slide presentation with data visuals & reflections	LST/Principal Meeting – May 2026
Notre Dame Teaching Staff	Focus group discussions using data posters; Collaborative Learning Cohorts	Staff Meeting/Cohort Meetings – June 2026
Notre Dame Students	Slideshow with photos, class videos, and celebration moments; Class talks	In-class sharing, Student Assembly – June 2026
Parent Support Group & School Council	Presentation with impact highlights and next steps	PSG/SC Meeting – October, February/June 2026
School Community including Indigenous Rightsholders	Website post with a visual summary and thank-you message	End of June 2026

This plan ensures that our school’s CI Cycle is meaningfully celebrated, the results are shared with all key audiences, and we reflect critically on both successes and areas for growth. The process supports transparency, honours contributions, and sets the stage for focused, student-centred planning for the next cycle.

“Success lies in the critical nature of collaboration and the strength of believing that together, administrators, faculty, and students can accomplish great things. This is the power of collective efficacy” (Donohoo, 2018)

**Please submit your Continuous Improvement Plan to the CISPG Superintendent, Chris Dugdale and Principal of Learning Services, Frances Roch, by December 12, 2025. Thank You!**